

Strategic Leadership Practices of Public Elementary School Principals in The Preparation of The Annual Procurement Plan (APP)

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Abstract — One hundred ninety-nine public elementary school principals (199) randomly selected from the 6th Congressional District of DepEd Pangasinan Division II were respondents in this study during the SY 2024- 2025. The study determined the "extent of strategic leadership practices (SLP) public elementary school principals (PESP) in the preparation of the school Annual Procurement Plan (APP)". The researcher used the descriptive-correlational research method, with a questionnaire checklist, as a data-gathering instrument.

The findings include the following: Most respondent PESP have reached their middle age level, females, are either master's or doctor's degree holders, serving in the DepEd for 11 years or more, and have relevant in-service trainings at the division level. The respondents are "very extensive" in all areas in the preparation of the APP. The extent of the SLP of the respondents-PEPS are not differentiated by the various profile variable, namely: age, sex, highest educational attainment, years in the service, and relevant in-service trainings.

The conclusions are as follows: The respondents are very much qualified to be heads of their respective schools and they can provide "extensively" SLP in leading their faculty members in the correct preparation of the APP. The profile variables used in this study do not provide the variations in the extent of SLP among the respondent-PESP. The extent of SLP of the PESP are "not associated" with the profile variables.

It is strongly recommended an incentive scholarship program will be established to provide grants to deserving PESP to finish their EdD or PhD. The PESP should continue to maintain their "very extensive" SLP in leading their constituents in the preparation of effective APP by organizing symposia and for PESP to share their best SLP in the preparation of effective APP. Future researcher investigating SLP in the preparation of effective APP should include other profile variables which not covered in the study. Further studies on SLP of PESP in other areas of educational management, using a wider venue, and more variables be conducted under the auspices of accredited graduate institutions in the area.

Keywords — *Preparation of Annual Procurement Plan (APP), Strategic Leadership Practices (SLP), Public Elementary School Principals (PESP)*

I. Introduction

Strategic leaders need to undertake duties and functions in the schools for learners to develop relevant skills for their future. With these activities, school principals should plan and include a budget for the development of the learners' skills. Strategic school principals, always

check and improve the facilities of the schools for a better safe of learners and the community as well and make a friendly-child school.

Strategic leaders contribute to quality education by setting a clear vision for the school or district, aligning everyone towards shared goals, fostering a culture of continuous improvement, providing necessary support to teachers, actively monitoring student progress and adapting to changing needs through data-driven decision making, ultimately ensuring that all students have access to high quality learning experiences. To meet quality education, strategic leaders need a strategic plan for the resource allocation receives in the schools.

Strategic leadership practices of a school principal in preparing the annual procurement plan can significantly impact to have quality education to schools and for the learners.

The Philippine Professional Standards for School Heads consists of seven domains where this specifies the responsibilities of school heads. One of the domains school heads had to focus is managing school operations and resources. This includes the procurement of school facility and equipment.

School heads also has the responsibility of ensuring quality education of the schools they are managing. Hence, procurement of teaching and learning materials is a necessity.

Republic Act No. 9184, entitled “An Act Providing for the Modernization, Standardization and Regulation of the Procurement Activities of the Government and for other Purposes,” otherwise known as the Government Procurement Reform Act. From this Republic Act, it says that, it is the declared policy of the state to promote the ideals of good governance in all its branches, departments, agencies, subdivisions, and instrumentalities, including government-owned and/or -controlled corporations, and local government units. This further elaborates that all procurement of the national government, its departments, bureaus, offices and agencies, including state universities and colleges, government-owned and/or -controlled corporations, government financial institutions and local government units, shall, in all cases, be governed by these principles: (a) Transparency in the procurement process and in the implementation of procurement contracts. (b) Competitiveness by extending equal opportunity to enable private contracting parties who are eligible and qualified to participate in public bidding. Section of the said law stipulates the scope and application stating that this Act shall apply to the Procurement of Infrastructure Projects, Goods, and Consulting Services, regardless of source of funds, whether local or foreign, by all branches and instrumentalities of government, its departments, offices and agencies, including government-owned and/or -controlled corporations and local government units, subject to the provisions of Commonwealth Act No. 138. Any treaty or international or executive agreement affecting the subject matter of this Act to which the Philippine government is a signatory shall be observed.

Statement of the Problem

This study determined the extent of the strategic leadership practices (SLP) of public elementary school principals (PESP) in the preparation of the school Annual Procurement Plan (APP) in DepEd Pangasinan Division Division II.

Specifically, it sought to answer the following problems:

1. What is the profile of the respondent-public elementary school principals (PESP) with the following variables:

- a) age;
- b) sex;
- c) highest educational attainment;
- d) years of service as elementary school principal (PESP);
- e) relevant in-service training?

2. What is the extent of strategic leadership practices (SLP) of the respondent-PESP in the preparation of the school annual procurement plan (APP) along the following areas based on Government Procurement Policy Board (GPPB) Circular 08-2015:

- a) Name of the Project/Procurement (rational justifying the project);
- b) Project Management Office/End-User Unit;
- c) General description of the project/Procurement (details, quantity, cost, and total cost of, facilities, and services to be procured);
- d) Procurement Method to be adopted; and
- e) Time schedule for:
 - e.1) advertisement/ posting,
 - e.2) submission and receipt/opening of bids,
 - e.3) award of contract,
 - e.4) contract of signing,
 - e.5) source of funds,
 - e.6) approved budget for the contract?

3. What are the prevalent challenges encountered by the respondents in the implementation of APP?
4. Are there significant mean differences in the extent of strategic leadership practices (SLP) of the respondent-PESP in the preparation of the school APP across their profile variables?
5. Are there significant relationships between the extent of strategic leadership practices (SLP) of the respondent-PESP in the preparation of the school APP and their profile variables?

Literature Review

Most school heads are old as found by Bacalso et. al. (2023) that most principals are 51-55 years old. Günay et.al, (2022) found in their study that most school heads are 41-50 years old. Results showed that the age of the respondents has nothing to do with their abilities to lead people. Younger or older manifested the same abilities to lead the organization to attain the school vision and mission.

In the study of Cahapay et.al. (2022) most school heads are female. Peregrino et. al. (2021) found in their study that most of the school heads have international trainings in terms of leadership and management and it was found that most of the school heads are master's degree holders.

De Castro and Jimenez (2022) found that leadership skill is not related to gender, position, and years in service. Ganaden (2020) found in his study that no significant difference on attributes of managerial competency when the respondents are grouped according to sex, age, length of service.

Strategic Leadership

According to Villadiego and Ancho (2021), school heads model respect, observe honesty in their dealings, dedication to their profession, enthusiasm in delivering services, and perform excellently. They can establish a harmonious relationship, be sensitive to the needs of others, have flexibility, humane resolutions to issues/conflicts, employ effective communication, and advocate professional growth. They serve as a role model, establishing fair selection and promotion systems, sound feedback systems, promoting equality and equal opportunity, and sound financial management. Moreover, in support of encouraging inclusive involvement and transparency, the school heads shared common goals, collaborative planning, and delegation of tasks, paying attention to the concerns of others and establishing a strong partnership with stakeholders.

School leaders must adhere to particular professional standards and competences that will assist them in managing schools and leading people to achieve a common vision and goals. In response, the Philippine Professional Standards for School Heads (PPSSH) were created. The PPSSH establishes professional criteria for a great school principal. The PPSSH Framework

depicts the synergy between maximizing school effectiveness and ensuring people effectiveness through a broad range of instructional and administrative practices stipulated in five domains: (1) strategic leadership; (2) managing school operations and resources; (3) focusing on teaching and learning; (4) developing self and others; and (5) building connections (DepED Order No. 24, s. 2020).

In the educational academe, school heads, as strategic leaders, play a vital in performing roles and administrative responsibilities in their respective stations. As strategic leaders, school principals need to adopt comprehensive and innovative approaches aligned with the vision and mission with the needs of students, stakeholders, teachers, and the whole community as well. As pointed out in the study of Moquia and Melchor (2024), the extent of strategic leadership of school heads is extensive which means that strategic leadership is oftentimes evident among school heads. This extensive level suggests that school heads often engage in activities associated with strategic leadership, fostering a proactive and visionary approach to school management.

Ucar and Dalgic (2021) posited that for schools to succeed and advance, strategic leadership is essential. Reviving educational movements requires adapting to the times. The planning procedures for upcoming trends can accomplish this. Developing strategies through analysis of the organization's internal and external environments, applying the appropriate strategies at the appropriate times, and assessing and responding to the environment are all components of strategic leadership. In this sense, it is the capacity to integrate operational management, visionary leadership, and strategic leadership.

Rufon & Baldera , (2024) elucidated that plans for strategic management are essential for helping public schools reach their objectives and enhance student performance. As administrators of educational establishments, school principals are in charge of creating and carrying out these plans, which specify the school's vision, mission, objectives, and success techniques. In recent years, there has been a growing recognition of the significance of strategic management in education. Optimized resource allocation, better organizational performance, and improved educational outcomes have all been associated with effective strategic planning.

Procurement Competence

The Governance of Basic Education Act, also known as Republic Act No. 9155, gives all school heads in the Department of Education (DepEd) the power to manage their resources in accordance with the requirements and preferences of the school community. This gives school administrators the authority to decide how best to allocate resources and customize their services and programs to better meet the unique learning requirements and difficulties that their students and community confront.

One of the most important but challenging responsibilities for school administrators is managing the institution's finances. It is their duties to finance the educational needs and activities within the allotted funds and resources. They must monitor these expenditures, evaluate their

efficacy, and use the data to shape their future decisions. They should be open and transparent to stakeholders. Through financial planning, accounting, and budgeting, they make sure the company has enough cash flow and liquidity.

Almazan (2023) further elaborated that by ensuring that all financial transactions are documented and reported, school heads play a crucial role in this process. In order to increase corporate accountability, principals must follow specific rules while creating comprehensive reports on liquidation. Meeting with stakeholders and utilizing transparency boards to provide easily readable liquidation reports for them is how transparency is accomplished (Bantilan et al., 2023). Nonetheless, the following difficulties remain apparent: inequalities in market prices, policy procedures, and inadequate training demonstrate the constant necessity of professional growth (Gaspar et al., 2022). Among the strategies are the School Report Card (SRC) and Transparency Board (TB) programs, which encourage accountability and transparency by making school data available to stakeholders for the purpose of monitoring financial operations. As a result, accountability and transparency improve financial management performance since they meet PPSSH standards and are integrated into the efficient use of resources to deliver the educational function of the schools.

Maintaining school supplies and materials, and funding different educational initiatives all depend on the distribution of school finances, including MOOE and other resources. School principals should plan their MOOE for a better distribution to the needs of the school. They should then incorporate this into their Annual Procurement Plan (APP), School Operating Budgets (SOB), and Annual Improvement Plans (AIP). Therefore, it is recommended that the principle and his management team work together to ensure that school finances are distributed in a way that meets the various needs of students and improves the learning environment.

Financial management is an important part of the process since it guarantees that funds are allocated and used in an appropriate way. It is impossible to overstate the importance of sound budgeting methods, particularly for the sub-sector's development and provision of high-quality education. To fulfill the evaluation of the effectiveness of various financial programs, the management of cash and receipts, such as the usage of cash books and receipt books, should be adequately documented. As indicated in the Annual Procurement Plan, principals are responsible for planning, directing, and enhancing the procurement activities.

II. Methodology

Research Design and Strategy

The researcher used the descriptive-correlational design. As defined from the Aithor (2024), descriptive correlational research is generally used when a researcher wants to identify the characteristics of a certain groups of people or find relationships between different variables. In this design, a research questionnaire has floated to respondents to gather necessary data on the

strategic practices of public elementary school principals in the preparation of the school annual procurement plan. Descriptive since it involved describing, recording, analyzing and interpreting data. All figures will be presented in tabular forms to simplify analysis and explanation.

Population and Locale of the Study

The target subjects of this study were the one hundred ninety-nine (199) public elementary school principals who prepared the annual procurement plan of Pangasinan Division II. The respondents have selected through a purposive sampling method since school principal are the ones preparing the annual procurement plan of the school

Data Gathering Tools

The tool research instrument was validated to determine its reliability and validity to gather the necessary and relevant data needed, based from the literature on the strategic leadership practices in the preparation of the school annual procurement plan.

The first part of the research instrument was the profile of the respondents which includes the age, sex, highest educational attainment, number of years of service as elementary school principal (PESP), and relevant in-service trainings.

The second part of the research instrument was the Strategic Leadership Practices (SLP) in the Preparation of the Annual Procurement Plan (APP). To determine the strategic leadership practices, the responses of the respondents may be checked as: A-Always Practiced (AP); B-Often Practiced (OP); C-Moderately Practiced (MP); D-Slightly Practiced (SP); and E-Not Practiced (NP).

Data Gathering Procedure

There were several steps to consider in the achievement of this research study. First was the preparation stage where the respondents and the research environment are identified to determine its validity and reliability, the researcher administered the said instrument to the public-school principals of Pangasinan Division II with permission from the Schools Division Superintendent to the questionnaires for the school principals to answer. Upon retrieval, the researcher encoded the raw data, after which, seek the help of a statistician for its statistical validity and reliability.

In the second stage, upon finalizing the tool based from the statistician's suggestion and recommendation, the researcher-made a survey questionnaire administered to the public elementary school principals of Pangasinan Division II.

The data gathered were collated, tallied and interpreted in the final stage. The researcher used frequency count, percentage on the profile of the respondents, while weighted mean, standard

deviation and qualitative description have used for the strategic leadership practices of the public elementary school principals in the preparation of the school Annual Procurement Plan.

III. Results and Discussion

The profile of the respondent-PESPs indicates that most of them have reached their middle age level, females, are either master's degree or doctor's degree holders, have been serving in the DepEd for 11 years or more, and have had relevant in-service trainings at the division level.

The SLP of the respondents-PESPs in the preparation of the APP are "very extensive" in all areas in the preparation of the APP. The extent of the SLP of the respondent-PESPs are not differentiated by the various profile variable, namely: age, sex, highest educational attainment, years in the service, and relevant in-service trainings. The extent of SLP of the respondent-PESPs are not correlated with their profile variables, used in this study. Further there are no challenges encountered by the public elementary school principal in the preparation of school annual procurement plan (APP) because all of them are knowledgeable, skilled, well-trained and matured.

IV. Conclusion

The respondent-PESP are very much qualified to be heads of their respective school and that they can provide extensively SLP in leading their faculty members in the correct preparation of the APP for their respective school.

The profile variables used in this study do not provide the variations in the extent of SLP among the respondent-PESPs. Further, the extent of SLP of the PESPs are not associated with the profile variables in this study.

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