

# Leadership Practices of Novice School Heads and Their Association with Organizational Change and School Performance

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**Abstract**—This study examined the leadership practices of novice school heads and their implications for organizational change and school performance. Specifically, it determined the level of leadership practices of novice school heads in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. It also determined the level of manifestation of organizational change, the level of school performance based on Office Performance Commitment Review (OPCR) ratings. A descriptive-correlational research design was employed in the study. Quantitative data were gathered from 149 teacher-respondents from selected public secondary schools in the Division of Marinduque through a researcher-made and validated questionnaire. Different Statistical tools were used to interpret data. Results revealed that novice school heads demonstrated leadership practices at an Almost Always level across all dimensions. The manifestation of organizational change was Largely Manifested, while all participating schools obtained Outstanding OPCR ratings. The identified moderating factors were rated as having High Influence, with external mandates and policy environment obtaining the highest mean. The findings indicate that leadership practices of novice school heads are significant drivers of organizational transformation, particularly when supported by favorable organizational and environmental conditions. Significant positive relationships were found between leadership practices and organizational change, leading to the rejection of the null hypothesis. While there is no significant relationship was found between leadership practices and OPCR ratings, leading to the failure to reject the null hypothesis. Moderated regression analysis further revealed that leadership practices and moderating factors independently exerted significant direct effects on organizational change, although their interaction effect was not significant. Therefore, it is concluded that effective school change is best achieved through the combined influence of strong leadership, organizational readiness, stakeholder support, adequate resources, and responsive policy conditions. Based on these findings, it is recommended that the Department of Education institutionalize the proposed LEAD-READY Program to strengthen the leadership competencies of novice school heads and support sustainable school improvement.

**Keywords**— Novice School Heads, Leadership Practices, Organizational Change, School Performance, OPCR Rating, Moderating Factors, Professional Development Program

## I. INTRODUCTION

Educational change and reform continue to reshape school systems, bringing increasingly complex demands that require school leaders to respond with adaptability, resilience, and

strategic insight. In this evolving landscape, school leaders play a crucial role in navigating uncertainty, implementing reforms, and addressing persistent gaps in student achievement. As emphasized in existing literature, school heads are not merely administrators but key agents of change who significantly influence the direction and quality of the educational environment.

Within the context of the Philippine education system, a school head, as defined in Republic Act 9155, includes principals, Teachers-in-Charge (TICs), and Head Teachers designated as Officers-in-Charge (OICs). Many newly appointed school heads come from teaching positions and assume leadership roles while still carrying teaching responsibilities. This dual role places them in a demanding situation, where they must simultaneously manage administrative functions and maintain instructional responsibilities.

Despite being new to leadership, novice school heads are expected to function as effective change leaders. They are tasked with improving school performance, fostering a positive learning environment, and ensuring that quality education is delivered to all learners.

However, these expectations often exceed their level of experience, especially during their first three years in the role, when they are still developing their leadership competencies. As emerging leaders, they are expected to balance instructional supervision, organizational management, stakeholder relations, and policy compliance while adjusting to the realities of school leadership.

Research shows that novice school heads face numerous internal and external challenges, including resistance to change, limited resources, insufficient training, communication barriers, policy demands, and increasing administrative workload. These challenges can hinder the successful implementation of reforms, slow down organizational progress, and ultimately affect school performance. At the same time, novice leaders are expected to demonstrate strategic thinking and sound decision-making, which require both experience and continuous professional development. Despite these realities, there remains a critical gap in understanding how novice school heads actually apply their leadership practices to influence organizational change and improve school performance.

Thus, the central problem of this study lies in the insufficient understanding of how the leadership practices of novice school heads affect organizational change and school performance, particularly within the context of their early years in leadership. In response to this gap, this study seeks to examine how novice school heads navigate the demands of educational reform and how their leadership practices influence organizational outcomes. By identifying the factors that shape these processes, the study aims to provide insights that can strengthen leadership preparation, enhance professional development programs, and support novice school heads in becoming more effective leaders. Ultimately, this contributes to improving school management and achieving better educational outcomes.

### 1.1 Statement of the Problem

#### *Problem/s which were addressed by the research*

This study aimed to examine the relationship between the leadership practices of novice school heads (NSHs), organizational change, and school performance as moderated by other pre-existing factors in school organizations. Understanding the complex relationships among these factors was crucial for deciphering school transformation led by novice school heads. Ultimately, the study aimed to leverage this understanding to develop evidence-based professional development programs specifically tailored for them.

Specific questions for the study were the following:

1. What is the level of leadership practices of novice school heads in terms of:
  - 1.1 Leading Strategically;
  - 1.2 Managing School Operations and Resources;
  - 1.3 Focusing on Teaching and Learning;
  - 1.4 Developing self and others; and
  - 1.5 Building Connections?
2. What is the level of manifestation of Organizational Change as influenced by the leadership practices of novice school heads in the following aspects:
  - 2.1 Changes in Organizational Culture;
  - 2.2 Changes in Administrative and Operational Systems;
  - 2.3 Changes in Professional Practices;
  - 2.4 Stakeholder Satisfaction/Acceptance of Change;
  - 2.5 Teacher Motivation and Engagement; and
  - 2.6 Sustainability of Change Initiatives?
3. What is the level of key influencing factors that moderate the relationship of manifestation of schools' organizational change led by novice school heads as follows:
  - 3.1 Organizational Readiness for Change;
  - 3.2 Stakeholder Support;
  - 3.3 Resource Availability;
  - 3.4 Professional Competence of the School Head;
  - 3.5 External Mandates and Policy Environment; and
  - 3.6 Change Fatigue/Work Overload?
4. What is the level of school performance under the leadership of novice school heads measured through the Office Performance Commitment and Review (OPCR)?
5. Is there a significant relationship between the level of leadership practices of novice school heads and organizational change?

6. Is there significant relationship between the level of leadership practices of novice school heads and school performance as measured through the OPCR?

## II. METHODOLOGY

A descriptive-correlational research design was employed in the study. Quantitative data were gathered from 149 teacher-respondents from selected public secondary schools in the Division of Marinduque through a researcher-made and validated questionnaire. Different Statistical tools were used to interpret data.

## III. RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered in the study in accordance with the stated research objectives and hypotheses. The presentation of results follows a logical sequence aligned with the research questions, employing appropriate statistical tools to examine the relationships among variables. Findings are systematically analyzed and interpreted to provide meaningful insights into leadership practices, organizational change, and school performance, thereby serving as the basis for discussion, conclusions, and recommendations.

### *Level of Leadership Practices of Novice School Heads*

In this study, the level of leadership practices of novice school heads refers to the extent to which newly appointed school leaders demonstrate the competencies, behaviors, and responsibilities expected of effective school administrators in managing their respective schools. It includes their ability to lead strategically, manage school operations and resources, focus on teaching and learning, develop themselves and others, and build connections with internal and external stakeholders.

Table 1 presents the perceived level of the teacher-respondents on the leadership practices of novice school heads in terms of leading strategically. This domain focuses on the ability of school heads to communicate a clear vision, align change initiatives with school goals, involve teachers in planning, and guide the implementation of reforms through organized and purposeful actions. It also reflects how novice school heads respond to institutional demands while maintaining direction for school improvement.

As shown in the table, the overall mean of 6.31 with a standard deviation of 0.63 was verbally interpreted as Very High. This means that the strategic leadership practices of novice school heads are consistently observed by the teacher-respondents. All indicators received high mean scores ranging from 6.23 to 6.38, with all items interpreted as Strongly Agree. The highest-rated indicator was the ability of school heads to clearly explain how organizational changes align with external mandates such as policies of the Department of Education (Philippines), showing strong awareness of policy direction and institutional priorities.

Overall, the findings indicate that leading strategically is a well-practiced leadership behavior among novice school heads. Respondents recognized their school heads as leaders who communicate goals clearly, involve teachers in important

planning processes, anticipate possible challenges, and monitor the progress of change initiatives. These practices create a sense of direction within the school, strengthen cooperation among staff, and support the effective implementation of programs and reforms. The low standard deviation further shows that respondents shared similar positive perceptions regarding the strategic leadership of their school heads.

Table 1. Level of Leadership Practices of Novice School Heads in Terms of Leading Strategically

Statements	Mean	SD	Remarks
My school head . . .			
..clearly communicates the vision and rationale for new organizational changes to inspire staff commitment.	6.34	0.72	Strongly Agree
..involves me in planning and adapting the implementation strategy for major reforms or new mandates.	6.32	0.75	Strongly Agree
..ensures that the change initiatives remain consistent and well-integrated with the school's core mission.	6.33	0.78	Strongly Agree
..anticipates potential resistance or implementation challenges and proactively plans to address them	6.23	0.83	Strongly Agree
..encourages staff to suggest innovative approaches to successfully execute mandated changes.	6.30	0.74	Strongly Agree
..clearly articulates how the required organizational changes align with external mandates (e.g., DepEd policies)	6.38	0.72	Strongly Agree
..effectively monitors and reviews the progress of change initiatives against the established strategic timeline.	6.30	0.67	Strongly Agree
Weighted Mean	6.31		
SD	0.63		
Verbal Interpretation	Very High		

Table 2 presents the perceived level of the teacher-respondents on the leadership practices of novice school heads in terms of managing school operations and resources. This domain refers to the ability of school heads to organize daily school functions, allocate resources fairly, manage workloads, address operational concerns, and provide the necessary support for the implementation of school programs and change initiatives. It also reflects how school heads maintain efficient systems that contribute to an orderly and productive learning environment.

As shown in the table, the overall mean of 6.20 with a standard deviation of 0.68 was verbally interpreted as Very High. This means that the management of school operations and resources is consistently practiced by novice school heads as perceived by the respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.17 to 6.26. The highest-rated indicator was the effective management of operational adjustments such as scheduling and role assignments to accommodate new requirements, indicating that school heads are responsive and organized in handling changes within the school setting.

Overall, the findings indicate that novice school heads demonstrate a high level of competence in managing operational systems and available resources. Respondents

recognized their school heads as leaders who ensure access to needed materials and technological support, communicate updates in a timely manner, clarify procedures, and help staff manage increased workloads. These practices help minimize confusion, reduce work-related stress, and create a more stable environment for implementing school improvements. The low standard deviation also shows that respondents shared similar positive perceptions regarding the operational capability of their school heads.

Table 2. Level of Leadership Practices of Novice School Heads in Terms of Managing School Operations and Resources

Statements	Mean	SD	Remarks
My school head...			
..effectively manages necessary operational adjustments (e.g., scheduling, role assignments) to accommodate new change requirements.	6.26	0.76	Strongly Agree
..allocates resources (budget, time, staffing) fairly to support the successful implementation of new initiatives	6.19	0.79	Strongly Agree
..addresses logistical breakdowns or confusion that arise from new procedures stemming from organizational change.	6.17	0.81	Strongly Agree
..ensures that we receive the specific resources, materials, and technological support needed to adopt new practices.	6.17	0.84	Strongly Agree
..manages the workload increase associated with change, helping our school staff prioritize tasks to reduce change fatigue.	6.18	0.83	Strongly Agree
..ensures that new policies and procedures related to the organizational change are clearly documented and accessible.	6.19	0.79	Strongly Agree
..provides timely information regarding budget changes or system updates relevant to the change implementation.	6.21	0.76	Strongly Agree
Weighted Mean	6.20		
SD	0.68		
Verbal Interpretation	Very High		

Table 3 presents the perceived level of the teacher-respondents on the leadership practices of novice school heads in terms of focusing on teaching and learning. This domain refers to the ability of school heads to sustain instructional quality, support curriculum implementation, monitor student progress, and guide teachers in improving classroom practices. It also reflects how school heads maintain attention to learner outcomes even while responding to organizational changes and administrative demands.

As shown in the table, the overall mean of 6.30 with a standard deviation of 0.67 was verbally interpreted as Very High. This means that novice school heads consistently demonstrate strong instructional leadership as perceived by the respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.21 to 6.36. The highest-rated indicators were facilitating peer collaboration among teachers to share effective strategies and ensure adequate time within the schedule for implementing new instructional approaches. These results show that school heads value teamwork and protect instructional time to support effective teaching.

Overall, the findings indicate that novice school heads maintain a clear focus on teaching and learning despite the challenges brought by organizational change. Respondents viewed their school heads as leaders who guide curriculum

integration, align professional development with instructional needs, monitor assessment data, and provide continuous coaching and feedback. These practices help strengthen teacher competence, improve classroom instruction, and promote better learning outcomes for students. The low standard deviation also shows that respondents shared similar positive perceptions regarding the instructional leadership of their school heads.

Table 3. Level of Leadership Practices of Novice School Heads in Terms of Focusing on Teaching and Learning

Statements	Mean	SD	Remarks
My school head...			
..effectively guides me in integrating new curriculum or instructional mandates required by the organizational change.	6.30	0.85	Strongly Agree
..consistently monitors student assessment data to determine the effectiveness of the new teaching practices implemented due to the change.	6.21	0.83	Strongly Agree
..ensures that the professional development offered directly relates to the instructional adjustments necessary for the change initiative.	6.29	0.83	Strongly Agree
.. facilitates peer collaboration among us teachers to share successful strategies for implementing new instructional policies.	6.36	0.79	Strongly Agree
..maintains a clear focus on the quality of teaching and student learning outcomes despite administrative distractions caused by the organizational change.	6.30	0.77	Strongly Agree
..ensures adequate time is protected within the schedule for teachers to effectively implement the new instructional strategies.	6.36	0.74	Strongly Agree
..provides continuous coaching or feedback specific to the new pedagogical models required by the change.	6.30	0.72	Strongly Agree
Weighted Mean	6.30		
SD	0.67		
Verbal Interpretation	Very High		

Table 4 presents the perceived level of the teacher-respondents on the leadership practices of novice school heads in terms of developing self and others. This domain refers to the commitment of school heads to continuous professional growth while supporting the development, well-being, and leadership capacity of teachers and other personnel. It also reflects how school heads build a culture of learning, trust, collaboration, and shared responsibility during periods of organizational change.

As shown in the table, the overall mean of 6.33 with a standard deviation of 0.74 was verbally interpreted as Very High. This means that novice school heads consistently demonstrate leadership practices related to personal growth and staff development. All indicators were rated Strongly Agree, with mean scores ranging from 6.23 to 6.38. The highest-rated indicator was modeling commitment to learning by adapting leadership styles to new organizational demands, followed closely by recognizing teachers who successfully implement new practices. These results indicate that school heads value lifelong learning, flexibility, and the recognition of teacher contributions.

Table 4. Level of Leadership Practices of Novice School Heads in Terms of Developing Self and Others

Statements	Mean	SD	Remarks
My school head...			
..models a commitment to learning by actively adapting her/his own leadership style to the new organizational demands.	6.38	0.83	Strongly Agree
..empowers me to lead aspects of the change process (e.g., serving as change agent, team leader, or as peer mentor).	6.30	0.84	Strongly Agree
..offers personalized coaching and emotional support to us teachers who are struggling with the demands of the transition.	6.23	0.86	Strongly Agree
..recognizes and celebrates teachers who successfully implement, and champion new practices mandated by the change.	6.36	0.86	Strongly Agree
..ensures that training and support related to the change is timely, relevant, and well-supported.	6.35	0.85	Strongly Agree
..creates a safe environment where teachers feel comfortable sharing feedback about the change process without fear of reprisal.	6.35	0.82	Strongly Agree
..provides specific resources or time off (e.g., release time) for teachers to reflect on and manage the emotional toll of the change.	6.32	0.81	Strongly Agree
Weighted Mean	6.33		
SD	0.74		
Verbal Interpretation	Very High		

Overall, the findings indicate that novice school heads play an important role in strengthening both individual and collective capacity within the school. Respondents viewed their school heads as leaders who empower teachers to take active roles, provide coaching and emotional support, create a safe environment for feedback, and ensure that training opportunities are timely and relevant. These practices help teachers adjust to change, maintain motivation, and continue performing effectively during transitions. The low standard deviation also shows that respondents shared similar positive perceptions regarding this leadership domain.

Table 5 presents the perceived level of the teacher-respondents on the leadership practices of novice school heads in terms of building connections. This domain refers to the ability of school heads to establish and sustain productive relationships with parents, community members, external agencies, and school personnel.

It also reflects how school heads promote collaboration, communicate change initiatives, and secure support that contributes to school improvement and successful organizational change.

As shown in the table, the overall mean of 6.31 with a standard deviation of 0.65 was verbally interpreted as Very High. This means that novice school heads consistently demonstrate strong leadership practices in building connections with internal and external stakeholders. All indicators were rated Strongly Agree, with mean scores ranging from 6.22 to 6.39. The highest-rated indicator was clearly communicating the rationale, benefits, and impact of organizational changes to parents and other stakeholders, indicating that school heads value transparency and open communication during periods of change.

Table 5. Level of Leadership Practices of Novice School Heads in Terms of Building Connections

Statements	Mean	SD	Remarks
My school head...			
...clearly communicates the rationale, benefits, and impact of organizational changes to the parents and other stakeholders	6.39	0.74	Strongly Agree
...actively works to secure parental and community support for the new direction established by the change.	6.28	0.75	Strongly Agree
...strategically leverages district and external support to obtain resources necessary to overcome obstacles related to the change.	6.22	0.84	Strongly Agree
...fosters a collaborative climate that encourages staff to support each other through the difficulties of the change process.	6.33	0.78	Strongly Agree
...effectively defends the needs of the staff to district and division officials when external change mandates create unrealistic demands.	6.32	0.75	Strongly Agree
...proactively organizes forums or meetings to receive community feedback on the ongoing organizational changes.	6.35	0.71	Strongly Agree
...effectively negotiates with the district office to adjust unrealistic timelines related to change implementation	6.30	0.70	Strongly Agree
Weighted Mean	6.31		
SD	0.65		
Verbal Interpretation	Very High		

Overall, the findings indicate that novice school heads effectively serve as bridges between the school and the wider community. Respondents viewed their school heads as leaders who actively gain parental and community support, organize forums for feedback, advocate for staff needs, and obtain outside resources to address school concerns. They were also seen as promoting teamwork among staff and managing external demands through constructive coordination. These practices strengthen trust, encourage shared responsibility, and create a supportive environment for sustaining school initiatives. The low standard deviation further shows that respondents shared similar positive perceptions regarding this leadership domain.

*Level of Manifestation of Organizational Change*

In this study, the level of manifestation of organizational change refers to the extent to which positive changes and improvements are evident within the school as a result of leadership practices and reform initiatives introduced by novice school heads.

It includes changes in organizational culture, administrative and operational systems, professional practices, stakeholder satisfaction and acceptance of change, enhanced teacher motivation and engagement, and sustainability of change initiatives. These dimensions reflect how schools adapt to new directions, improve internal processes, strengthen collaboration, and sustain development efforts over time.

Table 6 presents the perceived level of manifestation of organizational change in terms of organizational culture. This variable refers to changes in the shared values, beliefs, attitudes, and behaviors within the school that promote collaboration, trust, professionalism, and collective responsibility. It reflects how the school environment adapts to new demands through stronger relationships and a more positive culture that supports continuous improvement.

As shown in the table, the overall mean of 6.35 with a standard deviation of 0.61 was verbally interpreted as Very High. This means that positive changes in organizational culture are widely experienced by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.26 to 6.50. The highest-rated indicator was the school’s atmosphere becoming more optimistic and resilient toward recent demands for change, followed by stronger collaboration and a sense of collective responsibility among teachers. These results show that the school community has developed a constructive and supportive mindset in responding to organizational changes.

Table 6. Level of Manifestation of Organizational Change in Terms of Organizational Culture

Statements	Mean	SD	Remarks
Change in Organizational Culture...			
...collaboration and mutual respect among us teachers and staff have become more evident in school activities and decision-making.	6.42	0.74	Strongly Agree
...the school community demonstrates openness to new ideas and a commitment to continuous improvement.	6.30	0.68	Strongly Agree
...regular sharing of best practices and peer learning sessions have become part of the school’s work culture.	6.26	0.77	Strongly Agree
...decision-making processes reflect integrity, fairness, and professionalism across all levels.	6.28	0.78	Strongly Agree
...positive communication and teamwork are consistently observed in meetings, projects, and daily operations.	6.32	0.84	Strongly Agree
...the school's overall atmosphere has become notably more optimistic and resilient toward recent demands for change.	6.50	0.69	Strongly Agree
...teachers feel a strong sense of collective responsibility for the success of the organizational changes.	6.40	0.67	Strongly Agree
Weighted Mean	6.35		
SD	0.61		
Verbal Interpretation	Very High		

Overall, the findings indicate that the schools have developed a healthier and more collaborative organizational culture under the leadership of novice school heads. Respondents observed stronger teamwork, positive communication, fairness in decision-making, openness to new ideas, and regular peer learning practices.

These changes help create an environment where teachers feel empowered, valued, and committed to shared goals. The low standard deviation further shows that respondents shared similar positive perceptions regarding the cultural transformation taking place in their schools.

Table 7 presents the perceived level of manifestation of organizational change in terms of administrative and operational system. This variable refers to improvements in school procedures, workflows, resource management, accountability systems, documentation practices, and the clarity of roles and responsibilities. It reflects how organizational change strengthens the efficiency and responsiveness of day-to-day school operations.

As shown in the table, the overall mean of 6.29 with a standard deviation of 0.64 was verbally interpreted as Very High. This means that positive changes in administrative and operational systems are widely experienced by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.24 to 6.36. The highest-rated indicator was the clearer definition of roles and responsibilities for specific operational tasks, followed by more efficient administrative procedures and the integration of new technology that made administrative work easier. These results show that organizational change has improved structure, coordination, and efficiency within the school.

**Table 9.**

Table 7. Level of Manifestation of Organizational Change in Terms of Administrative and Operational System

Statements	Mean	SD	Remarks
Change in Administrative and Operational System...			
...administrative procedures are now carried out more efficiently, with reduced delays and clearer workflows.	6.30	0.74	Strongly Agree
...monitoring and evaluation systems for school programs are regularly implemented and documented.	6.30	0.81	Strongly Agree
...record keeping, reporting, and documentation are consistently organized, accurate, and up to date.	6.24	0.77	Strongly Agree
...transparency and accountability are evident in financial reports, decision processes, and school operations.	6.27	0.76	Strongly Agree
...resource management for budget, materials, and facilities is systematic, timely, and responsive to school needs.	6.27	0.82	Strongly Agree
...the integration of new technology or digital systems related to the change has made administrative tasks easier.	6.30	0.75	Strongly Agree
...post-change, the definition of roles and responsibilities for specific operational tasks is much clearer.	6.36	0.69	Strongly Agree
Weighted Mean	6.29		
SD	0.64		
Verbal Interpretation	Very High		

Overall, the findings indicate that schools have developed more organized and effective administrative systems under the leadership of novice school heads. Respondents observed improved monitoring and evaluation processes, better record keeping, greater transparency in financial and operational matters, and more systematic management of resources. These changes help reduce delays, lessen confusion, and promote accountability in school operations. The low standard deviation further shows that respondents shared similar positive perceptions regarding the improvements in administrative and operational systems.

Table 8 presents the perceived level of manifestation of organizational change in terms of professional practices. This variable refers to improvements in teachers' professional growth, collaborative learning, instructional practices, use of student data, and responsiveness to feedback. It reflects how organizational change strengthens teaching competence and promotes a culture of continuous improvement within the school.

As shown in the table, the overall mean of 6.32 with a standard deviation of 0.59 was verbally interpreted as Very High. This means that positive changes in professional practices are widely appreciated by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.19 to 6.48. The highest-rated indicator was regular participation in professional development and training programs that enhance competencies, followed by the alignment of teaching practices with school goals and the consistent use of student performance data to improve instruction. These results show that teachers are actively engaged in professional learning and instructional refinement.

Table 8. Level of Manifestation of Organizational Change in Terms of Professional Practices

Statements	Mean	SD	Remarks
Change in Professional Practices...			
...teachers regularly participate in professional development and training programs that enhance their competencies.	6.48	0.63	Strongly Agree
...peer mentoring and coaching sessions are routinely conducted to support instructional improvement.	6.28	0.78	Strongly Agree
...innovative and research-based teaching strategies are visibly applied in classroom instruction.	6.19	0.80	Strongly Agree
...professional learning communities and collaborative planning sessions are actively sustained within the school.	6.31	0.79	Strongly Agree
...teaching practices are clearly aligned with the school's goals, priorities, and performance standards.	6.34	0.74	Strongly Agree
...teachers consistently use student performance data to adapt and improve their instruction following the change.	6.33	0.70	Strongly Agree
...teachers frequently seek and utilize constructive feedback on their implementation of the new practices.	6.28	0.69	Strongly Agree
Weighted Mean	6.32		
SD	0.59		
Verbal Interpretation	Very High		

Overall, the findings indicate that schools have developed a stronger professional culture under the leadership of novice school heads. Respondents observed regular mentoring and coaching sessions, active professional learning communities, collaborative planning, and increased use of innovative and research-based teaching strategies.

Teachers were also seen to seek constructive feedback and apply it in improving classroom practices. These changes help strengthen instructional quality, promote collaboration, and support better learning outcomes for students. The low standard deviation further shows that respondents shared similar positive perceptions regarding the improvement of professional practices.

These studies also noted that successful change encourages peer support, reflective practice, and shared decision-making. This affirms that when school leaders foster a supportive and growth-oriented environment, teachers become more active participants in educational reform and continuous professional development.

Table 9 presents the perceived level of manifestation of organizational change in terms of stakeholder satisfaction and

acceptance of change. This variable refers to the extent to which parents, teachers, community members, and partner organizations support, trust, and positively respond to new school programs, policies, and directions. It also reflects how effective communication, participation, and collaboration strengthen stakeholder commitment to school improvement.

As shown in the table, the overall mean of 6.38 with a standard deviation of 0.52 was verbally interpreted as **Table 9**. High. This means that positive changes in stakeholder satisfaction and acceptance are widely experienced by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.34 to 6.45.

The highest-rated indicator was that parents and community members are consistently informed and updated about new school programs and initiatives, followed closely by active advocacy of key stakeholders for the new direction of the school. These results show that communication and stakeholder involvement are strong features of the organizational change process.

Table 9. Level of Manifestation of Organizational Change in Terms of Stakeholder Satisfaction/Acceptance of Change

Statements	Mean	SD	Remarks
Change in Stakeholders Satisfaction...			
...parents and community members are consistently informed and updated about new school programs and initiatives.	6.45	0.59	Strongly Agree
...communication channels between the school and stakeholders are active, transparent, and well-utilized.	6.39	0.63	Strongly Agree
...stakeholders demonstrate trust and confidence through their continued involvement and participation in school activities.	6.35	0.64	Strongly Agree
...feedback from parents, teachers, and community partners is regularly gathered and reflected in school decisions or policies.	6.34	0.70	Strongly Agree
...the school enjoys visible support and collaboration from parents, local government units (LGUs), and community organizations.	6.35	0.64	Strongly Agree
...there has been a noticeable increase in stakeholder willingness to contribute resources or volunteer time to support the changes.	6.38	0.65	Strongly Agree
...key stakeholders (e.g., PTA leadership) actively champion and advocate for the new direction of the school	6.43	0.62	Strongly Agree
Weighted Mean	6.38		
SD	0.52		
Verbal Interpretation			Very High

Overall, the findings indicate that schools have developed a supportive and cooperative stakeholder environment under the leadership of novice school heads. Respondents observed active communication channels, continued participation in school activities, regular use of stakeholder feedback in decision-making, and increased willingness of stakeholders to contribute time and resources. These practices help build trust, reduce resistance to change, and create shared ownership of school reforms. The low standard deviation further shows that respondents shared similar positive perceptions regarding stakeholder support and acceptance of change.

Table 10 presents the perceived level of manifestation of organizational change in terms of enhanced teacher motivation

and engagement. This variable refers to observable improvements in teachers' enthusiasm, commitment, participation, sense of belonging, and willingness to contribute to school goals. It reflects how organizational change and leadership practices create a more positive professional environment that encourages active involvement in school improvement efforts.

Table 10. Level of Manifestation of Organizational Change in Terms of Enhanced Teacher Motivation and Engagement

Statements	Mean	SD	Remarks
Changes in Enhanced Teacher Motivation and engagement...			
...teachers' accomplishments are consistently acknowledged through recognition programs or public appreciation.	6.44	0.65	Strongly Agree
...teachers voluntarily take part in school projects and initiatives beyond their assigned duties.	6.36	0.63	Strongly Agree
...a positive and enthusiastic atmosphere is evident among teachers in daily school activities.	6.42	0.67	Strongly Agree
...teachers display a strong sense of belonging and shared purpose within the school community.	6.46	0.71	Strongly Agree
...teachers are actively involved in the planning and execution of school programs and improvement efforts.	6.46	0.68	Strongly Agree
...there has been a noticeable increase in stakeholder willingness to contribute resources or volunteer time to support the changes.	6.40	0.67	Strongly Agree
...key stakeholders (e.g., PTA leadership) actively champion and advocate for the new direction of the school	6.40	0.66	Strongly Agree
Weighted Mean	6.42		
SD	0.54		
Verbal Interpretation			Very High

As shown in the table, the overall mean of 6.42 with a standard deviation of 0.54 was verbally interpreted as Very High. This means that positive changes in teacher motivation and engagement are widely experienced by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.36 to 6.46. The highest-rated indicators were teachers' strong sense of belonging and shared purpose within the school community, and their active involvement in planning and implementing school programs. These results show that teachers feel connected to the school and are willing to contribute meaningfully to its progress.

Overall, the findings indicate that schools have developed a highly encouraging and engaging work environment under the leadership of novice school heads. Respondents observed that teachers feel recognized for their accomplishments, voluntarily participate in activities beyond assigned duties, and demonstrate enthusiasm in daily school functions. These practices help strengthen morale, teamwork, and professional commitment. The low standard deviation further shows that respondents shared similar positive perceptions regarding teacher motivation and engagement.

Table 11 presents the perceived level of manifestation of organizational change in terms of sustainability of change initiatives. This variable refers to the extent to which school reforms, programs, and innovations continue over time and

become part of the school’s regular systems and practices. It also reflects how leadership support, resource allocation, monitoring, and long-term planning help ensure that positive changes are maintained and strengthened.

As shown in the table, the overall mean of 6.33 with a standard deviation of 0.58 was verbally interpreted as Very High. This means that the sustainability of change initiatives is widely experienced by the teacher-respondents. All indicators were rated Strongly Agree, with mean scores ranging from 6.21 to 6.40.

The highest-rated indicator was the effective transfer and documentation of knowledge and expertise for new staff members, followed closely by institutional policies and leadership support that ensure continuity of reforms. These results show that schools are making efforts to preserve successful practices and maintain progress over time.

Table 11. Level of Manifestation of Organizational Change in Terms of Sustainability of Changes Initiatives

Statements	Mean	SD	Remarks
Changes in Sustainability of Changes Initiatives...			
...school-initiated programs and innovations are continuously implemented and improved over time.	6.34	0.76	Strongly Agree
...adequate resources are regularly allocated to sustain successful projects and practices.	6.21	0.71	Strongly Agree
...monitoring and evaluation activities are consistently conducted to track the progress of implemented changes.	6.28	0.76	Strongly Agree
...teachers and staff remain committed to maintaining and enhancing improvements beyond the initial rollout.	6.37	0.67	Strongly Agree
...institutional policies and leadership support ensure the continuity of effective reforms and initiatives.	6.38	0.69	Strongly Agree
...knowledge and expertise gained during the change process are effectively transferred and documented for new staff members.	6.40	0.67	Strongly Agree
...the school has a clear, long-term plan for integrating and maintaining the benefits of the recent organizational changes.	6.34	0.70	Strongly Agree
Weighted Mean	6.33		
SD	0.58		
Verbal Interpretation			Very High

Overall, the findings indicate that schools have developed strong mechanisms for sustaining organizational change under the leadership of novice school heads. Respondents observed the continued implementation of school programs, regular allocation of resources, consistent monitoring and evaluation, and the ongoing commitment of teachers and staff beyond the initial stage of reforms.

These practices help prevent short-term implementation only and support the long-term success of school improvement efforts. The low standard deviation further shows that respondents shared similar positive perceptions regarding the sustainability of change initiatives.

*Level of Key Influencing Factors that Moderate Manifestation of Organizational Change*

In this study, the key influencing factors that moderate the manifestation of organizational change refer to the internal and external conditions that may strengthen, weaken, or shape

the effectiveness of leadership practices in bringing about school transformation. These factors include organizational readiness for change, stakeholder support, resource availability and readiness, professional competence of novice school heads, external mandates and policy environment, and change fatigue or work overload.

The level of influence of these moderating factors was determined based on the perceptions of teacher-respondents regarding how these conditions affected the success of organizational change initiatives in their respective schools.

Table 12. Level of Key Influencing Factor as Moderating Variables in Terms of Organizational Readiness for Change

Statements	Mean	SD	Remarks
Organizational Readiness for Change...			
...organizational changes occur because teachers and staff are receptive to adopting new practices introduced by the school head.	6.38	0.67	Strongly Agree
...continuous improvement and adaptability are embedded in the school culture, enabling smoother transitions during change.	6.35	0.66	Strongly Agree
...clear communication of goals and benefits helps staff understand and support proposed changes.	6.34	0.64	Strongly Agree
...teachers’ confidence in their ability to adjust to new systems strengthens the implementation of reforms.	6.42	0.67	Strongly Agree
...the collective willingness of the school community fosters cooperation and commitment toward organizational change.	6.37	0.73	Strongly Agree
...staff members feel they have been given adequate training and resources before a new major change is fully implemented.	6.36	0.62	Strongly Agree
...the school has established formal structures (e.g., dedicated committees or teams) specifically designed to manage and lead change initiatives.	6.39	0.61	Strongly Agree
Weighted Mean	6.37		
SD	0.53		
Verbal Interpretation			Very High

Table 12 presents the perceived moderating effect of organizational readiness for change in organizational change. This variable refers to the extent to which the school’s culture, systems, and members are prepared and willing to adopt new reforms and initiatives. It also reflects how readiness conditions within the school strengthen the ability of novice school heads to implement change successfully. As shown in the table, the overall mean of 6.37 with a standard deviation of 0.53 was verbally interpreted as Very High. This means that organizational readiness is perceived by the teacher-respondents as a strong factor that affects the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.34 to 6.42. The highest-rated indicator was teachers’ confidence in their ability to adjust to new systems, followed by the presence of formal structures such as committees or teams designed to manage change initiatives. These results show that both individual confidence and institutional preparedness are important conditions for successful reform implementation.

Overall, the findings indicate that schools led by novice school heads possess favorable conditions for change implementation. Respondents observed teacher receptiveness

to new practices, a culture of adaptability, clear communication of goals, collective willingness to cooperate, and adequate training and resources before major changes are introduced. These practices help reduce resistance, increase commitment, and create a smoother transition during periods of reform. The low standard deviation further shows that respondents shared similar positive perceptions regarding the readiness of their schools for change.

Table 13. Level of Key Influencing Factor as Moderating Variables in Terms of Stakeholder Support

Statements	Mean	SD	Remarks
Stakeholder Support...			
...organizational change is strengthened because parents and community members actively support school improvement initiatives.	6.30	0.67	Strongly Agree
...constructive feedback from stakeholders helps refine and guide the school's change strategies.	6.29	0.70	Strongly Agree
...assistance from local government and community organizations provides resources and encouragement for reform efforts.	6.29	0.70	Strongly Agree
...stakeholders' trust in the school head's leadership promotes cooperation and acceptance of change.	6.33	0.73	Strongly Agree
...strong stakeholder involvement ensures continuity and sustainability of organizational improvements.	6.33	0.67	Strongly Agree
...stakeholders are given opportunities to collaborate directly with the school in implementing the new initiatives.	6.31	0.67	Strongly Agree
...there are formal processes in place for the school to acknowledge and reward stakeholder contributions to the change process.	6.32	0.66	Strongly Agree
Weighted Mean	6.31		
SD	0.57		
Verbal Interpretation	Very High		

Table 13 presents the perceived moderating effect of stakeholder support in organizational change. This variable refers to the degree to which parents, community members, local government units, and other partners actively participate in, contribute to, and support school reform initiatives. It also reflects how stakeholder involvement strengthens the capacity of novice school heads to implement and sustain organizational change.

As shown in the table, the overall mean of 6.31 with a standard deviation of 0.57 was verbally interpreted as Very High. This means that stakeholder support is perceived by the teacher-respondents as a strong factor affecting the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.29 to 6.33. The highest-rated indicators were stakeholders' trust in the school head's leadership and strong stakeholder involvement that ensures continuity and sustainability of organizational improvements. These results show that trust, participation, and commitment from stakeholders are essential in maintaining successful school reforms.

Overall, the findings indicate that schools led by novice school heads benefit from active and supportive stakeholder relationships. Respondents observed constructive feedback from stakeholders, assistance from community organizations and local government units, opportunities for direct

collaboration, and formal processes for recognizing stakeholder contributions. These practices help build shared ownership, improve acceptance of reforms, and sustain progress in school improvement initiatives. The low standard deviation further shows that respondents shared similar positive perceptions regarding the influence of stakeholder support on organizational change.

Table 14 presents the perceived moderating effect of resource availability and readiness in organizational change. This variable refers to the sufficiency and preparedness of financial, human, material, and technical resources needed to support school reforms and new initiatives. It also reflects how access to needed resources strengthens the ability of novice school heads to implement and sustain organizational change.

As shown in the table, the overall mean of 6.23 with a standard deviation of 0.58 was verbally interpreted as Very High. This means that resource availability and readiness are perceived by the teacher-respondents as strong factors affecting the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.14 to 6.30. The highest-rated indicator was access to training and capacity-building programs that help teachers adapt to changes more effectively, followed by continuous logistical and technical support that sustains the progress of reforms. These results show that both learning support and operational resources are essential in managing school change successfully.

Table 14. Level of Key Influencing Factor as Moderating Variables in Terms of Resource Availability and Readiness

Statements	Mean	SD	Remarks
Resource Availability and Readiness...			
...organizational change is facilitated because adequate funding supports the implementation of new programs and innovations.	6.19	0.76	Strongly Agree
...the availability of materials, equipment, and facilities enables effective execution of change initiatives.	6.14	0.73	Strongly Agree
...sufficient human resources allow the school to carry out reforms efficiently and collaboratively.	6.21	0.72	Strongly Agree
...access to training and capacity-building programs empowers teachers to adapt to changes more effectively.	6.30	0.72	Strongly Agree
...continuous logistical and technical support sustains the progress and success of organizational change.	6.28	0.70	Strongly Agree
...the school head effectively advocates for the necessary budget increases to secure resources for lasting change initiatives.	6.23	0.72	Strongly Agree
...new resources acquired during the change process are distributed equitably across all departments or grade levels.	6.26	0.68	Strongly Agree
Weighted Mean	6.23		
SD	0.58		
Verbal Interpretation	Very High		

Overall, the findings indicate that schools led by novice school heads benefit when resources are sufficient, accessible, and fairly distributed. Respondents observed that adequate funding, available materials and facilities, sufficient personnel, and effective budget advocacy by school heads all contribute to smoother implementation of reforms. Teachers also

recognized the importance of equitable distribution of new resources across departments and grade levels. These practices help create inclusive, organized, and sustainable school improvement efforts. The low standard deviation further shows that respondents shared similar positive perceptions regarding the influence of resources on organizational change.

Table 15 presents the perceived moderating effect of professional competence of the school heads in organizational change. This variable refers to the ability of novice school heads to apply leadership, management, instructional, and interpersonal skills in guiding the school through periods of reform. It also reflects how competence in decision-making, communication, ethical conduct, and emotional management strengthens the successful implementation of organizational change.

As shown in the table, the overall mean of 6.36 with a standard deviation of 0.62 was verbally interpreted as Very High. This means that professional competence is perceived by the teacher-respondents as a strong factor affecting the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.28 to 6.42. The highest-rated indicator was that organizational change is achieved because the school head demonstrates strong leadership and management competence, followed by instructional and organizational expertise and the active application of new knowledge and best practices. These results show that teachers value capable and well-prepared leaders during times of transition.

Table 15. Level of Key Influencing Factor as Moderating Variables in Terms of Professional Competence of the School Heads

Statements	Mean	SD	Remarks
Professional Competence of the School Heads...			
...organizational change is achieved because the school head demonstrates strong leadership and management competence.	6.42	0.70	Strongly Agree
...the school head's ability to make sound and timely decisions ensures effective implementation of reforms.	6.28	0.75	Strongly Agree
...clear and motivating communication from the school head encourages teachers to embrace and sustain change.	6.33	0.71	Strongly Agree
...the school head's professionalism and ethical conduct build trust and confidence among teachers and staff.	6.36	0.73	Strongly Agree
...the school head's instructional and organizational expertise enhances the school's capacity to manage transformation successfully.	6.38	0.71	Strongly Agree
...the school head actively seeks out and applies new knowledge and best practices related to organizational change management.	6.38	0.71	Strongly Agree
...the school head consistently displays emotional intelligence and composure when handling conflict or uncertainty arising from change.	6.36	0.72	Strongly Agree
Weighted Mean	6.36		
SD	0.62		
Verbal Interpretation			ry High

Overall, the findings indicate that school's benefit when novice school heads possess strong professional competence. Respondents observed sound and timely decision-making,

clear and motivating communication, professionalism, ethical behavior, and emotional composure when handling conflict or uncertainty. These practices help build trust, strengthen collaboration, and create confidence among teachers and staff during reform implementation.

Table 16 presents the perceived moderating effect of external mandates and policy environment in organizational change. This variable refers to the influence of government policies, regulatory requirements, and directives from higher authorities on school reforms and improvement efforts. It also reflects how novice school heads respond to external expectations by interpreting policies and translating them into workable school-level actions.

As shown in the table, the overall mean of 6.39 with a standard deviation of 0.55 was verbally interpreted as Very High. This means that external mandates and the policy environment are perceived by the teacher-respondents as strong factors affecting the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.32 to 6.47. The highest-rated indicator was that organizational change is driven by government policies and educational mandates that set new standards for school improvement, followed by compliance with DepEd guidelines and the school head's ability to interpret complex policies into actionable plans. These results show that policy direction and leadership response are both important in managing school reform.

Table 16. Level of Key Influencing Factor as Moderating Variables in Terms of External Mandates and Policy Environment

Statements	Mean	SD	Remarks
External Mandates and Policy Environment...			
...organizational change is driven by government policies and educational mandates that set new standards for school improvement.	6.47	0.69	Strongly Agree
...compliance with DepEd guidelines and national priorities directs the focus of school reforms.	6.42	0.65	Strongly Agree
...external mandates influence how the school designs and implement its programs and initiatives.	6.35	0.69	Strongly Agree
...support and guidance from higher education authorities facilitate the adoption of system-wide changes.	6.33	0.74	Strongly Agree
...policy shifts in the education sector encourage schools to innovate and align their practices with current reforms.	6.32	0.72	Strongly Agree
...the school head effectively interprets complex external policies and translates them into actionable, school-level strategic plans	6.42	0.66	Strongly Agree
...the school successfully secures necessary clarification or local adjustments from higher authorities when external mandates create operational challenges.	6.40	0.65	Strongly Agree
Weighted Mean	6.39		
SD	0.55		
Verbal Interpretation			Very High

Overall, the findings indicate that schools led by novice school heads are strongly influenced by the broader policy environment. Respondents observed that external mandates guide school priorities, shape the design and implementation of programs, and encourage schools to innovate in line with

current reforms. Teachers also recognized the importance of support from higher authorities and the ability of school heads to seek clarification or local adjustments when challenges arise. These practices help schools remain compliant while responding effectively to practical realities. The low standard deviation further shows that respondents shared similar positive perceptions regarding the influence of policies on organizational change.

Table 17 presents the perceived moderating effect of change fatigue and work overload in organizational change. This variable refers to the mental, emotional, and physical strain experienced by teachers and staff when reforms are frequent, overlapping, or accompanied by excessive workload. It also reflects how fatigue and workload pressures influence the ability of novice school heads to implement and sustain school change successfully.

As shown in the table, the overall mean of 6.18 with a standard deviation of 0.71 was verbally interpreted as Very High. This means that change fatigue and work overload are perceived by the teacher-respondents as strong factors affecting the success of organizational change. All indicators were rated Strongly Agree, with mean scores ranging from 6.11 to 6.23. The highest-rated indicator was that the pace and volume of change affect teachers' productivity, commitment, and willingness to engage in reforms, followed by the view that frequent policy shifts and new initiatives lead to fatigue. These results show that the demands associated with continuous change can directly affect staff performance and readiness.

Table 17. Level of Key Influencing Factor as Moderating Variables in Terms of Change Fatigue / Work Overload

Statements	Mean	SD	Remarks
Change Fatigue / Work Overload...			
...organizational change is hindered when teachers experience fatigue due to frequent policy shifts and new initiatives.	6.20	0.83	Strongly Agree
...heavy workloads reduce teachers' capacity to effectively implement and sustain change efforts.	6.15	0.79	Strongly Agree
...rapid or overlapping reforms create confusion and lower motivation among school personnel.	6.11	0.86	Strongly Agree
...continuous demands and limited recovery time lead to stress and resistance toward new programs.	6.17	0.91	Strongly Agree
...the pace and volume of change impact teachers' overall productivity, commitment, and willingness to engage in reforms.	6.23	0.81	Strongly Agree
...the school head effectively prioritizes and sequences multiple change initiatives to prevent staff burnout.	6.17	0.77	Strongly Agree
...resources (time/personnel) are adequately provided to compensate for the additional workload resulting from the changes.	6.19	0.78	Strongly Agree
Weighted Mean	6.18		
SD	0.71		
Verbal Interpretation	Very High		

Overall, the findings indicate that while teachers remain supportive of school improvement efforts, excessive workload and repeated reforms create challenges in sustaining momentum. Respondents observed that heavy workloads

reduce the capacity to implement change effectively, overlapping reforms create confusion and lower motivation, and limited recovery time contributes to stress and resistance. Teachers also recognized the importance of school heads who can prioritize initiatives properly and provide sufficient time and personnel support. These practices help reduce burnout and make change efforts more manageable. The slightly higher standard deviation also suggests some variation in experiences depending on workload conditions within schools.

Level of School Performance of the Schools

In this study, the level of school performance of the schools refers to the extent to which the participating schools effectively achieved their targets, implemented programs, and met performance standards set by the Department of Education (Philippines). It reflects the overall effectiveness of school management in terms of quality, efficiency, timeliness, and accomplishment of institutional goals. School performance was measured through the Office Performance Commitment Review (OPCR) ratings of the schools led by novice school heads. These ratings served as indicators of how well the schools performed in delivering educational services, implementing improvement initiatives, and maintaining accountability standards.

Table 18 presents the Office Performance Commitment Review (OPCR) ratings of the schools led by the novice school heads included in the study. The OPCR is a performance evaluation tool used to assess the effectiveness of school management, implementation of programs, and attainment of institutional targets. It serves as an indicator of how well schools perform in relation to quality, efficiency, and accountability standards.

Table 18. Office Performance Commitment Review (OPCR) Ratings of Schools

SCHOOLS	Ratings	Remarks
School 1	4.78	Outstanding
School 2	4.83	Outstanding
School 3	4.65	Outstanding
School 4	4.81	Outstanding
School 5	4.68	Outstanding
School 6	4.75	Outstanding
School 7	4.70	Outstanding
School 8	4.89	Outstanding
School 9	4.74	Outstanding
School 10	4.74	Outstanding

As shown in the table, all participating schools obtained ratings within the Outstanding category, with scores ranging from 4.65 to 4.89. The highest rating was obtained by School 8 with 4.89, while the lowest rating was recorded by School 3 with 4.65, which still falls under the Outstanding classification. These results show that all schools maintained a consistently high level of performance. The narrow range of ratings also indicates minimal variation among schools, reflecting generally similar levels of effectiveness in school operations and program implementation.

Overall, the findings indicate that the novice school heads were able to lead their schools effectively despite being in the early years of their leadership roles. The Outstanding ratings imply that they were successful in implementing school plans,

monitoring programs and projects, communicating policies clearly, and ensuring that school targets were met. These accomplishments reflect growing competence in strategic leadership, operational management, instructional supervision, and accountability. The consistency of strong school performance also shows that novice school heads are capable of managing leadership responsibilities in a productive and organized manner.

The results further affirm that leadership practices aligned with the Department of Education (Philippines) Philippine Professional Standards for School Heads contribute positively to school performance. High OPCR ratings across all schools indicate that school heads are effectively demonstrating competencies in leading strategically, focusing on teaching and learning, developing self and others, building connections, and managing school operations and resources. These findings confirm that when novice school heads are guided by professional standards and supported in their roles, they can produce sustained excellence and positive organizational outcomes.

*Relationship Between Leadership Practices of Novice School Heads and Organizational Change*

Table 19 presents the relationship between the leadership practices of novice school heads and organizational change. The analysis examined how the different dimensions of leadership practices, namely leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections, are associated with the level of manifestation of organizational change across several areas. These areas include changes in organizational culture, administrative and operational systems, professional practices, stakeholder satisfaction and acceptance of change, teacher motivation and engagement, sustainability of change initiatives, and organizational readiness for change.

As shown in the table, all computed correlation coefficients were positive and statistically significant at the 0.01 level, indicating meaningful relationships between leadership practices and organizational change. Since all relationships were found significant, the null hypothesis stating that there is no significant relationship between leadership practices of novice school heads and organizational change is rejected. Correlation values ranged from 0.505 to 0.740, showing moderate to strong associations. Among the leadership dimensions, Focusing on Teaching and Learning had the strongest relationship with changes in organizational culture ( $r = 0.740$ ), while Leading Strategically also showed high relationships with organizational culture ( $r = 0.721$ ), professional practices ( $r = 0.689$ ), and sustainability of change initiatives ( $r = 0.671$ ).

Overall, the findings indicate that stronger leadership practices are associated with higher levels of organizational change in schools. This means that when novice school heads demonstrate effective instructional leadership, strategic direction, operational management, professional development support, and strong stakeholder relationships, schools are more likely to experience positive changes in systems, culture, teacher engagement, and readiness for reform. The results lead

to the conclusion that leadership practices of novice school heads are significant contributors to the successful implementation, acceptance, and sustainability of organizational change. In synthesis, school transformation becomes more achievable when leadership functions are practiced consistently across strategic, instructional, managerial, and relational dimensions.

Table 19. Relationship Between Leadership Practices and Organizational Change

Leadership Practices	Level of Manifestation of Organizational Change	Change						
		COC	CAOS	CPP	SSAC	TME	SCI	ORC
Leading Strategically	Pearson Correlation	.721**	.672**	.689**	.531**	.642**	.671**	.599**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	149	149	149	149	149	149	149
Managing School Operations and Resources	Pearson Correlation	.661**	.666**	.599**	.505**	.575**	.632**	.562**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	149	149	149	149	149	149	149
Focusing on Teaching and Learning	Pearson Correlation	.740**	.693**	.689**	.571**	.638**	.644**	.574**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	149	149	149	149	149	149	149
Developing Self and Others	Pearson Correlation	.739**	.655**	.688**	.519**	.573**	.586**	.567**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	149	149	149	149	149	149	149
Building Connections	Pearson Correlation	.713**	.685**	.640**	.564**	.616**	.585**	.627**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000
	N	149	149	149	149	149	149	149

Note: CCP = Changes in Organizational Culture; CAOS = Changes in Administrative and Operational Systems; CPPS = Changes in Professional Practices; SSAC = Stakeholder Satisfaction/Acceptance of Change; TME = Teacher Motivation and Engagement; SCI = Sustainability of Change Initiatives; and ORC = Organizational Readiness for Change  
 \*\*. Correlation is significant at the 0.01 level (2-tailed).  
 \*. Correlation is significant at the 0.05 level (2-tailed).

The findings are supported by Mamaril and Bullecer (2025), who found that strategic leadership is a fundamental driver of successful change management and organizational adaptability. Likewise, Hudaya and Riberu (2021) explained that school transformation is shaped by leadership actions that align internal systems with changing demands and policy expectations. In addition, Nalla and Camaya (2023) found that novice school heads who effectively perform leadership functions are more capable of guiding schools through change and improvement efforts. These studies affirm the present results that effective leadership practices are essential in producing meaningful and lasting organizational change in school settings.

*Relationship Between Level of Leadership Practices and School Performance*

Table 20 presents the relationship between the level of leadership practices of novice school heads and school performance as measured through the Office Performance Commitment Review (OPCR) ratings. The analysis examined whether the different leadership dimensions, namely leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections, are significantly associated with school performance outcomes.

Table 20. Relationship Between Leadership Practices and School performance in terms of OPCR Rating

Leadership Practices		OPCR Rating
Leading Strategically	Pearson Correlation	.034
	Sig. (2-tailed)	.679
	N	149
	<hr/>	
Managing School Operations and Resources	Pearson Correlation	.077
	Sig. (2-tailed)	.349
	N	149
	<hr/>	
Focusing on Teaching and Learning	Pearson Correlation	.059
	Sig. (2-tailed)	.478
	N	149
	<hr/>	
Developing Self and Others	Pearson Correlation	.077
	Sig. (2-tailed)	.350
	N	149
	<hr/>	
Building Connections	Pearson Correlation	.038
	Sig. (2-tailed)	.642
	N	149
	<hr/>	

Note \*  $p < .05$

As shown in the table, none of the computed relationship values were marked significant at either the 0.01 or 0.05 level. This indicates that there is no statistically significant relationship between any of the leadership practice dimensions and OPCR ratings. The null hypothesis stating that there is no significant relationship between the level of leadership practices of novice school heads and school performance is therefore failed to reject. Although some dimensions obtained positive or negative values, these were not strong enough to establish meaningful statistical association with school performance.

Overall, the findings indicate that the perceived leadership practices of novice school heads did not significantly correspond with the OPCR ratings of their schools. This means that variations in school performance, as measured by OPCR, may not be explained solely by leadership practices. School performance may also be influenced by other factors such as school size, available resources, teacher competence, student outcomes, policy compliance requirements, community support, and pre-existing institutional systems. In synthesis, while leadership remains important in managing schools, OPCR ratings may reflect a broader range of operational and contextual variables beyond leadership behavior alone.

The findings are supported by Hudaya and Riberu (2021), who explained that school outcomes are influenced by both internal leadership processes and external environmental conditions.

Likewise, Bayugo et al. (2025) emphasized that school performance is shaped not only by leadership but also by effective school-based management and stakeholder engagement. These studies affirm that leadership practices are only one component of school effectiveness, and performance indicators such as OPCR may result from the interaction of multiple organizational factors.

#### IV. CONCLUSION AND RECOMMENDATIONS

Leadership practices of novice school heads have a significant relationship with organizational change, leading to the rejection of the null hypothesis. This concludes that strong leadership practices are essential drivers of successful school transformation.

Leadership practices of novice school heads do not have a significant relationship with OPCR ratings, leading to the failure to reject the null hypothesis. This means Performance ratings alone may not fully capture leadership effectiveness.

Organizational readiness, stakeholder support, resource availability, professional competence, policy environment, and workload conditions significantly influence school change processes. Effective leadership becomes more impactful when supported by favorable organizational conditions.

Based on the findings and conclusions of the study, the following recommendations are proposed:

The Department of Education (Philippines) may institutionalize the proposed LEAD-READY Program for newly appointed school heads to strengthen leadership competence in strategic planning, instructional supervision, change management, stakeholder engagement, and organizational readiness.

School divisions may establish formal mentoring and coaching systems where experienced school heads guide novice leaders in managing school operations, policy implementation, and organizational challenges.

Schools may continue strengthening collaborative cultures by actively involving teachers, parents, community members, and external stakeholders in planning and implementing school improvement initiatives.

School heads may continuously engage in professional learning activities focused on leadership innovation, data-driven decision-making, emotional intelligence, and sustainable school reform.

School performance assessment systems may be complemented with broader indicators of leadership effectiveness, organizational climate, teacher engagement, and stakeholder satisfaction to provide a more comprehensive evaluation of school leadership outcomes.

Future researchers may conduct similar studies in other divisions or regions and explore additional variables such as organizational culture, teacher commitment, resource management, and community partnership to further explain school performance and organizational change.

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