TEACHERS' PERCEPTION ON SCHOOL HEAD'S LEADERSHIP PRACTICES IN ADDRESSING INFRASTRUCTURE AND FACILITIES CHALLENGES

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ABSTRACT

Infrastructure and facilities serve as essential instructional resources that must be competently maintained and are an integral aspect of educational administration. This study explores teachers' perceptions of school head leadership practices in addressing infrastructure and facilities challenges among the teachers of Region X, Northern Mindanao. Through a comprehensive survey, the research reveals a generally positive impression of the school head's leadership in managing infrastructure concerns. However, despite positive leadership perceptions, the study highlights significant worries among teachers regarding insufficient infrastructure, particularly in terms of classroom space, technology, laboratories, and overall safety and accessibility. The study emphasizes the alignment of infrastructure and facilities projects with teacher goals, and foster a cooperative and supportive learning environment.

Keywords: infrastructure, facilities, leadership practices.

INTRODUCTION

In the realm of education, the physical infrastructure and facilities of schools play a pivotal role in shaping the learning environment and overall educational experience for students. Buildings, classrooms, laboratories, and equipment – education infrastructure are crucial

elements of learning environments in schools and universities (Teixeira, et al, 2017). From classrooms to laboratories, libraries to recreational spaces, the infrastructure forms the foundation upon which academic success is built. According to Ahmad (2021), facilities and infrastructure are one of the educational tools that must be professionally handled and are inseparable part of educational administration. However, the state of educational infrastructure often reflects major societal challenges, and addressing issues in this area that requires strategic school leadership.

Approved and sign in 2006, DepEd Order No. 73, s. 2006 – Child-friendly School System (CFSS) at the elementary and secondary levels law in the country is applied. According to United Nations International Children's Emergency Fund (2006), "child-friendly school reflects a quality environment." School leaders, including principals, administrators, and other decision-makers, play a crucial role in ensuring that educational institutions provide an environment conducive to learning and personal development that would suit to a child-friendly school. As we navigate the complexities of the 21st century, the demands on educational facilities have evolved, encompassing not only the traditional aspects of classrooms and libraries but also the integration of technology, sustainability, and adaptability to changing pedagogical approaches.

This paper delves into the multifaceted responsibilities of school leadership in addressing infrastructure and facilities challenges. We will explore the teachers' perception on their school head's leadership practices when it comes to addressing the infrastructure and facilities challenges. By examining successful models and leadership practices, the researchers aimed to provide insights into how teachers perceive their school head can proactively address the dynamic landscape of educational infrastructure and facilities to foster a thriving learning environment. As we navigate the intricate intersection of education and physical spaces, it becomes evident that effective leadership is not only about managing classrooms and budgets but also about creating a foundation that empowers students to excel in an ever-changing world.

Schema of the Study

Independent Variables   **Dependent Variable**

School Head's Leadership Practices	→	
Infrastructure and Facilities Challenges	→	Teachers' Perception
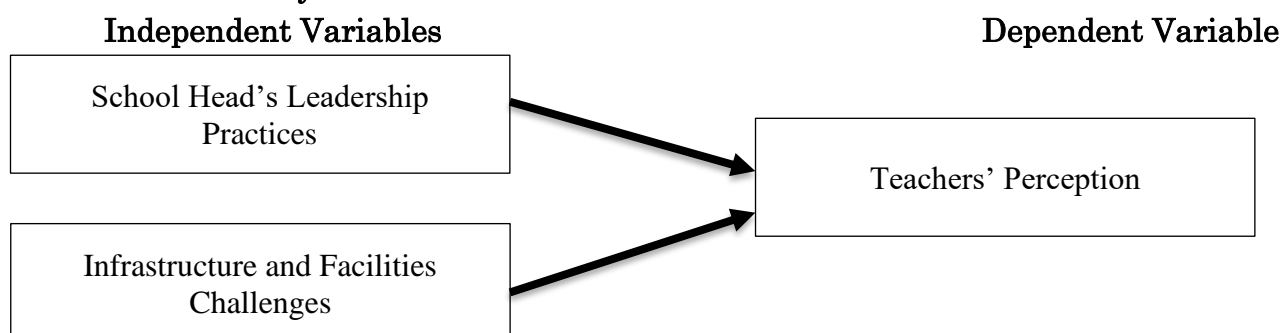
Research Questions

The statement of the problem in this study is framed as follows:

1. How do teachers perceive the school head's leadership practices in addressing infrastructure and facilities challenges?

2. What are the primary challenges related to infrastructure and facilities in school?

3. What are the school head's leadership practices to address infrastructure and facilities challenges?

4. What recommendations can be derived from teachers' perception to enhance the school head's leadership practices in addressing infrastructure and facilities challenges?

METHODOLOGY

The research project methodology for studying "Teachers' Perception on School Head's Leadership Practices in Addressing Infrastructure and Facilities Challenges" involves a combination of quantitative and qualitative research methods.

The researchers utilized a mixed-methods research design, combining both quantitative and qualitative data collection and analysis techniques. This approach allows for a comprehensive understanding of the research questions. Wherein, essential data are gathered in two ways, namely quantitatively and qualitatively, basic statistics will be used for the quantitative data while phenological inquiry, employing Colaizzi's (1978) 7 step method of data analysis for the qualitative part of the study and to ensure its validity by subjecting the data through triangulation to cross check the data collected.

The researchers employed Stratified Random Sampling to ensure representation from different schools across Region X. The key respondents were select teachers throughout all public institutions.

The questionnaire is adapted from the study of Ahmad (2021), to make it suitable for the purpose of the study. The term 'adaptation,' as used in this chapter, refers to the deliberate modification of a question or questionnaire to create a new question or questionnaire. It is also referred as 'asking different questions' (ADQ) in Questionnaire Design (Mohler, et al., 2016).

From the adapted research questionnaire, the researchers adapted the structured survey to gather quantitative data on infrastructure and facilities concerns, school leadership involvement and effectiveness in addressing infrastructure and facilities concerns in the school. While in gathering qualitative data, the Open-ended Question on the survey questionnaire adapted are used to explore the respondents' perspectives on infrastructure challenges, leadership practices, and the impact on education.

Quantitative data were analyzed using basic statistics while phenological inquiry, employing Colaizzi's (1978) 7 step method of data analysis for the qualitative part of the study and to ensure its validity by subjecting the data through triangulation to cross check the data collected.

Research Instrument and Scoring Procedure
The following instrument will be used in this study:

A. School Head's Leadership Practices Questionnaire. This tool assessed the teachers perception on their school head's leadership practices in addressing infrastructure and facilities challenges. This is a researcher-made questionnaire.

The scale below is used in interpreting the data.

Scale	Range	Interpretation
5	4.01- 5.00	Strongly Positive Perception
4	3.01- 4.00	Positive Perception
3	2.01- 3.00	Ambivalent
2	-2.00	Negative Perception
1	-1.00	Strongly Negative Perception

RESULTS AND DISCUSSION

Problem No.1. How do teachers perceive the school head's leadership practices in addressing infrastructure and facilities challenges?

Table 1. Teachers' perception on the school head's leadership practices in addressing infrastructure and facilities challenges

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Interpretation
TEACHERS' PERCEPTION	30	2.40	3.80	3.3567	.46512	Positive Perception

As shown in Table 1, teachers had a generally positive impression of the school head's leadership practices with a mean score of 3.3567, this implies that a school heads leadership has a significant influence on the positive impression and on the level of trust based on the what teachers see how the school head manages the challenges of infrastructure and facilities, this can be supported by the study of (Mo, Ce et al., 2022) which states that the presence of cross-cultural impression of trust is based on the what employees see.

Problem No. 2. What are the primary challenges related to infrastructure and facilities in school?

Table 2. Primary challenges related to infrastructure and facilities in school

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teachers face challenges related to inadequate classroom space.	30	4.00	5.00	4.5000	.50855
Insufficient resources for maintenance and repairs pose challenges in schools.	30	4.00	5.00	4.5000	.50855
The school faces challenges related to outdated technology and equipment.	30	4.00	5.00	4.5000	.50855
Limited budget allocation hinders addressing infrastructure and facilities challenges.	30	3.00	5.00	4.4000	.67466
Challenges related to accessibility and safety and security of school facilities are significant.	30	4.00	5.00	4.8333	.37905
There is inadequacy of laboratory facilities.	30	3.00	5.00	4.8000	.61026
Poor maintenance of school buildings.	30	4.00	5.00	4.4000	.49827
There is inadequacy of sports and recreational facilities.	30	3.00	5.00	4.4667	.68145
The number of chairs is not proportion to the number of students in school	30	4.00	5.00	4.8333	.37905
Lack of appropriate toilet rooms for both students and teachers	30	2.00	5.00	3.0000	1.11417

According to Table 2, teachers notice substantial issues in their school's infrastructure and facilities. Teachers are particularly united in their concern about inadequate classroom space, outdated technology and equipment, and a lack of laboratory facilities, as these aspects received some of the highest mean scores (4.5, 4.5, and 4.8, respectively) with relatively low standard deviations, indicating agreement across the responses. Notably, accessibility, safety, and security of school facilities, as well as the proportion of chairs to students, are considered as severe difficulties (mean scores of 4.8333), implying that they are critical areas in desperate need of repair. The greater range of replies (mean 4.4) and inadequacy of sports and recreational facilities (mean 4.4667) still suggest significant concern, but with slightly higher variability, implying that teachers' experiences or perceptions of these concerns may differ. The absence of adequate toilet facilities has the lowest mean score (3.0) and the highest standard deviation, indicating not only a lower level of satisfaction but also the most significant divergence in perceptions, which could be attributed to different personal experiences or expectations regarding these facilities. Overall, the constancy of high means across most items indicates a strong consensus among teachers that infrastructure and facilities require immediate attention, with a focus on upgrading equipment and guaranteeing

the adequacy of learning spaces, implying that teachers have a genuine concern on the conducive learning environment of the learners, which is proven true from the works of Albert Bandura on his Environmental Theory, this is supported from a study conducted by (Lim et al., 2022) which also highlight the importance of a conducive learning environment to promote higher order thinking skills.

Problem No. 3. What are the school head's leadership practices to address infrastructure and facilities challenges?

Table 3. School head's leadership practices in addressing infrastructure and facilities challenges

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The school head effectively communicates plans and strategies to address infrastructure and facilities challenges.	30	2.00	4.00	3.5333	.62881
The school head effectively demonstrates proactive leadership in addressing infrastructure and facilities challenges.	30	2.00	4.00	3.5333	.62881
The school head effectively involves teaching staff in decision-making related to infrastructure and facilities challenges.	30	2.00	4.00	3.5333	.62881
The school head effectively prioritizes infrastructure and facilities improvements compared to other aspects of school management.	30	2.00	4.00	3.2000	.99655
The school head actively seeks feedback from teachers on infrastructure and facilities issues.	30	3.00	4.00	3.6000	.49827
The school head effectively collaborates with external stakeholders for infrastructure and facilities support.	30	3.00	5.00	4.4333	.62606
The school head effectively adapts leadership strategies to address evolving infrastructure and facilities challenges.	30	2.00	4.00	2.7667	.62606
Effective transparency in communication regarding infrastructure and facilities plans and progress is evident.	30	3.00	4.00	3.6000	.49827
The school head effectively allocates resources to address urgent infrastructure and facilities issues.	30	2.00	3.00	2.4333	.50401
The school head implements monitoring and evaluating the effectiveness of infrastructure and facilities improvements.	30	2.00	3.00	2.9333	.25371
Valid N (listwise)	30				

Based on Table 3, teachers had a generally positive impression of the school head's leadership practices, particularly in terms of soliciting input and cooperating with external stakeholders, as seen by higher mean scores in these categories. There are noticeable areas for development, however, in adjusting leadership methods, prioritizing infrastructure projects, and allocating resources, where the mean scores are relatively lower. By resolving these issues, the school head can improve their leadership effectiveness and better satisfy the school's infrastructure needs. Most items show a reasonably low standard deviation, indicating that these perceptions

are fairly consistent across the participant group, implying that the recommendations produced would likely have broad acceptance among the teaching staff, this indeed true as based on a study conducted by Das & Pattanayak (2023) stating that a leader's leadership style on its employees has a significant impact on its well-being through leader exchange highlighting that direct communication and clarity of intent plays a vital role on the teacher's perception.

Problem No. 4. What recommendations can be derived from teachers' perception to enhance the school head's leadership practices in addressing infrastructure and facilities challenges?

Based on the provided answers by the teacher respondents in an open-ended question in the survey questionnaire, these are the several recommendations they have in addressing and improving the infrastructure and facilities challenges in their respective school. These recommendations reflect the collective perception of the teachers in this study.

Communication

Teachers recommend an enhanced communication and involvement by establishing regular, structured communication channels such as monthly meetings through SPTA and SGC where teachers can receive updates and provide input on infrastructure projects. As (Mahoney, 2023) has stated that in building strong relationships it requires a substantial effort to establish a working communication line and it is imperative that a school head should make sure that to always main the latter at all times.

Establishing Linkages

Teachers also recommend continuing strengthened relationships with external stakeholders, possibly establishing a regular forum for community members to discuss and support school infrastructure projects. There is a perception that infrastructure is not always prioritized. For instance, the computer lab has outdated equipment while funds were used for aesthetic improvements in the school grounds. There is a recommendation to create a transparent process for budget allocation that includes teacher input to ensure that resources are directed toward the most critical infrastructure needs. According to (Alomes 2023), stakeholder play a crucial in helping address concerns in infrastructure by providing additional support and resources needed to hasten crucial infrastructure to ensure a conducive learning environment.

CONCLUSION

In conclusion, this study shows that teachers had a generally positive impression of the school principal's leadership practices in addressing infrastructure and facilities challenges. The relationship between leadership practices along with positive teacher perceptions emphasizes the vital function of school leadership in influencing the overall educational environment. Despite the impressive leadership, the study shows major concerns about insufficient infrastructure, particularly in terms of classroom space, technology, laboratories, and overall safety and accessibility.

The results show that teachers strongly agree that infrastructure and facilities require immediate attention. They stress the significance of updating equipment and making sure

that classrooms are adequate in size. Remarkably, the difference of opinions on toilet and sports facilities suggests that these issues require an evaluation that takes into account people's varied expectations and experiences.

RECOMMENDATION

To address the highlighted issues and increase the beneficial impact of leadership practices, the following recommendations arise from both quantitative data and open-ended responses:

1. Setting up regular communication methods, such as monthly SCHOOL PARENT-TEACHERS ASSOCIATION (SPTA) and School Governing Council (SGC) meetings, to keep teachers aware and active in infrastructure initiatives.

2. Prioritize direct and transparent communication, as Mahoney (2023) suggests, to establish connections and sustain a collaborative environment.

3. Maintain strong connections with external stakeholders in order to gain additional support for infrastructure initiatives.

4. Organize a regular forum for members of the community to discuss and contribute to school infrastructure projects.

5. Provide a clear budget allocation procedure that includes teacher feedback to steer money toward important infrastructure requirements.

6. Align budget decisions with the most critical infrastructure needs to optimize impact.

The recommendations seek to systematically address the issues raised and are based on both quantitative and qualitative data. Through the implementation of these recommendations, the school head can improve the efficacy of leadership, match infrastructure projects with the priorities of the teachers, and cultivate a cooperative and supportive learning environment. Insights from the study and teachers' recommendations give the school administration a guide for dealing and resolving current infrastructure and facilities issues.

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