

Holistic Leadership Approach into The Office Performance Commitment and Review Form (Opcrf) of School Heads: An Assessment

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Abstract

Background:

Holistic leadership, encompassing the personal, organizational, and societal dimensions, offers a more comprehensive framework for evaluating school heads. Personal dimension involves qualities like integrity and emotional intelligence, organizational dimension pertains to strategic planning and resource management, while societal dimension encompasses community engagement and social responsibility. In the Philippines, the evaluation and assessment of school heads are conducted within the framework of the Department of Education (DepEd), which sets standardized guidelines and procedures for performance evaluation. This evaluation process, often facilitated through tools such as the Office Performance Commitment and Rating Form (OPCRF), aims to measure school heads' effectiveness in key areas such as academic management, administrative leadership, stakeholder engagement, and student development.

Purpose: To understand factors that contribute to effective leadership in educational settings can be gained and develop more comprehensive evaluation tools that accurately assess school heads' performance. It enables targeted interventions and professional development initiatives that support the growth of holistic leaders who are not only academically proficient but also ethically grounded, socially responsible, and attuned to the needs of diverse stakeholders.

Methods : The study utilized mixed method. A total of 100 respondent who participated in the study in Pobraan District. The design was employed to systematically describe the current practices, challenges, and opportunities related to school leadership and social development within the Division. For qualitative data, focus group discussion has been implement.

Result: The study shows, the highest domain is Focusing On Teaching And Learning(M=3.43),Building Connections (M=3.39)Leading Strategically (M=3.31), Developing Self And Others (M=3.30) and the lowest domain is Managing School Operations And Resources (M= 3.20).For qualitative result, there are Three((3) emerging themes which include(1) Interactions Among Stakeholders (2) Community Engagement Initiatives (3) Support Networks.

Conclusion: The findings underscore the importance of fostering holistic leadership among school heads to effectively address the multifaceted challenges and opportunities present in educational settings, ultimately contributing to improved student outcomes and organizational effectiveness.

Keywords: Assessment, Commitment, Holistic, Leadership Approach, Performance, Review Form

1.0.BACKGROUND

Assessing the performance of school heads is crucial for ensuring effective educational leadership and fostering positive outcomes within educational institutions. This evaluation process serves to measure and monitor the contributions of school heads in various aspects of their role, spanning from academic excellence to organizational management and community engagement. Holistic leadership, encompassing the personal, organizational, and societal dimensions, offers a more comprehensive framework for evaluating school heads. Bleich, et al. (2021). Personal dimension involves qualities like integrity and emotional intelligence, organizational dimension pertains to strategic planning and resource management, while societal dimension encompasses community engagement and social responsibility.

In the Philippines, the evaluation and assessment of school heads are conducted within the framework of the Department of Education (DepEd), which sets standardized guidelines and procedures for performance evaluation. Head teacher standard, (2020). This evaluation process, often facilitated through tools such as the Office Performance Commitment and Rating Form (OPCRF), aims to measure school heads' effectiveness in key areas such as academic management, administrative leadership, stakeholder engagement, and student development. Additionally, the evaluation may consider local educational policies, cultural contexts, and community needs that are unique to the Philippine setting. By incorporating these local factors into the evaluation process, DepEd ensures that school heads are evaluated in a manner that reflects the realities and challenges of the 4 Philippine education system, ultimately driving improvements in educational quality and outcomes nationwide. Young & Crow (2021)

The current Office Performance Commitment and Rating Form (OPCRF) used to evaluate school heads often falls short in capturing the multifaceted nature of effective leadership. While it typically focuses on specific performance indicators related to academic management, administrative tasks, and staff development, it tends to overlook critical dimensions essential for holistic leadership. These dimensions include the personal qualities, organizational management skills, and societal engagement efforts of school heads. However, to truly assess the effectiveness of school leaders, it's imperative to consider these broader dimensions. Dhinman (2017)

This research endeavor is essential for advancing educational leadership practices and promoting positive outcomes within educational institutions. By enhancing the evaluation process through the inclusion of personal, organizational, and societal dimensions, we can better identify effective leadership qualities and areas for improvement among school heads. This, in turn, enables targeted interventions and professional development initiatives that support the growth of holistic leaders who are not only academically proficient but also ethically grounded, socially responsible, and attuned to the needs of diverse stakeholders. Ultimately, such research contributes to the cultivation of educational environments that prioritize holistic development and equity, benefitting students, educators, and communities alike.

OBJECTIVE: To understand factors that contribute to effective leadership in educational settings can be gained and develop more comprehensive evaluation tools that accurately assess school heads' performance. It enables targeted interventions and professional development initiatives that support the growth of holistic leaders who are not only academically proficient but also ethically grounded, socially responsible, and attuned to the needs of diverse stakeholders. Ultimately, such research contributes to the cultivation of educational environments that prioritize holistic development and equity, benefitting students, educators, and communities alike.

2.0 Methodology

2.1.Research Design

This study used a mixed method of the study. Explanatory sequential involve collecting quantitative data first then qualitative data. Cresswell (2014). Descriptive research design was employed to systematically describe the current practices, challenges, and opportunities related to school leadership and social development within the Division of Caloocan. In qualitative aspect, phenomenological design in which the lived experiences of the respondents in

assessing needs and challenges of teachers. the research generated insights and recommendations for enhancing the evaluation of school heads' performance to better align with principles of holistic leadership and social development.

2.2. Research Locale and Population

The setting of this research was in Pobraan District which houses four (4) public school. A total of 100 respondent who participated in the study. The 10 lowest score who responded in the study proceed to phase two which is the interview for qualitative aspect. .

2.3. Instrumentation

This research utilized researcher-made questionnaire which was anchored in Philippine Standards for School Heads (PPSH) on the following domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. For the qualitative phase, Focus Group Discussion guide question has been utilized.

2.4. Data-Gathering Procedure

Phase 1: Quantitative Phase

The data gathering procedure for this study begins with obtaining ethical clearance and permission from seeks permission from the four identified school heads to participate in the study, emphasizing the voluntary nature of their involvement and the confidentiality of their responses. Once all necessary permits and permissions are obtained, the data gathering process commences with the use of survey questionnaire. Data were collected and analyze.

Phase 2: Qualitative Phase

The researcher selected a total of 10 participants in a form of focus group discussion.

Upon completion of data through focus group discussion with the school heads to explore their perspectives, experiences, and practices related to holistic leadership and social development. Additionally, document analysis will be employed to review relevant school records, such as strategic plans, policy documents, and performance evaluations, to supplement and validate the information obtained through interviews. Data was analyzed through thematic analysis.

2.5. Data analysis

For quantitative Phase, descriptive statistics has been utilize for the study. To describe the assessment of the respondents on the school heads' holistic leadership in the Division of Caloocan in terms of leading strategically; managing school operations and resources; focusing on teaching and learning; developing self and others; and building connections, weighted mean was used. To describe how do school heads practice holistic leadership through social development in terms of interactions among stakeholders; community engagement initiatives, and support networks, weighted was also used.

To assess the challenges and needs school heads' teacher thematic analysis has been utilize for qualitative phase. This is to further evaluate the Challenges Encountered In The Implementation Of School Heads' Holistic Leadership Approach

3.0. RESULTS AND DISCUSSION

3.1. School Heads' Holistic Leadership

3.1.1. Leading Strategically

Table 3.1.1. School Heads' Holistic Leadership (Leading Strategically)

Domain 3.1.1. Leading Strategically.	WM	VI
My school head identifies and comprehends relevant sources of information such as existing laws, policies, research, feedback and contexts, and establish their connections and alignment.	3.14	Agree
My school head have a complete understanding of schools' current and desired states.	3.34	Agree
My school head supports in executing various collaborative strategies with stakeholders to respond appropriately to the dynamic and rapidly evolving needs of schools.	3.46	Agree
OVERALL WEIGHTED MEAN	3.31	Agree

Table 3.1.1) present the domain under assessment is the school heads' capacity to lead strategically, focusing on their ability to navigate and address the dynamic challenges within the educational landscape. The Weighted Mean (WM) for each item reflects the average response of the respondents, while the Verbal Interpretation (VI) provides the corresponding verbal interpretation based on the Likert scale.

The results indicate that respondents generally perceive their school heads positively in terms of leading strategically. The first item, with a WM of 3.14, suggests that there is agreement among respondents that their school head possesses the ability to identify and comprehend relevant sources of information, such as laws, policies, and research, and effectively align them with the school's objectives. Moreover, the second item, which received a slightly higher WM of 3.34, indicates that respondents also agree that their school head exhibits a comprehensive understanding of both the current state and desired future state of the school. This suggests that school heads are adept at assessing the school's needs and envisioning strategic directions for improvement.

Furthermore, the third item, with the highest WM of 3.46, underscores strong agreement among respondents regarding their school head's support in executing collaborative strategies with stakeholders. This highlights the importance of collaboration and partnership in addressing the evolving needs of the school community.

Overall, the domain attained an overall weighted mean of 3.31, which corresponds to the verbal interpretation of "Agree" according to the Verbal Interpretation. This suggests that, on average, respondents perceive their school heads as demonstrating strategic leadership qualities and effectively collaborating with stakeholders to address challenges. These findings underscore the importance of strategic leadership in navigating the complexities of the educational landscape and driving

positive change within schools.

3.1.2. Managing School Operations And Resources

Domain 3.1.2. Managing School Operations and Resources.	WM	VI
My school head understands and implement laws, policies, guidelines, and issuances that relate to the management of human, financial, and material resources.	3.24	Agree
My school head provides support in establishing a culture of transparency and accountability in the continuous delivery of basic education services.	3.16	Agree
OVERALL WEIGHTED MEAN	3.20	Agree

Table 3.1.2 present the assessment of the school heads' proficiency in managing the operational and resource-related aspects of the school. The Weighted Mean (WM) indicates the average score provided by respondents, while the Verbal Interpretation (VI) offers a descriptive interpretation based on the Likert scale. The results suggest that respondents generally perceive their school heads positively in terms of managing school operations and resources. The first item, with a WM of 3.24, indicates agreement among respondents that their school head understands and implements relevant laws, policies, and guidelines pertaining to resource management, including human, financial, and material resources. This highlights the importance of compliance and adherence to regulations in ensuring efficient resource utilization within the school. Similarly, the second item received a WM of 3.16, suggesting that respondents also agree that their school head contributes to establishing a culture of transparency and accountability in the delivery of basic education services. This underscores the significance of fostering a culture of openness and accountability to ensure effective governance and service delivery within the school community.

The overall weighted mean for the domain is 3.20, corresponding to the verbal interpretation of "Agree." This indicates that, on average, respondents perceive their school heads as demonstrating effective leadership in managing school operations and resources. These findings resonate with the synthesized studies, particularly those emphasizing the importance of leadership practices in ensuring effective resource management and governance within educational institutions. Just as the holistic leadership model emphasizes the integration of personal and professional development to drive positive organizational outcomes, the findings from this table highlight the critical role of school heads in fostering transparency, accountability, and compliance with regulations to ensure efficient resource utilization and effective service delivery.

3.1.3 Focusing On Teaching And Learning

Table 3.1.3. School Heads' Holistic Leadership (Focusing on Teaching and Learning)

Domain 3: Focusing on Teaching and Learning.	WM	VI
My school head provides technical assistance on instruction that relates to curriculum, practice, and performance.	3.38	Agree
My school head create a learner-centered environment that ensures access to inclusive, excellent, relevant and liberating education.	3.47	Agree
OVERALL WEIGHTED MEAN	3.43	Agree

Table 3.1.3 titled "School Heads' Holistic Leadership (Focusing on Teaching and Learning)," evaluates the school heads' effectiveness in focusing on teaching and learning within their respective schools. The Weighted Mean (WM) represents the average score provided by respondents, while the Verbal Interpretation (VI) offers a descriptive interpretation based on the Likert scale. The results indicate a positive perception among respondents

regarding the school heads' approach to teaching and learning. The first item, with a WM of 3.38, suggests agreement among respondents that 40 their school head provides technical assistance on instruction related to curriculum, practice, and performance. This underscores the importance of instructional leadership in guiding and supporting teachers to enhance teaching effectiveness and student learning outcomes.

Similarly, the second item received a higher WM of 3.47, indicating agreement among respondents that their school head creates a learner centered environment that ensures access to inclusive, excellent, relevant, and liberating education. This highlights the importance of fostering a conducive learning environment that caters to the diverse needs of students, promotes inclusivity, and empowers learners to reach their full potential.

The overall weighted mean for the domain is 3.43, corresponding to the verbal interpretation of "Agree." This suggests that, on average, respondents perceive their school heads as effectively focusing on teaching and learning within their schools. These findings align with the synthesized studies, particularly those emphasizing the pivotal role of school leaders in promoting instructional excellence and creating a supportive learning environment. Just as the holistic leadership model emphasizes the integration of personal and professional development to drive positive organizational outcomes, the findings from this table 41 underscore the critical role of school heads in prioritizing teaching and learning initiatives to enhance student achievement and educational outcomes.

3.1.4 Developing Self And Others

Table 3.1.4. School Heads' Holistic Leadership (Developing Self and Others)

4. Developing Self and Others.	WM	VI
My school head reflects on their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare.	3.30	Agree
My school head provides others the means for development such as opportunities to learn, reflect, lead and progress in their profession.	3.29	Agree
OVERALL WEIGHTED MEAN	3.30	Agree

Table 3.1.4. illustrates positive perception among respondents regarding the school heads' efforts in developing themselves and others. The first item, with a WM of 3.30, indicates agreement among respondents that their school head reflects on their personal and professional development to enhance their leadership practice and support the professional development and welfare of their personnel. This highlights the importance of continuous self-reflection and growth among school leaders to effectively lead and inspire others.

Similarly, the second item received a slightly lower WM of 3.29, suggesting agreement among respondents that their school head provides opportunities for others to learn, reflect, lead, and progress in their profession. This underscores the significance of creating a supportive environment that fosters continuous learning, leadership development, and career advancement for staff members.

The overall weighted mean for the domain is 3.30, corresponding to the verbal interpretation of "Agree." This indicates that, on average, respondents perceive their school heads as effective in developing themselves and others within their school communities. These findings resonate with the synthesized studies, particularly those highlighting the importance of leadership development and capacity-building initiatives in fostering organizational effectiveness and employee engagement. Just as the holistic leadership model emphasizes the integration of personal and professional growth to drive positive organizational outcomes, the findings from this table underscore the critical role of school heads in prioritizing self-development and supporting the growth of others to

create a thriving and supportive school environment.

3.1.5. Building Connections

Table 3.1. 5. School Heads' Holistic Leadership (Building Connections)

5. Building Connections.	WM	VI
My school head is responsible and accountable for inculcating a deeper understanding of the vision, mission and core values, and directions of the school to relevant entities.	3.42	Agree
My school head possesses skills in relating with, dealing with, and forging relationships with people.	3.26	Agree
My school head is able to build relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals.	3.48	Agree
OVERALL WEIGHTED MEAN	3.39	Agree

Table 3.1.5. The findings indicate a generally positive perception among respondents regarding the school heads' effectiveness in building connections within the school community. The first item, with a WM of 3.42, reflects agreement among respondents that their school head takes responsibility for fostering a deeper understanding of the school's vision, mission, core values, and directions among relevant stakeholders. This highlights the importance of effective communication and alignment of goals and values to cultivate a shared sense of purpose and direction within the school community.

Similarly, the second item received a slightly lower WM of 3.26, indicating agreement among respondents that their school head possesses skills in relating to and forging relationships with people. While the score is slightly lower, it still suggests a positive perception of the school heads' interpersonal abilities in building connections with stakeholders.

The third item garnered the highest WM of 3.48, signifying strong agreement among respondents that their school head is adept at building relationships characterized by mutual trust, honesty, openness, respect, and commitment to shared goals. This underscores the importance of fostering a culture of trust and collaboration within the school community to effectively work towards common objectives.

The overall weighted mean for the domain is 3.39, corresponding to the verbal interpretation of "Agree." This indicates that, on average, respondents perceive their school heads as effective in building connections with stakeholders within the school community. These findings align with the synthesized studies, particularly those emphasizing the importance of relationship-building and stakeholder engagement in promoting organizational effectiveness and achieving shared goals. Just as the holistic leadership model emphasizes the value of collaboration and relationship-building in driving positive outcomes, the findings from this table underscore the critical role of school heads in fostering connections and cultivating a supportive and collaborative school environment.

3.2 Heads Practice Holistic Leadership Through Social Development

3.2.1. Interactions Among Stakeholders

Interactions among stakeholders refers to the communication, collaboration, and engagement between various individuals or groups involved in a system, such as educators, parents, students, and community members. Effective communication among stakeholders is facilitated through regular meetings, newsletters, and online platforms, ensuring that everyone is kept informed and engaged in school activities and decision-making processes. Regular communication channels, such as newsletters, email updates, and social media platforms, facilitate ongoing dialogue and collaboration among stakeholders, ensuring that everyone feels connected and

involved in the school's decision-making processes and activities." Collaboration among stakeholders is a cornerstone of holistic leadership in education. As emphasized by Gkoros and Sakellariou (2024), successful school leaders prioritize creating opportunities for teamwork, joint decision-making, and shared problem-solving processes. This collaborative approach fosters a sense of ownership and collective responsibility for school improvement initiatives. Braks (2023) also highlights the importance of collaboration in advancing vertical holistic leadership development, where leaders work together to address complex challenges and achieve common goals. In the context of the present study, assessing how school heads facilitate collaboration among stakeholders is crucial for understanding their holistic leadership practices. By promoting collaboration through shared projects, task forces, and advisory councils, school leaders can harness the collective expertise and resources of all stakeholders to drive positive change and innovation in schools.

"I always value open communication must maintain and feedback to stakeholders can express their ideas, concerns, and suggestions, fostering a culture of transparency and trust within the school community." P3

"Collaborative initiatives such as school improvement teams and advisory councils involve stakeholders in decision-making processes, ensuring that diverse perspectives are considered and valued in shaping the school's direction"-P10

"School heads promote stakeholder engagement by organizing events such as open houses, parent-teacher conferences, and community forums, providing platforms for meaningful interactions and input from all members of the school community."P1

Effective communication among stakeholders is vital for the success of holistic leadership practices in schools. Open lines of communication foster transparency, trust, and mutual understanding among teachers, parents, students, and community members. As highlighted by Bleich and Bowles (2021), holistic leadership emphasizes the importance of creating a culture of openness and dialogue where all voices are heard and valued. Sakuri & Sato (2017) also underscores the significance of communication in nurturing a collaborative and supportive organizational environment. By maintaining regular communication channels such as newsletters, meetings, and online platforms, school heads can ensure that information flows smoothly, concerns are addressed promptly, and decisions are made collectively. This aligns with the aim of the present study to assess how school heads practice holistic leadership through effective communication strategies. Through robust communication practices, school leaders can cultivate a sense of belonging and ownership among stakeholders, ultimately contributing to a positive school climate and improved student outcomes.

3.2.2 Community Engagement Initiatives

Stakeholder engagement plays a pivotal role in holistic leadership practices, as it ensures that all members of the school community are actively involved in decision-making processes and school improvement efforts. Cannon et al. (2024) emphasize the importance of engaging diverse perspectives and drawing on community assets to address the social-emotional needs of students. Szelwach et al. (2023) also advocate for fostering partnerships with community organizations to enrich learning experiences and resources available to students. In the context of the present study, exploring how school heads promote stakeholder engagement through various initiatives such as parent teacher conferences, community forums, and volunteering opportunities is essential. By actively involving stakeholders in school events and activities, school leaders can create a sense of belonging and shared responsibility, ultimately contributing to a positive school culture and enhanced student outcomes

"We partner with community leaders to address specific educational needs and challenges, fostering a sense of shared responsibility. We collaborate with neighboring schools on joint projects and initiatives to maximize resources and broaden educational opportunities."-P7

Parents are encouraged to join school committees and volunteer groups to actively contribute to decision-making processes. "Our school organizes workshops and seminars to involve parents in discussions about their children's education."P6

"Students are encouraged to participate in service learning projects that benefit the local community, promoting civic engagement and social responsibility."P3

Educational activities within the context of community engagement initiatives serve as a cornerstone for fostering holistic leadership and social development among school heads. These activities encompass a spectrum of initiatives aimed at enriching the educational experience, such as parent workshops, family literacy programs, and mentorship opportunities. By involving parents and community members in educational endeavors, school heads demonstrate their commitment to inclusive education and parental involvement, aligning with the principles of holistic leadership. Research by Bleich and Bowles (2021) emphasizes the importance of integrating educational activities into leadership practices to enhance student outcomes and community partnerships. Through such initiatives, school heads not only promote academic achievement but also foster a sense of belonging and shared responsibility within the school community.

Collaboration emerges as a fundamental component of community engagement initiatives, reflecting the collaborative leadership style advocated by holistic leadership models. School heads actively seek partnerships with local businesses, community organizations, and neighboring schools to expand educational opportunities and resources. By fostering collaborative relationships, school heads create a supportive ecosystem where stakeholders work together to address common challenges and achieve shared goals. Cannon et al. (2024) highlight the reciprocal influences of collaboration and leadership development, emphasizing the importance of collaborative practices in shaping leadership skills and mindsets from childhood through adolescence. In the present study, collaboration through community engagement initiatives aligns with the holistic leadership approach, promoting collective action and empowering stakeholders to contribute meaningfully to the school community. Engagement, as a dimension of community involvement, encompasses various forms of participation and interaction among stakeholders. From parent-teacher associations to volunteer programs, engagement initiatives aim to involve community members in the educational process and decision-making.

3.2.3. Support Networks

School heads prioritize mentorship programs, ensuring that there are structured systems in place to guide new teachers and support their professional growth. This involves establishing mentorship initiatives aimed at facilitating a smooth transition for educators entering the profession. Additionally, they create opportunities for alumni to contribute to current students' development by providing mentorship and career guidance, fostering a sense of continuity and community within the school ecosystem. These mentorship programs not only offer practical guidance but also serve as platforms for knowledge exchange and professional networking, enhancing overall teacher effectiveness and satisfaction.

"Our school head ensures that there are mentorship programs in place to guide new teachers and support their growth. establishes a network of alumni who provide mentorship and career guidance to current students.""-P8

"The school head creates online platforms where teachers can share resources, ideas, and best practices allocates funds for teachers to attend conferences and seminars to enhance their professional growth.."

Our school head encourages collaboration among teachers, fostering a culture of shared learning and support. coordinates with local organizations to provide counseling services for students facing difficulties and implements peer observation programs where teachers provide feedback and support to each other.""-P6

Implement initiatives to provide resources and support for educators to enhance their teaching practices and professional development. This includes allocating funds for teachers to attend conferences, workshops, and seminars, enabling them to stay updated on best practices and innovations in education. Furthermore, they connect teachers with external experts and online collaboration tools, facilitating access to a diverse range of resources and expertise. By creating avenues for continuous learning and resource sharing, school heads empower teachers to enrich their teaching methodologies and adapt to evolving educational needs effectively. In addition, provide assistance and support for educators, fostering a collaborative culture of learning and growth within the school community. This involves implementing programs such as buddy systems and peer observation initiatives, where experienced teachers mentor and assist newer colleagues, and educators provide feedback and support to each

other. Additionally, they coordinate with local organizations to offer counseling services for students facing difficulties, ensuring holistic support for student well-being. These assistance programs not only enhance teacher effectiveness but also contribute to the overall positive school climate and student outcomes.

3.3. Challenges Encountered In The Implementation Of School Heads' Holistic Leadership Approach

3.3.1 Resource Constraints. Resource constraints present challenges in implementing holistic leadership, requiring creative solutions such as seeking alternative funding sources, leveraging community partnerships, and prioritizing resource allocation. School leaders must advocate for increased financial support and invest in sustainable resource management strategies to ensure effective implementation. Greny et.al.(2020)

"Sometimes, insufficient funding and resources can hinder the development and maintenance of programs and support networks. One of the main challenges is resistance to change. Some teachers and staff members may be hesitant to adopt new practices or strategies, making it difficult to implement the holistic leadership approach effectively." P9

"Another challenge is limited time and resources. School heads may face constraints in terms of time and financial resources, which can hinder the implementation process. It may require careful planning and prioritization to ensure that the holistic leadership approach is effectively integrated into the school's activities." P3

Limited support from higher authorities can pose a challenge. School heads may encounter obstacles in terms of getting necessary support and resources from higher authorities, which can impact the successful implementation of the holistic leadership approach.

3.3.2. Resistance to Change. Overcoming resistance to change involves fostering a culture of openness, transparency, and continuous learning. School leaders should engage stakeholders in meaningful dialogue, provide opportunities for input and feedback, and demonstrate the benefits of holistic leadership through tangible results and success stories.

"School heads face several challenges when implementing holistic leadership, such as resistance to change from people who prefer the old ways, limited funds to support new programs, and the difficulty of balancing daily school tasks with community projects. They also have to meet the diverse needs of different groups and ensure clear communication among" P4

"As I reflect on the implementation of our school heads' holistic leadership approach, I recall the numerous challenges we faced. One of the biggest hurdles was shifting the mindset of our leaders from a traditional, authoritarian approach to a more collaborative and servant leadership style. Many of our leaders struggled to relinquish control and trust their staff, which led to resistance and skepticism." P5

Shifting mindset involves cultivating a culture of collaboration, trust, and empowerment among school leaders and staff. This requires challenging traditional paradigms and embracing new approaches that prioritize collective responsibility, innovation, and continuous improvement. The main challenges school heads face in implementing a holistic leadership approach through social development include resistance to change from those used to traditional school models, lack of funding to support community programs and student/family services, difficulties finding the time amidst other responsibilities to focus on social-emotional development, coordinating the diverse stakeholders of teachers, students, parents, and the broader community to all work together, and the challenge of quantifying and demonstrating the value and impact of these holistic initiatives compared to more standard academic metrics, but school heads must persist, collaborate closely with their teams, and seek creative solutions to overcome these hurdles and create a truly nurturing, community-focused environment for their schools.

3.3.3 Support from Higher Authorities. Securing support from higher authorities requires effective advocacy and communication strategies. School leaders should articulate the importance of holistic leadership in achieving organizational goals and engage with key decisionmakers to garner their endorsement and commitment. Addressing the lack of training involves providing professional development opportunities for school leaders to

enhance their understanding and application of holistic leadership principles. This may include workshops, seminars, and mentorship programs focused on leadership development and social-emotional learning.

“The challenges include overcoming resistance to change, balancing administrative duties with social initiatives, securing resources, measuring qualitative outcomes effectively, and maintaining long-term commitment.” P2

Limited resources and budgets, resistance to change from established practices, difficulty coordinating diverse stakeholder interest and challenges in measuring the tangible impact of social development efforts.” -P3

Addressing the lack of training involves providing professional development opportunities for school leaders to enhance their understanding and application of holistic leadership principles. This may include workshops, seminars, and mentorship programs focused on leadership development and social-emotional learning. Addressing trust issues requires building and nurturing trusting relationships among stakeholders. School leaders should demonstrate integrity, transparency, and consistency in their actions, fostering a sense of mutual respect and confidence in their leadership. Head teacher standard,(2020)

4.0 Performance Commitment & Review Form (OPCRF) with the Philippine Standards for School Heads (PPSH)

Table 4.1.is the matrix outlining the recommended inputs for aligning the Office Performance Commitment & Review Form (OPCRF) with the Philippine Standards for School Heads (PPSH):

OPCRF Recommendations	PPSH Alignment Recommendations
Incorporate assessment criteria for leading strategically, managing school operations, focusing on teaching and learning, developing self and others, and building connections	Align assessment criteria with PPSH domains such as instructional leadership, administrative leadership, community development, and personal qualities
Include indicators for stakeholder interactions, community engagement, and support network establishment	Ensure PPSH criteria cover effective communication, collaboration, and community involvement aspects
Address challenges faced in holistic leadership implementation, such as resistance to change, time constraints, and resource limitations	Provide guidelines in PPSH for overcoming common challenges and fostering a conducive environment for holistic leadership development

Incorporate assessment criteria for leading strategically, managing school operations, focusing on teaching and learning, developing self and others, and building connections.

The inclusion of assessment criteria covering various dimensions of holistic leadership in the OPCRf ensures a comprehensive evaluation of school heads' performance. By assessing 63 their ability to lead strategically, manage school operations efficiently, prioritize teaching and learning initiatives, foster personal and professional development, and establish meaningful connections within the community, the OPCRf facilitates a more nuanced understanding of leadership effectiveness. This holistic approach aligns with contemporary leadership theories, emphasizing the importance of multi-dimensional leadership practices beyond traditional metrics.

Include indicators for stakeholder interactions, community engagement, and support network establishment.

By incorporating indicators related to stakeholder interactions, community engagement, and support network establishment, the OPCRF acknowledges the significance of relational and social development in effective school leadership. Evaluating school heads' ability to engage with diverse stakeholders, foster collaboration within the community, and establish robust support networks reflects a holistic understanding of leadership that prioritizes relationship-building and community involvement. These indicators encourage school heads to cultivate inclusive and supportive environments conducive to positive educational outcomes.

Address challenges faced in holistic leadership 64 implementation, such as resistance to change, time constraints, and resource limitations. Recognizing and addressing challenges in holistic leadership implementation within the OPCRF is crucial for supporting school heads in their leadership journey. By providing guidance on overcoming resistance to change, managing time effectively, and leveraging available resources efficiently, the OPCRF empowers school leaders to navigate obstacles and foster holistic leadership practices effectively. This proactive approach acknowledges the complexities of leadership in dynamic educational environments and underscores the importance of providing adequate support and resources for leadership development. This matrix provides a clear comparison between the inputs recommended for the OPCRF and the corresponding alignment suggestions for the PPSH, ensuring a comprehensive integration of holistic leadership principles within the existing evaluation framework.

5.0.Conclusion

The findings underscore the importance of fostering holistic leadership among school heads to effectively address the multifaceted challenges and opportunities present in educational settings, ultimately contributing to improved student outcomes and organizational effectiveness. The study has illuminated the multifaceted nature of holistic leadership among school heads, underscoring the importance of fostering open communication, collaboration, and community engagement while addressing challenges such as resistance to change and resource constraints. Implementing a holistic leadership approach faces challenges such as financial constraints, resistance to change, time management issues, and stakeholder coordination challenges, emphasizing the need for strategic planning and collaboration to overcome these hurdles effectively. Align the Office Performance Commitment & Review Form (OPCRF) with the Philippine Standards for School Heads (PPSH) offers a holistic framework that encompasses diverse dimensions of leadership, fostering inclusive environments and supporting school heads in navigating challenges to promote effective leadership practices.

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CONFLICTS OF INTEREST

The authors declares there are no significant competing financial, professional, or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

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