



# SECONDARY SCHOOL HEADS' LEADERSHIP AND MANAGEMENT COMPETENCIES: BASIS FOR CAPACITY DEVELOPMENT PROGRAM

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**Abstract :** A great responsibility was imparted on the job of the secondary school heads for the success of the school. Their skills and capabilities influenced the attainment of the school's objectives. To ensure the effective quality-based education services, the researcher aimed to describe the school heads' leadership and management competencies and its relationship to their profile (age, highest educational attainment, training, years of administrative experience, and rank). Participants were the 56 school heads in the secondary schools of the First Congressional District of Pangasinan. The researcher used the National Competency –Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA) which was a self-assessment tool in determining the level of the school heads' leadership and management competencies. Results found out that most of the listed competencies have a low positive relationship with the profile of the school heads. Training and educational preparation which both connotes mostly a negative relationship with the competencies were also given emphasis in this study. In line with this, a proposed capacity program development is recommended.

**Keywords:** school heads, leadership, management, competencies

## INTRODUCTION

Decentralization and school-based management redefined the roles of school principals as empowered leaders (Sindhvad, 2009). The devolve authority and power from the central office that governed the Department of Education has given the principals empowered roles to manage the school system. This mandate was articulated in Section 6.1., Rule VI of RA 9155, whereas; a school head is a person responsible for administrative and instructional supervision of the school. The school head is also expected to possess the following leadership dimensions or competencies such as educational leadership, people leadership and strategic leadership (DepED Order No.42, s.2007). The 21st century principals could no longer be building managers. Rather, they should be leaders of learning who can develop a team delivering quality instruction.

In the implementation of school-based management, the direct delivery of quality education services depends on the leadership and management competence of the principals. Ruyck (2005) asserted that principals are required to possess a variety of skills in order to realize sustainable success in an administrative position.

Gajardo and De Los Rios (2013) opined that professional competencies have become strategic elements to improve professional capacity to respond to work effectively and efficiently and in order to achieve the expected results. School leadership is the key to school improvement and school heads are expected to demonstrate bottom-line results and use data to drive decisions (Hess & Kelly, 2002).

And, with the National Adoption and Implementation of the National Competency-Based Standards for School Heads as stipulated in Department Order no.2, series 2010, the responsibilities of principals and the key competencies they require have significantly increased for they are expected to perform the following functions such as: School leadership, Instructional Leadership, Creating a Student Centered Climate, Human Resources Management and Professional Development, Parents Involvement and Community Partnership, School Management and Operations and Personal and Professional Attributes and Interpersonal Effectiveness.

Thus, the success and failure of the school governance relied heavily on the crucial role of the principals to provide efficient and effective school management. Normore (2004) stated that despite the fact that the role of the school principal has continued to change, many still maintain that the principal is key to the success of a school. However, if school heads do not possess the competencies in managing the school, the school is in critical situation to achieve the target standards set in the Key Results Area of Basic Education Services. Moreover, this would result to poor school performances, low academic performances of the students and incompetent teachers.

School heads are catalyst of change. Thus, the quest to achieve quality education, regardless how complex and elusive it may seem, rises and falls on the kind of leadership school heads demonstrate. Leadership competency of school heads predicates the success of the school. In fact, such immensely indispensable role has been the subject in one of the studies conducted by the United Nations International Children's Emergency Fund (UNICEF) in Lao People's Democratic Republic (PDR), confirmed the importance of skilled school principals in providing guidance and responsibility for improving the learning of all students.

School heads in highly effective schools achieve this by promoting collaboration, providing support to teachers, engaging parents as partners for improving student learning, and building trust and respect in schools and communities (UNICEF, 2021). Hence, school heads are expected to dispense wide array of competencies in the performance of duties in order to realize the long coveted global aim for quality and life-long learners.

Likewise, in the Philippines, it has become the vision of the Department of Education to produce Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation" (2013).

It lays the cornerstone of Republic Act 9155, otherwise known as the Governance of Basic Education of 2001 declaring schools as the heart of the formal education system. Categorically, RA 9155 empowers school heads to realize said vision.

As an empowered authority in schools, school heads perform dual roles, as administrative manager and as instructional leader. Hence, school heads enjoy decisive latitude to dispense not only quantity but also quality education whose by-products are learners imbued with competitive lifelong skills and desirable values to enable them to become active community participants in the future. Anything excesses or want in the execution of such functions ultimately creates adverse impact on formal education system in schools. Such occurrence is, obviously, the accountability of school heads. The challenge to keep every school head in route to quality formal education is dependent on several yet interdependent factors. Even with clear vision in mind and achievable goals at heart, victory over quality hangs mid-air unless a technical road map is put in place. Therefore, school heads necessarily must adhere to specific professional standards and competencies that will help them manage schools and lead people to realize a common vision and goals. In response to this, the Philippine Professional Standards for School Heads (PPSSH) came into birth as DepEd recognizes the importance of professional standards in the continuing professional development as well as the advancement of school heads based on the principle of career-long learning. The PPSSH was made into a policy through DepEd Order No. 24, 2020, otherwise known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) which is made to institutionalize it as a public statement of professional accountability for school heads to reflect on and assess their own practice as they aspire for and pursue professional development.

Cognizant to these problems encountered by the public elementary school principals, there is a need to conduct an empirical study regarding their competencies and whether their age, educational preparation, trainings attended, present position and years of experience have a significant influence on their competencies as an effective principal. In the study of Cavajos (2012), an assessment of principals' competencies associated with effective school principals is important to consider and becomes an integral part for the selection process of principals as well as an indicator in managing schools.

Therefore, to ensure the effective delivery of quality basic education services, the researcher conducted a study regarding the leadership and management competencies of the elementary school principals to improve the efficiency and effectiveness in the school governance as well as to leverage the current practices into competency based standard leadership and managerial practices among our principals. In the process, a proposed capacity development program is recommended specifically to address what specific competencies of the seven domains that need to be strengthened and required immediate intervention.

The researcher adopted the National Competency – Based Standards for School Heads Training and Development Needs Assessment as a main tool to evaluate the school leadership and management competencies of the school heads in the First Congressional District of Pangasinan under the Schools Division Office I Pangasinan. Further, the NCBS-SH framework redefines the function of school heads through the list of standard competencies in the seven domains and therefore explains that an effective school head should be able to implement continuous school improvement, produce better learning outcomes among the learners and able to reshape the institutional culture in our organizational system.

To substantiate the undertakings of the study, the following concept of school leadership and management competencies and related literature and studies are further discussed thoroughly.

### Statement of the Problem

The general purpose of the study is to describe the leadership and management competencies of the secondary school heads of the First Congressional District, Schools Division Office I Pangasinan and its relationship to their profile. The result of the study was then used as a basis for the capacity development program to be proposed.

Specifically, the study sought to answer the following sub-problems:

1. What is the profile of the secondary school heads in terms of:
  - 1.1. age;
  - 1.2. educational preparation;
  - 1.3. training attended;
  - 1.4. years of experience as school head;
  - 1.5. present position/rank;
2. What is the level of school heads' leadership and management competencies as indicated in their function on RA 9155:
  1. School Leadership
    - 1.1. Developing and Communicating Vision, Mission, Goals and Objectives

- 1.2. Data-based Strategic Planning
  - 1.3. Problem Solving
  - 1.4. Building High Performance Teams
  - 1.5. Coordinating with Others
  - 1.6. Leading and Managing Change
  2. Instructional Leadership
    - 2.1. Assessment of Learning
    - 2.2. Developing Programs and/or Adapting Existing Programs
    - 2.3. Implementing Programs for Instructional Improvement
    - 2.4. Instructional Supervision
  3. Creating a Student-Centered Learning Climate
    - 3.1. Setting high social & academic expectations
    - 3.2. Creating school environments focused on the needs of the learner
  4. Human Resources Management and Professional Development
    - 4.1. Creating a Professional Learning Community
    - 4.2. Recruitment & Hiring
    - 4.3. Managing Performance of Teachers and Staff
  5. Parents' Involvement and Community Partnership
    - 5.1. Parental Involvement
    - 5.2. External Community Partnership
  6. School Management and Operations
    - 6.1. Managing School Operations
    - 6.2. Fiscal Management
    - 6.3. Use of Technology in Management of Operations
  7. Personal and Professional Attributes and Interpersonal Effectiveness
    - 7.1. Professionalism
    - 7.2. Communication
    - 7.3. Interpersonal Sensitivity
3. Is there a significant relationship between the profile of the school heads and their school leadership and management competencies?
4. Based on the findings, what kind of school leadership and management program can be developed to improve the leadership and management competencies of the public secondary school heads?

## METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and the tools for data analysis.

### Research Design

The study adopted the descriptive-correlational type of research as it primarily aims to describe the level of leadership and management competencies of the public secondary school heads and to determine the relationship of its variables.

It is descriptive because the study described the following concerns: describe the profile of the participants and determine the level of school heads' leadership and management competencies as indicated in their function on RA 9155 and it is correlational because it tries to describe the relationship between the profile of the school heads and their school leadership and management competencies.

### Instrumentation and Data Collection

The major instrument which was used in gathering data is the questionnaire. The researcher adopted the National Competency Based Standard for School Heads Training and Development Needs Assessment as a main tool to evaluate the school leadership and management competencies among the school heads.

Part I is the Principal Profile Descriptive Form. This part of the questionnaire elicited information regarding the professional profile of the school heads such as age; educational preparation; training attended; years of experience as school head and present position or rank.

Part II is the School Head's Leadership Management Competencies Checklist. This part described the level of leadership and management competencies of principals based on the seven domains of National Competency Based School Head Standards. The Likert scale was used to determine the quantitative and qualitative interpretation of the responses of the participants.

The conduct of the research was formally requested by the researcher through a letter addressed to the Schools Division Superintendent of the Division of SDO1 Pangasinan. The letter contained the formal request to administer the questionnaire to the public secondary school heads of the First Congressional District of SDO1 Pangasinan.

The data gathering procedure was personally undertaken by the researcher. This was done through a google link sent to the principal-participants. Before the actual distribution of the questionnaire, the objectives of the research were explained to ensure full understanding and objectivity in indicating their responses. Also, the schedule of the retrieval was agreed on the date of the distribution of the questionnaire. The obtained data was organized and subjected to appropriate statistical analysis.

## RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

## Profile of the School Heads

**Table 1. Profile of the School Heads in Terms of Age**

Age	Frequency	Percentage
31-40	4	7.14
41-50	34	60.71
51-60	18	32.15
<b>Total</b>	<b>56</b>	<b>100</b>

It can be gleaned from the table that the highest number of responses, which comprised 60.71% of the respondents, is 41-50 years old. While 32.14% are within the range of 51-60 years old, it is noted that only 7.14% were under 31-40 years of age and below. This can be supported by the study of Janer and Deri (2020), on the demographic perspective of public elementary schools (PES) in the province of Sorsogon revealed that school heads in the public elementary schools were beyond their middle age.

**Table 2. Profile of the School Heads in Terms of Highest Educational Attainment**

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree	23	41.07
With EdD/PhD Degree	30	53.57
Masters Degree	3	5.36
<b>Total</b>	<b>56</b>	<b>100</b>

It appeared from the table that 53.57% or more than half of the respondents had units in Doctoral. While 41.07% of the school heads earned units in doctorate degree. Meanwhile, 5.36% had yet to pursue higher education. It is crystal clear that the majority of the respondents are in the process of completing their graduate studies.

**Table 3. Relevant Training Attended**

\*Multiple Responses

Relevant Training Attended	Frequency	Percentage
International	27	48.21
National	56	100
Regional	56	100

The table indicates that most of the respondents have obtained training in School Based Management and Leadership Training. Majority of the training they have attended came from the National and Regional levels.

**Table 4. Administrative Experience as School Heads**

Experience as School Heads	Frequency	Percentage
1-10 years	24	42.86
11-20 years	29	51.78
21-30 years	3	5.36
<b>Total</b>	<b>56</b>	<b>100</b>

As shown in the table, the respondents' longest years in service as school head is 11-20 years comprising 51.79% of the entire population. These findings can be supported by the study of Peñaflor (2013) on the level of instructional leadership and administrative management competence of school heads. Most of them have served 11 to 20 years while very few have served for 21-30 years.

**Table 5. Administrative Experience as School Heads**

Position/Rank	Frequency	Percentage
Principal I	15	26.79
Principal II	10	17.86
Principal III	12	21.43
Principal IV	19	33.93
<b>Total</b>	<b>56</b>	<b>100</b>

It reveals that most school heads occupy Principal IV position with 19 or 33.93% while 15 or 26.79% are Principal I, 10 or 17.86% are Principal II and 12 or 21.43% Principal III.

**Table 6. School Head's Leadership Management Competencies Checklist**

Competency Domain/Strand	Mean	DE
<b>DOMAIN 1. SCHOOL LEADERSHIP</b>		
<b>Strand 1.A. Developing &amp; Communicating Vision, Mission, Goals, and Objectives (VMGO)</b>	3.22	P
Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission	3.17	P
Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives	3.34	P
Align goals and objectives with the school vision and mission	3.38	P
Communicate the school VMGO clearly	3.01	P
Explain the school vision to the general public	2.56	P
Revisit and ensure that school activities are aligned with the school VMGO	2.76	P
<b>Strand 1.B. Data-based Strategic Planning</b>		
Establish E-BEIS/SIS and baseline data of all performance indicators	2.91	P
Involve all internal and external stakeholders in developing SIP/AIP	2.82	P
Utilize data, e.g. E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	2.69	P
Align the SIP/AIP with national, regional and local education policies and thrusts	3.21	P
Communicate effectively SIP/AIP to internal and external stakeholders	3.44	P
<b>Strand 1.C. Problem-Solving</b>		
Resolve problems at the school level	3.43	P
Assist teachers and students to understand problems and identify possible solutions	2.68	P
Analyze cause/s of problems critically and objectively	3.22	P
Address the causes of the problem rather than the symptoms	3.17	P
Explore several approaches in handling problems	3.34	P
Demonstrate a proactive approach to problem solving	3.38	P
<b>Strand 1.D. Building High Performance Teams</b>	3.01	
Involve stakeholders in meetings and deliberations for decision making	2.56	P
Set high expectations and challenging goals	2.76	P
Provide opportunities for growth and development of members as team players	2.99	P
Define roles and functions of each committee	2.91	P
Monitor and evaluate accomplishment of different committees/teams	2.82	P
Give feedback on the team's performance using performance – based assessment tool	2.69	P
Establish a system for rewards and benefits for teachers and staff	2.89	P
<b>Strand 1.E. Coordinating with Others</b>		
Collaborate with concerned staff on the planning and implementation of programs and projects	2.52	P
Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)	3.43	P
Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects	2.68	P
Mobilize teachers/staff in sustaining a project	3.22	P
<b>Strand 1.F. Leading &amp; Managing Change</b>		
Maintain an open, positive and encouraging attitude toward change	3.34	P
Assist teachers in identifying strengths and growth areas through monitoring and observation	3.38	P
Introduce innovations in the school program to achieve higher learning outcomes	3.01	P
Monitor and evaluate the implementation of change programs included in SIP/AIP	2.56	P
Observe and apply multi-tasking in giving assignments	2.76	P
Advocate and execute plans for changes including culture change in the workplace	2.99	P
Empower teachers and personnel to identify, initiate and manage changes	2.91	P
<b>Mean</b>	<b>3.00</b>	<b>P</b>
<b>DOMAIN 2. INSTRUCTIONAL LEADERSHIP</b>		
<b>Strand 2.A. Assessment for Learning</b>		
Manage the processes and procedures in monitoring student achievement	3.32	P
Ensure utilization of a range of assessment processes to assess student performance	3.44	P
Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies	2.52	P
Utilize assessment results to improve learning	3.43	P
Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly	2.68	P
<b>Strand 2. B. Developing Programs &amp;/or Adapting Existing Programs</b>		
Develop/adapt a research-based school program	3.22	P
Assist in implementing an existing, coherent and responsive school-wide curriculum	3.17	P
Address deficiencies and sustain successes of current programs in collaboration with teachers and learners	3.34	P
Develop a culture of functional literacy	3.38	P

<b>Strand 2.C. Implementing Programs for Instructional Improvement</b>		
Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	2.56	P
Work with teachers in curriculum review	2.76	P
Enrich curricular offerings based on local needs	2.99	P
Manage curriculum innovation and enrichment with the use of technology	2.91	P
Organize teams to champion instructional innovation programs toward curricular responsiveness	2.82	P
<b>Strand 2.D. Instructional Supervision</b>		
Prepare and implement an instructional supervisory plan	3.21	P
Conduct Instructional Supervision using appropriate strategy	3.44	P
Evaluate lesson plans as well as classroom and learning management	2.52	P
Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance	3.43	P
Provide expert technical assistance and instructional support to teachers	2.68	P
<b>Mean</b>	<b>3.04</b>	<b>P</b>
<b>DOMAIN 3. CREATING A STUDENT - CENTERED LEARNING CLIMATE</b>		
<b>Strand 3.A. Setting high social &amp; academic expectations</b>		
Benchmark school performance	3.22	P
Establish and model high social and academic expectations for all	3.17	P
Create an engaging learning environment	3.34	P
Participate in the management of learner behavior within the school and other school related activities done outside the school	3.38	P
Support learners' desire to pursue further learning	3.01	P
Support learners' desire to pursue further learning	2.56	P
Recognize high performing learners and teachers and supportive parents and other stakeholders	2.76	P
<b>Strand 3. B. Creating school environments focused on the needs of the learner</b>		
Create and sustain a safe, orderly, nurturing and healthy environment	2.91	P
Provide environment that promotes use of technology among learners and teachers	2.82	P
<b>Mean</b>	<b>3.19</b>	<b>P</b>
<b>DOMAIN 4. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT</b>		
<b>Strand 4.A. Creating a Professional Learning Community</b>		
Build a community of learners among teachers	3.44	P
Assess and analyze the needs and interests of teachers and other school personnel	2.52	P
Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP	3.43	P
Integrate the SPPD in the SIP/AIP	2.68	P
Mentor and coach employees and facilitate the induction of new ones	3.19	P
Recognize potentials of staff and provide opportunities for professional development	3.41	P
Ensure that the objectives of the school development plan are supported with resources for training and development programs	3.33	P
Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD	3.15	P
Monitor and evaluate school-based INSETs	3.34	P
<b>Strand 4.B. Recruitment &amp; Hiring</b>		
Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff	3.15	P
Create and train School Selection and Promotion Committee and train its members	3.40	P
Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers	3.31	P
<b>Strand 4.C. Managing Performance of Teachers and Staff</b>		
Assign teachers and other personnel to their area of competence	3.43	P
Assist teachers and staff in setting and resetting performance goals	3.35	P
Monitor and evaluate performance of teaching and non-teaching personnel vis-a-vis targets	3.29	P
Delegate specific tasks to help manage the performance of teaching and non-teaching personnel	3.39	P
Coach deputized staff as needed on managing performance	3.41	P
Create a functional school-based performance appraisal committee	3.45	P
Assist and monitor the development of IPPD of each teacher	3.19	P
<b>Mean</b>	<b>3.26</b>	<b>P</b>
<b>DOMAIN 5. PARENT INVOLVEMENT &amp; COMMUNITY PARTNERSHIP</b>		
<b>Strand 5.A. Parental Involvement</b>		
Establish school and family partnerships that promote students' peak performance	3.45	P
Organize programs that involve parents and other school stakeholders to promote learning	3.21	P
Conduct dialogues, for training of teachers, learners and parents on the welfare and improves performance of learners	3.18	P
<b>Strand 5.B. External Community Partnership</b>		

Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	3.36	P
Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects	3.15	P
Participate actively in community affairs	3.19	P
Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies	3.32	P
<b>Mean</b>	<b>3.27</b>	<b>P</b>
<b>DOMAIN 6. SCHOOL MANAGEMENT AND OPERATIONS</b>		
<b>Strand 6. A. Managing School Operations</b>		
Manage the implementation, monitoring and review of the SIP/AIP and other action plans	3.22	P
Establish and maintain specific programs to meet needs of identified target groups	3.15	P
Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s	3.29	P
Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment	3.36	P
Oversee school operations and care and use of school facilities according to set guidelines	3.18	P
Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.12	P
Assign/ hire appropriate support personnel to manage school operations.	3.18	P
<b>Strand 6.B. Fiscal Management</b>		
Prepare a financial management plan	3.22	P
Develop a school budget which is consistent with SIP/AIP	3.17	P
Generate and mobilize financial resources	3.34	P
Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent Guidelines	3.38	P
Accept donations, gifts, bequests and grants in accordance with RA 9155	3.01	P
Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	2.56	P
Organize a procurement committee and ensures that the official procurement process is followed	2.76	P
Utilize funds for approved school programs and projects as reflected in SIP/AIP	2.99	P
Monitor utilization, recording and reporting of funds	2.91	P
Account for school fund	2.82	P
Prepare financial reports and submit/ communicate the same to higher education authorities and other education partners	2.69	P
<b>Strand 6.C. Use of Technology in the Management of Operations</b>		
Apply Information Technology (IT) plans for online communication	3.44	P
Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	2.52	P
Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines	3.43	P
Share with other school heads the school's experience in the use of new technology	2.68	P
<b>Mean</b>	<b>3.07</b>	<b>P</b>
<b>DOMAIN 7. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS</b>		
<b>Strand 7.A. Professionalism</b>		
Manifest genuine enthusiasm and pride in the nobility of the teaching profession	3.98	HP
Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times	3.94	HP
Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders	3.88	HP
Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.67	HP
Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs	3.87	HP
Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel	3.91	HP
<b>Strand 7.B. Communication</b>		
Communicate effectively to staff and other stakeholders in both oral and written forms	3.94	HP
Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context	3.90	HP
<b>Strand 7.C. Interpersonal Sensitivity</b>		
Interact appropriately with a variety of audiences	3.90	HP
Demonstrate ability to empathize with others	3.73	HP
<b>Strand 7.D. Fairness, Honesty &amp; Integrity</b>		
Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices	3.77	HP

Demonstrate integrity, honesty and fairness in all his/her dealings and transactions	3.84	HP
Make individuals accountable for their actions	3.75	HP
<b>Mean</b>	<b>3.85</b>	<b>HP</b>
<b>WM</b>	<b>3.24</b>	<b>P</b>

**Legend**

3.51-4.00	Highly Proficient
2.51-3.50	Proficient
1.51-2.50	Basic
1.00-1.50	Below Basic

It is noteworthy that among the indicators, school heads put great efforts in implementing programs in the school that support the development of the learners. These programs, according to some school heads are the celebration of Academic weeks like Science and Math weeks, Intramurals, Jamborettes, Foundation Day and other student-initiated activities that hone facilitation and academic skills of students. On the other hand, school heads were proficient on utilizing relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance. Although described as intensively practiced, it substantiates the fact that school heads often times do not base their decisions and actions from research findings and worst not even indulge to reading or crafting educational research.

The result suggests that school heads understand and implement laws, policies, guidelines, and issuances that relate to the management of human, financial, and material resources (PPSSH, page 9). The strand on financial management more particularly defined as SH manages finances adhering to policies, guidelines, and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan also received proficient indicator. It only proves that the respondents are well-versed in the implementation of RA 9184, otherwise known as the Procurement Law. The strand for school safety for disaster preparedness, mitigation and resiliency recorded proficiency level on the part of the school heads. It only meant that school heads need more training and exposure to activities that will help them work with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to ensure continuous delivery of instruction.

**Table 7. Relationship between the School Leadership Competencies and the Profile of the School Head**

Correlation Coefficient (r)	Age	Educational Preparation	Training	Years of Administrative Experience	Present Position/Rank
School Leadership	0.432	- 0.221	0.076	0.252	0.163
	Positive Medium	Negative Low	Positive Low	Positive Low	Positive Low

Note: The sign of the correlation coefficient (+, -) defines the direction of the relationship, either positive or negative. A *positive correlation* coefficient means that as the value of one variable increases, the value of the other variable increases; or as one decreases the other decreases. A *negative correlation* coefficient indicates that as one variable increases, the other decreases or vice-versa.

All of the independent variables except for educational preparation have a positive correlation coefficient with school leadership. However, except for age which has the highest correlation, they are all low. Having a low correlation coefficient implies a weak indication in determining whether the said variables result to a stronger/weaker school leadership. Moreover, 'training was recorded as having the lowest correlation.

Based from the results, it can be inferred that the higher the age of the school heads, the better will be their school leadership competencies. On the other hand, greater numbers of training courses, longer years of administrative experience, and higher rank have only a minimal chance in determining whether the school leadership of a principal is strong.

**Table 8. Relationship between Instructional Leadership Competencies and the Profile of the School Heads**

Correlation Coefficient (r)	Age	Educational Preparation	Training	Years of Administrative Experience	Present Position/Rank
Instructional Leadership	0.342	0.070	- 0.269	0.769	0.525
	Positive Medium	Positive Low	Negative Low	Positive High	Positive Medium

The correlation coefficient of age, years of administrative experience, and position of the school heads specifies a strong positive relationship with the competency instructional leadership. Among them, the years of administrative experience attained the highest. Educational preparation, though considered to be positive, has the lowest correlation coefficient among the independent variables. Meanwhile, the 'training' was the only negative correlation coefficient noted.

The higher their ages; longer years of administrative experience; or higher ranks are, the better their instructional leadership. On the other hand, the independent variable 'training of the school heads' was found to be negatively correlated which assumes that the greater the number of training attended by the principals, the lower their instructional leadership, or vice versa. Nonetheless, together with educational preparation, it is still a weak indication of the kind of instructional leadership they have.

**Recommendations**

1. Promotion and/or designation to school head position should require enough experience needed to run a school. Time element is crucial.
2. School heads need to pursue graduate studies.
3. School heads must pass the National Qualifying Examination for School Heads to qualify for a Principal position.



4. The proposed leadership enhancement program may be implemented by the school heads to advance to career stage 3 or 4. 5. Further study on the Philippine Professional Standards for Supervisors may be conducted.
5. The Graduate Schools as an institute that produced and developed future educational leaders should offer in their curriculum for MA / Ph.D. in Educational Management, a subject or unit that is aligned on the domains of NCBSH to better and prepare the candidate for principalship work.
6. The Department of Education and other private training institutions should design and provide leadership and management training for the principals that cater the skills and competencies related to the domains of NCBSH for them to be improved and enhanced in the area of educational management and administration.
7. A proposed Capacity Development Program for School Heads should be introduced in every school divisions that is anchored on the Seven Domains of National Competency Based Standards for School Heads. The Capacity Development Program involves four stages that enhance the leadership and management competencies of every principal in school-based management. **First** there should be a **Principal Induction Program**, a modular lesson for the seven domains of NCBSH. A total of seven modules will be studied by the principals in a Seven Weeks Course duration. Each module requires a one-week training to be facilitated by the Human Resources Department of the Division Office; and at the end of the training, each school head is expected to submit three project proposal based on the identified problem as per domain of the NCBSH. The learned competencies on leadership and management should be utilized to remedy or solved the given problem for the period of two (2) to eight (8) months. Once the problems have been solved, the principals will receive a certificate of completion and have the chance to progress in the next stage which is the assessment and validation. The **Second stage** is the Assessment and Validation, a validation of school heads work will be conducted by the Division Office in a form of written assessment and actual on the job simulation based on the seven domains of NCBSH to validate whether the principals have mastered the learned competencies and utilized it for the school development. The assessment and validation will be lasted for period of one week to a month depending on the actual performance of the principals whether he/she exhibited the learned competencies and significantly contribute for the improvement of school performance whether it is school leadership, instructional leadership, HRD etc. The **Third Stage** is the Community Immersion – it is a One Week Community Immersion which is planned and coordinated with NEAP-Regional Office. The community immersion aims to develop the personality and attitude of school heads to become servant and transformational leader and at the end of the immersion school heads should be able to write twenty (20) pages of learning experiences regarding their reflections, struggles, success and happiness of becoming the school head. And, **lastly**, to synthesize all the learning experiences accumulated by the school head, a final interview will be conducted by the Regional Office to assess the readiness level of the school head to think strategically and globally in developing possible solutions regarding issues and problems of the school system and the organization itself. Once the school head completes this Capacity Development Program, he/she will be conferred for Master of Principalship, which is similar to the CESO. All principals whether he/she is new and old in the service should be able to be undergone in this program.

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