THE IMPACT OF SECONDARY SCHOOL HEADS COMPETENCIES AND THE SCHOOL PERFORMANCE

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APPROVAL SHEET

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The Researcher


Dedication
To GOD, for HIS wisdom
To our FAMILIES, for their love
To our MENTORS, for their generosity
To our TEACHERS, for their altruism
To our RESPONDENTS, for their cooperation
To all of YOU, the researchers humbly
dedicate this academic masterpiece.
Pet

ABSTRACT

This study assessed the impact of secondary school heads' competencies on the school performance in the Division of Samar during the School Year 2015 - 2018. The study utilized descriptive, correlational research design to find out the impact of secondary school heads competencies on the schools' performance in Samar Division. Majority of the school head-respondents reside in Paranas, Samar accounting for two or 20.00 percent. Majority of the school head-respondents were able to serve 4 to 6 years as school heads accounting for five or 50.00 percent. The school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant training's attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their competence along school leadership.Most of the school head-respondents have no membership to any professional and civic organization. The schools' level of performance in terms of enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented are not significantly related to school-heads' level of competence along personal and professional attributes. As outcomes of the programs implemented significantly influence the school heads' perception of their level of competence, they should be encouraged to pursue, sustain and complete programs advocated by the Department of Education.

They are encouraged to work as one with the school stakeholders in ensuring that the programs are delivered and sustained to students.

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CHAPTER 1

THE PROBLEM AND ITS SETTING

Introduction

The school shall be the heart of the formal education system. It is where children learn. Under Republic Act 9155 Section 2, schools shall have a single aim of providing the best possible basic education for all learners (Philippine Sports Commission, 2001).

Reflected under the Section 4 of the Education Act of 1982, the education system in the Philippines aims to provide for a broad general education that will assist each individual in the society to attain the potential of human being, and enhance the range and quality of the individual and the group. The individual participate in the basic functions of society and acquire the essential educational foundation for the development into a productive and versatile citizen. The individual citizen responds effectively to the changing needs and conditions through a system of educational planning and evaluation (Robles, 2019).

Moreover, public elementary and secondary education is a public or state function supported by the national government. As the constitution of 1987 stipulates that, "The state shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all" (Commission on Human Rights, 2011).

That is why, efforts and synergy to make schools a potential place for every learner is a challenge for all school administrators today. Having the conviction that schools can make the difference in the lives of learners; schools must determine the

different factors that will support students to attain human flourishing (Magulod, 2017). The school must have an internal environment consisting of its physical set-up, management, quality of teachers, effective teaching methods, positive social and learning conditions, and strong home-school link which constitute everything about the school as an ideal learning environment.

Hence, school leaders and managers are prompted to initiate plan that will spawn the development of schools by having the idea that good schools are associated with the characteristics of having strong instructional management, clear learning expectations, and have the characteristics of a conducive learning environment.

In the same sense, the school heads are the cadre of leaders who can make a big difference in the performance of duties within the school, hence significantly affect school performance improvement. Craggs (2018) adds that school heads have to function not only in their academic capacity but as managers.

Indeed, there is a rising recognition of the pivotal role of school heads as they play in the effective management geared towards the overall school improvement. There is a widely held view that schools rely on the dynamism and leadership/managerial competences of school heads for their success (Karisa, 2015).

Furthermore, a school head helps the school to attain high level of performance through the utilization of its resources (Hoque, 2014). It is expected that school head as leader and manager have the knowledge, skills and ability to promote the success of all students by managing the school organization, operation and resources in a way that promotes a safe, efficient and effective learning environment.

The school heads as managers and leaders set the direction the schools are going. They are basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make their functions more complex, diverse, and challenging (Cruz, Villena, Navaroo, Belecina, & Garvida, 2016). These functions of school heads as educational leaders and managers are essential to the areas of management namely: the vision, mission, and goals of the institution, curriculum and instruction, financial and budgeting, school plant and facilities, student services, community relations, and the school improvement plan.

The identification of competencies needed to function on these areas brings forth the challenges faced by principals everyday where accountability, challenges, and integrity as leaders and managers remain at stake. The essential competencies in these areas of management greatly influence the effectiveness and efficiency of the performance of the school as a whole.

The reason why the researcher conducted this study first is to assess the level of competencies of school heads in terms of their leadership and managerial skills in handling schools, second is to assess the impact of their competencies in the improvement or innovation of school. And also be one of the bases to the Samar division of what leadership and managerial skill that the school heads is need to improve. With the aforementioned reasons, the researcher was motivated to conduct this study.

Statement of the Problem

This study assessed the impact of secondary school heads competencies on the school performance in the Division of Samar during the School Year 2015 - 2018.

Specifically, the study attempted to answer the following questions:

1. What is the profile of the secondary school principal respondents in terms of the following variates:

    1.1 age and sex;

    1.2 civil status;

    1.3 place of residence;

    1.4 highest educational attainment;

    1.5 relevant trainings attended;

    1.6 years of experience as school principal;

    1.7 awards received, and

    1.8 membership in professional and civic organization?

2. What is the profile of secondary school in terms of:

    2.1 School Based Management level of practice;

    2.2 Maintenance and Other Operating Expenses;

    2.3 enrolment;

    2.4 programs implemented;

    2.5 MPS;

    2.6 number of teachers, and

    2.7 school facilities?

3. What is the level of competence of secondary school heads in terms of the following domains:

3.1 school leadership;

3.2 instructional leadership;

3.3 student-centered learning climate;

3.4 HR management and professional development;

3.5 parent involvement and community partnership;

3.6 school management and operations; and

3.7 personal and professional attributes as interpersonal effectiveness?

4. What is the level of performance of the school in terms of the following domains:

4.1 enrolment;

4.2 cohort survival rate;

4.3 completion rate;

4.4 teachers' performance rating;

4.5 MPS;

4.6 physical facilities, and

4.7 outcomes of the programs implemented?

5. Is there a significant relationship between the level of competencies of school principal and their profile variates?

6. Is there a significant relationship between the level of school performance to the competencies?

Hypotheses

This study attempted to test the following hypotheses:

3. There is no significant relationship between the level of competencies of school principal and their profile variates.

4. There is no significant relationship between school heads respondents level of competencies and the school level of performance.

Theoretical Framework

This study was anchored on the following Theory of Competence of Heike Proff, Change Theory of Kurt Lewin, Existence, and Relatedness and Growth (ERG) needs theory of Motivation of Clayton Aldefer.

Theory of Competence recommends that competence development should cyclically alternate between competence upgrading and competence renewal. This cycle is subject to various influences, including the firm-specific resource base, the way in which managers perceive competence to create customer value, the level of undesired knowledge diffusion, and changes in the environmental dynamics specific to the firm (Proff, 2005). It should be noted that competent approach in education is being developed in different countries, in different ways. There are many problems that require special methodology and research methods. In this regard, it is useful to use and integrate the experience of other countries, and to be guided by their national characteristics of the educational system.

- In forming of education in the context of competency-based approach, we should ensure integral fundamentality and practical orientation of the study.

- Research methodology of competency-based education is based on behavioral and functional approaches, and in the study of competency, the integrity and multi-dimensional approaches are effective.
- In the study of competency we should take into account the competency of the graduates, in order to predict the potential competences as a condition of a successful career.
- In studying of competency, the unity of participants–employers, representatives of the academic community, professionals, graduates is right, to define, organize and form the necessary competences in high schools in the future specialists.

All this will help to correctly build up, adjust, and supplement competencies, to determine the composition and structure of professional competency of the future specialists, and to assess if they are well formed, because then composition of required competencies in market may change, if we take into account the conditionality of competency with the requirements of the labor market. In the longer term it is expected to develop research methods for procedural competency as a goal and a result of education, and criteria for its evaluation, based on a holistic and multidimensional approach; integrative fundamental, practice-oriented principles, corresponding to each level of the higher education system.

It will identify and correct not only the basic competences, but also special subject competences in specific disciplines, and correctly build up the learning process. Only after that it is important to determine whether the content of education, its function in the formation of competences, the efficiency of its types, methods, forms and

means correspond to the training activities. It is also possible to determine the function of competences as a tool for education quality management.

The Change Theory has three major concepts: driving forces, restraining forces, and equilibrium. Driving forces are those that push in a direction that causes change to occur. they cause a shift in the equilibrium towards change. Restraining forces are those forces that counter the driving forces. They hinder change because they push the patient in the opposite direction. They cause a shift in the equilibrium that opposes change. Equilibrium is a state of being where driving forces equal restraining forces, and no change occurs. It can be raised or lowered by changes that occur between the driving and restraining forces.

There are three stages in this nursing theory: unfreezing, change, and refreezing.

Unfreezing is the process which involves finding a method of making it possible for people to let go of an old pattern that was somehow counterproductive. It is necessary to overcome the strains of individual resistance and group conformity. There are three methods that can lead to the achievement of unfreezing. The first is to increase the driving forces that direct behavior away from the existing situation or status quo. Second, decrease the restraining forces that negatively affect the movement from the existing equilibrium. Thirdly, finding a combination of the first two methods.

The change stage, which is also called "moving to a new level" or "movement," involves a process of change in thoughts, feeling, behavior, or all three, that is in some way more liberating or more productive.

The refreezing stage is establishing the change as the new habit, so that it now becomes the "standard operating procedure." Without this final stage, it can be easy for the patient to go back to old habit.

The idea of change theory is being supported by Existence, Relatedness and Growth (ERG) Needs Theory of Motivation, which emphasizes the schools' performance improvement though growth manifested by the school heads professionally and personally. The theory contends that by continually improving work skills, competencies, and abilities through training/development and engaging in meaningful work is an example of how growth needs are met by both the organization (school) and the school heads (Mazur, 2007). It is with respect to this study to examine the impact of the school head competencies towards school performance.

Conceptual Framework

The schema in Figure 1 shows the conceptual model in conducting the study on the impact of secondary school heads competencies on the performance of schools in Samar Division for the school year 2018-2019.

At the base of the paradigm is a box that contains the respondents and research environment of the study-the Secondary School Heads of Samar Division. The bottom box is connected by an arrow to a bigger frame which contains the research process and research variables.

The research aimed at getting the relationship between the school performance, the demographic profile of secondary school heads and the domain of secondary school heads competencies. Inside the big frame are three small boxes which contain the research variables of the study. The small box in the left side contains the profile of school head-respondents such as age and sex, highest educational attainment, civil status, and years of experience being a school head.

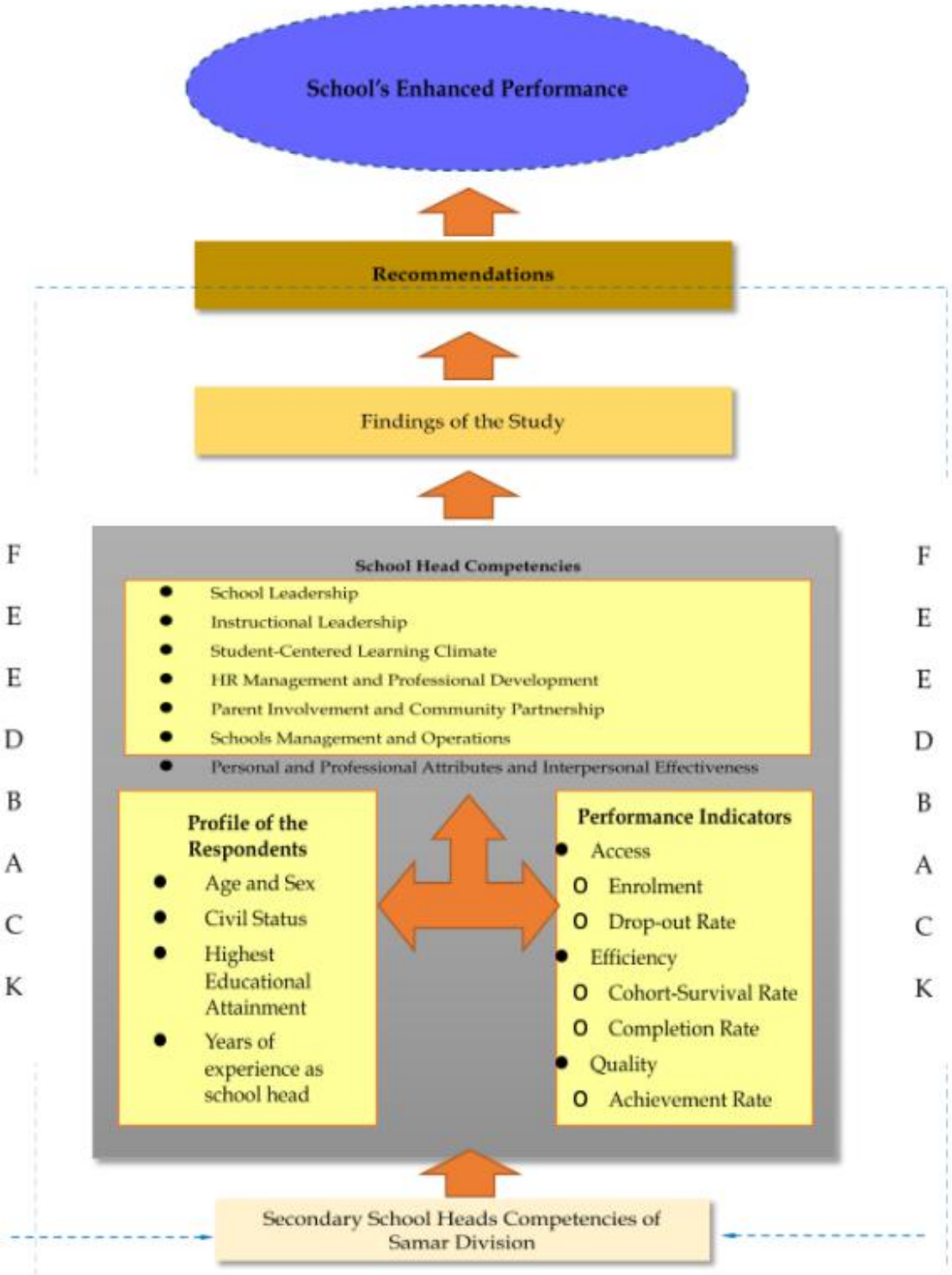

Figure 1. Conceptual Framework of the Study

This box correlates to the upper small box which contains the competencies of the secondary school head-respondents then these two small boxes correlate to the right small box contains the school performance in terms of access (i.e. enrolment and dropout rate), efficiency (i.e. cohort survival rate and completion rate) and quality (i.e. achievement rate). These three small boxes are connected to each other through the three headed arrow showing the relationship between each boxes.

The frame is again connected to an upper box representing findings of the study. The findings of the study will provide the researcher the inputs in the formulation of recommendations which are helpful in the attainment of the goal of the study. The box that represents the recommendations is connected by a broken arrow downward to the base box indicating the feedback mechanism of the study. This is also connected to a perforated enclosure which represents the ultimate goal of the study that is to enhance the school performance of secondary schools in Samar Division.

Significance of the Study

This study will be relevant to the following school stakeholders, school administrators, which are the school principals, educational managers, future researchers, parents, community, teachers, and pupils:

School principals. This study would generate knowledge that may be utilized by school principals for effective school leadership and management for the realization of students' performance. Furthermore, this study will provide a detailed explanation of the school principals' competencies within the changing educational scenario so as to

improve understanding of school heads roles hence reduce any role ambiguities and role conflicts within the school's framework.

Education managers. The outcome of this study would serve as the benchmark in the reviewing of different strategies that is beneficial in improving and pursuing the professional aspect of school heads. Apart from that they will device trainings and programs for managerial strategies to enhance school heads competencies as well as improve their knowledge on formulating educational policies for the betterment and improvement of the performance of the schools.

Future researchers. This study would be helpful and would serve as a guide to other researchers who want to make or conduct a study related on the topic. Thus the findings of the study would provide the insights for future studies to consider other variables where the present one had not included.

Parents. Knowing the school heads competencies in improving the school performance, parents would help achieved the purpose or objectives of the school. They would be more cooperative and supportive to the school and to their children's learning and school activities.

Community. The community people would likewise be cooperative and supportive to whatever the school will undertake to improve the teaching learning process and school performance of the pupils/students.

Teachers. The role of the teachers is very crucial in the attainment of the vision, mission, goals and objectives of education and that so much depend on them. The teacher is one of the stakeholders who are directly involved and affected by the school

operations so are in the best position to help plan, manage and improve the school. Since, the study would determine the school heads' competencies and school performance by the stakeholders. The findings of this study would serve as an input for the teachers to device strategies, plan in conjunction with the competencies of their school heads which would help improved school's performance.

Pupils. Whatever improvements in the competencies of school heads, teaching practices of the teachers and the school and in general would benefit hem. The collaborative efforts of the school heads, educational managers, teachers, parents and the community aimed at empowering school administrators for improving the school towards better performance of the pupils.

Scope and Delimitation

The scope of this study covers the impact of secondary school heads competencies on the school performance in Samar Division, Samar during the School Year 2015-2018.

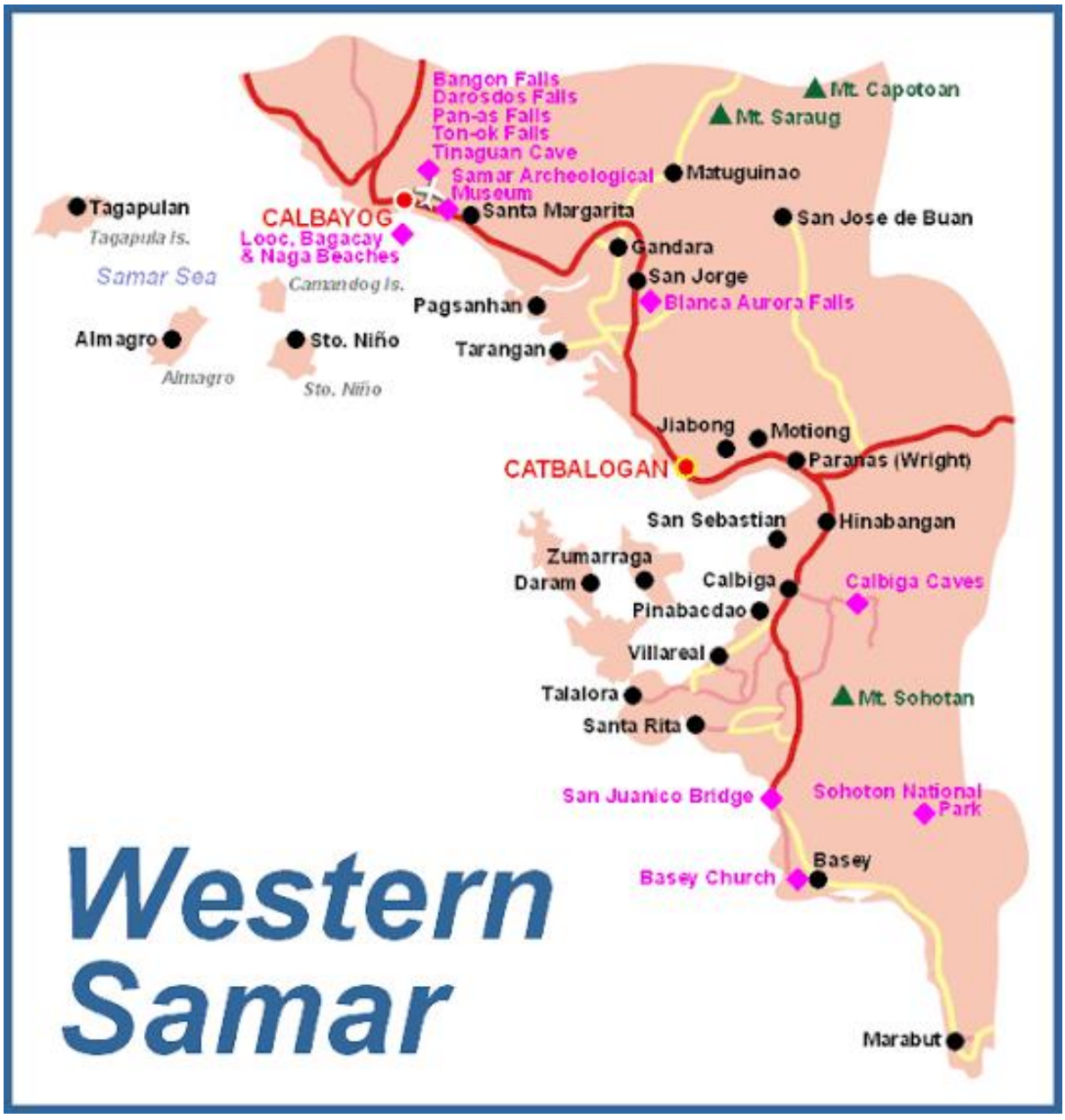

Figure 2. Map of Western Samar Showing the Different Respondents-School

Moreover, the scope of the study focused in describing the relationship of the school head-respondents' personal profile, secondary school head competencies and the school performance in terms of performance indicators on access, efficiency and quality.

The variables included in their personal profile are as follows: age and sex, civil status, highest educational attainment, and years of experience as school heads.

To provide context for the study, the proponent has conducted an ocular inspection and observation on various sites in the Division of Samar. The school heads served as respondents of the study.

The study limits its discussion between the school heads' competencies and its relation to the overall schools' performance. The school heads' competencies have the following major components to wit: 1) school leadership; 2) instructional leadership; 3) student-centered learning climate; 4) HR management and professional development; 5) parent involvement and community partnership; 6) school management and operations; and 7) personal and professional attributes as interpersonal effectiveness.

Moreover, the level of school performance has the following major components to wit: 1) enrolment; 2) cohort survival rate; 3) completion rate; 4) teachers' performance rating; 5) MPS; 6) physical facilities; and 7) outcomes of the programs implemented.

The important data were generated from them through a checklist and documentary analysis. This study was conducted during the School Year 2018-2019.

Definition of Terms

In this study some words are used by the proponent which are necessary and for the better understanding of the readers the definitions are provided for below:

Access. Conceptually, this term refers to the right or opportunity to use or look at something (Cambridge University Press, 2018). Operationally, this term refers to expansion of coverage to show extent of participation of school children in early childhood development programs and in basic education.

Cohort-survival rate (CSR). Conceptually, this term refers to a measure of the efficiency and effectiveness of the delivery of education services in the country, and is defined as the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary or secondary level (Philippine Statistics Authority, 2007). Operationally, this term refers to the proportion of enrolees at the beginning grade (Grade 1 or Grade 7) who reach the final grade (Grade 6 or Grade 10) at the end of the required number of years of study.

Competency. Conceptually, this term refers to the ability to do something successfully or efficiently (University of Nebraska-Lincoln, 2018). Operationally, this term refers to the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success however, the competencies are focused on the secondary school heads mentioned in Department of Education order number 32 series of 2010.

Completion rate. Conceptually, this term refers to the percentage of first grade/year entrants in a level of education who complete/finish the level in accordance with the required number of years of study (Philippines Statistics Authority, 2017).

Operationally, this refers to the percentage of the beginning or starting grade entrants in a cycle of education completing the end cycle.

Educational managers. Conceptually, this term refers to a collective group of professional in the field of academic study that includes principals, teachers, and other education professionals (Learn Organization, 2015). Operationally, this term refers to the school heads or principals and teachers who are responsible for the successful execution of educational programs and which they work in conjunction with other stakeholders in the delivery of programs.

Efficiency. Conceptually, this term refers to a measurable concept, quantitatively determined by the ratio of useful output to total input (Oxford University, 2005). Operationally, this term refers to the assessment of the holding power of the school system through educational managers and stakeholders.

Drop-out rate. Conceptually, this term refers to the percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to enroll in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year (Philippine Statistics Authority, 2006). Operationally, this term refers to the proportion of pupils/students who actually dropped/left during the present year to the total enrolment of pupils/students in the same year.

Impact. Conceptually, this term refers to having a strong effect on someone or something (Springer Nature Limited, 2018). Operationally, this term refers to the expansion of coverage to show extent of participation of school children in early childhood development programs and in basic education Same definition is being used in this study.

Instructional leadership. Conceptually, this term refers to an intense moral purpose focused on promoting deep student learning, professional inquiry, trusting relationships and seeking evidence in action (Timperley, 2011). In this study it talks about leadership of school heads in terms of teaching and learning process.

Programs implemented. Conceptually, this term refers to how well a proposed program or intervention is put into practice and is fundamental to establishing the internal, external, construct, and statistical conclusion validity of outcome evaluations (Durak, 2008). Operationally, this term refers to proposed program implemented by educational managers and stakeholders in increasing the overall school performance.

Quality. Conceptually, this term refers to the standard of something as measured against other things of a similar kind; the degree of excellence of something (Lifetime Reliability Solutions, 2018). Operationally, this term refers to the measure the effectiveness of basic education provision in terms of learning achievement through examinations.

School leadership. Conceptually, this term refers to the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims (Razik & Swanson, 2010). Operationally, this term refers to the attribute of the school head in terms of creating visions for all employees and clientele in the school.

School. Conceptually, this term refers to an educational institution, private and public, undertaking educational operation with a specific age-group of pupils or students pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site (Arellano Law Foundation, 2001). Operationally, this term refers to the different school under the Division of Samar included in this study.

School head. Conceptually, this term refers to a person responsible for the administrative and instructional supervision of the school or cluster of schools (Arellano Law Foundation, 2001). Operationally, this term refers solely to the secondary principals of Samar division.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies reviewed by the researcher which gave her insights related to the study.

Related Literature

Several conceptual literatures were reviewed by the researcher to widen the understanding on this study.

Education is a transformational tool in every society and should be held in high esteem. It is the acquisition of knowledge and skills required to sustain individual, groups, and organizational advancement at all levels and spheres of life (Serdukov, 2017).

Egwu (2016) opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school, so that they run smoothly. The principal is the chief administrator of secondary school who is expected to effectively use various resources through the adoption of management principles and practices for the realization of school goals. If education system must achieve it national policies and goals, the school managers at all levels must ensure optimum management of human, material, financial and time resources.

Management is the arrangement of available human and material resources for the achievement of desired goals and objectives (Nwune, Nwogbo, & Okonkwo, 2016). It is the productive use of available resources in an efficient and effective manner geared towards goals realization.

Nkwoh (2011) observed that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals, which has led to changing expectations of what leaders need to know and must be able to do.

Competency as opined by Carol and Edward (2004) is the successful performance of a task through the use of knowledge, skills, attitude and judgment. It is the ability and required skills to accomplish given task. Managerial competency is the possession of necessary skills to effectively manage resources for productivity.

Heller (2012) outlines functions of school administrators as including management of instructional programs, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. Effective management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plan.

Globally there is a growing concern that in the 21st century the preparation and in-service development for educational leaders is inadequate (Organization for Economic Co-Operation and Development, 2008). The intensity of this statement is

further heightened by OECD Report on improving School Leadership (Vol 1, p. 16) which states:

> *"There is a growing concern that the role of school principal designed for the industrial age has not changed enough to deal with the complex challenges schools are facing in the 21st century."*

International studies have documented the complexities faced by contemporary schools, noting high on list, issues of 'social and population mobility, technological advances and increased focus on schools to perform' (Organization for Economic Co-Operation and Development, 2008).

In response, over the past two decades many schools have experienced decentralization accompanied by increased autonomy and accountability. Sustainability concerns (particularly the issue of school leadership succession) are also a challenge (Macpherson, 2009).

School leaders are now responsible for managing change, building organizational capacity and implementing technological advances as they strive to improve their school effectiveness and student learning outcomes. This position was reached as a result of the last major international paradigm shift in the way school leadership was conceived, and the same occurred in the 1980s and 1990s, when in the West there was almost a universal move to site based management (Herrera, 2010).

Emphasizing upon the importance of principals, it states "on him the proper working of school ultimately depends. The reputation of school and the position it

holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupil and the general public.

He is always responsible for carrying out the policies and programs of the Department of Education and he acts as a liaison between it and the management of the general local community (Gablinske, 2014).

Effective school leadership is one component often found in high-performing schools (Starcher, 2006). Principals charged with leading schools are judged by various indicators, including student performance on standardized exams, student enrollment in advanced placement courses, and the attendance and graduation rates of students (ibid).

Starcher, in his review of high-performing schools, found that such schools often demonstrate five or more of the following characteristics: clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction and assessment aligned with standards, frequent monitoring of learning and teaching, focused professional development, supportive learning environment, and high levels of family and community involvement. Additionally, Starcher (2006) noted that such characteristics were evidenced in high performing schools that serviced a high percentage of students from low-socioeconomic backgrounds.

School leadership makes a difference in student learning. A recent issue of Education Next points out that highly effective principal raises the achievement of a typical student in their schools by between two and seven months of learning in a single

school year while ineffective principals' lower achievement by the same amount (Branch, Hanushek, & Rivkin, 2013).

At the level of Federal policy, No Child Left Behind encouraged the replacement of the principal in persistently low-performing schools, and the Obama administration, in Race to the Top, has made this a requirement for schools undergoing federally funded turnarounds (Kutash, Nico, Gorin, Rahmatullah, & Tallant, 2010). Meanwhile, education experts, through the updated Interstate School Leaders Licensure Consortium standards (Interstate School Leaders Licensure Consortium, 2008), have defined key aspects of leadership to guide the preparation and development of aspiring and practicing school leaders.

Despite this recognition of the importance of principal leadership, education has been slower than many other fields in developing and adopting research-based, reliable, and valid ways to assess the performance of its leaders. In the military, there is a long tradition of rigorous standards-based assessment to help produce and support leaders who can assume tough tasks and achieve at high levels (The Wallace Foundation, 2009). Many top firms use 360-degree assessments to gather input about employees' performance not only from their supervisors, but also from co-workers and the employee themselves. And in many fields, assessments are used not only to make important career decisions about salaries or promotions, but also to identify areas for individual improvement, shape training and continuing three developments, and create a culture of organizational learning (The Wallace Foundation).

Kaplan et al. (2005) as cited in Starcher (2006), noted characteristics of most low performing schools which include high teacher turnover, a high percentage of impoverished children and a less than positive school culture. In their study of principals, the head teachers' role is to promote academic performance. The success of what is done in the school is attributed to the head teacher. He or she is the pivot around which many aspects of the school revolve, being the person in charge of every detail of running the school, be it academic or administrative. Schools can make a difference to student achievement and the head teachers' leadership is one factor determining that success. It is therefore important that the performance of a school is appraised against the performance of the person who leads it (Kandula, 2007). Therefore, from these viewpoints, the commitment of school's leaders is vital in organizational skills that influence academic achievement.

According Hoy and Miskel (2008), there are three major traits and skills associated with effective leadership. These are personality traits, motivational traits and skills. Personality traits are relatively stable dispositions to behave in a particular way. The list and of personality factors associated with effective leadership include: self-confidence, stress tolerance, emotional maturity, integrity and extroversion. Motivation is a set of energetic forces that originate both within as well as beyond an individual to initiate work-related behaviour and to determine its form directing intensity and duration. There are five motivational traits which are critical for leaders; task and

interpersonal needs, achievement orientation, power needs, expectation and self-efficacy.

Skill is an important component of educational leadership. This involves the skill to complete a job. There are three important categories of skills associated with leader effectiveness. These are technical, interpersonal and conceptual or cognitive skill. On top of that Pettinger, R. (2001), add some traits and characteristics of leadership. These include: inspirations, communication, decision making, commitment, quality, sets of values, positive attitude and mutuality and dependency.

Newmann and Wehlage (1995) articulate the importance that shared leadership and decision making play in supporting student learning and organizational capacity. Effective leaders inspire followers to achieve personal or collective mastery of the capacities needed to accomplish "collective aspirations" (Leithwood et al. 1999, p. 9). Followers must believe themselves capable of achieving the goals targeted by the school community. These capacity beliefs equip staff with the resiliency and focus necessary to achieve sustainable change. A leader can facilitate an increase in capacity beliefs by ensuring: (1) Actual performance and the individual's perceptions of success; (2) Vicarious experience from role models, and (3) Verbal persuasion.

Formal school leaders have a valuable role to play in helping teachers uncover the meaning in what they do, then fostering the "capacity to change those practices by transcending them".

Related Studies

The following studies are reviewed to give insights into the conduct of the study:

Sindhvad (2009) conducted a study entitled "School Principals as Instructional Leaders: An Investigation of School Leadership Capacity in the Philippines". This study identified factors related to the extent Filipino school principals thought they were capable of supporting teachers' classroom instruction through instructional supervision, professional development, and classroom resources; and the extent they thought these instructional supports were effective. It also measured principals' confidence in supporting teachers' classroom instruction after participation in the instructional leadership training program, Instructional and Curricular Excellence in School Principalship for Southeast Asia (ICExCELS), offered by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH).

Analyses were conducted on data from 364 principals. Linear regression analysis showed that Filipino principals thought their capacity to support teachers through instructional supervision and professional development was dependent on their beliefs as to whether these instructional supports could make a difference in classroom instruction, their level of control, time they spent on instructional leadership and their degree of job satisfaction. Principals' thought their capacity to support teachers through classroom resources was only dependent on their level of control over them and their beliefs as to whether they could make a difference in classroom instruction.

Principals' beliefs as to whether instructional supports could make a difference in classroom instruction was the most significant factor related to principals' sense of capacity for providing instructional supervision and professional development, while their level of control was the more significant factor related to principals' sense of capacity for providing classroom resources. Results also showed that principals' beliefs as to whether instructional supports were effective in supporting teachers' classroom instruction were dependent upon how effective they think they are as school principals and how capable they think their teachers are in guiding student achievement.

The study of Sindhvad is deemed similar on the present endeavor since the former talks about impact of school heads' competencies. Likewise, both studies utilized descriptive correlational design with the use of survey questionnaire as the tool in data gathering.

However, there is a big difference on the study since the latter talks about the impact of secondary school heads' leadership competencies on schools, teachers and students' performance while the former talks about the influence of school heads instructional competencies on teachers' management.

Cruz et al. (2016) conducted a study entitled "Towards Enhancing the Managerial Performance of School Heads." The main purpose of this study was to determine the level of managerial performance of school heads, their strengths and weaknesses in the different areas of school management as perceived by school head themselves, their teachers, and senior students.

It attempted to propose an enhancement plan based on the identified weaknesses vis-à-vis the managerial performances of school heads in performing their functions. The study used a descriptive method of research that involved the participation of four schools in the Division of Cavite, with their 10 school heads, 38 teachers, and 134 senior students. The validated survey instrument containing 50 questions were used and covered assigned seven areas of school management namely: the (1) vision-mission-goals, (2) curriculum and instructional management, (3) financial and budgeting management, (4) school plant and facilities, (5) student services management, (6) community relations management, and (7) management of school improvement plan. The findings and results of the study revealed school heads exhibited very satisfactory level in performing their managerial functions in all management areas identified. It also revealed that there were significant differences in the managerial performance of school heads in the areas of vision-mission-goals, financial and budgeting, physical plant and facilities, community relations and management of school improvement plan. The data on the weaknesses of school heads in performing managerial functions in identified areas of school management provided the basis in proposing an enhancement plan that may be used in improving their functions and in providing a key to more development programs for school heads in the division.

The study of Cruz et al. is deemed similar on the present endeavor since the former talks about school heads' competencies. Likewise, both studies utilized descriptive design with the use of survey questionnaire as the tool in data gathering.

However, there is a big difference on the study since the latter talks about the strengths and weakness of secondary school heads' leadership competencies and managerial performance while the former talks about the influence of school heads instructional competencies on teachers' management. In addition, the present study also utilized correlational and comparative designs.

Goden et al. (2016) conducted a study entitled "Influence of School Heads' Instructional Competencies on Teachers' Management in Leyte Division, Philippines". The study primarily aimed to determine the influence of school heads' instructional competencies on the teachers' management behavior in Leyte division, Philippines. The descriptive-correlational design was adopted with the use of survey questionnaire as the tool in data gathering. The teacher's performance for the last three years was very satisfactory. The level of instructional competence of the school heads fell on the competent category. In professional competency, the school heads evaluated their teachers very competently. The school heads showed the competence in motivating their teachers. The management behavior of the school heads was highly effective. In the areas key processes and core components, the school heads were highly effective. The instructional competencies of the school heads did not relate or affect their management behavior.

The study of Goden et.al is deemed similar on the present endeavor since the former talks about impact of school heads' competencies.

Likewise, both studies utilized descriptive correlational design with the use of survey questionnaire as the tool in data gathering.

However, there is a big difference on the study since the latter talks about the impact of secondary school heads' competencies on schools' performance while the former talks about the influence of school heads instructional competencies on teachers' management. In addition, the present study also utilized comparative design.

Karisa (2015) conducted a study, Impact of Managerial Competencies of Heads of Departments on Students' academic Performance in Secondary Schools in Magarini Sub County, Kilifi County, Kenya. The study sought to examine the impact of managerial competences of Heads of department on students' academic performance in secondary schools in Magarini Sub-county, Kilifi County. The main objective of the study was to examine the influence of Team building competences by HoDs on students' academic performance, to assess the influence of planning competences by HoDs on students' academic performance, to analyze the influence of organizing competences by HoDs on students' academic performance, to determine the influence of co-coordinating competences by HoDs on students' academic performance as well as to determine the influence of monitoring and evaluation competences by HoDs on students' academic performance in Magarini Sub- county in Kilifi County, Kenya. From the literature review, the conceptual framework was drawn based on a set of five attributes, which may have had impact on students' academic performance.

They were namely; Team building, planning, organizing, co-coordinating and monitoring and evaluation which formed the dependent variables.

The findings of the study showed that the general competence criteria used in appointing HoDs in schools were their levels of decision-making, problem solving capability and communication skills especially when handling meeting. The study revealed that all respondents alluded that team building competence by HoDs served to create an atmosphere of that facilitated effective learning. Another finding showed that 93.30 percent of the respondents were to the view that planning competence was essential in the sense that it focused on learners' achievement. The study also revealed that 91.70 percent of the respondents concurred that organizing competences by HoDs greatly helped in dividing work and activities into meaningful departmental or group teaching/learning roles. Regarding co-ordination competence by HoDs, 96.70 percent of the respondents indicated that meeting co-ordinated by HoDs served as corrective functions for improving the quality of teaching and learning in the schools. The study also revealed that 93.30 percent of the respondents were in agreement that HoDs had familiarity and competence in translating curriculum objectives into teaching/learning activities as well as knowledge in book keeping and record keeping. Based on the findings, it was concluded that HoDs as managers play key and pivotal roles in enhancing students' academic performance hence enabling the overall school performance improvement.

The study recommends that HoDs should progressively and continually grow their knowledge; skills and competence by concentrating on on-going professional development programs, to enable them stimulate and nurture their own professional growth and that of other teachers. Evidently, teachers to grow their knowledge skills and competences throughout their career hence instead of concentrating on programs that donate single training event, HoDs should concentrate on a set of course, individual learning projects, conferences, group discussion, problem solving activities, case studies and stimulation exercises. This would eventually translate into enhanced students' academic performance in the schools.

The study of Karisa has a bearing with the recent study because it talks about the impact of the school heads competencies. In the previous study, the researchers where focused on the impact of managerial competencies of department heads but it is still having similarity most especially on the aspect of the environment of the study which is secondary schools.

A study conducted by Victor (2017) entitled "Analysis of Principals' Managerial Competencies for Effective Management of School Resources in Secondary Schools in Anambra State, Nigeria," analyze principals' managerial competencies for effective management of school resources in secondary schools in Anambra State. The study was conducted in Anambra State. The study population comprised 257 principals in public secondary schools in the State. The study adopted a descriptive survey design. A 24 item-researcher developed instrument titled "Principals' Managerial Competencies for

Effective Management of School Resources Questionnaire (PMCEMSRQ)" was used for data collection. The study found out that secondary school principals' in Anambra State do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture for effective material resource management.

The study also found out that school principals' have managerial competencies in prioritizing financial allocation according to school needs, keeping accurate financial information of the school, ensuring accountability in all school expenditures, carrying out periodic auditing of school budgets and adopting cost-saving strategies for effective financial resource management among others. The study recommended that School principals' should strive to acquire managerial competencies in involving teachers' in decision making, organizing seminars and workshops for professional advancement of teachers, providing incentives' for students' for effective human resource management in schools, procurement of physical and instructional materials, provision of e-library facilities and equipping classrooms and offices with needed furniture and other school materials for effective material resource. Conclusion was drawn.

The study of Akinfolarin is in accord with the present undertaking since both have the same samples and same environment being studied, that is the secondary principals and secondary schools. However, the difference lies on research design, because the former utilizes descriptive survey research while the other is correlation-descriptive.

In addition, the former focuses on the analysis of principal's managerial competencies while the other is on the on the impact of school heads competencies.

All related studies play an important role in the present study for they serve as reference of comparison as to the result of the conduct of this study.

Day et al.'s (2000, pp. 134-135) recent case study research of 12 English schools that were widely acknowledged for their effective leadership and results identified seven tensions and three dilemmas for principals. These tensions and dilemmas "focus upon their roles not only in maintaining and consolidating what they have already achieved, but also in managing the challenges associated with moving their individual schools forward." The tensions were leadership versus management, development versus maintenance, internal versus external change, autocracy versus autonomy, personal time versus professional tasks, personal values versus institutional imperatives, and leadership in small versus large schools. The three dilemmas were development versus dismissal, power with or power over and subcontracting versus mediation. Mulford (2002a & b) has argued that in order for the school leader to meet global challenges there is a need to achieve a greater balance between constant change and continuity, dependence and independence, individualism and community, and homogeneity and heterogeneity.

Day et al. (2000, p. 157) believe, "The worlds of schools, like those of classrooms, hold too many variables and few neat solutions. … effective leaders are not always successful at all times with all people … a key characteristic is their determination and

ability to continue to try to reconcile the irreconcilable." More pessimistically, Copland (2001, p. 531, emphasis in original) states that when "considered en masse rather than separately, these myriad views create unintended dark consequences that fuel the current problems of supply and quality in the principal.

Day et al.'s (2001) study of twelve 'effective' schools leads to the discussion of several dilemmas in school leadership. One of these relates to management, which is linked to systems and 'paper', and leadership, which is perceived to be about the development of people. Bush (1998; 2003) links leadership to values or purpose while management relates to implementation or technical issues. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. "Leading and managing are distinct, but both are important ... The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides" (Bolman & Deal, 1997).

Leithwood et al. (1999) make the important point that, in practice, principals in their day-to-day work are rarely aware of whether they are leading or managing; they are simply carrying out their work on behalf of the school and its learners. However, the nature of that work should reflect the school context and, in particular, its needs at any one time. For example, South Africa's underperforming schools (Ministerial Review, 2004; Pandor, 2006) require a greater emphasis on basic management, making the organisation functional, rather than a visionary approach.

This may involve ensuring regular and timely attendance by learners and educators, maintaining order and discipline in classrooms, and proving adequate resources to enable learning to take place. Once schools are functional, leaders can progress to developing vision, and outlining clear aims and policies, with the confidence that systems are in place to secure their implementation.

Bitterová et al. (2014) conducted the study entitled "School Leader`s Competencies in Management Area", Quality of school leaders and managers is one of the basic factors influencing significantly quality of teaching and learning processes at each level of the system of education. To optimize professional training of school leaders the authors carried out a broad research which aim was to identify both significance of particular items of a school leader competence profile and school leaders` needs and requirements derived from their current everyday practice. In the paper the authors present main results of one part of their research related to school leader competencies in management area, which they divided in four spheres: strategy creation, teaching process administration, ensuring and managing development of the school as an institution, managing human resource development. Each of these spheres comprises a lot of different items - competencies a successful school leader should dispose. Significance of some of them, specified as the most important, was assessed by means of a four-point scale by a research sample consisted of 93 school leaders - headmasters and deputy headmasters of primary and secondary schools.

The data obtained for each item in all four spheres of the management area of a school leader competencies were processed by means of descriptive statistics. The results showed that the practicing school leaders consider as the most significant competencies of a school leader profile in the four mentioned spheres of the management area competency to create motivational strategies based on shared values of the school, competency to create and develop learning environment effective for pupils and students` learning, competency to define clearly, distribute and delegate responsibilities and power scopes and tasks, and competency to lead and control colleagues, respectively.

CHAPTER 3

METHODOLOGY

This section provides the methods which utilized in computing, analyzing and interpreting the data of the study. This includes the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, as well as the statistical treatment of data.

Research Design

The study utilized descriptive, correlational research design to find out the impact of secondary school heads competencies on the schools' performance in Samar Division. Correlational since the researcher is interested in knowing the relationship of secondary school heads competencies on the schools' performance in Samar Division. Lastly, it is comparative in nature since the researcher would like to compare the performance of the schools during the last three years.

The study is descriptive-correlational in nature in the sense that the researcher will look into the profile of the secondary school head-respondents, its competencies then correlate this into the schools' performance. This research utilized the survey-questionnaire as the basic data-gathering instrument to be supplemented by the data-gathering techniques.

A questionnaire-checklist will be distributed personally by the researcher to the respondents of the study. This instrument will be used in gathering the data to answer the research problem.

Instrumentation

The data gathering instruments used in the study are the following:

Questionnaire. There was a single set of questionnaire that will be used in this study. This questionnaire-checklist was adopted from the National Competency-Based Standards for School Heads (NCBS-SH) as stated in Department of Education Order Number 32, series 2010 (Department of Education, 2010) and was given to the secondary school head-respondents; it consists of three parts namely:

Part I is intended to solicit the secondary school head-respondent's profile which focuses on age and sex, civil status, highest educational attainment and years of experience as school head.

Part II is designed to get data on the school performance indicators.

Part III will consist of questions related to the secondary school head competencies.

For each statement in Part III, a five-point scale is provided for indicating extent of phenomenon under study: 5 for Very Competent (VC); 4 for Competent (C); 3 for Slightly Competent (SC); 2 for Poorly Competent (PC); and 1 for Not Competent (NC).

Documentary analysis. Another information tool employed in this study was the documentary analysis. The school's report card was used in getting the profile and

performance indicators of the school. Likewise, it included IPCR, actual observation of programs, records, checklist of mandated programs and interviews.

Validation of Instrument

To ensure the content validity of questionnaire, the researcher's initial draft was presented first to the adviser for review, comments, suggestions and corrections. Additional questions were incorporated into the questionnaire as suggested by the adviser. Then these instrument was presented to the panel of examiners in the pre-oral defense for critiquing purposes and approval. After which the survey questionnaire was re-drafted through integration of the comments and suggestions provided by the panel of examiners in preparation for the second validation procedure, the dry-run.

To validate the questionnaire, dry-run method was conducted among selected populace of school heads outside the locale of the study. The purpose of this procedure is to check the clarity of the instruction, neatness and to identify ambiguous questions in the research instruments. The dry-run method lead to the correction and revisions of the instrument wherein vague and insignificant data and duplications were corrected.

The study used the Internal Consistency Method using Cronbach Coefficient Alpha to determine the degree of the reliability of the researcher-made survey questionnaires. In determining the reliability of the instrument, the interpretation and criterion for validation was based from Tang et al. (2014).

The corrected instrument will now then ready for distribution to the respondents of the study.

Sampling Procedure

This research study was conducted in school under the helm of the Department of Education, Division of Samar, in the City of Catbalogan, Samar of Eastern Visayas (Region VIII), Philippines. Full-time school heads, that held the position for three years that served as respondents for the study.

Since there are only 10 school heads who qualified, then total enumeration was utilized which means that all secondary school heads were considered as respondents for this study. The primary reason for utilizing full-time school heads with at least three years of experience revolves around the premise of comparing school performances in the last three years, namely: School Years 2015-2016, 2016-2017, and 2017-2018. Likewise, the Division of Samar had reshuffle the school heads and only ten were retained to their post. The researcher would like to reiterate that no bias or discrimination was intended towards the reshuffled school heads or new school heads for that matter.

Purposive sampling was used in the selection of the respondents. The **inclusion criteria** were as follows:

1. Full-time school heads, and
2. Served for at least three years in the current school post.

Data Gathering Procedure

The study utilized the survey questionnaires in gathering the data. The researcher wrote a letter of permission to the Dean of the Graduate Studies of the Samar State University, Catbalogan City, Samar to conduct the study.

Next the researcher wrote a formal written request to the Division of Samar addressed to the superintendent for the approval to conduct a research in Samar Division. The approved letter from the Superintendent was attached in another request letter to the School heads of each Secondary school in Samar Division for the fielding of the instruments. The retrieved accomplished instruments were organized, tallied and subjected to statistical analyses.

Statistical Treatment of Data

The following statistical tool were used to analyze the collected data:

Frequency count. This was employed in reporting the number of respondents having the same profile, the school's performance indicators and the responses to each statement in PART III.

Percentage. This was employed in the analysis and interpretation of data on respondents profile, school performance indicators and the responses to each statement in PART III.

Arithmetic mean. This was used to determine the overall characteristics of the secondary school head-respondents' profile, school performance indicator, and responses on school head competency.

Kendal tau. This was employed to determine the relationship between respondents' profile, respondent's competencies and school performance. It is also use for very small sampling size.

CHAPTER 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included herein are the following sub-topics: profile of the school head-respondents; principle of secondary school, level of competence of secondary school heads, level of performance of the schools, relationship between the level of competencies of school principal and their profile variates; relationship between the level of school performance to the competencies; and differences on the performance of the school during the last three years.

Profile of School Principal Respondents

This section presents the profile variates of school principal-respondents in terms of age and sex, civil status, place of residence, highest educational attainment, relevant training attended, years of experience as school principal, awards received and membership in professional and civil organization.

Age and sex. Table 1 presents the age and sex of parent-respondents. The table shows that a number of the school principal-respondents, that is, five or 50.00 percent were aged 45-48 years old which was seconded by two or 20.00 percent who both belonged to the following categories: aged 53-56 years old and 57-60 years old respectively, followed by one or 10.00 percent who were aged 45-48 years old.

Table 1

Age and Sex of School Principal-Respondents

Age Bracket	Sex		Total	%
	Male	Female		
45-48	3	2	5	50.00
49-52	0	1	1	10.00
53-56	2	0	2	20.00
57-60	1	1	2	20.00
Total	**6**	**4**	**10**	**100.00**
%	**60.00**	**40.00**	**100.00**	
Mean	**51.10 years old**			
S. D.	**5.087 years**			

The mean age of the school principal-respondents was posted at 51.10 years old with a standard deviation (SD) of 5.087 years. The data denoted that the school principal-respondents were at their late 40's but still far from retirement age.

Moreover, majority of the school principal-respondents belonged to the male sex accounting for six or 60.00 percent. The remaining four or 40.00 percent composed the female counterpart. The data signified male dominance among the school principal-respondents which indicated that in terms of number of school heads to take part in the study, the male school principals outnumbered the female ones.

Civil status. Table 2 shows the civil status of the school principal-respondents.

Table 2

Civil Status of School Principal-Respondents

Civil Status	f	%
Single	5	50.00
Married	5	50.00
Total	**10**	**100.00**

The aforementioned table provides that five or 50.00 percent of school principal respondents were married likewise the same number account for those who were single at that time the data were collected.

The data signified that the school principal-respondents were single yet signifying that they are at the right age to get married and have a family. Likewise, half of them were married and still belonged to a core family which they supported by the fruits of their labor.

Place of residence. Table 3 shows the place of residence of the school principal-respondents.

The aforementioned table provides that two or 20.00 percent of school principal respondents have Paranas as their place of residence while the rest of the respondents where slimly distributed over the other identified places of residence.

The data signified that the some of the school principal-respondents, who were not included in the reshuffling and were able to serve for at least three years in the current school post were from the municipality of Paranas, Province of Samar.

Table 3

Place of Residence of School Principal-Respondents

Place	f	%
Calbayog	1	10.00
Calbiga	1	10.00
Hinabangan	1	10.00
Oeste	1	10.00
Pagsanghan	1	10.00
Paranas	2	20.00
Tarangnan	1	10.00
Villahermosa	1	10.00
Villareal	1	10.00
Total	**10**	**100.00**

Highest educational attainment. Table 4 discussed the school principal-respondents' highest educational attainment.

As presented in Table 4, the school principals' educational attainment of those who were master's degree holder has the highest frequency of three or 30.00 percent. It is followed two or 20.00 percent of the school principals who belonged to the following categories: master's degree with CAR, master's degree holder with doctoral units, and

doctoral units with CAR. Lastly, one or 10.00 percent of the school principals was a doctoral degree holder.

Table 4

Highest Educational Attainment of the School Principal-Respondents

Educational Attainment	f	Percent
Master's Degree with CAR	2	20.00
Master's Degree Holder	3	30.00
Master's Degree Holder with Doctoral Units	2	20.00
Doctoral Units with CAR	2	20.00
Doctoral Degree Holder	1	10.00
Total	**10**	**100.00**

Relevant trainings attended. Table 5 discussed the school principal-respondents' number of relevant trainings attended.

As presented in the table, the school principals with 1 to 3 relevant trainings attended has the highest frequency of four or 40.00 percent. It is followed three or 30.00 percent of the school principals who attended no relevant trainings. Moreover, two or 20.00 percent of school principals were able to attend 4 to 6 trainings. Lastly, one or 10 .00 percent of the school principals was able to attend 7 to 9 relevant trainings.

Table 5

Relevant Trainings Attended of the School Principal-Respondents

Number of Relevant Trainings Attended	f	Percent
No Trainings Attended	3	30.00
1-3 Trainings	4	40.00
4-6 Trainings	2	20.00
7-9 Trainings	1	10.00
Total	**10**	**100.00**

This data signified that most of the school principal-respondents were not attending as much relevant training as possible with some of them opted not to attend at all. This could have further implication to their performance as a school head and the overall performance of the school

Years of experience as school principal. Table 6 provides the information regarding the years of experience as school principal of the respondents.

It can be gleaned from Table 6 that the respondents who were able to serve as school principals for 4 to 6 years has the highest frequency accounting for five or 50.00 percent. Moreover, three or 30.00 percent of the respondents served as school principals for 10 to 12 years accounting to three or 30.00 percent. Lastly, two or 20.00 percent of them served for 4 to 6 years as school principals.

The mean years as school principal of the respondents was posted at 7.40 years with a standard deviation (SD) of 2.633 years.

The data denoted that the school principal-respondents were serving quite long at their school post and met the requirement of the respondents of this study.

Table 6

Years of Experience as School Principal

Year	f	%
4-6	5	50.00
7-9	2	20.00
10-12	3	30.00
Total	**10**	**100.00**
Mean	**7.40 years**	
S. D.	**2.633 years**	

Awards received. Table 7 discloses the award received by the school principal-respondents.

The table presents that majority of the school principal-respondents have not received any award accounting for seven or 70.00 percent. There were three of them or 30.00 percent who the following awards, namely: Brigada Eskwela Division Winner, SBM Level 3 Regional Level, and Outstanding School Head District Level. The data signified that most of the school head-respondents have not received any awards pertaining to their individual as well as school performance.

Table 7

Awards Received by the School Principal-Respondents

Awards	f	%
Brigada Eskwela Division Winner	1	10.00
SBM Level 3 Regional Level	1	10.00
Outstanding School Head District Level	1	10.00
ɔ Awards Received	7	70.00
Total	**10**	**100.00**

The table presents that majority of the school principal-respondents have not received any award accounting for seven or 70.00 percent. There were three of them or 30.00 percent who the following awards, namely: Brigada Eskwela Division Winner, SBM Level 3 Regional Level, and Outstanding School Head District Level. The data signified that most of the school head-respondents have not received any awards pertaining to their individual as well as school performance.

Membership in professional and civic organization. Table 8 discloses the membership in professional and civic organization of the school principal-respondents.

Table 8

Membership in Professional and Civic Organization of the School Principal-Respondents

Professional and Civic Organization	f	%
ıilippines Elementary Schools Principal Association (PESPA)	3	30.00
APEH Association	1	10.00
ɐd Cross	1	10.00
ʂwag	1	10.00
ɔ Membership	4	40.00
Total	**10**	**100.00**

The table presents that majority of the school principal-respondents were not members of any professional and civic organization accounting for four or 40.00 percent. There were three of them or 30.00 percent who were members of the Philippines Elementary Schools Principal Association (PESPA). While the rest were thinly distributed over identified professional and civic organization.

The data signified that most of the school head-respondents were not actively participating or joining any professional and civic organization.

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The data signified that most of the school head-respondents were not actively participating or joining any professional and civic organization.

Profile of the Secondary Schools

This section discloses the profile of secondary schools in terms of School-Based Management (SBM) level, Maintenance and Other Operating Expenses (MOOE), enrolment, programs implemented, Mean Percentile Score (MPS), number of teachers and school facilities.

School-Based Management level. Table 9 presents the School-Based Management (SBM) Level of the identified schools.

Table 9 shows that the schools with School-Based Management (SBM) Level of 2 has the highest frequency of eight or 80.00 percent. Lastly, two or 20.00 percent of the schools were recognized as SBM level 3.

Table 9

School-Based Management (SBM) Level of the Schools

SBM Level	f	%
Level 2	8	80.00
Level 3	2	20.00
Total	**10**	**100.00**

Maintenance and Other Operating Expenses (MOOE). Table 10 presents the Maintenance and Other Operating Expenses (MOOE) granted to the identified schools.

The said table shows that majority of the schools have MOOE ranging from ₱ 51,000 to ₱ 100,000 accounting for eight or 80.00 percent. It is followed by one or 10.00 percent of schools receiving the following amount for their MOOE: ₱ 47,000 and ₱ 114,000, respectively.

The mean Maintenance and Other Operating Expenses (MOOE) of the schools was posted at ₱ 76,584.88 with a standard deviation (SD) of ₱ 20,118.46.

Table 10

Maintenance and Other Operating Expenses (MOOE) of the Schools

MOOE	f	%
₱ 0 - ₱ 50,000	1	10.00
₱ 51,000 - ₱ 100,000	8	80.00
₱ 101,000 - ₱ 150,000	1	10.00
Total	**10**	**100.00**
Mean	**₱ 76,584.88**	
S. D.	**₱ 20,118.46**	

Enrolment. Table 11 shows the number of enrolment of the school in the span of three academic years.

It can be gleaned on the table that most of the schools for School Year 2015-2016 have less than 500 students enrolled accounting for five or 50.00 percent.

The mean number of enrollees for this school year was posted at 621 students with a standard deviation of 547 students.

Moreover, most of schools for School Year 2016-2017 with less than 500 enrollees and 501-1000 enrollees have the highest frequency of four or 40.00 percent. The mean number of enrollees for this school year was posted at 774 students with a standard deviation of 826 students.

Table 11

Enrolment of the Schools for Three Years

Number of Enrollees	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 500	5	50.00	4	40.00	3	30.00
501-1000	4	40.00	4	40.00	5	50.00
1001-1500	0	0.00	1	10.00	1	10.00
1501-2000	0	0.00	0	0.00	0	0.00
2001-2500	1	10.00	0	0.00	0	0.00
2501-3000	0	0.00	0	0.00	0	0.00
3001-3500	0	0.00	1	10.00	1	10.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**620.90**		**774.40**		**848.70**	
SD	**574.413**		**826.013**		**858.829**	

Likewise, most of schools for School Year 2017-2018 with less 501-1000 enrollees have the highest frequency of five or 50.00 percent. The mean number of enrollees for this school year was posted at 849 students with a standard deviation of 859 students.

Lastly, it can be noted that the table shows an increasing number of enrollees within the span of three years. The data signified that the schools' population is increasing with can be equated to the increase in population of the country.

Programs implemented. Table 12 provides the information regarding the programs implemented by the schools.

Table 12

Programs Implemented by the Schools

School	School Programs						
	Gender and Development	Gulayan sa Paaralan	No Collection Policy	WASH in School	SBFD School Feeding	Oplan Balik Eskwela	Bregada Eskwela
1	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓		✓	✓
4	✓	✓	✓	✓		✓	✓
5	✓	✓	✓	✓	✓	✓	✓
6		✓	✓	✓		✓	✓
7		✓	✓	✓	✓	✓	✓
8	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓		✓	✓
10	✓	✓	✓	✓		✓	✓
Total	**8**	**10**	**10**	**10**	**5**	**10**	**10**

Legend: ✓ - Implemented by the School

It can be gleaned from Table 12 that all of the schools, 10 or 100.00 percent, implemented the following programs: Gulayan sa Paaralan, No Collection Policy, WASH in School, Oplan Balik Eskwela and Brigada Eskwela. Only eight or 80.00 percent implemented the Gender and Development program while only five or 50.00 percent implemented the School-Based Feeding Program (SBFD).

The data signified that not all program were implemented by the schools due to lesser support coming from the government as stated by some school principals.

Mean percentile score (MPS). Table 13 shows the mean percentile scores of the school in the span of three academic years.

Table 13

Mean Percentile Score (MPS) of the Schools for Three Years

Mean Percentile Score (MPS)	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 75%	1	10.00	4	40.00	2	20.00
75% - 80%	7	70.00	5	50.00	6	60.00
81% - 85%	2	20.00	1	10.00	1	10.00
86% - 90%	0	0.00	0	0.00	1	10.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**76.04**		**74.41**		**72.81**	
SD	**3.582**		**7.248**		**14.997**	

It can be gleaned on the table that most of the schools for School Year 2015-2016 have Mean Percentile Score (MPS) between 75-80 accounting for seven or 70.00 percent. The Grand Mean Percentile Score for this school year was posted at 76.04 percent with a standard deviation of 3.582.

Moreover, most of schools for School Year 2016-2017 have Mean Percentile Score (MPS) between 75-80 accounting for five or 50.00 percent. The Grand Mean Percentile Score for this school year was posted at 74.41 percent with a standard deviation of 7.248.

Likewise, most of schools for School Year 2017-2018 with Mean Percentile Score (MPS) between 75-80 accounting for six or 60.00 percent. The Grand Mean Percentile Score for this school year was posted at 72.81 percent with a standard deviation of 14.997.

Lastly, it can be noted that the table shows a decreasing Mean Percentile Score (MPS) within the span of three years. Numbers are consistent in terms of the majority having an MPS less than 75.00 percent, then the it can be safely concluded that the is not following or meeting the 75.00 percent goal set by the Department of Education (de Dios, 2013).

Number of teachers. Table 14 provides the information regarding the number of teachers per school.

The table presents that a number of schools, that is, four or 40.00 percent belonging to the following bracket; one to 25 teachers and 26 to 50 teachers. It is

followed by one or 10.00 percent of the schools having 51 to 75 teachers and 101 to 125 teachers.

Table 14

Number of Teachers per School

Number of Teachers	f	%
1-25	4	40.00
26-50	4	40.00
51-75	1	10.00
101-125	1	10.00
Total	**10**	**100.00**

Lastly, one school only has 11 teachers while another one has 109 teachers. Both values represent the lowest and highest number of teachers, respectively.

School facilities. Table 15 presents the number of facilities present in the identified schools.

The aforementioned table provides that all, 10 or 100.00 percent, of the schools have the following facilities; SBM Hub, computer laboratory, library, handwashing facilities, and school canteen.

Moreover, only seven or 70.00 percent of the school have their own science laboratory.

Likewise, only five or 50.00 percent of the school have their student lounge while only one or 10.00 percent of the school has their own cultural center.

Table 15

Facilities Present in the School

School	School Facilities							
	SBM Hub	**Computer Laboratory**	**Science Laboratory**	**Library**	**Handwashing Facilities**	**Student Lounge**	**School Canteen**	**Cultural Center**
1	✓	✓	✓	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓		✓	
3	✓	✓	✓	✓	✓		✓	
4	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓		✓	✓	✓	✓	
6	✓	✓	✓	✓	✓		✓	
7	✓	✓	✓	✓	✓	✓	✓	
8	✓	✓	✓	✓	✓	✓	✓	
9	✓	✓		✓	✓		✓	
10	✓	✓		✓	✓		✓	
Total	**10**	**10**	**7**	**10**	**10**	**5**	**10**	**1**

Legend: ✓ - Present in the School

The data signified that not all facilities are found in the identified schools due to lesser support coming from the government as stated by some school principals and the allocation of budget is not enough to create additional facilities and could not maintain other facilities in the school.

Level of Competence of Secondary School Heads

This section discloses the level of competence of secondary school heads in the following area: school leadership, instructional leadership, student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, and personal and professional attributes as interpersonal effectiveness.

School leadership. Table 16 provides level of competence of school heads in terms of school leadership.

Table 16 appraises the level of perception of the school head-respondents toward their level of competencies in terms of school leadership domain. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 16 presents that, the school head-respondents are "very competent" on 4 statements with weighted means ranging from 4.70 to 4.90. Statement Number 6 obtained the highest weighted mean with statements stating: "SH ensures proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)." On the other hand, the school head-respondents are "competent" on three statements, with Statement Numbers 1, 2, and 7 all having the least weighted mean.

Table 16

School Head-Respondents' Level of Competence in terms of School Leadership

Competencies	Weighted Mean	Interpretation
1. SH aligns goals and objectives with the school vision and mission	4.50	C
2. SH utilizes data, e.g., E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	4.50	C
3. SH resolves problems at the school level	4.70	VC
4. SH involves stakeholders in meetings and deliberations for decision making	4.70	VC
5. SH provides opportunities for growth and development of members as team players	4.70	VC
6. SH ensures proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)	4.90	VC
7. SH introduces innovations in the school program to achieve higher learning outcomes	4.50	C
Grand Weighted Mean	**4.64**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their school leadership which was indicated by the grand weighed mean of 4.64. This signified that the school head-respondents had a high regard towards their school leadership.

Instructional leadership. Table 17 provides level of competence of school heads in terms of instructional leadership.

Table 17 appraises the level of perception of the school head-respondents toward their level of competencies in terms of instructional leadership domain. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 17 presents that, the school head-respondents are "very competent" on 4 statements with weighted means ranging from 4.60 to 4.90. Statement Number 7 obtained the highest weighted mean with statements stating: "SH provides expert technical assistance and instructional support to teachers." On the other hand, the school head-respondents are "competent" on three statements, with Statement Number 5 having the least weighted mean stating "SH manages curriculum innovation and enrichment with the use of technology".

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their instructional leadership which was indicated by the grand weighed mean of 4.56. This signified that the school head-respondents had a high regard towards their instructional leadership.

Table 17

School Head-Respondents' Level of Competence in terms of Instructional Leadership

Competencies	Weighted Mean	Interpretation
1. SH assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies	4.60	VC
2. SH utilizes assessment results to improve learning	4.60	VC
3. SH addresses deficiencies and sustain successes of current programs in collaboration with teachers and learners	4.60	VC
4. SH works with teachers in curriculum review	4.40	C
5. SH manages curriculum innovation and enrichment with the use of technology	4.30	C
6. SH prepares and implement an instructional supervisory plan	4.50	C
7. SH provides expert technical assistance and instructional support to teachers	4.90	VC
Grand Weighted Mean	**4.56**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Student-centered learning climate. Table 18 provides level of competence of school heads in terms of student-centered learning climate.

Table 18

School Head-Respondents' Level of Competence in terms of Student-Centered Learning Climate

Competencies	Weighted Mean	Interpretation
1. SH establishes and model high social and academic expectations for all	4.60	VC
2. SH creates an engaging learning environment	4.70	VC
3. SH participates in the management of learner behavior within the school and other school related activities done outside the school	4.70	VC
4. SH supports learners' desire to pursue further learning	4.60	VC
5. SH recognizes high performing learners and teachers and supportive parents and other stakeholders	4.90	VC
6. SH creates and sustain a safe, orderly, nurturing and healthy environment	4.80	VC
7. SH provides environment that promotes use of technology among learners and teachers	4.60	VC
Grand Weighted Mean	**4.70**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Table 18 appraises the level of perception of the school head-respondents toward their level of competencies in terms of student-centered learning climate. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 18 presents that, the school head-respondents are "very competent" on seven statements with weighted means ranging from 4.60 to 4.90.

Statement Number 5 obtained the highest weighted mean with statements stating: "SH recognizes high performing learners and teachers and supportive parents and other stakeholders." On the other hand, Statement Numbers 1, 4, 7 have least weighted mean of 4.60.

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of maintaining a student-centered learning climate which was indicated by the grand weighed mean of 4.70. This signified that the school head-respondents had a high regard towards their student-centered learning climate.

HR management and professional development. Table 19 provides level of competence of school heads in terms of HR management and professional development.

Table 19 appraises the level of perception of the school head-respondents toward their level of competencies in terms of HR management and professional development. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 19 presents that, the school head-respondents are "very competent" on four statements with weighted means ranging from 4.60 to 4.80. Statement

Table 19

School Head-Respondents' Level of Competence in terms of HR Management and Professional Development

Competencies	Weighted Mean	Interpretation
1. SH builds a community of learners among teachers	4.60	VC
2. SH assesses and analyze the needs and interests of teachers and other school personnel	4.40	C
3. SH utilizes the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff	4.30	C
4. SH recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers	4.20	C
5. SH assigns teachers and other personnel to their area of competence	4.80	VC
6. SH assists teachers and staff in setting and resetting performance goals	4.70	VC
7. SH monitors and evaluate performance of teaching and non-teaching personnel vis-a-vis targets	4.70	VC
Grand Weighted Mean	**4.53**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Number 5 obtained the highest weighted mean with statements stating: "SH assigns teachers and other personnel to their area of competence." On the other hand, the school head-respondents are "competent" on three statements, with Statement Number 4 having the least weighted mean stating "SH recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers".

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their HR management and professional development which was indicated by the grand weighed mean of 4.53. This signified that the school head-respondents had a high regard towards their HR management and professional development.

Parent involvement and community partnership. Table 20 provides level of competence of school heads in terms of parent involvement and community partnership.

Table 20 appraises the level of perception of the school head-respondents toward their level of competencies in terms of parent involvement and community partnership. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 20 presents that, the school head-respondents are "very competent" on six statements with weighted means ranging from 4.60 to 4.90. Statement Number 6 obtained the highest weighted mean with statements stating: "SH participates actively in community affairs." On the other hand, the school head-respondents are "competent" on one statement, with Statement Number 1, saying "SH organizes programs that involve parents and other school stakeholders to promote learning", the least weighted mean.

Table 20

School Head-Respondents' Level of Competence in terms of Parent Involvement and Community Partnership

Competencies	Weighted Mean	Interpretation
1. SH establishes school and family partnerships that promote students' peak performance	4.60	VC
2. SH organizes programs that involve parents and other school stakeholders to promote learning	4.50	C
3. SH conducts dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners	4.70	VC
4. SH promotes the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	4.80	VC
5. SH conducts dialogues and meetings with multi-stakeholders in crafting programs and projects	4.89	VC
6. SH participates actively in community affairs	4.90	VC
7. SH establishes sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies	4.80	VC
Grand Weighted Mean	**4.74**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their parent involvement and community partnership which was indicated by the grand weighed mean of 4.74. This signified that the school head-respondents had a high regard towards their ways of involving parents and creating community partnership.

School management and operations. Table 21 provides level of competence of school heads in terms of school management and operations.

Table 21

School Head-Respondents' Level of Competence in terms of School Management and Operations

Competencies	Weighted Mean	Interpretation
1. SH manages the implementation, monitoring and review of the SIP/AIP and other action plans	4.70	VC
2. SH establishes and maintain specific programs to meet needs of identified target groups	4.60	VC
3. SH generates and mobilize financial resources	4.70	VC
4. SH monitors utilization, recording and reporting of funds	4.90	VC
5. SH accounts for school fund	5.00	VC
6. SH prepares financial reports and submit/ communicate the same to higher education authorities and other education partners	5.00	VC
7. SH utilizes funds for approved school programs and projects as reflected in SIP/AIP	5.00	VC
Grand Weighted Mean	**4.84**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Table 21 appraises the level of perception of the school head-respondents toward their level of competencies in terms of school management and operation domain. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 21 presents that, the school head-respondents are "very competent" on seven statements with weighted means ranging from 4.60 to 5.00. Statement Numbers 5, 6, and 7 obtained the highest weighted mean with statements stating: "SH accounts for school fund," "SH prepares financial reports and submit/communicate the same to higher education authorities and other education partners," and "SH utilizes funds for approved school programs and projects as reflected in SIP/AIP." On the other hand, Statement Number 2, saying "SH establishes and maintain specific programs to meet needs of identified target groups," had the least weighted mean.

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their school management and operations which was indicated by the grand weighed mean of 4.84. This signified that the school head-respondents had a high regard towards their school management and operations.

Personal and professional attributes as interpersonal effectiveness. Table 22 provides level of competence of school heads in terms of personal and professional attributes as interpersonal effectiveness.

Table 22 appraises the level of perception of the school head-respondents toward their level of competencies in terms of personal and professional attributes as interpersonal effectiveness domain. There were seven statements included in this study whereby the school head-respondents signified their competence.

Table 22

School Head-Respondents' Level of Competence in terms of Personal and Professional Attributes as Interpersonal Effectiveness

Competencies	Weighted Mean	Interpretation
1. SH manifests genuine enthusiasm and pride in the nobility of the teaching profession	4.90	VC
2. SH maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders	5.00	VC
3. SH communicates effectively to staff and other stakeholders in both oral and written forms	5.00	VC
4. SH listens to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context	5.00	VC
5. SH observes Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices	4.90	VC
6. SH demonstrates integrity, honesty and fairness in all his/her dealings and transactions	5.00	VC
7. SH makes individuals accountable for their actions	5.00	VC
Grand Weighted Mean	**4.97**	**VC**

Legend:

4.51 – 5.00	Very Competent	(VC)
3.51 – 4.50	Competent	(C)
2.51 – 2.50	Slightly Competent	(SC)
1.51 – 2.50	Poorly Competent	(PC)
1.00 – 1.50	Not Competent	(NC)

Table 22 presents that, the school head-respondents are "very competent" on seven statements with weighted means ranging from 4.90 to 5.00.

Statement Numbers 2, 3, 4, 6, and 7 obtained the highest weighted mean with statements stating: "SH maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders,"

"SH communicates effectively to staff and other stakeholders in both oral and written forms," "SH listens to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context," "SH demonstrates integrity, honesty and fairness in all his/her dealings and transactions," and "SH makes individuals accountable for their actions."

On the other hand, Statement Numbers 1 and 5, saying "SH manifests genuine enthusiasm and pride in the nobility of the teaching profession," and "SH observes Award System and a system of assistance for teachers and staff to sustain integrity, honesty and fairness in all school practices," have the least weighted mean.

Taken as a whole, the school head-respondents viewed themselves as "very competent" in terms of their personal and professional attributes as interpersonal effectiveness which was indicated by the grand weighed mean of 4.97. This signified that the school head-respondents had a high regard towards their interpersonal attributes.

Level of Performance of the School

This section discloses the level of performance of the schools in terms of enrolment, dropout rate, cohort survival rate, completion rate, teachers' performance rating, Mean Percentile Score (MPS), physical facilities and outcomes of the programs implemented.

Enrolment. Table 23 shows the number of enrolment of the schools in the span of three academic years.

Table 23

Enrolment of the Schools for Three Years

Number of Enrollees	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 500	5	50.00	4	40.00	3	30.00
501-1000	4	40.00	4	40.00	5	50.00
1001-1500	0	0.00	1	10.00	1	10.00
1501-2000	0	0.00	0	0.00	0	0.00
2001-2500	1	10.00	0	0.00	0	0.00
2501-3000	0	0.00	0	0.00	0	0.00
3001-3500	0	0.00	1	10.00	1	10.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**620.90**		**774.40**		**848.70**	
SD	**574.413**		**826.013**		**858.829**	

It can be gleaned on the table that most of the schools for School Year 2015-2016 have less than 500 students enrolled accounting for five or 50.00 percent. The mean number of enrollees for this school year was posted at 621 students with a standard deviation of 547 students.

Moreover, most of schools for School Year 2016-2017 with less than 500 enrollees and 501-1000 enrollees have the highest frequency of four or 40.00 percent. The mean number of enrollees for this school year was posted at 774 students with a standard deviation of 826 students.

Likewise, most of schools for School Year 2017-2018 with less 501-1000 enrollees have the highest frequency of five or 50.00 percent. The mean number of enrollees for this school year was posted at 849 students with a standard deviation of 859 students.

Lastly, it can be noted that the table shows an increasing number of enrollees within the span of three years. The data signified that the schools' population is increasing with can be equated to the increase in population of the country.

Dropout rate. Table 24 shows the dropout rate of the schools in the span of three academic years.

It can be gleaned on the table that most of the schools for School Year 2015-2016 have zero dropouts accounting for eight or 80.00 percent. The mean number of dropouts for this school year was posted at 2 students with a standard deviation of 5 students.

Table 24

Dropout Rate of the Schools for Three Years

Dropout Rate	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
0	8	80.00	8	80.00	7	70.00
1-5	1	10.00	2	20.00	3	30.00
6-10	0	0.00	0	0.00	0	0.00
11-15	0	0.00	0	0.00	0	0.00
16-20	1	10.00	0	0.00	0	0.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**1.80**		**0.30**		**0.40**	
SD	**5.029**		**0.675**		**0.699**	

Moreover, most of schools for School Year 2016-2017 with zero dropouts have the highest frequency of eight or 80.00 percent. The mean number of dropouts for this school year was posted at 0 students (0.30) with a standard deviation of 1 student.

Likewise, most of schools for School Year 2017-2018 with zero dropouts have the highest frequency of seven or 70.00 percent. The mean number of dropouts for this school year was posted at 0 students (0.40) with a standard deviation of 1 student.

Lastly, it can be noted that the table shows a decreasing number of dropouts within the span of three years. The data signified that the schools' population is increasing with can be equated to the decreasing number of dropouts.

Cohort-survival rate. Table 25 shows the cohort-survival rate of the schools in the span of three academic years.

Table 25

Cohort Survival Rate of the Schools for Three Years

Cohort Survival Rate	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 75	3	30.00	4	40.00	2	20.00
75-85	1	10.00	0	0.00	2	20.00
86-95	0	0.00	0	0.00	1	10.00
96-100	6	60.00	6	60.00	5	50.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**74.30**		**70.53**		**77.26**	
SD	**17.003**		**16.978**		**7.842**	

It can be gleaned on the table that most of the schools for School Year 2015-2016 have cohort survival rate ranging from 96.00-100.00 percent accounting for 6 or 60.00 percent. The mean cohort survival rate for this school year was posted at 74.30 percent with a standard deviation of 17.003.

Moreover, most of schools for School Year 2016-2017 with cohort survival rate ranging from 96.00-100.00 percent accounting for six or 60.00 percent.

The mean cohort survival rate for this school year was posted at 70.53 percent with a standard deviation of 16.978.

Likewise, most of schools for School Year 2017-2018 with cohort survival rate ranging from 96.00-100.00 percent accounting for five or 50.00 percent. The mean cohort survival rate for this school year was posted at 77.26 percent with a standard deviation of 7.842.

Lastly, it can be noted that the table shows an increasing cohort survival rate within the span of three years. The data signified that the students and the population as a whole are putting more importance in education.

Completion rate. Table 26 shows the completion rate of the schools in the span of three academic years.

It can be gleaned on the table that most of the schools for School Year 2015-2016 have completion rate ranging from 96.00-100.00 percent accounting for four or 40.00 percent. The mean completion rate for this school year was posted at 86.64 percent with a standard deviation of 17.984.

Moreover, most of schools for School Year 2016-2017 with completion rate ranging from 96.00-100.00 percent accounting for eight or 80.00 percent. The mean completion rate for this school year was posted at 92.03 percent with a standard deviation of 15.809.

Table 26

Completion Rate of the Schools for Three Years

Completion Rate	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 75	2	20.00	2	20.00	2	20.00
75-85	2	20.00	0	0.00	0	0.00
86-95	2	20.00	0	0.00	0	0.00
96-100	4	40.00	8	80.00	8	80.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**86.64**		**92.03**		**93.90**	
SD	**17.984**		**15.809**		**10.991**	

Likewise, most of schools for School Year 2017-2018 with completion rate ranging from 96.00-100.00 percent accounting for eight or 80.00 percent. The mean completion rate for this school year was posted at 93.90 percent with a standard deviation of 10.991.

Lastly, it can be noted that the table shows an increasing completion rate within the span of three years. The data signified that the students and the population as a whole are putting more importance in education Likewise, this coincide with the increase in cohort survival rate.

Teachers' performance rating. Table 27 shows the teachers' performance rating in the span of three academic years.

Table 27

Teachers' Performance Rating for Three Years

Performance Rating	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Outstanding	0	0.00	0	0.00	1	10.00
Very Satisfactory	10	100.00	10	100.00	9	90.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**86.64**		**92.03**		**93.90**	
SD	**17.984**		**15.809**		**10.991**	

It can be gleaned on the table that all of the teachers for School Year 2015-2016 have a very satisfactory performance rating accounting for 10 or 100.00 percent. Moreover, all of the teachers for School Year 2016-2017 have a very satisfactory performance rating accounting for 10 or 100.00 percent. Likewise, most of the teachers for School Year 2017-2018 have a very satisfactory performance rating accounting for nine or 90.00 percent.

Lastly, it can be noted that the table shows an increasing teachers' performance rating within the span of three years.

Mean percentile score (MPS). Table 28 shows the mean percentile scores of the school in the span of three academic years.

Table 28

Mean Percentile Score (MPS) of the Schools for Three Years

Mean Percentile Score (MPS)	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 75%	1	10.00	4	40.00	2	20.00
75% - 80%	7	70.00	5	50.00	6	60.00
81% - 85%	2	20.00	1	10.00	1	10.00
86% - 90%	0	0.00	0	0.00	1	10.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**76.04**		**74.41**		**72.81**	
SD	**3.582**		**7.248**		**14.997**	

It can be gleaned on the table that most of the schools for School Year 2015-2016 have Mean Percentile Score (MPS) between 75-80 accounting for seven or 70.00 percent. The Grand Mean Percentile Score for this school year was posted at 76.04 percent with a standard deviation of 3.582.

Moreover, most of schools for School Year 2016-2017 have Mean Percentile Score (MPS) between 75-80 accounting for five or 50.00 percent. The Grand Mean Percentile Score for this school year was posted at 74.41 percent with a standard deviation of 7.248.

Likewise, most of schools for School Year 2017-2018 with Mean Percentile Score (MPS) between 75-80 accounting for six or 60.00 percent. The Grand Mean Percentile Score for this school year was posted at 72.81 percent with a standard deviation of 14.997.

Lastly, it can be noted that the table shows a decreasing Mean Percentile Score (MPS) within the span of three years. Numbers are consistent in terms of the majority having an MPS less than 75.00 percent, then the it can be safely concluded that the is not following or meeting the 75.00 percent goal set by the Department of Education (de Dios, 2013).

National achievement test. Table 29 shows the national achievement test rating of the school in the span of three academic years.

It can be gleaned on the table that most of the schools for School Year 2015-2016 have a National Achievement Test (NAT) rating of less than 75.00 percent accounting for nine or 90.00 percent. The mean National Achievement Test (NAT) rating for this school year was posted at 73.31 percent with a standard deviation of 1.842.

Moreover, all of schools for School Year 2016-2017 have a National Achievement Test (NAT) rating of less than 75.00 percent accounting for 10 or 100.00 percent. The mean National Achievement Test (NAT) rating for this school year was posted at 63.00 percent with a standard deviation of 13.343.

Table 29

National Achievement Test (NAT) Rating of the Schools for Three Years

Mean Percentile Score (MPS)	School Year					
	2015-2016		2016-2017		2017-2018	
	f	%	f	%	f	%
Less than 75%	1	10.00	4	40.00	2	20.00
75% - 80%	0	0.00	0	0.00	1	10.00
Total	**10**	**100.00**	**10**	**100.00**	**10**	**100.00**
Mean	**76.04**		**74.41**		**72.81**	
SD	**3.582**		**7.248**		**14.997**	

Likewise, all of the schools for School Year 2017-2018 have a National Achievement Test (NAT) rating of less than 75.00 percent accounting for 10 or 100.00 percent. The mean National Achievement Test (NAT) rating for this school year was posted at 49.82 percent with a standard deviation of 16.117. Lastly, it can be noted that the table shows a decreasing National Achievement Test (NAT) rating within the span of three years. Numbers are consistent with that of the MPS, less than 75.00 percent, noted from the identified schools.

Physical Facilities

Tables 30 to 35 shows the number of physical facilities found in school in terms of: classroom, chairs, teachers' table, building, functional computer, and comfort room.

Classroom. Table 30 shows the number of classrooms of the school.

Table 30

Number of Classrooms of the Schools

Number	Weighted Mean	Interpretation
1-10	2	20.00
11-20	4	40.00
21-30	2	20.00
31-40	0	0.00
41-50	2	20.00
Total	**10**	**100.00**
Mean	**21.78**	
SD	**13.890**	

Table 30 presents that schools with 11 to 20 classrooms has the highest frequency of four or 40.00 percent. The mean number of classrooms at school was posted at 22 classrooms with a standard deviation (SD) of 14 classrooms.

Chairs. Table 31 shows the number of chairs of the school.

Table 31 presents that schools with 501 to 1000 chairs has the highest frequency of seven or 70.00 percent. The mean number of chairs at school was posted at 758 chairs with a standard deviation (SD) of 663 chairs.

Table 31

Number of Chairs of the Schools

Number	Weighted Mean	Interpretation
1-500	2	20.00
501-1000	7	70.00
1001-1500	0	0.00
1501-2000	0	0.00
2001-2500	1	10.00
Total	**10**	**100.00**
Mean	**758.33**	
SD	**663.4039**	

Teachers Table. Table 32 shows the number of teachers table of the school.

Table 32 presents that schools with 1-50 teachers' tables has the highest frequency of seven or 70.00 percent. The mean number of teachers' tables at school was posted at 27 tables with a standard deviation (SD) of 20 tables.

Table 32

Number of Teachers Table of the Schools

Number	Weighted Mean	Interpretation
1-50	7	70.00
51-100	3	30.00
Total	**10**	**100.00**
Mean	**27.00**	
SD	**19.799**	

Building. Table 33 shows the number of buildings of the school.

Table 33 presents that schools with 1 to 5 buildings has the highest frequency of six or 60.00 percent. The mean number of buildings at school was posted at 7 buildings with a standard deviation (SD) of 5 buildings.

Table 33

Number of Buildings of the Schools

Number	Weighted Mean	Interpretation
1-5	6	60.00
6-10	2	20.00
11-15	2	20.00
Total	**10**	**100.00**
Mean	**6.778**	
SD	**5.2863**	

Functional computer. Table 34 shows the number of functional computer of the school.

Table 34 presents that schools with 1 to 50 functional computers has the highest frequency of seven or 70.00 percent. The mean number of functional computers at school was posted at 60 computers with a standard deviation (SD) of 25 computers.

Table 34

Number of Functional Computers of the Schools

Number	Weighted Mean	Interpretation
1-50	7	70.00
51-100	2	20.00
101-150	1	10.00
Total	**10**	**100.00**
Mean	**59.700**	
SD	**25.2765**	

Comfort room. Table 35 shows the number of comfort rooms of the school.

Table 35 presents that schools with 1 to 15 comfort rooms has the highest frequency of nine or 90.00 percent. The mean number of comfort rooms at school was posted at 11 comfort rooms with a standard deviation (SD) of 11 comfort rooms.

Table 35

Number of Comfort Rooms of the Schools

Number	Weighted Mean	Interpretation
1-15	9	90.00
16-30	0	0.00
31-45	1	10.00
Total	**10**	**100.00**
Mean	**11.10**	
SD	**11.445**	

Outcomes of programs implemented. Table 36 presents the number of programs implemented in the identified schools.

The aforementioned table provides that all, 10 or 100.00 percent, of the schools have implemented the following programs: Gulayan sa Paaralan, No Collection Policy, Project WATCH, Magalang Bow, Claygo, Yes-O, and Project Department Banner. Moreover, only nine or 90.00 percent of the school have implemented the following program: WASH in school and Oplan Balik Eskwela. Likewise, only 8 or 80.00 percent of the school have implemented the following programs: Gender and Development, and Balik Eskwela. Lastly, the rest are thinly distributed to other identified programs.

Table 36

Outcomes of Programs Implemented by the School

School	Programs Implemented														
	Gender and Development	Gulayan sa Paaralan	No Collection Policy	WASH in School	SBFD School Feeding	Oplan Balik Eskwela	Bigad a Eskwela	Project WATCH	Magalang Bow	CLAYGO	Yes-O	Project Department Banner	Arambasa	Alay Dunong	Lamrag
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			
4	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
6		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
9	✓	✓	✓	✓				✓	✓	✓	✓	✓			
10		✓	✓			✓	✓	✓	✓	✓	✓	✓			
Total	**8**	**10**	**10**	**9**	**6**	**9**	**8**	**10**	**10**	**10**	**10**	**10**	**1**	**1**	**1**

Legend: ✓ - Implemented by the School

The data signified that not all program were implemented by the schools due to lesser support coming from the government as stated by some school principals.

Relationship between School Head-Respondents' Level of Competencies and Their Profile Variates

Tables 37-43 contains the result of the correlational analysis in associating the relationship between the school head-respondent's level of competencies in terms of the following domains: school leadership, instructional leadership, student-centered learning climate, HR management and professional development, parent involvement and community partnership, school management and operations, and personal and professional development attributes and their profile variates.

School leadership. Table 37, shows the relationship between school-head-respondent's level of competencies in terms of school leadership and their profile variates.

The correlational analysis indicates the p-values greater than the level significance of 0.05 ($p>.05$) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of school leadership and their profile variates". This meant that the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in

professional and civic organization are not significantly related to their competence along school leadership.

Table 37

Relationship Between School Head-Respondents' Level of Competencies in Terms of School Leadership and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
Age	.421	.113	Not significant
Sex	.199	.511	Not significant
Civil Status	-.097	.747	Not significant
Place of Residence	-.270	.371	Not significant
Highest Educational Attainment	.422	.163	Not significant
No. of Relevant Trainings Attended	.282	.298	Not significant
No. of Years of Experience	.355	.188	Not significant
No. of Awards Received	.460	.128	Not significant
No. of Membership in Professional and Civic Organization	0.000	1.000	Not significant

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Instructional leadership. Table 38, shows the relationship between school-head-respondent's level of competencies in terms of instructional leadership and their profile variates. The correlational analysis indicates the p- values greater than the level

significance of 0.05 (p>.05) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of instructional leadership and their profile variates".

This meant that the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along instructional leadership.

Table 38

Relationship Between School Head-Respondents' Level of Competencies in Terms of Instructional Leadership and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
Age	.405	.118	Not significant
Sex	-.032	.914	Not significant
Civil Status	-.187	.525	Not significant
Place of Residence	.104	.724	Not significant
Highest Educational Attainment	0.000	1.000	Not significant
No. of Relevant Trainings Attended	.420	.113	Not significant
No. of Years of Experience	.512	.052	Not significant
No. of Awards Received	.443	.132	Not significant
No. of Membership in Professional	.348	.222	Not significant

and Civic Organization

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Student-centered learning climate. Table 39, shows the relationship between school-head-respondent's level of competencies in terms of student-centered learning climate and their profile variates. The correlational analysis indicate the p-values of greater than the level significance of 0.05 ($p>.05$) for the variables such as; sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of student-centered learning climate and abovementioned profile variates". This meant that the school heads' sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along student-centered learning climate.

However, the school head's age and their level of competence in terms of student-centered learning climate domain are significantly related as evidenced of the correlation coefficient of 0.602 with p-value = 0.024 lesser than $\alpha = 0.05$ ($p<0.05$). This meant that as the school heads become older they become more student-centered or their level of competence becomes higher in terms of student-centered learning climate.

Likewise, the younger the school heads are, the lower their level of competence along student-centered learning climate.

Table 39

Relationship Between School Head-Respondents' Level of Competencies in Terms of Student-Centered Learning Climate and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
Age	.602*	.024	Significant
Sex	.403	.184	Not Significant
Civil Status	.132	.664	Not Significant
Place of Residence	-.438	.148	Not Significant
Highest Educational Attainment	.230	.448	Not Significant
No. of Relevant Trainings Attended	.234	.390	Not Significant
No. of Years of Experience	.334	.217	Not Significant
No. of Awards Received	.323	.287	Not Significant
No. of Membership in Professional and Civic Organization	.092	.755	Not Significant

Human resource management and professional development. Table 40, shows the relationship between school-head-respondent's level of competencies in terms of human resource management and professional development and their profile variates. The correlational analysis indicate the p-values of greater than the level significance of 0.05 (p>.05) for the variables such as; sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of

Table 40

Relationship Between School Head-Respondents' Level of Competencies in Terms of HR Management and Professional Development and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
Age	.530*	.042	Significant
Sex	.194	.515	Not Significant
Civil Status	-.063	.831	Not Significant
Place of Residence	-.422	.156	Not Significant
Highest Educational Attainment	.316	.287	Not Significant
No. of Relevant Trainings Attended	.450	.092	Not Significant
No. of Years of Experience	.395	.137	Not Significant
No. of Awards Received	.414	.164	Not Significant
No. of Membership in Professional and Civic Organization	.029	.919	Not Significant

membership in professional and civic organization which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of human resource management and professional development and the abovementioned profile variates". This meant that the school heads' sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along human resource management and professional development.

However, the school head's age and their level of competence in terms of human resource management and professional development domain are significantly related as evidenced of the correlation coefficient of 0.530 with p-value = 0.042 lesser than $\alpha = 0.05$ ($p<0.05$). This meant that as the school heads become older their level of competence becomes higher in terms of human resource management and professional development. Likewise, the younger the school heads are, the lower their level of competence along human resource management and professional development.

Parent involvement and community partnership. Table 41, shows the relationship between school-head-respondent's level of competencies in terms of parent involvement and community partnership and their profile variates.

The correlational analysis indicate the p-values greater than the level significance of 0.05 (p>.05) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of parent involvement and community partnership and their profile variates". This meant that the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along parent involvement and community partnership.

Table 41

Relationship Between School Head-Respondents' Level of Competencies in Terms of Parent Involvement and Community Partnership and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
ge	.386	.140	Not Significant
x	.065	.828	Not Significant
vil Status	-.221	.456	Not Significant
ace of Residence	-.316	.287	Not Significant
ighest Educational Attainment	.221	.456	Not Significant
o. of Relevant Trainings Attended	.050	.852	Not Significant
o. of Years of Experience	.346	.193	Not Significant
o. of Awards Received	.552	.063	Not Significant
o. of Membership in Professional and Civic Organization	.147	.610	Not Significant

School management and operations. Table 42, shows the relationship between school-head-respondent's level of competencies in terms of school management and operations and their profile variates. The correlational analysis indicate the p-values greater than the level significance of 0.05 ($p>.05$) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of school management and operations and their profile variates".

Table 42

Relationship Between School Head-Respondents' Level of Competencies in Terms of School Management and Operations and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
Age	.312	.258	Not Significant
Sex	.341	.278	Not Significant
Civil Status	0.000	1.000	Not Significant
Place of Residence	-.371	.238	Not Significant
Highest Educational Attainment	.111	.723	Not Significant
No. of Relevant Trainings Attended	.294	.297	Not Significant
No. of Years of Experience	.377	.178	Not Significant
No. of Awards Received	.486	.122	Not Significant
No. of Membership in Professional and Civic Organization	.207	.496	Not Significant

This meant that the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along school management and operations.

Personal and professional attributes. Table 43, shows the relationship between school-head-respondent's level of competencies in terms of personal and professional attributes and their profile variates. The correlational analysis

Table 43

Relationship Between School Head-Respondents' Level of Competencies in Terms of Personal and Professional Attributes and their Profile Variates

Profile Variates	Correlation Coefficient	p-value	Evaluation
ıge	.102	.726	Not Significant
ex	-.408	.221	Not Significant
ivil Status	-.333	.317	Not Significant
lace of Residence	.111	.739	Not Significant
lighest Educational Attainment	-.333	.317	Not Significant
lo. of Relevant Trainings Attended	.369	.214	Not Significant
lo. of Years of Experience	.312	.290	Not Significant
lo. of Awards Received	.218	.513	Not Significant
lo. of Membership in Professional and Civic Organization	.309	.336	Not Significant

indicate the p-values greater than the level significance of 0.05 (p>.05) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of personal and professional attributes and their profile variates".

This meant that the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along personal and professional attributes.

Relationship between School Head-Respondents' Level of Competencies and Their Profile Variates

Tables 44-50 contains the result of the correlational analysis in associating the relationship between the school head-respondent's level of competencies in terms of the following domains: school leadership, instructional leadership, student-centered learning climate, HR management and professional development, parent involvement and community partnership, school management and operations, and personal and professional development attributes and their school's level of performance in terms of enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented.

School leadership. Table 44, shows the relationship between school-head-respondent's level of competencies in terms of school leadership and their school's level of performance. The correlational analysis indicate the p-values greater than the level significance of 0.05 ($p>.05$) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of

competencies in terms of school leadership and school's level of performance". This meant that the schools level of performance, such as enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented are not significantly related to the school-heads' level of competence along school leadership.

Table 44

Relationship Between School Head-Respondents' Level of Competencies in Terms of School Leadership and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.145	.579	Not Significant
Cohort Survival Rate	-.401	.133	Not Significant
Completion Rate	-.302	.275	Not Significant
Teacher's Performance rating	.270	.371	Not Significant
MPS	.293	.265	Not Significant
Physical Facilities	.497	.100	Not Significant
No. of Programs Implemented	.552	.068	Not Significant

Instructional leadership. Table 45, shows the relationship between school-head-respondent's level of competencies in terms of instructional leadership and their school's level of performance. The correlational analysis indicate the p-values greater than the level significance of 0.05 ($p>.05$) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of instructional leadership and school's level of performance".

This meant that the schools level of performance, such as enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented are not significantly related to the school-heads' level of competence along instructional leadership.

Table 45

Relationship Between School Head-Respondents' Level of Competencies in Terms of Instructional Leadership and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.210	.412	Not Significant
Cohort Survival Rate	-.386	.139	Not Significant
Completion Rate	-.158	.557	Not Significant
Teacher's Performance rating	-.104	.724	Not Significant
MPS	.141	.583	Not Significant
Physical Facilities	.478	.104	Not Significant
No. of Programs Implemented	.250	.396	Not Significant

Student-centered learning climate. Table 46, shows the relationship between school-head-respondent's level of competencies in terms of student-centered learning climate and their school's level of performance. The correlational analysis indicate the p-values greater than the level significance of 0.05 ($p>.05$) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of student-centered learning climate and school's level of performance".

This meant that the schools level of performance, such as enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented are not significantly related to the school-heads' level of competence along student-centered learning climate.

Table 46

Relationship Between School Head-Respondents' Level of Competencies in Terms of Student-Centered Learning Climate and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.319	.224	Not Significant
Cohort Survival Rate	-.304	.255	Not Significant
Completion Rate	-.167	.548	Not Significant
Teacher's Performance rating	.438	.148	Not Significant
MPS	.149	.573	Not Significant
Physical Facilities	.302	.319	Not Significant
No. of Programs Implemented	.296	.329	Not Significant

Human resource management and professional development. Table 47, shows the relationship between school-head-respondent's level of competencies in terms of human resource management and professional development and their

Table 47

Relationship Between School Head-Respondents' Level of Competencies in Terms of HR Management and Professional Development and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.377	.143	Not Significant
Cohort Survival Rate	-.268	.307	Not Significant
Completion Rate	-.053	.844	Not Significant
Teacher's Performance rating	.422	.156	Not Significant
MPS	.167	.520	Not Significant
Physical Facilities	.484	.103	Not Significant
No. of Programs Implemented	.316	.287	Not Significant

school's level of performance. The correlational analysis indicate the p-values greater than the level significance of 0.05 (p>.05) which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in terms of human resource management and professional development and school's level of performance". This meant that the schools level of performance, such as enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented are not significantly related to the school-heads' level of competence along human resource management and professional development.

Parent involvement and community. Table 48, shows the relationship between school-head-respondent's level of competencies in terms of parent involvement and community and their profile variates. The correlational analysis

Table 48

Relationship Between School Head-Respondents' Level of Competencies Competencies in Terms of Parent Involvement and Community Partnership and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.424	.099	Not Significant
Cohort Survival Rate	-.610*	.020	Significant
Completion Rate	-.347	.202	Not Significant
Teacher's Performance rating	.316	.287	Not Significant
MPS	.072	.783	Not Significant
Physical Facilities	.323	.278	Not Significant
No. of Programs Implemented	.379	.202	Not Significant

indicate the p-values of greater than the level significance of 0.05 (p>.05) for the variables such as; enrolment, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of parent involvement and community and the abovementioned profile variates". This meant that the schools level of performance in terms of enrolment, completion rate, teacher's performance rating, NAT MPS, physical facilities, and the programs implemented are not significantly related to the school-heads' level of competence along parent involvement and community partnership.

However, the school's level of performance in terms of their cohort survival rate are significantly related to the school head's level of competence along parent

involvement and community partnership as evidenced of the correlation coefficient of -0.610 with p-value = 0.020 lesser than $\alpha = 0.05$ ($p<0.05$).

This meant that the school-heads' level of competence along parent involvement and community partnership is excellent if their schools' level of performance in terms of cohort survival rate is low. On the other hand, the school heads' level of competence along parent involvement and community partnership is low when the cohort survival rate of the schools is high.

School management and operations. Table 49, shows the relationship between school-head-respondent's level of competencies in terms of management and operations and the school's level of performance. The correlational analysis indicate the p-values of greater than the level significance of 0.05 ($p>.05$) for the variables such as; enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of management and operations and the abovementioned profile variates". This meant that the schools' level of performance in terms of enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented are not significantly related to school-heads' level of competence along school management and operations.

Table 49

Relationship Between School Head-Respondents' Level of Competencies Competencies in Terms of School Management and Operations and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.138	.609	Not Significant
Cohort Survival Rate	-.258	.351	Not Significant
Completion Rate	-.031	.913	Not Significant
Teacher's Performance rating	.371	.238	Not Significant
MPS	-.028	.918	Not Significant
Physical Facilities	.606	.054	Significant
No. of Programs Implemented	.483	.125	Not Significant

Personal and professional attributes. Table 50, shows the relationship between school-head-respondent's level of competencies in terms of personal and professional attributes and the schools' level of performance. The correlational analysis indicate the p-values of greater than the level significance of 0.05 ($p>.05$) for the variables such as; enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented which proves to fail to reject the null hypothesis stating that "there is no significant relationship between school head-respondent's level of competencies in term of personal and professional attributes and the abovementioned profile variates".

Table 50

Relationship Between School Head-Respondents' Level of Competencies Competencies in Terms of Personal and Professional Attributes and their School's Level of Performance

Profile Variates	Correlation Coefficient	p-value	Evaluation
Enrolment	.248	.384	Not Significant
Cohort Survival Rate	-.051	.860	Not Significant
Completion Rate	.169	.577	Not Significant
Teacher's Performance rating	-.111	.739	Not Significant
MPS	-.352	.222	Not Significant
Physical Facilities	.272	.414	Not Significant
No. of Programs Implemented	-.333	.317	Not Significant

This meant that the schools' level of performance in terms of enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented are not significantly related to school-heads' level of competence along personal and professional attributes.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn from them and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following are the salient findings of the study:

1. The mean age of the school head-respondents was posted at 51.10 years old with a standard deviation (SD) of 5.087 years. Moreover, majority of the school head-respondents belonged to the male sex accounting for six or 60.00 percent. The oldest registered at 58 years old while the youngest was at 45 years old.

2. Half of the school head-respondents were married accounting for five or 50.00 percent while the other half comprised of those who were single at the time of data collection.

3. Majority of the school head-respondents reside in Paranas, Samar accounting for two or 20.00 percent.

4. Majority of the school head-respondents were Master's Degree holder accounting for three or 30.00 percent.

5. Majority of the school head-respondents were able to attend 1 to 3 relevant trainings accounting for four or 40.00 percent.

6. Majority of the school head-respondents were able to serve 4 to 6 years as school heads accounting for five or 50.00 percent. The mean years of experience as school head was posted at 7.40 years with a standard deviation (SD) of 2.633 years.

7. Majority of the school head-respondents did not receive any award accounting for seven or 70.00 percent.

8. Majority of the school head-respondents were not associated to any civic and professional organization accounting for four or 40.00 percent.

9. Majority of the school were classified as SBM level 2 accounting for eight or 80.00 percent.

10. Majority of the school have an MOOE ranging from ₱ 51,000 – ₱ 100,000 accounting for eight or 80.00 percent.

11. Majority of the school have less than 500 enrollees for School Year 2015-2016 accounting for five or 50.00 percent. The mean number of enrollees was posted at 621 students with a standard deviation (SD) of 547 students.

12. Majority of the school have less than 500 enrollees as well as 501-1000 enrollees for School Year 2016-2017 each accounting for four or 40.00 percent. The mean number of enrollees was posted at 774 students with a standard deviation (SD) of 826 students.

13. Majority of the school have less have 501-1000 enrollees for School Year 2017-2018 accounting for five or 50.00 percent. The mean number of enrollees was posted at 849 students with a standard deviation (SD) of 859 students.

14. All of the identified schools accounting for 10 or 100.00 percent implemented the following program: Gulayan sa Paaralan, No Collection Policy, WASH in school, Oplan Balik Eskwela and Brigada Eskwela.

15. Majority of the school for School Year 2015-2016 have an MPS ranging from 75.00 percent to 80.00 percent accounting for seven or 70.00 percent. The grand MPS was posted at 76.04 percent with a standard deviation (SD) of 3.583 percent.

16. Majority of the school for School Year 2016-2017 have an MPS ranging from 75.00 percent to 80.00 percent accounting for five or 50.00 percent. The grand MPS was posted at 74.41 percent with a standard deviation (SD) of 7.248 percent.

17. Majority of the school for School Year 2017-2018 have an MPS ranging from 75.00 percent to 80.00 percent accounting for six or 60.00 percent. The grand MPS was posted at 72.81 percent with a standard deviation (SD) of 14.997 percent.

18. Majority of the school have 1 to 25 teachers and 26 to 50 teachers each accounting for four or 40.00 percent. The highest number of teachers was posted at 109 teachers while the least number was 11 teachers. The mean number of teachers was posted at 40 teachers with a standard deviation (SD) of 30 teachers.

19. All of the identified schools accounting for 10 or 100.00 percent have the following facilities: SBM hub, computer laboratory, library, handwashing facilities, and school canteen.

20. Majority of the school head-respondents viewed themselves as "highly competent" being manifested by the grand weighted mean of 4.71.

21. Majority of the schools have zero dropout rate for School Year 2015-2016 accounting for eight or 80.00 percent. It has a mean dropout rate of 1.80 percent with a standard deviation (SD) of 5.03 percent.

22. Majority of the schools have zero dropout rate for School Year 2016-2017 accounting for eight or 80.00 percent. It has a mean dropout rate of 0.30 percent with a standard deviation (SD) of 0.68 percent.

23. Majority of the schools have zero dropout rate for School Year 2017-2018 accounting for seven or 70.00 percent. It has a mean dropout rate of 0.40 percent with a standard deviation (SD) of 0.70 percent.

24. Majority of the schools have 96 to 100 percent of cohort survival rate for School Year 2015-2016 accounting for 6 or 60.00 percent. It has a mean cohort survival rate of 74.30 percent with a standard deviation (SD) of 17.00 percent.

25. Majority of the schools have 96 to 100 percent of cohort survival rate for School Year 2016-2017 accounting for six or 60.00 percent. It has a mean cohort survival rate of 70.53 percent with a standard deviation (SD) of 16.98 percent.

26. Majority of the schools have 96 to 100 percent of cohort survival rate for School Year 2017-2018 accounting for five or 50.00 percent. It has a mean cohort survival rate of 77.26 percent with a standard deviation (SD) of 7.84 percent.

27. Majority of the schools have 96 to 100 percent of completion rate for School Year 2015-2016 accounting for four or 40.00 percent. It has a mean completion rate of 86.64 percent with a standard deviation (SD) of 17.98 percent.

28. Majority of the schools have 96 to 100 percent of completion rate for School Year 2016-2017 accounting for eight or 80.00 percent. It has a mean completion rate of 92.03 percent with a standard deviation (SD) of 15.81 percent.

29. Majority of the schools have 96 to 100 percent of completion rate for School Year 2017-2018 accounting for eight or 80.00 percent. It has a mean completion rate of 93.90 percent with a standard deviation (SD) of 10.99 percent.

30. For School Year 2015-2016, all of the teachers' performance rating were very satisfactory level accounting for 10 or 100.00 percent.

31. For School Year 2016-2017, all of the teachers' performance rating were very satisfactory level accounting for 10 or 100.00 percent.

32. For School Year 2017-2018, almost all of the teachers' performance rating were very satisfactory level accounting for nine or 90.00 percent.

33. For School Year 2015-2016, almost all of the identified schools have less than 75.00 percent National Achievement Test rating accounting for nine or 90.00 percent. The mean NAT rating was posted at 73.31 percent with a standard deviation (SD) of 1.85 percent.

34. For School Year 2016-2017, all of the identified schools have less than 75.00 percent National Achievement Test rating accounting for 10 or 100.00 percent.

The mean NAT rating was posted at 63.00 percent with a standard deviation (SD) of 13.34 percent.

35. For School Year 2017-2018, all of the identified schools have less than 75.00 percent National Achievement Test rating accounting for 10 or 100.00 percent. The mean NAT rating was posted at 49.82 percent with a standard deviation (SD) of 16.12 percent.

36. Most of the schools have 11 to 20 classrooms accounting for four or 40.00 percent. The mean number of classroom was posted at 22 classrooms with a standard deviation (SD) of 14 classrooms.

37. The school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their competence along school leadership.

38. the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along instructional leadership.

39. The school heads' sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in

professional and civic organization are not significantly related to their level of competence along student-centered learning climate.

Conclusions

From the findings of the study, the following were the drawn conclusions:

1. The school head-respondents were relatively late adults, at their late 40's but still far from retirement age. Furthermore, male dominance existed among the school head-respondents.
2. Half of the school head-respondents were married.
3. Majority of the school head-respondents reside in Paranas, Samar.
4. Majority of the school head-respondents were Master's Degree holder.
5. Majority of the school head-respondents have minimal relevant trainings.
6. Most of the school head-respondents were able to serve of their current position for a considerable amount of time though they have not received any awards for the same.
7. Most of the school head-respondents have no membership to any professional and civic organization.
8. Majority of the school were classified as SBM level 2.
9. Majority of the school have less than 500 enrollees with an increasing trend for the last three years.

10. All of the identified schools implemented the following program: Gulayan sa Paaralan, No Collection Policy, WASH in school, Oplan Balik Eskwela and Brigada Eskwela.

11. Majority of the school have an MPS ranging from 75.00 percent to 80.00 percent with a decreasing trend for the last three years.

12. All of the identified schools have the following facilities: SBM hub, computer laboratory, library, handwashing facilities, and school canteen.

13. Majority of the schools have zero dropout rate for the last three years with a decreasing trend.

14. Majority of the schools have 96 to 100 percent of cohort survival rate. It has an increasing trend in connection with the decrease of zero dropout rate.

15. Majority of the schools have 96 to 100 percent of completion rate. It has an increasing trend in connection with the decrease in cohort survival rate.

16. All of the teachers' performance rating were very satisfactory level which has been maintained for the last three years.

17. All the school heads profile variates, such as age, sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their competence along school leadership.

18. The school heads become older they become more student-centered or their level of competence becomes higher in terms of student-centered learning climate.

Likewise, the younger the school heads are, the lower their level of competence along student-centered learning climate.

19. The schools' level of performance in terms of enrolment, cohort survival rate, completion rate, teacher's performance rating, NAT MPS, and the programs implemented are not significantly related to school-heads' level of competence along personal and professional attributes.

20. The school heads' sex, civil status, place of residence, highest educational attainment, number of relevant trainings attended, number of years as school principal, number of awards received, and number of membership in professional and civic organization are not significantly related to their level of competence along human resource management and professional development.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. As it was revealed in this study that the school head-respondents were observed to manifest high regards to their level of competence, it is suggested that the agency, being the Department of Education should encourage them to be more proactive not only to school activities but also to the overall development of their school especially on the premise of improving the school performance.

2. As it was also revealed in the study the alarming decrease of Mean Percentile Score (MPS) and National Achievement Test (NAT) rating over the past three years, it is

suggested for Department of Education to focus on improving the performance of not only the teachers but also the school in general.

3. As outcomes of the programs implemented significant influence the school heads' perception of their level of competence, they should be encouraged to pursue, sustain and complete programs advocated by the Department of Education. They are encouraged to work as one with the school stakeholders in ensuring that the programs are delivered and sustained to students.

4. Likewise, the mother agency, school and other stakeholders should recognize the impact of school head competencies in not only during school activities but also during the planning and implementation other school-related activities that dictates the performance of the school in general.

5. Another study may be conducted in other districts to validate the findings of the study widening the scope of the study and considering other variables relative to school head's competencies and school's level of performance.

6. A sequel or follow-up study may be conducted in the same district to find out the impact of school head's competencies to the level of performance of the school.

7. Since this study revealed that instructional leadership is a factor that clearly defines student performance, the Department of Education must be able to monitor and evaluate the school principals' leadership competency and professional collaboration because these are essential variables influencing school performance.

Finally, the National Government of the Philippines should allocate additional budget for public secondary schools and offer more subsidy to the schools for their school effectiveness and performance.

Future studies should continue to examine the relationship between school effectiveness and student achievement with wider scope of samples and inclusion of more variables.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

May 23, 2018

DR. ESTEBAN A. MALINDOG, JR.
Dean, College of Graduate Studies
Samar State University
Catbalogan City

Sir:

In my desire writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably number one.

1. **"THE IMPACT OF SECONDARY SCHOOL HEADS COMPETENCIES ON THE SCHOOL PERFORMANCE "**

2. "SECONDARY SCHOOL ADMINISTRATOR MANAGERIAL COMPETENCE: BASIS FOR A CAPABILITY BUILDING PROGRAM"

3. MANAGEMENT & LEADERSHIP SKILL OF SECONDARY SCHOOL HEADS OF THE DISTRICT OF TARANGNAN, SAMAR: BASIS FOR A PROPOSED ENHANCEMENT PROGRAM.

I hope for your favorable action on this request.

Very Truly Yours

FRANCIS C. LUCERO
Researcher

APPROVED:

DR. ESTEBAN A. MALINDOG, Jr.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

COLLEGE OF GRADUATE STUDIES

NAME: _____
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: _____

AREA OF SPECIALIZATION: _____

TITTLE OF PROPOSED THESIS:

_____

_____

FRANCIS C. LUCERO
Applicant

APPEOVED:

DR. ESTEBAN A. MALINDOG, Jr.
Dean, College of Graduate Studies

CONFORME:

DOLORES L. ARTECHE, DSN.
Adviser

In 3 copies:
1st copy – for the Dean
2nd copy – for the adviser
3rd copy – for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

ASSIGNMENT OF ADVISER

May 23, 2018

DR. DOLORES L. ARTECHE
Dean, College of Nursing and Health Sciences
This University
Catbalogan City

Dear Ma'am,

Please be informed that you have been designated as an adviser of **Mr. Francis C. Lucero** candidate for the degree in Master of Arts in Education Major in Educational Management who propose to write a thesis in **"THE IMPACT OF SECONDARY SCHOOL HEADS COMPETENCIES ON THE SCHOOL PERFORMANCE "**

Thank you for your cooperation.

Very truly yours,

ESTEBAN A. MALINDOG JR., Ph.D.
Dean, College of Graduate Studies

CONFORME:

DOLORES L. ARTECHE, DSN.
Adviser

In 3 copies:
1st copy – for the Dean
2nd copy – for the adviser
3rd copy – for the Applicant

APPENDIX D

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan City

October 8, 2018

MARIZA S, MAGAN, Ed.D., CESO V
Schools Division Superintendent
Samar Division

Dear Madam:

Warmest Greetings!

I am student at Samar State University taking up a degree in Master of Arts in Education major in Educational Management, currently assigned in Majacob Integrated School as Secondary School Teacher II.

I would like to ask you a permission from your good office to allow me to conduct a survey among Secondary School Heads in our division. This is in view of my thesis entitled "THE IMPACT OF SECONDARY SCHOOL HEADS COMPETENCIES ON THE SCHOOL PERFORMANCE".

The survey would last only about 15-20 minutes and would be arranged at a time convenient to the School Heads (e.g. during break). Participation in the survey is entirely voluntary and there are no known or anticipated risk to participation in this study. All information provided will be kept in utmost confidentiality and would be used only for academic purposes. The names of respondents will not appear in any thesis or publications resulting from the study unless agreed to.

Your approval to conduct this study will be greatly appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely,

FRANCIS C. LUCERO
Researcher

Approved by:

MARIZA S, MAGAN, Ed.D., CESO V _____
Schools Division Superintendent Date approved

SURVEY QUESTIONNAIRE
FOR THE SCHOOL HEAD-RESPONDENTS

PART I. PERSONAL PROFILE

Direction: Kindly supply the necessary information by writing in the space provided or by checking appropriate box.

1. Name: _____
   (Optional)
2. Age (in years):_____
3. Sex: [ ] Male [ ] Female
4. Civil Status:
   [ ] single [ ] married [ ] widower/widow/separated
5. Place of Residence: _____
6. Highest educational attainment:
   - [ ] BS Degree Holder
   - [ ] BS Degree with Masteral Units
   - [ ] Master's Degree with CAR
   - [ ] Master's Degree Holder
   - [ ] Master's Degree with Doctoral Units
   - [ ] Doctoral Units with CAR certificate
   - [ ] Doctorate Degree Holder
7. Relevant Training Attended for the last 3 years
   1.
   2.
   3.
   4.
   5.
8. Years of experience as school principal: _____
9. Awards received
   1.
   2.
   3.
   4.
   5.
10. Membership in professional and civic Organization
    1.
    2.
    3.
    4.
    5.

PART II. PRINCIPLE OF SECONDARY SCHOOL

Directions: Kindly supply the necessary information by writing in the space provided or by checking appropriate box.

1. SBM LEVEL:

Level I [ ] Level II [ ] Level III [ ]

2. ENROLMENT:

2015-2016	2016-2017	2017-2018

3. MPS:

2015-2016	2016-2017	2017-2018

4. MOOE:

_____

5. NUMBERS OF TEACHERS:

_____

6. PROGRAMS IMPLEMENTED:

Gender & Development	Gulayan sa Paaralan	No Collection Policy	WASH in School	SBFD School feeding	Oplan Balik Eskwela	Brigada Eskwela

Others:

1.
2.
3.

7. SCHOOL FACILITIES

SBM HUB	Computer Lab.	Science Lab.	Library	Hand washing facilities	Students Lounge	School Canteen

Others:

1.
2.
3.

PART III. SCONDARY SCHOOL HEAD COMPETENCY

DIRECTIONS: Kindly answer the following questions below by putting a check mark on following competency statements. A five-point scale is provided for each statement:

5 – Very Competent (VC)
4 – Competent (C)
3 – Slightly Competent (SC)
2 – Poorly Competent (PC)
1 – Not Competent (NC)

School Head Competencies	5	4	3	2	1
	(VC)	(C)	(SC)	(PC)	(NC)
A. School Leadership					
8. SH aligns goals and objectives with the school vision and mission					
9. SH utilizes data, e.g., E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP					
10. SH resolves problems at the school level					
11. SH involves stakeholders in meetings and deliberations for decision making					
12. SH provides opportunities for growth and development of members as team players					
13. SH ensures proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)					
14. SH introduces innovations in the school program to achieve higher learning outcomes					
B. INSTRUCTIONAL LEADERSHIP					
8. SH assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies					
9. SH utilizes assessment results to improve learning					
10. SH addresses deficiencies and sustain successes of current programs in collaboration with teachers and learners					
11. SH works with teachers in curriculum review					

12. SH manages curriculum innovation and enrichment with the use of technology					
13. SH prepares and implement an instructional supervisory plan					
14. SH provides expert technical assistance and instructional support to teachers					
C. STUDENT - CENTERED LEARNING CLIMATE					
8. SH establishes and model high social and academic expectations for all					
9. SH creates an engaging learning environment					
10. SH participates in the management of learner behavior within the school and other school related activities done outside the school					
11. SH supports learners' desire to pursue further learning					
12. SH recognizes high performing learners and teachers and supportive parents and other stakeholders					
13. SH creates and sustain a safe, orderly, nurturing and healthy environment					
14. SH provides environment that promotes use of technology among learners and teachers					
D. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT					
8. SH builds a community of learners among teachers					
9. SH assesses and analyze the needs and interests of teachers and other school personnel					
10. SH utilizes the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff					
11. SH recommends better ways and means to improve recruitment, hiring and performance appraisal of teachers					
12. SH assigns teachers and other personnel to their area of competence					
13. SH assists teachers and staff in setting and resetting performance goals					
14. SH monitors and evaluate performance of teaching and non-teaching personnel vis-a-vis targets					
E. PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP					
8. SH establishes school and family partnerships that promote students' peak performance					

9. SH organizes programs that involve parents and other school stakeholders to promote learning					
10. SH conducts dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners					
11. SH promotes the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.					
12. SH conducts dialogues and meetings with multi-stakeholders in crafting programs and projects					
13. SH participates actively in community affairs					
14. SH establishes sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies					
F. **SCHOOL MANAGEMENT AND OPERATIONS**					
8. SH manages the implementation, monitoring and review of the SIP/AIP and other action plans					
9. SH establishes and maintain specific programs to meet needs of identified target groups					
10. SH generates and mobilize financial resources					
11. SH monitors utilization, recording and reporting of funds					
12. SH accounts for school fund					
13. SH prepares financial reports and submit/ communicate the same to higher education authorities and other education partners					
14. SH utilizes funds for approved school programs and projects as reflected in SIP/AIP					
G. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS					
8. SH manifests genuine enthusiasm and pride in the nobility of the teaching profession					
9. SH maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders					
10. SH communicates effectively to staff and other stakeholders in both oral and written forms					
11. SH listens to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context					
12. SH observes Award System and a system of					

assistance for teachers staff to sustain integrity, honesty and fairness in all school practices					
13. SH demonstrates integrity, honesty and fairness in all his/her dealings and transactions					
14. SH makes individuals accountable for their actions					

PART IV. SCHOOL'S PERFORMANCE INDICATOR

Directions: Kindly supply the necessary information by writing in the space provided or by checking appropriate box.

1. Enrolment

2015-2016	**2016-2017**	**2017-2018**

2. Drop-out rate:

2015-2016	**2016-2017**	**2017-2018**

3. Cohort survival rate:

2015-2016	**2016-2017**	**2017-2018**

4. Completion rate:

2015-2016	**2016-2017**	**2017-2018**

5. Teachers Performance Rating IPCRF:

2015-2016	**2016-2017**	**2017-2018**

6. MPS:

2015-2016	**2016-2017**	**2017-2018**

7. NAT:

NATIONAL ACHIEVEMENT TEST RESULTS		
S.Y 2015-2016	**S.Y 2016-2017**	**S.Y 2017-2018**

8. Physical Facilities

NO. CLASS ROOM	NO. OF CHAIRS	NO. OF TEACHERS TABLE	NO. BUILDING	NO. FUNCTIONAL COMPUTER	NO. COMFORT ROOMS

9. Outcomes of the programs Implemented

Programs	**Implemented**	**Not Implemented**
1. Gender & Development		
2. Gulayan sa Paaralan		
3. No Collection Policy		
4. WASH in School		
5. SBFD School feeding		
6. Oplan Balik Eskwela		
7. Brigada Eskwela		
Others		
1.		
2.		
3.		
4.		
5.		

C U R R I C U L U M V I T A E

Name	:	**FRANCIS C. LUCERO**
Date of Birth	:	**October 10, 1987**
Address	:	**San Francisco St. Catbalogan City**
Civil Status	:	**Single**
Mother	:	**IMELDA C. LUCERO**
Father	:	**ALBERTO P. LUCERO**

EDUCATIONAL BACKGROUND

Elementary	:	Catbalogan I Central Elementary School Catbalogan City 1995 – 2000
Secondary	:	Samar National School Catbalogan City 2000 – 2004
College	:	Asian Development Foundation College Tacloban City 2005 – 2008 Samar College Catbalogan City 2013-2014
Degree Earned	:	Bachelor of Science in Nursing Bachelor of Secondary Education Major in Biological Science
Graduate	:	Samar State University Catbalogan City Master of Arts in Education Major in Educational Management

PROFESSIONAL EXPERIENCE

Secondary School Teacher II
Majacob Integrated School
District of Tarangnan
Majacob, Tarangnan, Samar

- Certified Regional NEAP Facilitator
- Supreme Students Government Adviser
- Division Awardee OUTSANDING TEACHER OF YEAR

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