



LEADERSHIP COMPETENCIES AND PERFORMANCE AMONG SCHOOL HEADS IN CAGAYAN DE ORO CITY

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ABSTRACT

School administrators are crucial to the success and overall functioning of educational institutions. Their leadership effectiveness is multifaceted and impacts various aspects of the school environment, including students, teachers, staff, and the broader community. This study was conducted to determine the level of school heads' leadership competencies and their performance in the Division of Cagayan de Oro City, SY 2021-2022. Specifically, it sought to 1) find the level of school heads' leadership competencies, 2) find the level of school heads' performance as shown in their OPCRF, and 3) determine the significant relationship between the school heads leadership competencies and their performance as shown in the OPCRF.

The respondents were the one hundred fourteen (114) school heads from public elementary and secondary schools in the aforesaid division. This study made use of descriptive-correlational methods of research design. The instrument used in gathering the data was adapted from DepEd Order No. 24, s. 2022 to gauge school heads' leadership competencies and their performance. Descriptive statistics such as percentage, frequency, mean and standard deviation were used to describe the variables in the study. Further, Pearson Product Moment Correlation

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Coefficient (r) was employed to determine the significant relationship between school heads' leadership competencies and their performance. The findings showed that the level of school heads' leadership competencies in terms of Leading Strategically, Managing Operation and Resources, Focusing on Teaching and Learning, Developing Self and Others, and Building Connection is Very High as well as their level of academic performance as shown in their OPCRf for SY 2021-2022. There was a significant relationship between the school heads' leadership competencies and their performance, as shown in their OPCRf. It can be said that leadership competencies are leadership skills and behaviors that contribute to superior performance. It is recommended that the Department of Education should create a strategic plan to sustain the leadership competencies among school heads, particularly in leading strategically.

Keywords: *Leadership Competencies, School Heads Performance*

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Introduction

School heads are a select few with authority over teachers, personnel, and school resources. On the education side, school heads' leadership can be vital as the leading factor in measuring achievements in school in terms of delivering quality and relevant education. These situations give a deeper look at the performance of a certain school against the leadership competencies of a group of school heads. However, situations are not based on positions but on an individual's capacity to perform such a massive task. Thus, it gives the researcher an idea of how to identify the factors that could lead to better performance in a certain school. This study shall determine if a good school head with good leadership could translate into better performance of the school, knowing that they are the responsible person in terms of leading and managing tangible and intangible resources of the school.

According to Marit (2023), a leader can take charge, direct, encourage, or stimulate others towards a common goal. They possess strong communication skills, allowing them to convey their vision and motivate their team members effectively. Additionally, leaders often seen as role models, inspiring others through their actions and demonstrating integrity and resilience in facing challenges.

School heads' roles are essential in school operations, knowing that they could be the key to bringing about changes in a certain community since it is their job to accomplish the mission and vision of the school, which anchors all developmental and learning activities in their

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community. Moreso, guiding the organization into the future by making sensible decisions and having a vision that could foretell and affect its own performance. It is necessary to establish standards for leadership competencies at a level of certification that can be quantified so that it can be further investigated to see if it has a significant influence on the organization (PPSSH DO 24.2020). This means that efforts to transform school leaders from primary managers into instructional leaders must be a part of any initiatives for enhancing student achievement (Achoca, 2017).

Moreover, the school head's commitment consisted of three things: (1) a strong desire to stay a member of a particular organization, (2) a desire to work to fit the organization, and (3) specific beliefs and acceptance of the organization's values and goals. As a result, a school principal who is passionate about the organization he leads will want to stay with it, work to fulfill the wishes of the school where he previously served, and accept the school's values and goals.

Effective leadership development begins with the teacher stage and continues until the candidate reaches the principal stage. In many countries, such a career development process to develop leadership traits in teachers and prepare them for the position of principal is a common career path. Training is critical in the advancement of all deserving teachers toward the position of principal (Huyen et.al.,2018). School leaders face various challenges along the way that make them vulnerable to mismanagement and jeopardize the school's overall development, potentially leading to a failing school.

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Independent Variables

Dependent Variables

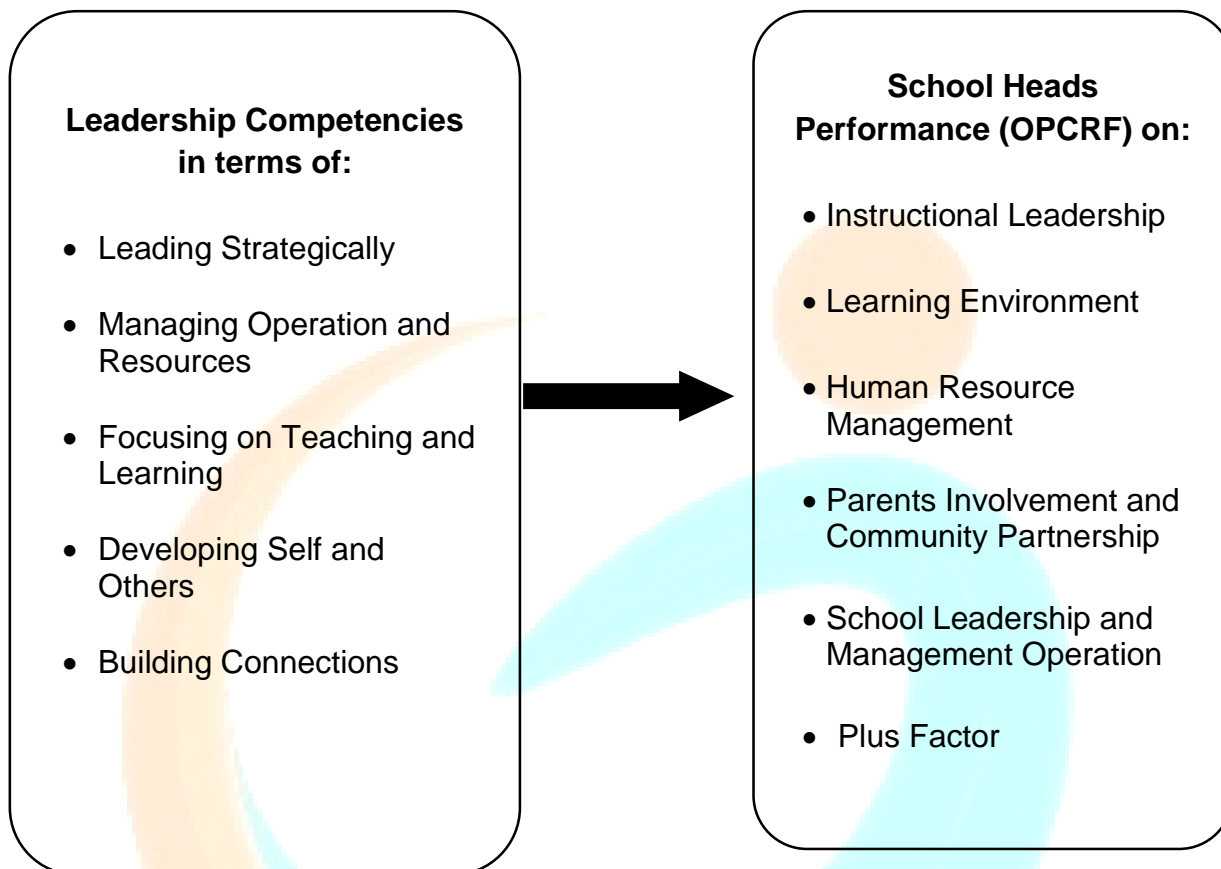


Figure1. A Schematic Presentation showing the Interplay Between the Independent and Dependent variables of the study

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Statement of the Problem

This study aimed to determine the level of school heads' leadership competencies and their performance in the Division of Cagayan de Oro City for the School Year 2021-2022.

Specifically, the study sought answers to the following questions:

1. What is the level of the school head's leadership competencies in terms of:
 - 1.1 Leading Strategically;
 - 1.2 Managing Operation and Resources;
 - 1.3 Focusing on Teaching and Learning;
 - 1.4 Developing Self and Others; and
 - 1.5 Building Connections?

2. What is the level of school head's performance as shown in their OPCR, School Year 2021-2022 on the following:
 - 2.1 Instructional Leadership;
 - 2.2 Learning Environment;
 - 2.3 Human Resource;
 - 2.4 Parents Involvement and Community Partnership;
 - 2.5 School Leadership and Management; and
 - 2.6 Plus Factor?

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3. Is there a significant relationship between the level of school heads' leadership competencies and their performance, as shown in their OPCR?F?

Hypothesis

Problems 1 and 2 are hypotheses-free. On the basis of Problem 3, the null hypothesis was tested at a 0.05 level of significance.

Ho: There is no significant relationship between the level of school heads' leadership competencies and their performance, as shown in the OPCR.F.

RESEARCH METHODOLOGY

This chapter presents the methods and procedures employed in this study. Detailed discussions on research design, research setting, respondents and sampling procedures, research instruments, the system of scoring data gathering procedure, and the statistical technique used in analyzing the data gathered in the study.

Research Design

This study used a descriptive-correlational research method to determine school heads' leadership competency skills as to PPSSH. It is descriptive because it primarily intends to present facts concerning the nature and status of a situation as it exists during the duration of the study.

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It also cautiously appraised the worthiness of the current investigation. It is concerned with the description of the present situation, current practices, the characteristics of groups of individuals, and their behavioral patterns, attitudes, and opinions (Asio, 2021). When appropriately applied, descriptive research identifies meaningful patterns of behavior in a population. It involves a more in-depth analysis through the use of numerical and comparative analysis. Specifically, this study assessed the level of leadership competency skills of the school head and the school head's performance. The direction of the impact of the independent variables on the dependent variable was described using this approach.

Data Gathering Procedure

The researcher first obtained permission to conduct the study from the PHINMA-COC Office of the Dean of Graduate Studies PHINMA COC before informing the Schools Division Superintendent of the Cagayan de Oro City through a letter of the researcher's intention.

The researcher emphasized to the respondents that all data concerning the Data Privacy Act of 2012 are confidential. In order to protect and safeguard the individual information, the researcher personally distributed all the questionnaires by visiting all schools in the division of Cagayan de Oro City. Then, with the approval letter from the division office to conduct the study, a face-to-face orientation and a formal presentation of the study to the respondents was conducted. They were given three days to answer the questionnaire. All distributed

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questionnaires were collected by the same for statistical treatment. The respondents were assured of the confidentiality of any information given.

System of Scoring

For the analysis and interpretation of data, the following variables and their system of scoring are presented below:

Part 1. Leadership Competencies

Scale	Range	Description	Interpretation
5	4.21-5.00	Always	Very High
4	3.41- 4.20	Very Often	High
3	2.61- 3.40	Sometimes	Average
2	1.81-2.60	Rarely	Low
1	1.00-1.80	Never	Very Low

Part II. School Head's Performance

Scale	Range	Description	Interpretation
5	4.50-5.00	Outstanding	Very High
4	3.50-4.49	Very Satisfactory	High
3	2.50-3.49	Satisfactory	Average
2	1.50-2.49	Unsatisfactory	Low
1	below 1.49	Poor	Very Low

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Statistical Treatment

After collecting and recording the data gathered in the study, the researcher used the following statistical tools:

Descriptive statistics such as frequency percentage, mean, and standard deviation will be used to describe the variables in the study. Further, the Pearson Product Moment Correlation Coefficient (r) was employed to determine the significant relationship between the school head's leadership competencies and their performance (OPCRF) in the School Year 2021–2022.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the survey questionnaires to determine the level of school heads' leadership competencies and their performance in the Division of Cagayan de Oro City for the School Year 2021-2022.

Problem 1. What is the level of the school head's leadership competencies in terms of:

- 1.1 Leading Strategically;**
- 1.2 Managing Operation and Resources;**
- 1.3 Focusing on Teaching and Learning;**
- 1.4 Developing Self and Others; and**
- 1.5 Building Connections?**

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Table 6

Summary of the Level of School Head’s Leadership Competencies

Variables	Mean	SD	Description
Leading Strategically	4.73	0.475	Always
Managing Operation and Resources	4.79	0.446	Always
Focusing on Teaching and Learning	4.74	0.450	Always
Developing Self and Others	4.76	0.429	Always
Building Connections	4.80	0.406	Always
Overall	4.76	0.441	Always

Legend: 4.21 - 5.00 Always / Very High 1.81 - 2.60 Rarely / Low
3.41 - 4.20 Very Often / High 1.00 - 1.80 Never / Very low
2.61 - 3.40 Sometimes / Average

Table 6 reveals the summary of the level of the school head’s leadership competencies with an overall mean of 4.76 (SD=0.441), described as **Always**. The result showed that the scores are generally close to each other. It means that school leadership is expected to provide strong leadership and demonstrate the best practices in order to ensure that teachers remain committed to their work. In leadership competencies, it should be evident to the teachers that it is important for them to feel supported and motivated by their leader. This implies that the leadership practices are observed in the performance of the teachers, ensuring that they are working efficiently and effectively. Esposito (2019) stated that school competencies among teachers or performance requirements are shown in the functionality, interpersonal, contextual,

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and curricular, which are considered as the standard of reference governing the competencies of school principals.

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of school heads' leadership competencies and their performance in Cagayan de Oro City Division, SY 2021-2022. Conclusions drawn from the findings and proposed recommendations are also presented.

Summary

This study endeavored to determine the level of school heads' leadership competencies and their performance in the Division of Cagayan de Oro City. School Year 2021-2022, Specifically, it sought to: 1) find the level of school head leadership competencies; 2) find the level of school head's performance as shown in their OPCRf, SY 2021-2022; and 3) determine the significant relationship between the school head leadership competencies and their performance.

The respondents of the study were the 114 elementary and secondary school heads in the schools where the study was conducted. To gather the desired information, a questionnaire on school heads leadership competencies was adapted from DepEd Order No. 24 S. 2022 and questionnaire on the School Heads' performance was based on DepEd Order No. 2, s. 2015.

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The descriptive correlational method of research was employed. The data were processed using descriptive statistics such as percentage, frequency, mean, and SD to describe the variables in the study. In addition, the Pearson Product Moment Correlation Coefficient (r) was utilized to determine the significant relationship between the schools' leadership competencies and their performance.

Findings

The analysis showed the following findings:

1. The level of school heads leadership competencies on Leading Strategically, Managing Operation and Resources, Focusing on Teaching and Learning, Developing Self and Others and Building connection was Very High, described as Always and that provides strong leadership.
2. The level of school heads performance as shown in their OPCRf was very High; described as Outstanding.
3. There is a significant relationship between the level of school heads' leadership competencies and their performance.

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Conclusion

The following conclusions are hereby drawn from the study.

Building connections was the leadership competency that performed best in both elementary and secondary schools for school heads. This finding suggests that parents, teachers, and administrators are the key stakeholders in a school head's ability to lead effectively. This will guarantee that the needs of the school are met.

The school head's level of performance as shown in their OPCRf at both levels were outstanding, "Parental Involvement and Community Partnership" records the highest mean of all level of school heads' performance and this implies the importance of collaboration between schools, parents, and the community in enhancing the effectiveness of school leadership.

Thus, the test of significant relationship between a school head's leadership competencies and school head's performance was significant. This demonstrated that the null hypothesis for all categories was rejected, indicating a link between the leadership competencies categories and the given variation in school heads outstanding performance from OPCRf.

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Recommendations

On the basis of the results of this study, the following are recommended;

1. The Department of Education may create a plan that focuses on school heads' competencies in leading strategically, as this area scored poorly on the level of leadership skills possessed by school heads. This will be used to determine the specific goals and objectives to enhance the learning output in schools.

2. School Heads may participate more on leadership trainings that enhance their skills and upgrade their management style to be able to attain the objectives.

3. Teachers may attend professional opportunities to enhance their instructional and classroom management as a plus factor component.

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