



EXPERIENTIAL LEADERSHIP AND LEADER'S COMPETENCE: BASIS FOR LEADERSHIP FRAMEWORK DEVELOPMENT

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ABSTRACT

This quantitative descriptive-correlational study examined the leadership experiences and competencies of school heads in Ticao Island to inform a contextualized leadership framework. Data were gathered from 53 public school heads through a researcher-developed survey validated by three experts (Content Validity Index = 9.46, moderately valid) and structured interviews using purposive sampling. Findings described respondents' demographic profiles, leadership experiences, competencies across five PPSSH domains, and significant relationships between profile, experiences, and competencies. School heads reported high administrative workload and geographic constraints but demonstrated strong commitment to instructional supervision and community partnerships, yielding a high competence rating. Significant differences in leadership experiences and competencies were found among Teachers-in-Charge, Head Teachers, and Principals. Notably, Leading Strategically (Domain 1) obtained a mean of 3.86, interpreted as a moderate level of competence. Results support developing a leadership framework anchored on Domain 1 to enhance leadership effectiveness and educational outcomes in island school contexts.

Keywords: *experiential leadership, leader's competence, leadership framework development*

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