SCHOOL HEADS' COMPETENCIES AND SCHOOL PERFORMANCE

KRIS HAROLD J. BANTOLO¹JESICA B. ARENGA²

¹Teacher II – Department of Education, Cotabato Division
²Associate Professor III – Cotabato foundation College of Science and Technology

¹krisharold89bantolo@gamail.com
²jesica.arenga@gmail.com

ABSTRACT:

This study had been conducted to determine the school heads' competencies and school performance. It explored qualitatively, the school-based management challenges and coping strategies of the school heads. Specifically, it discoveredthe level of school heads' work competencies in terms of school leadership, instructional leadership, creating student- centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, personal and professional attributes and interpersonal effectiveness as well as the level of school performance in terms of leadership and governance, curriculum and learning, resource management and accountability and continuous improvement. The significant influence of school heads' competencies on school performance. The lived experiences of School heads in the implementation of school –based management.

Complete enumeration of the school heads was used in the study and proportional allocation of samples of the teacher-respondents with a total of two hundred fifty-three (253) school heads and teachers- respondents of the study.

Moreover, convergent design was utilized that covers both quantitative and qualitative research commonly called as mixed method. This involves integrating and combining qualitative and quantitative research process that was done by collecting both responses based on the research questions.

In addition, school heads' competencies the findings revealed that all school heads' competencies have manifested very high competence. Whereas, on the level of school performance in terms of leadership and governance, curriculum and learning resource management and accountability and continuous improvement manifested good.

Furthermore, school heads' competencies and school performance revealed as highly positive significant influence and relationship on leadership and governance, curriculum and learning, resource management, and accountability and continuous improvement.

I.   INTRODUCTION

School heads' competencies are the most essential element that an administrator should develop for them to run the school in a smooth sailing way despite of some hindrances that they might encounter along the way as they are implementing mandates, standards, appropriate knowledge and skills towards its common direction set by the Department of Education. They need also to embrace the leadership role that includes stewardship of human and fiscal resources of the school.

The competencies that school heads need to possess include school leadership, instructional leadership, creating student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, personal and professional attributes and interpersonal effectiveness. These are the seven (7) interweaving leadership domains and each domain mandate significant aspects of leadership that should be well attended since these all measure the performance of the school. The school administrator as articulated in the Department of Education (DepEd) Order No. 32. s. 2010. This order was issued to communicate about the national adoption and implementation of the National Competency-Based Standards for School Heads (NCBSSH) which are mentioned above.

School heads are facing challenging roles for being instructional leaders, curriculum experts, finance and facility managers, special program administrators, and community builders (Davis, Darling-Hammond, LaPointe, & Orr, 2009). The school heads are facing challenges such as lack of resources (Sincar, 2013), improving school conditions (Nettles & Herrington, 2007) and novices experienced the responsibility shock due to unmanageable workloads (Spillane & Lee, 2014). The decentralized

education and school-based management create new demands for the school principal that few are able to meet (Sindhvad, 2009).

STATEMENT OF THE PROBLEM

This study was conducted to determine the school heads' competencies and school performance in the second legislative district of Cotabato Division. Moreover, it will explore qualitatively, the school-based management challenges and coping strategies of the school heads.

Specifically, it sought to answer the following research questions:

1. What is the level of school heads' work competencies in terms of school leadership, instructional leadership, creating student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, personal and professional attributes and interpersonal effectiveness?

2. What is the level of school performance in terms of leadership and governance, curriculum and learning, resource management and accountability and continuous improvement?

3. Is there a significant influence of school heads' competencies on school performance?

4. What are the lived experiences of School heads in the implementation of School-Based Management (SBM)?

5. What intervention plan may be proposed?

II. METHODOLOGY

Described and discussed in this chapter is the methodology employed in this study. These are the research design, locale of the study, respondents, sampling procedure, research instrument, data gathering procedure and analysis of data.

A. Research Design

This research was convergent design which covers both quantitative and qualitative research commonly called as mixed method. Mixed methods involve combining or integrating qualitative and quantitative research process and data in research (Creswell, 2014) and this is done by collecting both qualitative (open-ended) and quantitative (closed-ended) data in response to the research questions or hypotheses (Johnson, Onwuegbuzi& Turner, 2007).

According to Lichman (2006), through quantitative design, the generalized concepts of the phenomenon can be presented; and quantitative correlation research design aims to present the degree of relationship of the variables (Gempes&Cuizon, 2010). Quantitative design particularly descriptive correlation will be used in this study.

Moreover, based on the research question, there are qualitative data to be gathered. For Creswell (2014), qualitative study is an explorative inquiry with the goal to provide description and understanding of a phenomenonand it "attempts to understand the world from the subjects' points of view, to unfold the meaning of their experiences" (Kvale 2008). The challenges and the coping strategies of the principals can be best described and understood when presented on non-numerical measures and values. With this, qualitative design will be applied.

B. Locale of the Study

This study was conducted in the second legislative district ofCotabato Division. The respondents are Antipas District, Arakan East, Magpet West, Makilala Central and President Roxas Central for school year 2020-2021.

C. Respondents of the Study

The respondents of the study were the school heads of the second legislative district of Cotabato Division. There are also teachers who would take part in the conduct of the study to rate their school heads in terms of their competencies and school performance. These are teachers from different schools in the same district. However, these teachers are in the particular school under a certain school head for 3 years and more. Since, they will give rating to the competencies of their school head and school performance. Other school heads were interviewed based on the structured interview guide questions.

D. Research Instrument

The researcher was used questionnaire that is based from the National Competency-Based Framework of DepEd (DepEd Order No. 32. s. 2010). A close ended questionnaire was used in gathering data of the respondents. It is composed of four parts:

The first part is the school head competencies such as school leadership, instructional leadership, creating student-centered learning climate, human resource management and professional development, parent involvement and community partnership, school management and operations, and personal and professional attributes and interpersonal effectiveness which was rated by the teachers using the 5 point Likert scale below:

Scale   Description

5	Very Competent
4	Competent
3	Moderately Competent
2	Less Competent
1	Least Competent

The second part comprises the school performance such as leadership and governance, curriculum and learning, resource management and accountability and continuous improvement. And this would be rated by the teachers by using the 5 point Likert scale below:

Scale	Description
5	Very Good
4	Good
3	Moderately Good
2	Fair
1	Needing Improvement

The third part is the Key Informant Interview (KII) or the in-depth interview of the school heads in order to objectively get their different sides.

The fourth part is the intervention program to be made after which the results wouldbe determined.

E. Data Gathering Procedure

Permission was sought from the Schools Division Superintendent for the conduct of this study. When approval was obtained, the researcher sent the informed consent to the school heads. The informed consent stated the purpose of the research and why they are chosen as respondents. It specifically explained that their participation to the study is voluntary and their identities and their responses to the questions will never be disclosed and will be kept confidential.

The questionnaires was personally administered by the researcher so questions from the respondents can be immediately answered. Then, retrieval of the questionnaires will be done. After data gathering for the quantitative data, in-depth interview will be conducted to the six school heads as participants of the study.

F. Statistical Analysis of Data

For the quantitative data, mean was used to determine the school heads competencies. To determine the influence of the study multiple linear regression analysis will be employed.

On the other hand, the qualitative data was analyzed thematically. The recorded data through in-depth Key Informant Interview (KII) was be transcribed in verbatim. The transcriptions was coded and will categorized accordingly to perform thematic analysis.

III.   RESULTS AND DISCUSSION

The competencies in terms of school leadership rated very high in developing and involving stakeholders in the drafting of the school vision, mission, goals and objectives for co-ownership, addressing the causes of problems and providing solutions, establishing and utilizing data-based strategic planning, coordinating concerned staff and stakeholders on the planning and implementation of programs and projects, assisting teachers to identify strengths and growth areas through monitoring and evaluation, building opportunities for growth to develop members to be a team player, empowered teachers and personnel to identify, initiate and manage change.

This implies that the school head manifested excellence in leading the school. The school head successfully led the school particularly the teachers, learners as well as both internal and external stakeholders. His outstanding school leadership has obviously redound to the school conducive for learning where teachers collaboratively work together with the stakeholders that the learners benefitted the result of their endeavour. Thus, the learners have its positive impact also that they perform better.

The competencies in terms of Instructional leadership revealed that their instructional leadership were rated very high that orderly come first from ensuring utilization of a range of assessment processes to assess students' performance, assessing effectiveness of curricular/co-curricular programs and/or instructional strategies, implementing programs for instructional improvement; preparing an instructional supervisory plan; providing technical assistance and expertise as well as instructional support to teachers and managing curriculum innovation and enrichment with the use of technology.

This implies that instructional leadership has something to do with the performance of the school as it urges with the mandate on 70/30 instructional supervision and administration. School heads adhere to their function in instructional leadership by instructional supervision and giving technical assistance to the teachers that would redound to better performance of the learners.

Moreover, they religiously performed well their function in providing the needs of all types of learners in the school community by localizing and contextualizing the content to make it more meaningful to the learners and applicable to real-life situation in the community.

In addition, they navigated the school by leading to develop the methods and materials for developing

creative thinking and problem solving through a cooperative and collaborative endeavour to the group of school and community stakeholders.

Further, the school head initiated to monitor regularly the learning systems by the community using appreciate tools to ensure holistic growth and development of the learners.

The competencies of creating a student- centered learning climate revealed that they were very high in providing environment that promotes use of technology among learners and teachers, creating and sustaining a safe orderly, nurturing and healthy environment, creating and engaging learning environment, participating in the management of learner behaviour within the school and other related activities done outside the school and recognizing high performing learners and teachers and supportive parents and other stakeholders.

This implies that the management has its well facilitation of different structures that comprised the organization to make it into an atmosphere of learner-focused that resulted towards meaningful learning.

Moreover, the school heads together with their partners generously   their resources to give an avenue that technology should be used by the learners with guidance of teacher in order to advance them for an efficient are effective individuals.

In addition, they also find ways in the child friendly setting where the learners confidently learning in a prescribed and conducive environment. On this manner, the learners were developed through reinforcing them with positive reinforcement of rewards, prices and incentives together with their life giving forces that made them high performing learners.

Finally, the school heads through their strong connection and linkages they considered that classroom is not only the venue for learning. Instead, they actively participated the related activities done outside the school in order to actualize their learned theories inside the school. Thus, it simulated the real-life fragment of learning that further enhance towards the betterment of their total aspect in life.

The human resource management and professional development revealed very high in recognizing potential of staff and providing opportunities for professional development, creating professional learning community, delegating specific tasks to help manage the performance of teaching and non-teaching personnel, creating a functional school-based performance appraisal committee, utilizing the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers and staff,

assigning teachers and personnel to their area of competence, aligning the school Plan for Professional development (SPPD) with the Individual Plan for professional Development (IPPD) and identified needs of other school personnel.

This implies that school heads were knowledgeable enough in giving merit what is due for every subordinates who contributes to the success and development of the organization itself and for the   of the common good of clienteles. They were well-versed on the community where everybody could expect fair and just, honest with integrity as well as healthy social and civic relationship.

Further, it is expected on this premise that the school heads wre flexible in coping the overlapping tasks and conflicting schedules as they properly delegated the work without compromising the quality of delivered services as they always reminded with the corresponding appraisal tool of their performance based on the set standardized competencies for school heads.

In addition, school heads are all the time used of the standards as they complied the mandates and policies in selecting the personnel who were the actors of the formulated target and goals. This would mean that the school heads have the capacity to choose the teachers and staffs to be their subordinates in realizing the vision and mission of the department.

Moreover, school heads could easily attune the direction according to the desired goals coupled with the competence of the collective effort of the school community.

Finally, school heads are expected to be the expert in in dealing stakeholders as they always facilitated the engaging and continuous sustaining system that manages network, linkages, and partnership that often times attributed to the distinction of characteristics of school heads.

The parent involvement and community partnership which was rated very high in establishing school and family partnerships that promote student peak performance, organizing programs that involves parents and other stakeholders to promote learning, Conducting dialogues and meetings with multi-stakeholders in crafting programs and projects, establishing sustainable linkages and partnership with other sectors, agencies and NGO's through MOA or using Adopt a School Program Policies, conducting dialogues, fora, training of teachers, learners and parents on the welfare and performance of learners and participating actively in community affairs.

This implies that school heads were renowned of being master in social connection and linkages that the school would tandem its best through close ties with the family of every learner. Moreover, this would pave towards maximizing learners potential by the help of the parents. In addition, the school program activities and projects initiated had partnered with the parents as they engaged for a greater involvement on quality, relevant and liberating education of learners.

This further implies that the rule of school heads in parent involvement and community partnership is an indispensable element as they manage the school. They must lead to linkage the potential partners whom they should count a strong support for a realization of the schools mission, vision, goals and objectives,

Thus, to associate this all, the strong and successful partnership among the parents and community would usher to better learners' performance. Simply, because all of the undertakings were focused to address the needs of learners for their welfare and benefit. They were considered as the final recipients of all programs, projects and activities of the school collaborated by the stakeholders.

The school management and operationsrevealed very high in using technology in the management of operations, developing a school budget which is consistent with School Improvement Plan (SIP) and Annual Implementation Plan (AIP), managing the implementation, monitoring and review of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) and other action plans, taking the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s and institutionalizing best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment.

This implies that the very high competencies of school heads in managing school operations is a manifestation of total process of adapting best practices congruent with the mandates against the usual malpractices. Thus, the constant correct and prescribed practices will impact to better performance of the school through the improving capacities of school heads such as in using appropriate technology in the management and operations, developing a school budget which is consistent with School Improvement Plan (SIP) and Annual Implementation Plan (AIP), managing the implementation, monitoring and review of the School Improvement Plan (SIP) and Annual Implementation Plan (AIP) and other action plans, taking the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s and institutionalizing best practices in managing and monitoring school operations

thereby creating a safe, secure and clean learning environment.

In totality, schools heads were already equipped and enhanced in managing and operating the school. This is due to the trainings they frequently attended. Besides, they also monitored by the key personnel from the division, we termed it as a "municipal adapter" who always extended their technical assistance from every problem of the school as prevailed during the engaging consultation of different internal and external stakeholders.

The school heads' competencies in terms of professional attributes revealed very high in manifesting genuine enthusiasm and pride in the nobility of the teaching profession, developing programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel, demonstrating culture sensitivity, and dealt transactions fairly and honestly, communicating effectively both in speaking and writing to staff and other stakeholders and maintaining harmonious and pleasant personal official relation with superiors, colleagues, subordinates, learners, parent and other stakeholders.

This implies that school heads were already capacitated as leaders and managers because they performed different task and functions that the clienteles are expecting much from them. Therefore, they were expert and well-versed enough because they immersed and exposed to different interpersonal related trainings and workshops. Therefore, they become aware and flexible to treat every stakeholders appropriately.

The school status in terms of leadership and governance. It shows that they were very good in facilitating communication between and among school and community leadership for informed decision-making, and solving of school-community wide-learning problems, addressing the training and development needs of school and community leaders through a long term program operation, developing collaboratively the development plan by the stakeholders of the school and community and organizing clear structure and work arrangements that promote shared leadership and governance define the roles and responsibilities of the stakeholders.

This implies that the school heads were equipped of the desired competencies as they led and governed the school. Their goodness in leadership and governance speak about their expertise in developing and involving stakeholders in drafting of the school vision, mission, goals and objectives for co- ownership.

Moreover, they were also extended noble services in establishing and utilizing technology in planning for example data-based as well as in addressing the causes of the problems aside from providing solutions and building

opportunities for growth to develop members to be team players. They were also capacitated in coordinating concern staff and stakeholders on planning and implementation of programs and projects by assisting teachers to identify strengths and growth areas through monitoring and evaluation. Besides, they are also authorized to empower teachers and personnel to identify initiate and mange change.

In addition, school heads were exhibiting excellence as they perform there instructional leadership. They were outstanding in the delivery of ensuring utilization of a range of assessment process to assess student performance, assessing effectiveness of curricular/ co-curricular programs and/or instructional strategies, implementing programs for instructional improvement, managing curriculum innovation and enrichment with the use of technology, preparing an instructional supervisory plan, providing technical assistance and expertise as well as instructional support to teachers.

The good performance manifested by the school heads in leadership and governance equates into a healthy environment as they created a safe, orderly, nurturing and engaging learning environment.

The school status in terms of curriculum and learning revealed that the school heads were very good in reviewing and improving continuously appropriate assessment tools for teaching and learning, providing curriculum for the development needs of all types of learners in the school community, localizing the implemented curriculum to make it more meaningful to the learners and applicable to life in the community, monitoring regularly and collaboratively the learning systems by the community using appropriate tools to ensure holistic growth and development of the learners and the community and developing the methods and materials for developing creative thinking and problem solving through a representative group of school and community stakeholders.

This implies that school performance was good in curriculum and learning because the school heads were religiously doing its job in monitoring the appropriate assessment tools for teaching and learning. They also made curricular fitted to the learners needs as they indigenized and contextualized content according to the school community of learners.

Moreover, the result would like to associate on the school heads' adeptness in giving feedbacks when they regularly and collaboratively monitor the learning systems by the community using appropriate tools to ensure holistic growth and development of the learners and the community.

In addition, they were willingly doing the enhancement of the methods and materials for developing creative thinking and problem solving through a representative group of school and community stakeholders.

The school status in terms of resource management revealed very good in terms of resource management in engaging continuously stakeholders and support implementation of community education plans through a regular dialogue for planning and resource programming that is accessible and inclusive, initiating appropriate behaviours of the stakeholders to ensure judicious, appropriate and effective use of resources in a community-developed resource management system, implementing collaboratively regular monitoring, evaluation and reporting processes of resource management by the learning managers, facilitators and community stakeholders and assuming collaboratively regular resource by learning managers, learning facilitators and community stakeholders as basis for resource allocation and mobilization.

It implies that the school performance was good due to the standardized way of managing the resources by the school heads. They properly managed the stakeholders and support implementation of the community education plans through a regular dialogue for planning and resource programming that was open for all.

Moreover, they also manifested appropriate behaviours like transparency to the stakeholders to ensure judicious, appropriate and effective use of resources through a community develop resource management system. Besides, the school heads were capable in managing limited and insufficient resources. Aside from this, they were good in tapping linkages and partners.

Finally, their credibility could guarantee the overwhelming support as they vividly implement programs and projects collaborated by the different stakeholders as part of their mutual responsibility for the learners.

The school status in terms of accountability and continuous improvement revealed very good in recognizing achievement of goals based on collaboratively developed performance accountability system and addressed gaps through appropriate action, developing collaboratively the accountability assessment criteria tools, feedback mechanisms and information collection and validation techniques and processes are inclusive, basing feedback, technical assistance, recognition and plan adjustment to the assessment results and lessons learned, enhancing continuously the accountability system owned by the community to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community and defining the community stakeholders the roles and responsibilities of accountable person/s and collective body/ies clearly.

This implies that the school performance has high quality as far as accountability and continuous improvement is concerned simply because the school heads manifested good in their performance due to their capacity in recognizing achievement of goals based on

collaboratively developed performance accountability system and addressed gaps through appropriate action, developing collaboratively the accountability assessment criteria tools, feedback mechanisms and information collection and validation techniques and processes are inclusive, basing feedback, technical assistance, recognition and plan adjustment to the assessment results and lessons learned, enhancing continuously the accountability system owned by the community to ensure that management structures and mechanism are responsive to the emerging learning needs and demands of the community and defining the community stakeholders the roles and responsibilities of accountable person/s and collective body/ies clearly.

The school heads' competencies and school performance in terms of leadership and governance revealed highly positive significant influence on leadership and governance with F-value = 89.027, Probability = 0.000**. Therefore, the hypothesis of the study was rejected because the probability value is lesser than 0.050 level of significance.

Among the identified school heads' competencies used in the study, school management and operation, parent involvement and community partnership and personal and professional attributes and interpersonal effectiveness has highly positive significant influenced on leadership and governance while school leadership, and creating a student-centered learning climate has positive significant influenced on leadership and governance whereas instructional leadership has negative significant influenced on leadership and governance.

Results further revealed that 8.25% of the school heads' competencies in terms of leadership and governance was attributed by school management and operations, parent involvement and community partnership, personal and professional attributes and interpersonal effectiveness, school leadership, instructional leadership and creating a student – centered learning climate. The remaining 91.75 was accounted by some other factors not included in the study.

This implies that the school heads were more particular in doing their function on school management and operation, parent involvement and community partnership and personal and professional attribute and interpersonal effectiveness in the leadership and governance because they needed to be a good manager as they run the school and have a good relationship and camaraderie with community whom they serve as best partners.

Moreover, the result of the study is consistent with the statement made by Cheney & Davis (2011) that successful school heads provided positive, productive, and vibrant teaching and learning environments do not occur by accident. Instead, the most effective schools are led by principals who are equipped with the skills and possess the attitudes required to be exceptional school leaders

In addition, it was found out that instructional leadership has negative influence to leadership and governance due to its irrelevance and inconsistence. Instructional leadership has something to do with the supervision and technical assistance which it focuses on content and curriculum implementation that requires strict compliance of the program without compromising the quality of education though humanitarian consideration that leadership and governance were always prevailing in contrary to the statement that network of leadership and governance guides the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments. The fluid nature of responsibility is manifest in the variety of perspectives from which it has been studied. Winter (2012) and Bierhoff et al., (2015.

The school heads' competencies and school performance in terms of resource management revealed highly positive significant influenced on curriculum and learning F-value = 113.483, Probability = 0.000**. Therefore, the hypothesis of the study was rejected because the probability value is lesser than 0.050 level of significance.

Among the identified school heads' competencies used in the study, instructional leadership has highly positive significant influenced on curriculum and learning while personal and professional attributes and interpersonal effectiveness, creating a student-centered learning climate, and human resource management and professional development have positive significant influenced on curriculum and learning.

Results further revealed that 7.12% of the school heads' competencies in terms of curriculum and learning was attributed by the , instructional leadership, personal and professional attributes and interpersonal effectiveness, creating a student-centered learning climate, and human resource management and professional development. The remaining 92.88 was accounted by some other factors not included in the study.

This implies that in curriculum and learning the school heads were serious in implementing its bigger portion of their task which is the instructional leadership such as in ensuring the utilization of assessment processes to assess student performance, implementing programs for instructional improvement, assessing effectiveness of

curricular/co-cirricular programs and/ or instructional strategies, managing curriculum innovation and enrichment with the use of technology, providing technical assistance and expertise as well as instructional support to teachers eventually, preparing and instructional supervisory plan.

This implies further that personal and professional attributes and interpersonal effectiveness as well as creating student- centered learning climate affects positively the implementation of curriculum and learning as they give appropriate emphasis on professional development and enhancement of teachers for better delivery of teaching and learning process as well as in focussing to learners common good and interest that it jibed to the statement of Hargreaves and evans (2007) that School heads was the most significant agent in any educational change. Therefore, a great sense of school heads' efficacy might yield a greater degrees of implementation a better change to have improvement in an institution (Snyder et al., 2012).

The school heads' competencies and school performance in terms of resource management revealed that school heads' competencies has highly positive significant influenced on resource management with F-value = 86.995, Probability = 0.000**. Therefore, the hypothesis of the study was rejected because the probability value is lesser than 0.050 level of significance.

Among the identified school heads' competencies used in the study, school management and operation and instructional leadership has highly positive significant influenced on resource management while parent involvement and community partnership has positive significant influenced on resource management.

Results further revealed that 7.64% of the school heads' competencies in terms of resource management was attributed by the school management and operation and instructional leadership, parent involvement and community partnership. The remaining 92.36 was accounted by some other factors not included in the study.

This implies that school heads have high quality in management and operation as they focused in implementing, monitoring and appraising performance of teachers using technology and management of operations which is consistent to Keye (2006) that studied relationship between performance appraisal and career development and shown that both performance appraisal and career development have potential for developing human resource management; potential that can be increased by linked them together to meet the needs of the both individual employees and the organizations.

In addition, instructional leadership as it influenced to the resource management conveys that it would be given enough attention for the managers or school heads though allocation appropriate budget in the implementation of utilization of assessment performance, curricular programs and activities, instructional improvement, curricular innovation and enrichment as well as instructional support to teachers.

Moreover, the result of the study is consistent to the statement of varzirani (2007) that sufficient allocations and appropriations for instruction equates quality education these had been the common and perennial dilemma of the educational system that should be addressed by the managers.

Eventually, Dubar& Carter (2016) sated that parent involvement and community partnership has positive significant influence to the resource management due to the fact that well managed human resource like parents and other internal and external stakeholders whom are considered as best partners in the delivery of quality, relevant and liberating education of children.

The school heads' competencies and school performance in terms of accountability and continuous improvement revealed highly positive significant influenced on accountability and continuous improvement with F-value = 105.550, Probability = 0.000**. Therefore, the hypothesis of the study was rejected because the probability value is lesser than 0.050 level of significance.

Among the identified school heads' competencies used in the study, instructional leadership and personal and professional attributes and interpersonal effectiveness have highly positive significant influenced on accountability and continuous improvement while school management and operation has positive significant influenced on accountability and continuous improvement.

Results further revealed that 7.50% of the school heads' competencies in terms of accountability and continuous improvement was attributed by instructional leadership and personal and professional attributes and interpersonal effectiveness and school management and operation. The remaining 92.50 was accounted by some other factors not included in the study.

This implies that school heads' competencies contributed much to the development and growth of the school as accountability and continuous improvement persistently practiced by the school heads based on the standards in managing the totality of school.

They also socially active in community affairs and establish sustainable linkages and partnership with other sectors, agencies and NGO's through memorandum of agreement or using Adapt a School Program Policies (Lee and Loeb 2011).

Moreover, they properly managed curriculum innovation in enrichment with the use of instructional strategies and technology. Besides, school heads professional growth have greatly influenced the good performance of the school as they manifested genuine enthusiasm and pride in the nobility in the teaching position, Weiner, (2015).

In addition, school heads maintained harmonious and pleasant personal official relation with superiors, colleagues, subordinates, learners, parents and other stakeholders. Aside from that they developed programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel (Meyer et al., 2012).

Further, school heads effectively communicated the staff and other stakeholders through speaking and writing as well as demonstrated efficiently the culture sensitivity and dealt transactions fairly and honestly(Chan et al., 2016.

Finally, school heads capacity to connect with parents and community gained good performance of the school as they established school and family partnerships that promote student peak performance. They have also sound organizational programs that involve parents and stakeholders to promote learning by conducting dialogues, fora and trainings for teachers, learners and parents. All of these is for the welfare of learners. They also socially active in community affairs and establish sustainable linkages and partnership with other sectors, agencies and NGO's through memorandum of agreement or using Adapt a School Program Policies (Lee and Loeb 2011).

IV. CONCLUSION

Therefore, it could be concluded that the National Adoption and Implementation of the National Competency-Based Standards for School Heads in terms of school leadership, instructional leadership, instructional leadership, creating a student-centered learning climate, human resource management, parent involvement and community partnership, school management and operations and personal and professional attributes and interpersonal effectiveness in second legislative district in the division of Cotabato province has its very high level of competencies as manifested by the result.

On the level of school performance in terms of leadership and governance, curriculum and learning

resource management and accountability and continuous improvement manifested good.

The significant influence of school heads' competencies on school performance revealed that competencies of school heads on the school performance in terms of leadership and governance has highly significant influence on school management and operations, parent involvement and community partnership and personal and professional attribute and interpersonal effectiveness. Moreover creating a student-centered learning climate has positive significant influence.

In addition, the competencies of school heads on the school performance in terms of curriculum and learning has highly significant influence on instructional leadership and has positive significant influence on personal and professional attributes and interpersonal effectiveness as well as creating a student-centered learning climate.

Moreover, the competencies of school heads on the school performance in terms of resource management has highly significant influence on school management and operation and instructional leadership and has positive significant influence on parent involvement and community partnership.

Whereas, the competencies of school heads on the school performance in terms of accountability and continuous improvement has highly significant on instructional leadership and personal and professional attributes and interpersonal effectiveness and has positive significant influence on parent involvement and community partnership.

In addition, the competencies of school heads on the school performance in terms of curriculum and learning has highly significant influence on instructional leadership and has positive significant influence on personal and professional attributes and interpersonal effectiveness as well as creating a student-centered learning climate.

Moreover, the competencies of school heads on the school performance in terms of resource management has highly significant influence on school management and operation and instructional leadership and has positive significant influence on parent involvement and community partnership.

Lastly, the competencies of school heads on the school performance in terms of accountability and continuous improvement has highly significant on instructional leadership and personal and professional attributes and interpersonal effectiveness and has positive

significant influence on parent involvement and community partnership.

V. RECOMMENDATIONS

Based on the conclusion of the study, the following recommendations were drawn.

1. School heads must be persistent in developing and capacitating themselves as well as in implementing the mandates and prescribed practices in order to sustain their well appreciated overwhelming level of competencies in terms of school leadership, instructional leadership, instructional leadership, creating a student-centered learning climate, human resource management, parent involvement and community partnership, school management and operations and personal and professional attributes and interpersonal effectiveness.

2. The school head should lead and manage the school accordingly to increase the level of their school performance in leadership and governance, curriculum and learning, resource management and accountability and continuous improvement into verygood.

3. The Department of Education must consistently find ways to make opportunity to develop the competencies of school heads the through school heads development program.

4. The school heads' lived experiences in school-based management have must be continued as it paves to different benefits for the realization of schools goals.

5. Another study with a larger scope and more variables will be added in relation to school heads' competencies and school performance.

6. The live experiences of school heads in school-based management must be continuously sustained its best practices for the common good of the school and welfare of the learners as well it was prescribed that they should cope with the challenges encountered with the coping strategies based on the following attainable intervention plan.

REFERENCES

[1] Abura, J.A. (2013). Verbal Communication in the Classroom: What Christian Educators Can Do to Help Their Students.Baraton, Kenya: University of Eastern African. http://ict.aiias.edu/vol_23/23cc_001-011.doc

[2] Adediwura, A.A. and BADA, T. (2012). Perception of teachers' knowledge, attitude and teaching skills as predictor of academic performance in Nigerian secondary schools. Ile-Ife, Nigeria. Academic Journals. Volume 7(2).p.165-171. https://globaljournals.org/GJHSS_Volume12/1-Teacher-Qualification-and-Subject-Mastery.pdf

[3] Adeyanju, A.(2010). School organization and classroom management: Oyo, Anikab publishers.

[4] Anderson, L.W. (2011). Increasing teacher effectiveness UNESCO: International Institute for Educational Planning. Paris and secondary school academic performance. Africa Journal of Educational Planning Policy Studies, 1(2): 107-115. unesdoc.unesco.org/images/0013/001376/137629e.pdf

[5] Arnot, M. &Reay, D. (2007). A Sociology of Pedagogical Voice: Power, Inequality and Pupil Consultation. Discourse: Studies in the Cultural Politics of education, 28(3), 311-325 http://unitec.researchbank.ac.nz/bitstream/handle/10652/2616/Helen%20Parry_2015-02-18%20AMENDED%20COPY.pdf?sequence=1

[7] Australian Survey (2009). AUSSE survey instrument: student engagement questionnaire (SEQ). https://www.acer.edu.au/ausse/survey-instruments?__hstc=43953530.3a5b1935359bd105d229a93a7d1b3fc2.1472122016312.1472122016312.1472122016312.1&__hssc=43953530.2.1472122016313&__hsfp=2174982524

[8] Bean, J.C. &Peterson, D. (2011). Grading Classroom Participation. In R.S. Anderson & B.W. Speck (Eds.) New Directions for Teaching and Learning, 74 (Summer), 33-40. https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/promoting-effective-participation

[9] Bloom, B. (2010). Competencies and Learning Objectives. http://sph.uth.edu/content.../Competencies-and-Learning-Objectives.pdf

[10] Brain, M. (2013). Emphasis on Teaching. Retrieved June 5, 2016 from http://www.bygpub.com/eot/eot1.htm

[11] Brophy, J. (2012). The Impact of years of teaching experience on the classroom management

approaches of elementary school teachers. Vol. 5, No. 2. Retrieved July 2012 from www.e-iji.net/dosyalar/iji_2012_2_3.pdf

[12] Chang, J. and RIEPLE, A. (2013). Assessing students' entrepreneurial skills development in live projects. Journal of Small Business and Enterprise Development, Vol. 20 Issue: 1, pp.225 – 241.http://www.academia.edu/15680071/Assessing_students_entrepreneurial_skills_development_in_live_projects

[13] Co, J. (2013). How to Motivate Students to Love HomeworkK-12 News, Lessons & Shared Resources By Teachers, For Teachers. Provided by the K-12 Teachers Alliance. http://www.teachhub.com/how-motivate-students-love-homework

[14]Darling-Hammond, L. (2010). Evaluating teacher effectiveness: how teacher performance assessment can measure and improve teaching. https://www.americanprogress.org/issues/education/report/2010/10/19/8502/evaluating-teacher-effectiveness/

[15] Daulta, M. S. (2008). "Impact of home environment on the scholastic achievement of children", journal of human ecology, vol. 23(1), pp.75-7 http://www.researchersworld.com/vol3/issue2/vol3_issue2_3/Paper_06.pdf

[16] Deped Nueva Vizcaya, 2015. Results – Based Performance Management System. Individual Performance Commitment and Review Form. Retrieved January 9, 2017 from http://deped-nv.com/forms/Templates%20for%20Appointment/ipcrf_teacher_updated.docx

[17] DepEd, (2006). National competency-based teacher standards (NCBTS): a professional development guide for Filipino teachers http://www.seameoinnotech.org/wpcontent/uploads/2014/01/PolRes_TeachingCompetencyStandardsInSEA.pdf

[18] Dunhill, J. (2010) A teacher Training Manual: London, Hodder and Stoughton.http://www.academia.edu/10728894/INSTRUCTIONAL_COMPETENCIES_OF_THE_TEACHING_FORCE_THEIR_RELATIONSHIP_TO_THE_STUDENTS_ACADEMIC_PERFORMANCE

[19] Fakeye, D.O. (2012). Teachers' Qualification and Subject Mastery as Predictors of Achievement in English Language in Ibarapapa Division of Oyo State. Global Journal of HUMAN SOCIAL SCIENCE Volume 12 Issue 3 Version 1.0. https://globaljournals.org/GJHSS_Volume12/1-Teacher-Qualification-and-Subject-Mastery.pdf

[20] Ferlazzo, L. (2015). Building a community of self-motivated learners: strategies to help students thrive in school and beyond https://www.washingtonpost.com/news/answersheet/wp/2015/03/24/the-real-stuff-of-schooling-how-to-teach-students-to-apply-knowledge/

[21] Foster, J & CYBINSKI, P.J. (2009). Student Preparedness, Effort and Academic Performance in a Quantitative Business Course.Griffith University. October 2009. https://www.griffith.edu.au/__data/assets/pdf_file/0006/197790/2009-06-student-preparedness-effort-and-academic-performance-in-a-quantitative-business-course.pdf

[22] Franklin, S. &Peat, M. (2011). Managing change: The use of mixed delivery modesto increase learning opportunities, Australian Journal of Educational Technology, vol.17, no.1 (Autumn) pp.37-49. http://ajet.org.au/index.php/AJET/article/viewFile/1771/849

[23] Harrell, K. &Holcroft, C. (2012). Searching for an authentic definition of student success. http://www.asccc.org/content/searching-authentic-definition-student-success

[24] Hermosa, 2017. Municipality of Hermosa, Province of Bataan: Individual struggle of the students in activities. Retrieved January 10, 2017 from http://www.hermosa.gov.ph/index.php/education/1468-individual-struggle-of-the-students-in-activities

[25] Hollander, J.A., (2002). Learning to discuss: strategies for improving quality of class discussion. https://www.jstor.org/stable/3211480 http://www.allsubjectjournal.com/archives/download?id=2297&refnum=3-6-49.

[26] Irish, C. &Scrubb, M. (2012). Five Competencies for Culturally Competent Teaching and Learning. Faculty Focus Higher Ed Teaching Strategies. Magna Publications. http://www.facultyfocus.com/articles/teaching-and-learning/five-competencies-for-culturally-competent-teaching-and-learning/

[27] Karplus, R., &Lavatelli, C. S. & Davidson (2010). Classic Piaget Volume 1 (Davidson Films,

Inc.)[Experiments]. Retrieved December 1, 2012, from http://www.youtube.com/watch?v=2FjIso13i20.

[28] Kimberly, B. (2009). Characteristic of a good teacher. https://globaljournals.org/GJHSS_Volume12/1-Teacher-Qualification-and-Subject-Mastery.pdf

[29] Kizlik, B. (2016). Education information for new and future teachers. http://www.adprima.com/managing.htm

[30] Klien, J. & Riordan, M. (2015). Participation penalizes quiet learners. http://www.huffingtonpost.com/2015/06/30/participation-penalizes-introverts-in-school_n_7700226.html

[31] Klingstedt, J. L., & Burns, R. W. (2012). Competency-based education: An introduction. USA: Library of Congress Cataloging in Publication Data. http://pu.edu.pk/images/journal/JEE/PDF-Files/6_Samina%20Malik,%20Asma%20Mansoor%20and%20Nabi%20Bux%20Jumani_v23_no2_13.pdf

[32] Kruger, S. (2011). How to Learn. Best Homework Tips To Cut Study Time in Half. Retrieved from http://www.howtolearn.com/2011/09/best-homework-tips-to-cut-study-time-in-half/

[33] Locario, S.M. L. 2013. Working Conditions of teachers in Arakan East District: Its Influence to their Performance. Master's Thesis. Graduate School. Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato.

[34] Mc Graw, J., &Hiill, J. (2016). Class Preparation & Student Preparedness. How Important is it for Students to Come to Class Prepared? Retrieved from https://www.mheducation.ca/blog/how-important-is-it-for-students-to-come-to-class-prepared/

[35] Mcmillan, James H. (2010). Fundamental assessment principles for teachers and school administrators. Practical Assessment, Research & Evaluation, 7(8). Retrieved June 5, 2016 from http://pareonline.net/getvn.asp?v=7&n=8

[36] Nicor, G. A. 2014. "Resilience Versus Tensions on Teaching Effectiveness". Master's Thesis. Graduate School. Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, pp.79.

[37] Nuthanap, G. (2007). "Gender analysis of academic achievement among high school students." Thesis submitted to the department of human development, college of rural home science, dharwad university of agricultural sciences http://www.researchersworld.com/vol3/issue2/vol3_issue2_3/Paper_06.pdf

[38] Oliver, R. M., Wehby, J.H., &Reschly, D.J. (2011). Teacher classroom management practices: effect on disruptive or aggressive student behaviourhttp://www.campbellcollaboration.org/lib/download/1189/Oliver_Classroom_Management_Review.pdf

[39] Onike, R. (2010). Teacher as a key factor affecting learning. http://webcache.googleusercontent.com/search?q=cache:4xF0XGCChpkJ:searchwarp.com/swa596810-Teacher-As-A-Key-Factor-Affecting-Learning.htm+&cd=1&hl=en&ct=clnk&gl=ph

[40] Onukaogu, C.E. (2012). A literature based English language curriculum in schools and colleges. Medwell journal, p.49-54. Retrieved June 1, 2016 from www.medwelljournal.fulltext

[41] Osakwe, R. N. (2010). Dimensions of Communication as Predictors of Effective Classroom Interaction. http://www.krepublishers.com/02-Journals/S-HCS/HCS-03-0-000-09-Web/HCS-03-1-000-09-Abst-PDF/HCS-03-1-057-09-029-Osakwe-R-N/HCS-03-1-057-09-029-Osakwe-R-N-Tt.pdf

[42] Quadri, K. et al (2014). School organization and class management: Theory and practice. Oyo, Tobistic Publishers.

[43] Silver, S. (2016). Why is it important for teachers to have good communication skills? http://work.chron.com/important-teachers-good-communication-skills-10512.html

[44] Stanford, P. & Reeves, S. (2005). Assessment that drives instruction. Teaching exceptional children, 37 (4) 18-22. http://www.aabri.com/manuscripts/09257.pdf

[45] Strang, T. (2013). Increasing the Level of Student Preparedness in Your Inclusive Classroom. Posted in: Engagement and Motivation. http://blog.cengage.com/top_blog/increasing-the-level-of-student-preparedness-in-your-inclusive-classroom/

[46] Teaching Excellence & Educational Innovation (2015). http://www.cmu.edu/teaching/Eberly: (412) 268-2896 | Blackboard: (412) 268-9090© Copyright 2008, 2015, Eberly Center for Teaching Excellence & Educational Innovation, Carnegie Mellon University.

[47] Thombre, S. & Mahapatra, B.C. (2016). Importance of teaching competencies, personality traits, and values among B.Ed. teachers trainees.