



## SECONDARY SCHOOL ADMINISTRATORS’ PERFORMANCE COMPETENCY: BASIS FOR LEADERSHIP GUIDELINES

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### ABSTRACT

*The purpose of this research was to determine the leadership management function, which is primarily concerned with people and social interaction, as well as the process of persuading others to achieve the organizations or common goals. The study's participants were 35 public secondary school teachers from the Division of Laguna's Fourth Congressional District. The study used a validated researcher-made questionnaire as the primary instrument for gathering data and information from the study's many subjects. As per the findings of the study, secondary public-school teachers' assessments of their administrators' leadership capabilities have a substantial association with their administrators' performance competencies. As a result, administrators of public secondary schools may urge teachers to pursue and complete graduate degrees to advance their careers. Encourage teachers to participate in programs other than those run by the Department of Education for professional development, such as research festivals, short courses, seminars, and training, and other professional possibilities. Discuss and offer people the training and development they require to perform their jobs and reach their full potential. Different tactics for long-term mentorship and coaching should be included by school principals to support instructors, particularly freshly hired teachers. The Department head must be open to the suggestions of teachers under him/her to effectively derive the consensus of the teachers and come up with a better decision. Have regular open and honest two-way conversations about performance and assess the performance of employees consistently, equitably, and fairly and provide employees with feedback on how they are performing constructively and with respect. Ensure that developmental programs for aspiring school leaders' attention to encouraging participants to develop strategies for balancing work and other aspects of their lives. Lead a positive workplace culture by example and role model the right values and behaviors. Also, scholarship grants should be provided to willing teachers so that many can pursue their graduate studies. Even the teacher's organization with the initiative of the officers may propose financial assistance to those teachers to improve their teaching skills. A similar study should be conducted to verify the result of the study.*

**KEYWORDS** *School Administrators, Leadership Capability, Performance Competency*

### INTRODUCTION

Effective school managers are expected to be academically goal-oriented and supervise instructional and curricular practices accordingly. They motivate and support the teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision-making. They are also faced with the complex task of creating a school-wide vision, being an instructional leader- planning for effective professional development, guiding teachers, handling discipline, attending important events and needs, and all the other minute details that come with supervising and managing a school [6]. The job of a school principal if not more demanding and difficult than an ordinary teacher, is expected to be equal, hence “the quality of school principals as school managers is a factor in improving the quality of education” (EDCOM 1992)

Since school principals are empowered and have all the authority to assign or choose a teacher to be the department

head of each subject area, he/she may do so as for them to be part of the school administrators and school middle managers if there was none Head Teacher item in each department. Department head oversees the activities required to be implemented by a department. He / She is the lead to assign to each appropriate teacher the tasks for the development of a goal.

These designated or assigned department chairman will function as head teacher or leader in the department. Some principals specially those who are handling big schools where there are fifteen to twenty of teachers, they are adopting the qualification for Head Teacher item and be ranked accordingly These designated or assigned department chairman will function as head teachers or leaders in the department. Some principals, especially those who are handling big schools where there are plenty of teachers, are adopting the qualification for Head Teacher item and be ranked accordingly.

The researcher sought to find out more about the leadership management role, which is primarily concerned with



people and social interaction, as well as the process of persuading others to achieve organizations or common goals. There can be no successful organization or corporation without effective leadership and the beginning of members' actions, as well as the encouragement of strong motivation and employee engagement. Managerial efficiency varies based on the leadership style of the managers, according to experience. To determine the extent to which school administrators in the Division of Laguna, such as department heads or department chairs, are responsible for various subject areas in public secondary schools. Division rises to the occasion and responds promptly in carrying out their duties and obligations, which may have had an impact on the teacher's ability to educate. The researcher would also like to find out the relationship of department head's leadership and core behavioral competencies affect the teaching competencies of a teacher.

## LITERATURE REVIEW

A study conducted by Crawford, et al. [1] found that a relationship between head teachers and teachers is successful if it is built on fair treatment and mutual trust. However, if there is a lack of justice, it may result in a lack of faith in the head teacher. It is critical that a teacher has faith in the head teacher's abilities, respects his abilities, and values his accomplishments.

According to Day and Sammons [2] in the Review on School Leadership particularly on ethical or moral concern, the importance of values- and ethics-driven purposes in leadership decisions, staffroom relationships, classroom pedagogies, and 'can do' cultures or 'mindsets' of school improvement is often overlooked in more recent empirical mainstream leadership research – perhaps because it is more difficult to quantify.

The following are some of the practical implications of the study conducted by Wei, F. et al. [3]: First, the results suggest that leaders' authenticity may play an important role in improving followers' performance at work, and these performance gains are in the form of both task performance and organizational citizenship behavior. Although the significance of real leadership to job success is crucial, the moderating effect of leader competencies may be more remarkable. This pattern of findings shows that when a leader is competent, real leadership should be fostered even more. Second, the findings show that job engagement may be essential in authentic leaders' influence on their followers' performance. The fact that engagement has a direct impact on followers' work performance suggests that other than authentic leadership, it is possible to promote work engagement and improve followers' job performance. Job resources (i.e., job control, feedback, and variety), perceived value congruence, organizational support, and core self-evaluations, for example, have been found to promote work engagement in previous studies.

Tomal and Jones [4] did a study to look into cognitive competency, which highlights creative and critical talents that aid decision-making, problem-solving, and learning. Employees must be effectively communicated these aspects by a leader who develops a vision and tactics to attain that aim. Negotiation, persuasion, problem-solving, mentoring, and inspiring are just a few of the strategies used by leaders. The study by Almatrooshi, B et al. [5] suggests that leadership competency is a critical factor in any organization's success. Leadership competency can be increased by using cognitive, social, and emotional intelligence, according to the presented framework.

These factors work together to define a leader's success, as well as providing metrics for identifying strong leaders. The suggested framework is based on theoretical research; however, empirical testing is required to assess the proposed framework's possible empirical applicability.

Jodar et al. [7] noted that at the organizational level, this entails balancing the demand for leaders and leadership, determined by the context in which the organization finds itself and the strategy it plans to use to achieve its goals, with the supply of people in leadership roles or being developed into such positions, who have the right knowledge, attitudes, abilities, and behaviors for these conditions. Individual leaders must define their leadership style and identity, as well as describe how these are important to the organization's leadership demands. Understanding both the context for leadership and the ability of the individual leader to function successfully in that situation is critical. An organization's leadership capability will be matched to the demands imposed on it, while the individual leader's capability will be matched to these demands. Turner [8] states that to achieve the organization's goals, the leader will develop a "strategic narrative" that articulates the meaning and purpose of the organization, unit, department, or team, links this with the attainment of stakeholder goals, and explains how individuals involved contribute to this narrative. To do so, you'll need to analyze yourself against the competences related to this crucial part of leadership. To begin, the leader will work to give the organization, unit, department, or team meaning through its plan and individual duties. This is a 'knowing interpreting' talent. Second, the leader will recognize opportunities for the organization's growth and development— she or he will drive for results and act as a force for change in achieving these objectives, particularly through an awareness of change dynamics. The leader will actively influence and engage in this to create situations and opportunities for change. Third, the leader will create and implement ways to align numerous stakeholders with the vision and strategy; she or he will also act as an advocate, influencing policy and negotiating resources to ensure delivery. A key part of the responsibility of the leader in the health sector organization is to generate meaning and purpose. Given the dynamics and resulting pressure to change, this part of leadership will necessitate not only personal insight into the need for change, but also deftness in involving the workforce in the ensuing strategy.

Turner [8] found that the self-reflecting leader examines performance on an ongoing basis and modifies behavior accordingly with the benefit of hindsight and insight. • Personal insight is necessary for a leader or potential leader to recognize his or her own capabilities and to use this information to become more effective once insight has been turned into action. Feedback from established human resource processes, such as 360-degree appraisals, evaluations, or coaching and mentoring, can be used to collect such knowledge. A profound grasp of one's leadership talents, values and beliefs, and preferred leadership style is known as personal insight. It is the foundation for determining leadership competence in any situation. Reflect on personal strengths and areas for development as provided by self-analysis or third-party feedback, of which a 360-degree appraisal is a common form; use the identified capability to form a leadership identity that is communicated through behavior and leadership action and



recognized as authentic by followers; and execute leadership actions in a way that is sensitive to people and operational needs.

According to the findings of a study conducted by Gahan, P, et al. [9], high-performance work systems provide crucial foundations for dynamic capacities in more predictable situations. Organizations in high-speed markets, on the other hand, appear to be well advised to supplement normal development with investments in leadership competencies to enhance innovation and performance. To put it another way, our research shows that, beyond their immediate effects on performance, high-performance work systems can help organizations develop the capabilities needed for competitive advantage, but that this strategic value may require more than investments in complementary bundles of high-performance standards to be sustained.

The framework of this study is anchored on the Theory as stated in the DepEd Order no. 2 series of 2015 on, "Guidelines on the Establishment and implementation of the Result-Based Performance Management System in the Department of Education".

In an education system as stated in Philippine Human Development Report 2008-2009, This is about the ability to lead and manage a complex system of distributed players (such as schools) and layers of bureaucracy at a system level. Roles must be clearly defined in order to identify responsibilities and accountability within the company.

Thus, people management and leadership skills are essentials in realizing DepEd's goals, mission, and vision. Since the department head whether they were appointed or designated by the school head and not having the item position of the head teacher, still are managing people in the department.

What is the significance of people's performance management? They must ensure that their team members operate in accordance with the values that are important to their business and the health and social care sector. Investing time in managing their employees' performance is critical if they want to ensure that their team, service, and company are providing safe and dignified care that supports their health, wellness, and potential. It's also critical that they explain why it's so crucial to manage your employees' performance. When discussing the process with their staff, be sure to emphasize the positives and urge them to take responsibility for their own performance and development. It is critical to have systems in place and that they are adequately communicated since effectively managing performance may have a beneficial impact on how people feel about their jobs and their ability to work to the highest standards. Managers have the most power over their employees' performance.

To overcome these obstacles, organizations must undergo ongoing evolutions that result in change at all levels of leadership in all sectors. Teachers are becoming increasingly concerned about the administrative efficacy and efficiency of school leaders and department heads, particularly in our country's secondary public institutions. These fears may be justified, as a lack of good leadership may be a key factor in teachers' and students' poor performance in terms of teaching and learning. Given these concerns, the researcher believes it is necessary to investigate administrative challenges among department heads, as well as the prevailing factors influencing leaders' ability to provide effective school leadership and management.

## METHODOLOGY

The researcher determined the assessment of the public secondary school teachers on leadership capabilities of their administrators in terms of leading people, performance management, people development, and professionalism and ethics. The performance competencies of the administrators in terms of efficiency and quality were included in the dependent variable.

This study tested that there is no significant relationship between the leadership capabilities and performance competencies of the administrators as assessed by the Public Secondary School Teacher.

The study was limited to the thirty-five (35) physical education teachers of 4 public secondary schools within the Teachers and Administrators of the Fourth Congressional District of the Division of Laguna, for the School Year 2020-2021. The instrument was adopted from the 2019-2020 RPMS. It has two (2) parts namely Administrators' Leadership Capabilities and Performance competencies. These schools were chosen based on their commonality which is having PE Teacher Coordinator.

This study was designed to do the following: Teachers will be benefited and motivated to work in the workplace where they are designated to and keep their performance rating at the very satisfactorily to outstanding in rate. Develop their fashion of work for the sake of the duties and responsibilities as teachers and the future of their students. The Administrator will also be benefited to work and improve their leadership capabilities also for him/her as leaders to find attention to encouraging participants to develop strategies for balancing work and other aspects of their lives; more opportunities for team members to experience professional development as a team - one version of this would include the chair of the governing body. Lead a positive workplace culture by example and role model the right values and behaviors.

This study employed a descriptive method of research. The survey instrument is to be used as the most common descriptive research method. It seeks to determine the present practices or opinions of a specified population. Catane [11] stated that descriptive research is concerned with describing the characteristics of the population and tried to find out the association of certain characteristics in the population.

The researcher consulted her statistician on the sampling techniques. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their judgment when choosing members of the population to participate in their study. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible participants. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a study are selected because they fit a particular profile.

This study utilized the following instruments including the validated researcher-made questionnaire which was used as the major instrument to gather adequate data and information from the respective subjects of the study. The teacher questionnaire consisted of two parts; the first part was about the assessment of the Public Secondary School Teachers on the leadership capabilities of the administration in four schools. The second part was the performance competencies of the



administrators in terms of efficiency and quality.

The respondents were asked to place a checkmark on the responses they will choose from the given scale. A five-point rating scale was used to determine each part of the questionnaire. Each of the responses in the questionnaire was weighted as follows 5 with the verbal interpretation of always or excellent; 4 with often or very satisfactory; 3 with sometimes or satisfactory; 2 with never or fair and 1 with never of poor.

Scale	Range	Interpretation
5	4.20-5.00	Always/Outstanding
4	3.40-4.19	Often/Very Satisfaction
3	2.60-3.39	Sometimes/Satisfaction
2	1.80-2.59	Rarely/Fair
1	1.00-1.79	Never/Poor

**Weighted mean** - used to find out the average responses of the respondents as a measurement of the central tendency. The formula is described below:

$$X = \frac{\sum x}{N}$$

Where: X = computed weighted mean  
 $\sum x$  = the sum of the product of each response and frequency  
 N = total number of respondents

The leadership assessment of the 35 public secondary school teachers on the leadership capacities of the administrators was described using descriptive statistics of weighted mean and standard deviation.

The same statistical tools were used to describe the status of performance of the competencies of the administrators.

The Pearson "r" correlation coefficient was utilized to determine the substantial association between public secondary school teachers' assessments and administrators' leadership capabilities.

The same statistical approaches were utilized to find a significant association between public secondary school teachers' assessments of administration leadership capabilities and the performance of administrators' competencies.

To carry out this research, letters were written to Division Superintendent Dr. Marites A. Ibanez, requesting permission and consent.

Permission from the school head principal to conduct a study to the school where the teacher respondents were teaching. The researcher then created a self-made questionnaire to collect the data needed for the leadership capability guidelines on secondary school administrators' leadership capability and performance competency.

The responders were given copies of the questionnaire via Google Form. It was then administered. The acquired data was entered into a tally sheet under strict confidence. Following that, each indicator was given a code. The researcher's statistician was given the encoded data for descriptive analysis. The data was analyzed and presented in textual and tabular formats, with suitable interpretation.

## RESULTS AND DISCUSSIONS

### Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators terms of Leading People

Table 1 shows the data gathered in the assessment of the public secondary school teachers on the leadership competencies of the administrators in terms of leading the people. With self-awareness, communication, influence, and learning agility as the competences of the growth of leadership abilities, one can confidently pursue new possibilities and the next level of responsibility, as these qualities are required at every professional stage.

**Table 1 Assessment on the Leadership Competencies in terms of Leading People.**

LEADERSHIP COMPETENCIES Leading People	Public Secondary School Teachers	
	WM	VI
Uses basic persuasion techniques in a discussion or presentation e.g. staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids.	3.97	VS
Persuades convinces or influences others, to have a specific impact or effect.	3.97	VS
"Sets a good example", is a credible and respected leader, and demonstrates desired behavior.	3.97	VS
Forwards personal, professional, and work unit needs and interests in an issue.	4.40	O
Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences other to share ownership of DepEd goals, to create an effective work environment.	4.32	O
<b>Over-all WM</b>	<b>4.12</b>	<b>VS</b>

It could be seen in the table that the assessment of selected public secondary school teachers as regards the leadership competencies of their administrators in terms of leading people is at a Very Satisfactory level as seen in the overall weighted mean of 4.12 as Very Satisfactory. It further showed that all the five (5) items about leading people were assessed as Very Satisfactory also. It implied that the administrators from the Fourth Congressional District of the Division of Laguna were very competent as leaders in the aspect of leading people.

It was supported by the research by Silva [11], the effectiveness of any organization is largely determined by the level of ability with which its executives implement strategies. The core of leadership, according to him, is a conditional relationship between a manager and his or her followers. Given the fact that achieving organizational goals is never easy, it is critical that leaders' tactics be adaptable enough to allow change. An organization's performance is also influenced by its employees, who are an integral part of the organization and comprise the team that works to achieve the organization's objectives.



**Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators in terms of People Performance Management**

Table 2 shows the data gathered results on the assessment of the public secondary school teachers on the leadership competencies of their administrators in terms of people performance management. All the procedures and techniques that ensure that people are working to their full potential and embodying the company's ideals. When articulated in this manner, it may appear intimidating, yet as a manager, they should do it every day.

**Table 2 Assessment on the Leadership Competencies in terms of People Performance Management**

LEADERSHIP COMPETENCIES People Performance Management	Public Secondary School Teachers	
	WM	VI
Makes specific changes in the performance management system or n own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality).	3.80	VS
Sets performance standards and measures the progress of teachers based on department targets.	3.91	VS
Provides feedback and technical assistance such as coaching of newly hired teachers for performance improvement and action planning.	3.97	VS
States performance expectations clearly and checks understanding and commitment.	3.71	VS
Performs all the targets of a result-based performance management system supported by evidence and required documents/forms.	3.92	VS
<b>Over-all WM</b>	<b>3.86</b>	<b>VS</b>

The table shows that the assessment of selected public secondary school teachers as regards the leadership competencies in terms of people performance management is at a Very Satisfactory level as seen in the overall weighted mean of 3.86. It further showed that all the five (5) items about leading people were assessed as Very Satisfactory also. It implied that the administrators from the Fourth Congressional District of the Division of Laguna were very competent as leaders in the aspect of people performance management.

**Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators terms of People Development**

Table 3 shows the assessment of selected public secondary school teachers on the leadership competencies of their administrators' terms of people development. An administrator is essential to the proper operation of a firm since they give office support to either a person or a team. They may be responsible for answering phones, welcoming and guiding guests, word processing, spreadsheet, and presentation creation, and filing.

**Table 3 Assessment on the Leadership Competencies in terms of People Development**

LEADERSHIP COMPETENCIES People Development	Public Secondary School Teachers	
	WM	VI
Improves the skills and effectiveness of individuals through employing a range of development strategies.	3.42	VS
Facilities workforce effectiveness through coaching and motivating / developing people within a work environment that promotes mutual trust and respect.	3.44	VS
Conceptualizes and implements learning interventions to meet identified training needs through LAC Sessions.	3.74	VS
Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences to support a person's learning environment.	4.02	VS
Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.	4.00	VS
<b>Over-all WM</b>	<b>3.72</b>	<b>VS</b>

It was revealed in the table that the assessment of selected public secondary school teachers as regards the leadership competencies of their administrators in terms of people development is at a Very Satisfactory level as seen in the overall weighted mean of 3.72. It further showed that it implied that the administrators from the Fourth Congressional District of the Division of Laguna were very competent as leaders in all aspects of people development given in the table. An effective people development strategy is key for success and being able to react to changing conditions.

**Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators terms of Professionalism and Ethics**

Table 4 revealed that the data gathered in the Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators in terms of Professionalism and Ethics. It needs a well-based standard of right and wrong that prescribes what public administrators ought to do in terms of duty to public service, principles, virtues, and benefits to society.



**Table 4 Assessment on the Leadership Competencies in terms of Professionalism and Ethics**

LEADERSHIP COMPETENCIES Professionalism and Ethics	Public Secondary School Teachers	
	WM	VI
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	3.78	VS
Practices ethical and professional behavior and conduct considering the impact of his/her actions and decisions.	3.90	VS
Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	3.88	VS
Makes personal sacrifices to meet the organization's needs.	3.82	VS
Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.	3.72	VS
<b>Over-all WM</b>	<b>3.82</b>	<b>VS</b>

It can be gleaned in the table that the assessment of selected public secondary school teachers as regards the leadership competencies of their administrators particularly in professionalism and ethics is at a Very Satisfactory level as seen in the overall weighted mean of 3.82. It further showed that all the five (5) items of professionalism and ethics were assessed as Very Satisfactory also. It implied that the administrators from the Fourth Congressional District of the Division of Laguna were very competent as leaders in the aspect of professionalism and ethics.

The findings are comparable in Day and Sammons [2] research on the Review on School Leadership, particularly on ethical or moral concern. An area of leadership so often overlooked in more recent empirical mainstream leadership research – perhaps because it is more difficult to quantify – is the key role that values- and ethics-driven purposes play in leadership decisions, staffroom relationships, classroom pedagogies, and 'can do' cultures or 'mindsets' of sc.

**Assessment of Selected Public Secondary School Teachers on the Leadership Competencies of their Administrators in terms of Teamwork**

Table 5 shows the data and results on the assessment of the selected public secondary school teachers on the leadership competencies in their administrators in terms of Teamwork. Teamwork can be defined as the ability to work with others through cooperation and communication to accomplish a common goal Baker, Salas, King, Battles & Barach, 2005; Ballangrund et al. [13]. Teamwork can reduce workplace errors, increase employee and client happiness, and create possibilities for professional development. [14-15] Ballangrund; Hwang & Ahn.

**Table 5 Assessment on the Leadership Competencies in terms of Teamwork**

LEADERSHIP COMPETENCIES Teamwork	Public Secondary School Teachers	
	WM	VI
Willingly does his/her share of responsibility.	3.86	VS
Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	3.70	VS
Applies negotiation principles in arriving at win-win agreements.	3.78	VS
Drives consensus and team ownership of decisions.	3.39	S
Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	3.44	S
<b>Over-all WM</b>	<b>3.63</b>	<b>VS</b>

It can be seen in the table above that the assessment of selected public secondary school teachers as regards the leadership competencies of their administrators particularly in the aspect of teamwork is at a Very Satisfactory level as seen in the overall weighted mean of 3.63. It further showed that two (2) items about teamwork were assessed as Satisfactory only. These are “Drives consensus and team ownership of decisions;” and “Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.” It implied that the administrators from the Fourth Congressional District of the Division of Laguna need to investigate the issues of Items 4 & 5 to be very competent as leaders in all aspects of teamwork.

**Assessment of Selected Public Secondary School Teachers as Regard the Performance Competencies of Administrators**

Table 6 shows the Assessment of Selected Public Secondary School Teachers as Regard the Performance Competencies of Administrators in terms of efficiency. The capacity to run efficiently is a leadership skill that goes hand in hand with the organization. Simply said, efficiency implies not wasting time while working toward a goal. A leader's time will be better spent if they have a clear direction, a goal to focus on, and the motivation to achieve it.



**Table 6 Assessment on the Performance Competencies in terms of Efficiency**

PERFORMANCE COMPETENCIES Efficiency	Public Secondary School Teachers	
	WM	VI
Manage the processes and procedures in monitoring student achievement	3.59	VS
Develop/adapt a research-based school program.	3.65	VS
Conduct Instructional Supervision using an appropriate strategy	3.43	S
Evaluate lesson plans as well as classroom and learning management	3.76	VS
Provide in a collegial manner timely, accurate, and specific feedback to teachers regarding their performance.	3.59	VS
<b>Over-all WM</b>	<b>3.60</b>	<b>VS</b>

**Note:** 1.00-1.49 (P); 1.50- 2.49 (US); 2.50 - 3.49 (S); 3.50 - 4.49 (VS); 4.50 - 5.00 (O)

It can be gleaned in the table that the assessment of selected public secondary school teachers as regards the performance competencies of their administrators in the aspect of efficiency is a very satisfactory level as shown in the overall weighted mean of 3.60. It further showed that one (1) item about efficiency was assessed as satisfactory only. This is the "Conduct Instructional Supervision using the appropriate strategy." It implied that the administrators from the Fourth Congressional District of the Division of Laguna need to investigate the issue of Item 3 to be very competent as leaders in all aspects of efficiency.

This was supported in the study conducted by Gahan, P, et al. [9], capabilities to develop and market innovative products and services remain at the center of successful firms, according to [9]. Organizational competencies to recognize new developments and changing situations, grab appropriate opportunities, and restructure organizational assets in light of the situation underpin innovation. We also illustrate how organization-level routines, as well as effective leadership, support these organizational capacities.

**Assessment of Selected Public Secondary School Teachers on the Performance Competencies of their Administrators in terms of Quality**

Table 7 shows the assessment of the public secondary school on the performance of the administrators in terms of quality. Integrity, accountability, empathy, humility, resilience, vision, influence, and positivity are the most vital attributes of a good leader. "Management is about convincing people to do things they don't want to do, whereas leadership is about motivating people to achieve things they never imagined possible."

**Table 7 Assessment on the Performance Competencies in terms of Quality**

PERFORMANCE COMPETENCIES Quality	Public Secondary School Teachers	
	WM	VI
Utilize assessment results to improve learning	3.67	VS
Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly.	3.79	VS
Address deficiencies and sustain successes of current programs in collaboration with teachers and learners.	3.61	VS
Recognize the potentials of staff and provide opportunities for professional development.	3.37	S
Provide expert technical assistance and instructional support to teachers	3.57	VS
<b>Over-all WM</b>	<b>3.60</b>	<b>VS</b>

**Note:** 1.00-1.49 (P); 1.50- 2.49 (US); 2.50 - 3.49 (S); 3.50 - 4.49 (VS); 4.50 - 5.00 (O)

As seen in the table, the assessment of selected public secondary school teachers as regards the performance competencies of their administrators in the aspect of quality is at a very satisfactory level as shown in the overall weighted mean of 3.60. It further showed that one (1) item of innovation was assessed as satisfactory only. This is the "Recognize potentials of staff and provide opportunities for professional development." It implied that the administrators from the Fourth Congressional District of the Division of Laguna need to investigate the issue to be very competent as leaders in all aspects of quality.

**Table 8 Assessment on the Leadership Competencies and Performance Competencies (Over-all)**

Table 8 shows the results on the leadership performance competencies of the administrators. It includes the leading the people, people performance management, people's development, professionalism and ethics and teamwork that is considered as an important tool to measure how capable is the leader when it comes to leadership. It is important to consider the strong communication skills that might develop the harmonious relationship of the one organization. The performance competencies

Leadership Performance Competencies of the Administrators	Public Secondary School Teachers	
	OWM	VI
Leading People	4.12	VS
People Performance Management	3.86	VS
People Development	3.72	VS
Professionalism and Ethics	3.82	VS
Teamwork	3.63	VS
<b>Performance Competencies of their Administrators</b>		
Efficiency	3.60	VS
Quality	3.60	VS
<b>Grand WM</b>	<b>3.76</b>	<b>VS</b>



Table 8 revealed that the assessment of selected public secondary school teachers as regards the leadership performance competencies of their administrators particularly in Leading People, People Performance Management, People Development, Professionalism and Ethics, Teamwork, Innovation, Leadership Performance Competencies of their Administrators, Efficiency and Quality are at a very satisfactory level as seen in the grand weighted mean of 3.76. It further showed that all the variables about leadership performance competencies were assessed as Very Satisfactory. It implied that the administrators from the Fourth Congressional District of the Division of Laguna were very competent leaders and their performance exceeded expectations, and the set target is consistently demonstrated.

**Table 9 Pearson r Correlation for Leadership Capability in terms of Creating a Professional Learning Community and Performance competencies.**

	Computed r value	r 2	Critical Value	Verbal Interpretation	Decision
Creating a Professional Learning Community and Leading People	-0.64274968	0.41	0.095	Significant	Reject Ho
Creating a Professional Learning Community and People Performance Management	0.766081632	0.59	0.095	Significant	Reject Ho
Creating a Professional Learning Community and People Development	0.249879206	0.60	0.095	Significant	Reject Ho
Creating a Professional Learning Community and Professionalism and ethics	0.311258459	0.10	0.095	Significant	Reject Ho
Creating a Professional Learning Community and Teamwork	0.637159699	0.41	0.095	Significant	Reject Ho
Creating a Professional Learning Community and Efficiency	-0.534762878	0.29	0.095	Significant	Reject Ho
Creating a Professional Learning Community and Quality	0.970298354	0.94	0.095	Significant	Reject Ho

Table 9 shows that the school administrators in the Fourth Congressional District of the Division of Laguna as assessed by the Selected Public Secondary School Teachers in terms of Leadership Capability particularly in Creating Professional Learning Community and the different indicators for Leadership Performance Competencies such as Leading People, People

Performance Management, People Development, Professionalism and ethics, Teamwork, Innovation, Efficiency, and Quality are Significant thus the null hypotheses are rejected.

For Creating a Professional Learning Community and Quality with the highest computed r-value of 0.97, this correlation represents a Very High Correlation. The correlation that exists between Leadership Capability in Creating a Professional Learning and quality is about 94%. Then, for Creating a Professional Learning Community and People Development the computed p-value is 0.24. This correlation represents a Low Correlation. The correlation that exists between Leadership Capability in Creating a Professional Learning Community and People Development is about 60%. For Creating a Professional Learning Community and People Performance Management with the computed r-value of 0.76, this correlation represents a High Correlation. This correlation that exists between the leadership capability in Creating a Professional Learning Community and People Performance Management is about 59%. For Creating a Professional Learning Community and Teamwork with the computed r-value of 0.63, this represents correlation a Moderate Correlation. This correlation that exists between leadership capability in Creating a Professional Learning Community and Teamwork is about 41%. Then for Creating a Professional Learning Community and Leading People with the computed r value of -0.64, this represents correlation that is a Moderate Correlation. The correlation that exists between the leadership capability in Creating a Professional Learning Community and Leading People is about 41%. Then for Creating a Professional Learning Community and Efficiency with the computed r value of -0.53, this represents correlation a Moderate Correlation. The correlation that exists between Professional Learning Community and Leading People is about 29%. Then for Creating a Professional Learning Community and Professionalism and ethics with the computed r-value of 0.31, this represents a correlation that is a Low Correlation. The correlation that exists between the leadership capability in Creating a Professional Learning Community and Professionalism and ethics is about 10%. Lastly, for Creating a Professional Learning Community and Innovation with the computed r value of -0.10, this correlation represents a Negligible Correlation. The correlation that exists between leadership capability in Creating a Professional Learning Community and Innovation is almost 1%. All of these were found to be significant and with the greater computed r-value to the critical value of 0.095, thus the null hypotheses are rejected.

The result implies that school administrators should strengthen their leadership skills in terms of Creating a Professional Learning Community because it directly affects their Leadership performance so the following indicators should always be observed and considered: “Ensures that the School Plan for Professional Development(SPPD) emerges from the Individual Professional Plan for 'Development (IPPD) and other identified needs of school personnel included in the SIP/AIP”;

“Mentors and coaches employees and facilitates the induction of new ones”;

“Ensures that the objectives of the school development plan are supported with resources for training and development programs”;

“Assesses and analyzes the needs and interests of teachers and other school personnel”;

“Develops programs and projects for continuing personal and professional development including moral recovery and values formation





among teaching and non-teaching personnel”.

**Table 10 Pearson r Correlation for Leadership Capability in terms of Leading and Managing Change and Performance competencies.**

	r value	r 2	Critical Value	Verbal Interpretation	Decision
Leading and Managing Change and Leading People	-0.71897527	0.52	0.095	Significant	Reject Ho
Leading and Managing Change and People Performance Management	0.854811954	0.73	0.095	Significant	Reject Ho
Leading and Managing Change and People Development	-0.011583308	0.00	0.095	Not Significant	Accept Ho
Leading and Managing Change and Professionalism and ethics	0.443186297	0.20	0.095	Significant	Reject Ho
Leading and Managing Change and Teamwork	0.433057865	0.19	0.095	Significant	Reject Ho
Leading and Managing Change and Efficiency	-0.514865287	0.27	0.095	Significant	Reject Ho
Leading and Managing Change and Quality	0.857639155	0.74	0.095	Significant	Reject Ho

Table 11 presents the Pearson r Correlation for Leadership Capability in terms of Leading and Performance Competency particularly Managing Change of school administrators in the Fourth Congressional District of the Division of Laguna as assessed by the public secondary school teachers.

For Leadership Capability in terms of Leading and Managing Change and Quality for Leadership Performance competency has the highest computed r-value is 0.74 equivalent to 74% greater than the critical value of 0.095 which implies a High Correlation thus the *null hypothesis is rejected*. Next is Leadership Capability in terms of Leading and Managing Change and People Performance Management for Leadership Performance competency has the computed r-value is 0.85 equivalent to 73% greater than the critical value of 0.095 which implies High Correlation thus the *null hypothesis is rejected*. Then, Leading and Managing Change and Leading People With the computed r-value of -0.71 equivalent to 52% greater than the

critical value of 0.095 which implies High Correlation thus the null hypothesis is rejected. It was followed by Leading and Managing Change and Efficiency with the computed r value of -0.51 equivalent to 27% greater than the critical value of 0.095 which implies a High Correlation thus the *null hypothesis is rejected*. Next is Leading and Managing Change and Professionalism and ethics with the computed r-value of 0.44 equivalent to 20% greater than the critical value of 0.095 which implies Moderate Correlation thus the *null hypothesis is also rejected*. For Leading and Managing Change and Teamwork with the computed r-value of 0.43 equivalent to 19% greater than the critical value of 0.095 which implies Moderate Correlation thus the null hypothesis is rejected. And then for Leading and Managing Change and Innovation with the computed r-value of -0.41 equivalent to 17% still greater than the critical value of 0.095 which also implies Moderate Correlation, and the *null hypothesis is rejected*. Lastly for Leading and Managing Change and People Development -0.01 is equivalent to 0.00% lesser than the critical value of 0.095 which implies No Correlation thus the *null hypothesis is accepted*.

**CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings of the study, the following conclusions and recommendations are made:

The assessment of the selected public secondary school teachers on the leadership capabilities of their administrators has a significant relationship with the performance competencies of their administrators, hence the null hypothesis was rejected.

Administrators of the Public Secondary Schools from the Fourth Congressional District of the Division of Laguna may encourage students to pursue and finish their graduate studies for their professional growth.

Encourage teachers to join different programs aside from DepEd initiated programs for professional development of teachers like joining research festivals, attendance to short courses, seminars, and pieces of training, and other professional opportunities. Evaluate and equip employees with the necessary learning and development (as well as any other tools and support) to complete their tasks and reach their full potential.

School principals should include different strategies for a long-term mentoring and coaching procedure to assist teachers, especially the newly hired teachers.

The Department head must be open to the suggestions of teachers under him/her to effectively derive the consensus of the teachers and come up with a better decision. Regularly hold open and honest two-way dialogues about performance; consistently, equally, and fairly evaluate employee performance; and provide constructive and respectful feedback on how employees are performing. Ensure that developmental programs for aspiring school leaders’ attention to encouraging participants to develop strategies for balancing work and other aspects of their lives; more opportunities for team members to experience professional development as a team - one version of this would include the chair of the governing body. By leading by example and modeling the correct attitudes and actions, you may create a great workplace culture.

Also, scholarship grants should be provided to willing teachers so that many can pursue their graduate studies. Even the teacher’s organization with the initiative of the officers may propose financial assistance to those teachers who are very much



willing to attend different seminars and training to improve their teaching skills.

A similar study should be conducted to verify the result of the study.

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