

# RE-THINKING OF THE SCHOOL HEADS' SELF-ASSESSMENT OF LEADERSHIP PERFORMANCE RELATIVE TO SCHOOL-BASED MANAGEMENT: GROUNDWORK FOR POLICY OPTIONS

JOCELYN D. BALUYUT  
*Researcher*

*Doctor of Philosophy  
Major in Educational Management*

**Arnel T. Sicat, Ph.D.**  
*Adviser*

## **Abstract**

*This quantitative study is aimed at reflecting on the respondent-public school heads' self-assessment of their leadership performance that was gauged using a modified instrument derived from the standardized Results-Based Performance Management System (RPMS) tool under the context of School-Based Management (SBM). Insights arrived at are intended to draw strands for re-thinking options to maximize the benefits of the SBM. Specifically, the research described the profile of the 88 secondary school heads in a target division and their self-assessed core behavioral and leadership competencies and determined the association between their profile and self-assessment results. A general positive self-assessment was evident among the respondents, and that all the independent variables relative to School-based Management are considered indicators of school leadership performance. The study revealed that there is a moderate association between school category with professionalism and ethics and SBM with self-management and people development. While the RPMS as a system of evaluating performance proves to be beneficial, the study strongly recommends as a policy option the strengthening of the value of self-reflection among the school heads and the devise of other evidence-based courses to capture their achievements or accomplishments as well as their actual needs relative to leadership competencies development.*

---

**Keywords:** self-assessment, leadership, school-based management, policy options

## INTRODUCTION

*The Department of Education has stepped up its efforts to decentralize education management – a strategy that is expected to improve the Department's operating efficiency and upgrade education quality.*

*We are now accelerating the implementation of School-Based Management (SBM), a key component of the Basic Education Sector Reform Agenda or BESRA. With SBM, the school as the key provider of education will be equipped to empower its key officials to make informed and localized decisions based on their unique needs toward improving our educational system...*

*(Sgd.) JESLI A. LAPUZ  
Secretary, Department of Education (DepEd)*

The above excerpt from the Department of Education's Foreword of the *A Manual on the Assessment of School-Based Management Practices (2009)* capsulizes what appears to be the trajectory of the government's SBM program. "To empower its key officials to make informed and localized decisions based on their unique needs toward improving our educational system" strengthens what the DepEd intends to create out of its school leaders: to empower them, that is, to enable them to make a difference in their respective areas of work, banking on their available resources and leadership capabilities. The SBM program appears to be among the Philippine government's moves that reflect its awareness of the fact that while all public schools fall under one department and one government agency bounded by the same vision and mission, every public school still has its unique features composed of peculiar needs, strengths, weaknesses, culture, traditions, and practices. Such elements are practically shaped by no less than the stakeholders themselves headed by the school leader (usually the principal), with the latter playing the pivotal role in creating favorable changes toward improved student learning.

Reviewing further, SBM is a form of educational governance that grants responsibilities and authority over school operations to principals, teachers, parents, and other local community-based members. It is grounded on a practical thought that local and often shared decision-making will lead to more efficient and effective decisions aligned with local priorities (Shaeffer, 2013). Although SBM can take different forms - varying in the scope of autonomy given to the school and the level of participation of various stakeholders in the school decision-making process - the impetus is primarily to improve educational quality. In SBM, the focus on the increased autonomy of schools is paired with increased accountability. Giving schools, principals, and teachers greater autonomy means that their actions should be answerable to parents, to the community, as well as to the central government. Such oversight by various stakeholders is argued to improve school quality and student learning (De Grauwe, 2005).

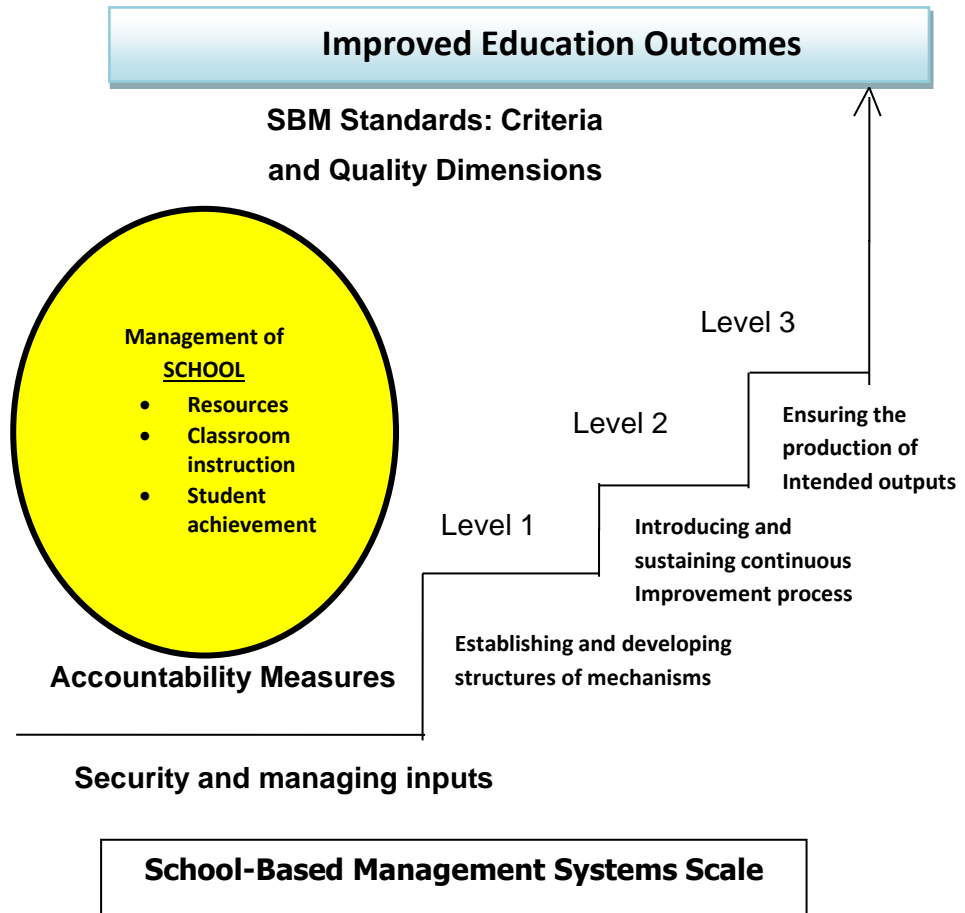
Briggs and Wohlsetter (2003) generated eight elements of schooling that were associated with successful SBM: a vision focused on teaching and learning that is coordinated with student performance standards; decision-making authority used to change the core areas of schooling; power distributed throughout the school; the development of teachers' knowledge and skills that is oriented toward change, a professional learning community, and shared knowledge; mechanisms for collecting and communicating information related to school priorities; monetary and non-monetary rewards to acknowledge progress toward school goals; shared school leadership among administrators and teachers, and resources from outside the school.

The importance of SBM in improving learning outcomes is emphasized in different legal documents and issuances of the government and the education department: (1) The Local Government Code of the Philippines (R.A. 7160) enables communities to be more effective partners in the attainment of national goals; (2) The Medium-Term Philippine Development Plan (MTPDP 2004-2010) requires localized educational management that would enable schools to focus on enhancing initiative, creativity, innovation, and effectiveness; (3) Governance of Basic Education Act (R.A. 9155) emphasizes decentralization of school governance; (4) Basic Education Sector Reform Agenda (BESRA) provides a package of policy reforms focused on Key Reform Thrusts (KRTs). The KRT I deals with continuous school improvement through the active involvement of stakeholders. It is anchored on the principle that those who are directly involved in and are affected by school operations are in the best position to plan, manage and improve the school; (5) the Schools First Initiative (SFI) of 2004 empowers educational leaders and stakeholders to focus on school improvement and total well-being of school children.

With SBM principles application, the Department of Education has elevated its efforts that will pave the way for quality education and holistic development of the school children. This ultimate goal is gauged in a three-scale practice (Level 1-Standard, Level II- Progressive, and Level III- Mature) devised to assess school performance. Level I (Standard) - refers to compliance of a school with the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes. Level II (Progressive) - intensifies mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes. Level III (Mature) - goes further by maximizing efforts of the school and the community/stakeholders to achieve higher learning outcomes (SBM Manual, 2009).

Figure 1 shows the School-Based Management System Scale. To ensure that SBM works toward improved learning outcomes, the designed scale is an evident reference in a framework that was formulated to identify and explain the elements, logical structure, and interrelationship of units that comprise a system. Geared towards the improvement of education outcomes, the SBM framework describes the system for a) securing adequate inputs and managing them efficiently and effectively; b) establishing and developing structures

and mechanisms that are helpful in achieving desired goals and objectives; c) introducing and sustaining a continuous improvement process; and d) ensuring that every school produces the intended outputs that lead to the attainment of better education outcomes (SBM Manual, 2009).



**Figure 1. School-Based Management Scale**

Meanwhile, a principal is vested with authority and accountability as mandated by the DepEd. But this government-given authority should be exercised with a deep sense of responsibility once cascaded among the personnel, parents, stakeholders, and learners. Focusing on the principals' roles, literature, research, practical reasoning, and experiences unanimously attest to the reality that the type and competence of school leadership dictate the tempo of all the aforementioned features of every school. Whether factors work in the best interest of the school or not depends on the leader's competence in carrying out every task.

School heads, therefore, are face to face with the expectation that they deliver as mandated, which is not only inscribed in government mandates but even in the works of experts and researchers on leadership. As an example, Browne-Ferrigno (2016) noted in her opening statement in an editorial article that some educational leader-researchers recognize that leadership is a critical component of effective schools across curriculum levels, in particular, Preschool to Grade 12. In a similar vein, earlier reviews such as that in Hallinger and Heck (2003) found that the effect of leadership has been prevailing in both the literature and practice for almost half a century.

The SBM entails changing roles (School-based Management, 1996); it needs dynamic principals who see decision-making as a participative activity shared among various school constituents. The 21st-century career of school principals appears to be all about change—in thinking, strategies, and behaviors to meet the challenges of the times, requiring school leaders to be current and resilient, thus, necessitating continuous learning and connecting these to their values system.

Studies support such observation about the evolving roles that principals play in improving schools. For instance, Guilfoyle (2013) noted the changing roles of the principals over the years. She lined up these roles from being building managers to being key drivers of improving schools—as supervisors and leaders of instruction, fund-raisers, visionaries, data analysts, and change agents, among others. Likewise, Neumerski (2012) noted from the extensive review of the literature on how one body of concepts on the principals' jobs change over time. From being simply viewed as administrators who are primarily tasked to supervise instruction (coined as 'instructional leaders' in Hallinger as cited in Neumerski), principals are now charged with multiple functions. For instance, as 21st-century school leaders, they are tasked not only to manage and lead but also to educate, empower people, engage faculty and students, and excel through a visionary leadership style that inspires all to be intentional learners, to think critically and to work collaboratively to meet the demands of a global, digital and dynamic world (Fisher & Waller, 2013). Put together, all these tasks have turned to be understood as being aimed at making schools continue to improve, and the school principal is held responsible for such (Elliott, 2014), and schools should produce graduates who shall contribute to society's progress.

For the time being, the question of how school leaders/ principals achieve schools' targets and societal expectations becomes equally an important concern to determine what support mechanisms are still necessary to be provided so that institutions of learning shall continue to meet established standards of performance. In the management parlance, the process that determines performance is under the confines of controlling that includes monitoring and evaluating achievement of preset goals based on given performance standards and taking corrective actions when necessary (Principles of Management, 2015).

Assessing school principal performance is both necessary and challenging (Condon & Clifford, 2010). This mechanism helps the school heads calculate where they currently are

and how to gain strength and make future decisions as frontrunners in the academe. Principal evaluation brings many benefits in improving the school system. Weiss (1989) notes that evaluation encourages communication within organizations, facilitates mutual goal setting by principals and superintendents, sensitizes evaluators to principals' needs, and motivates principals to improve.

Determining the positive impact of principal evaluation in relation to school-based management (Martin, 1993) is indispensable to ensure that the school leaders are on the right track in doing their roles in the educational arena. Meanwhile, the DepEd Mission states, "Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen." This statement covers a bulk of responsibilities that challenges the capabilities of a principal to lead. It concerns the expected totality of a leader in action.

Anchored on the DepEd Mission Statement, the Department of Education (DepEd) designed a manual on Assessment of School-Based Management Practices to guide educators to manage and run public schools efficiently and effectively. It highlights the strategic importance of educating the children and other stakeholders in participating in educational activities (School-Based Management [SBM] Manual, 2009). The emphasis is to make school heads' and teachers' tasks easier since the community is involved in school improvement initiatives toward better student performance.

With SBM, school heads' roles and extent of responsibility and accountability evolve. Through self-evaluation, gauging one's leadership effectiveness of the inputs and the quality of efforts exerted can be mirrored. Thus, evaluating the level of value of the indicators of school leadership performance relative to school-based management is a mode of verification for a school administrator to track his/her strengths and weaknesses in the course of implementing SBM in the workplace. However, assessment alone is not a silver bullet for all the challenges facing public education, but it is one valuable tool. If assessment can become an essential means of illuminating and changing the performance of school leaders, especially in the lowest-achieving schools, they may finally begin to make a severe dent in the unacceptable achievement gap that confronts this country (Portin, 2009).

There are different types of evaluation with which feedback could be drawn, and among these is **self-evaluation**. As empowered leaders, principals are engaged too in self-reflection. Principal self-evaluation is so important since it is based on the premise that the best knowledge is self-knowledge (Green, 2016). Assessing one's own leadership capabilities will redound to the idea that school heads need to learn and change for the better.

The DepEd, through the SBM program, devised the instrument/ tool used for the principal's assessment-this is the Office Performance Commitment and Review Form (OPCRF). It is an evaluation form that focuses on core behavioral competencies, namely: **self-management, professionalism and ethics, result-focus, teamwork, service**

**orientation, and innovation**, and on their leadership competencies. These competencies are further defined in the succeeding presentation.

In order to lead effectively, **self-management** is the main concern. According to Hurley (2003), "World-class leaders and managers of others manage themselves first" (p.2). Hence, becoming a self-leader will likely mean being a leader of others. It is in knowing oneself – that is, recognizing one's moods, drives, and emotions (Olannye, 2013), the key to understanding its impact on others. **Self-management** is a competency to 'must have' if one desires to face and overcome the trials of a principal's work. It is about learning preferences, perception, values, managing stress, and personal resilience. In learning preference, what is emphasized is "how one wants to learn best: listening, reading on one's own or other means." Perception simply means how things are perceived. Leadership ethics and values, according to Heathfield (2016), are exhibited in a leader's actions every single day. Personal resilience (Yemm, n.d.) is one's ability to bounce back or even grow in the face of pressures and threats.

Educators such as the school heads should exemplify a set of standards that should be adapted and accepted by the professional community. This concern is one of the highlights of the behavioral competencies that are evaluated since leading a school pertains to managing a community of educators whom learners and individuals could look up to as good examples.

**Professional ethics** focuses attention on the good: what it is good to do, what kind of good is served by each kind of profession, what kind of good lawyers, physicians, engineers, pharmacists or journalists, etc., are trying to promote (Alonso, 1996, p. 201).

**Leadership**, according to Maxwell (2002), is not about the things people do; that is management. Leadership, he insists, "is the person who you are – one's character inspires others." Leadership is about influence, and "moral leadership begins with moral leaders" (Lashway, 1996, p. 3). Leaders teach with actions, not just with words. What one does is who one is. Thus, to become an ethical leader, one must do more than follow a set of rules. Lashway-(1996) also notes, "The leader's responsibility is complex and multi-dimensional, rooted less in technical expertise than in simple human integrity" (p. 3).

Why does a school head need to be a **results-focused** leader? Bennis (2014) stated that "Results-Based Leadership makes one of the most important statements about the very meaning and importance of leadership." The goal of leading is to achieve desired results; it is about being aware of the needs of the customers so that plans and actions will be aligned to gain expected outcomes. What should not be set aside is the connection between critical capabilities and results, and the said vital faculties need to be evident in school leadership.

Meanwhile, **teamwork** is a broadly professed theory. According to Muller, Pitsoe, and Niekerk (2013), **teamwork** is viewed as a connection that drives effectiveness in schools. Working together as a team makes organizational work easier. Leadership as a management task refers to influencing followers to achieve organizational aims (Kleon & Rinehart, 1998). In organizations such as schools, teamwork is important to managers and leaders because

teams are people in action within the organizational context who are in aspiring to achieve organizational aims. For Medwell (2009), teamwork is a gathering of a workgroup of individual experts for prescribing purposes, having communication, having cooperation, decision-making together, and knowledge and ability to work together in making work plans to accomplish the goal. It can be construed that lack of teamwork in schools affects school performance. Thus, teamwork is considered a main recipe for maximum employee engagement in the teaching and learning field.

**Service orientation** is the ability and desire to anticipate, recognize and meet others' needs, sometimes even before those needs are articulated. Service-oriented people focus on providing satisfaction and making themselves available to others. Saying that they are service-oriented is not enough; however, it requires them to match their rhetoric with their actions (Hoekstra, 2009). It is more of understanding the pains and what the customers are going through. Awareness and sensitivity to how people in the organization can be led responsibly in accomplishing the thrusts of the organization is a concern that needs to be worked out through effective feedback-gathering.

The schools' future will greatly depend on the **innovations** that will be tried in the current era. Doss (2014) cited that people are in the midst of an increasingly rapid transformation in education across dimensions of purpose, content, pedagogy, and methodologies. Indeed, technology is now a social change that people cannot just simply evade or ignore. It is an innovation that brings unpredictable surprises and multiple challenges in an educational culture that tends to be wary of change. Selman (n.d., p.2) points out a more powerful way to think of innovation is that it means intentionally '*bringing into existence*' something new that can be sustained and repeated and which has some value or utility. That is, innovation is always related to some practical 'in-the-world' value. It is about making new tools, products, or processes, bringing forth something 'new' which allows human beings to accomplish something they were not able to accomplish previously.

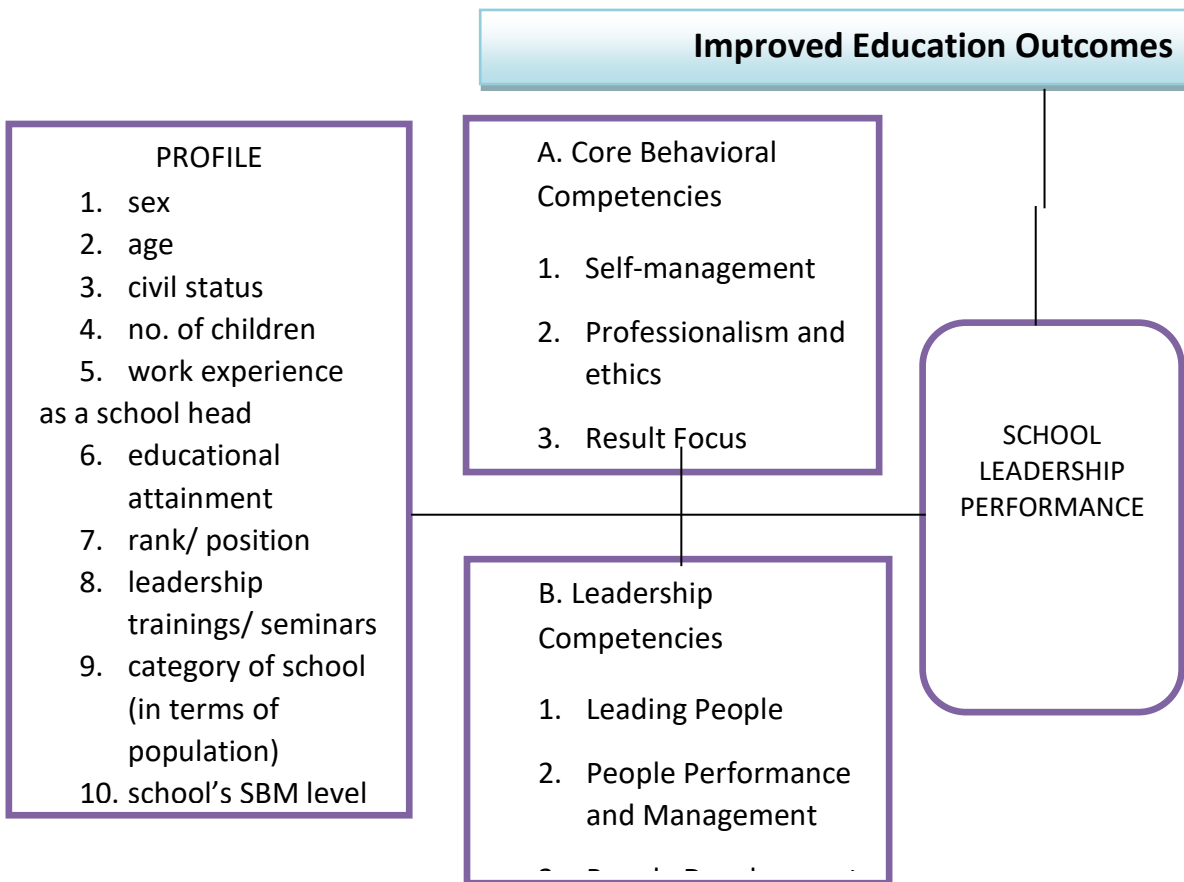
Reforms in education through standards and accountability increase the pressure for schools to have strong leaders. There is a general belief that good school principals produce successful schools, and efforts to raise student achievement cannot succeed without this leadership (DiPaola & Tschannen-Moran, 2003).

Meanwhile, the questionnaire that was used in the present study covers the demand to **reflect on one's leadership practices** that will guide a school head to craft plans in the future. Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders (Brownwell, 2006). Behavioral competencies encompass knowledge, skills, attitudes, and actions that identify exemplary performers. These competencies may be considered as the hallmarks of superior performance (Richards, 2017) since they are determinants to showcase the strong capabilities of school leaders.



The conceptualization of this study is anchored in the idea that leadership is a critical key in providing the learners and teachers with a meaningful learning interaction. With this realization, the self-evaluation of core behavioral competencies in leading a school may serve as an avenue for school leaders to reflect on their capabilities and needs for further professional enhancement.

Figure 2 shows the Conceptual Framework of the present study. The figure presents the input variables inside the profile box that may create an impact on leadership performance and that leadership performance is expected to bring about improved learning outcomes. Core behavioral and leadership competencies are the skills in focus that are hypothesized to determine quality behavior and performance if practiced best in a school setting.



**Figure 2. Conceptual Framework**

Guided by the same framework, this study seeks to derive options that may be considered to maximize the benefits of the implementation of the SBM in the public schools through the re-thinking of the results of the school heads' self-assessed leadership performance as well as of the process by which such self-assessment is undertaken. Specifically, it seeks to (1) describe the profile of the respondent- public secondary school principals in terms of: sex, age, civil status, no. of children, work experience as a school head, educational attainment, rank/ position, leadership trainings/ seminars and category of school (in terms of population) and SBM level accreditation of the respondents' current school assignment; (2) determine their self-evaluated leadership performance in terms of: core behavioral competencies focusing on self-management, professionalism and ethics, result focus, teamwork, service orientation and innovation; and leadership competencies that cover leading people, people performance and management, and people development; (3) determine the relationship between the respondents' profile and their behavioral and leadership competencies; and (4) determine the strength of the association between the respondents' profile and their core behavioral and leadership competencies by computing for the Eta Squared.

The study assumes that there is a significant relationship between the respondents' profile and their behavioral and leadership competencies.

The results of this study are hoped to contribute to providing gainful insights to those involved in leading and managing the teaching-learning process. May school heads find this work worthwhile in making them realize the value of constant self-assessment and reflection as a vehicle toward the improvement of their leadership practice.

This study also hopes to serve as a reference for those who directly work with the principals, such as superintendents, supervisors, and human resource administrators who dream of producing extraordinary schools with remarkable leaders. This work is humbly offered to serve the interest of policy-makers and implementers who are charged with developing standardized evaluation tools that can be adopted for the effective implementation of SBM. Likewise, it is hoped that this study may help in crafting and implementing future seminar-workshops that will strengthen the performance of school leaders in this modern time of managing schools.

This dissertation is also meant to contribute to the body of knowledge on the general course of this study which is school leadership performance. From a practical viewpoint, the essence of this study boils down to the idea of building pathways to develop a generation of next SBM Leaders who can transform schools into what 21<sup>st</sup>-century education demands.

The following definitions are provided to assist readers in the interpretation of the study:

**Behavioral competencies.** This refers to the knowledge, skills, and technical know-how that contribute to the development of an individual and ensure the smoother workflow of an organization. In this study, this definition is adopted.

**Leadership competencies.** This term refers to leadership skills and behaviors that contribute to superior performance (Gray, 2008). The study refers to these as the know-how on leading people and the successful execution of strategies in leading an educational institution. Leadership competencies in this study cover three areas: leading people, people performance and management, and people development.

**Policy options.** This refers to plans or guidelines that may be chosen or considered to enhance government services. In this study, this definition is adopted.

**Results-Based Performance Management System.** This is an organization-wide process to ensure that employees focus on work efforts toward achieving **DepEd's** Vision, Mission, Values, and Goals (RPMS Overview, 2014).

**Self-Assessment.** It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement. This definition is adopted in this study for the purpose of reflecting on one's school leadership performance.

**School-Based Management.** This is the key component of the Basic Education Sector Reform Agenda or BESRA. With SBM, the school, as the key provider of education, will be equipped to empower its key officials to make informed and localized decisions based on their unique needs toward improving our educational system (SBM Manual, 2009). In this study, the same definition was adopted. In addition, SBM is considered the goal of effective leadership.

## METHOD

Found in this section is the description of how the study was undertaken, specifically the research design, respondents with the sampling technique used, the research instruments including its development and validation, and the procedures in data gathering and data analysis.

The study sought to accomplish its objectives by using the quantitative method of gathering and analyzing data where meaning was derived from pertinent numerical figures. These figures consisted of the information elicited from the selected respondents.

Since the SBM or the School-Based Management program is widely implemented among public schools, included respondent-school leaders were thus those coming from the public sector. This study, in particular, selected the secondary school leaders based on the earlier persistent expression of the need to revalidate their practice of self-assessment using the RPMS. The tool used is meant to substantiate the performance of school heads in leading public secondary schools as per the main thrust of SBM, which is the decentralization of decision-making from the Central Office to field offices to better respond to specific education needs of each school.

A list of all the public secondary school heads was obtained with the permission of the authority in charge. As permitted by the DepEd authorities, a total of 112 secondary school heads in the selected division were invited to participate and given the questionnaire; however, only 88 consented by returning the accomplished research instrument.

Meanwhile, the research instrument used composed of two parts: the first section inquired on the respondents' profile: (1) sex; (2) age; (3) civil status; (4) no. of children; (5) work experience as a school head; (6) educational attainment; (7) rank/ position (8) leadership training/ seminars; (9) category of school (in terms of population); and (10) current school's SBM level where respondents were requested to indicate the actual SBM status which their respective school assignments had achieved for the immediate past school-year by checking the corresponding level (A Manual on the Assessment of School-Based Management Practices, 2009):

Level I (Standard) - refers to compliance of a school with the minimum requirements for securing and managing inputs, establishing appropriate structures and mechanisms, and improving processes that affect instruction and student achievement in order to produce the desired levels of outputs that lead to improved learning outcomes.

Level II (Progressive) - intensifies mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes.

Level III (Mature) - goes further by maximizing efforts of the school and the community/stakeholders to achieve higher learning outcomes (p. 4).

The option "Not validated yet" was also among the choices for those whose schools were not yet evaluated.

The second section of the instrument was designed for the respondents' self-assessment of their *core behavioral and leadership competencies*. Items on this part were directly patterned after the content of the *Results-Based Performance Management System* or RPMS tool of the Department. Slight modification on the items was made to fit them in the context of the present study, that is, with the use of the pronoun "I" to begin each item. This was having been done, face and content validation of the entire instrument by experts was sought to ensure its propriety, clarity, the accuracy of language, and utility/ usability. Three experts were consulted whose comments were incorporated in the revised draft of the instrument. The final form of the second section of the instrument consisted of the self-evaluation items that required the respondents to assess their: (1) **Core Behavioral Competencies** (40 items) focusing on self-management, professionalism, and ethics, result focus, teamwork, service orientation, and innovation; and (2) **Leadership Competencies** (10 items) which inquired on leading people, people performance and management and people development. To show the distances between the choices given, a Likert scale was employed. Taylor (2013) notes that a scale provides a unique perspective on the data being analyzed. The adopted response scale is represented by the following numbers: 4 denotes "highly true of me," 3 as "moderately true of me," 2 as "barely true of me," and 1 as "not at all true of me." Respondents were instructed to check the appropriate column corresponding to their responses. **Appendix B** exhibits the sample of the instrument's final form.

After the instrument was validated and approved for its use, a letter to the Division Superintendent was forwarded to seek permission for the distribution of the research tool. Upon receipt of the approval from the DepEd authority, distribution of the research tools to the target respondents commenced. Attached to the tool were the letter of the approved request and the cover letter stating the purpose of the research, and the appeal to the respondents for their consent and willingness to participate. The cover letter likewise informed them of the assurance that the data provided shall be held highly confidential and shall only be used for the purpose of the study.

Data gathered were organized and subjected to the following statistical treatments:

Objective	Statistical Treatment/ Tool	Interpretation	
(1) Describe the respondents' profile in terms of...	Descriptive statistics: mean, percentage, and standard deviation	Coefficient (Mean?)	Interpretation
		0.70 or higher	Very Strong
		0.40 - 0.69	Strong
		0.30 - 0.39	Moderate
		0.20 - 0.29	Weak
(2) Determine their self-evaluated leadership performance in terms of: core behavioral competencies focusing on self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation, and leadership competencies that cover leading people, people performance and management, and people development;	Mean and standard deviation		
(3) Determine the relationship between the respondents' profile and their behavioral and leadership competencies; and	Correlation and Chi-Square	<u>Eta-Coefficient</u>	<u>Interpretation</u>
		0.70 or higher	Very Strong
		0.40 - 0.69	Strong
		0.30 - 0.39	Moderate
		0.20 - 0.29	Weak
0.19 and below	Negligible		

(4) Determine the strength of the association between the respondents' profile and their core behavioral and leadership competencies by computing for the Eta Squared.	Eta-squared and r-coefficient matrix	<.02	very small effect size
		.02-.12	small effect size
		.13-.25	medium effect size
		>0.26	Large effect size
		<u>r-value</u>	<u>Interpretation**</u>
		0.40 - and above	Strong
		0.30 - 0.39	Moderate
		0.20 - 0.29	Weak
		0.19 and below	Negligible

\* To interpret eta-squared results, Eta squared  $\eta^2$   $\nu$  by Cohen (1988), was used for interpreting categories in terms of the strength of association:  $\nu$  Small = .02;  $\nu$  Medium = .13;  $\nu$  Large = .26.

\*\* The study adopted the r coefficient matrix provided by the Center of Instruction, Research and Curriculum (CIRC) in interpreting relationships.

Eta squared measures the proportion of the total variance in a dependent variable that is associated with the membership of different groups defined by an independent variable (Richardson, 2010).

Cohen's (1988) eta squared effect size was used in understanding the association of variables on leadership competencies:

eta-squared	Interpretation
<.02	negligible effect size
.02-.12	small effect size
.13 -.25	Medium effect size
>0.26	Large effect size

On the other hand, the following is the matrix used in determining the strength of a positive correlation:

eta –coefficient	Interpretation
0.70 or higher	Very Strong
0.40 - 0.69	Strong
0.30 - 0.39	Moderate
0.20 - 0.29	Weak
0.19 and below	Negligible

## RESULTS

This section presents the data gathered organized based on the sequence of the objectives of the study: (1) respondents' profile; (2) self-evaluation results: core behavioral and leadership competencies; (3) relationship between profile and groups of competencies; and (4) strengths of the association between and among variables.

### Respondents' Profile

This research noted from the respondents the following personal information: their sex, age, civil status, number of children, work experience as school head, educational attainment, rank/ position, leadership training/ seminars attended, the category of the school being handled in terms of population, and the SBM level of the same school. Table 1 presents a summary of these data.

Figures show that of the 88 respondents, 51 are female, and the rest are male indicating the dominance of the female in terms of number. With regard to their ages, more than half of them (49) are within 46 to 55 years old, followed by those within 36-45 (22). Two of the respondents consist of the youngest age bracket (26-35), while 15 are in the most senior age group (56 and above).

Married individuals (74) outnumber the singles (10); three of the remaining four are widow/widower, and one is separated. Of those married, widowed/ widower, and separated



(total of 78), 31 have one to two children, 40 have three to four, and five (5) have five to six children.

In terms of work experiences, the highest number of respondents (30) have been school heads for 4 to 7 years. This is followed by the beginners or the 'neophytes' (24), that is, those with 0 to 3 years of school leadership experience. A dozen of them have acquired 8 to 11 years as school heads, and the same headcount is for those with the most number of years of experience (16 and above) in school leadership.

With respect to their highest educational attainment, of the 88, six (6) are full-fledged doctoral degree holders, while 18 of them are holders of a master's degree. The highest number of individuals (35) are with doctoral units, while the remaining 29 registered having earned units in a master's degree program.

As regards their ranks or positions, a total of 62 are occupying the principal level where 12 are ranked as Principal I, 24 as Principal II, 14 as Principal III, and 12 as Principal IV; the rest are designated either as Officers-in-Charge or Head Teachers.

In terms of the number of leadership training or seminars attended that lasted for at least three days, data show that a great majority (75) had attended at least three (3) training/seminars, and 12 attended at least one to two. Only one respondent did not yet attend any leadership training or seminar.

Meanwhile, data on school category in terms of population show that 21 of the 88 respondents are handling very large schools with a population of 1,501 and above; 26 are serving in large schools (801 to 1,500 students); 15 in medium-population schools (501 to 800); 20 in small schools (201 to 500); the remaining six (6) are leading very small schools (200 or less).

The last set of personal information is on the SBM level attained by their respective schools of assignment. Data show that of the 88 schools, 40 are in Level 1, 21 in Level 2, and only 1 in Level 3 (the highest level); the remaining 26 are yet to be validated or evaluated.

**Table 1**  
**Respondents' Profile**

Category	F	%	Category	F	%
<b>Sex</b>			<b>Highest Educational Attainment</b>		
Male	37	42.0	with MA units	29	33.0
Female	51	58.0	MA degree	18	20.5
Total	88	100.0	with doctoral units	35	39.8
			Doctoral degree	6	6.8
			Total	88	100.0
<b>Age Range</b>			<b>Current Rank and Position</b>		
26-35	2	2.3	Officer-in-charge/ Head teacher	26	29.5
36-45	22	25.0	Principal I	12	13.6
46-55	49	55.7	Principal II	24	27.3
56 and above	15	17.0	Principal III	14	15.9
Total	88	100.0	Principal IV	12	13.6
			Total	88	100.0
<b>Civil Status</b>			<b>Number of Leadership Training</b>		
Single	10	11.4	None	1	1.1
Married	74	84.1	1-2	12	13.6
Separated	1	1.1	3 and above	75	85.2
Widow/widower	3	3.4	Total	88	100.0
Total	88	100.0			
<b>Number of Children</b>			<b>School Category in Terms of Population</b>		
None	12	13.6	very small (200 students or less)	6	6.8
1-2	31	35.2	small (201-500)	20	22.7
3-4	40	45.5	medium (501-800)	15	17.0
5-6	5	5.7	large (801-1500)	26	29.5
Total	88	100.0	very large (1501 and above)	21	23.9
			Total	88	100.0

Cont. of Table 1

Category	F	%	Category	F	%
<b>Number of Years as School Head</b>					
0-3	24	27.3			
4-7	30	34.1	<b>Schools Validated SBM Level for SY 2016-2017</b>		
8-11	12	13.6	Not validated yet	26	29.5
12-15	10	11.4	Level 1	40	45.5
16 and above	12	13.6	Level 2	21	23.9
Total	88	100.0	Level 3	1	1.1
			Total	88	100.0

### Self-Evaluation Results: Core Behavioral and Leadership Competencies

Results of the respondents' self-evaluation of their **core behavioral** and **leadership competencies** as expressed in terms of the mean and standard deviation (SD) and the verbal interpretation are presented in Tables 2 and 3, respectively. It is to be noted and reiterated here that the evaluation tool accomplished by the respondents was closely patterned after the components of the RPMS.

**Core behavioral competencies.** Data on this category are organized and presented in Table 2. Six clusters of indicators were covered consisting of a total of 35 items: (1) self-management (5 items); (2) professionalism and ethics (5 items); (3) result focus (7 items); (4) teamwork (5 items); (5) service orientation (5 items); and (6) innovation (8 items). It could be noticed that in all the areas evaluated, the respondents found all the indicators **highly true** of them, which suggests their overall positive outlook about their competencies and performance in the areas covered.

At closer range, under Self-Management, the respondents seemed to have rated themselves highest in the second item that measures their undertaking personal actions and behaviors that are clear and purposive, taking into account their personal goals and values. In the same item, the SD is found least, which fortifies the impression that their responses were most concentrated or were very close to the average and thus very close to each other. Meanwhile, the item where they rated themselves lowest seems to be on prioritizing work tasks and schedules (through Gantt charts, checklists, and others) to achieve goals; however, their responses appear to vary on account of a larger SD value (.547).

Figures in the second area show that of the five items under Professionalism and Ethics, the second indicator appears rated highest, having a mean of 3.85. This item is concerned about the raters' practice of ethical and professional behavior, taking into account the impact of their actions and decisions. With the smallest SD value as well, it is construed

that respondents rated themselves almost similarly on the same item. Appearing to be least practiced by them is ***making personal sacrifices to meet the organization's needs***, the item which happened to bear the lowest mean (3.64) and the highest SD value (.484), indicating that their responses were veering away from the average rating.

Data on the third area, that is, the *Result Focus*, show higher SD values for each indicator as compared to the other five areas, which seems to tell that responses in the items were highly dispersed. It is also observed that the means reflected in all the items are relatively lower when compared with the items in other areas. Interestingly, of all the 35 items, the one with the least mean (3.26) is found under the *Result Focus* area, and this is the item *I deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently*. This result could be read as a manifestation of the respondents' objectivity and candidness, implying that they humbly accept the reality that their outputs may not always be error-free or are meeting the highest possible standard of excellence. What makes this interpretation more interesting is that the same item bears the lowest SD value (.491) in the *Result Focus* area, which renders the responses highly homogenous when compared to the collective responses in each of the other six items under the same area.

The next focus area is Teamwork. Data appear to be parallel to the responses in the Professionalism and Ethics area, where respondents were found generous enough to rate themselves highly. Of the five indicators, the first item *I willingly do my share of responsibility* bore the highest mean of 3.85, exactly the same value as that of the top item in the Professionalism and Ethics area. However, the same item with the lowest SD value of .357 that speaks of the high concentration of the responses around the mean, indicating the homogeneity of the self-perceived competence of the respondents on said aspect. Meanwhile, the item *I drive consensus and team ownership of decisions* was marked with the lowest mean (3.69) but which is still relatively higher when compared with the items in the other areas. This could be read as indicating a certain degree of difficulty among the respondents in gauging the outcome of their efforts, which is whether they really were able to drive consensus and encourage team ownership of decisions made collectively.

As regards *Service Orientation*, data show that respondents rated themselves highest (with a mean of 3.67) on their participation in updating the office's vision, mission, mandates, and strategies based on DepEd strategies and directions. The respondents believe that they expressed active participation in updating the DepEd's thrusts since a uniform mandate is followed in the Philippine educational system. Their responses are also found to be most concentrated here, as reflected by the lowest SD value of .473, at least when compared with the other items in the area. Reading the other items under this area, the aforementioned item is found to be the easiest to gauge as it looks simply into one's degree of participation in delivering tangible outputs. Table 2 shows that two items: *I initiate activities that promote advocacy for men and women empowerment*; and, *I develop and adopt service improvement programs through simplified procedures that will further enhance service delivery* bear the same mean (3.45) appeared to be the lowest in the Service Orientation area but have different

SD values with the former bearing the highest (.523) SD value; hence, responses in the item are highly dispersed.

*Innovation*, the last of the six areas under the Core Behavioral Competencies, has the most number of indicators (8). Two items were rated seemingly in exactly the same manner as can be read in their common means and SD values (3.66 and .477, respectively). Incidentally, those values appear to be the highest mean and the lowest SD. These items are *I continuously focus on improving personal productivity to create higher value and results*, and *I promote a creative climate and inspire co-workers to develop original ideas or solutions*. Doing a comparison between and among the eight items, said indicators are highly focused on choices that are centered on the person, which probably made the raters feel safer and more certain to rate themselves highly, unlike with other items under the same area where consideration on the "effect" on others becomes a pre-requisite before making personal choices and practices. Meanwhile, the lowest mean rating is found on *I use ingenious methods to accomplish responsibilities* which may again be construed as an expression of the respondents' candidness in rating their competence on the use of creative ways in doing tasks. The result also shows that although creativity promotes higher work productivity, innovating in the workplace is not a common practice among the respondents.

**Table 2**

**Results of the Self-Evaluation (Core Behavioral Competencies)**

Core Behavioral Competencies	Indicator (n=88)	Mean	SD	Verbal Interpretation
Self-Management	1. I set personal goals and direction, needs and development.	3.61	.556	Highly true of me
	2. I undertake personal actions and behaviors that are clear and purposive and take into account personal goals and values.	3.66	.477	Highly true of me
	3. I display emotional maturity and enthusiasm for and am challenged by higher goals.	3.65	.526	Highly true of me
	4. I prioritize work tasks and schedules (through GANTT charts, checklists, etc.) to achieve goals.	3.50	.547	Highly true of me
	5. I set high-quality, challenging, realistic goals for myself and others.	3.64	.484	Highly true of me

Table 2 continued

Core Behavioral Competencies	Indicator (n=88)	Mean	SD	Verbal Interpretation
<b>Professionalism and Ethics</b>	6. I demonstrate the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	3.75	.461	Highly true of me
	7. I practice ethical and professional behavior and take into account the impact of my actions and decisions.	3.85	.357	Highly true of me
	8. I maintain a professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication.	3.78	.414	Highly true of me
	9. I make personal sacrifices to meet the organization's needs.	3.64	.484	Highly true of me
	10. I act with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.	3.70	.459	Highly true of me
<b>Result Focus</b>	11. I achieve results with optimal use of time and resources most of the time.	3.45	.501	Highly true of me
	12. I avoid rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	3.50	.503	Highly true of me
	13. I deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently.	3.26	.491	Highly true of me
	14. I produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	3.49	.547	Highly true of me
	15. I express a desire to do better and may express frustration at waste or inefficiency.	3.57	.521	Highly true of me

	16. I focus on new or more precise ways of meeting goals set.	3.53	.52 4	Highly true of me
	17. I make specific changes in the system or in my own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale without setting any specific goal.	3.45	.50 1	Highly true of me
<b>Teamwork</b>	18. I willingly do my share of responsibility.	3.85	.35 7	Highly true of me
	19. I promote collaboration and remove barriers to teamwork and goal accomplishment across the organization.	3.81	.39 7	Highly true of me
	20. I apply negotiation principles in arriving at win-win agreements.	3.74	.44 2	Highly true of me
	21. I drive consensus and team ownership of decisions.	3.69	.46 4	Highly true of me
	22. I work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	3.73	.44 8	Highly true of me
<b>Service Orientation</b>	23. I can explain and articulate organizational directions, issues, and problems.	3.57	.49 8	Highly true of me
	24. I take personal responsibility for dealing with and/or correcting customer service issues and concerns.	3.61	.49 0	Highly true of me
	25. I initiate activities that promote advocacy for men and women empowerment.	3.45	.52 3	Highly true of me

	26. I participate in updating our office vision, mission, mandates, and strategies based on DepEd strategies and directions.	3.67	.47 3	Highly true of me
	27. I develop and adopt service improvement programs through simplified procedures that will further enhance service delivery.	3.45	.50 1	Highly true of me

<b>Innovation</b>	28. I examine the root cause of problems and suggest effective solutions.	3.65	.48 0	Highly true of me
	29. I foster new ideas, processes and suggest better ways to do things (cost and/or operational efficiency).	3.59	.49 4	Highly true of me
	30. I demonstrate an ability to think "beyond the box."	3.53	.50 2	Highly true of me
	31. I continuously focus on improving personal productivity to create higher value and results.	3.66	.47 7	Highly true of me
	32. I promote a creative climate and inspire co-workers to develop original ideas or solutions.	3.66	.47 7	Highly true of me
	33. I translate creative thinking into tangible changes and solutions that improve the work unit and organization.	3.58	.51 9	Highly true of me
	34. I use ingenious methods to accomplish responsibilities.	3.31	.51 1	Highly true of me
	35. I demonstrate resourcefulness and the ability to succeed with minimal resources.	3.64	.50 7	Highly true of me

**Leadership competencies.** This is the second set of competencies on which the respondent-school leaders evaluated themselves on. It consists of three clusters of indicators: (1) leading people (5 items); (2) people performance management (5 items); and (3) people development (5 items). Pertinent data are summarized in Table 3.

Self-evaluation results show that on the first cluster, that is, *Leading People*, the respondents rated themselves highest in contending that setting a good example is a manifestation of a leader's credibility and respectability and much more in demonstrating such a desirable behavior. Their responses are also most concentrated in this item compared to the rest under the same cluster. The lowest mean self-rating (3.48) indicated was on the last



item, which states *I assume a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influence others to share ownership of DepEd goals in order to create an effective work environment*. The 'extra challenging demand' underlying the indicator could have been a factor that sent the respondents rating themselves lower in said item due to increased work output demands. This interpretation may likewise hold true on the next lower mean (3.50) marked on the item *I use basic persuasion techniques in a discussion or presentation, e.g., staff mobilization, appeal to reason and/or emotions, use data and examples, visual aids*.

On the cluster *People Performance Management*, the highest mean rating is read on the indicator *I set performance standards and measure the progress of employees based on office and department targets*, and the lowest SD value (.477) within the cluster happens to fall on the same indicator. The solid responses of the respondents may have been driven by the simplicity, clarity, and *being doable* of the demand underlying the indicator—that is—setting performance standards anchored on the office and department target. Meanwhile, the respondents rated themselves lowest on the last indicator within the cluster that requires them to perform all the stages of a result-based performance management system supported by evidence and required documents/ forms. The obviously rigorous requirement of the item could have been the cause for the lowest mean obtained. The highest SD value is also found in the same item indicating that responses on this are highly dispersed from the mean, or they highly vary.

The third and last cluster of indicators is on *People Development*. Out of the five items, the highest mean rating of 3.60 is found in *I facilitate workforce effectiveness through coaching and motivating/ developing people within a work environment that promotes mutual trust and respect*. Ironically, this same item yielded the highest SD value (.558), which indicates the extreme variation in the responses, i.e., some rated themselves extremely high, and some gave themselves extremely low ratings. It is likewise interesting to note that the item that yielded the lowest mean rating (3.40) has the same SD value (.558) as that of the item with the highest mean rating in the cluster. The two items are also found to be closely related in terms of content: *I do long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development*. Found on the next page is Table 3.

**Table 3**  
**Results of Self-Evaluation (Leadership Competencies)**

<b>Leadership Competencies</b>	<b>Indicator (n=88)</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
<b>Leading People</b>	36. I use basic persuasion techniques in a discussion or presentation, e.g., staff mobilization, appeal to reason and/or emotions, use data and examples, visual aids.	3.50	.547	Highly true of me
	37. I persuade, convince or influence others in order to have a specific impact or effect.	3.60	.492	Highly true of me
	38. For me, "Sets a good example" is a credible and respected leader; and demonstrates desired behavior.	3.86	.345	Highly true of me
	39. I forward personal, professional, and work unit needs and shows interest in an issue.	3.65	.480	Highly true of me
	40. I assume a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influence others to share ownership of DepEd goals in order to create an effective work environment.	3.48	.502	Highly true of me
<b>People Performance Management</b>	41. I make specific changes in the performance management system or in my own work methods to improve performance (e.g., do something better, faster, at lower cost, more efficiently; improve quality, customer satisfaction, morale, revenues).	3.51	.503	Highly true of me
	42. I set performance standards and measure the progress of employees based on office and department targets.	3.66	.477	Highly true of me
	43. I provide feedback and technical assistance, such as coaching for performance improvement and action planning.	3.64	.484	Highly true of me
	44. I state performance expectations clearly and check understanding and commitment.	3.61	.490	Highly true of me

	45. I perform all the stages of a result-based performance management system supported by evidence and required documents/forms.	3.48	.525	Highly true of me
<b>People Development</b>	46. I improve the skills and effectiveness of individuals by employing a range of development strategies.	3.42	.519	Highly true of me
	47. I facilitate workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	3.60	.558	Highly true of me
	48. I conceptualize and implement learning interventions to meet identified training needs.	3.42	.519	Highly true of me
	49. I do long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	3.40	.558	Highly true of me
	50. I cultivate a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.	3.53	.546	Highly true of me

### Summary of the Respondents' Self-Evaluation of their Core Behavioral and Leadership Competencies

Table 4 presents a summary of the respondents' self-evaluation showing a grand mean of 3.60 and an overall SD of 0.269, indicating their general positive self-evaluation with respect to the core behavioral and leadership competencies. This positive self-outlook may help boost their leadership performance.

**Table 4**  
**Summary of the Respondents' Self-Evaluation of their Core Behavioral and Leadership Competencies**

Category	Sub-categories	Mean	SD	Verbal Interpretation
Core Behavioral Competencies	Self- Management	3.61	0.349	Highly true of me
	Professionalism and Ethics	3.75	0.298	Highly true of me
	Result Focus	3.47	0.337	Highly true of me
	Teamwork	3.76	0.316	Highly true of me
	Service Orientation	3.55	0.319	Highly true of me
	Innovation	3.58	0.348	Highly true of me
Leadership Competencies	Leading People	3.62	0.319	Highly true of me
	People Performance Management	3.58	0.355	Highly true of me
	People Development	3.48	0.423	Highly true of me
Total Average School Leadership Performance		3.60	0.269	Highly true of me

### Relationship between Profile and Groups of Competencies

**Relationship between the respondents' profile and their behavioral and leadership competencies.** Table 5 reveals that school heads' highest educational attainment is significantly related to innovation, as shown in the computed  $r$  values of .226. It is notable that a weak correlation is significant at the .05 level. This nevertheless implies that the higher educational attainment acquired by a school head, the tendency of being innovative

is also higher. Its  $r^2$  the value, which is .051, indicates that only 5.1 % is accounted for the variability or difference of school heads' educational attainment and their innovative skills. Ninety-five percent is attributed to chance and other factors.

The result further implies that the highest educational attainment is positively correlated to leading people since its coefficient of correlation is .259 with a 0.05 level of significance. Notably, a weak correlation was registered at the .05 level. Nevertheless, the revealed correlation still matters. Thus, this connotes that if a school head attains the highest educational attainment, the advantage of developing people is greater. It can be asserted that if the highest level of education is pursued by a school leader, the learning competencies gained will be a "plus factor" in leading a school. Its  $r^2$  value which is .0671, indicates that only 6.71 % is accounted for the variability or difference of school heads' educational attainment and leading people. It is, therefore, indicated that 93.29% is attributed to chance and other factors.

**Table 5**  
**Relationship between the Respondents' Profile and their Behavioral and Leadership Competencies**

Profile and Behavioral and Leadership competencies	Self-Management	Professionalism and Ethics	Result Focus	Team Work	Service Orientation		Leading People	People Performance Management	People Development
Sex	-.091	-.079	.085	-.040	-.012	-.010	.034	.068	.031
Age Range	-.077	-.109	-.070	-.144	.065	-.018	.031	.026	.116
Civil Status	.069	.070	.022	.044	-.011	.012	-.011	.039	.049
Number of Children	-.108	.061	-.093	-.055	-.125	-.012	-.058	-.001	-.090

Profile and Behavioral and Leadership competencies	Self-Management	Professionalism and Ethics	Result Focus	Team Work	Service Orientation		Leading People	People Performance Management	People Development
Number of years as School Head	-.026	-.107	-.044	-.133	.024	.076	-.042	.050	.090
Highest Educational Attainment	.133	.031	.199	.061	.178	.226*	.259*	.144	.222*
Current Rank and Position	.175	.016	.166	.038	-.027	.109	.141	.094	.131
Number of Leadership Trainings	.013	-.055	-.040	.008	.084	.017	.023	.058	.140
School Category in Terms of Population	.119	-.050	.144	.015	-.031	.068	.027	.131	.118
SBM Level	.292**	.173	.189	.157	.134	.193	.172	.294**	.307**

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

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

The highest educational attainment and people development are significantly related, as shown in the computed  $r$  values of .222 with a significant level of 0.05. This implies that there is a weak correlation at the .05 level. Its  $r^2$  value which is .0493, indicates that only 4.91 % is accounted for the variability or difference of school heads' educational attainment and people development. It is therefore indicated that 95.01% is attributed to chance and other factors.

Data also show that the SBM level is comparatively more associated with people performance management as shown on the computed data,  $r$  value is .294. An ideal correlation was registered at the .01 level. Its  $r^2$  value which is .0864 indicates that only 8.64% is accounted for the variability or difference of school heads' school SBM level and people performance management. It is therefore indicated that 91.36% is attributed to chance and other factors.

As shown in Table 5, SBM and people development are soundly related as perceived in the calculated  $r$  values of .307. A moderate correlation was registered at the .01 level. Through this result, it can be drawn that SBM, generally, may influence people's development, for it offers wide opportunities to develop human resources. Its  $r^2$  value which is .0942 indicates that only 9.42% is accounted for the variability or difference of school heads' school SBM level and people development, thus indicating that 90.58% is attributed to chance and other factors.

**Association matrix on the profile of secondary school heads.** Table 6 gives a detailed description regarding the association of the variables pertaining to the profile of the school heads. To further show the relationship of two variables, cross-tabulations and chi-square results are carefully analyzed. Table 6 reveals that there is an association between the age range and the number of years as school head  $X^2(12) = 24.317$ ,  $p < 0.05$ . The number of years as a school head is dependent on age. A great number of school administrators are between 36 and 55. Out of the 88 respondents, 49 of them are between the age ranges of 46-55.

**Table 6**  
**Chi-Square Association Matrix**

Association	$X^2$	Df	p-value
Age Range and Number of Years	24.317 <sup>a</sup>	12	.018
Age Range and Sex	9.778 <sup>a</sup>	3	.021
Association	$X^2$	Df	p-value
Civil Status and Number of Children	78.571 <sup>a</sup>	9	.000

Number of Years as School Head and Highest Educational Attainment	24.107 <sup>a</sup>	12	.020
Number of Years as School Head and Current Rank/ Position	70.499 <sup>a</sup>	16	.000
Number of Years as School Head and School Category in Terms of Population	55.327 <sup>a</sup>	16	.000
Number of Years as School Head and SBM Level	24.886 <sup>a</sup>	12	.015
Highest Educational Attainment and Current Rank/ Position	27.194 <sup>a</sup>	12	.007
Current Rank/Position and Number of Leadership Trainings	13.563 <sup>a</sup>	8	.094
Current Rank/Position and School Category in Terms of Population	65.194 <sup>a</sup>	16	.000
Current Rank/ Position and SBM Level	19.735 <sup>a</sup>	12	.072
School Category in Terms of Population and SBM Level	37.893 <sup>a</sup>	12	.000

It can be gleaned in Table 6 that age range and sex are statistically associated,  $X^2(3) = 9.778$ ,  $p < 0.05$ . It is observed that many female principals fall in the age range between 46 and above, while male principals fall in a much younger bracket between 36 to 55. This apparently shows that male teachers are promoted to the position of principal at an early age compared to women.

As revealed in the same table, there is an extremely statistically significant association between the civil status and number of children of school heads,  $X^2(9) = 78.571$ ,  $p < 0.01$ . The



majority of the respondent-administrators are married, having one to four children. Few are single, separated, and widowed.

The number of years as a school head and highest educational attainment are statistically associated,  $X^2(12) = 24.107$ ,  $p < 0.05$ . The respondents viewed the importance of attaining the highest educational attainment, so 100% of them pursued master or doctoral units/ degrees that led them to attain the position of a principal.

It can also be deduced from the data presented that there is an extremely significant association between the number of years as a school head and current rank/ position,  $X^2(16) = 55.327$ ,  $p < 0.01$ . School administrators who spent eight or more years in the service are likely to have the position of Principal III-IV. Nevertheless, a great number of school heads with 4-7 years in the service are Principal II.

The given data exhibits that there is an extremely significant association between the number of years as a school head and the school category in terms of population,  $X^2(16) = 55.327$ ,  $p < 0.01$ . Six school heads who are new to the field are handling very small schools, and 12 of them are handling small schools. It is interesting to note, however, that 25 of the respondents with 4 to 7 years of experience are already handling medium to very large schools. To sum up, 16 out of the 21 respondents who already have served for eight years or more as school heads are handling very large schools.

It is also evident in Table 6 that the number of years as a school head can be associated with SBM level,  $X^2(12) = 24.886$ ,  $p < 0.05$ . The result shows an association between the two variables. Respondents with longer years in their school have access to different organizations and stakeholders to strengthen collaboration and partnerships. The SBM validation considers a collection of performance outputs and accomplishments. It is an edge for a school head with a number of years in an assigned school to maximize resources to produce needed documents for the SBM.

It is further presented in Table 6 that the highest educational attainment is somewhat associated with current rank/ position,  $X^2(12) = 27.194$ ,  $p < 0.05$ . All the respondent-school heads either pursued or are still pursuing graduate studies. Twenty-six are OICs/ HTs, 12 are Principal I, 24 Principal II, 14 Principal III, and 12 Principal IV. The result supports the fact that to be promoted to a management/ supervisory position in the DepEd; aspirants should pursue and preferably finish a master's degree and/or a doctoral degree.

The result  $X^2(8) = 13.563$  with a p-value of .094 for current rank/ position and number of leadership training indicates that there is no association between current rank/position and number of leadership training since the p-value is greater than the alpha .05. Once assigned as a school head, one can already be given a leadership training/ seminar. As revealed in the profile of the school heads, 75 out of the 88 respondents, regardless of positions, had three or more leadership training. The rest have less than three leadership training, while only one

has no leadership training. This suggests that school leaders are capacitated through leadership training to keep them updated and competent in leading schools.

An extremely significant association between current rank/ position and school category in terms of population is indicated in the result  $X^2 (16) = 65.194, p < 0.01$ . Most of the big and very big schools are led by Principal II-IV. On the other hand, very small and small schools are usually handled by Officers-in-Charge or Head Teachers.

The current table further exhibits the computed data of  $X^2 (12) = 19.736, p > 0.05$  which shows that current rank/ position and SBM level are not statistically associated. This means that regardless of rank/position, a school head may attain any of the categorized SBM levels of accreditation, provided that an administrator will work hard and will comply with all the requirements set for SBM validation and recognition.

The survey results gathered in Table 6 show that there is a very strong association between school categories in terms of population and SBM level,  $X^2 (12) = 37.893, p < 0.01$ . Large and very large schools headed by school administrators have greater chances of gaining a higher level of SBM certification because of adequate human, material, and financial resources.

### **Strengths of the Association between and among Variables**

**The association between the respondents' profile and their behavioral and leadership competencies.** To determine the strength of association between variables, eta-squared was considered in analyzing data results. Eta squared measures the proportion of the total variance in a dependent variable that is associated with the membership of different groups defined by an independent variable (Richardson, 2010).

Eta squared  $\eta^2$  v Cohen (1988) created the following categories to interpret the strength of association: is  $< .02$  refers to very small effect size;  $.02 - .12$  to small effect size;  $.13 - .27$  medium effect size and  $> 0.26$  large effect size. Cohen's eta squared effect size with interpretation was used in understanding the association of variables on leadership competencies.

**Association of sex with core behavioral and leadership competencies.** Table 7 shows the statistical values that attest to the strength of the association between sex and the core behavioral and leadership competencies of the respondent principals. Using cross-tabulation for nominal by interval results in Table 7 reveal no association between sex and core behavioral competencies and leadership competencies with eta coefficient only ranging from  $.011$  to  $.091$ .

This overall "no association" interpretation confirms that sex has nothing to do with the indicators under core behavioral and leadership competencies. Regardless of a school head being a male or a female, if one practices the identified leadership indicators, the path towards gaining target higher level of leadership performance is possible.

**Table 7****Association of Sex with Core Behavioral and Leadership competencies**

Association of Sex with		eta-value	eta-squared	Interpretation
<b>Core Behavioral Competencies</b>	Self-Management	.091	0.008	No association
	Professionalism and Ethics	.079	0.006	No association
	Result Focus	.085	0.007	No association
	Teamwork	.040	0.002	No association
	Service Orientation	.012	0.000	No association
	Innovation	.011	0.000	No association
<b>Leadership Competencies</b>	Leading People	.034	0.001	No association
	Leadership Competencies	.068	0.005	No association
	People Development	.031	0.001	No association

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of age range with core behavioral and leadership competencies.**

As shown in Table 8, the results of cross-tabulation using nominal interval presents that only leadership competencies showed a weak association with age range, registering an eta coefficient of .211. There is 4.4% of the variance of leadership competencies explained by the age range of the school heads (eta-squared =0.044). It incurred a small effect size of 0.044.

Though only minimal association was registered, it can still be presumed that age range is still a factor in managing schools.

**Table 8**  
**Association of Age Range with Core Behavioral and Leadership Competencies**

Association of Age Range with		eta-value	eta-squared	Interpretation
Core Behavioral Competencies	Self-Management Dependent	.091	0.008	No association
	Professionalism and Ethics	.140	0.020	Negligible association with a small effect size
	Result Focus Dependent	.102	0.010	No association
	Teamwork Dependent	.180	0.033	Small association
	Service Orientation Dependent	.94	0.009	No association
	Innovation Dependent	.072	0.005	No association
	Leadership Competencies	Leading People Dependent	.068	0.055
Leadership Competencies		.211	0.044	Weak association with a small effect size
People Development		.153	0.023	Negligible association with a negligible effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of civil status with core behavioral and leadership competencies.**

Table 9 presents the results of cross-tabulation using nominal by interval; only result focus under core behavioral competencies showed a weak association with civil status, with an eta coefficient of .220. There is about 4.9% of the variance of result focus explained by the civil status of the school heads (eta-squared =0.0486). In terms of the strength of association, a small effect size of .0486 was registered. Although people development was also found to have a weak association with the eta coefficient of .236, it can be spotted that its effect size is insignificant (eta-squared =0.0557).

**Table 9**

**Association of Civil Status with Core Behavioral and Leadership Competencies**

Association of Civil Status with		eta-value	eta-squared	Interpretation
Core Behavioral Competencies	Self-Management	.178	0.0318	negligible association with Small effect size
	Professionalism and Ethics	.124	0.0154	weak association
	Result Focus	.220	0.0486	weak association with a small effect size
	Teamwork	.087	0.0076	no association
	Service Orientation	.137	0.0188	negligible association with a small effect size
	Innovation	.179	0.0321	negligible association with small effect size
Leadership Competencies	Leading People	.139	0.0194	negligible association with small effect size
	Leadership Competencies	.140	0.0195	negligible association with small effect size
	People Development	.236	0.0557	weak association with negligible effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of the number of children with core behavioral and leadership.**

Based on the result of cross-tabulation using nominal by interval, self-management ( $\eta=0.269$ ) under core behavioral competencies and people development ( $\eta=0.235$ ) under leadership competencies showed a weak association with the range of the number of children. In terms of the strength of association, a small effect size of 0.072 and 0.055 were registered, respectively. There is about 7.2 % of the variance of self-management, and there is about 5.5% of the variance of people development explained by the number of children of school heads. It can then be deduced from the results that aside from the weak association of the two sub-categories under core behavioral and leadership competencies, the little effect size was revealed. Table 10 summarizes these data.

**Table 10**  
**Association of Number of Children with Core Behavioral and Leadership**  
**Competencies**

Association of number of children with		eta-value	eta-squared	Interpretation
Core Behavioral Competencies	Self-Management	.260	0.072	Weak association with a small effect size
	Professionalism and Ethics	.170	0.029	Negligible association with a small effect size
	Result Focus	.148	0.022	Negligible association with small effect size
	Teamwork	.119	0.014	Negligible association with a very small effect size
	Service Orientation	.148	0.022	Negligible association with a small effect size
	Innovation	.121	0.015	Negligible association with a very small effect size
Leadership Competencies	Leading People	.141	0.020	Negligible association with small effect size
	Leadership Competencies	.134	0.018	Negligible association with a very small effect size
	People Development	.235	0.055	weak association with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of the number of years as school head with core behavioral and leadership competencies.** Table 11 discloses the results of cross-tabulations using nominal by interval, self-management (eta= 0.228) under core behavioral competencies, and leadership competencies (eta – 0.242) under leadership competencies showed a weak association with the number of years as school head. In terms of the strength of association, a small effect size of 0.052 and 0.059 were registered, respectively. There is about 5.2 % of

the variance of self-management, and there is about 5.9% of the variance of leadership competencies explained by the number of years as school heads.

A school head who served at least 4 to 7 years as a principal has already gained needed experiences in leading a school. The number of years of experience as a school head is a determinant of a strengthened competency in handling oneself as a school manager and leading others. This idea was supported by the outcome that there is an association between the number of years as a school head and self-management and leadership competencies.

**Table 11**  
**Association of Number of Years as School Head with Core Behavioral and Leadership Competencies**

Association of the number of years as school head with		eta-value	eta-squared	Interpretation
<b>Core Behavioral Competencies</b>	Self-Management	.228	0.052	Weak association with a small effect size
	Professionalism and Ethics	.172	0.029	Negligible association with a small effect size
	Result Focus	.190	0.036	Negligible association with small effect size
	Teamwork	.181	0.033	Negligible association with small effect size
	Service Orientation	.119	0.014	Negligible association with a small effect size
	Innovation	.140	0.020	negligible association with small effect size
<b>Leadership Competencies</b>	Leading People	.157	0.025	negligible association with a small effect size
	Leadership Competencies	.242	0.059	weak association with a very small effect size
	People Development	.165	0.027	negligible association with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of highest educational attainment with core behavioral and leadership competencies.** Presented in Table 12, results of cross-tabulations using normal

by interval show that result focus ( $\eta = 0.257$ ) service orientation ( $\eta = 0.214$ ), under core behavioral competencies and leading people ( $\eta = 0.277$ ), people development ( $\eta = 0.227$ ) under leadership competencies showed weak association with highest educational attainment. In terms of the strength of association, a small effect size was registered for the four dependent variables. There was a 6.6 % variability for result focus, 4.6 % variability for service orientation, 7.7 % variability for leading people, and 5.9 % variability for people development which is explained by respondents' highest educational attainment.

An analysis of the impact of the highest educational attainment of the respondents clarifies how important education is with regard to the two core behavioral competencies, which are result focus and service orientation. Gaining the highest educational attainment will make one more result focus oriented. A highly educated school leader tends to value the importance of being service-oriented to give more justice to the task of leading schools. Though weak association was registered to both dependent variables, the slightly revealed association will still make a difference in leading a school.

Another essential result disclosed in Table 12 is both leading people, and people development have a weak association with small effect size. Though the result signifies weak in terms of association and strength of correlation, the outcome should never be set aside since other variables show no association with the highest educational attainment. The revealed association still marks something to be considered with regards to the impact of gaining graduate school units/degrees. This means that a school head with the highest educational attainment can surpass other school managers' skills in the said leadership areas.

**Table 12**  
**Association of Highest Educational Attainment with Core Behavioral and Leadership Competencies**

Association of highest educational attainment with		eta-value	eta-squared	Interpretation
Core Behavioral Competencies	Self-Management	.157	0.025	negligible association
	Professionalism and Ethics	.059	0.003	No association
	Result Focus	.257	0.066	weak association with a small effect size
	Teamwork	.062	0.004	no association



	Service Orientation	.214	0.046	weak association with a small effect size
	Innovation	.250	0.062	weak association with small effect size
Leadership Competencies	Leading People Dependent	.277	0.077	weak association with a small effect size
	Leadership Competencies Dependent	.156	0.024	negligible association with a small effect size
	People Development Dependent	.243	0.059	weak associate on with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of rank/position with core behavioral and leadership competencies.** As can be gleaned in Table 13, there were three core behavioral competencies, namely self-management (eta = 0.262), professionalism and ethics (eta = 0.239), teamwork (eta = 0.230), that registered weak association with rank and position of school heads. A small effect size was also registered with eta squared of .069 for self-management, 0.057 for professionalism and ethics, 0.053 for teamwork. These data indicate that there is about 6.9 % variance of self-management, 5.7% of the variance of professionalism and ethics, 5.35 % of the variance of teamwork which can be explained by the variance of rank and position of school leaders. On the other hand, there is only one indicator of leadership competencies, namely leading people (eta = 0.269), which registered a weak association with rank and position of school heads. It describes that there is about 3.6% of the variance of leading people, which is explained by the variance of rank and position based on eta squared.

The three core behavioral competencies, namely self-management, professionalism and ethics, and teamwork, showed a “weak association with small effect size” relative to rank and position. This result somewhat supports the idea that current rank/ position matters in displaying one’s skills on the identified competencies. School heads with higher ranks are more exposed to different situations as per their experiences in leading schools compared to those who lead medium, small, or very small schools. Big schools entail additional concerns in different fields. Therefore, the determined association on the three dependent variables with current rank/ position is a plus factor in a principalship position.

Table 13 further shows that there is a “weak association with small effect size” between rank/ position and leading people. School heads’ rank/ position is a factor in

exemplifying the ethical leadership skills of self-management, professionalism, and ethics, and teamwork in leading people to work best for the organization's goals.

**Table 13**

**Association of Rank/Position with Core Behavioral and Leadership Competencies**

Association of rank/ position		eta-value	eta-squared	Interpretation
With				
Core Behavioral Competencies	Self-Management	.262	0.069	Weak association with a small effect size
	Professionalism and Ethics	.239	0.057	Weak association with a small effect size
	Result Focus	.190	0.036	negligible association with a small effect size
	Teamwork	.230	0.053	weak association with a small effect size
	Service Orientation	.152	0.023	Negligible association with a small effect size
	Innovation	.148	0.022	negligible association with a small effect size
Leadership Competencies	Leading People Dependent	.269	0.072	weak association with a small effect size
	Leadership Competencies	.146	0.021	negligible association with a small effect size
	People Development	.191	0.036	Negligible association with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of leadership training with core behavioral and leadership competencies.** As shown in Table 14, people development (eta = 0.225) under leadership competencies registered a weak association with the number of leadership training. An effect

size of 0.051 was registered, implying that about 5.1 % of the variance of people development is explained by the number of leadership training of school heads.

The result explains the gains of leadership training. Leadership training enrich school heads' competencies and capacity to train or develop subordinates. Though "weak association with small effect size" was the interpretation revealed, the impact of the result is still gainful.

**Table 14**  
**Association of Leadership Training with Core Behavioral and Leadership Competencies**

Association of leadership training with		eta-value	eta-squared	Interpretation
Core Behavioral Competencies	Self-Management	.146	0.021	Weak association with a very small effect size
	Professionalism and Ethics	.093	0.009	No association
	Result Focus	.179	0.032	negligible association with a very small effect size
	Teamwork	.098	0.010	No association
	Service Orientation	.108	0.012	Negligible association with a very small effect size
	Innovation	.117	0.014	negligible association with a very small effect size
Leadership Competencies	Leading People	.164	0.027	Negligible association with a small effect size
	Leadership Competencies	.190	0.036	negligible association with a small effect size

	People Development	.225	0.051	Weak association with a small effect size
--	--------------------	------	-------	---

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of school category with core behavioral and leadership competencies.** In Table 15, professionalism and ethics ( $\eta = .328$ ) and service orientation ( $\eta = .348$ ) revealed a moderate association with school category based on student population. Effect sizes of 0.108 and 0.121 were registered, which implies that about 10.8 % of the variance of professionalism and ethics and 12.1 of the variance of service orientation can be explained by the variance of the school category of school heads. The remaining four indicators under behavioral competencies namely: self-management ( $\eta = 0.264$ ), result focus ( $\eta = 0.217$ ), teamwork ( $\eta = 0.227$ ) and innovation ( $\eta = 0.262$ ) registered a weak association with small effect sizes were registered ranging from 0.047 to 0.469. Only one leadership competency, people development ( $\eta = 0.209$ ) which revealed weak association and with a small effect size ( $\eta = 0.044$ ). This implies that 4.4% of the variance of people development may be explained by the variance of school category with reference to population.

Table 15 depicts a reasonable association between school categories based on population with core behavioral competencies. As presented in the table, all six sub-categories, namely self-management, professionalism and ethics, result focus, service orientation, and innovation, showed association with the school category.

Professionalism and ethics, as well as service orientation, have a “moderate association with small effect size” with the school category. This indicates that the eta coefficient of both sub-categories has an average (moderate) impact on school leadership. The other dependent variables under core behavioral competencies signifying weak correlation with small effect size are still determinants of good leadership as per leading different school categories.

Meanwhile, people's development with an interpretation of a “weak association with small effect size” proved to have a slight connection with the school category.

**Table 15**  
**Association of School Category with Core Behavioral and Leadership Competencies**

Association of school category With		eta- value	eta- squared	Interpretation
Core Behavioral Competencies	Self-Management	.264	0.069	Weak association with a small effect size
	Professionalism and Ethics	.328	0.108	Moderate association with a small effect size
	Result Focus	.217	0.047	Weak association with a small effect size
	Teamwork Dependent	.227	0.052	Weak association with a small effect size
	Service Orientation	.348	0.121	Moderate association with a small effect size
	Innovation	.262	0.069	Weak association a with small effect size
Leadership Competencies	Leading People Dependent	.163	0.027	Negligible association with a small effect size
	Leadership Competencies Dependent	.193	0.037	negligible association with a small effect size
	People Development Dependent	.209	0.044	Weak association with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

**Association of SBM level with core behavioral and leadership competencies.**

Table 16 visibly reflects that self-management ( $\eta = 0.333$ ) and people development ( $\eta = 0.311$ ) registered a moderate association with SBM level. In terms of strength of relationship, about 11.1% of the variance of self-management and 9.7% of the variance of people development can be explained by the SBM level of school heads. Professionalism and ethics ( $\eta = 0.254$ ), result focus ( $\eta = 0.227$ ), service orientation ( $\eta = 0.214$ ), innovation ( $\eta =$

.0232) and leadership competencies ( $\eta = 0.297$ ) have weak association with SBM level. Effect sizes are small, with the lowest value of 0.46 and highest value of 0.088, indicating that only 4.65% to 8.8% of the variance of the five indicators are explained by the SBM level of school heads.

The description of how SBM and Core behavioral and leadership competencies are associated unveils the moderate association with a small effect size of self-management and people development. SBM plays a vital role in assessing these important skills in school leadership. It can also be explained that both skills can be strengthened through SBM preparation.

Slightly associated with small effect size are the sub-categories dealing with professionalism and ethics, result focus, service orientation, innovation, and leadership competencies.

The  $\eta$ -value and  $\eta$ -squared results suggest that the identified association, whether with weak or moderate coefficients, should be considered in assessing practices and crafting and accomplishing plans for a desirable SBM level accreditation.

**Table 16**  
**Association of SBM Level with Core Behavioral and Leadership Competencies**

Association of SBM level with		$\eta$ -value	$\eta$ -squared	Interpretation
Core behavioral competencies	Self-Management	.333	0.111	Moderate association with a small effect size
	Professionalism and Ethics	.254	0.064	weak association with a small effect size
	Result Focus	.227	0.052	weak association with a small effect size
	Teamwork	.191	0.036	negligible association with a small effect size
	Service Orientation	.214	0.046	weak association with a small effect size
	Innovation	.232	0.054	weak association with a small effect size

Table 16 continued

Association of SBM level with		eta-value	eta-squared	Interpretation
Leadership Competencies	Leading People	.178	0.032	negligible association with a small effect size
	Leadership Competencies	.297	0.088	weak association with a small effect size
	People Development	.311	0.097	Moderate association with a small effect size

*Eta-squared reflects the percentage of DV variance explained by the IVs in the sample data.*

## DISCUSSION

The study, which dealt with the review on the self-assessment of public secondary school heads' leadership performance in relation to SBM, distinctively gave a highlight on the profile of the respondents. The breadth of coverage on profiling of respondents led to the importance of knowing the status of the personas in the school leadership arena.

Female administrators dominate school leadership in the covered DepEd division, but this result does not affect the flow of leading secondary schools since based on the self-assessment of the school heads on the set leadership competencies of SBM, the practices indicative for a leader are exemplified in each as perceived by each respondent.

School leaders seemingly value pursuing graduate studies for all the respondents enrolled, gained units, or finished a master's degree or a doctoral degree. The highest educational attainment was notably viewed to have a positive correlation to leading people. The respondents expressed awareness that school leadership is so broad in scope; thus, being updated with current trends in education and leadership skills will help one surpass the challenges of managing a school.

What makes school leaders lucky in being administrators in the public school is that they are always being kept abreast with the current trends in leadership since the training of school heads is an essential part of enhancing DepEd people's competencies.

One notable result in the study worth considering is the SBM level of accreditation of school heads' assigned schools. The heart of managing schools in the 21<sup>st</sup> century is ensuring that school planning, efforts, and practices are aligned with this global concern.

Almost 30% of schools did not undergo SBM validation. A PowerPoint presentation about SBM Latest Trend, "What Went Wrong"? (2013, slides 47-48) explains that those who conducted SBM assessment, systematic issues were noted in the operationalization of policies and guidelines at the field level, among these are: unrealistic targets and inappropriate strategies in the School Improvement Plans (SIPs) of many schools visited; too much focus on the SIP templates, which is usually construed as one-size-fits-all, overlooking the unique condition of their schools, learning environments and other peculiar issues.

Caldwell (2005) notes, "bringing forward a set of propositions about school-based management – and then seeking to clarify these on the basis of research and accumulated professional experience" (p. 3), there seems to be a need for further research and review of SBM requirements and standards. He further asserts that the main objective is to provide senior-decision makers with sound foundation knowledge about the key concepts and related research in this area so that they can engage in informed debate on whether school-based management has been a "success" – or whether it is just another passing fashion in the field of educational administration."

According to Luistro (2010), DepEd is going full throttle in its effort to decentralize education management – a strategy that is expected to improve the department's operating efficiency and upgrade education quality. Brown and Cooper (2000) assert that SBM should enhance school performance and, thus, the achievement of the students. These goals are slightly contrasting to a review conducted in Fullan and Watson (2000), "There is virtually no firm, research-based knowledge about the direct or indirect effects of SBM on students ... the little research-based evidence that exists suggests that the effects on students are just as likely to be negative as positive" (p. 34). Back then, there was probably a gap that needed to be addressed in the implementation of SBM. The desire of this program was clear, though, is to improve learners' performance. But the question lies on how to clearly define SBM to make it suitable to current practices that will help schools that have not applied for validation and guide others gain a higher level of accreditation.

The SBM assessment tool used during validation that seems to be a thing for a "one-size fits all" purpose needs to be revisited. Schools are categorized according to the population or number of students. Each school category may have different needs and strengths to consider. Gordon (2010) cited that "larger schools can be equally advantageous for different reasons" (p. 1). Clearly, great things are possible to happen in big schools because of resources available like human, material and financial. Likewise, small schools may have distinctive features that may be lacking in other school categories.

School heads believe that they are performing best in their field of work, as revealed in their self-rated survey questionnaire on behavioral and leadership competencies; however, an inquiry can be raised regarding their SBM performance since only one (1) school head qualified for SBM level 3 accreditation. Level 3 is SBM's highest level of accreditation for public schools, and it is an ideal proof (in terms of evidence and artifacts) that a school is performing best as the current SBM evaluation signifies. Nevertheless, it is fair to commend



administrators who did face the challenge of SBM assessment, which led to the results of gaining accreditation, particularly the sole recipient of the highest level.

The overall results on the survey questionnaire, which is “highly true of me,” was the most apparent response of the respondents for the items on the given survey questionnaire. One thing that was established in the survey data results is that the competencies have almost the same weight of significance for the respondents. It is clarified that the survey used was a validated tool. This strengthens the notion that it is a good reference in authenticating documents of school practices and accomplishments. Nevertheless, there might be a gap in the SBM validation process since this program seems not a popular item for other school heads and teachers.

As a whole, the outstanding response of “highly true of me” of the school heads wraps up the impression that they are doing their tasks as leaders and set good examples in the department.

It can be drawn from the data analyzed that self-assessment is indispensable for a school head to examine if one’s current leadership practices are aligned with the competencies needed to meet the standards of School-Based Management. The SBM validation requires much preparation, such as documents and artifacts to support the accomplishment in the school. It also considers external and internal factors (human and material resources), which make the responsibilities of a school head quite arduous.

The SBM is a universal trend that needs to be considered to assess the capabilities and competencies of those who lead schools. It can produce good results if properly implemented. Elmelegy (2014) notes that SBM can improve decision-making quality through the empowerment of teachers, the delegation of authority, and the encouragement of shared decision-making.

Effective school leadership performance can be realized if a leader considers all the independent variables, namely: self-management; professional and ethics; result focus; teamwork; service orientation; innovation; leading people; people performance; management; and people development. Developing people and honing employees’ skills need to be seen as an investment, Mc Crimmon (2017). A school leader knows “people are a fundamental building block of any TQM organization” (People Development, n.d.), thus, train and developing them for bigger or greater challenges.

In terms of the relationship of respondents’ profiles with their core behavioral and leadership competencies, significant insights were gained on the highest educational attainment and school’s SBM level. The two are the glittering factors that positively elevate a school into an exceptional ladder of recognition which is level 2 or, for the most part, level 3 SBM accreditation.

The highest educational attainment is positively correlated to leading people and people development. Gaining higher/ highest education (postgraduate level) gives many benefits. According to Allen (2007), higher education, theoretically, will also enable individuals to expand their knowledge and skills, express their thoughts clearly in speech and in writing, grasp abstract concepts and theories, and increase their understanding of the world and their community. This idea is an essential factor to consider in school leadership.

The SBM level is comparatively associated with people performance management and people development. By definition, putting SBM into practice involves ensuring that all the stakeholders work together in a system of mutual dependence (What is School-Based Management? 2007, p. 4). The SBM is about people working together to deliver effective services for effective school performance and student learning. The success of SBM requires the support of the various school-level stakeholders, particularly teachers (Cook, 2007). Also, vital to the success of SBM is for school principals to support the decentralization reform (De Grauwe, 2005).

Meanwhile, the computed eta squared indicated a weak positive relationship with small effect size on the following: age range with leadership competencies, civil status with result focus, number of children with self-management, number of years as a school head with self-management, and leadership competencies. The highest educational attainment also showed a weak association with small effect size on the given variables: result focus, service orientation, leading people, and people development. With regard to rank/ position, the associated variables with the same cited interpretation are self-management, professionalism and ethics, teamwork, and leading people. For leadership training, only people development was registered to have a weak association with a small effect size.

Based on the presented interpretation of the data gathered using eta squared, the strength of association of the identified items on the respondents' profile with some of the sub-categories of core behavioral and leadership competencies proved to have a minimal association. The "weak association with small effect size" is still worth considering; thus, it gives value to the association of the profile of respondents with categories of core behavioral and leadership competencies.

School category signified a weak association with small effect size on the following variables: self-management, result focus, teamwork, and innovation. On the other hand, moderate association with small effect size was revealed for professionalism and ethics, and service orientation.

The weak though the positive relationship of school category with the cited variables suggests that the effect of the latter with the independent variable is still positively visible for a gainful move and result. Compared to the mentioned correlations results, SBM's weak positive relationship with the cited dependent variables express very little impact.

Nevertheless, a stronger association was revealed since self-management and people development proved to have a moderate positive relationship with SBM.

In self-management leadership, leaders are facilitators, not heroes, and they “take inordinate steps to scout for the right mix of talents and coach each team member... they encourage team members to improve their inherent, and necessarily distinctive, talents” (Jassawalla & Sashittal, 2000). This is one of the thrusts of SBM: to involve talented people to work for the organizational targets. Therefore, self-management fosters self-initiative. Politis (n.d.) notes that leaders who encourage employees’ self-leadership behavior are most helpful to promote the stimulant work dimensions (i.e., encouragement for creativity, freedom, sufficient resources, and challenging work) that foster a creative working environment.

The study clearly proves that people development is another skill a school leader should strengthen. A school head cannot do all things alone. It is important to delegate responsibility and duty to address other concerns in the school. Wilson (2004), points out “An effective developmental leader is one who possesses the characteristics and engages in actions primarily focused on the growth and development of the people and the organizations he or she leads” (p. 12).

The strength of the study dealt with the realization that during the study, it is believed that this inquiry is the first of its kind since it unveils a panoramic view of the current DepEd frontrunners- how they evaluate their own core behavioral and leadership performance relative to the thrusts of School-Based Management (SBM).

There are some essential limitations to consider in the study. First, an important variable that may help in ensuring the study’s validity which is the socio-economic status of the respondents was not included since other concerned individuals might not be open to revealing this part for it is something personal. Second, there is another evaluation tool, the Office Performance Commitment Review Form (OPCRF), a self-rating tool validated with attached documents by DepEd authorities. However, only school heads have copies, and it is believed that it is not quite possible to request a copy from all the target participants since some of them may consider it confidential. The DepEd implements a Results-Based Performance Management System which is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas, Objectives, and how these align to overall departmental goals. It provides a venue for agreement on standards of performance and behaviors, which lead to professional and personal growth in the organization (Llego, 2017). One could argue that it is a better valid reference for the study, it is indeed, but the production of copies is not quite easy. Third, the population considered was highly selective since it only focuses on the secondary school heads. Schools heads from the secondary level were chosen as the target participants since a focus on SBM is more evident. Fourth, there is a dearth of literature in relation to the current study, particularly in the local setting. It is therefore difficult to integrate and compare findings from different studies.

These limitations open the door to further research to gain a thorough understanding of policy-related issues on school heads' evaluation and the development of a multi-leveled validation tool to assess SBM.

It is important to consider the "new roles" of school heads in the modern era. The nature of work in post-industrial society is changing significantly, and this change affects the role of an educational leader. Understanding the role and the nature of preparation for it must be based on recognition of how work is being defined and organized in the 21st century (Mulford, 2003).

The "trend towards decentralization" (OECD, 2001b, p. 47) is the focus of SBM thrusts. How to gain success to meet its demands lie in an easier and organized application of inputs and the production of outputs. Thus, the crafting and development of policies may be an option to suffice a missing link, if any.

An indispensable insight revealed in the study is, though the strategy to gather data is through self-evaluation, one can grasp the importance of knowing oneself better as an individual and as a leader. Another is, this study can be a source for benchmarking of leaders who intend to have some soul-searching for creativity and innovation.

The results of the study gave way to the following conclusions: Female school heads are more dominant than males in terms of number. The profile of respondents, especially on current rank/ position and school category (in terms of population), marks a difference in achieving a higher level of accreditation. Gaining SBM accreditation, especially level 3 (highest level), is a tough task. One proof of this is that there is only one from among the covered schools that are awarded accreditation level 3.

An extremely significant association was evident on the following paired variables, civil status and number of children, number of years as school head and current rank/ position, number of years as school head and school category in terms of population, current rank/position, and school category in terms of population and school category in terms of population and SBM level.

Results of the self-evaluation revealed the overall positive outlook of the respondents in terms of their core behavioral and leadership competencies. This implies that the school heads believed that they set as good examples for their constituents. The strong conviction of the school heads that they show exemplary leadership performance is quite contrasting on the overall results of the schools' SBM level of accreditation which is an ideal determinant in proving that a school is performing best.

In terms of association and strength of effect size of respondents' profile and core behavioral and leadership competencies, evident and stronger relationship (moderate association with small effect size) was revealed on school category with professionalism and

ethics and service orientation. The same result was also evident in terms of SBM level with self-management and people development.

Based on the clarified results, drawn conclusions, and identified limitations, the following recommendations are offered for possible policy-making and refinement of related future studies.

It is hoped that school heads, especially the new ones, may consider the value of broadening one's horizons through the pursuit of higher/ highest educational attainment and the practice of updating and familiarizing oneself with the DepEd's projects and programs, particularly the SBM.

School heads who did not experience applying for validation should at least try embracing the challenge of being validated. Prior to one's desire to embrace said validation, meticulous preparation and benchmarking from other validated schools should be considered.

The evident response of "highly true of me" among the respondents with respect to their self-evaluation on core behavioral and leadership competencies shows how they perceive their current practices on school leadership. Since only one school was accredited for SBM level 3, the further exercise of introspection or self-reflection is considered to determine one's strengths and weaknesses to align actions to the goals of the said DepEd's program.

Division seminar-trainings and Cluster Learning Action Cells (CLACs) may consider topics relative to enhancing Self- Management and People Development/ Human Resource Development. Rethinking of the existing guidelines in the implementation of the SBM is also hoped to ensue. It is recommended that a review of the SBM content validation be considered for its alignment to the current local setting and the unique culture of each school category. Instead of using a "one-size fits all" approach, the development of a multi-level tool may be adapted for schools' SBM validation to simplify strategy in preparing genuine documents and artifacts.

It is an accepted fact that gaining an SBM level of accreditation entails much effort. A school led by a school head with the cooperation of teachers and stakeholders needs to exhaust all efforts to welcome SBM validation. In order to appease school heads with the bulk of preparation and thus recognize the effort of the people in a learning community, it is heartily recommended that a school with validated SBM be given a plus factor in the Office Performance Commitment Review (OPCRF) rating.

**REFERENCES**

- A Manual on the Assessment of School-Based Management Practices. (2009)
- Allen H. (2007). Why is higher education important? The Old Schoolhouse Magazine. Copyright 2005.
- Alonso, A. H. (1996). Seven theses on professional Ethics. *Ethical perspectives* 3 (1996) 3, p. 201.
- Bennis, W. (2014). Results-Based Leadership. Connecting Leadership Attributes to Desired Results. <http://www.e-coach.narod.ru/>.
- Briggs, K. & Wohlsetter, P. (2003). , v14 n3 p351-72. Marc Welde at Swets & Zeltlinger Publishers. Los Angeles, CA. USA.
- Brown, B.R., & Cooper, G.R. (2000). School-Based Management: How effective is it? *National Association of Secondary School Principals (NASSP) Bulletin*, 84 (616), 77-86.
- Brownwell, J. (2006). Meeting the competency needs of global leaders: A partnership approach. *Human Resources Management*, 45 (3), 309-336.
- Caldwell, B. (2005). School-Based Management. The International Academy of Educator (IAE). The International Institute for Educational Planning (IIEP) 7-9 rue Eugène Delacroix 75116 Paris France.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Condon, C. & Clifford, M. (2010) Measuring principal performance: How rigorous are commonly used principal performance assessment instruments: A quality school leadership issue brief. Naperville, IL: Learning Point Associates.
- Cook, T. D. (2007). School-based Management in the United States. Background paper prepared for the programmatic study on school-based management for the World Bank, Washington, DC.
- De Grauwe, A. (2005). Improving the quality of education through school-based management: Learning from international experiences. *Review of Education* 51, 269- 287.
- DiPaola, M., & Tschannen-Moran, M. (2003). The principalship at a crossroads: A study of the conditions and concerns of principals. Retrieved July 21, 2003, from [http://www.principals.org/publications/bulletin/bulletin\\_principal\\_crossroads.cfm](http://www.principals.org/publications/bulletin/bulletin_principal_crossroads.cfm).
- Doss, H. (2014). The future of higher education depends on innovation. <http://www.forbes.com/>

- Elliott, S. N. (2014). *Principal Assessment: Leadership Behaviors Known to Influence Schools and the Learning of All Students*. Arizona State University. American Institute for Research.
- Elmelegy, R. I. (2014). Vol. 35, Iss. 1, 2015.
- Fisher, D. & Waller, L. (2013). *The 21st Century Principal: A Study of Technology Leadership and Technology Integration in Texas K-12*
- Fullan, M., & Watson, N. (2000). *School-Based Management: Re-conceptualizing to Improve Learning Outcome*. *School Effectiveness and School Improvement* 2000, Vol. 11, No. 4, pp.453-473.
- Gordon, M. (2010). *Size Matters: The Difference Between Big and Small Schools Size Matters: The Difference Between Big and Small Schools*. <https://www.education.com>
- Governance of Basic Education Act. (R.A. 9155).
- Gray, N. (2008). *Leadership competencies*. *Society for Human Resource and Management*.
- Green, J. E. (2016). *Principals' Portfolios*, <http://www.aasa.org/>
- Guilfoyle, C. (2013). *Principal evaluation and professional growth*. *ASDC Newsletter*, 19 (2). Retrieved from <http://www.ascd.org/publications/newsletters/policy-priorities/vol19/num02/Principal-Evaluation-and-Professional-Growth.aspx>
- Hallinger, P., & Heck, R. H. (2003). *Understanding the principal's contribution to school improvement*. In M. Wallace and L. Poulson (Eds.), *Learning to read critically in educational leadership and management*. London: Sage.
- Heathfield, S.M. (2016). *Leadership Values and Workplace Ethics*. Updated October 12, 2016. <https://www.thebalance.com>
- Hoekstra, S. (2009). *So you say you're customer service-oriented?* Retrieved February 17, 2017 from <http://customerthink.com/>
- Hurley, R. (2003). *Self-management and leadership*. USA. [www.drbohurley.com/pdf/selfmgc3l.pdf](http://www.drbohurley.com/pdf/selfmgc3l.pdf).
- Jassawalla, A. R., and Sashittal, H. C. (2000). *Strategies of effective new product team leaders*. *California Management Review*. 42, 2, 34-51.
- Kleon S, Rinehart S. (1998). *Leadership skill development of teen leaders*. *Journal of Extension*, <https://joe.org/joe/1998june/rb1.php>.
- Lashway, L. (1996). *Ethical leadership*. Eugene, OR: *ERIC Clearinghouse on Educational Management*. Retrieved December 10, 2007, from <http://www.vtaide.com/png/ERIC/Ethical-Leadership.htm>.

- Llego, M. (2017). *OPCRF of School Heads and IPCRFs of Teaching and Non-Teaching Employees in Schools*. <https://www.teacherph.com>.
- Luistro, A. (2010). *DepEd To Strengthen SBM in Schools*. A press release prepared by the Department of Education. <http://www.gov.ph>.
- Martin, M. (1993). *Office of Research, Office of Education Research and Improvement (OERI), US, Department of Education*.
- Maxwell, J. C. ed. (2002). *The maxwell leadership bible*. Nashville, TN: Thomas Nelson Publishers. -- (April 2002). *Leadership wired*. Retrieved December 10, 2007, from [http://www.injoy.com/Newsletters/Leadership/Archives/2002/04\\_1.txt](http://www.injoy.com/Newsletters/Leadership/Archives/2002/04_1.txt).
- McCrimmon, M. (2017). *Developing People*. LeadersDirect. Ontario, Canada.
- Medium-Term Philippine Development Plan. (MTPDP). (2004-2010).
- Medwell, J. (2009). *Developing a model of teacher –Team Building at secondary Schools in Thailand*. 5th Ed. New York: Longman.
- Mulford, B. (2003). *School Leaders: Changing Roles and Impact on Teacher and School Effectiveness*. Education and Training Policy Division, OECD, for the Activity Attracting, Developing and Retaining Effective Teachers.
- Muller, H. M., Pitsoe, V. and Niekerk, E. J. van. (2013), *Education Managers' Perceptions of Teamwork: A Pilot Case Study in the Nkangala District, South Africa*, Retrieved January 16, 2017 from <http://www.krepublishers.com/>
- Neumerski, C. M. (2012). Rethinking instructional leadership, a review: What do we know about principal, teacher, and coach instructional leadership, and where should we go from here? *Educational Administration Quarterly*, XX(X) 1-38. DOI: 10.1177/001316X12456700
- OECD. (2001b). *Report on Hungary/OECD seminar on Managing Education for Lifelong Learning*, 6-7 December 2001, Budapest.
- Olannye, P. (2013). *An Assessment of the Effect of Emotional Intelligence on Leadership Performance in Local Government Administration*, *Journal of Emerging Trends in Economics and Management Sciences*. Nigeria. Scholarlink Research Institute Journals.
- Politis, J.D. (n.d.). *The Impact of Self-Management Leadership on Organisational Creativity*.
- Portin, B.S. (2009). *Assessing the effectiveness of school leaders: new directions and processes*. New York, The Wallace Foundation.
- Principles of Management. (2015). Retrieved from <https://open.lib.umn.edu/principlesmanagement/>



- Richards, T. (2017). *Superior Performance in Leadership*. Retrieved February 17, 2017 from <http://www.clearvisiondevelopment.com/>
- Richardson, J. (2010). Eta squared and partial eta squared as measures of effect size in educational research. Elsevier B.V. or its licensors or contributors. ScienceDirect ® is registered trademark of Elsevier B.V.
- RPMS Overview. (2014)
- SBM Latest Trend "What Went Wrong"? (2013, slides 47-48).
- School-Based Management. (1996).
- School-Based Management. (SBM) Manual. (2009).
- Selman, J. (n.d.). *Leadership and Innovation: Relating to Circumstances and Change*. Ca: ParaComm Partners International.
- Schools First Initiative. (SFI). 2004.
- Shaeffer, S. (2013). BOS Training: Its Implementation, Impact, and Implications for the Development of Indonesia's Education System\*. AusAID Indonesia. SFI. 2004.
- Taylor, I. (2013). *4 Measurement Scales Every Researcher Should Remember*. QuestionPro Survey Software.
- The Local Government Code of the Philippines. (R.A. 7160).
- The Medium-Term Philippine Development Plan. (MTPDP 2004-2010).
- Weiss, K. (1989). "Evaluation of elementary and secondary school principals." *Paper presented at the Annual Meeting of the American Association of School Administrators, Orlando, Florida*, March 3-6, 1989. 11 pages. ED 303 904.
- What is School-Based Management? (2007). p. 4
- Wilson, M. (2004). *Effective Developmental Leadership: A Study of the Traits and Behaviors of a Leader who Develops Both People and the Organization*. M.E. Tulane University, 1980.
- Yemm, G. (n.d). *Personal Resilience and Emotional Intelligence – Is there a link?* <http://www.managingpressure.com/>