Competence, Training Needs and Performance of School Heads in Leyte Districts

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Abstract — The study aimed to determine the competence, training needs and performance of the school heads in Leyte Districts. Specifically, the competency level of the school heads in each of the following domain of the National Competency-Based Standards for School Heads; 2. Investigate the training needs of the school heads; 3. Determine the performance level of the schools in Leyte Districts. This study employed the mixed method research design. Mixed methods type of research was used. In this study, the competency level of the school heads and performance level of the schools was determined by using a survey questionnaire, thus the method that was used was quantitative. Meanwhile, the training needs of the school heads were investigated through focused group discussion, wherein the approach of the inquiry was a qualitative. The competency levels of the School Heads in each domain of the National Competency-Based Standards for School Heads were mostly considered as "Experienced". The common training needs of school heads were on improving their knowledge and skills in the utilization of ICT which focus on the theme Personal and Professional Attributes and Interpersonal Effectiveness Enhancement. The performance level of the school based on SBM level of practice was good and the performance level of the school based on OPCRF with qualitative description of very satisfactory. Results from statistical analysis on the significant relationship between the relationship between the competency level of the School Heads and the performance level of the School Heads in Leyte Districts was rejected. Therefore, there is a significant relationship exist between two (2) variables which were the competency level of the School Heads and the performance level of the School Heads in Leyte Districts.

I. Introduction

The performance and competency of the school head is a key success of a school operation and the success of learners in attaining better learning outcomes. Directly and indirectly, school head partly contributes to the learning outcomes of the pupils, performance and competencies of teachers and so as the performance of the school. School principals exercise significant influence on teacher professional development, affect students' achievement, improving school's operations, school's climate and performance (Bredeson, 2000; Herrera, 2010; Mcquigan, 2009; &Ishimaru, 2012).

This study primarily aimed to determine the competence, training needs and performance of the school heads in Leyte Districts. Specifically, it sought to: 1. Determine the competency level of the school heads with the following domain of the National Competency-Based Standards for

School Heads: 1.1 School Leadership; 1.2 Instructional Leadership; 1.3 Creating a Student-Centered Learning Climate; 1.4 Human Resource Management and Professional Development; 1.5 Parent Involvement and Community Partnership; 1.6 School Management and Operations; and 1.7 Personal and Professional Attributes and Interpersonal Effectiveness. 2. Investigate the training needs of the school heads. 3. Determine the performance level of the schools in Leyte Districts in terms of: 3.1 Mastery level; and 3.2 Office Performance Commitment and Review (OPCRF). 4. Ascertain the significant relationship between the competency level of the school heads and the performance level of the school heads in Leyte Districts. 5. Design a school heads training program.

This study would give significant contributions to the following people in the field of teaching that would be utilized to determine the school heads' needs for training and development. Skills training typically leads to direct changes in school head skill levels and changes in particular aspects of their daily work. School head who is equipped with good leadership and managerial skills is capable of transforming a school environment, pupils and teachers to flourish. School head is on enhancing pupils 'learning outcomes. And this can be achieved if school head in a particular school possess excellent instructional leadership. Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote pupil learning and growth.

II. Methodology

This study employed the mixed method research design. In the present study, the competency level of the school heads and performance level of the schools was determined by using a survey questionnaire, thus the method that was used was quantitative. Meanwhile, the training needs of the school heads were investigated through focused group discussion, wherein the approach of the inquiry was a qualitative.

The respondents in this study were all the elementary school heads in Leyte Districts. Only those school heads with Special Order (SO) and appointment given by the office of the schools division superintendent of Leyte to act the responsibilities as school leaders and managers which include Teacher-In-Charge, office-In-Charge, Elementary Head Teacher, and Elementary School Principal were considered as respondents. Thus, the purposive sampling method was utilized.

The researcher started gathering the needed data using the survey questionnaire and at the same time the researcher conducted an interview to the respondents of this study which were the school heads in Leyte districts. An orientation and explanation of the purpose of the study was discussed to the school heads. School heads were given appropriate time to answer the survey questionnaire. Likewise, the respondents were given enough time to answer interview questions.

To determine the competency level of the school heads in each of the following domain of the National Competency-Based Standards for School Heads, the following numerical mean values and qualitative descriptions were used.

Numerical Mean Value	Qualitative Description
3.51-4.00	Expert
2.51-3.50	Experienced
1.51-2.50	Developing
1.00-1.50	Beginning

To determine the performance level of the schools in Leyte Districts in terms of OPCRF, the scales, adjectival and qualitative descriptions were used:

Scale	Adjectival	Qualitative Description
5	Outstanding	Performance demonstrated exceptional in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative.
4	Very Satisfactory	Performance exceeded expectations. All goals, objectives and targets were achieved above the established standards.
3	Very Satisfactory	Performance met expectations in terms of quality of work, efficiency and timelines. The most critical annual goals were met.
2	Unsatisfactory	Performance failed to meet expectations, and / or one or more of the most critical goals were not met.
1	Poor	Performance was consistently below expectations, and/or reasonable progress towards critical goals was not made.

To determine the performance level of the schools in Leyte Districts in terms of mastery level/level of practice, the following mean values and qualitative descriptions as reflected in the School Based Management scoring template were used:

Mean values	Qualitative Descriptions
2.5 – 3.0	Best
1.5 – 2.49	Better
0.5 – 1.49	Good

The statistical tools used in this research were the descriptive-correlational statistics, frequency and percentage, and weighted means. Pearson Product Moment of Correlation was used to find out the relationship. Meanwhile, qualitative analysis was done to classify data into patterns in order to arrange and conclude results particularly on investigating the training needs of the school heads.

III. Results and Discussion

Table 1. Competency Level of the School Heads in Each of the Following Domain of the National Competency-Based Standards for School Heads

DOMAINS AND STRANDS	WM	Interpretation
DOMAIN 1. SCHOOL LEADERSHIP		
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission	3.59	Expert
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives	3.78	Expert
3. Align goals and objectives with the school vision and mission	3.88	Expert
4. Communicate the school VMGO clearly	3.94	Expert
5. Explain the school vision to the general public	3.47	Experienced
6. Revisit and ensure that school activities are aligned with the school VMGO	3.00	Experienced
7. Establish E-BEIS/SIS and baseline data of all performance indicators	3.56	Expert
8. Involve all internal and external stakeholders in developing SIP/AIP	2.94	Experienced

9. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	3.00	Experienced
10. Align the SIP/AIP with national, regional and local education policies and thrusts	3.78	Expert
11. Communicate effectively SIP/AIP to internal and external stakeholders	3.47	Experienced
12. Resolve problems at the school level	3.94	Expert
13. Assist teachers and students to understand problems and identify possible solutions	3.28	Experienced
14. Analyze cause/s of problems critically and objectively	3.53	Expert
15. Address the causes of the problem rather than the symptoms	2.97	Experienced
16. Explore several approaches in handling problems	3.09	Experienced
17. Demonstrate a proactive approach to problem solving	3.38	Experienced
18. Involve stakeholders in meetings and deliberations for decision making	2.25	Developing
19. Set high expectations and challenging goals	2.81	Experienced
20. Provide opportunities for growth and development of members as team players	3.06	Experienced
21. Define roles and functions of each committee	3.22	Experienced
22. Monitor and evaluate accomplishment of different committees/teams	3.63	Expert
23. Give feedback on the team's performance using performance – based assessment tool	3.72	Expert
24. Establish a system for rewards and benefits for teachers and staff	3.41	Experienced
25. Collaborate with concerned staff on the planning and implementation of programs and projects	3.81	Expert
26. Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)	3.16	Experienced
27. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.38	Experienced
28. Mobilize teachers/staff in sustaining a project	3.72	Expert
29. Maintain an open, positive and encouraging attitude toward change	3.13	Experienced

30. Assist teachers in identifying strengths and growth areas through monitoring and observation	3.41	Experienced
31. Introduce innovations in the school program to achieve higher learning outcomes	2.63	Experienced
32. Monitor and evaluate the implementation of change programs included in SIP/AIP	3.56	Expert
33. Observe and apply multi-tasking in giving assignments	3.66	Expert
34. Advocate and execute plans for changes including culture change in the workplace	3.88	Expert
35. Empower teachers and personnel to identify, initiate and manage changes	3.06	Experienced
AWM	**3.37**	**Experienced**
DOMAIN 2. INSTRUCTIONAL LEADERSHIP		
36. Manage the processes and procedures in monitoring student achievement	3.63	Expert
37. Ensure utilization of a range of assessment processes to assess student performance	3.47	Experienced
38. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.25	Experienced
39. Utilize assessment results to improve learning	3.63	Expert
40. Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly	3.06	Experienced
41. Develop/adapt a research-based school program	2.25	Developing
42. Assist in implementing an existing, coherent and responsive school-wide curriculum	3.66	Expert
43. Address deficiencies and sustain successes of current programs in collaboration with teachers and learners	3.59	Expert
44. Develop a culture of functional literacy	3.53	Expert
45. Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.00	Experienced
46. Work with teachers in curriculum review	3.59	Expert
47. Enrich curricular offerings based on local needs	3.53	Expert
48. Manage curriculum innovation and enrichment with the use of technology	2.78	Experienced
49. Organize teams to champion instructional innovation programs toward curricular responsiveness	2.91	Experienced

50. Prepare and implement an instructional supervisory plan	3.91	Expert
51. Conduct Instructional Supervision using appropriate strategy	3.25	Experienced
52. Evaluate lesson plans as well as classroom and learning management	3.72	Expert
53. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance	3.53	Expert
54. Provide expert technical assistance and instructional support to teachers	3.00	Experienced
AWM	**3.33**	**Experienced**
DOMAIN 3: CREATING A STUDENT-CENTERED LEARNING ENVIRONMENT		
55. Benchmark school performance	2.63	Experienced
56. Establish and model high social and academic expectations for all	3.13	Experienced
57. Create an engaging learning environment	3.34	Experienced
58. Participate in the management of learner behavior within the school and other school related activities done outside the school	3.19	Experienced
59. Support learners' desire to pursue further learning	2.50	Developing
60. Recognize high performing learners and teachers and supportive parents and other stakeholders	3.94	Expert
61. Create and sustain a safe, orderly, nurturing and healthy environment	3.44	Experienced
62. Provide environment that promotes use of technology among learners and teachers	2.91	Experienced
AWM	**3.14**	**Experienced**
DOMAIN 4. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT		
63. Build a community of learners among teachers	3.38	Experienced
64. Assess and analyze the needs and interests of teachers and other school personnel	3.53	Expert
65. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP	3.63	Expert

66. Integrate the SPPD in the SIP/AIP	3.78	Expert
67. Mentor and coach employees and facilitate the induction of new ones	3.09	Experienced
68. Recognize potentials of staff and provide opportunities for professional development	3.34	Experienced
69. Ensure that the objectives of the school development plan are supported with resources for training and development programs	3.31	Experienced
70. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD	3.19	Experienced
71. Monitor and evaluate school-based INSETs	3.63	Expert
72. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff	3.47	Experienced
73. Create and train School Selection and Promotion Committee and train its members	3.66	Expert
74. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers	3.59	Expert
75. Assign teachers and other personnel to their area of competence	3.53	Expert
76. Assist teachers and staff in setting and resetting performance goals	3.00	Experienced
77. Monitor and evaluate performance of teaching and non-teaching personnel vis-a-vis targets	3.66	Expert
78. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel	3.88	Expert
79. Coach deputized staff as needed on managing performance	3.06	Experienced
80. Create a functional school-based performance appraisal committee	3.94	Expert
81. Assist and monitor the development of IPPD of each teacher	3.44	Experienced
	3.48	**Experienced**
DOMAIN 5. PARENT INVOLVEMENT & COMMUNITY PARTNERSHIP		
82. Establish school and family partnerships that promote students' peak performance	2.22	Developing

83. Organize programs that involve parents and other school stakeholders to promote learning	2.66	Experienced
84. Conduct dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners	3.00	Experienced
85. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	3.06	Experienced
86. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects	3.63	Expert
87. Participate actively in community affairs	3.69	Expert
88. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies	3.44	Experienced
AWM	**3.10**	**Experienced**
DOMAIN 6. SCHOOL MANAGEMENT AND OPERATIONS		
89. Manage the implementation, monitoring and review of the SIP/AIP and other action plans	3.34	Experienced
90. Establish and maintain specific programs to meet needs of identified target groups	3.31	Experienced
91. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s	3.19	Experienced
92. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment	3.63	Expert
93. Oversee school operations and care and use of school facilities according to set guidelines	3.47	Experienced
94. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.66	Expert
95. Assign/ hire appropriate support personnel to manage school operations	3.59	Expert
96. Prepare a financial management plan	3.19	Experienced
97. Develop a school budget which is consistent with SIP/AIP	3.06	Experienced
98. Generate and mobilize financial resources	3.94	Expert

99. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	3.66	Expert
100. Accept donations, gifts, bequests and grants in accordance with RA 9155	3.56	Expert
101. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	3.66	Expert
102. Organize a procurement committee and ensure that the official procurement process is followed	3.88	Expert
103. Utilize funds for approved school programs and projects as reflected in SIP/AIP	3.06	Experienced
104. Monitor utilization, recording and reporting of funds	3.59	Expert
105. Account for school fund	3.53	Expert
106. Prepare financial reports and submit/ communicate the same to higher education authorities and other education partners	3.63	Expert
107. Apply Information Technology (IT) plans for online communication	1.53	Developing
108. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	1.31	Developing
109. Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines	1.56	Developing
110. Share with other school heads the school's experience in the use of new technology	1.69	Developing
AWM	**3.13**	**Experienced**
DOMAIN 7. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS		
111. Manifest genuine enthusiasm and pride in the nobility of the teaching profession	3.06	Experienced
112. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times	3.59	Expert

113. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders	3.56	Expert
114. Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.66	Expert
115. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs	3.53	Expert
116. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel	3.00	Experienced
117. Communicate effectively to staff and other stakeholders in both oral and written forms	3.66	Expert
118. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context	3.88	Expert
119. Interact appropriately with a variety of audiences	3.06	Expert
120. Demonstrate ability to empathize with others	3.94	Expert
121. Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices	3.44	Experienced
122. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions	3.47	Experienced
123. Make individuals accountable for their actions	3.59	Expert
AWM	**3.49**	**Experienced**

Table 1 revealed that the competency levels of the School Heads in each domain of the National Competency-Based Standards for School Heads were mostly considered as experienced. The result means that the competency level of the school heads in Leyte Districts was considered as experienced. Though most of the competencies of the school heads obtained a qualitative description as experienced, there were some domains or areas wherein school heads' performance were poor or considered as developing. The following were the competencies wherein school heads need enhancement: Develop/adapt a research-based school program, Support learners' desire to pursue further learning, Establish school and family partnerships that promote students' peak performance, Apply Information Technology (IT) plans for online communication, Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system), Use IT to access Teacher Support

Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines, and Share with other school heads the school's experience in the use of new technology. This implies that competency level of the School Heads in each of the following domain of the National Competency-Based Standards, are experienced performance based on demonstrable characteristics and skills of school head. This experienced may influence a result an effective and successful school operations, particularly on the performance of the school. It is because; principals who are highly competent are able to combine all the areas of curriculum management, organization in other to produce quality education and school effectiveness.

Table 2. Training Needs of the School Heads

Major Themes	Core Ideas
School Leadership Enhancement	training to improve my leadership skill
	know more how to become an effective leader
	management skills to establish and maintain good rapport with teachers, parents and the community
	training about fiscal management
	to join a seminar that can improve my skill about getting the full support of parents
	seminar about management techniques
	establish and maintain good relationship to both internal and external stakeholders
	enhance my leadership skill
Instructional Leadership Skills Enhancement	mentor my teachers on how to teach pupils how to read
	instructional improvement strategies
	improving the learning outcomes of pupils
	improve the academic performance of pupils.
Human Resource Management and Professional Development Enhancement	There are some teachers who are "indifferent". I need to improve my skill on managing this kind of teachers.
	trainings that will hone my skills in order to help teachers grow and improve as professionals
	trainings on establishment of a good work climate
	trainings or seminars on how to resolve/handle conflicts
	seminars about helping teachers to improve their skills in teaching
	seminars that will improve my skills in mentoring
	empower my teachers, teach and guide them how to become competent teachers

Personal and Professional Attributes and Interpersonal Effectiveness Enhancement	Knowledge in conducted a research needs to be developed.
	Training that provides modern instructional materials such as ICT tools.
	training on computer and ICT skills
	improve my knowledge in using computers
	learn about crafting of action research
	training about using laptop or computer
	seminar or trainings about ICT
	use of information and communication technologies
	how to conduct a research
	using ICT
	using technology
	trainings on ICT
	learn better using computers
	training about ICT

Results on table 2 that the common training needs of school heads was on improving their knowledge and skills in the utilization of ICT which focus on the theme Personal and Professional Attributes and Interpersonal Effectiveness Enhancement. This implies that school heads are responsible for their personal professional development through trainings and seminars which can be of great help to enhance and improve the whole school operations. School heads believed that their skills in ICT will help improve school operation such as teachers' skills enhancement and pupils' learning.

Table 3. Performance Level of the Schools in Leyte Districts

School Head	Performance Level			
	Performance Level of the School based on SBM Level of Practice	Interpretation	Performance Level of the School based on OPCRF	Interpretation
A	1.45	Good	4.1	Very Satisfactory
B	1.46	Good	4.016	Very Satisfactory
C	1.34	Good	4.24	Very Satisfactory
D	1.43	Good	4.27	Very Satisfactory
E	1.23	Good	4.243	Very Satisfactory
F	1.39	Good	4.4	Very Satisfactory
G	1.44	Good	4.36	Very Satisfactory
H	1.48	Good	4.43	Very Satisfactory
I	1.23	Good	4.3	Very Satisfactory
J	1.42	Good	4.285	Very Satisfactory
K	1.19	Good	4.13	Very Satisfactory
L	1.47	Good	4.11	Very Satisfactory
M	1.44	Good	4.37	Very Satisfactory
N	1.45	Good	4.12	Very Satisfactory
N	1.34	Good	4.00	Very Satisfactory
NG	1.12	Good	4.00	Very Satisfactory
O	1.34	Good	4.39	Very Satisfactory
P	1.45	Good	4.12	Very Satisfactory
Q	1.21	Good	4.33	Very Satisfactory
R	1.09	Good	4.170	Very Satisfactory
S	1.34	Good	4.27	Very Satisfactory
T	1.09	Good	4.22	Very Satisfactory
U	1.39	Good	4.36	Very Satisfactory
V	1.20	Good	4.26	Very Satisfactory
W	1.23	Good	4.15	Very Satisfactory
X	1.23	Good	4.26	Very Satisfactory
Y	1.30	Good	4.19	Very Satisfactory
Z	1.28	Good	4.00	Very Satisfactory
A.1	1.05	Good	4.12	Very Satisfactory
B.1	1.15	Good	4.21	Very Satisfactory
C.1	1.30	Good	4.25	Very Satisfactory
D.1	1.20	Good	4.04	Very Satisfactory
AWM	**1.30**	Good	**4.21**	Very Satisfactory

Table 3 presents the performance Level of the Schools in Leyte Districts. Results showed that the performance level of the school based on SBM level of practice got an average weighted mean of 1.30 interpreted as "Good". And the Performance Level of the School based on OPCRF obtained an average weighted mean of 4.21 with qualitative description of "Very Satisfactory".

Table 4. Relationship Between the Competency Level of the School Heads and the Performance Level of the School Heads in Leyte Districts

Variables	p-value	CV	t-value	Decision
Competency Level of the School Heads and the Performance Level of the School Heads	0.03	3.12	3.179	H_O Rejected

Results from table 4 the null hypothesis on the significant relationship between the relationship between the competency level of the School Heads and the performance level of the School Heads in Leyte Districts was rejected. The decision was "H_O Rejected" because the p-value was only 0.03 which was less than 0.05 alpha of significance. Therefore, there is a significant relationship exist between two (2) variables which were the competency level of the School Heads and the performance level of the School Heads in Leyte Districts.

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