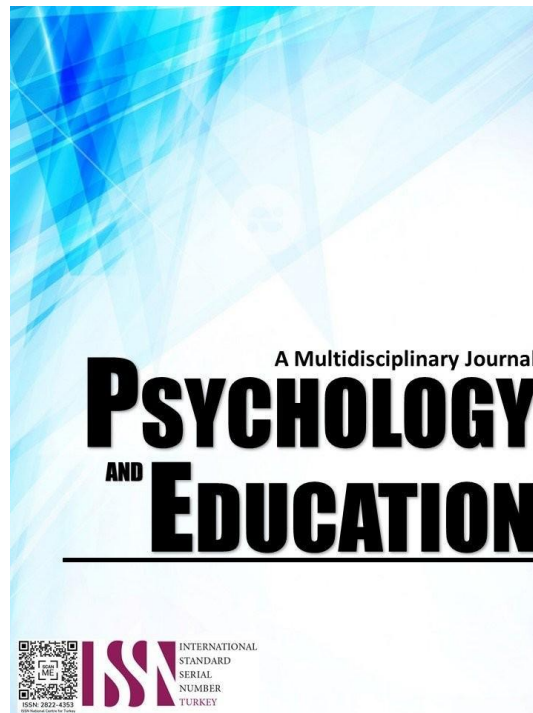


# **CORE BEHAVIORAL COMPETENCE, LEADERSHIP COMPETENCE AND WORK PERFORMANCE OF THE SCHOOL HEADS IN PUBLIC SECONDARY SCHOOLS OF EASTERN VISAYAS**



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## Core Behavioral Competence, Leadership Competence and Work Performance of the School Heads in Public Secondary Schools of Eastern Visayas

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### Abstract

Quality education is the product of the collective contributions of several factors including the quality of school leaders. Leadership competence and behavioral competence are qualities that school heads should possess to ensure success in school operations and instructional supervision. This descriptive-survey research determined the core behavioral competence leadership competence and individual work performance of school heads in public secondary schools of Eastern Visayas as this relates to the school –based management level of the schools. The data gathered from a survey questionnaire were subjected to statistical analyses. The Pearson Product Moment Correlation Coefficient (Pearson  $r$ ), eta correlation, point bi-serial method and t- test were used to test the null hypotheses formulated in this study. Based on the data gathered and the results of the analysis and interpretation, the findings of this study reveal that most school heads are in their middle age, females and married. Likewise, most of them have master's degree, experienced in teaching experience and highly experienced in administration, and have sufficient trainings in terms of administrative and supervisory trainings attended. The schools' SBM performance will improve if school heads consistently manifest leadership competence in leading people, people performance management and people development.

**Keywords:** *competence, leadership, performance, SBM, school heads, behavior*

### Introduction

The Department of Education (DepEd) is committed to provide the members of its organization with opportunities to link their individual achievements and make a meaningful contribution to the attainment of the institution's Vision and Mission; Promote individual and team growth, participation and commitment; and grow professionally and personally. In line with this Philosophy, DepEd implements a Results-Based Performance Management System. It is a shared undertaking between the superior and the employee that allows an open discussion of job expectations, Key Results Areas (KRA), 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 (DO 2, S.2015; CSC MC 6, s. 2012).

Republic Act 9155 Otherwise known as Governance of Basic education Act of 2011, mandates the school heads to exercise administrative management; to set the school mission and school vision, goals and objective of the school; develop and implement the school improvement plan and mobilize community participation for improvement of education outcomes and exercise instructional leaderships as follows: introduce new and innovative modes of instruction to achieve higher learning outcomes; create a school environment conducive to learning; be accountable for learning outcomes; and develop the school curriculum and being accountable for learning outcomes.

Based on the researcher's observations, the school heads in the Division of Tacloban City manifest administrative and supervisory abilities that are beneficial to the school and to the teachers as well. They are too engrossed in the day to day activities that they fail to get insight their teachers' and employees' mind frame. Those with filled idea of their own abilities and role within the organization will benefit from realistic assessment of their current worth. Because school heads are busy, it can be hard sometimes for them to give an overview of a situation without any details of ongoing projects, observations and problem of the schools. The assessment of the individual work performance of the school heads is a good opportunity to step away from the hustle and bustle of everyday work and reflect upon the overarching direction of where the schools are heading to.

Several school heads wanted to have the best for their school considering their management skills and work performance. They believe that with the knowledge and skills they possess and armed with positive attitude towards their jobs, they could be effective school heads.

### Research Questions

This primary objective of the study is to assess the core behavioral competence, leadership competence and work performance of school heads of public secondary schools of Eastern Visayas. Specifically, it sought to answer the following questions:

1. What is the profile of the school heads in terms of the following:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 educational attainment;

- 1.5 work experience; and
  - 1.5.1 teaching experience? and
  - 1.5.2 administrative experience?
- 1.6 Administrative and Supervisory Trainings Attended?
2. What is the level of behavioral competence of the school heads, as assessed by the teachers and school heads themselves, in terms of the following:
  - 2.1 self management;
  - 2.2 professionalism and ethics;
  - 2.3 result focus;
  - 2.4 teamwork;
  - 2.5 service orientation; and
  - 2.6 innovation?
3. What is the level of leadership competence of the school heads, as assessed by the teachers and school heads themselves as regards the following?
  - 3.1 leading people;
  - 3.2 people performance management; and
  - 3.3 people development?
4. What is the SBM performance of the schools?

## Literature Review

In a Civil Service Commission, Memorandum Circular no. 13, series of 1999 otherwise known as Revised Policies on the Performance Evaluation system pointed out that the School heads plays a vital part in the achievement of his/her department's objectives. The Results-Based Performance Management Cycle of the employee and his/her superior jointly determines goal and measures that will lead to the achievement of the overall departmental goals. After which, weights are assigned to those goals based on priorities at the end of the performance cycle, the employee is rated on the effectiveness/quality, efficiency (including cost), and timeliness in delivering the goals agreed upon. The success of everyone in fulfilling the role and delivering exceptional performance is dependent on how s/he applies various competencies on the job. They are rated based on the effectiveness and consistency by which s/he demonstrates behaviors relevant to the competencies. The overall rating is computed by adding the rating for each competency and dividing the sum by the total number of competencies. Half points may be given if the employees performance level falls in between descriptions of the scale positions.

In similar manner, a Department Order number 2, series of 2015 states that the development plans of Department of Education which the areas where the employee excels and the areas for development are both identified. In this manner, the employees' strengths are highlighted and recognized. development needs, on the other hand, are addressed through training and development approaches. Performance represents an extraordinary level of achievement and commitment in terms of quality time, technical skills and knowledge, ingenuity, creativity and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all major areas of responsibility. School heads achievement and contributions to the organization are of marked excellence. The individual work performance of the school heads are based on IPCRF which there are five Key Result Areas (KRAs) are as follows; KRAs 1 the instructional leadership, KRAs 2 the learning environment, KRAs 3 human resource management and development, KRAs 4 parents involvement and community partnership and KRAs 5 school leadership management and operations.

The core behavioral competencies summarize the capabilities that are important across all jobs and that we believe collectively contribute to the overall success. At the same time, the importance may vary according to the specific job duties. Each behavioral competencies has an indicators that indicate highlight how an individual can demonstrate that competency. Behavioral indicators are designed to show the requirements for successful performance of school heads in terms of: (1.) Self management must be able to use introspection, self evaluation and self management techniques in order to pro actively and continuously improve own behavior and performance; (2.) Professionalism and ethics, manifest genuine enthusiasm and pride in the nobility of the teaching profession; (3.) Result focus generates a result by assuming responsibility for one's performance and the correctness of one's interventions, and recognizing opportunities and acting efficiently at the appropriate moment and within the given deadlines; (4.) Teamwork need to work collaboratively with a group of people effectively with interdependent goals and common values and norms to foster a collaborative environment and drive teams in the same direction; (5.) Service orientation, being related to concern for others – it became a set of attitudes and behaviors that affects the quality of the interaction between the organizations staff and its members; (6.) Innovation, to improve learning, equity and systems to translate new idea or intervention into a good or service that creates value to the learners and teachers ( DepEd Order no. 2, s.2015).

There is a need to concretize the linkage between the organizational thrusts and the performance management system. It is important to ensure organizational effectiveness and track individual improvement and efficiency by cascading the institutional accountabilities to the various levels, units and individual personnel, as anchored on the establishment of a rational and factual basis for performance targets and measures. Finally, it is necessary to link with other systems relating it human resources and to ensure adherence to the

principle or performance base tenure and incentives (DepEd order no. 2, s. 2015).

## Methodology

### Research Design

The descriptive method of research was used in determining the core behavioral competence leadership competence and individual work performance of school heads of public secondary schools of Eastern Visayas as these relate to the school –based management level of the schools. This method is deemed appropriate since it allows looking into existing conditions in a certain locale during the conduct of study. It ascertained the existing conditions of the core behavioral competence, leadership competence and individual work performance of school heads of public secondary schools of Eastern Visayas.

The researcher used a questionnaire and documentary evidence as tools for data gathering. Data collected were tabulated and analyzed through frequency counts, mean, percentage distribution, Pearson product moment correlation coefficient (Pearson r), eta correlation and point bi-serial method and t- test.

### Data Collection

Before the actual data gathering process, the researcher asks permission from the DepEd Regional Directors and to the Schools Division Superintendent before fielding out the questionnaires to the identified respondents. The approval of the Regional Director and Superintendent enables the researcher to have an access to the different schools. She will also seek approval from the school heads for convenience and proper coordination in the distribution and retrieval of the questionnaire.

Once permission is granted, the questionnaires will be personally distributed to the respondents. The questionnaire will be retrieved from the respondents in one-week time and will be tabulated using both the descriptive and inferential statistical tools. The respondents will be given an assurance of full confidentiality of their response in order to elicit honest and sincere answers to the instrument.

The School Based Management (SBM) school performance were based from the data given by the SBM Coordinator of a particular schools.

### Statistical Treatment of Data

The data were scored, analyzed, and interpreted using appropriate statistical treatment. To determine the scores of the variables used, frequency, percentages and weighted mean will be used. To test the null hypothesis there is no relationship between the work performance of school heads and profile, level of behavioral competence and level of leadership competence. There is no relationship between the SBM performance of the school and school heads profile, core behavioral competence, leadership competence and level of work performance. Pearson Product Moment Coefficient of Correlation (Pearson r) eta correlation, point bi-serial method and t-test for correlated samples will be computed. The level of significance for statistical test is set at 0.05

## Results and Discussion

Based on the data gathered and the results of the analysis and interpretation, the following are the findings of this study.

### Profile of School Heads

Most of the school heads belong to 17 or 65.38 percent who are in the middle age category. There were 14 or 53.85 percent females and 19 or 73.08 percent married. In terms of educational attainment, 10 or 38.46 percent finished a master's degree. The average teaching experience was 21 or 80.77 percent, and 7 or 26.92 were highly experienced and moderately experienced in administrative experience. Eleven (11) school heads had very sufficient administrative and supervisory training attended. .

### Level of Core Behavioral Competence of the School Heads

The level of core behavioral competence of the school heads in public secondary schools of Eastern Visayas are categorized into self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation.

As assessed by the Teachers, the behavioral competence of school heads as assessed by the teachers. The overall mean score of school heads is 4.24 corresponding to consistently demonstrated. In five (5) sub-areas, the school heads were likewise assessed to have consistently demonstrated self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation which is evidenced by the respective mean of 4.21, 4.29, 4.24, 4.27, 4.254 and 4.18.

As assessed by the School heads themselves the behavioral competence of school heads heads themselves. The overall mean score of school heads' assessment of themselves is 4.54 which is equivalent to role model. In the five (5) sub areas, the school heads assessed themselves to have consistently demonstrated self-management and innovation as evidenced by the mean of 4.48, and 4.49, respectively. However, it may be noted that they rated themselves as role models in professionalism and ethics, result focus, teamwork, and service orientation with a mean 4.62, 4.52, 4.55, and 4.55, respectively. The findings imply that the school heads are performing their functions as educational leaders.

## Level of Leadership Competence of the School Heads

The level of leadership competence of the school heads in public secondary schools of Eastern Visayas was assessed by the teachers and school heads themselves along these domains: leading people, people performance management, and people development.

As Assessed by the Teachers the overall mean of the school heads as assessed by the teachers which is 4.22, is described as consistently demonstrated. In the three (3) sub-areas, the school heads were assessed by the teachers to have consistently demonstrated in leading people, people performance management, and people development, which is evidenced by the mean of 4.23, 4.21, and 4.21 respectively.

As Assessed by the School Heads Themselves. It reveals that school heads' overall leadership competence mean is 4.47, described as "Consistently Demonstrated". However, they rated themselves "Role Models" in people performance management as indicated by the mean of 4.51. To be more precise, the school heads' leadership competence, specifically in leading people and people development, as indicated by the mean of 4.49, is described as "Consistently Demonstrated". The findings signify that the level of leadership competence of the school's heads can manage the school effectively, build meaningful development plans, and understand and navigate the school.

## Work Performance of the School Heads in Public Secondary Schools of Eastern Visayas

The succeeding discussion focuses on the Work Performance of the School Heads in Public Secondary Schools of Eastern Visayas. The school heads were rated using the Office Performance Commitment and Review Form (OPCRF) with five (5) areas, namely: instructional leadership, learning environment, human resource management and development, parent involvement and community partnership, and school leadership management and operation.

As Assessed by the Teachers. Looking into the specific work performance of the school heads as assessed by the teachers. It shows that there is a HIGH extent of performance of the School Heads with sub-mean of 4.11, 4.14, 4.28 4.27, and 4.25 respectively.

As Assessed by the School Heads Themselves, the work performance of the school heads is assessed by the school heads themselves. The overall mean score of the school heads is 4.37 described as "HIGH" work performance. In the five (5) sub-areas, the school heads were all assessed "HIGH" work performance in instructional leadership, learning environment, human resources management and development, parent involvement and community partnership, and school leadership management and operation which are evidenced by the sub mean of 4.32, 4.32, 4.414, 4.37 and 4.42 respectively. The findings imply that school heads in public secondary schools in eastern Visayas are performing their function which is shown on the ratings given by the teachers and school heads themselves which is high.

## SBM Performance of Public Secondary Schools of Eastern Visaya

The School Based management was contextualized from the ideals of an ACCESs school system. The unit of analysis is the school system, which may be classified as beginning, developing or advanced (accredited level). Table 10 shows the practice computed based on the criteria frequency distribution of the SBM performance of the schools according to their SBM rating categorized to advanced, Beginning, and developing. It can be noted that the total mean of the SBM rating as manifested by a mean of 1.78 is described as 'beginning'. The SBM rating "Beginning" got the highest percentage with a mean of 11 or 421.31 percent. Based on the result of the analysis the data imply that the schools establish and develop structures and mechanisms with acceptable levels and extent of community participation and impact on learning outcomes.

## Conclusion

In the light of the findings of this study, the following conclusions are drawn: (1) Most school heads are in their middle age, females and married. Majority of them have master's degree, experienced in teaching experience and highly experienced in administration, and have sufficient trainings regarding administration and supervision. (2) The school heads consistently demonstrate core behavioral competence as assessed by the teachers, and they consider themselves as role models. (3) The school heads consistently demonstrate leadership competence as rated by both teachers and school heads themselves. (4) The school heads have "High" work performance level in instructional leadership, learning environment, human resource management and development, parents involvement and community partnership and school leadership management and operations as assessed by the teachers and school heads themselves. (5) The assessment of school heads and teachers vary on school heads' level of core behavioral competence. However, their assessment was the same for leadership competence and work performance. (6) The SBM performance of secondary schools in Eastern Visayas is establishing and developing structures and mechanisms with acceptable level and extent of community participation and impact on learning outcomes. (7) As the behavioral competence and leadership competence of school heads improve work performance also improves. (8) The schools' SBM performance will improve if school heads consistently manifest leadership competence in leading people, people performance management and people development.

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