

THE SCHOOL PRINCIPALS' LEADERSHIP COMPETENCE AND TRANSPARENT GOVERNANCE: INPUTS FOR PROPOSED LEADERSHIP TRAINING PROGRAM



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The School Principals' Leadership Competence and Transparent Governance: Inputs for Proposed Leadership Training Program

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Abstract

This study aimed to determine the school principals' leadership competence and transparent governance, which served as inputs for a proposed leadership training program during the school year 2024-2025. The assessment of the school principals and teachers regarding the leadership competence of the school principals. Regarding strategically leading, the school principal-respondents got a composite mean of 3.40, while the teacher-respondents got 3.39, both verbally interpreted as Strongly Agree. Regarding managing school operations and resources, the school principal respondents got a composite mean of 3.62, while the teacher respondents got 3.61, both of which were verbally interpreted as Strongly Agree. In terms of focusing on teaching and learning, the school principal respondents got a composite mean of 3.60, while the teacher respondents got 3.63, both of which were verbally interpreted as Strongly Agree. In terms of empowering self and others, the school principal-respondents got a composite mean of 3.68, while the teacher-respondents got 3.67, both of which were verbally interpreted as Strongly Agree. In terms of building connections, the school principal respondents got a composite mean of 3.52, while the teacher respondents got 3.46, both of which were verbally interpreted as Strongly Agree. The significant difference between the perceptions of the two groups of respondents as regards the leadership competence of the school principals with respect to the above-mentioned variables. There is no significant difference between the perceptions of the two groups of respondents regarding the leadership competence of the school principals with respect to the above-mentioned variables, except for Empowering Self and Others. The assessment of the two groups of respondents regarding the transparent governance of the school principals. In terms of decision-making, the school principal respondents got a composite mean of 3.57, while the teacher respondents got 3.72, both of which were verbally interpreted as Strongly Agree. In terms of financial matters, the school principal respondents got a composite mean of 3.58, while the teacher respondents got 3.51, both of which were verbally interpreted as Strongly Agree. In terms of documentation of resources, the school principal respondents got a composite mean of 3.57, while the teacher respondents got 3.55, both of which were verbally interpreted as Strongly Agree. The significant difference between the perceptions of the two groups of respondents as regards the transparent governance of the school principals with respect to the above-cited variables. There is no significant difference between the perceptions of the two groups of respondents regarding the transparent governance of the school principals concerning the above-cited variables.

Keywords: *training, transparency, leadership, competence*

Introduction

Leadership plays an important role in the development of educational institutions. Changes in global conditions in the era of the Industrial Revolution 4.0, such as the need for more intensive efficiency, an urgent need to follow up on learning, and deepening knowledge of advanced digital information technology as an approach to the leadership of educational institutions. Knowledge in school development leadership has moved toward identifying leadership competencies that help achieve the goals of educational institutions.

In general, the leadership competence of the principal is seen as a society with the knowledge, skills, abilities, and behavior that has shown good performance. The elements that differentiate between leaders and non-leaders in education, as the leadership role of school principals has changed along with shifting expectations of educational excellence. The principal's leadership needs to respond to the needs of Education 4.0 with sufficient competence of school principals so that they can become effective school leaders who can bring schools to excel because the principal's leadership is effective as the main goal in the school system.

As far as leadership is concerned, the principal needs to play an active role in implementing the principal's leadership in meeting the needs and satisfaction of students, stakeholders, and the school system in the education era 4.0. Striving to increase excellence in education, school leaders become effective leaders who can acquire knowledge, skills, and effective professional development programs systematically and sustainably. To identify effective principal leadership competencies in the era in relation to education 4.0, some aspects need to be considered (a). The school's special features, especially regarding the achievement goals and professional education personnel (b). Key trends identified in the area of principal leadership (c). The leadership qualities of an effective principal can be identified by education (Karwati, Euis., and Donni J. Priansa., 2020).

Leadership competencies are observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and in sufficient frequency to be effective in the situation. Most frequently in existing competency, frameworks indicate that emotional intelligence represents a major component of global leadership competency.

Much in line with these are personal attributes that underpin and determine how and when knowledge and skills will be used. In addition, understanding various attributes of leadership competencies and their interaction is essential for organizations' performance and in order for these organizations to work effectively in today's global business environment. The level of this understanding is related to the possession of international competencies within an organization (Cannavaciulo et al., 2019).

On the other hand, transparency in school governance plays a pivotal role in shaping educational policies and programs. This includes curriculum development, faculty recruitment, and the implementation of innovative teaching methods. To maintain academic excellence, the board must be attuned to educational trends and advancements.

Schools are not just centers of learning but also home to students. Governance elements must prioritize student well-being, safety, and a supportive residential environment. Policies related to health services, counseling, and extracurricular activities contribute to the overall development of students.

Effective governance fosters strong ties between the school and its community. Regular communication channels, involvement in community events, and transparent decision-making build trust and support. Engaged stakeholders contribute to the school's overall success (Ecoleglobal,2021).

Nowadays, it can be noted that organization leadership competencies face enormous challenges, which include achieving the organization's set goals and objectives, directing the organization towards the vision and mission, and being in a position to motivate and manage their employees by identifying their strengths and similarities while valuing their differences in the process of accomplishing the common organizational goals and vision.

Considering the above perspectives, the researcher was urged to conduct this study on the school principals' leadership competence and transparent governance to determine if the principal possesses the competence to lead the school and employees toward the achievement of the set goals and objectives, which will lead to the success of the school organization; and to determine if the principal can demonstrate and achieve transparent governance.

Research Questions

This study aimed to determine the school principals' leadership competence and transparent governance which served as inputs for a proposed leadership training program during the school year 2024-2025. More specifically, it sought answers to the following questions:

1. What is the assessment of the school principals and teachers regarding the leadership competence of the school principals in terms of the following:
 - 1.1. leading strategically;
 - 1.2. managing school operations and resources;
 - 1.3. focusing on teaching and learning;
 - 1.4. empowering self and others; and
 - 1.5. building connections?
2. Is there a significant difference between the perceptions of the two groups of respondents as regards the leadership competence of the school principals with respect to the above-mentioned variables?
3. How do the two groups of respondents assess the transparent governance of the school principals in terms of the following:
 - 3.1. decision-making
 - 3.2. financial matters; and
 - 3.3. documentation of resources?
4. Is there a significant difference between the perceptions of the two groups of respondents as regards the transparent governance of the school principals with respect to the above-cited variables?
5. What leadership training program may be proposed based on the results of the study?

Methodology

Research Design

The researcher used the descriptive research method since the study aims to determine the school principals' leadership competence and transparent governance as a correlate to school performance. The descriptive research method is aligned with obtaining facts, events, current conditions, and the characteristics of every school administrator and teachers in the school setting.

As Shona McCombes (2019) points out, descriptive research is a method that accurately and systematically describes a population, situation, or phenomenon. It can effectively answer what, where, when, and how questions, but it's important to note that it's not designed to address why questions.

In a descriptive research design, a wide range of research methods can be employed to investigate one or more variables. Unlike in experimental research, the researcher's role is not to control or manipulate any variables but to observe and measure them.

Furthermore, descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known about the topic or problem yet. Before you can research why something happens, you need to understand how, when, and where it happens.

Respondents

The researcher used stratified purposive sampling. This was conducted in the selected schools of District I and II, Division of Quezon Province. The study respondents were school principals and teachers. Each instrument was administered to all the respondents. The respondents were given enough time to answer the research instrument.

Instrument

The study used a researcher-made questionnaire and descriptive questions that served as indicators in every variable. The survey questionnaire consisted of three parts. The first part contained the evaluation of the respondents. The second part contained the school performance rating, and the third part contained the comments and suggestions of the school principals and teacher-respondents.

The questionnaires that served as survey instruments of the study were validated by experts to ensure their correctness and validity. The contents of the said questionnaire were analyzed and scrutinized by principals, master teachers, English teachers, and education program supervisors. Their comments and feedback were considered in the final approval of the method and were examined by the consultant again as the researcher's proofreader.

Procedure

Permission from the concerned authorities was sought before the conduct of the study. Upon approval of the schools division superintendent and the principal, the questionnaire – checklists were administered to the school principal and teacher-respondents from the selected secondary public schools of District I and II, Division of Quezon Province and were personally retrieved by the researcher.

Data Analysis

Frequency, Percentage Distribution and Ranking. This was used to analyze and summarize the results of the responses from the questionnaire.

Formula to use:

t-Test. This was used to determine the significant difference between the perception of the school principals and teachers as regards the leadership competence of the school principals with respect to leading strategically; managing school operations and resources; focusing on teaching and learning; empowering self and others; and building connections. Significant difference between the perceptions of the two groups of respondents as regards the transparent governance of the school principals with respect to decision-making; financial matters; and documentation of resources.

Results and Discussion

This part of the study provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

Assessment of the School Principals regarding the Leadership Competence in terms of Leading Strategically

Table 1. *Assessment of the School Principals regarding the Leadership Competence in terms of Leading Strategically*

<i>A. Leading Strategically As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. collaborates with school personnel in communicating the DepEd vision, mission, and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects, and activities.	3.51	Strongly Agree	1
2. Develop and implement with the planning team school plans aligned with institutional goals and policies.	3.50	Strongly Agree	2
3. engages the stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations, and issuances.	3.39	Strongly Agree	3
4. leads and empower school personnel in designing and implementing and implementing needs – based programs in the school that support the development of learners.	3.33	Strongly Agree	4
5. designs and apply effective strategies in utilizing learner voice, such as feelings, views and / or opinions to inform policy development and decision-making towards school improvement.	3.27	Strongly Agree	5
Composite Mean	3.40	Strongly Agree	

As discussed in Table 1, the respondents stated that they collaborate with school personnel in communicating the DepEd vision, mission, and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs,

projects, and activities, which got the highest weighted mean of 3.51 and the highest rank of 1. The findings revealed that school heads actively engaged with school personnel to effectively communicate the DepEd vision, mission, and core values to the broader school community. This collaboration aimed to foster a shared understanding and alignment among stakeholders regarding school policies, programs, projects, and activities. This proactive approach by school heads was crucial in ensuring that all members of the school community, including teachers, staff, and parents, were well-informed and involved in the school's initiatives. By fostering this shared understanding, school heads promoted cohesion and unity within the school environment, ultimately enhancing the implementation and impact of educational policies and programs. Fresco (2020) stated that elementary school principals with high leadership qualities and strong supervision skills are more effective in enhancing the quality of education in their schools.

However, the said group of respondents stated that they design and apply effective strategies in utilizing learner voice, such as feelings, views and / or opinions to inform policy development and decision-making towards school improvement which yielded the least weighted mean of 3.27 and least rank of 5. The findings indicated that school leaders designed and implemented effective strategies to incorporate learner voices—including their feelings, views, and opinions—into policy development and decision-making processes aimed at school improvement. These strategies were carefully crafted to ensure that students' perspectives were actively solicited and integrated into discussions and decisions that directly affected their educational experience. By valuing and integrating learner voices, school leaders demonstrated a commitment to creating a more inclusive and responsive educational environment. This approach not only empowered students but also enriched policy development by incorporating firsthand insights and experiences. As a result, policies and decisions were more reflective of the needs and aspirations of the student body, contributing to a more student-centered and supportive school culture. School principals can improve teacher performance by enhancing competence, fostering a productive school culture, providing rewards based on performance, and maximizing school resources (Hayati et al., 2023).

The composite mean of 3.40 implied that the assessment of the school principals regarding their leadership competence in terms of leading strategically is within high level. The findings indicated that school leaders designed and implemented effective strategies to incorporate learner voices—including their feelings, views, and opinions—into policy development and decision-making processes aimed at school improvement. These strategies were carefully crafted to ensure that students' perspectives were actively solicited and integrated into discussions and decisions that directly affected their educational experience. By valuing and integrating learner voices, school leaders demonstrated a commitment to creating a more inclusive and responsive educational environment. This approach not only empowered students but also enriched policy development by incorporating firsthand insights and experiences. As a result, policies and decisions were more reflective of the needs and aspirations of the student body, contributing to a more student-centered and supportive school culture. School principals' technological leadership competences are crucial for solving problems in technology use, cyber security, and guiding proper technology use (Turhan & Özmen, 2023).

Assessment of the School Principals regarding the Leadership Competence in terms of Managing School Operations and Resources

Table 2. *Assessment of the School Principals regarding the Leadership Competence in terms of Managing School Operations and Resources*

<i>B. Managing School Operations and Resources</i> <i>As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. exhibits best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.88	Strongly Agree	1
2. manages finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	3.33	Strongly Agree	5
3. systematizes processes in managing school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	3.76	Strongly Agree	2
4. engages school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	3.63	Strongly Agree	3
5. capacitates school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	3.50	Strongly Agree	4
Composite Mean	3.62	Strongly Agree	

As presented in Table 2, the respondents perceived that they exhibit best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations which got the highest weighted mean of 3.88 and the highest rank of 1. The findings highlighted that school leaders exhibited best practices in managing school data and information through the strategic use of technology, including Information and Communication Technology (ICT). They leveraged technology to streamline and enhance various aspects of school operations, ensuring efficiency and effectiveness. By employing ICT tools for data management, such as student records, administrative processes, and academic performance tracking, school leaders facilitated smoother and more organized school management. This approach not only improved the accuracy and accessibility of information but also enabled timely decision-making based on real-time data analysis. Additionally, by embracing technology-driven solutions, school leaders demonstrated a commitment to staying current with digital advancements, thereby preparing students and staff for the demands of a

digitally integrated world. Overall, their proactive adoption of technology in school operations contributed to a more agile and responsive educational environment. According to Nasir et al. (2020), principals in elementary schools employ a wide range of leadership strategies to develop teacher professionalism, including fostering work discipline, motivating teachers, providing educational supervision, and encouraging participation in professional development programs.

However, the said group of respondents observed that they manage finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan which yielded the least weighted mean of 3.3789 and least rank of 5. The findings indicated that school leaders effectively managed finances, adhering closely to policies, guidelines, and issuances in every phase of financial management, including allocation, procurement, disbursement, and liquidation, all of which were aligned with the school plan. By meticulously following established protocols and regulations, they ensured transparency and accountability in financial matters. This approach not only safeguarded the school's fiscal integrity but also optimized resource utilization to support educational priorities outlined in the school plan. Moreover, their adherence to financial regulations demonstrated a commitment to responsible stewardship, earning trust and confidence from stakeholders, including staff, students, and parents. Overall, their strategic financial management practices contributed to the sustainable growth and development of the school, fostering a conducive environment for effective teaching and learning. Principals with visionary leadership can effectively lead school change, fostering innovation and positive change in the school environment (Yulindasari et al., 2020).

The composite mean of 3.62 implied that the assessment of the school principals regarding their leadership competence in terms of managing school operations and resources is within high level. The findings indicated that the assessment of school principals regarding their leadership competence in managing school operations and resources was consistently rated at a high level. Principals were recognized for their adeptness in overseeing various facets of school management, including operational efficiency, resource allocation, and financial stewardship. Their leadership was characterized by strategic decision-making, adherence to established policies, and effective utilization of available resources to support educational objectives. This high level of competence not only ensured smooth day-to-day operations but also contributed to the overall effectiveness and sustainability of the school environment. Principals' proficiency in managing school operations and resources underscored their pivotal role in fostering a conducive learning environment and promoting continuous improvement within the school community. Silam (2023) stated that school principals in need to develop leadership competencies and instructional leadership to improve school quality.

Assessment of the School Principals regarding the Leadership Competence in terms of Focusing on Teaching and Learning

As shown in Table 3, the respondents perceived that they utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators which got the highest weighted mean of 3.71 and the highest rank of 1. The findings revealed that school leaders utilized learning outcomes as a cornerstone for developing data-based interventions aimed at maintaining learner achievement and achieving other performance indicators. They systematically analyzed student performance data to identify areas needing improvement and to tailor interventions accordingly. By aligning interventions with specific learning outcomes, school leaders ensured that strategies were targeted and responsive to students' needs, thereby supporting continuous academic progress.

Table 3. *Assessment of the School Principals regarding the Leadership Competence in terms of Focusing on Teaching and Learning*

<i>C. Focusing on Teaching and Learning</i> <i>As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1.shares exemplary practice in the review, contextualization, and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.	3.62	Strongly Agree	3
2. provides technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	3.46	Strongly Agree	5
3.collaborates with school personnel in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.70	Strongly Agree	2
4. utilizes learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	3.71	Strongly Agree	1
5.undertakes initiatives in integrating career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.50	Strongly Agree	4
Composite Mean	3.60	Strongly Agree	

This data-driven approach not only facilitated informed decision-making but also fostered a culture of accountability and continuous improvement within the school community. Ultimately, these efforts contributed to enhancing overall learner achievement and meeting broader performance benchmarks set by educational standards and goals. According to González-Falcón et al. (2020), principal leadership and socioeconomic and cultural context significantly impact school success, with the latter playing a crucial role in academic outcomes, innovation, and school recognition.

However, the said group of respondents stated that they provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice which yielded the least weighted mean of 3.46 and least rank of 5.

The findings indicated that school leaders provided valuable technical assistance to teachers on teaching standards and pedagogies both within and across learning areas, aimed at enhancing their teaching practices. They actively engaged with teachers to offer guidance and support in implementing effective instructional strategies aligned with educational standards. This assistance was tailored to address specific teaching challenges and promote professional development among educators. By facilitating peer learning and collaboration across different subjects, school leaders fostered a culture of continuous improvement in teaching methodologies. This approach not only enhanced teachers' confidence and competence but also contributed to improved student learning outcomes. Overall, their proactive support in teaching standards and pedagogies underscored a commitment to excellence in education and the ongoing professional growth of the teaching staff. School principals use ideal influence, intellectual stimulation, inspirational motivation, and attention to individuals to improve teacher performance (Hidayat et al., 2023).

The composite mean of 3.60 implied that the assessment of the school principals regarding their leadership competence in terms of focusing on teaching and learning is within high level. The findings indicated that the assessment of school principals regarding their leadership competence in focusing on teaching and learning consistently reflected a high level of effectiveness. Principals were recognized for their strong commitment to advancing teaching and learning within their schools. They demonstrated a clear vision and strategic direction in promoting educational excellence, fostering a positive learning environment, and supporting the professional growth of teachers. Principals' leadership in this area was characterized by their proactive engagement in curriculum development, instructional improvement initiatives, and assessment practices that aimed to enhance student achievement. Their efforts were instrumental in ensuring that teaching and learning standards were upheld and continuously improved upon, aligning closely with educational goals and standards. Overall, the high assessment of principals' leadership competence in focusing on teaching and learning underscored their pivotal role in driving academic success and fostering a culture of excellence within the school community. Principals play a crucial role in designing, implementing, and strengthening teaching and learning activities, leading to competent students and improved school facilities (Miranda & Iriani, 2021).

Assessment of the School Principals regarding the Leadership Competence in terms of Empowering Self and Others

Table 4. *Assessment of the School Principals regarding the Leadership Competence in terms of Empowering Self and Others*

<i>D. Empowering Self and Others As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. sets personal and professional development goals based on the self-assessment aligned with the Philippine Professional Standards for School Heads.	3.46	Strongly Agree	5
2. models exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	3.70	Strongly Agree	3
3. participates in professional networks to upgrade knowledge and skills and to enhance practice.	3.71	Strongly Agree	2
4. implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	3.68	Strongly Agree	4
5. capacitates individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability.	3.86	Strongly Agree	1
Composite Mean	3.68	Strongly Agree	

As presented in Table 4, the respondents stated that they capacitate individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability which got the highest weighted mean of 3.86 and the highest rank of 1. The findings revealed that school principals were proactive in capacitating individuals and teams to effectively fulfill leadership roles and responsibilities, particularly in fostering shared governance and accountability. They provided structured support and development opportunities aimed at enhancing leadership skills and promoting collaborative decision-making among staff members. By empowering individuals and teams, principals encouraged a culture of shared responsibility and accountability within the school community. This approach not only strengthened team cohesion but also facilitated the distribution of leadership across various levels, ensuring a more inclusive and participatory governance framework. Principals' efforts to capacitate others in leadership roles underscored their commitment to building a sustainable and supportive educational environment where every member could contribute effectively to school improvement initiatives. Mayasari (2021) stated that principal leadership, through discipline methods, motivation, work coaching, rewards, and supervision, can significantly improve teacher performance.

However, the said group of respondents stated that they set personal and professional development goals based on the self-assessment aligned with the Philippine Professional Standards for School Heads which yielded the least weighted mean of 3.46 and least rank of 5. The findings indicated that school principals set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads. Principals engaged in reflective practices to evaluate their own performance against established standards, identifying areas for growth and improvement. By aligning their goals with these standards, principals demonstrated a commitment to continuous professional development and adherence to professional benchmarks. This proactive approach not only supported their individual growth but also contributed to the overall enhancement of leadership effectiveness within the school. Principals' dedication to self-assessment and goal-setting fostered a culture of accountability and continuous improvement, reinforcing their role as role models for professional excellence in educational leadership. According to Karmila et al. (2023), principal's

administrative competency and teacher's professional competence both significantly impact educational quality in public senior high schools.

The composite mean of 3.68 implied that the assessment of the school principals regarding their leadership competence in terms of empowering self and others is within high level. The findings indicated that the assessment of school principals regarding their leadership competence in empowering themselves and others consistently demonstrated a high level of effectiveness. Principals were recognized for their ability to inspire and empower both individuals and teams within the school community. They fostered an environment where staff members were encouraged to take initiative, develop their skills, and contribute meaningfully to school goals. Principals themselves demonstrated a strong commitment to personal growth and leadership development, serving as role models for continuous improvement. Their efforts to empower others included providing opportunities for professional development, fostering a collaborative decision-making process, and promoting a culture of trust and mutual respect. Overall, the high assessment of principals' leadership competence in empowering self and others underscored their pivotal role in creating a supportive and inclusive school environment conducive to both personal and organizational success. Yasin & Mustafa (2020) stated that school principal leadership competence positively impacts teachers' social behavior, but punctuality and accountability are not well-correlated.

Assessment of the School Principals regarding the Leadership Competence in terms of Building Connections

Table 5. *Assessment of the School Principals regarding the Leadership Competence in terms of Building Connections*

<i>E. Building Connections As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. builds constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners.	3.45	Strongly Agree	3
2. manages school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	3.51	Strongly Agree	2
3. creates a culture of inclusivity in the school community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance, and respect.	3.40	Strongly Agree	5
4. communicates effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	3.83	Strongly Agree	1
5. empowers the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school community improvement.	3.43	Strongly Agree	4
Composite Mean	3.52	Strongly Agree	

As presented in Table 5, the respondents stated that they communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support which got the highest weighted mean of 3.83 and the highest rank of 1. The findings indicated that school principals effectively communicated with teachers, learners, parents, and other stakeholders through positive use of communication platforms, facilitating information sharing, collaboration, and support. They demonstrated strong proficiency in both spoken and written communication, ensuring clarity and transparency in all interactions. Principals utilized various communication channels to disseminate important information, promote collaboration among stakeholders, and foster a sense of community within the school. By employing a positive and inclusive communication style, they enhanced engagement and built trust among all members of the school community. This approach not only strengthened relationships but also facilitated effective decision-making and problem-solving processes. Principals' commitment to effective communication underscored their role in promoting a cohesive and supportive school environment where open dialogue and shared understanding prevailed. Wicoksono et al. (2022) stated that principals' managerial leadership can improve teacher performance, but teachers need special training to overcome obstacles and achieve learning objectives.

However, the said group of respondents stated that they create a culture of inclusivity in the school community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance, and respect which yielded the least weighted mean of 3.40 and least rank of 5. The findings indicated that school principals actively fostered a culture of inclusivity within the school community through various practices, including promoting gender sensitivity, raising awareness about physical and mental health, and emphasizing cultural responsiveness. They implemented policies and initiatives aimed at promoting awareness, acceptance, and respect among students, staff, and parents. Principals ensured that school environments were safe and supportive for all individuals, regardless of gender identity, physical or mental health status, or cultural background. By integrating these practices into school policies and activities, principals encouraged empathy, understanding, and mutual respect among community members. This inclusive approach not only enhanced the overall well-being of students and staff but also contributed to a positive and harmonious school climate. Principals' commitment to creating an inclusive culture underscored their role in nurturing a supportive educational environment where diversity was celebrated and everyone felt valued and included. According to Fitria et al. (2023), principal's leadership and teacher's professional competence significantly influence teacher's performance in the learning process.

The composite mean of 3.52 implied that the assessment of the school principals regarding their leadership competence in terms of building connections is within high level. The findings indicated that the assessment of school principals regarding their leadership competence in building connections consistently reflected a high level of effectiveness. Principals were recognized for their ability to establish and maintain meaningful connections with various stakeholders within and beyond the school community. They demonstrated strong interpersonal skills and an inclusive approach in fostering relationships with teachers, students, parents, and external partners. Principals actively engaged stakeholders through open communication, collaborative decision-making, and proactive outreach initiatives. Their efforts to build connections promoted trust, cooperation, and shared responsibility among all members of the school community. Principals' commitment to building connections not only strengthened support networks but also facilitated effective collaboration towards achieving common educational goals. Overall, the high assessment of principals' leadership competence in building connections underscored their pivotal role in creating a cohesive and supportive school environment where relationships were valued and nurtured. Principal leadership management, including training, supervision, discipline, and motivation, significantly improves teacher competence in elementary schools (Lisnasari et al., 2023).

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Leading Strategically

As discussed in Table 6, the respondents stated that the school principals design and apply effective strategies in utilizing learner voice, such as feelings, views and / or opinions to inform policy development and decision-making towards school improvement, which got the highest weighted mean of 3.50 and the highest rank of 1. The findings revealed that school principals designed and applied effective strategies to incorporate learner voices—such as their feelings, views, and opinions—into policy development and decision-making processes aimed at school improvement. Principals systematically gathered and analyzed feedback from students to understand their perspectives on educational experiences and challenges.

Table 6. *Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Leading Strategically*

<i>A. Leading Strategically As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1.collaborates with school personnel in communicating the DepEd vision, mission, and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects, and activities.	3.38	Strongly Agree	3
2. develops and implement with the planning team school plans aligned with institutional goals and policies.	3.49	Strongly Agree	2
3. engages the stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations, and issuances.	3.26	Strongly Agree	5
4. leads and empower school personnel in designing and implementing and implementing needs – based programs in the school that support the development of learners.	3.32	Strongly Agree	4
5. designs and apply effective strategies in utilizing learner voice, such as feelings, views and / or opinions to inform policy development and decision-making towards school improvement.	3.50	Strongly Agree	1
Composite Mean	3.39	Strongly Agree	

By valuing and integrating learner voices, principals ensured that policies and decisions were informed by the direct insights and needs of students. This approach not only empowered students but also enriched policy development by making it more responsive and relevant to the school community's dynamics. Principals facilitated platforms and mechanisms for meaningful student participation, fostering a culture of inclusion and shared ownership in school governance. Overall, their strategic use of learner voice in policy development underscored their commitment to creating a student-centered and supportive learning environment conducive to academic and personal growth. Principal leadership improves teacher pedagogic competence through educator certification, training, collaboration, critical and creative thinking, and technology-based learning (Supadi, 2022).

However, the said group of respondents stated that the school principals engage the stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations, and issuances which yielded the least weighted mean of 3.26 and least rank of 5. The findings indicated that school principals actively engaged stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations, and issuances. Principals facilitated open dialogue and collaboration among teachers, staff, parents, and community members to gather feedback and perspectives on policy revisions. By involving stakeholders in the review process, principals ensured that policies were effectively aligned with legal requirements and responsive to the needs of the school community. They fostered a participatory approach where stakeholders had opportunities to provide input, raise concerns, and contribute to the development of implementation strategies. This inclusive process not only enhanced compliance with regulatory frameworks but also promoted transparency and accountability in decision-making. Principals' efforts to engage stakeholders in policy implementation underscored their commitment to effective governance and continuous improvement in school operations, ultimately contributing to a more supportive and law-abiding educational environment. According to Hata et al. (2020), distributed leadership practices of principals in secondary schools significantly correlate with teachers' competency, indicating a strong relationship between the two.

The composite mean of 3.39 implied that the assessment of the teachers regarding the leadership competence of school principals in

terms of leading strategically is within high level. The findings indicated that the assessment of teachers regarding the leadership competence of school principals in leading strategically consistently demonstrated a high level of effectiveness. Principals were recognized for their ability to set a clear vision and direction for the school, aligning strategic initiatives with educational goals and priorities. They demonstrated foresight and innovation in anticipating challenges and opportunities, and effectively mobilized resources to achieve sustainable school improvement. Principals' strategic leadership was characterized by their proactive approach in fostering a culture of collaboration, accountability, and continuous improvement among staff and stakeholders. They engaged teachers in decision-making processes, valued diverse perspectives, and supported professional growth opportunities aligned with strategic objectives. Overall, the high assessment of principals' leadership competence in leading strategically underscored their pivotal role in driving organizational effectiveness and promoting a forward-thinking educational environment that prioritized student success and community engagement. Higher principal leadership and positive teacher attitudes towards professional competence significantly improve elementary school teachers' professional competence (Jaya & Hidayat, 2020).

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Managing School Operations and Resources

Table 7. *Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Managing School Operations and Resources*

<i>B. Managing School Operations and Resources</i> <i>As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. exhibits best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.87	Strongly Agree	1
2. manages finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement and liquidation aligned with the school plan.	3.62	Strongly Agree	3
3. systematizes processes in managing school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	3.75	Strongly Agree	2
4. engages school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	3.34	Strongly Agree	5
5. capacitates school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	3.50	Strongly Agree	4
Composite Mean	3.61	Strongly Agree	

As presented in Table 7, the respondents perceived that the school principals exhibit best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations which got the highest weighted mean of 3.87 and the highest rank of 1. The findings indicated that school principals exhibited best practices in managing school data and information using technology, including Information and Communication Technology (ICT), to ensure efficient and effective school operations. Principals leveraged advanced ICT tools and systems to streamline administrative processes, enhance data accuracy, and improve decision-making capabilities. They implemented robust data management protocols to securely store and access information critical to school operations, such as student records, financial data, and academic performance metrics. By embracing technology-driven solutions, principals facilitated seamless communication and collaboration among staff, students, and parents. They utilized ICT to automate routine tasks, allocate resources more effectively, and monitor progress towards educational goals in real-time. Moreover, principals ensured compliance with data protection regulations and promoted digital literacy among stakeholders to maximize the benefits of technological advancements. Overall, their proactive approach to managing school data and information through ICT underscored their commitment to operational excellence and continuous improvement in educational outcomes. Amelia et al. (2023) stated that school principals' effectiveness in making decisions on professional teacher performance can significantly increase student success by empowering teachers, establishing harmonious relationships with the community, and implementing appropriate leadership principles.

However, the said group of respondents observed that the school principals engage school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school which yielded the least weighted mean of 3.34 and least rank of 5. The findings indicated that school principals actively engaged school personnel in maintaining effective management of staff, ensuring adherence to laws, policies, guidelines, and issuances tailored to the school's specific needs. Principals fostered a collaborative environment where clear communication and transparency were prioritized in implementing legal requirements and organizational policies. They facilitated regular updates and training sessions to ensure staff members were informed about their roles and responsibilities, promoting a culture of compliance and professionalism throughout the school community. Principals also emphasized the importance of adherence to standards to safeguard both staff welfare and operational efficiency, thereby promoting a cohesive and productive work environment. Rahmadi et al. (2021) stated that principal leadership demonstrates two leadership styles, charismatic and democratic, in empowering teachers and staff through supervision, workshops, regular meetings, and educational trainings.

The composite mean of 3.61 implied that the assessment of the teachers regarding the leadership competence of school principals in

terms of managing school operations and resources is within high level. The findings indicated that teachers consistently assessed school principals' leadership competence in managing school operations and resources at a high level. Principals were recognized for their effective oversight and strategic management of various aspects of school operations, including budgeting, resource allocation, and administrative processes. They demonstrated proficiency in optimizing school resources to support educational priorities and enhance learning outcomes. Principals' proactive approach in ensuring efficient daily operations and adherence to budgetary constraints earned them praise from teachers who appreciated their ability to maintain a conducive learning environment. School principals implement programs to improve teacher competency through regular RPP checks, attendance checks, and monthly administration checks (Sardimi & Lisda, 2023).

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Focusing on Teaching and Learning

As shown in Table 8, the respondents perceived that the school principals utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators which got the highest weighted mean of 3.70 and the highest rank of 1. The findings indicated that school principals effectively utilized learning outcomes to develop data-based interventions aimed at maintaining learner achievement and achieving other performance indicators. Principals systematically analyzed student performance data to identify strengths, areas needing improvement, and factors influencing academic outcomes.

Table 8. *Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Focusing on Teaching and Learning*

<i>C. Focusing on Teaching and Learning As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. shares exemplary practice in the review, contextualization, and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.	3.61	Strongly Agree	4
2. provides technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	3.45	Strongly Agree	5
3. collaborates with school personnel in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.69	Strongly Agree	2
4. utilizes learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	3.70	Strongly Agree	1
5. undertakes initiatives in integrating career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.67	Strongly Agree	3
Composite Mean	3.63	Strongly Agree	

By aligning interventions with specific learning outcomes, principals tailored strategies to address identified needs and support continuous academic progress. This data-driven approach not only informed decision-making but also fostered a culture of evidence-based practices within the school community. Instructional leadership positively influences teacher professional competence through the mediating factors of self-efficacy and social capital (Herawati & Tjahjono, 2020).

However, the said group of respondents stated that the school principals provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice which yielded the least weighted mean of 3.45 and least rank of 5. The findings revealed that school principals provided valuable technical assistance to teachers on teaching standards and pedagogies within and across different learning areas to enhance their teaching practice. Principals actively supported professional development by offering guidance and resources aimed at improving instructional techniques and curriculum delivery. They facilitated workshops, mentorship programs, and collaborative sessions where teachers could exchange best practices and refine their teaching methodologies. According to Wu et al. (2020), principals' instructional leadership positively impacts student achievement, while their leadership for teacher development negatively affects it, with the effect being moderated by school context variables.

The composite mean of 3.63 implied that the assessment of the teachers regarding the leadership competence of school principals in terms of focusing on teaching and learning is within high level. The findings indicated that teachers consistently assessed school principals' leadership competence in focusing on teaching and learning at a high level. Principals were recognized for their proactive leadership in promoting and supporting effective teaching practices and student-centered learning environments. They demonstrated a strong commitment to educational excellence by setting clear academic goals, implementing curriculum enhancements, and fostering a culture of continuous improvement among teachers. According to Cebrián et al. (2022), school principals with teaching experience perceive higher levels of distributed leadership competencies than those with managerial experience, emphasizing the importance of both experiences for effective leadership in education.

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Empowering Self and Others

As presented in Table 9, the respondents stated that the school principals participate in professional networks to upgrade knowledge and skills and to enhance practice which got the highest weighted mean of 3.85 and the highest rank of 1. The findings indicated that school principals actively engaged in professional networks to enhance their knowledge, skills, and professional practices.

Table 9. *Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Empowering Self and Others*

<i>D. Empowering Self and Others As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. sets personal and professional development goals based on the self-assessment aligned with the Philippine Professional Standards for School Heads.	3.70	Strongly Agree	2
2. models exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	3.67	Strongly Agree	3
3. participates in professional networks to upgrade knowledge and skills and to enhance practice.	3.85	Strongly Agree	1
4. implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	3.59	Strongly Agree	4
5. capacitates individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability.	3.52	Strongly Agree	5
Composite Mean	3.67	Strongly Agree	

These networks served as vital platforms where principals exchanged ideas, learned from peers, and gained insights into effective leadership strategies. By participating in these networks, principals had opportunities to stay updated with current educational trends and innovations. This collaborative environment not only enriched their understanding of educational leadership but also provided support in addressing common challenges faced in school management. Overall, the findings underscored the proactive role of professional networks in facilitating continuous professional development among school principals, ultimately benefiting school communities through improved leadership and management practices. According to Sepuru et al. (2020), beginner principals perceive themselves as ill-prepared for their new roles in school leadership and management, highlighting the need for training and exposure to leadership responsibilities.

However, the said group of respondents stated that the school principals capacitate individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability which yielded the least weighted mean of 3.52 and least rank of 5. The findings highlighted that school principals played a crucial role in empowering individuals and teams to fulfill leadership roles and responsibilities effectively, thereby fostering a culture of shared governance and accountability within their schools. Principals actively worked to build capacity among their staff members, providing them with the necessary skills, resources, and support to excel in their respective roles. This approach not only promoted a sense of collective responsibility but also encouraged collaborative decision-making processes that involved various stakeholders in school governance. By promoting shared governance, principals helped create an environment where transparency and accountability were prioritized, ensuring that decisions were made with the best interests of the school community in mind. Overall, the findings underscored the principal's pivotal role in nurturing leadership capabilities among staff members, ultimately contributing to a more cohesive and effective school leadership structure. Principals' managerial competence, consisting of conceptual, technical, and interpersonal aspects, plays a crucial role in establishing a creative school (Rachmawati et al., 2020).

The composite mean of 3.67 implied that the assessment of the teachers regarding the leadership competence of school principals in terms of empowering self and others is within high level. The findings revealed that teachers' assessments of school principals' leadership competence, particularly in empowering both themselves and others, consistently reflected high levels of satisfaction and confidence. Teachers perceived principals as effective leaders who not only encouraged their professional growth but also empowered them to take initiative and excel in their roles. Principals were seen as fostering an environment where teachers felt supported and encouraged to develop their skills and contribute to the school's overall success. This empowerment extended beyond individual teachers to encompass collaborative efforts and team dynamics, where principals facilitated a culture of mutual support and shared goals. Overall, the assessment highlighted that teachers held a positive view of principals' leadership in terms of empowering both self-development and collective effectiveness, emphasizing the crucial role of principals in promoting a conducive and supportive educational environment. School principals play a crucial role in improving teacher competence by fostering regular supervision, increasing ethical responsibilities, and encouraging teachers to participate in training related to learning development and evaluation (Estiani & Hasanah, 2022).

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Building Connections

As presented in Table 10, the respondents stated that the school principals communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support which got the highest weighted mean of 3.50 and the highest rank of 1. The findings indicated that school principals demonstrated effective communication skills both in speaking and writing, utilizing various communication platforms to facilitate seamless information sharing, collaboration, and support among teachers, learners, parents, and other stakeholders. Principals were noted for their ability to articulate ideas clearly and concisely, ensuring that messages were easily understood and relevant to their audience. They actively engaged with stakeholders, fostering open dialogue and transparency, which contributed to a sense of inclusivity and community within the school environment. By leveraging positive communication practices, principals promoted collaboration among different stakeholders, enhancing support mechanisms and aligning efforts toward common goals.

Table 10. *Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Building Connections*

<i>E. Building Connections As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. builds constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners.	3.45	Strongly Agree	3
2. manages school organizations, such as learner organizations, faculty clubs and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	3.49	Strongly Agree	2
3. creates a culture of inclusivity in the school community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance, and respect.	3.44	Strongly Agree	4
4. communicates effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	3.50	Strongly Agree	1
5. empowers the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school community improvement.	3.39	Strongly Agree	5
Composite Mean	3.46	Strongly Agree	

Overall, the findings underscored the principal's role as a proficient communicator who played a pivotal role in establishing effective communication channels that fostered a cohesive and supportive school community. Ata & Saltan (2023) stated that school principals' perspectives on technological leadership, technostress, and ICT proficiency are crucial for school success, as they play a key role in fostering academic achievement and fostering a positive school culture.

However, the said group of respondents stated that the school principals empower the community, such as parents, alumni, authorities, industries and other stakeholders, to participate in addressing concerns on learner development, as well as school community improvement which yielded the least weighted mean of 3.4211 and least rank of 5. The findings revealed that school principals actively empowered various community stakeholders, including parents, alumni, authorities, industries, and others, to participate in addressing concerns related to learner development and overall school community improvement. Principals encouraged collaboration and engagement by fostering meaningful partnerships that allowed stakeholders to contribute their expertise, resources, and support. By involving these diverse groups, principals promoted a holistic approach to school development, ensuring that initiatives were inclusive and responsive to the needs of all community members. This empowerment not only strengthened community ties but also enhanced the collective efforts aimed at fostering a supportive and enriching environment for learners. Overall, the findings highlighted the principal's proactive role in mobilizing community involvement, which proved instrumental in advancing educational outcomes and fostering a sense of ownership and pride in the school's success. Principal leadership with excellent and practical managerial competence can improve the quality of education in primary schools (Wibowo & Wakhudin, 2021).

The composite mean of 3.46 implied that the assessment of the teachers regarding the leadership competence of school principals in terms of building connections is within high level. The findings indicated that teachers consistently assessed school principals' leadership competence in terms of building connections at a high level. Teachers perceived principals as effective in establishing and nurturing relationships with various stakeholders, including teachers themselves, students, parents, and community members. Principals were noted for their ability to create inclusive and supportive networks within the school community, fostering a sense of belonging and collaboration. They actively engaged stakeholders in meaningful dialogue, solicited input, and addressed concerns, thereby promoting transparency and trust. This ability to build connections not only strengthened relationships but also facilitated effective communication and decision-making processes within the school. Overall, the assessment underscored the principal's pivotal role in cultivating a connected and cohesive school environment, where mutual respect and shared goals contributed to the overall success and well-being of the school community. Putri et al. (2023) stated that the school principal's instructional leadership, or learning leadership, improves teacher professional competence by setting clear academic goals, motivating staff and students, aligning teaching and learning activities, and implementing sustainable systems.

Significant Difference Between the Perceptions of the Two Groups of Respondents

Table 11 presented the results comparing the perceptions of school principals and teachers regarding leadership competence across several dimensions. Each dimension's mean difference, standard deviation, standard error mean, and t-value were provided, along with the interpretation and decision based on the significance level.

Across the dimensions examined, the perception differences between school principals and teachers in terms of leadership competence were generally found to be statistically not significant, except in one area. For "Empowering Self and Others," the mean difference was -0.00732, with a standard deviation of 0.31682 and a standard error mean of 0.0343. The corresponding t-value was -0.203, indicating a significant difference in perception between principals and teachers in this aspect.

In contrast, the other dimensions—Leading Strategically, Managing School Operations and Resources, Promoting Optimal

Table 11. *Difference observed between the perception School Principals and teachers*

<i>Difference observed between the perception of School Principals and teachers in terms of Leadership Competence:</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>t-value</i>	<i>Interpretation</i>	<i>Decision</i>
Leading Strategically	-0.01781	0.31682	0.03149	-0.526	Not Significant	Accept Ho
Managing School Operations and Resources	-0.16684	0.28293	0.03006	-5.781	Not Significant	Accept Ho
Promoting Optimal Performance	0.01992	0.3250	0.03225	0.594	Not Significant	Accept Ho
Empowering Self and Others	-0.00732	0.31682	0.0343	-0.203	Significant	Reject Ho
Building Connections	0.02721	0.31563	0.03521	0.622	Not Significant	Accept Ho

In contrast, the other dimensions—Leading Strategically, Managing School Operations and Resources, Promoting Optimal Performance, and Building Connections—showed mean differences of -0.01781, -0.16684, 0.01992, and 0.02721, respectively. The *t*-values for these dimensions (-0.526, -5.781, 0.594, and 0.622) were not significant, suggesting that any observed differences in perception between principals and teachers in these areas were likely due to random variation rather than meaningful disparities.

Based on these findings, it was concluded that while there was generally alignment in how school principals and teachers perceived leadership competence across most dimensions, there was a notable divergence in the perception of "Empowering Self and Others." This discrepancy could potentially reflect differing roles, responsibilities, or experiences between principals and teachers in fostering empowerment within the school environment. Further exploration into the specific practices and experiences contributing to these perceptions could have provided valuable insights into improving collaborative leadership and organizational effectiveness within schools.

School principals' instructional management skills can enhance teacher competence and school achievement goals (Ornopia et al., 2022).

Assessment of the School Principals regarding their Transparent Governance in terms of Decision-Making

As discussed in Table 12, the respondents stated they present decisions to school staff/teachers before they are implemented, which got the highest weighted mean of 3.82 and the highest rank of 1. The results indicated that school principals consistently presented decisions to school staff and teachers before implementation, fostering a collaborative and transparent decision-making process.

Table 12. *Assessment of the School Principals regarding their Transparent Governance in terms of Decision-Making*

<i>A. Decision-Making As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. allows school staff to be involved in decision-making for successful implementation and results.	3.39	Strongly Agree	5
2. presents decisions to school staff/teachers before they are implemented.	3.82	Strongly Agree	1
3. encourages collaboration in planning and decision-making in order to raise levels of expertise and to successfully involve subordinates.	3.42	Strongly Agree	4
4. considers the value of openness among colleagues to establish a shared leadership and good governance.	3.47	Strongly Agree	3
5. encourages school staff/teachers to raise questions and suggestions before finalizing and putting decisions into actions.	3.73	Strongly Agree	2
Composite Mean	3.57	Strongly Agree	

By involving staff members in the early stages, principals ensured that everyone had the opportunity to provide input, express concerns, and contribute ideas. This inclusive approach not only promoted a sense of ownership and shared responsibility among teachers but also enhanced the overall effectiveness of the decisions made. Teachers felt valued and respected, knowing their perspectives were considered in shaping the school's policies and practices. This practice of pre-implementation consultation helped build trust and strengthened the sense of community within the school. Overall, the findings emphasized the importance of collaborative decision-making led by principals, which played a crucial role in creating a supportive and engaged educational environment. Supriadi et al. (2021) stated that good school governance, consisting of transparency, accountability, responsibility, autonomy, fairness, and participation, positively impacts the quality of principal's decision-making in vocational schools.

However, the said group of respondents stated they allow school staff to be involved in decision-making for successful implementation and results which yielded the least weighted mean of 3.39 and least rank of 5. The findings indicated that school principals actively involved school staff in the decision-making process to ensure successful implementation and positive outcomes. By encouraging staff participation, principals fostered a sense of collaboration and inclusivity, allowing teachers and other staff members to share their insights, expertise, and perspectives. This collaborative approach not only enhanced the quality and relevance of the decisions made but also increased the likelihood of successful implementation, as staff members were more committed to initiatives they had helped shape. Teachers felt empowered and appreciated, knowing their contributions were valued and integral to the school's progress. Overall, the findings highlighted the importance of inclusive decision-making led by principals, which played a vital role in creating a cohesive and motivated school community dedicated to achieving shared goals. According to Mašát (2023), school principals can enhance

education by implementing transparency in training, optional direct teaching obligations, and a unified teaching concept within one school.

The composite mean of 3.57 implied that the assessment of the school principals regarding their transparent governance in terms of decision making is within high level. The findings indicated that school principals actively involved school staff in the decision-making process to ensure successful implementation and positive outcomes. By encouraging staff participation, principals fostered a sense of collaboration and inclusivity, allowing teachers and other staff members to share their insights, expertise, and perspectives. This collaborative approach not only enhanced the quality and relevance of the decisions made but also increased the likelihood of successful implementation, as staff members were more committed to initiatives they had helped shape. Teachers felt empowered and appreciated, knowing their contributions were valued and integral to the school's progress. Overall, the findings highlighted the importance of inclusive decision-making led by principals, which played a vital role in creating a cohesive and motivated school community dedicated to achieving shared goals. Alkiyumi (2021) stated that principals' practices of administrative transparency have a low correlation with teacher achievement motivation, with males showing a significant advantage in this relationship.

Assessment of the School Principals regarding their Transparent Governance in terms of Financial Matters

Table 13. *Assessment of the School Principals regarding their Transparent Governance in terms of Financial Matters*

<i>B. Financial Matters</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
<i>As a school principal...</i>			
1. makes sure that funds allotted for the mandatories and other operational expenses are paid	3.48	Strongly Agree	4
2. makes sure that funds allotted in programs and projects (included in the SIP) are properly utilized.	3.57	Strongly Agree	2
3. provides transparency board in the school to show MOOE liquidation and other liquidation of funds used.	3.84	Strongly Agree	1
4. uses funds taken from fund raising activities in purchasing the proposed projects for the school.	3.55	Strongly Agree	3
5. assures that financial statements and acceptance receipts are properly made and kept for auditing purposes.	3.45	Strongly Agree	5
Composite Mean	3.58	Strongly Agree	

As presented in Table 13, the respondents perceived they provides transparency board in the school to show MOOE liquidation and other liquidation of funds used which got the highest weighted mean of 3.57 and the highest rank of 1. The results indicated that school principals demonstrated a strong commitment to transparency by providing a transparency board in the school to display the liquidation of Maintenance and Other Operating Expenses (MOOE) and other fund usages. This board served as a clear and accessible means for all stakeholders, including teachers, students, parents, and community members, to stay informed about the financial activities and expenditures of the school. By openly sharing this information, principals fostered a culture of accountability and trust, ensuring that the school community understood how funds were being utilized to support educational initiatives and operations. This practice of financial transparency not only promoted fiscal responsibility but also enhanced stakeholder engagement and confidence in the school's governance. Overall, the findings highlighted the principal's proactive approach in maintaining transparency through the use of a transparency board, which played a vital role in building trust and fostering an open, accountable school environment. According to Gumilan & Decano (2021), school principals' success in policy implementation depends on teacher collaboration, community linkages, goal setting, transparency, relationship cultivation, and teacher empowerment.

However, the said group of respondents observed they assure that financial statements and acceptance receipts are properly made and kept for auditing purposes which yielded the least weighted mean of 3.45 and least rank of 5. The findings indicated that school principals ensured financial statements and acceptance receipts were meticulously prepared and securely maintained for auditing purposes. This commitment to detailed record-keeping and accurate documentation underscored the principals' dedication to financial accountability and transparency. By systematically organizing financial records, principals facilitated efficient audits and demonstrated their adherence to regulatory requirements and best practices in financial management. This rigorous approach not only safeguarded the school's financial integrity but also reinforced trust among stakeholders, including teachers, parents, and the wider community. Overall, the findings highlighted the principal's crucial role in upholding high standards of financial accountability, which was essential for maintaining a transparent and trustworthy school administration. School principals play a crucial role in determining school performance and fostering change but were unprepared for the disruptive effects of the COVID-19 pandemic (Dare & Saleem, 2022).

The composite mean of 3.58 implied that the assessment of the school principals regarding their transparent governance in terms of financial matters is within high level. The findings indicated that school principals were highly rated in their transparent governance concerning financial matters. Principals demonstrated a clear and consistent commitment to financial transparency by ensuring that all financial activities, including expenditures, receipts, and budgets, were openly communicated to stakeholders. This included regular updates and accessible reports on financial matters, fostering a sense of trust and confidence among teachers, parents, and the community. By maintaining meticulous financial records and making them readily available for review, principals promoted an

environment of accountability and integrity. This high level of transparency in financial governance not only reassured stakeholders but also contributed to the overall effectiveness and trustworthiness of the school's administration. Overall, the assessment highlighted the principal's exemplary role in managing financial matters transparently, reinforcing the importance of openness in building a supportive and engaged school community. According to Abouddaka (2021), applying governance principles and technology positively impacts secondary school organizational performance in administrative, financial, and pedagogical aspects.

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Documentation of Resources

Table 14. *Assessment of the School Principals regarding their Transparent Governance in terms of Documentation of Resources*

<i>C. Documentation of Resources As a school principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. prepares PPMP and APP for the procurement of resources.	3.47	Strongly Agree	4
2. submits purchase requests, purchased order for SDS approval.	3.73	Strongly Agree	2
3. provides original receipts and other documents of the purchased resources.	3.77	Strongly Agree	1
4. makes sure that acceptance receipts are provided to support liquidation.	3.34	Strongly Agree	5
5. assures that reports are submitted for liquidation.	3.54	Strongly Agree	3
Composite Mean	3.57	Strongly Agree	

As shown in Table 14, the respondents perceived they provide original receipts and other documents of the purchased resources which got the highest weighted mean of 3.77 and the highest rank of 1. The findings revealed that school principals ensured the provision of original receipts and other pertinent documents for purchased resources. This meticulous documentation practice highlighted their commitment to transparency and accountability in financial management. By maintaining and providing original receipts, principals facilitated accurate record-keeping and auditing processes, ensuring that every transaction was verifiable and traceable. This approach not only promoted financial integrity but also built trust among teachers, parents, and other stakeholders, who could clearly see how funds were being allocated and spent. The availability of original documents further supported the school's efforts in maintaining compliance with regulatory standards and best practices. Overall, the findings underscored the principal's proactive role in promoting transparent financial practices, which were essential for fostering a trustworthy and well-managed school environment. The role of the principal as ex officio member of the School Governing Body may hinder the development of effective and sustainable facility maintenance strategies (Nhlapo, 2020).

However, the said group of respondents stated they make sure that acceptance receipts are provided to support liquidation which yielded the least weighted mean of 3.34 and least rank of 5. The findings indicated that school principals consistently ensured that acceptance receipts were provided to support the liquidation of funds. This practice demonstrated their dedication to maintaining transparency and accountability in financial management. By requiring acceptance receipts for all transactions, principals facilitated accurate tracking and verification of expenditures, making it easier to justify and document the use of school funds. This meticulous approach to record-keeping not only ensured compliance with auditing standards but also fostered trust among teachers, parents, and other stakeholders. Acceptance receipts served as tangible proof of proper fund utilization, reinforcing the school's commitment to fiscal responsibility. Overall, the findings highlighted the principal's proactive role in upholding high standards of financial accountability, which was crucial for sustaining a transparent and trustworthy school environment. Mtsumi et al. (2022) stated that private commercial education providers, including those making a profit, should be required to report consistently and transparently on their procedures, decisions, and performance for learners, families, and education authorities.

The composite mean of 3.57 implied that the assessment of the school principals regarding their transparent governance in terms of documentation of resources is within high level. The findings revealed that school principals were highly rated in their transparent governance concerning the documentation of resources. Principals were consistently recognized for their thorough and meticulous approach to maintaining accurate records of all school resources, including financial expenditures and purchased materials. Teachers, parents, and other stakeholders noted that principals ensured all transactions were well-documented with original receipts and necessary acceptance receipts, providing clear and verifiable evidence of how resources were utilized. This level of detailed documentation not only facilitated smooth auditing processes but also reinforced a culture of trust and accountability within the school community. By prioritizing transparency in the documentation of resources, principals demonstrated their commitment to responsible and ethical management practices. Overall, the assessment highlighted the principal's exemplary performance in resource documentation, emphasizing their crucial role in fostering a transparent and well-managed school environment. Increased teacher decision-making responsibilities consistently and positively impact student achievement in math, reading, and science across 68 countries, regardless of school governance arrangements (Luschei & Jeong, 2020).

Assessment of the Teachers regarding the Transparent Governance of the School Principals in terms of Decision-Making

As discussed in Table 15, the respondents stated that the school principals encourage school staff/teachers to raise questions and suggestions before finalizing and putting decisions into actions, which got the highest weighted mean of 3.85 and the highest rank of 1. The findings indicated that school principals actively encouraged school staff and teachers to raise questions and suggestions before finalizing and implementing decisions. Principals fostered an environment where open communication and constructive feedback were

valued, creating opportunities for collaborative decision-making. By inviting input from staff members, principals ensured that decisions were informed by diverse perspectives and considerations, which ultimately enhanced the quality and acceptance of decisions within the school community. Teachers felt empowered to voice their concerns and contribute ideas, knowing that their input was respected and considered in the decision-making process. This inclusive approach not only promoted a sense of ownership and commitment among staff but also contributed to more effective and well-rounded decision outcomes.

Table 15. *Assessment of the Teachers regarding the Transparent Governance of the School Principals in terms of Decision-Making*

<i>A. Decision-Making</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
<i>The principal...</i>			
1. allows school staff to be involved in decision-making for successful implementation and results.	3.64	Strongly Agree	4
2. presents decisions to school staff/teachers before they are implemented.	3.78	Strongly Agree	3
3. encourages collaboration in planning and decision-making in order to raise levels of expertise and to successfully involve subordinates.	3.81	Strongly Agree	2
4. considers the value of openness among colleagues to establish a shared leadership and good governance.	3.54	Strongly Agree	5
5. encourages school staff/teachers to raise questions and suggestions before finalizing and putting decisions into actions.	3.85	Strongly Agree	1
Composite Mean	3.72	Strongly Agree	

Overall, the findings underscored the principal's proactive role in promoting a culture of participatory decision-making, which was instrumental in fostering a supportive and engaged school environment. According to Gaspar et al. (2022), school financial managers face challenges in asset management and budgeting transparency, highlighting the need for improved education and training in financial management.

However, the said group of respondents stated that the school principals consider the value of openness among colleagues to establish a shared leadership and good governance which yielded the least weighted mean of 3.54 and least rank of 5. The findings indicated that school principals recognized the importance of fostering openness among colleagues to establish shared leadership and promote good governance within the school. Principals actively encouraged a culture where transparency, collaboration, and mutual respect were valued among staff members. By promoting openness, principals created a supportive environment where colleagues felt comfortable sharing ideas, discussing challenges, and collectively addressing issues affecting the school community. This approach not only strengthened teamwork and morale but also enhanced decision-making processes by integrating diverse perspectives and expertise. Principals' commitment to openness contributed to a culture of trust and accountability, where colleagues worked collaboratively towards shared goals and responsibilities. Overall, the findings highlighted the principal's proactive role in cultivating a climate of shared leadership and good governance, emphasizing the importance of collaborative relationships and transparent communication in achieving positive outcomes for the school. According to Kruger et al. (2022), the relationship between principals and school governing bodies is often characterized by tension, no trust, and irrational actions, influenced by factors such as SGB functionality, socio-economic conditions, and literacy levels.

The composite mean of 3.72 implied that the assessment of the teachers regarding the transparent governance of school principals in terms of decision-making is within high level. The findings consistently indicated that teachers assessed school principals' transparent governance in decision-making at a high level. Teachers perceived principals as effective leaders who prioritized transparency throughout the decision-making process. Principals were recognized for their openness in communicating decisions, rationale, and the involvement of stakeholders in the decision-making process. This approach not only promoted clarity and understanding but also fostered trust and confidence among teachers. Teachers appreciated being informed and involved in decisions that affected their work and the school community, which contributed to a collaborative and supportive school environment. Overall, the assessment underscored the principal's exemplary performance in transparent governance, highlighting their pivotal role in promoting a culture of openness and accountability that benefitted the entire school community. Adolfsson & Alvunger (2020) stated that local school governance involves a quality assurance system, which principals appreciate but worry about diminishing autonomy, and a hierarchy of managers, resulting in tension between them and the superintendent.

Assessment of the Teachers regarding the Transparent Governance of the School Principals in terms of Financial Matters

As presented in Table 16, the respondents perceived that the school principals make sure that funds allotted for the mandatories and other operational expenses are paid which got the highest weighted mean of 3.79 and the highest rank of 1. The findings indicated that school principals ensured that funds allocated for mandatory and other operational expenses were consistently disbursed and managed responsibly. Principals demonstrated a diligent approach in overseeing financial allocations, ensuring that necessary expenses such as utilities, maintenance, and other operational costs were promptly covered. By prioritizing the timely payment of these expenses, principals upheld financial accountability and operational efficiency within the school. This practice not only ensured smooth day-to-day operations but also reflected their commitment to prudent financial management.

Table 16. *Assessment of the Teachers regarding the Transparent Governance of the School Principals in terms of Financial Matters*

<i>B. Financial Matters The principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. makes sure that funds allotted for the mandatories and other operational expenses are paid	3.79	Strongly Agree	1
2. makes sure that funds allotted in programs and projects (included in the SIP) are properly utilized.	3.42	Strongly Agree	3
3. provides transparency board in the school to show MOOE liquidation and other liquidation of funds used.	3.42	Strongly Agree	4
4. use funds taken from fund raising activities in purchasing the proposed projects for the school.	3.32	Strongly Agree	5
5. assure that financial statements and acceptance receipts are properly made and kept for auditing purposes.	3.61	Strongly Agree	2
Composite Mean	3.51	Strongly Agree	

Teachers, parents, and stakeholders appreciated the principals' proactive efforts in maintaining financial stability and transparency, which contributed to a well-managed and supportive school environment. Overall, the findings highlighted the principal's essential role in overseeing fiscal responsibilities to support the school's ongoing operations and educational mission effectively.

da Silva et al. (2020) stated that universities show some progress in transparency practices, but there is still room for improvement in accountability, disclosure, compliance, and fairness.

However, the said group of respondents observed that the school principals use funds taken from fund raising activities in purchasing the proposed projects for the school which yielded the least weighted mean of 3.32 and least rank of 5. The findings indicated that school principals utilized funds raised from fundraising activities to purchase proposed projects for the school. Principals were noted for their strategic allocation of these funds, ensuring that they were directed towards initiatives and projects that aligned with the school's educational goals and priorities. By leveraging funds from fundraising efforts, principals enhanced the school's resources and infrastructure, supporting improvements that benefited students, teachers, and the overall learning environment. This approach not only demonstrated financial stewardship but also fostered community involvement and support for school initiatives. Teachers and stakeholders appreciated the principals' proactive approach in utilizing fundraising proceeds effectively to enhance the educational experience and facilities within the school. Overall, the findings underscored the principal's role in leveraging external financial support to implement meaningful projects that enriched the school community and supported its long-term development goals. Khurniawan et al. (2020) stated that transparency and accountability are key factors in school governance in vocational schools, followed by responsibility, fairness, and independence.

The composite mean of 3.51 implied that the assessment of the teachers regarding the transparent governance of school principals in terms of financial matters is within high level. The findings consistently indicated that teachers assessed school principals' transparent governance in financial matters at a high level. Teachers perceived principals as effective stewards of school finances, maintaining transparency through clear communication and meticulous documentation of financial activities. Principals were recognized for their commitment to providing detailed reports, including budget allocations, expenditure summaries, and fundraising outcomes, which helped foster trust and accountability among staff members. Teachers appreciated being kept informed about financial decisions and the rationale behind them, which contributed to a collaborative and supportive school environment. Overall, the assessment highlighted the principals' exemplary performance in financial governance, emphasizing their pivotal role in ensuring responsible management practices that benefited the entire school community. Rachman (2020) stated that good school governance principles, such as transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness, efficiency, and consensus orientation, are well implemented in west java province.

Assessment of the Teachers regarding the School Principals' Leadership Competence in terms of Documentation of Resources

Table 17. *Assessment of the Teachers regarding the Transparent Governance of the School Principals in terms of Documentation of Resources*

<i>C. Documentation of Resources The principal...</i>	<i>Mean</i>	<i>Interpretation</i>	<i>Rank</i>
1. prepares PPMP and APP for the procurement of resources.	3.42	Strongly Agree	4
2. submits purchase requests, purchased order for SDS approval.	3.47	Strongly Agree	3
3. provides original receipts and other documents of the purchased resources.	3.73	Strongly Agree	2
4. makes sure that acceptance receipts are provided to support liquidation.	3.77	Strongly Agree	1
5. assures that reports are submitted for liquidation.	3.34	Strongly Agree	5
Composite Mean	3.55	Strongly Agree	

As shown in Table 17, the respondents perceived that the school principals make sure that acceptance receipts are provided to support liquidation which got the highest weighted mean of 3.77 and the highest rank of 1. The findings indicated that school principals ensured

that acceptance receipts were consistently provided to support the liquidation of funds. This practice underscored their commitment to financial transparency and accountability within the school. By requiring acceptance receipts for all transactions, principals facilitated accurate tracking and verification of expenditures, ensuring that funds were used in accordance with school policies and guidelines. This meticulous approach not only supported effective financial management but also reinforced trust among teachers, parents, and stakeholders in the school's administration. Teachers and staff appreciated the principals' proactive efforts in maintaining proper documentation, which demonstrated a commitment to ethical practices and regulatory compliance. Overall, the findings highlighted the principal's role in upholding high standards of financial accountability, which were essential for fostering a transparent and trustworthy school environment. According to Yasin & Mokhtar (2022), secondary school principals need financial management training to improve accountability and transparency in their school financial management practices.

However, the said group of respondents stated that the school principals assures that reports are submitted for liquidation which yielded the least weighted mean of 3.34 and least rank of 5. The findings indicated that school principals consistently ensured that reports for liquidation were diligently submitted as part of their commitment to financial accountability and transparency. Principals were noted for their proactive approach in overseeing the timely submission of comprehensive reports detailing the use of school funds, including expenditures and financial transactions. By adhering to this practice, principals facilitated efficient auditing processes and demonstrated compliance with regulatory requirements. This systematic reporting not only provided a clear audit trail but also reassured stakeholders, including teachers, parents, and community members, of the school's responsible financial management. Teachers appreciated the principals' efforts in maintaining accurate and up-to-date records, which contributed to a culture of trust and confidence in the school's administration. Overall, the findings underscored the principal's essential role in ensuring that financial reports were submitted promptly, thereby supporting transparency and accountability in school operations. According to Ismara et al. (2020), good school governance, focusing on transparency, accountability, responsibility, autonomy, fairness, participation, effectiveness, and efficiency, can improve vocational school performance.

The composite mean of 3.55 implied that the assessment of the teachers regarding the transparent governance of school principals in terms of documentation of resources is within high level. The findings consistently indicated that teachers assessed school principals' transparent governance in terms of documentation of resources at a high level. Teachers perceived principals as meticulous and thorough in maintaining accurate records of school resources, including financial expenditures, purchases, and other resource allocations. Principals were recognized for their commitment to transparency through detailed documentation practices, which included keeping original receipts, acceptance receipts, and other necessary documents to support the use of school funds and resources. This rigorous approach not only facilitated efficient auditing processes but also fostered trust and confidence among teachers and stakeholders in the school's financial management. Teachers appreciated the principals' efforts in ensuring that all transactions were well-documented and easily accessible, which contributed to a culture of accountability and integrity within the school community. Overall, the assessment highlighted the principal's exemplary performance in resource documentation, emphasizing their crucial role in promoting transparency and responsible stewardship of school resources. Siraj (2023) stated that good school governance in vocational schools can improve performance and reduce unemployment by promoting consensus-based decision-making and involving all school members.

Significant Difference Between the Perceptions of the Two Groups of Respondents

Table 18. *Difference observed between the perception School Principals and Teachers*

<i>Difference observed between the perception of School Principals and teachers in terms of Transparent Governance:</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>t-value</i>	<i>Interpretation</i>	<i>Decision</i>
Decision Making	0.01882	0.32172	0.03245	0.572	Not Significant	Accept Ho
Financial Matters	0.17489	0.28391	0.03209	5.821	Not Significant	Accept Ho
Documentation of Resources	-0.01793	0.3041	0.03124	-0.562	Not Significant	Accept Ho

Table 18 presented the findings on the comparison of perceptions between school principals and teachers regarding transparent governance across three specific areas: Decision Making, Financial Matters, and Documentation of Resources. Each dimension was characterized by its mean difference, standard deviation, standard error mean, t-value, interpretation, and decision based on significance testing.

Upon analyzing these results, it was found that there were no statistically significant differences in perception between school principals and teachers across the dimensions of Decision Making, Financial Matters, and Documentation of Resources. This conclusion was drawn from the t-values associated with each dimension: 0.572 for Decision Making, 5.821 for Financial Matters, and -0.562 for Documentation of Resources. These non-significant t-values indicated that any observed differences in mean perceptions between principals and teachers in these areas were likely due to chance or random variation rather than meaningful discrepancies.

Specifically, for Decision Making, the mean difference was 0.01882, with a standard deviation of 0.32172 and a standard error mean of 0.03245. Similarly, Financial Matters showed a mean difference of 0.17489, with a standard deviation of 0.28391 and a standard error mean of 0.03209. Documentation of Resources had a mean difference of -0.01793, with a standard deviation of 0.3041 and a standard error mean of 0.03124. Despite these slight variations in mean perceptions, the non-significant t-values suggested that both



principals and teachers generally perceived transparent governance similarly across these dimensions within the school context. According to Peddell et al. (2020), principals of high-achieving schools use shared vision, data-driven decision making, and transparent relationships to achieve sustained improvement results, highlighting the importance of organizational readiness.

Leadership Training Program

Table 19. *Proposed Leadership Training Program*

<i>Program Name</i>	<i>Objective</i>	<i>Time Frame</i>
Leadership Essentials	Develop foundational leadership skills, including data-driven decision-making and inclusive governance.	6 months
Communication and Collaboration	Enhance communication and collaboration skills among school leaders, teachers, and stakeholders.	4 months
Empowering Teachers and Staff	Implement shared decision-making processes, professional growth opportunities, and recognition programs to empower teachers and staff.	8 months
Technology Integration	Train principals in leveraging technology for administrative tasks and enhancing teaching and learning experiences.	3 months
Strategic Planning and Assessment	Support principals in strategic planning and assessment, ensuring alignment with educational priorities and community needs.	12 months

Table 19 outlined leadership training programs that were tailored to address the recommendations for enhancing school leadership and fostering a positive school environment. Each program had a specific objective and a corresponding time frame.

The "Leadership Essentials" program aimed to develop foundational leadership skills, including data-driven decision-making and inclusive governance, over a 6-month period. The "Communication and Collaboration" program focused on enhancing communication and collaboration skills among school leaders, teachers, and stakeholders within a 4-month time frame. The "Empowering Teachers and Staff" program was designed to implement shared decision-making processes, professional growth opportunities, and recognition programs to empower teachers and staff over an 8-month period. The "Technology Integration" program trained principals in leveraging technology for administrative tasks and enhancing teaching and learning experiences in a 3-month time frame. Finally, the "Strategic Planning and Assessment" program supported principals in strategic planning and assessment, ensuring alignment with educational priorities and community needs, over a 12-month period.

These programs provided a structured approach to leadership development, addressing various aspects of effective school leadership, from foundational skills to strategic planning and assessment.

Conclusions

Based on the assessment of school principals' leadership competence across various domains, the study revealed the significant impact on school management and the cultivation of a conducive learning environment. Principals demonstrated proactive engagement in communicating and aligning school visions with stakeholders, fostering unity and coherence within the school community. Their strategic utilization of technology and financial stewardship ensured efficient operations and optimal resource allocation, effectively supporting educational priorities. Moreover, principals' commitment to data-driven interventions and professional development underscored their dedication to academic excellence and continual improvement. Through inclusive governance and supportive practices, principals empowered both themselves and others, fostering a culture of accountability and collaboration that enhanced overall school effectiveness. Their adeptness in building connections through effective communication and inclusivity initiatives further strengthened relationships and community engagement, contributing to a positive and harmonious school environment. Overall, principals' leadership competence played a pivotal role in driving sustainable school development and achieving educational goals, reflecting their unwavering commitment to excellence in educational leadership.

In assessing the leadership competence of school principals across different domains, teachers overwhelmingly endorsed principals' strategic capabilities. Principals were highly commended for incorporating student voices into decision-making processes, thereby fostering a student-centered environment that promoted inclusivity and ownership among students. Their strategic engagement of stakeholders in policy implementation ensured alignment with legal standards and community needs, promoting transparency and effectiveness in school governance. Principals' effective management of school operations through advanced ICT solutions and compliance with regulatory requirements further underscored their commitment to operational excellence and resource optimization. Additionally, principals were recognized for their focus on enhancing teaching and learning outcomes through data-driven interventions and professional development support for educators. Their proactive efforts in empowering themselves and others, coupled with effective communication practices and community engagement initiatives, significantly contributed to a cohesive and supportive school environment. Overall, teachers' assessments highlighted principals' pivotal role in driving school improvement and fostering collaborative partnerships that enhanced educational outcomes and stakeholder satisfaction.

Despite general alignment between principals and teachers in their perceptions of leadership competence across most dimensions, a notable discrepancy arose in the area of "Empowering Self and Others." This divergence may have stemmed from differing roles, responsibilities, or experiences within the school environment, indicating opportunities for further exploration to enhance collaborative

leadership and organizational effectiveness.

Both principals and teachers held a positive view of transparent governance practices characterized by openness and inclusivity. Principals actively involved teachers in decision-making processes, fostering a culture where input was valued and decisions were collectively shaped. This approach not only promoted ownership among teachers but also enhanced the quality and acceptance of decisions within the school community.

In financial matters, principals were acknowledged for their proactive efforts in maintaining transparency through clear communication and meticulous documentation. Practices such as displaying financial information on transparency boards and ensuring comprehensive reporting of expenditures and fund usage contributed to building trust and accountability among stakeholders. Teachers appreciated the transparency in financial governance, which facilitated a supportive and well-managed school environment conducive to effective teaching and learning. Principals' commitment to thorough documentation of resources reinforced their dedication to ethical practices and regulatory compliance, supporting efficient auditing processes and demonstrating accountability in resource management, thereby garnering trust and confidence from teachers and stakeholders alike.

Overall, this study underscored foundational alignment in perceptions of transparent governance practices between principals and teachers, reflecting a shared commitment to collaborative decision-making, financial accountability, and resource stewardship within schools. These findings emphasized the importance of transparent and inclusive leadership in fostering a cohesive and supportive educational environment aimed at enhancing organizational effectiveness and stakeholder satisfaction.

Based on the findings, several recommendations can be made to enhance school leadership and foster a positive school environment:

Firstly, principals should actively engage in Continuous Professional Development (CPD) programs focused on leadership skills, data-driven decision-making, and inclusive governance. These programs will ensure principals stay abreast of current educational trends and effective management practices, ultimately enhancing their leadership competence.

Secondly, fostering open communication and collaboration between principals, teachers, and stakeholders is crucial. Implementing regular feedback mechanisms and forums for dialogue can address concerns effectively and promote a shared vision for school improvement. This collaborative approach strengthens trust and ensures alignment towards common goals.

Addressing the discrepancy in "Empowering Self and Others" requires initiatives that empower teachers and staff through shared decision-making processes, professional growth opportunities, and recognition programs. This fosters a sense of ownership and commitment among all school members, enhancing overall organizational effectiveness.

Additionally, principals should be supported in leveraging technology not only for administrative tasks but also for enhancing teaching and learning experiences. Training in educational technologies that support personalized learning and data analytics empowers principals to make informed decisions that positively impact educational outcomes.

Promoting transparent financial practices is essential. Clear communication and documentation standards, alongside regular audits and reviews, ensure compliance with regulations and ethical standards. This transparency builds trust among stakeholders and supports efficient resource management.

Community engagement should be encouraged through outreach programs, parent involvement activities, and community forums facilitated by principals. These initiatives foster a supportive school environment that values diverse perspectives and enhances community partnerships.

Regular assessment of leadership effectiveness and school climate is critical. Feedback from teachers, students, and parents should inform continuous improvement efforts. Principals can use this feedback to adjust strategies and prioritize areas for development aligned with educational goals.

Lastly, supporting principals in strategic planning is crucial. Providing resources and guidance enables principals to develop and implement strategic plans that reflect educational priorities and community needs. Collaborative goal-setting with stakeholders ensures buy-in and facilitates measurable progress towards shared objectives.

Implementing these recommendations will strengthen school leadership capacity, improve educational outcomes, and cultivate a positive and inclusive school culture beneficial to all stakeholders.

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