

School Heads' Core Behavioral Competencies on Teacher Performance Towards the Development of a Leadership Training Program

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Abstract

The study "School Heads' Core Behavioral Competencies on Teacher Performance Towards the Development of a Leadership Training Program" employs a mixed-method research design, particularly the Explanatory Sequential Design. This study was conducted in eighteen (18) elementary schools and two (2) secondary schools in the Municipality of Lutayan, Province of Sultan Kudarat. This design consists of a two-phase process. The first phase will include gathering and analyzing quantitative data using a survey questionnaire. In the second phase, qualitative data will be obtained through key informant interviews and focus group discussions (FGDs). The data are presented in tabular format, evaluated, and verbally conveyed to address the study questions. For numerical data analysis, descriptive statistics and Pearson R correlation were utilized. On the other hand, thematic analysis was also used to investigate the patterns and themes in the qualitative data (Braun & Clarke, 2019). Thematic analysis is a popular qualitative research approach for examining textual data in which patterns or themes are identified, analyzed, and reported on.

Keywords: core behavioral; competence; leadership; teachers' performance

1. Introduction

Competent school heads are equipped with professional competence and abilities that allow them to perform a variety of tasks and obligations in their respective positions (Brown & Davis, 2019). Their competence and abilities enable them to acquire higher competencies (Smith & Johnson, 2020), which vary according to the school context, specifically in teachers' performance, welfare, and development of the students, and in strengthening the rapport with the stakeholders and the school communities. To obtain these, school heads must go through further recalibrating processes (Lepardo & Caingcoy, 2020), pursuing additional degrees early in their careers as urged by societal expectations, promotional prospects, and the change in nature of their employment (Ferrari, 2018).

The Department of Education (DepEd) Order N0. 002, s. 2015 outlines the competencies required for managerial positions, including third-level officials, chiefs, assistant chiefs, school heads, and department heads. These competencies, referred to as core behavioral competencies, encompass self-management professionalism, and ethics. They promote focus, teamwork, service orientation, and innovation across organizations. In cognizance with the Republic Act No. 9155, also called the Governance of Basic Education Act of 2021, which defines a school as an educational institution providing education to students who are pursuing defined studies at defined levels, the school head is accountable for overseeing the administration and

instruction of a school or group of schools and is responsible for leading the school towards success. In the DepEd, school heads evaluate their leadership and behavioral competencies which they demonstrated throughout the academic year. This pertains to their yearly assessment and evaluation of performance. Certainly, one of the vital aspects of being a school head is the success in showing behavioral competencies (Garcia & Martinez, 2018). The result of this may be reflected in the performance of the students. It may support and contribute to the stakeholders and school communities, and the performance of the teachers. In the performance planning phase, district supervisors analyze and utilize the assessment results to determine the performance of school heads and to design a strategic approach to leverage their competencies.

In the Philippines, various research studies on core behavioral competencies have been conducted to better understand the important abilities and attributes required for people to succeed in various institutions. Several studies have focused on identifying and improving these qualities to improve individual and organizational performance. According to some research, core behavioral competencies are required for effective leadership in any firm (Salazar et al., 2017), which must exemplify relevant skills such as resilience, creativity, risk-taking, and networking (Santos, 2019) to contribute to the success of the organization's leadership aspects, including employee engagement and job satisfaction (Cruz, 2020). Overall, these studies highlight the significance of basic behavioral competencies in various facets of professional life in the Philippines. Significantly, the conduct of this study can be beneficial to patch up various research opportunities that are still hanging and need to be grabbed, This includes the leveraging of school heads' understanding of the potential use of their core behavioral competencies as the basis for developing plans and implementations to intensify the capacitating and updating of their leadership skills; understanding how their competencies matter to teacher performance; and the effect of building and strengthening connections to the school's stakeholders and community and to the education and welfare of the students. In the division of Sultan Kudarat, comprising four hundred sixteen (416) elementary and secondary school heads, there are two hundred ninety (290) school heads with a rating of 4.50-5.00, which is outstanding; one hundred twenty (120) school heads with a rating of 3.50-4.99, which is very satisfactory; and there are six (6) school heads who got a satisfactory rating of 2.50-3.499.

With this matter, the researcher conceptualized this study that will be conducted on the school heads' core behavioral competencies and their implications on teachers' performance. The result of the study will be the basis for developing a leadership program in the division of Sultan Kudarat.

1.2 Purpose of the Study

The researcher sought to determine how the core behavioral competencies of the school heads in terms of professionalism, ethics, and self-management, lead to innovations, teamwork, and service orientation significantly affect the level of performance of the teachers in terms of learner diversity and student inclusion; lesson content and pedagogy; assessment and reporting; and curriculum contextualization, localization, and indigenization? In addition, this study also urged to identify the challenges and opportunities explored in the interaction between school head competencies and teacher performance in the context of Lutayan.

1.3 Research Questions

This study determined the school heads' core behavioral competencies and performance among schools in the division of Sultan Kudarat.

Specifically, this study seeks to answer the following questions:

1. What is the extent of core behavioral competencies of school heads in terms of:
 - a. self-management;
 - b. professionalism and ethics;

- c. result focus;
 - d. teamwork;
 - e. service orientation; and
 - f. innovations?
2. What is the level of performance of the teacher in terms of:
 - a. learner diversity and student inclusion;
 - b. lesson content and pedagogy;
 - c. assessment and reporting; and
 - d. curriculum contextualization, localization, and indigenization?
 3. Is there a significant relationship between the core behavioral competencies of school heads and the level of teachers' performance?
 4. What are the challenges and opportunities explored in the interaction between school head competencies and teacher performance in the context of Lutayan?
 5. What leadership training programs can be designed to address the identified challenges and leverage both the school heads and teachers in the Municipality of Lutayan?

1.4 Research Hypothesis

The study is guided by this null hypothesis:

1. There is no significant relationship between the core behavioral competencies of school heads and the level of teachers' performance.

1.5 Conceptual Framework

The DepEd Order No 2, s. 2015 served as the foundation for the framework of this study. It presents the behavioral competencies of the school leaders when combined with professionalism, ethics, and self-management, leading to innovations, teamwork, and service orientation. This provision guides in assessing the work performance of the DepEd employees. DepEd employs a Results-Based Performance Management System in keeping with this idea. As a joint project, the employee and supervisor were able to freely discuss work requirements, key performance areas, goals, and how they relate to the department's overarching objectives. It offers a forum for consensus on behaviors and performance standards that promote both professional and personal development inside the company. Similarly, the dependent variable was the performance of the teachers. Each worker was essential to accomplishing the goals of his or her department. The individual and their supervisor worked together to establish the goals and actions that would help the department as a whole achieve its overall objectives at the start of the Results-Based Performance Management Cycle. Following that, the objectives were given weights according to their priority. The framework also presents how the performance of teachers and the behavioral competencies of the school heads are interconnected at some point.

METHODOLOGY

This chapter describes the many strategies utilized in the study. It describes the research strategy, location, study respondents, and sampling procedure. It also discusses statistical methods, data-gathering instruments, and strategies.

2.1 Research Design

The study used a mixed method research design, specifically the Explanatory Sequential Design, which

has a two-phase design in which quantitative data were collected and analyzed using a survey questionnaire, and qualitative data were collected using key informant interviews and focus group discussions (FGD) (Creswell, 2018). The data were tabulated, analyzed, and verbally reported to answer the research questions. To analyze the numerical data, descriptive statistics, and Pearson R correlation were employed. On the other hand, thematic analysis was also used to analyze the patterns and themes of the information gathered from the KII and FGD. Thematic analysis is a qualitative data analysis method that identifies, analyzes, and reports on patterns or themes in the qualitative data. It is a versatile and commonly used qualitative research method for evaluating textual data (Braun & Clarke, 2019).

2.2 Locale of the Study

This study was conducted in eighteen (18) elementary schools and two (2) secondary schools in the Municipality of Lutayan, Province of Sultan Kudarat. The Municipality of Lutayan, located in the province of Sultan Kudarat in the Philippines' Southern Mindanao area, has been a devoted partner in ensuring that its learners and students obtain a high-quality basic education. The local government unit (LGU) views education as a critical aspect in the socio-economic growth of the community and the country as a whole.

According to statistics from the Department of Education (DepEd) Region 12, Lutayan has 13 schools and 3,574 pupils enrolled for the School Year 2020-2021. These schools provide preschool, primary, and secondary education. The local government has continuously allocated funds for school infrastructure construction and upkeep in order to provide learning environments that promote successful teaching and learning. Furthermore, the municipality has established a number of programs targeted at increasing access to high-quality education for all students. One such initiative is the Alternative Learning System (ALS), which allows out-of-school kids and adults to get formal education through a variety of learning modalities. The Special Education (SPED) program for students with disabilities assures their inclusion in regular schools by providing specialized education and accommodations.

To summarize, the Municipality of Lutayan's commitment to providing quality basic education is demonstrated by its consistent efforts to allocate resources for school infrastructure development and maintenance, implement inclusive programs such as ALS and SPED, adopt innovative educational delivery modes such as blended learning, and collaborate with stakeholders on capacity building activities and resource mobilization. These efforts seek not only to enhance access to excellent education but also to guarantee that students gain the required skills for their personal development and future career chances.



Fig. 1. Location Map of Lutayan, Sultan Kudarat, Philippines

2.3 Participants of the Study

The respondents of the study were ninety (90) teachers from all elementary schools and eighteen (18)

school principals/school heads with a total of one hundred eight (108) as shown in the table below.

Table 1. Distribution of Respondents of the Study

| Districts of Lutayan | Number of School Heads | Number of Teachers | Total Respondents |
|----------------------|------------------------|--------------------|-------------------|
| Lutayan I | 8 | 40 | 48 |
| Lutayan II | 10 | 50 | 60 |
| Total | 18 | 90 | 108 |

2.4 Sampling Procedure

The random sampling technique was used to select the study's respondents, particularly the teachers. It aimed to give anyone in the population the opportunity to be chosen as a subject or respondent in the study. Meanwhile, complete enumeration sampling was employed to choose respondents for the study among school heads.

2.5 Research Instrument

The researcher used a survey questionnaire. This study used an operational, two-part structured questionnaire. The school principal intended to respond to Part I, which was triangulated with the comments of the teachers. Meanwhile, the teacher responder was requested to complete Part II of the questionnaire, which was also triangulated with the response supplied by their school principal.

The instrument was evaluated for content validity and reliability. It was also used as a pilot exam for school principals in the municipality of Isulan. Cronbach's alpha was used to determine the validity and reliability of the instrument. In addition, key informant interviews (KII) and focus group discussions (FGD) were done with school leaders and teachers to emphasize their experiences managing their schools and how their behavioral abilities affect teacher performance.

Furthermore, the researcher investigated the relationship between school heads' core behavioral competencies and teacher performance. Furthermore, while obtaining data on the fundamental behavioral abilities of school leaders, DepEd Order No. 24, s. 2020 was utilized.

Furthermore, ethical questions are essential to the course of study. Consent was communicated before administering the research instrument. To maintain privacy and encourage secrecy inside the study's bounds, precautions were made to guarantee that all information acquired was kept confidential. Part I will deal with the school head's core behavioral competencies.

Table 2. Rating Scale on the Extent of School Head's Core Behavioral Competencies

| Rating | Scale | Description |
|--------|-----------|-------------------------------|
| 5 | 4.50-5.00 | Role Model |
| 4 | 3.50-4.49 | Consistently demonstrate |
| 3 | 2.50-3.49 | Most of the time demonstrates |
| 2 | 1.50-2.49 | Sometimes demonstrate |
| 1 | 1.00-1.49 | Rarely demonstrate |

Part II pertains to teacher performance in terms of learner diversity and student inclusion, lesson content, and pedagogy, assessment, and reporting, curriculum contextualization, localization, and indigenization that will be based on the Philippine Professional Standard for Teachers.

Table 3. Rating Scale on the Level of Teacher Performance

| Level | Range | Description |
|-------|-----------|-------------------|
| 5 | 4.50-5.00 | Outstanding |
| 4 | 3.50-4.49 | Very Satisfactory |
| 3 | 2.50-3.49 | Satisfactory |
| 2 | 1.50-2.49 | Unsatisfactory |
| 1 | 1.00-1.49 | Poor |

2.6 Statistical Analysis

When the checklist and survey questionnaires were collected, the weighted mean was utilized to assess the school principal's core behavioral competencies and the performance of the teachers. The Pearson-moment Correlation approach was also used to assess the link between the two essential elements in defining the effect of the independent variable, which was the school principal's core behavioral skills on teacher performance.

2.7 Data-Gathering Procedure

The researcher prepared a letter requesting permission from the school division superintendent, district supervisor, and principals to gather data. Following acceptance of the request, the researcher worked with the school heads of several schools in Lutayan District 1 to gather teacher rosters to help identify responders. Upon identifying the respondents of the study, the researcher conducted an orientation as to the research objectives. The teachers have been given chairs so that they may sit comfortably and ensure the validity of the questionnaire being administered. The researcher individually gave the questionnaire to the teacher-respondents. After the respondents had finished answering the questionnaire, the researcher gathered it and prepared it for statistical analysis.

2.8 Statistical Treatment

Descriptive statistical analysis was utilized to evaluate the fundamental behavioral abilities of school leaders in self-management, professionalism and ethics, outcome focus, teamwork, service orientation, and creativity. The teacher's performance was also assessed using count and mean in the areas of learner diversity and student inclusion, lesson content and pedagogy, assessment and reporting, and curriculum contextualization, localization, and indigenization. Pearson's r was used to determine whether there is a significant relationship between school leaders' essential behavioral skills and teacher performance levels. The hypothesis was tested at the 0.05 level of significance.

3 Results and Discussions

This area includes the systematic presentation, analysis, and interpretation of data results. It is critical in bridging the gap between raw data and valuable insights that might contribute to existing knowledge in a certain subject.

3.1.1 The Extent of Core Behavioral Competencies of School Heads in Terms of Self-Management

Table 4 depicts the extent of school heads' core behavioral competencies in terms of managing themselves. The computed section mean was 4.07, with a verbal description of "consistently demonstrate." In

particular, indicators on 'display emotional maturity and enthusiasm for and are challenged by higher goals'; 'the undertake clear and purposeful personal actions and behaviors'; and 'consider personal goals and values congruent to those of the organization' received the highest and equal computed mean of 4.22. This result indicates that the said competencies are "consistently demonstrated."

On the other hand, the indicator that suggests excellent, effective, and reliable objectives for self and others has the lowest computed mean of 4.89, which is viewed as "consistently demonstrated."

Table 4. The Extent of Core Behavioral Competencies of School Heads in Terms of Self-Management

| No. | Indicators | Mean | Interpretation |
|-----|--|------|--------------------------|
| 1 | Sets personal goals and direction, needs, and development | 4.00 | Consistently Demonstrate |
| 2 | Undertakes personal actions and behaviors that are clear and purposive and considers personal goals and values congruent to those of the organization. | 4.22 | Consistently Demonstrate |
| 3 | Displays emotional maturity and enthusiasm for and is challenged by higher goals. | 4.22 | Consistently Demonstrate |
| 4 | Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals. | 4.00 | Consistently Demonstrate |
| 5 | Sets high-quality challenging, realistic goals for self and others. | 3.89 | Consistently Demonstrate |
| | Section Mean | 4.07 | Consistently Demonstrate |

3.1.2 The Extent of Core Behavioral Competencies of School Heads in Terms of Professionalism and Ethics

The computed section mean is 4.26, which is interpreted as "Exemplary demonstrates." Furthermore, the indicators of demonstrating the values and behavior enshrined in the Republic Act No. 6713, 'practicing ethical and professional behavior and conduct taking into account the impact of his or her actions and decisions', and making personal sacrifices to meet the organization's needs' have the highest computed equal mean of 4.28. It can be interpreted as "exemplary demonstrated."

Furthermore, indicators such as maintaining a professional image: being trustworthy, diligent, punctuality, personality and communication, and responsiveness to meet the organization's needs, improve systems, and assist others in improving their effectiveness received the lowest and equal computed mean of 4.22, indicating that they were "consistently demonstrated."

Table 5. The Extent of Core Behavioral Competencies of School Heads in Terms of Professionalism and Ethics

| No. | Indicators | Mean | Interpretation |
|-----|---|------|---------------------------|
| 1 | Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA6713). | 4.28 | Consistently demonstrates |
| 2 | Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions. | 4.28 | Consistently demonstrates |
| 3 | Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming, and communication | 4.22 | Consistently demonstrates |
| 4 | Makes personal sacrifices to meet the organization's needs. | 4.28 | Consistently demonstrates |
| 5 | Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems, and help others improve their effectiveness. | 4.22 | Consistently demonstrates |
| | Section Mean | 4.26 | Consistently demonstrates |

3.1.3 The Extent of Core Behavioral Competencies of School Heads in Terms of Result Focus

The table depicts the school heads' basic behavioral abilities in terms of outcome focus, which is focused on exceeding a level of excellence by carrying out the school heads' mandates. The table displays the weighted average of school leaders' basic behavioral abilities in terms of outcome emphasis. The calculated section mean is 3.99, which translates as "consistently demonstrates."

The differentiating indication conveys a willingness to improve and may express dissatisfaction with waste or inefficiencies. May focus on new or more exact approaches to achieve goals had the highest calculated mean of 4.11, indicating "Exemplary demonstrates." On the other hand, indications such as minimizing rework, errors, and wastage through effective work procedures by prioritizing organizational objectives above personal needs had the second highest calculated mean of 4.06, defined as "consistently demonstrates."

Produces faultless results the majority of the time by meticulously and continuously adhering to prescribed operating procedures. Without supervision, people can generate extremely satisfying work that is thorough, acceptable, and valuable. People can also increase their performance by making modifications to the system or their working practices. Examples include improving quality, customer happiness, and morale without establishing a goal; this strategy received the lowest equal calculated mean of 3.89, which was defined as "consistently demonstrates." Other examples include doing tasks quicker, cheaper, more efficiently, or better.

Table 6. The Extent of Core Behavioral Competencies of School Heads in Terms of Result Focus

| No. | Indicators | Mean | Interpretation |
|--------------|---|------|---------------------------|
| 1 | Achieves results with optimal use of time and resources most of the time. | 4.00 | Consistently demonstrates |
| 2 | Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs. | 4.06 | Consistently demonstrates |
| 3 | Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision required. | 3.89 | Consistently demonstrates |
| 4 | Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set. | 4.11 | Consistently demonstrates |
| 5 | Makes specific changes in the system or in own work methods to Improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, and morale, without setting any specific goal. | 3.89 | Consistently demonstrates |
| Section Mean | | 3.99 | Consistently demonstrates |

3.1.4 The Extent of Core Behavioral Competencies of School Heads in Terms of Teamwork

Teamwork relates to supporting personal development, boosting job satisfaction, and lowering workplace stress. The table below shows the main behavioral abilities of school leaders in terms of collaboration. The table depicts the basic behavioral characteristics of school leaders in terms of collaboration. Using the computed section means of 4.27, which indicates "consistently demonstrates." Specifically, indicators willingly doing his/her share of responsibility received the highest computed mean of 4.50, which is interpreted as a "role model," followed by indicators that promote collaboration and remove barriers to teamwork and goal achievement across the organization, as well as drive consensus and team ownership of decisions, with a computed equal mean of 4.28, which is interpreted as "consistently demonstrating." The indicator, which uses negotiating techniques to reach win-win agreements, had the lowest computed mean of 4.06, which is regarded as "consistently demonstrates."

Table 7. The Extent of Core Behavioral Competencies of School Heads in Terms of Teamwork

| No. | Indicators | Mean | Interpretation |
|-----|------------|------|----------------|
|-----|------------|------|----------------|

| | | | |
|--------------|--|------|---------------------------|
| 1 | Willingly does his/her share of responsibility. | 4.50 | Role Model |
| 2 | Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization. | 4.28 | Consistently demonstrates |
| 3 | Applies negotiation principles in arriving at win-win agreements. | 4.06 | Consistently demonstrates |
| 4 | Drives consensus and team ownership of decisions. | 4.28 | Consistently demonstrates |
| 5 | Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives. | 4.22 | Consistently demonstrates |
| Section Mean | | 4.27 | Consistently demonstrates |

3.1.5 The Extent of Core Behavioral Competencies of School Heads in Terms of Service Orientation

The table below outlines service orientation, the final missing ingredient for raising social awareness regarding workplace challenges. Table 8 depicts the core behavioral competencies of school leaders in terms of service orientation. The computed section mean was 3.99, indicating that the school heads "consistently demonstrated" their abilities. Interestingly, indicators that can explain and articulate organizational directions, issues, and problems, as well as accept personal responsibility for dealing with and/or correcting customer service issues and concerns, received the highest computed equal mean of 4.06, which was interpreted as "consistently demonstrating." As for the other indicators, initiating activities that promote advocacy for men's and women's empowerment, participating in the updating of office vision, mission, mandates, and strategies based on DepEd strategies and directions, and developing and adopting service improvement programs through simplified procedures that will further enhance service delivery received the lowest equal computed mean of 3.94, which was interpreted as "consistently demonstrating" by school heads.

Table 8. The Extent of Core Behavioral Competencies of School Heads in Terms of Service Orientation

| No. | Indicators | Mean | Interpretation |
|--------------|--|------|---------------------------|
| 1 | Can explain and articulate organizational directions, issues, and problems. | 4.06 | Consistently demonstrates |
| 2 | Takes personal responsibility for dealing with and/or correcting customer service issues and concerns | 4.06 | Consistently demonstrates |
| 3 | Initiates activities that promote advocacy for men's and women's empowerment. | 3.94 | Consistently demonstrates |
| 4 | Participates in updating office vision, mission, mandates, and strategies based on DepEd strategies and directions. | 3.94 | Consistently demonstrates |
| 5 | Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery. | 3.94 | Consistently demonstrates |
| Section Mean | | 3.99 | Consistently demonstrates |

3.1.6 The Extent of Core Behavioral Competencies of School Heads in Terms of Innovation

The table on the following pages lists innovations that pertain to improvements made by teachers and school principals to better fit with their tasks and obligations. The table displays the level of core behavioral competencies of school leaders in terms of innovation, with a calculated section mean of 3.93, indicating "consistently demonstrates." Specifically, the indicator Translates creative thinking into tangible changes and solutions that improve the work unit and organization received the highest computed mean of 4.06, implying "consistently demonstrates" by the school heads, followed by the indicator Promotes a creative climate and inspires co-workers to develop original ideas or solutions, with a computed mean of 3.94, implying "consistently demonstrates." In the meanwhile, indicators investigate the root causes of problems and provide effective solutions. Encourage new concepts and methods, give more cost-effective (and/or operationally efficient) ways of doing things, and demonstrate that you can think "outside the box." Continuously works on enhancing personal productivity to generate better value and outcomes, and employs innovative approaches to complete tasks, received the lowest equal calculated mean of 3.89, indicating "consistently demonstrate".

Table 9. The Extent of Core Behavioral Competencies of School Heads in Terms of Innovation

| No. | Indicators | Mean | Interpretation |
|-----|---|------|---------------------------|
| 1 | Examines the root cause of problems and suggests effective solutions. Fosters new ideas, and processes, and suggests better ways to do things (cost and/or operational efficiency). | 3.89 | Consistently demonstrates |
| 2 | Demonstrates an ability to think "beyond the box." Continuously focuses on improving personal productivity to create higher value and results. | 3.89 | Consistently demonstrates |
| 3 | Promotes a creative climate and inspires co-workers to develop original ideas or solutions. | 3.94 | Consistently demonstrates |
| 4 | Translates creative thinking into tangible changes and solutions that improve the work unit and organization. | 4.06 | Consistently demonstrates |
| 5 | Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources. | 3.89 | Consistently demonstrates |
| | Section Mean | 3.93 | Consistently demonstrates |

3.1.7 On the Performance of the Teacher in Terms of Learner Diversity and Student Inclusion

The succeeding tables exhibit the teachers' performance regarding learner diversity and student inclusion, lesson content and pedagogy, assessment and reporting, curriculum contextualization, localization, and indigenization. The table shows the teachers' performance regarding the diversity of learners, as indicated on the table, with a computed section mean of 4.23, which implies "very satisfactory." Specifically, indicators encouraging learners to be holistically developed learners (4.33) and emphasizing that learners are the reason for all education processes (4.31) got the highest computed mean, respectively, which implies "very satisfactory" including learner diversity and student inclusion as topics for discussion in the session (4.14), underscoring the importance of teachers' knowledge and understanding of learners' characteristics (4.14), and differentiating their instruction to include all learners (4.06) got the lowest computed mean, respectively, which is interpreted as "very satisfactory."

Table 10. The Extent of Core Behavioral Competencies of School Heads in Terms of Learner Diversity and Student Inclusion

| No. | Indicators | Mean | Interpretation |
|-----|--|------|-------------------|
| 1 | Include learner diversity and student inclusion as topics for discussion in the session | 4.14 | Very Satisfactory |
| 2 | Emphasize that learners are the reason for all education process | 4.31 | Very Satisfactory |
| 3 | Establish learning environments that are responsive to learner diversity | 4.30 | Very Satisfactory |
| 4 | Underscore the importance of teacher's knowledge and understanding of learners' characteristics | 4.14 | Very Satisfactory |
| 5 | Discuss that diversity emanates from a variety of factors such as gender, community membership, religious beliefs, family configurations, and special learning needs | 4.26 | Very Satisfactory |
| 6 | Differentiate their instruction to include all learners | 4.06 | Very Satisfactory |
| 7 | Address the learner's needs as to strengths, interests, and experiences | 4.28 | Very Satisfactory |
| 8 | Encourage learners to be holistically developed learners | 4.33 | Very Satisfactory |
| | Section Mean | 4.23 | Very Satisfactory |

3.2.1 On the Performance of the Teacher in Terms of Lesson Content and Pedagogy

The table exhibits the teacher's performance in terms of lesson content and pedagogy. The computed section mean of 4.24 which implies "Very Satisfactory" by the teachers.

Interestingly among all indicators, Implementing developmentally – appropriate teaching methods that respect individual differences of the learners and are appropriate to their needs got the highest mean of 4.52 which indicated "Outstanding" followed by, Study and analyze the learning continuity plan (4.40) interpreted as "Very Satisfactory". Moreover, indicators, Planning lessons and delivering instructions effectively Preparing for lessons (4.08), and being more relaxed in executing lesson plans and weekly home learning plan (3.79) got the lowest computed mean which is interpreted as "Very Satisfactory".

Table 11. The Extent of Core Behavioral Competencies of School Heads in Terms of Lesson Content and Pedagogy

| No. | Indicators | Mean | Interpretation |
|-----|---|------|-------------------|
| 1 | Prepare for lessons and be more relaxed in executing lesson plans and weekly home learning plan | 3.79 | Very Satisfactory |
| 2 | Implement developmentally – appropriate teaching methods that respect the individual differences of the learners and are appropriate to their needs | 4.52 | Outstanding |
| 3 | Jointly craft learning goals in collaboration with their learners | 4.33 | Very Satisfactory |
| 4 | Plan lessons and deliver instructions effectively | 4.08 | Very Satisfactory |
| 5 | Assess the learning that resulted from their teaching | 4.21 | Very Satisfactory |
| 6 | Plan weekly lessons during the LAC which can be implemented for a specified period | 4.22 | Very Satisfactory |
| 7 | Share their experiences to improve subsequent lessons | 4.39 | Very Satisfactory |
| 8 | Study and analyze the learning continuity plan | 4.40 | Very Satisfactory |
| | Section Mean | 4.23 | Very Satisfactory |

3.2.2 On the Performance of the Teacher in Terms of Assessment and Reporting

The table shows what the section means regarding teachers' performance in terms of assessment and reporting. The computed section mean is 4.11, which means "very satisfactory." All indicators were interpreted as "very satisfactory." Specifically, the indicator, implementing the learner-centered assessment policies for the K–12 curriculum, got the highest computed mean of 4.33, which means "observed to a great extent," followed by the indicator, identifying the evidence needed to show learners understanding, with a computed mean of 4.13. Whereas indicators, including ways of assessing the learners during LAC sessions using data from formative assessment to devise interventions (4.03), selecting, organizing, and using sound assessment continuously (4.06), got the lowest computed mean, which denotes "very satisfactory."

Table 12. The Extent of Core Behavioral Competencies of School Heads in Terms of Assessment and Reporting

| No. | Indicators | Mean | Interpretation |
|-----|--|------|-------------------|
| 1 | Implement the learner-centered assessment policies for the K to12 Curriculum | 4.33 | Very Satisfactory |
| 2 | Include ways to assess the learners during LAC sessions data from formative assessment to devise interventions | 4.03 | Very Satisfactory |
| 3 | Conduct an assessment that provides teachers and learners with the necessary feedback about learning outcomes | 4.11 | Very Satisfactory |
| 4 | Selects organizes, and uses sound assessment continuously | 4.06 | Very Satisfactory |
| 5 | Measure their effectiveness based on learners' result | 4.08 | Very Satisfactory |
| 6 | Use learners' output as evidence to improve professional practice | 4.08 | Very Satisfactory |
| 7 | Set a target for desired learners' progress | 4.09 | Very Satisfactory |
| 8 | Identify the evidence needed to show learners' understanding | 4.13 | Very Satisfactory |
| | Section Mean | 4.11 | Very Satisfactory |

3.2.3 On the Performance of the Teacher in Terms of Curriculum Contextualization, Localization, and Indigenization

The table portrays the teacher's performance in terms of curriculum contextualization, localization, and indigenization; the computed section mean of 4.13 is denoted "Very Satisfactory." Specifically, indicators, recognizing that the K–12 curriculum is learner-centered, inclusive, and research-based (4.29), inculcating that the K–12 curriculum is culturally responsive and culture-sensitive, integrative and contextualized, relevant and responsive (4.28), got the lowest computed means, respectively, which denoted

“very satisfactory.” On the other hand, indicators, Prepare curricula materials suited to the cultural and social context in which they teach actively (3.99), and Modify teacher’s guides and learners’ materials to accommodate the unique contexts of a particular locality (3.98), got the lowest computed mean, which implies “very satisfactory.”

Table 13. The Extent of Core Behavioral Competencies of School Heads in Terms of Curriculum Contextualization, Localization, and Indigenization

| No. | Indicators | Mean | Interpretation |
|-----|--|------|-------------------|
| 1 | Match the curriculum content and instructional strategies relevant to teachers | 4.09 | Very Satisfactory |
| 2 | Identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders | 4.07 | Very Satisfactory |
| 3 | Link new content to the local experiences that are familiar to learners to make learning more efficient and relevant | 4.09 | Very Satisfactory |
| 4 | Modify teacher’s guide and learners’ materials to accommodate the unique contexts of a particular locality | 3.98 | Very Satisfactory |
| 5 | Prepare curricula materials suited to the cultural and social context in which they teach actively | 3.99 | Very Satisfactory |
| 6 | Recognize that the K to 12 Curriculum is learner-centered, inclusive, and research-based | 4.29 | Very Satisfactory |
| 7 | Realize that the K to 12 Curriculum is flexible, ICT-based, and global | 4.27 | Very Satisfactory |
| 8 | Inculcate that the K to 12 Curriculum is culturally responsive and culture-sensitive, integrative, and contextualized, relevant, and responsive | 4.28 | Very Satisfactory |
| | Section Mean | 4.11 | Very Satisfactory |

3.3 Significant Relationship between the Core Behavioral Competencies of School Heads and Teachers’ Performance

The succeeding table shows the significant relationship between the two variables—the core behavioral competencies of school heads and teachers’ performance. The table reveals the relationship between the core behavioral competencies of school heads and teachers’ performance in terms of self-management (0.673), professionalism and ethics (0.773), result focus (0.739), teamwork (0.777), service orientation (0.793), and innovations (0.795). At the 5% level of significance, all core behavioral competencies of school heads were found to have a strong positive correlation when paired with teachers’ performance, which implies all the domains of behavioral competencies are significantly correlated to teachers’ performance. This implies that improving these domains would contribute significantly to the level of teachers’ performance. Hence, the null hypothesis states that there is no significant relationship between the core behavioral competencies of teachers and teachers’ performance. As such, the alternative hypothesis states that there is a significant relationship between school heads’ core behavioral competencies and teachers’ performance. This simply means that teachers are carrying out their prescribed obligations in the teaching and learning process under the supervision of their school principal. The study’s findings support the argument that principals who lack management and leadership abilities will be unable to significantly enhance school performance (Tilahun, 2014). School performance is an overall and collective effort between teachers and principals. Tilahun (2014) claimed that it incorporates all the actions that define a good school. This also includes highly motivated and dedicated instructors, learner satisfaction and participation, family involvement, a clean and tidy school environment, and effective principal leadership. According to Nathanaili (2016), the association between principal performance and teacher impact is quite poor. Ensure high performance, which requires the effective use of organizational resources through the leadership functions of planning, organizing, leading, and monitoring (Lunenburg, 2012). Besides, the principal performance was found to be at a good level, and it was influenced by the atmosphere of school organization and work motivation (Wahab, 2012).

Table 14. Significant Relationship between the Core Behavioral Competencies of School Heads and Teachers' Performance

| Domains | r-value | Description | p-value | Interpretation |
|-----------------------------------|---------|-------------------------|---------|----------------|
| Self-management | 0.673 | Strong Relationship | 0.000 | Significant |
| Professionalism and ethics | 0.773 | Strong Relationship | 0.000 | Significant |
| Result in Focus | 0.739 | Strong Relationship | 0.000 | Significant |
| Team Work | 0.777 | Strong Relationship | 0.000 | Significant |
| Service Orientation | 0.793 | Strong Relationship | 0.000 | Significant |
| Innovations | 0.795 | Strong Relationship | 0.000 | Significant |
| Behavioral Competencies (Overall) | 0.815 | Very strong association | 0.000 | Significant |

3.4 The Core Behavioral Competencies Needed for Success in Leading a School with a Diverse Population, Specifically the Performance of Your Teachers

The following concepts that were generated qualitatively based on the respondents' responses to the study in terms of the core leadership competencies that are most crucial for success in leading a school with a diverse population, specifically the performance of your teachers, were outlined. The following themes were generated: communication skills, cultural competencies, and collaboration. The result of the study is related to the study of Luthans (2011), who found that communication is one of the most important interpersonal processes in organizations. Therefore, it exemplifies some of the key components of interpersonal communication. The primary role of communicative action is to foster mutual understanding, whereas that of strategic activity is to pursue and attain goals. Moreover, both are required to maintain individual lives, families, communities, organizations, and societies and are dialogically related (Milley, 2008). In addition, effective communication allows employees, groups, and organizations to achieve their goals and perform at a high level (George & Jones, 2012).

Interpersonal communication is needed to establish strings that would help one build relationships with the rest of the members of the organization (Harris & Nelson, 2008). Interpersonal communication is the transfer of a message through an active process of listening, understanding, and responding (Aamodt, 2010). The primary emphasis in interpersonal communication is on passing information from one person to another.

Communication is seen as a fundamental strategy for achieving behavioral change, combining psychological processes (perception, learning, and motivation) with language (Luthans, 2011). Communication between individuals and groups is essential in all organizations. Communication is the core manifestation of a group's active and productive performance, as it shows how the group creates a venue for understanding (Stroh, Northcraft, & Neale, 2002). Without communication, an organization would just be a collection of individuals performing distinct activities.

3.5 Specific Instance that Behavior Directly Influenced a Teacher's Performance

Three themes were generated in terms of specific instances in which behavior directly influences a teacher's performance which are (a) Positive School Culture, (b) Constructive Feedback, (c) Coaching, and (d) Monitoring.

The performance of teachers is one of the parts of education management in a learning process that is closely related to the social context to achieve educational goals efficiently (Hoy and Miskel, 2008). The performance of teachers as part of an education management system component is interconnected and integrated. Teacher performance as the system includes input, process, and output, where the process consists of several aspects: individual, group, structure, culture, legal and political rules interacting with each other to achieve educational goals. Many factors are involved in the performance of the organization including the human and non-human

being but it boils down to the performance on the achievement of organizational goals. When applied in a school context, it can be concluded that the performance of teachers is the ability, appearance, or utility index that results from an activity of teachers in each period.

4 Conclusion

School leaders consistently demonstrate core behavioral competencies such as self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation. Also, the teacher's performance in terms of learner diversity and student inclusion, lesson content and pedagogy, assessment and reporting, curriculum contextualization, localization, and Indigenization is highly satisfactory. The findings indicate a significant correlation between the two variables—the core behavioral competencies of school leaders and teacher effectiveness. At the 5% level of significance, all core behavioral competencies of school leaders were shown to have a high positive relationship when compared to teachers' performance, implying that all domains of behavioral skills are strongly associated with teachers' performance. Moreover, core leadership competencies are the most important for success in managing a school with a varied population, particularly teacher performance. The following concepts were developed qualitatively based on respondents' replies to the survey in terms of the core behavioral competencies that are most important for success in running a school with a varied population, especially teacher performance. The following topics were identified: communication skills, cultural competency, and teamwork.

5 Recommendation

To address the identified challenges and leverage the potential of school heads and teachers in the Municipality of Lutayan, especially in the following core behavioral competencies, the comprehensive leadership training program is recommended.

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