

Performance Management Competencies and Educational Practices of School Leaders in Promoting a Positive School Cultural Values

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Abstract

This study focused on the school leaders' performance management competencies and educational practices in promoting positive school cultural values of selected schools in Pila Sub-Office and Santa Cruz Sub- Office. Specifically, it sought to answer the following:(1) the level of performance management competencies of school leaders, (2) the level of educational practices school leaders', (3) level of the school leaders' response in promoting positive school cultural values. (4) the significant correlation between the performance management competencies of school leaders in promoting a positive school cultural values as to aforementioned variables and (5) the significant correlation between the educational practices of school leaders in promoting a positive school cultural values.

The study used descriptive correlational design. The respondents involved 100 elementary school teachers of chosen schools from the above-mentioned sub-offices. To gather information, appropriate statistical tool such as mean, standard deviation and pearson-r correlation.

Data from this study indicates that the level of performance management competencies of school leaders is to a very great extent, as to the level of educational practices of school leaders, all indicators are verbally interpreted as to a very great extent. Also, the level of the school leader's response towards positive school cultural values is to a very great extent. Then the relationship between the performance management competencies of school leaders and positive school cultural values has no significant relationship. Lastly, a significant relationship between the educational practices of school leaders and positive school cultural values was not found.

On the basis of the foregoing findings, the following conclusions were drawn.

The study shows that there is no significant relationship between the performance management competencies of school leaders in promoting positive school cultural values. Thus, the researcher therefore concludes that the research hypotheses stating that performance management competencies of school leaders has no significant relationship in promoting a positive school cultural values is accepted. The second hypothesis result showed no significant relationship between the educational practices of school leaders in promoting a positive school cultural values Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between the educational practice of school leaders in promoting a positive school cultural values is accepted between them.

Based on the conclusions, the following recommendations were drawn. To address any confounding variables and improve the reliability of the findings, the researcher might suggest about investigating alternate approaches or improving the research design. Working together with practitioners and stakeholders could also yield insightful information and guarantee that the study's conclusions are applicable to actual situations. Though it's vital to maintain a realistic perspective on the significance of the findings and take a nuanced approach in their interpretation and distribution, the study shows potential in providing light on crucial areas of school management and its effects on stakeholders. By taking this approach, the educational community will be

able to have more informed conversations and future research projects that tackle the complexity of educational practice will be made easier. In the event that there are no statistically significant results, it is advised that the researchers proceed with caution when interpreting the data and refrain from exaggerating their significance. Rather, the focus should be on talking about the subtleties of the data, the study's possible shortcomings, and possible directions for further investigation.

Keywords: school leaders' performance; management competencies; educational practices

1. Introduction

School leaders are one of the most significant people on the development of an educational institution. They are the people behind every plan, project implementation, management and sustainable progress. They are also entitled to supervise school's curriculum, activities and create decisions for the future deals that can make the school more competent.

From the expected task of a school leaders, they must connect supervision, teacher evaluation, and professional development to support teacher growth and development which can builds cultures of trust and risk-taking.

In addition, supervisory leadership of school leaders must be enacted as a daily and persistent practice to support teachers' efforts to educate children, despite the constant influx of accountability demands and requirements from internal and external forces that often distract from the core function of teaching and learning. As a field, supervision has progressed from autocratic practices used to inspect and control teachers to more developmental and differentiated forms to support teachers' own wish to evaluate, understand, and improve their practices. (Zepeda, Alkaabi, and Tavernier, 2020)

Moreover, performance management competencies and educational practices of school leaders can positively affect teachers' well-being which can promote positive school cultural values. Good leadership actions can be a factor of enhancing teachers' welfare such as feeling valued, meaningful professional development, agency in decision making and the essential skills leaders demonstrated relationship building, contextual competence, social and emotional competence that influenced the overall improvement of school's progress.

Nonetheless, findings of the study from Day, Gu and Sammons, (2016) shows that schools' abilities to improve and sustain effectiveness over the long term are not primarily the result of the principals' leadership style but of their understanding and diagnosis of the school's needs and their application of clearly articulated, organizationally shared educational values through multiple combinations and accumulations of time and context-sensitive strategies that are layered and progressively embedded in the school's work, culture, and achievements.

For these reasons, the research came up to an idea to further explore the relationship of performance management competencies and educational practices of the school leaders in promoting positive school cultural values.

1.1 Statement of the Problem

Specifically sought to answer the following questions:

1. What is the level of performance management competencies of school leaders in terms of:
 - 1.1 goal setting;

- 1.2 people management;
- 1.3 coaching and mentoring;
- 1.4 capacity building;
- 1.5 performance assessment?
2. What is the level of educational practices of school leaders in terms of:
 - 2.1 shaping a clear vision;
 - 2.2 improving instruction;
 - 2.3 creating a positive culture;
 - 2.4 cultivating leadership?
3. What is the level of positive school culture values in terms of:
 - 3.1 organizational commitment;
 - 3.2 openness to change;
 - 3.3 good communication;
 - 3.4 shared goals and vision;
 - 3.5 collaboration?
4. Does the level of performance management competencies of school leaders have significant relationship in promoting a positive school cultural values of selected elementary schools in Pila District and Sta. Cruz District?
5. Does the level of performance educational practices of school leaders have significant relationship in promoting a positive school cultural values of selected elementary schools in Pila District and Sta. Cruz District?

2. Methodology

This research design utilized the descriptive method to determine the relationship of performance management competencies and educational practices of school leaders in promoting positive school cultural values in selected elementary schools in Pila Sub-office and Santa Cruz Sub-office.

The term descriptive research then refers to research questions, design of the study, and data analysis conducted on that topic. Koh and Owen asserted that descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description.

3. Results and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the relationship of performance management competencies and educational practices of school leaders in promoting a positive school cultural value.

Level of performance management competencies of school leaders

Table 1. Level of performance management competencies of school leaders in terms of goal setting

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
<i>Set specific goals that are achievable and realistic.</i>	4.87	0.34	Strongly Agree
<i>List out obstacles and plan of time to create possible solutions for it.</i>	4.80	0.43	Strongly Agree

<i>Set consistent goals for teachers and staff with similar responsibilities.</i>	4.68	0.51	Strongly Agree
<i>Develop necessary skillset that are helpful to achieve goals.</i>	4.86	0.35	Strongly Agree
<i>Remain accountable and continuously assess own progress.</i>	4.90	0.30	Strongly Agree
Weighted Mean		4.82	
SD		0.26	
Verbal Interpretation		To a very great extent	

Table 1 illustrates the Level of performance management competencies of school leaders in terms of goal setting.

Remaining accountable and continuously assess own progress yielded the highest mean score ($M=4.90$, $SD=0.30$) and was remarked as Strongly Agree. On the other hand, *setting consistent goals for teachers and staff with similar responsibilities* received the lowest mean score of responses with ($M=4.68$, $SD=0.51$) yet was also remarked Strongly Agree.

The status of performance management competencies of school leaders in terms of goal setting attained a weighted mean score of 4.82 and a standard deviation of 0.26 and was to a very great extent among the respondents.

Table 2. Level of performance management competencies of school leaders in terms of people management

STATEMENTS	MEAN	SD	REMARKS
<i>Ensure that employees have enough resources and available materials they need.</i>	4.58	0.52	Strongly Agree
<i>Focus on team strengthening and teamwork.</i>	4.62	0.49	Strongly Agree
<i>Conduct frequent interactions to provide feedback.</i>	4.49	0.52	Strongly Agree
<i>Be persuasive and make informed decisions.</i>	4.88	0.36	Strongly Agree
<i>Empower the members of the organization to reach their potential.</i>	4.72	0.45	Strongly Agree
Weighted Mean		4.66	
SD		0.24	
Verbal Interpretation		To a very great extent	

Table 2 exemplifies the Level of performance management competencies of school leaders in terms of people management.

Being persuasive and make informed decisions produced the highest mean score ($M=4.88$, $SD=0.36$) and was remarked as Strongly Agree. On the other hand, the statement *ensuring that employees have enough resources and available materials they need* conventional the lowest mean score of responses with ($M=4.58$, $SD=0.52$) yet was also remarked Strongly Agree.

The status of performance management competencies of school leaders in terms of people management reached a weighted mean score of 4.66 and a standard deviation of 0.24 and was to a very great extent among the respondents.

Table 3. Level of performance management competencies of school leaders in terms of coaching and mentoring

STATEMENTS	MEAN	SD	REMARKS
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<i>Create an open and supportive climate for discussion that allows every member of the organization to voice their opinions.</i>	4.57	0.52	Strongly Agree
<i>Seek to develop trust by encouraging open, two-way communications with the teachers and staffs.</i>	4.54	0.50	Strongly Agree
<i>Provide constructive feedback and advice from other people around.</i>	4.61	0.49	Strongly Agree
<i>Measure the success of the program by seeking the perspectives of other members.</i>	4.79	0.43	Strongly Agree
<i>Spend time on talking, giving advice, counseling and mentoring teachers and staffs especially the new teachers.</i>	4.59	0.49	Strongly Agree
Weighted Mean		4.62	
SD		0.26	
Verbal Interpretation		To a very great extent	

Measuring the success of the program by seeking the perspectives of other members bore the highest mean score ($M=4.79$, $SD=0.43$) and was remarked as Strongly Agree. On the other hand, *seeking to develop trust by encouraging open, two-way communications with the teachers and staffs* established the lowest mean score of responses with ($M=4.54$, $SD=0.50$) yet was also remarked Strongly Agree.

The status of performance management competencies of school leaders in terms of coaching and mentoring achieved a weighted mean score of 4.62 and a standard deviation of 0.26 and was to a very great extent among the respondents.

Table 4. Level of performance management competencies of school leaders in terms of capacity building

STATEMENTS	MEAN	SD	REMARKS
<i>Engage stakeholders on school's capacity development.</i>	4.53	0.50	Strongly Agree
<i>Encourage participation of all the staffs to be involved on the decision making for school planning.</i>	4.61	0.51	Strongly Agree
<i>Implement capacity development response for the whole team.</i>	4.60	0.49	Strongly Agree
<i>Plan and develop for future collaboration of the school and the community.</i>	4.51	0.50	Strongly Agree
<i>Enables nonprofit organizations and their leaders to develop competencies and skills that can make them more effective and sustainable.</i>	4.53	0.50	Strongly Agree
Weighted Mean		4.56	
SD		0.21	
Verbal Interpretation		To a very great extent	

Table 4 shows the s Level of performance management competencies of school leaders in terms of capacity building.

Encouraging participation of all the staffs to be involved on the decision making for school planning borne the highest mean score ($M=4.61$, $SD=0.51$) and was remarked as Strongly Agree. On the other hand, *planning and develop for future collaboration of the school and the community* customary the lowest mean score of responses with ($M=4.51$, $SD=0.50$) yet was also remarked Strongly Agree.

The status of performance management competencies of school leaders in terms of capacity building accomplished a weighted mean score of 4.56 and a standard deviation of 0.21 and was to a very great extent among the respondents.

Table 5. Level of performance management competencies of school leaders in terms of performance assessment

STATEMENTS	MEAN	SD	REMARKS
<i>Identify performance measures for assessing the strength and weaknesses of the organization.</i>	4.65	0.48	Strongly Agree
<i>Determine the goals and objectives of the school so that it is easily to assess the performance of the members.</i>	4.46	0.50	Strongly Agree
<i>Set guidelines for feedback and opinions of stakeholders.</i>	4.66	0.48	Strongly Agree
<i>Address gaps among schools and staff to ensure better progress.</i>	4.74	0.44	Strongly Agree
<i>Select appropriate plans and implement projects that are helpful in the development of school.</i>	4.57	0.50	Strongly Agree
Weighted Mean		4.62	
SD		0.19	
Verbal Interpretation		To a very great extent	

Table 5 proves the Level of performance management competencies of school leaders in terms of performance assessment.

Addressing gaps among schools and staff to ensure better progress generated the highest mean score ($M=4.74$, $SD=0.44$) and was remarked as Strongly Agree. On the other hand, the statement *determining the goals and objectives of the school so that it is easily to assess the performance of the members* acknowledged the lowest mean score of responses with ($M=4.46$, $SD=0.48$) yet was also remarked Strongly Agree.

The status of performance management competencies of school leaders in terms of performance assessment conquered a weighted mean score of 4.62 and a standard deviation of 0.19 and was to a very great extent among the respondents.

Table 6. Level of educational practices of school leaders in terms of shaping a clear vision

STATEMENTS	MEAN	SD	REMARKS
<i>Approach goals and values from a variety of perspectives.</i>	4.50	0.58	Strongly Agree
<i>Provides the rationale every step of the way as the school grows and evolves to best serve the students</i>	4.60	0.49	Strongly Agree
<i>Determine organization's strengths and purpose.</i>	4.67	0.47	Strongly Agree
<i>Visualize the future events, situation and states of school so that plans will be made appropriately.</i>	4.79	0.50	Strongly Agree
<i>Defines the direction the organization is going, sets the stage for strategic plans, and illustrates exactly what an organization stands for.</i>	4.60	0.49	Strongly Agree
Weighted Mean		4.63	
SD		0.30	
Verbal Interpretation		To a very great extent	

Table 6 explains the Level of educational practices of school leaders in terms of shaping a clear vision.

Visualizing the future events, situation and states of school so that plans will be made appropriately returned the highest mean score ($M=4.79$, $SD=0.50$) and was remarked as Strongly Agree. On the other hand, *approaching goals and values from a variety of perspectives* usual the lowest mean score of responses with ($M=4.50$, $SD=0.58$) yet was also remarked Strongly Agree.

The educational practices of school leaders in terms of shaping a clear vision. got a weighted mean score of 4.63 and a standard deviation of 0.30 and was to a very great extent among the respondents.

Table 7. Level of educational practices of school leaders in terms of improving instruction

STATEMENTS	MEAN	SD	REMARKS
<i>Make expectations clear and available with all the members of organization.</i>	4.52	0.50	Strongly Agree
<i>Recognize everyone's accomplishments and respond appropriately to their concerns.</i>	4.48	0.52	Strongly Agree
<i>Draw connection with the staffs by giving proper instructions and directions.</i>	4.57	0.50	Strongly Agree
<i>Use appropriate language for communicating with other people.</i>	4.69	0.46	Strongly Agree
<i>Provide professional development activities for teachers.</i>	4.56	0.50	Strongly Agree
Weighted Mean		4.56	
SD		0.22	
Verbal Interpretation		To a very great extent	

Table 7 illustrates the Level of educational practices of school leaders in terms of improving instruction.

Using appropriate language for communicating with other people yielded the highest mean score ($M=4.69$, $SD=0.46$) and was remarked as Strongly Agree. On the other hand, *recognizing everyone's accomplishments and respond appropriately to their concerns* received the lowest mean score of responses with ($M=4.48$, $SD=0.52$) yet was also remarked Strongly Agree.

The educational practices of school leaders in terms of improving instruction attained a weighted mean score of 4.56 and a standard deviation of 0.22 and was to a very great extent among the respondents.

Table 8. Level of educational practices of school leaders in terms of creating a positive climate

STATEMENTS	MEAN	SD	REMARKS
<i>Use proper greetings and shows positiveness in the school environment.</i>	4.51	0.52	Strongly Agree
<i>Boost motivation of the employees and make them more productive in a positive way.</i>	4.51	0.50	Strongly Agree
<i>Trust the abilities of the staffs and let them do task with utmost responsibilities.</i>	4.63	0.51	Strongly Agree
<i>Establish school safety for more positive climate.</i>	4.61	0.49	Strongly Agree
<i>Advocate the involvement of teachers, students and even the parents on every activity that the school</i>	4.59	0.49	Strongly Agree

have.	
Weighted Mean	4.57
SD	0.23
Verbal Interpretation	To a very great extent

Table 8 exemplifies the Level of educational practices of school leaders in terms of creating a positive culture

Trusting the abilities of the staffs and let them do task with utmost responsibilities bore the highest mean score ($M=4.63$, $SD=0.51$) and was remarked as Strongly Agree. On the other hand, using proper greetings and shows positiveness in the school environment and use proper greetings and shows positiveness in the school environment.” conventional the lowest mean score of responses with ($M=4.50$, $SD=0.50$, $SD=0,52$) yet was also remarked Strongly Agree.

The educational practices of school leaders in terms of creating a positive culture reached a weighted mean score of 4.57 and a standard deviation of 0.23 and was to a very great extent among the respondents.

Table 9. Level of educational practices of school leaders in terms of cultivating leadership

STATEMENTS	MEAN	SD	REMARKS
Acknowledge people both publicly and privately when they speak up, step up, or stand up.	4.50	0.50	Strongly Agree
Objectively scrutinized decisions that can lead an organization toward achieving its goals.	4.53	0.52	Strongly Agree
Build trust among the employee that will serve as the foundation of the positive leadership.	4.71	0.46	Strongly Agree
Encourage personal and professional growth.	4.51	0.58	Strongly Agree
Ask for feedback and constructive criticism about the leadership.	4.62	0.49	Strongly Agree
Weighted Mean		4.57	
SD		0.23	
Verbal Interpretation		To a very great extent	

Table 9 demonstrates the Level of educational practices of school leaders in terms of cultivating leadership.

Building trust among the employees that will serve as the foundation of positive leadership bore the highest mean score ($M=4.71$, $SD=0.46$) and was remarked as Strongly Agree. On the other hand, acknowledging people both publicly and privately when they speak up, step up, or stand up.” established the lowest mean score of responses with ($M=4.50$, $SD=0.50$) yet was also remarked Strongly Agree.

The educational practices of school leaders in terms of cultivating leadership achieved a weighted mean score of 4.57 and a standard deviation of 0.23 and was to a very great extent among the respondents.

Table 10. Level of positive school cultural values in terms of organizational commitment

STATEMENTS	MEAN	SD	REMARKS
Create a strong teamwork culture among all the people on the school organization.	4.66	0.50	Strongly Agree
Enjoy relationship with other member of the school.	4.52	0.50	Strongly Agree
Continue on working as a matter of necessity.	4.52	0.52	Strongly Agree
Feel positivity and safe environment within the	4.88	0.33	Strongly Agree

<i>school.</i> <i>Maintain work ethics and follow the rules of the organization.</i>	4.70	0.46	Strongly Agree
Weighted Mean		4.66	
SD		0.22	
Verbal Interpretation		<i>To a very great extent</i>	

Table 10 shows the Level of positive school culture values in terms of organizational commitment.

Feeling positivity and safe environment within the school borne the highest mean score ($M=4.88, SD=0.33$) and was remarked as Strongly Agree. On the other hand, *enjoying relationship with other members of the school. and continue on working as a matter of necessity* customary the lowest mean score of responses with ($M=4.52, SD=0.50, SD=0.52$) yet was also remarked Strongly Agree.

The status of positive school culture values in terms of organizational commitment. accomplished a weighted mean score of 4.66 and a standard deviation of 0.22 and was to a very great extent among the respondents.

Table 11. Level of positive school cultural values in terms of openness to change

STATEMENTS	MEAN	SD	REMARKS
<i>Increase self-compassion toward everything.</i>	4.54	0.52	Strongly Agree
<i>Willingness to embrace new things and changes.</i>	4.54	0.50	Strongly Agree
<i>Readiness to learn fresh ideas and experience novel things.</i>	4.59	0.49	Strongly Agree
<i>Pursue learning out of comfort zone.</i>	4.78	0.44	Strongly Agree
<i>Adjust from environmental changes that may encounter.</i>	4.60	0.49	Strongly Agree
Weighted Mean		4.61	
SD		0.24	
Verbal Interpretation		<i>To a very great extent</i>	

Table 11 proves the Level of positive school culture values in terms of openness to change.

Pursuing learning out of comfort zone generated the highest mean score ($M=4.78, SD=0.44$) and was remarked as Strongly Agree. On the other hand, *increasing self-compassion toward everything and willingness to embrace new things and changes* acknowledged the lowest mean score of responses with ($M=4.54, SD=0.50, SD=0.52$) yet was also remarked Strongly Agree.

The status of positive school culture values in terms of openness to change conquered a weighted mean score of 4.61 and a standard deviation of 0.24 and was to a very great extent among the respondents.

Table 12. Level of positive school cultural values in terms of good communication

STATEMENTS	MEAN	SD	REMARKS
<i>Mindful on the proper way of communication by using verbal and nonverbal languages.</i>	4.71	0.46	Strongly Agree
<i>Build emotional intelligence to positively manage every situation.</i>	4.57	0.50	Strongly Agree
<i>Develop a workplace communication strategy.</i>	4.57	0.52	Strongly Agree
<i>Create organizational culture that helps avoiding conflicts, compromise, and help in better decision making.</i>	4.82	0.39	Strongly Agree
<i>Pay attention on the opinions and perspectives of</i>	4.54	0.50	Strongly Agree

<i>other people.</i>	
Weighted Mean	4.64
SD	0.22
Verbal Interpretation	To a very great extent

Table 12 explains the Level of positive school culture values in terms of good communication.

Creating organizational culture that helps avoiding conflicts, compromise, and help in better decision making returned the highest mean score ($M=4.82$, $SD=0.39$) and was remarked as Strongly Agree. On the other hand, *paying attention on the opinions and perspectives of other people* usual the lowest mean score of responses with ($M=4.54$, $SD=0.50$) yet was also remarked Strongly Agree.

The status of positive school culture values in terms of good communication got a weighted mean score of 4.64 and a standard deviation of 0.22 and was to a very great extent among the respondents.

Table 13. Level of positive school cultural values in terms of shared goals and vision

STATEMENTS	MEAN	SD	REMARKS
<i>Focused on moving past the status and ushering in new projects, acquisitions, or initiatives.</i>	4.57	0.52	Strongly Agree
<i>Foster resiliency and develop supportive relationship among all employees.</i>	4.60	0.49	Strongly Agree
<i>Demonstrate enthusiasm and determination towards work.</i>	4.60	0.51	Strongly Agree
<i>Collaborate with the staffs and practice good communication.</i>	4.79	0.41	Strongly Agree
<i>Goal-oriented and resolute with the words.</i>	4.59	0.49	Strongly Agree
Weighted Mean		4.63	
SD		0.25	
Verbal Interpretation			To a very great extent

Table 13 illustrates the Level of positive school culture values in terms of shared goals and vision.

Collaborating with the staffs and practice good communication yielded the highest mean score ($M=4.79$, $SD=0.49$) and was remarked as Strongly Agree. On the other hand, *focusing on moving past the status and ushering in new projects, acquisitions, or initiatives* received the lowest mean score of responses with ($M=4.57$, $SD=0.52$) yet was also remarked Strongly Agree.

The status of positive school culture values in terms of shared goals and vision attained a weighted mean score of 4.63 and a standard deviation of 0.25 and was to a very great extent among the respondents.

Table 14. Level of positive school cultural values in terms of collaboration

STATEMENTS	MEAN	SD	REMARKS
<i>Build trust and promote open communication.</i>	4.57	0.50	Strongly Agree
<i>Establish flexible group and respect other's thoughts and opinions.</i>	4.61	0.51	Strongly Agree
<i>Develop interpersonal skills and good relationship with other people by continuously doing collaboration.</i>	4.60	0.49	Strongly Agree
<i>Get ideas and learn from perspectives of another employee.</i>	4.82	0.41	Strongly Agree

<i>Maximize educational experience by allowing own self to gain knowledge from observation, collaboration, and attentive listening.</i>	4.54	0.50	Strongly Agree
Weighted Mean	4.63		
SD	0.24		
Verbal Interpretation	To a very great extent		

Table 14 exemplifies the Level of positive school culture values in terms of collaboration

Getting ideas and learn from perspectives of another employee produced the highest mean score ($M=4.82, SD=0.41$) and was remarked as Strongly Agree. On the other hand, *maximizing educational experience by allowing own self to gain knowledge from observation, collaboration, and attentive listening* conventional the lowest mean score of responses with ($M=4.54, SD=0.50$) yet was also remarked Strongly Agree.

The status of positive school culture values in terms of collaboration reached a weighted mean score of 4.63 and a standard deviation of 0.24 and was to a very great extent among the respondents.

Table 15. Test of correlation on the performance management competencies of school leaders in promoting positive school cultural values.

		<i>organizational openness to commitment</i>	<i>change</i>	<i>good communication</i>	<i>shared goals and vision</i>	<i>collaboration</i>
Kendall's goal setting tau_b	Correlation Coefficient	.167	.098	.133	.255**	.050
	Sig. (2-tailed)	.054	.249	.122	.003	.555
	N	100	100	100	100	100
people management	Correlation Coefficient	.592**	.017	.167*	.248**	.119
	Sig. (2-tailed)	.000	.840	.049	.003	.158
	N	100	100	100	100	100
coaching and mentoring	Correlation Coefficient	.081	.958**	.235**	.093	.332**
	Sig. (2-tailed)	.335	.000	.005	.256	.000
	N	100	100	100	100	100
capacity building	Correlation Coefficient	.134	.146	.109	.148	.203*
	Sig. (2-tailed)	.116	.080	.195	.075	.015
	N	100	100	100	100	100
performance assessment	Correlation Coefficient	.193*	.110	.436**	.168*	.207*
	Sig. (2-tailed)	.026	.198	.000	.048	.015
	N	100	100	100	100	100

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

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

Table 15 demonstrates the significant correlation between the performance management competencies of school leaders in promoting school cultural values.

The *goal setting, people management, coach and mentoring, capacity building and performance assessment* of the performance management competencies was observed to have no significant correlation to the *organizational commitment, openness to change, good communication, shared goals and vision and collaboration* of school leaders in promoting school cultural values. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*The level of performance management competencies of school leaders has no significant relationship in promoting a positive school cultural values of selected schools in Pila*” is accepted.

Table 16. Test of correlation on the performance educational practices of school leaders in promoting positive school cultural values.

			<i>organization al commitment</i>	<i>openness to change</i>	<i>good communicatio n</i>	<i>shared goals and vision</i>	<i>collaborati on</i>
Kendall's tau-b	shaping a clear vision	Correlation Coefficient	0.026	0.013	0.058	-0.011	-0.013
		Sig. (2-tailed)	0.756	0.871	0.483	0.893	0.873
		N	100	100	100	100	100
	improving instruction	Correlation Coefficient	-0.086	0.148	0.113	0.085	.175*
		Sig. (2-tailed)	0.309	0.076	0.177	0.304	0.036
		N	100	100	100	100	100
	creating a positive climate	Correlation Coefficient	0.040	.240**	.201*	0.087	.325**
		Sig. (2-tailed)	0.639	0.004	0.017	0.294	0.000
		N	100	100	100	100	100
	cultivating leadership	Correlation Coefficient	0.159	0.064	0.141	0.131	0.131
		Sig. (2-tailed)	0.061	0.445	0.093	0.116	0.117

N	100	100	100	100	100
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*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 16 demonstrates the significant correlation between the performance educational practices of school leaders in promoting school cultural values.

The *shaping a clear vision, improving instruction, creating a positive climate and cultivating leadership* of the performance management competencies was observed to have no significant correlation to the *organizational commitment, openness to change, good communication, shared goals and vision and collaboration* of school leaders in promoting school cultural values. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*The level of educational practices of school leaders has no significant relationship in promoting a positive school cultural values of selected schools in Pila*” is accepted.

4. Conclusion and Recommendations

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows the performance management competencies of school leaders in promoting school cultural values has no significant. Thus, the researcher therefore concludes that the research hypotheses stating that the level of performance management competencies of school leaders has no significant relationship in promoting a positive school cultural values is accepted. The second hypothesis result the performance educational practices of school leaders in promoting positive school cultural values has no significant. Thus, the researcher therefore concludes that the research hypotheses stating that the level of educational practices of school leaders has no significant relationship in promoting a positive school cultural values is accepted.

Based on the drawn conclusions resulted to the following recommendations:

1. To address any confounding variables and improve the reliability of the findings, the researcher might think about investigating alternate approaches or improving the research design. Working together with practitioners and stakeholders could also yield insightful information and guarantee that the study's conclusions are applicable to actual situations.

2. Though it's vital to maintain a realistic perspective on the significance of the findings and take a nuanced approach in their interpretation and distribution, the study shows potential in providing light on crucial areas of school management and its effects on stakeholders. By taking this approach, the educational community will be able to have more informed conversations and future research projects that tackle the complexity of educational practice will be made easier.

3. In the event that there are no statistically significant results, it is advised that the researchers proceed with caution when interpreting the data and refrain from exaggerating their significance. Rather, the focus should be on talking about the subtleties of the data, the study's possible shortcomings, and possible directions for further investigation.

Reference:

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