

# Effects of School Heads' Competence and Shared Instructional Leadership on the School Outcomes: Basis for the Development of Enhancement Programs for School Heads

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## Abstract

This research study examined the effects of school heads' competence and shared instructional leadership on the school outcomes, with the aim of developing enhancement programs for school heads. Data was collected from 32 public school heads in Pila and Victoria sub-offices in the Division of Laguna, using various survey questionnaires. The findings showed that school heads demonstrated high levels of competence in promoting collaboration, self-efficacy, encouraging organizational learning, demonstrating strong ethics, authenticity, and shaping positive culture. However, they demonstrated lower levels of competence in empowering teachers to self-organize. The study also revealed that school heads exhibited a high level of shared instructional leadership in terms of school organization and operations, while demonstrating a lower level of shared instructional leadership in academics. This study also examined school outcomes in terms of School-Based Management (SBM) Level, over-all IPCR ratings of teachers, enrollment rate, dropout rate, and graduation rate. The results indicated that the schools represented by the respondents were at a Developing level in terms of SBM Level, with consistent ratings across three years. The overall IPCR ratings of teachers were at a "Very Satisfactory" level for all three school years, and the enrollment rate was consistently high over the three years. However, the dropout rate increased significantly in 2021-2022, and the graduation rate exhibited high variability across the three years.

Moreover, the study found a positive correlation between school heads' level of competence and school outcomes, and that shared instructional leadership positively impacted school organization, academic, and operational aspects. The results suggest the need for enhancement programs for school heads to further improve their competence and shared instructional leadership to achieve better school outcomes. Recommendations include developing programs and policies focusing on shared instructional leadership practices and improving school-based management. Additionally, the article recommends prioritizing the development of competencies among school heads and exploring strategies to improve school outcomes. Further studies are also recommended to determine the effects of school heads' competence and shared instructional leadership on school outcomes.

Keywords: School head; competence; shared instructional leadership; SBM; school-based management; outcomes

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## 1. Main text

The success of a school depends heavily on the competence of the school head. This includes everything from ensuring academic progress to maintaining school safety. The ability, knowledge, attitudes, and skills necessary to perform their duties successfully and effectively are referred to as a person's competence. Although evaluating the effectiveness of the principal is more challenging than evaluating teacher

performance, it is crucial to look into how their actions relate to student, teacher, and school outcomes. School administrators are anticipated to be more adaptable during the pandemic in managing school resources and making wise decisions that weren't necessary before. Effective school leaders are prepared to handle the society's current rapid change and high expectations. However, 45% of school administrators in the US claimed that pandemic conditions are forcing them to leave their positions earlier than they had anticipated. School leaders have had a difficult time in the Philippines managing school resources, such as funding from the Maintenance and Other Operating Expenses (MOOE) and other categories that call for proper liquidation. This is especially true in public schools within the Division of Laguna. The ability to plan and carry out tasks involving the acquisition and use of school funds must be possessed by school administrators. School administrators in Laguna started working again in September 2022 to prepare and create strategic plans for the introduction of face-to-face instruction. The enrollment rate must always rise, and school administrators must never allow teachers to fall behind in their use of pedagogy. In order to create improvement programs for school heads, this study sought to investigate the effects of school heads' competence and shared instructional leadership on educational outcomes. This paper also sought to determine the following:

1. What is the demographic profile of the school heads in terms of
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status; and
  - 1.4. educational attainment?
2. What is the mean level of the school heads' competence in terms of the following:
  - 2.1. promote collaboration;
  - 2.2. self-efficacy;
  - 2.3. openness to change;
  - 2.4. encourage organizational learning;
  - 2.5. provides safe environment;
  - 2.6. demonstrates strong ethics;
  - 2.7. authentic;
  - 2.8. empower to self-organize; and
  - 2.9. shape positive culture?
3. What is the mean level of the school heads' shared instructional leadership in terms of the following:
  - 3.1. school organization;
  - 3.2. operations; and
  - 3.3. academics?
4. What is the mean level of the school outcomes in terms of
  - 4.1. SBM level;
  - 4.2. over-all IPCR ratings of teachers;
  - 4.3. enrolment rate;
  - 4.4. dropout rate;
  - 4.5. completion / graduation rate; and
  - 4.6. cohort survival?
5. Does the demographic profile of school heads have a significant relationship on their
  - 5.1. competence; and
  - 5.2. shared instructional leadership?
6. Does the school heads' competence have a significant effect on the school outcomes?
7. Does the school heads' shared instructional leadership have a significant effect on the school outcomes?

## Review of Related Literature

The main leader in a school building is the principal. A capable boss always sets a good example. A principal should be upbeat, enthusiastic, involved in the daily operations of the school, and receptive to the opinions of his students. Teachers, staff members, parents, students, and community members can all access an effective leader. In challenging circumstances, he maintains composure, thinks things through, and prioritizes the needs of the school over his own.

Campos-Garca & Ziga-Vicente (2022) found a correlation between the likelihood of implementing a participative/collaborative mode of strategic decision-making and school heads who are between the ages of 41 and 50 and have been in their current position for no more than 10 years. The likelihood of a principal adopting a collaborative mode decrease with the principal's formal education. The gender of the principal has no statistically significant impact. Other school factors (like, for example, a lower staff turnover or a higher teacher training) may also influence the adoption of a participative/collaborative mode.

According to Fisher (2020), the term "school principals' self-efficacy" has changed over the past three decades due to changes in the roles and responsibilities of principals. Professional self-efficacy is concerned with competence in the field, so if the nature of the field changes, so will the individual's level of professional self-efficacy. It has been discovered that self-efficacy and career choice are related, and that efficacy is a significant factor in career development. People look for a match between their interests and the workplace. Consequently, it is thought that self-efficacy is a variable trait rather than a constant one. Fisher (2020) added that studies on principals' self-efficacy typically include multidimensional self-efficacy measures, which make it possible to capture the various facets of principals' work. The majority of the studies that have been done on the measurement of school principals' self-efficacy are quantitative in nature and focus on tools and scales that describe situations and areas of the principal's work. Making decisions about continuing professional development could be aided by policymakers having an understanding of the self-efficacy of principals.

Effective school administrators have an image of their "ultimate" school, according to Lancaster (2022). The culture and environment of the schools where they work are shaped in part by this vision. But there is rarely, if ever, a clear route that leads directly to this objective. Leaders must take baby steps to achieve this goal, concentrating on ideas and changes that can be put into place immediately as well as those that may take a year or two to implement and those that may take five years. Since it constantly changes, the ideal can never be reached, but small adjustments made while working toward the ideal help students learn better.

According to Southern Illinois University (2021), before principals can encourage fruitful partnerships with community stakeholders, they must have a strategy for establishing those connections. For all parties involved, poor and inconsistent communication can be detrimental. Principals can reduce uncertainty and reluctance on the part of parent and community partners by setting an example of an open, honest, and frequent message policy. Whenever possible, prioritizing face-to-face communication will increase clarity and make parents feel more at ease participating in school activities. Principals also shoulder a lot of responsibility, so it's critical that they delegate some of their leadership responsibilities. The culture of a school will be improved overall by involving teachers, staff, parents, and community stakeholders in leadership and decision-making processes, which will give students more chances to succeed.

Hesbol (2019) asserts that organizational effectiveness, which enables high-performing schools to implement reforms successfully and deal with routine organizational ambiguity and chaos, is one of their key characteristics. In creating a school culture that supports high-performing schools, the principal is essential. He also came to the conclusion that in order to pursue the kinds of school improvement initiatives and research-based organizational learning mechanisms that can boost student performance, principals must be highly effective at persuading others to perform at high levels and must have a strong belief in teachers and the organization.

According to Meyer et al. (2022), teacher collaboration is a key component of organizational change in schools. Since principals can assist teachers in forming teams, directing collaborative activities, and inspiring teacher teams to participate actively in change processes, we assume that principal leadership can serve as a catalyst for teacher collaboration.

Shafer (2018) thought that school administrators should develop an understanding of what

constitutes a positive school climate. It entails setting up official trainings and a forum for open discussion of the attitudes, customs, and behaviors that are essential to being a part of your school's community. To model the beliefs and behaviors you want to see, use these trainings and other opportunities for professional development. Give students and staff rewards (praise, written notes, community celebrations) when they exhibit those behaviors. Shafer (2018) also thought that connections helped spread culture. In other words, school leaders should identify those individuals or groups that are cut off from the community and devise strategies to promote more interaction with those who share their commitment to the school's culture. This way, everyone – not only you – helps positive message spread more quickly and clearly.

The principal is ultimately responsible for ensuring that students feel safe, welcome, and uplifted at school, according to Sawchuk (2020). In the end, it is the principal who establishes the culture of a school through daily actions and interactions with staff, families, and students, as well as through the implementation of the three main components of school climate work: social-emotional learning, youth voice and leadership initiatives, and restorative practices. Now, in addition to doing that for in-person learning, principals must also do that for hybrid and remote learning systems. The fundamental principles of improving school climate remain the same, experts say, despite the logistical challenges. Students will still need to feel safe and connected to their schools even when they are only there a few days a week—or only connected through technology.

According to Weaver (2017), principals should serve as examples of fairness. They should actively work to treat staff and students fairly. When making a choice, faculty, staff, and students need to be confident that they will be treated fairly. They ought to be constant as well. Parents and educators must have faith that their choices will be fair and that they won't make exceptions, such as when a particular parent also serves on the school board. Educate educators to take accountability for their actions. Since many teachers lack formal ethics training, they must give their students the chance to discuss moral dilemmas. Teachers must realize that they are accountable for everything they do, particularly when it comes to designing lessons that cater to the needs of every student. Additionally, they must fairly evaluate students using only in-class material.

According to Economy (2022), authentic leaders go much further than their background, experiences, or problems. They don't care what other people think because they embrace their true selves, their moral principles, and both their strengths and weaknesses. Genuinely authentic leaders have mastered the art of managing their fears by first acknowledging them and the reasons behind them, and then by discussing them openly and honestly. As they continue to overcome their fear and work toward their objectives, they have the courage to conduct themselves in an ethical and transparent manner. Additionally, real leaders think outside the box and dream of all the various possibilities. They constantly look for more effective ways to produce, manage, and be in business because they are true entrepreneurs at heart.

According to Zhan et al. (2020), shared instructional leadership may help decision-makers make well-informed choices regarding curriculum, instruction, and assessment. It is crucial to be able to gauge the extent to which this construct is present in schools given the various organizational processes and results linked to it.

On the other hand, instructional supervision, according to Goden, Lumbab, Niez, and Coton (2016), involves a variety of roles and responsibilities that involve technical, professional, and interpersonal elements. It also consists of tactics and measures to enhance the environment for instruction and learning. Schools must seek out opportunities to improve teachers' professional development and job performance in order to better manage the teaching and learning process if they are to be effective. This can be accomplished through supervision. As a result, when exercising their supervisory duties, heads of departments have a crucial role to play in encouraging and fostering teachers' academic and professional development. When it comes to addressing issues and problems related to the teaching and learning process and instructional development, heads of departments can be a significant source of reliance and support for teachers. Investigating how the Head of Department's role as an instructional leader in relation to instructional supervision will aid teachers in doing their jobs more effectively is therefore appropriate.

Effective principals, according to Donley, Detrich, States, and Keyworth (2020), are highly skilled in establishing and communicating the school's vision, goals, and expectations by modeling aspirational

practices and encouraging data use for continuous improvement. They are also highly skilled in protecting instructional time, selecting educators who are the "right fit" for the position, and developing teachers' professional capacities, and connecting with external partners who can support fulfillment of school goals, and building productive and collaborative relationships with families. While these principal competencies are relevant for a range of school contexts, leaders operating in varying school environments (e.g., high/low poverty, urban/rural) must ultimately determine how best to enact them to optimize teaching and learning.

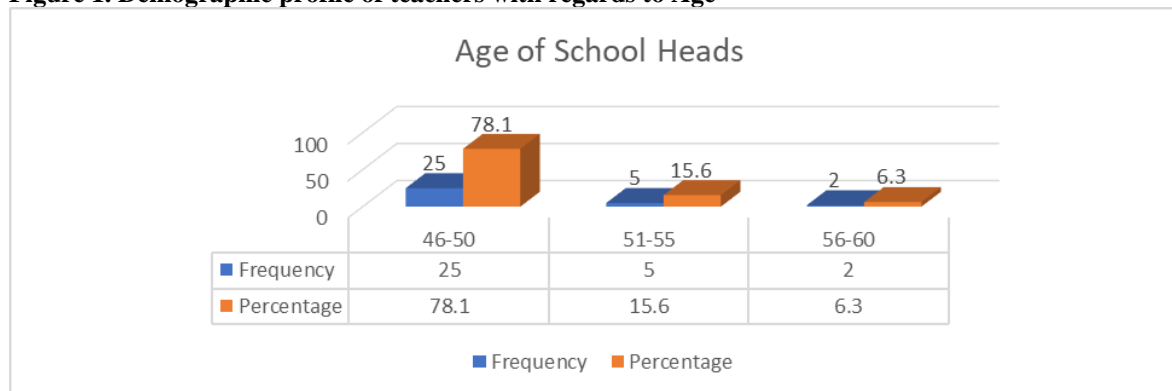
Based on the mentioned literature, a good school principal leads by example, is positive, enthusiastic, and listens to their constituents. The adoption of a participative/collaborative mode of decision-making by principals is influenced by age, tenure, formal education, and school factors. There is a significant relationship between leadership style and administrative experience. Principals must have a clear vision and take incremental steps towards their goals, involving stakeholders in leadership and decision-making processes. They should also model an open, honest, and frequent message policy, share leadership duties, and build a school culture that supports high-performing schools. Teacher collaboration is an important factor for organizational change in schools, and school leaders should build a good school culture through training, modeling, and encouraging interactions between isolated groups. Finally, making a school feel safe, welcoming, and uplifting to students largely depends on the principal who sets the tone for the school's culture.

### Methodology

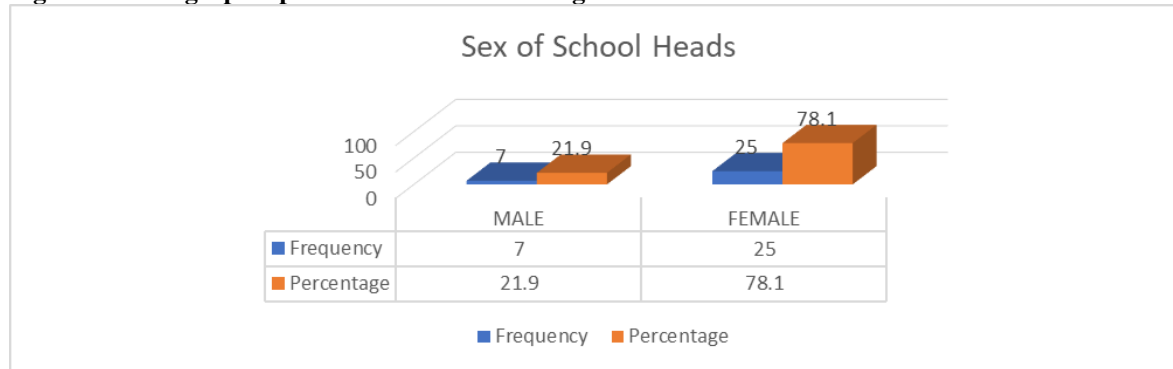
This study used the descriptive research design to determine the effects of school heads' competence and shared instructional leadership on the school outcomes as basis for the development of enhancement programs for school heads. The study used purposive sampling to select the 32 public school principals in Pila and Victoria sub-offices. The researcher employed an adopted and modified, as well as a self-made survey questionnaire in determining the connections between principal competence and school outcomes in the schools in the Division of Laguna. The survey questionnaires included the Demographic Profile Survey, School Outcomes Survey, Shared Instructional Leadership Survey, and Self-Efficacy Scale. A Five-point Likert-type scale was used for the Shared Instructional Leadership Survey and Self-Efficacy Scale. The statistical treatment of the data included the mean level, standard deviation, and chi-square.

### Result and Discussion

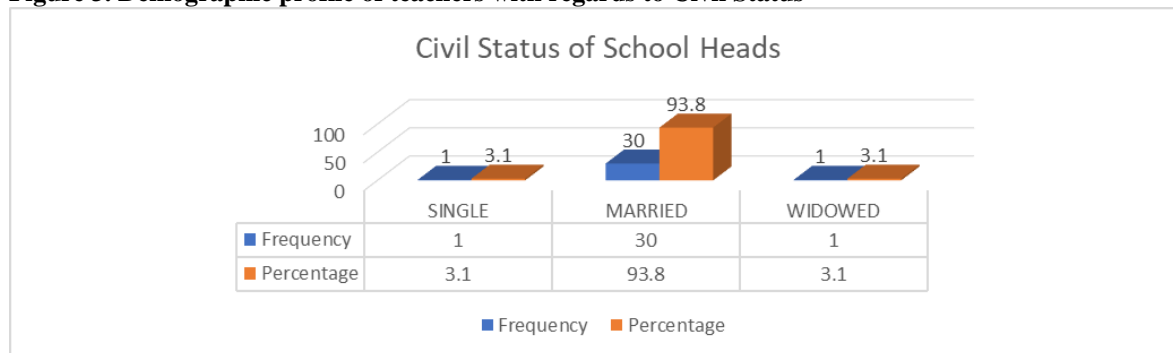
**Figure 1. Demographic profile of teachers with regards to Age**



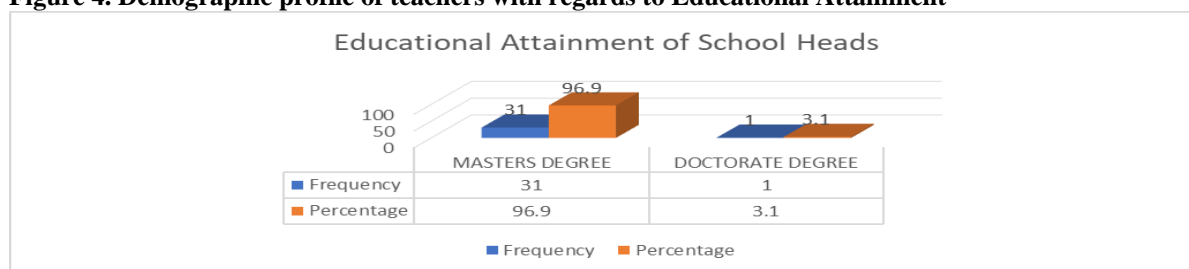
Out of 32 Principal-respondents, the age range "46 to 50 years old" received the highest frequency of twenty-five (25) or 78.10% of the total sample population. Followed by the age range "51 to 55 years old" with frequency of five (5) or 15.60% of the total sample population. While the age range "56 to 60 years old" received the lowest frequency of two (2) or 6.30% of the total sample population. The implication of the result is that the majority of the school heads in the study are in the age range of 46 to 50 years old.

**Figure 2. Demographic profile of teachers with regards to Sex**

Out of 32 Principal-respondents, the sex “Female” received the highest frequency of twenty-five (25) or 78.10% of the total sample population. Followed by “Male” with frequency of seven (7) or 21.9% of the total sample population. The majority of the sample population of school heads in the study are female. This suggests that there may be an overrepresentation of female school heads in the schools studied, and that there may be potential gender biases or systemic barriers that limit male participation in school leadership positions.

**Figure 3. Demographic profile of teachers with regards to Civil Status**

Out of 32 Principal-respondents, the sex “Married” received the highest frequency of thirty (30) or 93.8% of the total sample population. While “Single” and “Widowed” got a frequency of one (1) or 3.1% of the total sample population. This means that the demographic profile of the school heads in terms of Civil Status where majority are married during the time of the study. The high percentage of married school heads suggests that the majority of the sample population is likely to have familial responsibilities outside of their work as school leaders.

**Figure 4. Demographic profile of teachers with regards to Educational Attainment**

Out of 32 Principal-respondents, the attainment “master’s degree” received the highest frequency of

thirty-one (31) or 96.9% of the total sample population. While “Doctorate Degree” got a frequency of one (1) or 3.1% of the total sample population. This means that the demographic profile of the school heads in terms of educational attainment where majority are masters’ degree during the time of the study. The high percentage of school heads with a master's degree suggests that advanced education may be a common requirement or expectation for school leadership positions in the area studied.

**Table 1. Level of the school head competence**

STATEMENTS	MEAN	SD	REMARKS
<i>Cooperating and working with relevant agencies to ensure and protect the welfare of the students.</i>	4.38	.49	Agree
<i>Motivating the teachers and staff to work effectively and efficiently.</i>	4.38	.49	Agree
<i>Developing a school climate which enables everyone to work collaboratively (share knowledge and understanding, celebrate success and accept responsibility for outcomes).</i>	4.47	.51	Agree
<i>Developing a collaborative climate between the school and external agencies (community and parents).</i>	3.37	1.16	Agree
<i>Creating and maintaining effective partnerships with parents, careers, and other agencies to support and improve pupils’ achievement and personal development.</i>	3.16	1.11	Agree
<b>Weighted Mean</b>		<b>3.95</b>	
<b>SD</b>		<b>0.28</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, “Developing a school climate which enables everyone to work collaboratively (share knowledge and understanding, celebrate success and accept responsibility for outcomes)” yielded the highest mean score ( $M=4.47$ ,  $SD=0.51$ ) and was remarked as Agree. This is followed by “Cooperating and working with relevant agencies to ensure and protect the welfare of the students” and “Motivating the teachers and staff to work effectively and efficiently” with a mean score ( $M=4.38$ ,  $SD=0.49$ ) and was also remarked as Agree. On the other hand, the statement “Creating and maintaining effective partnerships with parents, careers, and other agencies to support and improve pupils’ achievement and personal development” received the lowest mean score of responses with ( $M=3.16$ ,  $SD=1.11$ ) yet was also remarked Agree. The level of the school head competence in terms of promoting collaboration attained a weighted mean score of 3.95 and a standard deviation of 0.28 and was Agree among the respondents. The high mean scores for the statements related to developing a school climate for collaboration, cooperating with relevant agencies, and motivating staff suggest that the respondents value these aspects of the principal's role in promoting collaboration. It also indicates that the school heads in the sample population perceive these as important strategies for improving student outcomes.

**Table 2. Level of the school head competence in terms of self-efficacy**

STATEMENTS	MEAN	SD	REMARKS
Managing own workload and that of others to allow an appropriate life work balance.	3.94	.76	Agree
Making sound decisions based on professional, ethical, and legal principles.	3.94	.88	Agree
Motivating the staff to work effectively and efficiently.	4.09	.89	Agree
<i>Taking appropriate action when performance (mine and my staffs’) is unsatisfactory.</i>	3.22	.75	Agree
Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of the curriculum.	4.06	.88	Agree
<b>Weighted Mean</b>		<b>3.85</b>	
<b>SD</b>		<b>0.33</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, “Motivating the staff to work effectively and efficiently” yielded the



highest mean score ( $M=4.09$ ,  $SD=0.89$ ) and was remarked as Agree. This is followed by “Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of the curriculum” with a mean score ( $M=4.06$ ,  $SD=0.88$ ) and was also remarked as Agree. On the other hand, the statement “Taking appropriate action when performance (mine and my staffs’) is unsatisfactory” received the lowest mean score of responses with ( $M=3.22$ ,  $SD=0.75$ ) yet was also remarked Agree. The level of the school head competence in terms of self-efficacy attained a weighted mean score of 3.85 and a standard deviation of 0.33 and was Agree among the respondents. It can be seen that the respondents agreed that they are able to motivate their staff to work effectively and efficiently and manage and organize the school environment efficiently to ensure that it meets the needs of the curriculum. These findings suggest that the school heads in the sample population have a high level of self-efficacy in these areas. However, the lower mean score for taking appropriate action when performance is unsatisfactory may indicate that some school heads are less confident in their ability to handle difficult situations.

**Table 3. Level of the school head competence in terms of openness to change.**

STATEMENTS	MEAN	SD	REMARKS
Adapting leadership styles according to the situation you are facing with.	3.97	.78	Agree
Delegating management tasks to the staff appropriately.	3.94	.88	Agree
Monitoring the implementation of management tasks, you delegated to your staff.	3.94	.85	Agree
Developing school self-evaluation plans for future organizational changes or adjustments.	4.03	.79	Agree
Using research evidence to inform new ways and strategies of teaching and learning.	2.53	.51	Neutral
<b>Weighted Mean</b>		<b>3.68</b>	
<b>SD</b>		<b>0.38</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, “Developing school self-evaluation plans for future organizational changes or adjustments” yielded the highest mean score ( $M=4.03$ ,  $SD=0.79$ ) and was remarked as Agree. This is followed by “Adapting leadership styles according to the situation you are facing with” with a mean score ( $M=3.97$ ,  $SD=0.78$ ) and was also remarked as Agree. On the other hand, the statement “Using research evidence to inform new ways and strategies of teaching and learning” received the lowest mean score of responses with ( $M=2.53$ ,  $SD=0.51$ ) yet was remarked Neutral. The level of the school head competence in terms of openness to change attained a weighted mean score of 3.68 and a standard deviation of 0.38 and was Agree among the respondents. The results imply that the school heads in the sample population agree that they can develop school self-evaluation plans for future organizational changes or adjustments and can adapt their leadership styles according to the situation they are facing.

**Table 4. Level of the school head competence in terms of encouraging organizational learning**

STATEMENTS	MEAN	SD	REMARKS
Implementing school self-evaluation plans for future organizational changes or adjustments.	4.44	.50	Agree
Using results-based data to support school improvement projects from the school self-evaluation plans.	4.34	.48	Agree
Providing feedback to teachers on their performance following classroom observation that can be used for their self-reflection.	4.47	.51	Agree
Ensuring that learning is at the center of strategic planning and resource management.	4.53	.51	Strongly Agree
Encouraging your staff to actively participate in decision making.	4.50	.51	Strongly Agree
<b>Weighted Mean</b>		<b>4.47</b>	
<b>SD</b>		<b>0.26</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	



From the statements above, “Ensuring that learning is at the center of strategic planning and resource management” yielded the highest mean score ( $M=4.53$ ,  $SD=0.51$ ) and was remarked as Strongly Agree. This is followed by “Encouraging your staff to actively participate in decision making” with a mean score ( $M=4.50$ ,  $SD=0.51$ ) and was also remarked as Strongly Agree. On the other hand, the statement “Using results-based data to support school improvement projects from the school self-evaluation plans” received the lowest mean score of responses with ( $M=4.34$ ,  $SD=0.48$ ) yet was remarked Agree. The level of the school head competence in terms of encouraging organizational learning attained a weighted mean score of 4.47 and a standard deviation of 0.26 and was Agree among the respondents. The results suggest that the school heads in the sample population have a high level of encouragement toward organizational learning. They strongly agree that learning should be at the center of strategic planning and resource management and that staff should be actively involved in decision-making processes. This indicates that the school heads value the input and contributions of their staff and recognize the importance of collaboration and shared decision-making in promoting organizational learning.

**Table 5. Level of the school head competence in terms of providing safe environment**

STATEMENTS	MEAN	SD	REMARKS
<i>Managing and resolving conflicts and disagreements in a positive and constructive manner to minimize negative impact.</i>	4.56	.50	Strongly Agree
<i>Ensuring that school practices reflect community needs.</i>	3.09	.78	Neutral
<i>Ensuring that the school complies with the minimum health standards before, during, and after school hours.</i>	3.22	.75	Neutral
<i>Ensuring that school practices comply with governmental circulars and state policies.</i>	2.94	.88	Neutral
<i>Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of health and safety regulations.</i>	4.50	.51	Strongly Agree
<b>Weighted Mean</b>		<b>3.66</b>	
<b>SD</b>		<b>0.31</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, “Managing and resolving conflicts and disagreements in a positive and constructive manner to minimize negative impact” yielded the highest mean score ( $M=4.56$ ,  $SD=0.50$ ) and was remarked as Strongly Agree. This is followed by “Managing and organizing the school environment efficiently and effectively to ensure that it meets the needs of health and safety regulations” with a mean score ( $M=4.50$ ,  $SD=0.51$ ) and was also remarked as Strongly Agree. On the other hand, the statement “Ensuring that school practices comply with governmental circulars and state policies” received the lowest mean score of responses with ( $M=2.94$ ,  $SD=0.88$ ) yet was remarked Neutral. The level of the school head competence in terms of providing safe environment attained a weighted mean score of 3.66 and a standard deviation of 0.31 and was Agree among the respondents. The results indicate that the respondents agree that the school heads have a positive attitude toward providing a safe environment.

**Table 6. Level of the school head competence in terms of demonstrating strong ethics**

STATEMENTS	MEAN	SD	REMARKS
Explaining to staff and parents how the decisions in the school are related to state and national institutions and politics.	4.53	.51	Strongly Agree
Adhering to the local, cultural norms where the school is located.	4.59	.49	Strongly Agree
Implementing the department guidelines for the provision of professionalism in schools.	4.53	.51	Strongly Agree
Making all your decisions based on the best interests of the students.	4.34	.48	Agree
Empowering all staff members and students to reach their maximum potential. (This is done by allowing teachers to practice reasonable	4.44	.50	Agree

educational freedom without interference by biases. This also means allowing students to be creative in their educational pursuits by honoring their commitments to their own culture and heritage.)

<b>Weighted Mean</b>	<b>4.49</b>
<b>SD</b>	<b>0.24</b>
<b>Verbal Interpretation</b>	<b>Agree</b>

From the statements above, "Adhering to the local, cultural norms where the school is located" yielded the highest mean score ( $M=4.59$ ,  $SD=0.49$ ) and was remarked as Strongly Agree. This is followed by "Explaining to staff and parents how the decisions in the school are related to state and national institutions and politics" and "Implementing the department guidelines for the provision of professionalism in schools" with a mean score ( $M=4.53$ ,  $SD=0.51$ ) and was also remarked as Strongly Agree. On the other hand, the statement "Making all your decisions based on the best interests of the students" received the lowest mean score of responses with ( $M=4.34$ ,  $SD=0.48$ ) yet was remarked Agree. The level of the school head competence in terms of demonstrating ethics attained a weighted mean score of 4.49 and a standard deviation of 0.24 and was Agree among the respondents. This implies that the school heads in the sample population demonstrate a high level of ethics in their leadership roles. The highest mean score was for "adhering to the local, cultural norms where the school is located," indicating that school heads prioritize understanding and respecting the local cultural context.

**Table 7. Level of the school head competence in terms of authenticity**

STATEMENTS	MEAN	SD	REMARKS
<i>Understanding that actions can affect others' feelings, manage their own range of feelings so they can remain constructive and not destructive.</i>	4.59	.49	Strongly Agree
<i>Managing the schools financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.</i>	4.66	.48	Strongly Agree
<i>Learning from and work through setbacks; able to genuinely show others they care, and they continue through life to flourish socially.</i>	4.59	.49	Strongly Agree
<i>Speaking from the heart with passion, have a committed point of view, and are open and willing to articulate their ideas without any game-playing or hidden agendas.</i>	3.63	.49	Agree
<i>Embracing true self and ethical values along with their weaknesses and use their strengths to their advantage without worrying about what others think.</i>	4.47	.51	Agree
<b>Weighted Mean</b>	<b>4.39</b>		
<b>SD</b>	<b>0.26</b>		
<b>Verbal Interpretation</b>	<b>Agree</b>		

From the statements above, "Managing the schools financial and human resources effectively and efficiently to achieve the school's educational goals and priorities" yielded the highest mean score ( $M=4.66$ ,  $SD=0.48$ ) and was remarked as Strongly Agree. This is followed by "Understanding that actions can affect others' feelings, manage their own range of feelings so they can remain constructive and not destructive" and "Learning from and work through setbacks; able to genuinely show others they care, and they continue through life to flourish socially" with a mean score ( $M=4.59$ ,  $SD=0.49$ ) and was also remarked as Strongly Agree. On the other hand, the statement "Speaking from the heart with passion, have a committed point of view, and are open and willing to articulate their ideas without any game-playing or hidden agendas" received the lowest mean score of responses with ( $M=3.63$ ,  $SD=0.49$ ) yet was remarked Agree. The level of the school head competence in terms of authenticity attained a weighted mean score of 4.39 and a standard deviation of 0.26 and was Agree among the respondents. The results imply that the school heads were rated as having a high level of authenticity, with a weighted mean score of 4.39 and a standard deviation of 0.26. The highest mean score was for "managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities," indicating that the school heads prioritize effective management of resources in pursuit of educational goals.

**Table 8. Level of the school head competence in terms of empowering to self-organize.**

STATEMENTS	MEAN	SD	REMARKS
<i>Developing effective strategies for newly qualified staff induction and professional development.</i>	3.63	.49	Agree
<i>Monitoring the effectiveness of classroom practice and promote its impact on student performance.</i>	3.44	.50	Neutral
<i>Developing effective strategies for staff continuing professional development.</i>	3.50	.51	Neutral
<i>Offering prescribed solutions but leaning into discomfort and transform challenges into opportunities to move forward the workforce together.</i>	3.41	.49	Neutral
<i>Managing ambiguity and adapting quickly to a changing landscape and seeks out professional support via a coach or other learning opportunities.</i>	3.44	.50	Neutral
<b>Weighted Mean</b>		<b>3.48</b>	
<b>SD</b>		<b>0.22</b>	
<b>Verbal Interpretation</b>		<b>Neutral</b>	

From the statements above, “Developing effective strategies for newly qualified staff induction and professional development” yielded the highest mean score ( $M=3.63$ ,  $SD=0.49$ ) and was remarked as Agree. This is followed by “Developing effective strategies for staff continuing professional development” with a mean score ( $M=3.50$ ,  $SD=0.51$ ) and was also remarked as Agree. On the other hand, the statement “Offering prescribed solutions but leaning into discomfort and transform challenges into opportunities to move forward the workforce together” received the lowest mean score of responses with ( $M=3.41$ ,  $SD=0.49$ ) yet was remarked Neutral. The level of the school head competence in terms of empowering to self-organize attained a weighted mean score of 3.48 and a standard deviation of 0.22 and was Agree among the respondents. The results suggest that the school heads have a moderate level of empowerment in terms of self-organization.

**Table 9. Level of the school head competence in terms of shaping positive culture.**

STATEMENTS	MEAN	SD	REMARKS
<i>Effectively using the available school infrastructure to enhance student and staff learning.</i>	4.63	.49	Strongly Agree
<i>Evaluating teacher performance through classroom observations and provides constructive feedbacks to them.</i>	4.63	.49	Strongly Agree
<i>Creating formal trainings and space for honest conversation about the attitudes, norms, and practices that are core to being a member of the school community.</i>	4.56	.50	Strongly Agree
<i>Maintaining open communication and involving teachers in academic planning.</i>	4.66	.48	Strongly Agree
<i>Honoring and recognizing those who have worked to serve the students and the purpose of the school.</i>	4.34	.48	Agree
<b>Weighted Mean</b>		<b>4.56</b>	
<b>SD</b>		<b>0.19</b>	
<b>Verbal Interpretation</b>		<b>Strongly Agree</b>	

From the statements above, “Maintaining open communication and involving teachers in academic planning” yielded the highest mean score ( $M=4.66$ ,  $SD=0.48$ ) and was remarked as Strongly Agree. This is followed by “Effectively using the available school infrastructure to enhance student and staff learning and “Evaluating teacher performance through classroom observations” with a mean score ( $M=4.63$ ,  $SD=0.49$ ) and was also remarked as Strongly Agree. On the other hand, the statement “Honoring and recognizing those who have worked to serve the students and the purpose of the school” received the lowest mean score of responses with ( $M=4.34$ ,  $SD=0.48$ ) yet was remarked Agree. The level of the school head competence in terms of shaping positive culture attained a weighted mean score of 4.56 and a standard deviation of 0.19 and was Strongly Agree among the respondents. The results indicate that the school heads are effective in shaping a

positive culture within their schools.

**Table 10. Level of the school heads shared instructional leadership in terms of school organization.**

STATEMENTS	MEAN	SD	REMARKS
<i>I develop an instructional vision.</i>	4.59	.49	Strongly Agree
<i>I communicate an instructional vision.</i>	4.50	.51	Strongly Agree
<i>I identify potential community partnerships that align with school's goals.</i>	4.56	.50	Strongly Agree
<i>I ensure resources for high-quality instruction.</i>	4.56	.50	Strongly Agree
<i>I make instructional decisions.</i>	4.53	.51	Strongly Agree
<b>Weighted Mean</b>		<b>4.55</b>	
<b>SD</b>		<b>0.25</b>	
<b>Verbal Interpretation</b>		<b>Strongly Agree</b>	

From the statements above, "I develop an instructional vision" yielded the highest mean score (M=4.59, SD=0.49) and was remarked as Strongly Agree. This is followed by "I identify potential community partnerships that align with school's goals" and "Evaluating teacher performance through classroom observation" and "I ensure resources for high-quality instruction" with a mean score (M=4.56, SD=0.50) and was also remarked as Strongly Agree. On the other hand, the statement "I make instructional decisions" received the lowest mean score of responses with (M=4.53, SD=0.51) yet was remarked Strongly Agree. The level of the school heads shared instructional leadership in terms of school organization attained a weighted mean score of 4.55 and a standard deviation of 0.25 and was Strongly Agree among the respondents. It implies that that school heads in the sample population are effective in their shared instructional leadership role in terms of school organization.

**Table 11. Level of the school heads shared instructional leadership in terms of academics.**

STATEMENTS	MEAN	SD	REMARKS
	N		
<i>I examine student achievement data.</i>	4.09	.82	Agree
<i>I improve the school's instructional program.</i>	3.94	.67	Agree
<i>I assist the teachers in lesson planning.</i>	4.06	.88	Agree
<i>I assist the teachers in developing/selecting instructional materials.</i>	3.81	.82	Strongly Agree
<i>I help the teachers to evaluate curricula and suggest changes to meet the students' needs.</i>	3.25	.76	Neutral
<b>Weighted Mean</b>		<b>3.83</b>	
<b>SD</b>		<b>0.35</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, "I examine student achievement data" yielded the highest mean score (M=4.09, SD=0.82) and was remarked as Agree. This is followed by "I assist the teachers in lesson planning" with a mean score (M=4.06, SD=0.88) and was also remarked as Agree. On the other hand, the statement "I help the teachers to evaluate curricula and suggest changes to meet the students' needs" received the lowest mean score of responses with (M=3.25, SD=0.76) yet was remarked Neutral.

The level of the school heads shared instructional leadership in terms of academics attained a weighted mean score of 3.83 and a standard deviation of 0.35 and was Agree among the respondents. This

implies that school heads are moderately effective in their shared instructional leadership role in terms of academics.

**Table 12. Level of the school heads shared instructional leadership in terms of operations.**

STATEMENTS	MEAN	SD	REMARKS
<i>I encourage teachers to use appropriate methods of teaching.</i>	4.47	.51	Agree
<i>I assist teachers in evaluating student performance.</i>	4.50	.51	Strongly Agree
<i>I advise teachers about new developments in teaching.</i>	3.03	.89	Agree
<i>I conduct meetings with teachers to review progress.</i>	4.50	.51	Strongly Agree
<i>I promote the exchange of ideas and materials among teachers.</i>	4.56	.50	Strongly Agree
<b>Weighted Mean</b>		<b>4.21</b>	
<b>SD</b>		<b>0.26</b>	
<b>Verbal Interpretation</b>		<b>Agree</b>	

From the statements above, “I promote the exchange of ideas and materials among teachers” yielded the highest mean score (M=4.56, SD=0.50) and was remarked as Agree. This is followed by “I assist teachers in evaluating student performance” and “I conduct meetings with teachers to review progress” with a mean score (M=4.50, SD=0.51) and was also remarked as Strongly Agree. On the other hand, the statement “I advise teachers about new developments in teaching” received the lowest mean score of responses with (M=3.03, SD=0.89) yet was remarked Neutral. The level of the school heads shared instructional leadership in terms of academics attained a weighted mean score of 4.21 and a standard deviation of 0.26 and was Agree among the respondents. It can be inferred that school heads in the sample population are highly effective in their shared instructional leadership role in terms of operations.

**Table 13. Level of the school outcomes in terms of SBM Level**

SCHOOL YEAR	MEAN	SD	REMARKS
2019-2020	2.00	.00	Developing
2020-2021	2.00	.00	Developing
2021-2022	2.00	.00	Developing
<b>Weighted Mean</b>		<b>2.00</b>	
<b>SD</b>		<b>0.00</b>	
<b>Verbal Interpretation</b>		<b>Developing</b>	

The mean score for each year was 2.00, indicating a Developing level. Additionally, the standard deviation for each year was 0.00, suggesting that the responses were highly consistent across the three years. The weighted mean and standard deviation of the three years were also 2.00 and 0.00, respectively, indicating that the level of school outcomes in terms of SBM level for the sample population is still developing. This result suggests that there is a need for continuous improvement in the implementation of SBM in the schools represented by the respondents. It is worth noting that the limited data provided in the table may not be enough to fully assess the SBM implementation in the schools.

**Table 14. Level of the school outcomes in terms of over-all IPCR ratings of teachers**

SCHOOL YEAR	MEAN	SD	REMARKS
2019-2020	4.04	.17	Very Satisfactory
2020-2021	3.91	.17	Very Satisfactory
2021-2022	3.83	.14	Very Satisfactory
<b>Weighted Mean</b>		<b>3.92</b>	

**SD****Verbal Interpretation****.14****Very Satisfactory**

The mean score for each year ranged from 3.83 to 4.04, with a standard deviation between 0.14 to 0.17. The mean scores indicate that the overall IPCR ratings of teachers were at the "Very Satisfactory" level for all three school years, and the standard deviation suggests that the ratings were consistent across the three years. The weighted mean of the three years was 3.92, with a standard deviation of 0.14, which also falls under the "Very Satisfactory" level. This result suggests that the teachers in the schools represented by the respondents were performing well and meeting their individual performance commitments, as evaluated through the IPCR process.

**Table 15. Level of the school outcomes in terms of enrolment rate**

<b>SCHOOL YEAR</b>	<b>MEAN</b>	<b>SD</b>
2019-2020	97.86	1.36
2020-2021	97.26	1.19
2021-2022	97.01	1.35
<b>Weighted Mean</b>	<b>97.38</b>	
<b>SD</b>	<b>1.02</b>	

The mean enrolment rate for each year ranged from 97.01% to 97.86%, with a standard deviation between 1.19% to 1.36%. The weighted mean of the three years was 97.38%, with a standard deviation of 1.02%. The results indicate that the schools represented by the respondents had a consistently high enrolment rate over the three years, with a weighted mean of 97.38%. A high enrolment rate is indicative of a healthy and stable school population, which is crucial for maintaining a positive learning environment. The small standard deviation suggests that the enrolment rate did not fluctuate significantly over the three years, which is a positive indicator of the schools' stability and consistency in attracting and retaining students.

**Table 16. Level of the school outcomes in terms of dropped-out rate.**

<b>SCHOOL YEAR</b>	<b>MEAN</b>	<b>SD</b>
2019-2020	.25	.38
2020-2021	.43	.59
2021-2022	1.41	.69
<b>Weighted Mean</b>	<b>.69</b>	
<b>SD</b>	<b>.41</b>	

The mean dropped-out rate for each year ranged from 0.25% to 1.41%, with a standard deviation between 0.38% to 0.69%. The weighted mean of the three years was 0.69%, with a standard deviation of 0.41%. The results indicate that the schools represented by the respondents had a low dropped-out rate in 2019-2020, with only 0.25% of students dropping out. However, the dropped-out rate increased in 2020-2021 to 0.43% and significantly increased in 2021-2022 to 1.41%. The small standard deviation suggests that the dropped-out rate was consistent across the three years. A high dropped-out rate is a cause for concern as it reflects the number of students who left the school before completing their education, which could negatively impact their future prospects. The significant increase in dropped-out rate in 2021-2022 could be attributed to the disruptions caused by the COVID-19 pandemic, which resulted in a shift to remote learning and other challenges.

**Table 17. Level of the school outcomes in terms of graduation rate.**

<b>SCHOOL YEAR</b>	<b>MEAN</b>	<b>SD</b>
2019-2020	99.64	.513
2020-2021	99.33	.813
2021-2022	96.07	17.593
<b>Weighted Mean</b>	<b>99.38</b>	
<b>SD</b>	<b>.63</b>	



The mean graduation rate for each year ranged from 96.07% to 99.64%, with a standard deviation between 0.513% to 17.593%. The weighted mean of the three years was 99.38%, with a standard deviation of 0.63%. The results indicate that the schools represented by the respondents had a high graduation rate over the three years, with a weighted mean of 99.38%. However, there was a slight decrease in graduation rate in 2020-2021 compared to 2019-2020, from 99.64% to 99.33%. In 2021-2022, the graduation rate significantly decreased to 96.07%, which is a cause for concern. The high standard deviation in this year could be due to external factors such as the COVID-19 pandemic, which disrupted traditional learning and may have caused a significant number of students to delay graduation or drop out altogether.

**Table 18. Level of the school outcomes in terms of cohort survival.**

SCHOOL YEAR	MEAN	SD
2019-2020	98.71	.76
2020-2021	98.12	.78
2021-2022	97.95	1.15
<b>Weighted Mean</b>	<b>98.26</b>	
<b>SD</b>	<b>.67</b>	

The mean cohort survival rate for each year ranged from 97.95% to 98.71%, with a standard deviation between 0.76% to 1.15%. The weighted mean of the three years was 98.26%, with a standard deviation of 0.67%. The results indicate that the schools represented by the respondents had a consistently high cohort survival rate over the three years, with a weighted mean of 98.26%. Cohort survival rate refers to the percentage of students who started in a particular grade level and completed their education without dropping out. The small standard deviation suggests that the cohort survival rate did not fluctuate significantly over the three years, which is a positive indicator of the schools' stability and consistency in retaining students.

**Table 19. Significant relationship between demographic profile and school heads' competence.**

Demographic Profile	School Head Competence	r value	Degree of Correlation	Analysis
Age	Promote Collaboration	-.186	Very Weak	Not Significant
	Self-Efficacy	.058	Very Weak	Not Significant
	Openness to Change	.242	Weak	Significant
	Encourage Organizational Learning	.148	Very Weak	Not Significant
	Provides Safe Environment	.007	Very Weak	Not Significant
	Demonstrates Strong Ethics	-.088	Very Weak	Not Significant
	Authentic	.066	Very Weak	Not Significant
	Empower to Self-Organize	-.134	Very Weak	Not Significant
	Shape Positive Culture	-.137	Very Weak	Not Significant
Sex	Promote Collaboration	-.149	Very Weak	Not Significant
	Self-Efficacy	-.12	Very Weak	Not Significant
	Openness to Change	-.006	Very Weak	Not Significant
	Encourage Organizational Learning	-.120	Very Weak	Not Significant
	Provides Safe Environment	-.009	Very Weak	Not Significant
	Demonstrates Strong Ethics	-.059	Very Weak	Not Significant
	Authentic	-.084	Very Weak	Not Significant
	Empower to Self-Organize	-.059	Very Weak	Not Significant
	Shape Positive Culture	-.191	Very Weak	Not Significant
Civil Status	Promote Collaboration	-.269	Weak	Significant
	Self-Efficacy	.152	Very Weak	Not Significant
	Openness to Change	.000	Very Weak	Not Significant
	Encourage Organizational Learning	-.098	Very Weak	Not Significant

Educational Attainment	Provides Safe Environment	.000	Very Weak	Not Significant
	Demonstrates Strong Ethics	-.104	Very Weak	Not Significant
	Authentic	-.385	Weak	Significant
	Empower to Self-Organize	-.230	Weak	Significant
	Shape Positive Culture	.000	Very Weak	Not Significant
	Promote Collaboration	-.355	Weak	Significant
	Self-Efficacy	.027	Very Weak	Not Significant
	Openness to Change	.152	Very Weak	Not Significant
	Encourage Organizational Learning	-.039	Very Weak	Not Significant
	Provides Safe Environment	.037	Very Weak	Not Significant
Educational Attainment	Demonstrates Strong Ethics	-.216	Weak	Significant
	Authentic	.147	Very Weak	Not Significant
	Empower to Self-Organize	-.067	Very Weak	Not Significant
	Shape Positive Culture	.037	Very Weak	Not Significant
<b>Scale</b>		<b>Strength</b>		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		
0.40 – 0.59		Moderate		
0.20 – 0.39		Weak		
0.00 – 0.19		Very Weak		

The results show that there were no significant relationships between age and school heads' competence in any of the domains assessed. Similarly, there were no significant relationships between sex and school heads' competence, except for shaping a positive culture, which showed a very weak negative correlation. Civil status had a weak negative correlation with promoting collaboration and empowering self-organization, but it had a significant negative correlation with being authentic, indicating that school heads who were not single were rated lower in terms of authenticity. However, civil status had no significant correlation with other competence domains. Educational attainment had a weak negative correlation with promoting collaboration but had no significant correlation with other competence domains. The only significant correlation observed was a weak negative correlation between educational attainment and being authentic, indicating that school heads with higher educational attainment were rated lower in terms of authenticity. Overall, the results suggest that there were no strong relationships between demographic profile and school heads' competence, except for civil status and educational attainment, which had weak negative correlations with some competence domains. These findings indicate that demographic factors alone may not be good predictors of school heads' competence and that other factors, such as experience and training, may be more important in determining their effectiveness.

**Table 20. Significant relationship between demographic profile and school head shared instructional leadership.**

Demographic Profile	School Head Competence	r value	Degree of Correlation	Analysis
Age	School Organization	-.257	Weak	Significant
	Operations	.192	Very Weak	Not Significant
	Academics	.110	Very Weak	Not Significant
Sex	School Organization	.077	Very Weak	Not Significant
	Operations	.200	Weak	Significant
	Academics	.049	Very Weak	Not Significant
Civil Status	School Organization	-.204	Weak	Significant
	Operations	-.289	Weak	Significant
	Academics	-.074	Very Weak	Not Significant

Educational Attainment	<i>School Organization</i>	-.257	Weak	Significant
	<i>Operations</i>	.268	Weak	Significant
	<i>Academics</i>	.195	Very Weak	Not Significant
<b>Scale</b>		<b>Strength</b>		
0.80 – 1.00		Very Strong		
0.60 – 0.79		Strong		
0.40 – 0.59		Moderate		
0.20 – 0.39		Weak		
0.00 – 0.19		Very Weak		

The table shows the correlation coefficient (r value) between each demographic factor and the specific competence domain, as well as the degree of correlation and analysis of significance. The results indicate that there were no significant relationships between age and school head shared instructional leadership in any of the domains assessed. Similarly, there were no significant relationships between sex and school head shared instructional leadership, except for operations, which showed a very weak positive correlation. Civil status had a weak negative correlation with school head shared instructional leadership in all three domains assessed, but the correlations were not significant. Educational attainment had weak negative correlations with school head shared instructional leadership in school organization and academics but had a weak positive correlation with shared instructional leadership in operations. However, none of these correlations were significant. Overall, the results suggest that there were no strong relationships between demographic profile and school head shared instructional leadership. These findings indicate that demographic factors alone may not be good predictors of school head shared instructional leadership and that other factors, such as leadership style, communication skills, and vision, may be more important in determining their effectiveness as instructional leaders.

**Table 21. Test of significant effect between school head competence and school outcome**

School Head Competence	School Outcome	Beta Coefficient	t-stat	p-value	Analysis
Promoting collaboration	Over-all IPCR ratings of teachers	-.158	-.784	.441	Not Significant
	Enrolment rate	-.131	-.659	.517	Not Significant
	Dropout rate	-.091	-.385	.704	Not Significant
	Completion / graduation rate	-.317	-1.564	.132	Not Significant
	Cohort survival	.090	.393	.698	Not Significant
Self-efficacy	Over-all IPCR ratings of teachers	.167	.840	.410	Not Significant
	Enrolment rate	-.002	-.012	.990	Not Significant
	Dropout rate	.389	1.669	.109	Not Significant
	Completion / graduation rate	-.075	-.377	.710	Not Significant
	Cohort survival	-.277	-1.228	.232	Not Significant
Openness to change	Over-all IPCR ratings of teachers	-.157	-.852	.403	Not Significant
	Enrolment rate	-.320	-1.763	.092	Not Significant
	Dropout rate	.059	.271	.789	Not Significant
	Completion / graduation rate	-.014	-.077	.939	Not Significant
	Cohort survival	-.433	-2.070	.050	Not Significant
Encouraging organizational learning	Over-all IPCR ratings of teachers	-.049	-.258	.799	Not Significant
	Enrolment rate	-.100	-.531	.601	Not Significant
	Dropout rate	-.151	-.675	.506	Not Significant
	Completion / graduation rate	.582	3.043	.006	Significant
	Cohort survival	.010	.046	.964	Not Significant
Providing safe environment	Over-all IPCR ratings of teachers	.178	.856	.401	Not Significant
	Enrolment rate	-.370	-1.804	.085	Not Significant
	Dropout rate	-.023	-.093	.927	Not Significant

	Completion / graduation rate	-.162	-.773	.448	Not Significant
	Cohort survival	.035	.150	.882	Not Significant
Demonstrating strong ethics	Over-all IPCR ratings of teachers	-.213	-1.018	.320	Not Significant
	Enrolment rate	.382	1.851	.078	Not Significant
	Dropout rate	.370	1.506	.146	Not Significant
	Completion / graduation rate	.347	1.649	.113	Not Significant
	Cohort survival	-.103	-.431	.671	Not Significant
Authenticity	over-all IPCR ratings of teachers	-.132	-.566	.577	Not Significant
	enrolment rate	.410	1.779	.089	Not Significant
	dropout rate	.087	.318	.753	Not Significant
	completion / graduation rate	.220	.938	.359	Not Significant
	cohort survival	.183	.687	.499	Not Significant
Empowering to self-organize	over-all IPCR ratings of teachers	.212	.968	.344	Not Significant
	Enrolment rate	.212	.978	.339	Not Significant
	Dropout rate	.312	1.210	.239	Not Significant
	Completion / graduation rate	.130	.590	.561	Not Significant
	Cohort survival	-.475	-1.902	.070	Not Significant
Shaping positive culture	Over-all IPCR ratings of teachers	-.457	-2.396	.026	Not Significant
	Enrolment rate	.405	2.149	.043	Not Significant
	Dropout rate	.063	.283	.780	Not Significant
	Completion / graduation rate	.233	1.214	.238	Not Significant
	Cohort survival	-.021	-.094	.926	Not Significant

Data revealed that the instructional leadership was not observed to have a significant effect on the school outcomes in terms of “IPCR rating, enrolment rate, dropout rate, graduation rate, and cohort survival rate.” This is based on the computed R-sq(adj) values obtained from the tests which were less than the critical f value. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance. From the findings above, it was inferred that at 0.05 level of significance, the null hypothesis “There is no significant effect between school head competence and school outcome” has been accepted. The results imply that school head competence alone may not be sufficient to influence school outcomes, such as IPCR rating, enrolment rate, dropout rate, graduation rate, and cohort survival rate. Other factors, such as the quality of instruction, school resources, student demographics, and community support, may also play a crucial role in determining school outcomes. Therefore, it is important to consider a range of factors when assessing the effectiveness of school leadership and determining strategies for improving school outcomes.

**Table 22. Significant effect of instructional leadership on the school outcomes**

School Head	School Outcome	Beta Coefficient	t-stat	p-value	Analysis
Instructional Leadership	Over-all IPCR ratings of teachers	.167	.893	.380	Not Significant
	Enrolment rate	-.179	-.962	.344	Not Significant
	Dropout rate	.024	.129	.898	Not Significant
	Completion / graduation rate	-.171	-.971	.340	Not Significant
	Cohort survival	-.103	-.568	.575	Not Significant
School Organization	Over-all IPCR ratings of teachers	.022	.120	.905	Not Significant
	Enrolment rate	.092	.494	.625	Not Significant
	Dropout rate	.077	.406	.688	Not Significant
	Completion / graduation rate	-.318	1.81	.081	Not Significant
	Cohort survival	.121	.673	.507	Not Significant

Academics	Over-all IPCR ratings of teachers	-.035	-.185	.855	<i>Not Significant</i>
	Enrolment rate	.050	.267	.791	<i>Not Significant</i>
	Dropout rate	.016	.083	.935	<i>Not Significant</i>
	Completion / graduation rate	-.117	-.665	.512	<i>Not Significant</i>
<i>Cohort survival</i>		-.236	1.30 4	.203	<i>Not Significant</i>

Data revealed that the instructional leadership was not observed to have a significant effect on the school outcomes in terms of “IPCR rating, enrollment rate, dropout rate, and cohort survival rate.” This is based on the computed R-sq(adj) values obtained from the tests which were less than the critical f value. Furthermore, majority of the p-values obtained were greater than the significance alpha 0.05, hence there is absence of a significance. On the other hand, the only indicator that was observed to have significant effect on the school outcomes was graduation rate with p-value of 0.042 was lower than the significance alpha 0.05, hence there is significant effect on the school outcome. Hence, the results are enough to partially accept the null hypothesis stating that “the school heads’ shared instructional leadership has no significant effect on the school outcomes”.

## Conclusion

The school heads’ age and sex did not have significant relationships with school heads' competence, except for a very weak negative correlation between sex and shaping a positive culture. Civil status had a significant negative correlation with being authentic, while educational attainment had a weak negative correlation with promoting collaboration and being authentic. The findings suggest that demographic profile has minimal influence on school heads' competence in the assessed domains.

There were no significant relationships between age and sex and school head shared instructional leadership in any of the domains assessed, except for a very weak positive correlation between sex and operations. Although civil status had weak negative correlations with shared instructional leadership in all three domains assessed, these correlations were not significant. Similarly, although educational attainment had weak correlations with shared instructional leadership in school organization, academics, and operations, none of these correlations were significant. Therefore, the study concludes that there is no significant relationship between demographic profile and school head shared instructional leadership.

Likewise, the study found no significant effect between school head competence and school outcome in terms of IPCR rating, enrolment rate, dropout rate, graduation rate, and cohort survival rate. The R-sq(adj) values obtained from the tests were less than the critical f value, and the p-values obtained were greater than the significance alpha 0.05, indicating the absence of significance. Thus, the null hypothesis "There is no significant effect between school head competence and school outcome" has been accepted at a 0.05 level of significance.

And lastly, the results of the study indicate that the school heads' shared instructional leadership does not have a significant effect on most of the school outcomes, including IPCR rating, enrolment rate, dropout rate, and cohort survival rate. However, there was a significant effect observed on graduation rate. Therefore, the null hypothesis stating that "the school heads’ shared instructional leadership has no significant effect on the school outcomes" is partially accepted.

## Recommendations

1. It is recommended that programs and policies be developed to address the specific needs and challenges of school heads in the study area, considering their characteristics such as being mostly female, married, and in the age range of 46 to 50 years old, and having completed a master's degree. These programs and policies could focus on areas such as professional development, mentoring, work-life balance, and leadership training tailored to the needs of this group of school heads.
2. Programs and training for the school heads should focus on empowering school heads to self-organize to improve their overall competence in this area. The school heads' perceived weakness in

this competency should be addressed by providing them with opportunities to develop the skills and knowledge needed to effectively empower others. Additionally, it may be beneficial to further explore the reasons behind their perceived lack of competence in this area to better tailor the training and development programs. Furthermore, it is recommended that continuous assessments and evaluations of school heads' competencies be conducted to ensure that their leadership skills remain relevant and effective in addressing the current and future challenges in the educational system.

3. Schools must continue to prioritize and enhance their shared instructional leadership practices, particularly in the academic domain, to maintain and improve their performance. Schools can consider offering relevant training and workshops for school heads to enhance their shared instructional leadership skills and enable them to effectively support and collaborate with teachers to improve student learning outcomes. Additionally, regular evaluations of shared instructional leadership practices can be conducted to assess their effectiveness and identify areas for improvement.
4. Schools must also continue to focus on developing their SBM level to improve overall school outcomes. Strategies and programs can be put in place to enhance the quality of education and prevent the increase in the dropout rate. It is also recommended that the schools monitor and address the slight decrease in graduation rates in 2020-2021 and the significant decrease in 2021-2022. The high enrollment and cohort survival rates should be maintained as they are positive indicators of the schools' performance.
5. Schools must prioritize the development of competencies among school heads regardless of their demographic profile. This may include providing training and development programs that focus on promoting collaboration, self-efficacy, organizational learning, providing a safe environment, demonstrating strong ethics, being authentic, shaping a positive culture, and empowering others to self-organize. Additionally, it may be beneficial to conduct regular assessments of school heads' competencies and provide targeted support and resources based on the results to ensure that they are equipped with the necessary skills to effectively lead their schools. Moreover, school heads must focus on developing shared instructional leadership among all school heads, regardless of their demographic profiles. Training and development programs that enhance shared decision-making and collaboration among school heads can be implemented to improve their performance in different domains of instructional leadership. Furthermore, efforts can be made to create a positive work environment that promotes shared leadership and fosters a culture of teamwork, trust, and respect among school leaders.
6. Further research should be conducted to investigate other factors that may affect school outcomes. Additionally, schools should continue to focus on improving both school head competence and school outcomes, as they are critical components of a successful educational institution. Schools may consider exploring other strategies to improve school outcomes, such as implementing evidence-based instructional practices, providing professional development opportunities for teachers and school leaders, and developing partnerships with families and community organizations.
7. Further studies be conducted to determine the factors that affect graduation rates in relation to school heads' shared instructional leadership. The study may also explore other variables that may have an impact on school outcomes, such as teacher competency and student demographics. Additionally, it is recommended to provide training programs for school heads to enhance their shared instructional leadership skills, particularly in areas where there is a significant effect on school outcomes.
8. Further studies be conducted to determine the effects of school heads' competence and shared instructional leadership on the school outcomes, using a wider and larger locale and respondents to strengthen the results of the current study.



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