

# School-Based Management and School Heads' Competencies and Practices

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## Abstract

This study examines School-Based Management level of practice focus on performance improvement and SBM principles in relation to school heads' competencies and leadership practices. The research method was descriptive coupled with correlational research design. The respondents of the study composed of 43 school heads and 265 teachers from public secondary schools in the Division of Laguna and were selected using purposive sampling. A validated survey questionnaire checklist was used to gather the necessary data and information needed. Weighted mean, standard deviation, t test, correlation and multiple regression were the statistical tools used to answer the intended research questions.

Based from the results of the study, it shows that competence and leadership practices of school heads and SBM principles were found to have a remarkable level of highly evident while the SBM level of practice focus on performance improvement was highly observed. Other findings show no significant difference in the level of school heads' competencies and leadership practices, as well as their schools' SBM level of practice and principles as rated by teacher and school head respondents. Likewise, school heads' competencies and practices were found significantly correlated with SBM level of practice and principles. Also, some indicators of competencies and practices were found significant predictors of SBM Level of Practice and Principles.

The result of the study came up with the following recommendations: (1) continue to strengthen partnership with local community to help create more effective learning environment. (2) Continuous retraining to get updated on the use of modern technology. (3) Conduct orientation program especially for new school heads focus on how to solve school work problems based on proper approach and decision making. (4) Continually involve

stakeholders in the conceptualization of school programs/project proposal focus on school development. (5) Conduct parallel studies using other variables.

Competencies, Practices, School-Based Management

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## 1. INTRODUCTION

Leadership can mean many things from different views. Philosophies, styles, qualities and practices of leaders are vital to becoming effective and efficient front runners of an organization. It cannot be separated that whenever there are existing systems, organizations, initiatives, projects and the like, there is always this someone who takes the principal role of bringing his team in attaining the goals, purpose and objectives of the team. Leadership for some is the same as management.

A leader is one who knows the way, goes the way, and shows the way (Hasan: 2019). Some leaders are known in terms of their qualities, achievements and accomplishments. They need to equip themselves with qualities that are at par ahead from his team in order for them to give their full confidence on the decisions that are made most especially during extra ordinary situations. A true leader can withhold the challenges not only during normal times but also when hard times occur. This measures the effectiveness and efficiency of a leader.

Eastwood (2019) in his article, mentioned that one of the qualities of a leader is to focus on developing others which is built on the principles of the situational leadership theory, which suggests that effective leaders adapt to whether an individual or group is ready, willing, and able to take specific action. In the school setting, the school principal's active participation is the single most important predictor of success in implementing change, improving services, or setting a new course. School heads' leadership in times of challenges make a significant impact in shaping the school culture, teacher and student learning, and community collaboration. It is also during these times that school heads turn visionary by providing direction and transparency, and remained focused to achieve the best possible outcomes for their students and school communities.

The Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school based management within the context of transparency and local accountability. The Department of Education bears the flagship of

basic education, the School Heads shall ensure that orders from higher offices pertaining but not limited to education are delivered in their full capacity under shared responsibilities with other stakeholders. As one of the rationale stipulated in Dep Ed Order # 24, s. 2020, School Heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, the Department of Education can develop quality teachers and holistic learners who are steeped in values, equipped with 21<sup>st</sup> century skills, and able to propel the country to development and progress. Furthermore, quality school heads in the Philippines need to set the direction of the school, manage the systems and processes in the school, promote quality teaching and learning, nurture themselves and others, engage stakeholders.

### 1.1 Conceptual Framework

According to Ravitch & Riggan (2016), conceptual framework helps to first identify and then clarify what you know, care about, and value as central aspects of a study and then to connect these with the various other aspects of and influences on your research. The paradigm clarifies the parameter of the study presented in the independent variable and the dependent variable (See Figure 1).

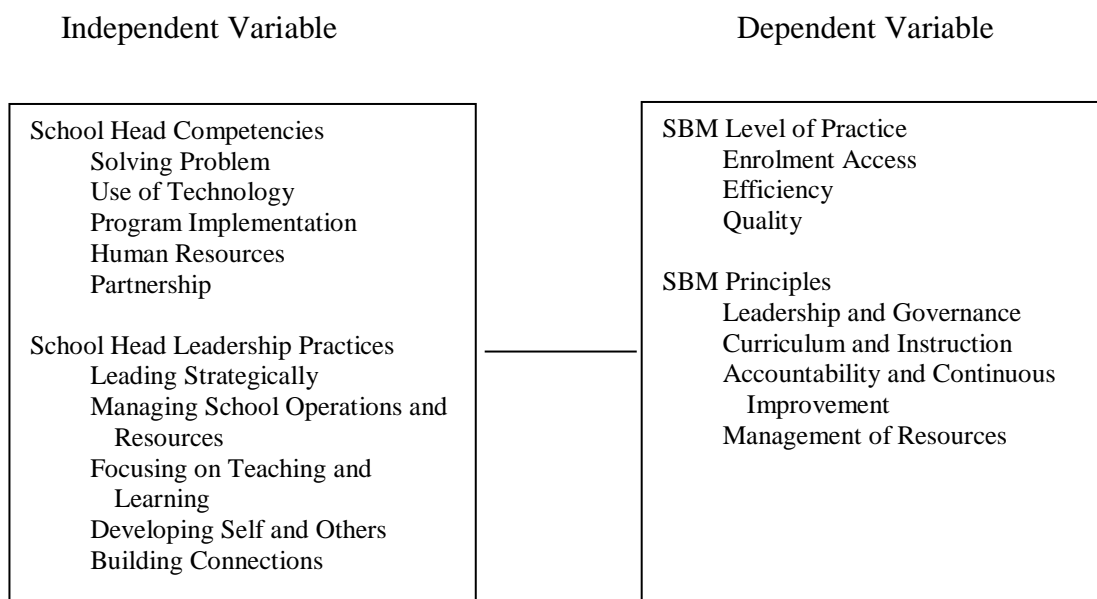


Figure 1. The Research Paradigm of the Study

## 1.2 Objective of the Study

This study aimed to determine the strength and significance of relationship between the school heads' competencies, leadership practices and SBM level of practice, and SBM principles. Hence, it sought answers to the following questions.

1. What is the level of school heads' competencies in terms of
  - 1.1 solving problem
  - 1.2 use of technology
  - 1.3 program implementation
  - 1.4 human resources, and
  - 1.5 partnership?
2. What is the level of leadership practices of school heads in terms of
  - 2.1 leading strategically
  - 2.2 managing school operations and resources
  - 2.3 focusing on teaching and learning
  - 2.4 developing self and others, and
  - 2.5 building connections?
3. How is the SBM Level of Practice described in terms of performance improvement as to
  - 3.1 enrolment access
  - 3.2 efficiency, and
  - 3.3 quality?
4. What is the level of School Based Management Principle in terms of
  - 4.1 leadership and governance
  - 4.2 curriculum and instruction
  - 4.3 accountability and continuous improvement, and
  - 4.4 management of resources?
5. Is there a significant difference in the perception of teachers and the school heads with regards to school heads' competencies, school heads' leadership practices, SBM level of practice along performance improvement, SBM principles?
6. Is there a significant relationship between school heads competencies and SBM level of practice as to performance improvement, and SBM Principles?
7. Is there a significant relationship between school heads' leadership practices and SBM level of practice as to performance improvement, SBM Principles?
8. Which among the school heads' competencies and leadership practices predict significantly SBM level of practice as to access, efficiency, quality and SBM principles as to leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources?

## 2. RESEARCH METHODOLOGY

## 2.1 Research Design

Descriptive coupled with correlational research design was used in this study. The goal of descriptive research is to cast light on issues and determine its characteristics. It is dependent on the procedure of data collection which becomes the basis of generalizing what the whole population is, based on the result of the representative samples. A correlational research design on the other hand, is a non-experimental research which investigates relationships between variables. This research design was very applicable in the present study in drawing valid conclusions with regards to the level of competencies and practices of school heads, in relation to SBM level of practice and principles.

## 2.2 Respondents of the Study

The actual number of respondents who participated in the study totaled 43 school heads and 265 teachers which were purposively selected.

## 2.3 Research Instrument

The main instrument in this study was a self-made questionnaire checklist validated by experts. There are two separate questionnaires, one for teachers and another questionnaire for school heads having the same content. The instrument was divided in parts based on the variables under consideration. The questionnaire consists of four parts. The first part were questions regarding school heads' competencies while the second part concerns about leadership practices of school heads. The third part is about SBM level of practice as to performance improvement and the last part was about SBM principles. A Four-point Likert scale with a corresponding interpretation was used.

## 2.4 Statistical Treatment of Data

The statistical tools used in the study were weighted mean, standard deviation, t test, Pearson Product Moment of Correlation, and multiple regression analysis.

## 3. RESULTS AND DISCUSSION

The following were the findings of the study and their corresponding analysis together with the interpretation of the statistical treatment of data. The presentation is based in the order of the questions enumerated in the problem statement.

**Table 1**  
**Level of Competencies and Leadership Practices of School Heads**

Level of Competencies and Leadership Practices of School Heads					
Indicator	Respondents		Average	Adjectival Analysis	
	Teacher	School Head			
School Head Competencies					
Solving Problem	3.64	3.71	3.67	Highly Evident	
Use of Technology	3.63	3.64	3.64	Highly Evident	
Program Implementation	3.64	3.57	3.61	Highly Evident	
Human Resources Mgt.	3.67	3.66	3.66	Highly Evident	
Partnership	3.71	3.64	3.68	Highly Evident	
<b>Overall Mean</b>			<b>3.65</b>	<b>Highly Evident</b>	
Leadership Practices					
Leading Strategically	3.70	3.68	3.69	Highly Evident	
Managing School Operations and Resources	3.71	3.75	3.73	Highly Evident	
Focusing on Teaching and Learning	3.69	3.73	3.71	Highly Evident	
Developing Self and Others	3.68	3.78	3.73	Highly Evident	
Building Connections	3.72	3.74	3.73	Highly Evident	
<b>Overall Mean</b>			<b>3.72</b>	<b>Highly Evident</b>	

Legend: 3.50–4.00 Highly Evident, 2.50–3.49 Moderately Evident, 1.50–2.49 Less Evident, 1.00–1.49 Not Evident

All the indicators of school heads' competencies and leadership practices were rated highly evident. The overall mean of 3.65 indicates that the level of competencies of school head is highly evident. Meaning, school heads can foresee risks and problems, makes appropriate solutions and better decision. Recognize the importance and convenience of using technology in the exchange of data and information. Also, respondents' perceived school head to effectively carry out their responsibilities and inspire the whole school community to achieve its goals and able enrich school-community partnership to bring success to what the school aspire for. Similarly, the overall mean of 3.72 indicates that school head leadership practices is highly evident. This means that respondents perceived school head to lead strategically to properly implement school programs and projects, manage appropriately the school operations and resources to assure sustainability of effective learning environment, also, instructional supervision of school head improve and enhance learners' performance, as well as academic and professional advancement of teachers. That school head managing skills is a key aspect of leadership to often seek support leading to developing their own skills and ensuring career advancement for others. Enhance building connections to create personal as well as professional relationships where

the school and the community can benefit from each other professionally where likewise perceived high.

According to Mintrop and Zumpe (2019), when educational leaders think about how to solve problems, it is expected that a problem is identified, think about causes and a theory of action, implement changes, and reflect on effects. Banoğlu (2011), reiterated that administrators should pave the way for technology to be integrated at every stage of education throughout their institutions. Likewise, Yu & Prince (2016), cited that the successful integration of educational technology in schools hinges on school administrators' technology leadership abilities. When programs are implemented effectively there is a better chance of achieving intended outcomes and producing positive outcomes (Durlak: 2011) and this provides encouragement to drive and stand in front for progress and inspire the school to achieve its goals (Lian et al, 2018). Al-Dhaafri & Alosani (2021), confirmed the full mediating role of strategic planning as a mechanism between leadership and organizational excellence. Sunaengsih et al (2019), described the implementation of effective school management based on the principal leadership in making decisions, communicating, directing and developing the staff, solving problems and evaluating school activities.

**Table 2**  
**Perceived SBM Level of Practice and Principles**

Indicator	Respondents		Average	Adjectival Analysis
	Teacher	School Head		
SBM Level of Practice along Performance Improvement				
<i>Enrolment Access</i>	3.67	3.68	3.68	Highly Observed
<i>Efficiency</i>	3.70	3.70	3.70	Highly Observed
<i>Quality</i>	3.74	3.71	3.72	Highly Observed
<b>Overall Mean</b>			<b>3.70</b>	<b>Highly Observed</b>
SBM Principles				
<i>Leadership and Governance</i>	3.73	3.67	3.70	Highly Evident
<i>Curriculum and Instruction</i>	3.69	3.58	3.64	Highly Evident
<i>Accountability and</i>	3.71	3.61	3.66	Highly Evident
<i>Continuous Improvement</i>				
<i>Management of Resources</i>	3.68	3.63	3.66	Highly Evident
<b>Overall Mean</b>			<b>3.67</b>	<b>Highly Evident</b>

Legend: 3.50–4.00 Highly Evident, 2.50–3.49 Moderately Evident, 1.50–2.49 Less Evident, 1.00–1.49 Not Evident

School-Based Management level of practice along performance improvement were perceived by both group of respondents as highly observed. The overall mean of 3.70 indicates that the level of SBM is highly observed along access, efficiency, and quality.

This means that increase in access in terms of enrolment implies the capability of the school to accommodate more diverse learners which supported *DepEd's Education for All*. SBM principles also got a highly evident remark with an overall mean of 3.67. Both groups of respondents perceived school heads as being aware of their roles and responsibilities, having a clear structure and work arrangements that promote shared leadership and governance. That teachers, mostly have seen in their school head the eagerness to enhance school curriculum as well as instruction collaboratively with school stakeholders to come up with a design suited or in line with the needs of the learners.

The findings were supported by different authors. Akinfolarin and Ehinola (2014) mentioned that institutional facilities should continue to be provided to facilitate effective teaching and delivery of knowledge. Good quality education can be attained, when improvements will take place in the quality and efficiency of the system of education and through effective administration (Kapur: 2019). Raising partnership with the communities would mean putting every one aware of the vision and mission of the Department of Education that no child/pupil will be left behind, maintain higher promotion rate, cohort survival rate, less or no drop outs as well as improved pupil performance.

According to Supriadi, Usman, Jabar, and Widyastuti (2021), a good school governance is basically about effective principal leadership used to create appropriate processes, systems, and management for ensuring the sustainability and continuity of schools. Knows that the heart of education is curriculum and instruction, they should always be anchored to the locale and community of the students, aiming for maximum learning through varied and relevant modes of instruction and strategies of learning including the conduciveness of the environment. To Usman (2016), educational institutions including schools are established and managed essentially to achieve certain stated goals and objectives.

**Table 3.**  
**Significant Difference in the Variables under Study**

Indicative Variables	t	p	Analysis
<b>School Heads Competencies</b>			
<i>Problem Solving</i>	-0.685	0.494	Not Significant
<i>Use of Technology</i>	-0.120	0.904	Not Significant
<i>Program Implementation</i>	0.712	0.477	Not Significant
<i>Human Resource Management</i>	0.066	0.947	Not Significant
<i>Partnership</i>	0.794	0.428	Not Significant
<b>School Heads Leadership Practices</b>			
<i>Leading Strategically</i>	0.141	0.888	Not Significant
<i>Managing School Operations and Resources</i>	-0.412	0.681	Not Significant
<i>Focusing on Teaching and Learning</i>			



<i>Developing Self and Others</i>	-0.415	0.678	Not Significant
<i>Building Connections</i>	-1.057	0.292	Not Significant
	-0.175	0.861	Not Significant

**p > 0.05 is not significant**

No significant difference ( $p > 0.05$ ) was obtained in the perception of teachers and school heads as far as competencies, and leadership practices of school heads are concern. This is a clear indications that the way the school head rated itself is almost similar the way the teachers rated their school head. The hypothesis, therefore, indicating that there is no significant difference in the perception of teacher and school head respondents as to competencies and practices is accepted.

**Table 4.**  
**Significant Difference in the Variables under Study**

Indicator	t	p	Analysis
<b>SBM Level of Practice</b>			
<i>Access</i>	-0.112	0.911	Not Significant
<i>Efficiency</i>	-0.021	0.983	Not Significant
<i>Quality</i>	0.321	0.748	Not Significant
<b>SBM Principles</b>			
Leadership And Governance	0.603	0.547	Not Significant
Curriculum and Instruction	1.138	0.257	Not Significant
Accountability and Continuous Improvement	1.085	0.279	Not Significant
Management of Resources	0.545	0.586	Not Significant

**p > 0.05 is not significant**

No significant difference ( $p > 0.05$ ) was obtained in the perception of teachers and school heads with regards to SBM level of practice and SBM principles. This is a clear indications that the way the school head rated itself is almost similar the way the teachers rated their school head. The hypothesis, therefore, indicating that there is no significant difference in the perception of teacher and school head respondents with regards to School-Based Management is accepted

**Table 5. Significant Relationship between Competencies, Leadership Practices of School Head and SBM Level of Practice as to Access, Efficiency and Quality**

Indicative Variable	SBM Level of Practice		
	Access	Efficiency	Quality
<b>School Head Competencies</b>			
<i>Solving Problem</i>	$r=0.633^*$	$r=0.520^*$	$r=0.526^*$
<i>Use of Technology</i>	$r=0.668^*$	$r=0.513^*$	$r=0.577^*$
<i>Program Implementation</i>	$r=0.668^*$	$r=0.616^*$	$r=0.682^*$
<i>Human Resource Management</i>	$r=0.607^*$	$r=0.673^*$	$r=0.644^*$
<i>Partnership</i>	$r=0.696^*$	$r=0.648^*$	$r=0.688^*$
<b>School Head Leadership Practices</b>			
<i>Leading Strategically</i>	$r=0.669^*$	$r=0.759^*$	$r=0.708^*$
<i>Managing School Operations and Resources</i>	$r=0.739^*$	$r=0.673^*$	$r=0.708^*$
<i>Focusing on Teaching and Learning</i>	$r=0.754^*$	$r=0.736^*$	$r=0.739^*$
<i>Developing Self and Others</i>	$r=0.675^*$	$r=0.645^*$	$r=0.647^*$
<i>Building Connections</i>	$r=0.699^*$	$r=0.621^*$	$r=0.687^*$

\*Significant

According to the results obtained, the competencies and leadership practices of school heads are significantly correlated with the SBM level of practice along access, efficiency and quality. The obtained probability value in all the variables under study are lesser than 0.05 level ( $p < 0.05$ ) which explain why it is significant statistically. The strength of correlation ranges from moderate to strong as manifested by the correlation values ranging from 0.400 to 0.799.

The findings is supported by Huguet (2017) that leadership effect school performance and student achievement (Dutta and Sahney (2016). Though effect was the term used to describe the claim, still this is tantamount to say, that it too pertains to relationship. To Sebastian & Allensworth (2012) where the focus was to examines the influence of principal leadership in high schools on classroom instruction and student achievement through key organizational factors, including professional capacity, parent–community ties, and the school’s learning climate shows that within schools, variation in classroom instruction is associated with principal leadership through multiple pathways, the strongest of which is the quality of professional development and coherence of programs.

School head’s leadership and competencies matters for school outcomes as well as student achievement. Leadership is management and is becoming increasingly important since it provides direction to school performance. Thus, school heads play a serious role in an effort to raise standards and expectations to meet and achieve the desired goals.

**Table 6. Significant Relationship between Competencies, Leadership Practices of School Head and SBM Principles as to Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources**

Indicative Variable	Leadership and Governance	Curriculum and Instruction	Accountability & Continuous Improvement	Management of Resources
School Head Competencies				
<i>Solving Problem</i>	r=0.649*	r=0.641*	r=0.585	r=0.517*
<i>Use of Technology</i>	r=0.647*	r=0.659*	r=0.584*	r=0.568*
<i>Program Implementation</i>	r=0.739*	r=0.785*	r=0.702*	r=0.695*
<i>Human Resource Management</i>	r=0.686*	r=0.688*	r=0.700*	r=0.618*
<i>Partnership</i>	r=0.654*	r=0.716*	r=0.735*	r=0.731*
School Head Leadership Practices				
<i>Leading Strategically</i>	r=0.745*	r=0.819*	r=0.788*	r=0.736*
<i>Managing School Operations and Resources</i>	r=0.793*	r=0.773*	r=0.753*	r=0.724*
<i>Focusing on Teaching and Learning</i>	r=0.740*	r=0.833*	r=0.759*	r=0.736*
<i>Developing Self and Others</i>	r=0.718*	r=0.745*	r=0.711*	r=0.589*
<i>Building Connections</i>	r=0.663*	r=0.689*	r=0.717*	r=0.630*

\*Significant

The results obtained, shows that competencies and leadership practices of school heads are significantly correlated with the SBM principles along leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. The obtained probability value in all the variables under study are lesser than 0.05 level ( $p < 0.05$ ) manifesting a statistically significant relationship. The strength of correlation ranges from moderate to very strong.

According to Owan & Agunwa (2019), principals' supervisory, leadership and communication competences are significantly related to teachers' work performance in terms of instructional delivery, attendance to classes, notes writing, and record keeping respectively.

Competence and leadership of school head has become increasingly important as it provides the orientation and reference to enhance farther the school-based management of every school. Working together involves interdependence, and therefore school heads with

other stakeholders should work together with enthusiasm to achieve the goals of the institution they serve. The effectiveness of school head is based on how competent and how good he led.

**Table 7**

**Regression Analysis of School Head Competencies and Leadership Practices on SBM Level of Practice as to Access**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	.060	0.689	.492	Not Sig.
<i>Use of Technology</i>	.203	2.045	.042*	Significant
<i>Program Implementation</i>	.013	0.141	.888	Not Sig.
<i>Human Resource Management</i>	-.091	-1.097	.274	Not Sig.
<i>Partnership</i>	.143	1.647	.101	Not Sig.
<b>School Heads Practices</b>				
<i>Leading Strategically</i>	.332	3.181	.002*	Significant
<i>Managing School Operations and Resources</i>	.063	0.636	.526	Not Sig.
<i>Focusing on Teaching and Learning</i>	.473	5.404	.000*	Significant
<i>Developing Self and Others</i>	.113	1.217	.225	Not Sig.
<i>Building Connections</i>	.308	3.490	.001*	Significant
Adjusted R Square	0.679			
F Value	37.132			
Sig.	0.000			

Use of technology (beta = 0.203, t = 2.045, p = 0.042), leading strategically (beta = 0.332, t = 3.181, p = 0.002), focusing on teaching and learning (beta = 0.473, t = 5.404, p = 0.000), building connections (beta = 0.308, t = 3.490, p = 0.001) predict significantly SBM Level of Practice along performance improvement with regards to access. The beta coefficient explained that for every 1 standard deviation unit increase in use of technology, leading strategically, focusing on teaching learning, and building connections, there is 0.203, 0.332, 0.473, and 0.308, standard deviation unit increase in performance improvement as to access, respectively. The Adjusted R-Squared of 0.679 indicates that 67.9% of the variation in performance improvement as to access is explained by the school heads' competencies and practices in terms of use of technology, leading strategically, focusing on teaching and learning, and building connections. The F value of 37.132 is significant at 0.000 level.

Aside from the variables used in the present study that serves as predictors of SBM, there are other important predictors found in the study by Liboon and Gadon (2021). These

are unemployment rates, sex, parents' educational attainment, and school distance from home, parents' income and employment as well as government benefits. These are explicit factors that could affect access.

As supported by the previous findings, when school heads including staff are technology experts, plan strategically, enhances learning using different and up-to-date strategies, strengthen connections with the community it improves significantly the SBM as to enrolment access.

**Table 8**  
**Regression Analysis of School Head Competencies and Leadership Practices on SBM Level of Practice as to Efficiency**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	.019	.199	.843	Not Sig.
<i>Use of Technology</i>	.249	2.287	.023*	Sig
<i>Program Implementation</i>	.140	1.358	.177	Not Sig.
<i>Human Resource Management</i>	.167	1.848	.066	Not Sig.
<i>Partnership</i>	.035	.369	.713	Not Sig.
<b>School Heads Practices</b>				
<i>Leading Strategically</i>	.393	3.438	.001*	Sig
<i>Managing School Operations and Resources</i>	.088	.818	.415	Not Sig.
<i>Focusing on Teaching and Learning</i>	.295	3.079	.002*	Sig
<i>Developing Self and Others</i>	.063	.618	.538	Not Sig.
<i>Building Connections</i>	.003	.033	.973	Not Sig.
Adjusted R Square	0.615			
F Value	28.289			
Sig.	0.000			

Use of technology (beta = 0.249, t = 2.287, p = 0.023), leading strategically (beta = 0.393, t = 3.438, p = 0.001), and focusing on teaching and learning (beta = 0.295, t = 3.079, p = 0.002), predict significantly SBM Level; of Practice along performance improvement as to efficiency. The beta coefficient explained that for every 1 standard deviation unit increase in use of technology, leading strategically, and focusing on teaching learning, there is 0.249, 0.393, and 0.295, standard deviation unit increase in performance improvement as to efficiency. The Adjusted R-Squared of 0.615 indicates that 61.5% of the variation in performance improvement as to efficiency is explained by the school heads' competencies and practices in terms of use of technology, leading strategically, and focusing on teaching and learning. The F value of 28.289 is significant at 0.000 level.

The findings is supported by Munna & Kalam (2021), that teaching and learning process is a transformational process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establish the learning objectives and develop teaching resources and implement the teaching and learning strategy.

In this view, when the school objectives are identified, this becomes a reference for leading the institution to enhance its performance and competitiveness.

**Table 9**  
**Regression Analysis of School Head Competencies and Leadership Practices on SBM Level of Practice as to Quality**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	.118	1.287	.200	Not Sig.
<i>Use of Technology</i>	.074	.703	.483	Not Sig.
<i>Program Implementation</i>	.239	2.406	.017	Significant
<i>Human Resource Management</i>	.012	.139	.890	Not Sig.
<i>Partnership</i>	.052	.563	.574	Not Sig.
<b>School Heads Practices</b>				
<i>Leading Strategically</i>	.309	2.803	.006	Significant
<i>Managing School Operations and Resources</i>	.079	.758	.449	Not Sig.
<i>Focusing on Teaching and Learning</i>	.230	2.486	.014	Significant
<i>Developing Self and Others</i>	.026	.259	.796	Not Sig.
<i>Building Connections</i>	.168	2.334	.022*	Significant
<i>Adjusted R Square</i>	0.641			
<i>F Value</i>	31.581			
<i>Sig.</i>	0.000			

Program implementation (beta = 0.239, t = 2.406, p = 0.017), leading strategically (beta = 0.309, t = 2.803, p = 0.006), focusing on teaching and learning (beta = 0.230, t = 2.486, p = 0.014), and building connections (beta = 0.168, t = 2.334, p = 0.022) predict significantly performance improvement with regards to quality. The beta coefficient explained that for every 1 standard deviation unit increase in program implementation, leading strategically, focusing on teaching and learning, and building connections there is 0.239, 0.309, 0.230, and 0.168, standard deviation unit increase in performance improvement as to quality. The Adjusted R-Squared of 0.641 indicates that 64.1% of the variation in performance improvement as to quality is explained by the school heads' competencies and practices in terms of program implementation, leading strategically,

focusing on teaching and learning, and building connections. The F value of 31.581 is significant at 0.000 level.

. Bafadal, et al (2019) in their study about “Standards of Competency of Head of School Beginners as Leaders in Learning Innovation” describe the personal, social, and professional competencies that a novice must possess in order to effectively begin his performance as an innovative learning leader. It was concluded based on the results of the study that a novice principals need competencies related to openness, responsibility, honesty, talent and work interest, integrity, and self-confidence. Beginner school principals most need competence regarding vision of learning, then proceed with a culture of learning, learning environment, and school community relations.

**Table 10**  
**Regression Analysis of School Head Competencies, Practices and SBM Principles as to Leadership and Governance**

Predictor	beta	t	Sig	Analysis
School Head Competencies				
<i>Problem Solving</i>	.071	.829	.408	Not Sig.
<i>Use of Technology</i>	-.177	-1.788	.076	Not Sig.
<i>Program Implementation</i>	.303	3.253	.001	Significant
<i>Human Resource Management</i>	.069	.844	.400	Not Sig.
<i>Partnership</i>	-1.07	-1.232	.220	Not Sig.
School Heads Practices				
<i>Leading Strategically</i>	.090	.869	.386	Not Sig
<i>Managing School Operations and Resources</i>	.347	3.551	.001	Significant
<i>Focusing on Teaching and Learning</i>	.136	1.566	.119	Not Sig
<i>Developing Self and Others</i>	.101	1.094	.275	Not Sig
<i>Building Connections</i>	.079	.921	.359	Not Sig
<i>Adjusted R Square</i>	.683			
<i>F Value</i>	37.846			
<i>Sig.</i>	.000			

Program implementation (beta = 0.303, t = 3.253, p = 0.001), and managing school operations and resources (beta = 0.347, t = 3.551, p = 0.001) predict significantly SBM principles with regards to leadership and governance. The beta coefficient explained that for every 1 standard deviation unit increase in program implementation, and managing school operations and resources, there is 0.303, and 0.347 standard deviation unit increase in leadership and governance. The Adjusted R-Squared of 0.683 indicates that 68.3% of the variation in leadership and governance is explained by the school heads' competencies and



practices in terms of program implementation, and managing school operations and resources. The F value of 37.846 is significant at 0.000 level.

Owan & Agunwa (2019) in his study entitled “Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools” revealed that; principals' supervisory, leadership and communication competences are significantly related to teachers' work performance in terms of instructional delivery, attendance to classes, notes writing, and record keeping respectively. It was also revealed that; principals' supervisory, leadership and communication competences have significant composite influence on teachers' work performance in terms of instructional delivery.

This precisely show, that when the school heads are good implementer, and manager, then he leads and govern the school properly with effectiveness and efficiency.

**Table 11**  
**Regression Analysis of School Head Competencies, Practices and SBM Principles as to Curriculum and Instruction**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	.012	.174	.862	Not Sig.
<i>Use of Technology</i>	.178	2.184	.030	Significant
<i>Program Implementation</i>	.402	5.212	.000	Significant
<i>Human Resource Management</i>	-.080	-1.186	.237	Not Sig.
<i>Partnership</i>	.036	.505	.614	Not Sig.
<b>School Heads Practices</b>				
<i>Leading Strategically</i>	.238	2.778	.006	Significant
<i>Managing School Operations and Resources</i>	.011	.137	.891	Not Sig.
<i>Focusing on Teaching and Learning</i>	.345	4.806	.000	Significant
<i>Developing Self and Others</i>	.163	2.128	.035	Significant
<i>Building Connections</i>	.012	.174	.862	Not Sig.
<i>Adjusted R Square</i>	0.783			
<i>F Value</i>	62.870			
<i>Sig.</i>	.000			

The use of technology (beta = 0.178, t = 2.184, sig = 0.030), program implementation (beta = 0.402, t = 5.212, sig = 0.000), leading strategically (beta = 0.238, t = 2.778, sig = 0.006), focusing on teaching and learning (beta = 0.345, t = 4.806, sig = 0.000), and developing self and others (beta = 0.163, t = 2.128, sig = 0.035) predict significantly SBM principle as to curriculum and instruction. The beta coefficient explained that for every 1 unit increase in the use of technology, program implementation, leading



strategically, focusing on teaching and learning, and developing self and others, there is a corresponding 0.178, 0.402, 0.238, 0.345, and 0.163 unit increase in curriculum and instruction. All these are statistically significant as revealed by the probability values which are less than 0.05 level. The adjusted R square of 0.783 means that 78.3% of the variation in curriculum and instruction is explained by the school head competencies and practices. The F value of 62.870 is significant at 0.000 level.

According to Carstens, Mallon, Bataineh, & Al-Bataineh (2021), technology can benefit student learning, but can also be detrimental to the educational process because relying heavily to it can potentially effect student fine motor development and problem-solving skills. The research, however, helped determine how technology effects student learning and the findings showed that more training for teachers and students are necessary to better implement technology in the classroom. It was also pointed out that students are more engaged and comfortable with technology, yet they can become a management concern.

**Table 12**  
**Regression Analysis of School Head Competencies, Practices and SBM Principles as to Accountability and Continuous Improvement**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	.016	.187	.852	Not Sig.
<i>Use of Technology</i>	.225	2.332	.021*	Significant
<i>Program Implementation</i>	.224	2.458	.015*	Significant
<i>Human Resource Management</i>	.029	.365	.716	Not Sig.
<i>Partnership</i>	.121	1.429	.155	Not Sig.
<b>School Head Practices</b>				
<i>Leading Strategically</i>	.247	2.434	.016*	Significant
<i>Managing School Operations and Resources</i>	.158	1.656	.100	Not Sig.
<i>Focusing on Teaching and Learning</i>	.193	2.275	.024*	Significant
<i>Developing Self and Others</i>	.050	.557	.578	Not Sig.
<i>Building Connections</i>	.104	1.233	.219	Not Sig.
Adjusted R Squared	0.697			
F Value	40.308			
Sig.	0.000			

The use of technology (beta = 0.225, t = 2.332, sig = 0.021), program implementation (beta = 0.224, t = 2.458, sig = 0.015), leading strategically (beta = 0.247, t = 2.434, sig = 0.016), and focusing on teaching and learning (beta = 0.193, t = 2.275, sig =

0.024) predict significantly SBM principles as to accountability and continuous improvement. The beta coefficient explained that for every 1 unit increase in the use of technology, program implementation, leading strategically, and focusing on teaching and learning there is a corresponding 0.225, 0.224, 0.247, and 0.193, unit increase in the accountability and continuous improvement.

The Adjusted R-Squared of 0.697 indicates that 69.7% of the variation in the accountability and continuous improvement is explained by the school heads competencies and practices in terms of use of technology, program implementation, leading strategically, and focusing on teaching and learning. The F value of 40.308 is significant at 0.000 level.

The occurrence of problems can be corrected and identified through effective accountability system by providing the information, capacity building, and support needed to identify strengths and challenges and make necessary improvements.

Continuous improvement of schools involves strategic leadership of school heads. School planning is one such strategic leadership where stakeholders should be involved. Budgeting involves planning. According to Opiyo (2014) budgeting is vital for the effective, successful and seamless implementation of the development plans of a given school or organization.

**Table 13**  
**Regression Analysis of School Head Competencies, Practices and SBM Principles as to Management of Resources**

Predictor	beta	t	Sig	Analysis
<b>School Head Competencies</b>				
<i>Problem Solving</i>	-.038	-.430	.668	Not Sig.
<i>Use of Technology</i>	-.183	-1.795	.075	Not Sig.
<i>Program Implementation</i>	.253	2.627	.009	Significant
<i>Human Resource Management</i>	-.049	-.575	.566	Not Sig.
<i>Partnership</i>	.332	3.712	.000	Significant
<b>School Heads Practices</b>				
<i>Leading Strategically</i>	.307	2.866	.005	Significant
<i>Managing School Operations and Resources</i>	.233	2.301	.023	Significant
<i>Focusing on Teaching and Learning</i>	.228	2.534	.012	Significant
<i>Developing Self and Others</i>	-.156	-1.627	.106	Not Sig.
<i>Building Connections</i>	-.085	-.951	.343	Not Sig.
Adjusted R Square	0.662			
F Value	34.426			
Sig.	0.000			

Among the indicators of competencies and practices of school heads, program implementation ( $\beta = 0.253$ ,  $t = 2.627$ ,  $p = 0.009$ ), partnership ( $\beta = 0.332$ ,  $t = 3.712$ ,  $p = 0.000$ ), leading strategically ( $\beta = 0.307$ ,  $t = 2.866$ ,  $p = 0.005$ ), managing school operations and resources ( $\beta = 0.233$ ,  $t = 2.301$ ,  $p = 0.023$ ), and focusing on teaching and learning ( $\beta = 0.228$ ,  $t = 2.534$ ,  $p = 0.012$ ) predict significantly SBM principles with regards to management of resources. The beta coefficient explained that for every 1 standard deviation unit increase in program implementation, partnership, leading strategically, managing school operations and resources, and focusing on teaching learning, there is 0.253, 0.332, 0.307, 0.233, and 0.228 standard deviation unit increase in management of resources. The Adjusted R-Squared of 0.662 indicates that 66.2% of the variation in the management of resources is explained by the school heads competencies and practices in terms of program implementation, partnership, leading strategically, managing school operations and resources, and focusing on teaching and learning. The F value of 34.426 is significant at 0.000 level.

The result of the study gave understandings in realizing the goals of education in utilizing the allocated resources with effectiveness. Effective resource management implicates planning, scheduling, and allocation of resources with efficiency. According to Ates (2013), in his study, the key factors in outsourcing success are the decision process, partners, contract and partnership quality. Similarly, Alcantara (2019), cited that the participation in school linkages and networking among the stakeholders were highly evident in the Department of Education, school and community – sponsored programs, projects, and activities among the schools.

## Conclusions

Based from the obtained findings, the following conclusions were as follows, to wit:

- (1) There is no significant difference in the level of competencies, practices, SBM Level of Practice and SBM Principles as perceived by teachers and school heads. Therefore, the null hypothesis is accepted.
- (2) There is a significant relationship between school heads' competencies, leadership practices with SBM level of practice and SBM principles, thus, the null hypothesis is rejected.
- (3) School heads' competencies and practices predict significantly SBM Level of Practice and Principles, these were:
  - (a) Use of technology, leading strategically, and focusing on teaching and learning were predictors of access, and efficiency, curriculum and instruction, and accountability and continuous improvement.
  - (b) Program implementation is a predictor of quality, leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources.
  - (c) Building connections is a significant predictor of access and quality.
  - (d) Developing self and others predicts significantly curriculum and instruction.
  - (e) Managing school operations and resources

predict significantly leadership and governance and management of resources (f) Partnership predict management of resources. Henceforth, the null hypothesis is rejected.

### Recommendations

With the findings and conclusions, the researcher proposed the following recommendations for consideration. (1) Continue to strengthen partnership with local community to help create more effective learning environment. (2) Continuous retraining to get updated on the use of modern technology. (3) Conduct orientation program especially for new school heads focus on how to solve school work problems based on proper approach and decision making. (4) Continually involve stakeholders in the conceptualization of school programs/project proposal focus on school development. (5) Conduct parallel studies using other variables.

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