

The Cognitive Abilities, Practices, Governance, Empowerment and the Behavioral Leadership Competencies of School Principal

Rosita Brenales Romana^a

rosita.romana@deped.gov.ph

Laguna State Polytechnic University Sta. Cruz Laguna 4009 PHILIPPINES

Abstract

This study aims to determine the relationship between the school principal's cognitive abilities, practices, governance empowerment and the behavioral leadership competencies. This study also answers the following: (1.) The level of school principals' cognitive abilities (2) The level of a school principal practices in terms of people-oriented, persuasion skills and self-motivated, (3). The level of school principal's governance (4) The extent of school principal's empowerment in terms of social empowerment, psychological empowerment, and physical empowerment, (5) The level of school principal's behavioral competencies (6) The level of school principal's leadership competencies (7) Do the cognitive abilities, leadership practices, leadership governance self-empowerment has significant relationship to the behavioral competencies of school principal? (8) Does the cognitive abilities, practices, governance and empowerment have significant relationship to the leadership competencies of school principal?

Descriptive- survey method was used to examine the cognitive abilities, practices, governance, empowerment and the behavioral leadership and competencies of school principal. In order to analyze and interpret the given data, mean, standard deviation, Pearson-r correlation and regression was used.

The findings of the study are the following: for the level of School Principals' cognitive abilities was Very High. The level of School Principals' leadership practices was Very High. The level of School Principals' Governance was Very High. The extent of School Principals' Empowerment was Very High. The level of school principal's behavioral competencies was Very High. The level of school principal's leadership competencies was Very High.

The study also shows the significant relationship between the school principal's cognitive abilities, practices, governance, empowerment and the core behavioral leadership competencies in addition it was found out that the researcher therefore conclude that the research hypothesis has no significant relationship between the school principal's cognitive abilities, practices, governance, empowerment and the behavioral leadership competencies.

Based on the findings the following conclusions and recommendations were drawn: (1) The study recommend that the school principals may continue attend trainings and seminars to sustain their leadership skills specifically their administrative skills, technical skills, and conceptual skills. (2) The study suggest that the school principals may initiate teacher activities that will boost teachers' knowledge and to reignite their motivation and excitement in teaching. (3) The study recommends that the school principal establish a comprehensive support system for teachers, such as guidance and counseling services, tutoring programs, and academic interventions. (4) The study suggests that the school principal may gain a deeper understanding of the specific roles and responsibility of being a school head. (5) The finding of the study suggested that the school principal may continue

develop professional growth and service orientation. (6) The study suggested that the school principal should initiate good and harmonious relationship to increase trust and commitment to his subordinates. (7) The findings of the study suggest serving as a valuable reference for future researchers with similar goals and ideas. It provides a foundation for further exploration and research in the role and responsibility of a school principal.

Keywords: Leadership; competencies; subordinates

1. Introduction

School Principals have to deal with more demands and challenges in daily life. The increasing variety of society and the uncertainty and strain that permeate school leadership are some of the causes of this. However, there is a great deal of doubt and contempt for organizational leaders, and it is deeply fixed in public view that their rhetoric is out of step with the realities of the workplace. Authentic leadership, a new style of sincere and values-based leadership, is becoming more and more in demand. Real leaders are concerned about ethics and morality, particularly about determining what is important, what is morally correct, and what is worthy.

The Department of Education issued DepEd Order No. DO 17 Adopting a Policy of Empowering School Principals. A policy of empowering all public elementary and secondary school principals in order to achieve desired higher learning outcomes. In the Philippines, there is a big leap in our educational system when former President Benigno Simeon C. Aquino III signed the K to 12 Program into law in 2012 with a thrust of elevating the quality of education in the country through the major reforms from the previous curriculum. In educational administration, authentic leadership is a metaphor for professionally sound, legally upright, and consciously reflective activities. This sort of leadership is portrayed as authentic, open, and creative. (Southworth, G. 2020),

The principal is the most important individual in school, it is important that the leader possess self-empowerment that makes positive choices, takes action to advance, and is confident in the ability to make and execute decisions. The Principal were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance. (Mendoza J. & Lyrma H, 2020) The principal should let the subordinates understand their strengths and weaknesses and be motivated to learn and achieve. Another is the cognitive abilities, the leader must have the ability to process, store, and extract information, including attention, memory, and reasoning ability because the leader should be knowledgeable enough to perform their duties.

Educational leaders must help their schools manage the challenges imposed on them by a more complex world. Complicated and unpredictable requirements for schools are produced by curriculum standards, achievement benchmarks, programmatic requirements, and other governmental directions from numerous sources. Principals must address the growing diversity of student characteristics, including as income disparities, physical and mental disabilities, cultural background, and immigration status, as well as differences in acquiring skills. They have to oversee new partnerships with other child-serving social service organizations. The internal operations of schools must change as a result of the rapid advancements in communication and teaching technologies.

This research study is chosen because its timely, and significant many studies and research have shed light on the leadership skills of school principals and supervisors. Still, no one has selected a survey of the school principals' cognitive abilities, practices, governance empowerment and the behavioral leadership competencies.

1.1 Statement of the problem

Specifically, it sought to answer the following questions.

1. What is the level of school principals' cognitive abilities in terms of:

- 1.1 Focus;
- 1.2 Retention; and
- 1.3 Cognitive Flexibility?
2. What is the level of a school principal practices in terms of:
 - 2.1 People - Oriented;
 - 2.2 Persuasion Skills; and
 - 2.3 Self-Motivated?
3. What is the level of school principal's governance in terms of:
 - 3.1 Strategic Capabilities;
 - 3.2 Communication Skills; and
 - 3.3 Flexibility leadership?
4. What is the extent of school principal's empowerment in terms of:
 - 4.1 Social empowerment;
 - 4.2 Psychological empowerment; and
 - 4.3 Physical Empowerment?
5. What is the level of school principal's behavioral competencies in terms of:
 - 5.1 Interpersonal skills;
 - 5.2 Organizational skills; and
 - 5.3 Stress management?
6. What is the level of school principal's leadership competencies in terms of:
 - 6.1 Leadership style;
 - 6.2 Emotional intelligence; and
 - 6.3 Teamwork?
7. Does the cognitive abilities, practices, governance empowerment have significant relationship to the behavioral Competencies of school principal?
8. Does the cognitive abilities, practices, governance and empowerment have significant relationship to the leadership competencies of school principal?

2. Methodology

Descriptive- survey method was used to examine the cognitive abilities, practices, governance, empowerment and the behavioral leadership and competencies of school principal. In order to analyze and interpret the given data, mean, standard deviation, Pearson-r correlation and regression was used.

In quantitative research, where the researcher seeks to understand and describe a phenomenon, behavior or issue using numerical data and statistical analysis this includes elements such as the specific structural features of the study measurements of variables, and strategy of sampling. Together these elements link the research questions of the data. The said method is considered as the most appropriate to describe the leadership, self-empowerment and performance of the school principals and the perspective of the teachers.

3. Results and Discussion

This chapter present the results and discussion of the outcomes that were yielded from the treatment of the data that was gathered in this research study.

Level of School Principals' Cognitive Abilities

The table presents the level of School Principals' Cognitive Abilities in terms of Focus.

Table 1. Level of School Principals' Cognitive Abilities in terms of Focus

STATEMENTS	MEAN	SD	REMARKS
1. The principal gives importance on the school's vision.	4.60	0.62	Always
2. The principal supports teacher growth and create decision making processes that honor all voices.	4.48	0.73	Always
3. The principal focuses on school performance, working to convert compartments of excellence into schoolwide excellence.	4.57	0.64	Always
4. The principal decides what action needed to address regarding all the issues in school.	4.47	0.67	Always
5. The principal communicates the reasoning behind their decisions consistently.	4.44	0.70	Always
Weighted Mean	4.51		
SD	0.57		
Verbal Interpretation	Very High		

Table 1 illustrates the level of School Principals' cognitive abilities in terms of focus. From the statements, "The principal gives importance on the school's vision" yielded the highest mean score ($M=4.60$, $SD=0.62$) and was remarked as Always. On the other hand, "The principal communicates the reasoning behind their decisions consistently" received the lowest mean score of responses with ($M=4.44$, $SD=0.70$) yet was also remarked Always.

The level of School Principals' cognitive abilities in terms of focus attained a weighted mean score of 4.51 and a standard deviation of 0.57 and was Very High among the respondents.

Table 2. Level of School Principals' Cognitive Abilities in terms of Retention

STATEMENTS	MEAN	SD	REMARKS
1. The principal helps the teachers identify areas for professional growth, in developing new skills	4.44	0.70	Always
2. The principal builds collaborative and trusty environment for teachers.	4.51	0.68	Always
3. The principal implements appropriate time management.	4.48	0.71	Always
4. The principal recognizes the good work of the faculty and staff.	4.53	0.67	Always
5. The principal controls and manage the school effectively.	4.51	0.66	Always
Weighted Mean	4.49		
SD	0.60		
Verbal Interpretation	Very High		

Table 2 shows the level of School Principals' cognitive abilities in terms of retention. From the statements, "The principal recognizes the good work of the faculty and staff." yielded the highest mean score ($M=4.53$, $SD=0.67$) and was remarked as Always. On the other hand, "The principal helps the teachers identify areas for professional growth, in developing new skills" received the lowest mean score of responses with ($M=4.44$, $SD=0.70$) yet was also remarked Always.

The level of School Principals' cognitive abilities in terms of retention attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents.

Level of School Principals' Cognitive Abilities in terms of Cognitive Flexibility

Table 3 shows the level of School Principals' cognitive abilities in terms of cognitive flexibility. From the statements, "The principal set goals to the progress of the school" yielded the highest mean score ($M=4.59$, $SD=0.63$) and was remarked as Always. On the other hand, "The principal has the ability to adapt our behavior and thinking in response of the teachers." received the lowest mean score of responses with ($M=4.39$, $SD=0.71$) yet was also remarked Always.

The level of School Principals' cognitive abilities in terms of cognitive flexibility attained a weighted mean score of 4.46 and a standard deviation of 0.60 and was Very High among the respondents.

Table 3. Level of School Principals' Cognitive Abilities in terms of Cognitive Flexibility

STATEMENTS	MEAN	SD	REMARKS
1. The principal able to shift mental focus, carry out several mental tasks simultaneously.	4.41	0.66	Always
2. The principal set goals to the progress of the school.	4.59	0.63	Always
3. The principal passionate, model the intended change and encourage employees/teachers to join the changing future.	4.49	0.70	Always
4. The principal has the ability to adapt our behavior and thinking in response of the teachers.	4.39	0.71	Always
5. The principal has the ability to modify thinking based on a change in expectations.	4.42	0.71	Always
Weighted Mean	4.46		
SD	0.60		
Verbal Interpretation	Very High		

Level of a School Principal Practices

The table presents the level of School Principals' Practices in terms of People Oriented. Table 4 displays the level of School Principals' practices in terms of people-oriented. From the statements, "The principal is task oriented prioritize getting tasks done to reach defined goals" yielded the highest mean score ($M=4.45$, $SD=0.74$) and was remarked as Always. On the other hand, "The principal set goals, create and organize step-by-step action plan. and the principal focused on building relationships and making the faculty members feel valued, included, and motivated at work." received the lowest mean score of responses with ($M=4.40$, $SD=0.76$) yet was also remarked Always.

Table 4. Level of School Principals' Practices in terms of People Oriented

STATEMENTS	MEAN	SD	REMARKS
1. The principal is task oriented prioritize getting tasks done to reach defined goals.	4.45	0.74	Always
2. The principal set goals, create and organize step-by-step action plan.	4.40	0.73	Always
3. The principal clearly defines the roles and responsibilities of those who work for them and delegate work based on the individual's strengths and capabilities.	4.44	0.74	Always
4. The principal ensures that work gets done and motivates certain types of individuals.	4.42	0.72	Always
5. The principal focused on building relationships and making the faculty members feel valued, included, and motivated at work.	4.40	0.76	Always
Weighted Mean	4.42		
SD	0.66		
Verbal Interpretation	Very High		

The level of School Principals' practices in terms of people oriented attained a weighted mean score of 4.42 and a standard deviation of 0.66 and was Very High among the respondents.

Table 5. Level of School Principals' Practices in terms of Persuasion Skills

STATEMENTS	MEAN	SD	REMARKS
1. The principal speaks with accuracy and consideration.	4.44	0.71	Always
2. The principal ensures their goals benefit the team and organization.	4.42	0.69	Always
3. The principal takes time to carefully and sincerely analyze the situation, exploring both its flaws and strengths to reach an appropriate solution.	4.41	0.73	Always
4. The principal develops companionship and showing genuine sincerity.	4.40	0.75	Always
5. The principal encourages the teachers to do the task at hand.	4.48	0.68	Always
Weighted Mean	4.43		
SD	0.64		
Verbal Interpretation	Very High		

Table 5 presents the level of School Principals' practices in terms of persuasion skills. From the statements, "The principal encourages the teachers to do the task at hand." yielded the highest mean score (M=4.48, SD=0.68) and was remarked as Always. On the other hand, "The principal develops companionship and showing genuine sincerity." received the lowest mean score of responses with (M=4.40, SD=0.75) yet was also remarked Always.

The level of School Principals' practices in terms of persuasion skills attained a weighted mean score of 4.43 and a standard deviation of 0.64 and was Very High among the respondents.

Table 6. Level of School Principals' Practices in terms of Self-Motivated

STATEMENTS	MEAN	SD	REMARKS
1. The principal starts the tasks promptly and getting them done on time.	4.53	0.67	Always
2. The principal has the ability to keep going in spite of difficulties.	4.50	0.68	Always
3. The principal has the desire to try new things and take on new challenges.	4.51	0.68	Always
4. The principal has a balance of optimism and resilience.	4.50	0.68	Always
5. The principal takes the initiative to put in hard work and remain focused on the goals.	4.54	0.66	Always
Weighted Mean	4.54		
SD	0.77		
Verbal Interpretation	Very High		

Table 6 present the level of School Principals' practices in terms of self-motivated. From the statements, "The principal takes the initiative to put in hard work and remain focused on the goals" yielded the highest mean score (M=4.54, SD=0.66) and was remarked as Always. On the other hand, "The principal has the ability to keep going in spite of difficulties., The principal has a balance of optimism and resilience." received the lowest mean score of responses with (M=4.50, SD=0.68) yet was also remarked Always.

The level of School Principals' practices in terms of self-motivated attained a weighted mean score of 4.54 and a standard deviation of 0.77 and was Very High among the respondents.

Level of School Principal's Governance

The table presents the level of School Principals' Governance in terms of Strategic Capabilities.

Table 7. Level of School Principals' Governance in terms of Strategic Capabilities

STATEMENTS	MEAN	SD	REMARKS
1. The principal has a good and harmonious relationship to the faculty and staff.	4.44	0.71	Always
2. The principal creates and shared responsibility to the teachers.	4.43	0.69	Always
3. The principal knows how to measure capability gaps of the teachers.	4.39	0.70	Always
4. The principal implements strategies for building strategic capabilities.	4.42	0.72	Always
5. The principal monitors and appreciate the progress of the teachers.	4.45	0.70	Always
Weighted Mean	4.42		
SD	0.64		
Verbal Interpretation	Very High		

Table 7 present the level of School Principals' governance in terms of strategic capabilities. From the statements, "The principal monitors and appreciate the progress of the teachers" yielded the highest mean score (M=4.45, SD=0.70) and was remarked as Always. On the other hand, "The principal knows how to measure capability gaps of the teachers." received the lowest mean score of responses with (M=4.39, SD=0.70) yet was also remarked Always. The level of School Principals' governance in terms of self-motivated attained a weighted mean score of 4.42 and a standard deviation of 0.64 and was Very High among the respondents.

Table 8. Level of School Principals' Governance in terms of Communication Skills

STATEMENTS	MEAN	SD	REMARKS
1. The principal speaks clearly with persuasion.	4.52	0.68	Always
2. The principal maintains a calm attitude and keep an even tone of voice so you can reach a conclusion peacefully and productively.	4.46	0.68	Always
3. The principal understands his colleague's feelings, ideas and goals to help them when communicating.	4.37	0.73	Always
4. The principal explains his ideas and thoughts in details.	4.47	0.70	Always
5. The principal gives the necessary feedback to his colleagues.	4.45	0.63	Always
Weighted Mean	4.45		
SD	0.63		
Verbal Interpretation	Very High		

Table 8 explain the level of School Principals' governance in terms of communication skills. From the statements, "The principal speaks clearly with persuasion" yielded the highest mean score (M=4.52, SD=0.68) and was remarked as Always. On the other hand, "The principal understands his colleague's feelings, ideas and goals to help them when communicating" received the lowest mean score of responses with (M=4.37, SD=0.73) yet was also remarked Always.

The level of School Principals' governance in terms of communication skills attained a weighted mean score of 4.45 and a standard deviation of 0.63 and was Very High among the respondents.

Level of School Principals' Governance in terms of Flexibility Leadership

Table 9 clarify the level of School Principals' governance in terms of Flexibility leadership. From the statements, "The principal adapts successfully to changing situations and environments" yielded the highest mean score (M=4.50, SD=0.68) and was remarked as Always. On the other hand, "The principal plans ahead, but having alternative options in case things go wrong" received the lowest mean score of responses with

($M=4.41$, $SD=0.72$) yet was also remarked Strongly Agree.

The level of School Principals' governance in terms of flexibility leadership attained a weighted mean score of 4.45 and a standard deviation of 0.63 and was Very High among the respondents.

Table 9. Level of School Principals' Governance in terms of Flexibility Leadership

STATEMENTS	MEAN	SD	REMARKS
1. The principal adapts successfully to changing situations and environments.	4.50	0.68	Always
2. The principal keeps calm in the face of difficulties.	4.45	0.69	Always
3. The principal plans ahead, but having alternative options in case things go wrong	4.41	0.72	Always
4. The principal persists in the face of unexpected difficulties.	4.46	0.70	Always
5. The principal anticipates and responding positively to changing environments.	4.45	0.68	Always
Weighted Mean	4.45		
SD	0.63		
Verbal Interpretation	Very High		

The Extent of School Principal's Empowerment

The table discuss the extent of School Principals' Empowerment in terms of Social Empowerment.

Table 10 present the extent of School Principals' empowerment in terms of social empowerment. From the statements, "The principal participates in a social organization in school." yielded the highest mean score ($M=4.56$, $SD=0.64$) and was remarked as Always. On the other hand, "The principal involves the faculty member in decision making." received the lowest mean score of responses with ($M=4.41$, $SD=0.74$) yet was also remarked as Always.

Table 10. Extent of School Principals' Empowerment in terms of Social Empowerment

STATEMENTS	MEAN	SD	REMARKS
1. The principal lets the faculty members talked about their issues and concerns.	4.47	0.70	Always
2. The principal involves the faculty member in decision making.	4.41	0.74	Always
3. The principal participates in a social organization in school.	4.56	0.64	Always
4. The principal is always open for communication.	4.55	0.68	Always
5. The principal has a flexible working hours to join in social activities.	4.53	0.68	Always
Weighted Mean	4.50		
SD	0.63		
Verbal Interpretation	Very High		

The extent of School Principals' empowerment in terms of social empowerment attained a weighted mean score of 4.50 and a standard deviation of 0.63 and was Very High among the respondents.

Table 11. Extent of School Principals' Empowerment in terms of Psychological Empowerment

STATEMENTS	MEAN	SD	REMARKS
1. The principal understands the impact of various biases and social norms the behavior of others.	4.50	0.66	Always
2. The principal listens to people from different races or socio-economic groups.	4.47	0.68	Always
3. The principal shares his/her stories builds empathy and	4.46	0.67	Always

awareness to his colleagues.			
4. The principal talks to his/her colleagues if needed.	4.55	0.65	Always
5. The principal has a flexible in facing problems in school	4.56	0.65	Always
Weighted Mean	4.50		
SD	0.60		
Verbal Interpretation	Very High		

Table 11 explain the extent of School Principals' empowerment in terms of psychological empowerment. From the statements, "The principal has a flexible in facing problems in school" yielded the highest mean score ($M=4.56$, $SD=0.65$) and was remarked as Always. On the other hand, "The principal shares his/her stories builds empathy and awareness to his colleagues." received the lowest mean score of responses with ($M=4.46$, $SD=0.67$) yet was also remarked Always.

The extent of School Principals' empowerment in terms of psychological empowerment attained a weighted mean score of 4.50 and a standard deviation of 0.60 and was Very High among the respondents.

Table 12. Extent of School Principals' Empowerment in terms of Physical Empowerment

STATEMENTS	MEAN	SD	REMARKS
1. The principal provides quality healthcare to empower teachers physically.	4.44	0.69	Always
2. The principal show concerns to the physical body of the teachers.	4.47	0.67	Always
3. The principal implemented a physical activity for the teachers.	4.40	0.70	Always
4. The principal knows how to take care of his body.	4.56	0.64	Always
5. The principal has a flexible body in facing his workload.	4.57	0.64	Always
Weighted Mean	4.49		
SD	0.60		
Verbal Interpretation	Very High		

Table 12 clarify the extent of School Principals' empowerment in terms of physical empowerment. From the statements, "The principal implemented a physical activity for the teachers." yielded the highest mean score ($M=4.40$, $SD=0.70$) and was remarked as Always. On the other hand, "The principal has a flexible body in facing his workload." received the lowest mean score of responses with ($M=4.57$, $SD=0.64$) yet was also remarked Always.

The extent of School Principals' empowerment in terms of physical empowerment attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents.

Level of School Principal's Behavioral Competencies in terms of Interpersonal Skills

The level of School Principals' behavioral competencies in terms of interpersonal skills attained a weighted mean score of 4.48 and a standard deviation of 0.64 and was Very High among the respondents.

Table 13. Level of School Principal's Behavioral Competencies in terms of Interpersonal Skills

STATEMENTS	MEAN	SD	REMARKS
1. The principal listens to his subordinates with the purpose of gathering information and engaging with them.	4.52	0.68	Always
2. The principal understands the needs and feelings of the faculty members.	4.46	0.70	Always
3. The principal allows his colleagues to express themselves.	4.47	0.70	Always
4. The principal understands the body language of his teachers.	4.44	0.69	Always
5. The principal promotes positive outlook to his/her	4.52	0.68	Always

<i>subordinates to express themselves if needed.</i>	
Weighted Mean	4.48
SD	0.64
Verbal Interpretation	Very High

Table 13 discussed the level of School Principals' behavioral competencies in terms of interpersonal skills. From the statements, "The principal listens to his subordinates with the purpose of gathering information and engaging with them, the principal promotes positive outlook to his/her subordinates to express themselves if needed." yielded the highest mean score ($M=4.52$, $SD=0.68$) and was remarked as Always. On the other hand, "The principal understands the body language of his teachers." received the lowest mean score of responses with ($M=4.44$, $SD=0.69$) yet was also remarked Always.

Table 14. Level of School Principal's Behavioral Competencies in terms of Organizational Skills

STATEMENTS	MEAN	SD	REMARKS
1. The principal has the ability to perform your tasks in a timely manner.	4.57	0.65	Always
2. The principal is efficient at work at all times.	4.54	0.65	Always
3. The principal set a specific plan for the school.	4.59	0.61	Always
4. The principal delegate the task properly.	4.54	0.65	Always
5. The principal encourages the teachers prioritized their tasks so they ensure the essentials get done.	4.55	0.63	Always
Weighted Mean	4.56		
SD	0.60		
Verbal Interpretation	Very High		

Table 14 conversed the level of School Principals' behavioral competencies in terms of organizational skills. From the statements, "The principal set a specific plan for the school." yielded the highest mean score ($M=4.59$, $SD=0.61$) and was remarked as Always. On the other hand, "The principal is efficient at work at all times, the principal delegate the task properly." received the lowest mean score of responses with ($M=4.54$, $SD=0.65$) yet was also remarked Always.

The level of School Principals' behavioral competencies in terms of organizational skills attained a weighted mean score of 4.56 and a standard deviation of 0.60 and was Very High among the respondents.

Level of School Principal's Behavioral Competencies in terms of Stress Management

Table 15. Level of School Principal's Behavioral Competencies in terms of Stress Management

STATEMENTS	MEAN	SD	REMARKS
1. The principal has the ability to improve personal relationships.	4.51	0.68	Always
2. The principal ability to cope with adversity.	4.49	0.69	Always
3. The principal set a specific plan for the school.	4.54	0.65	Always
4. The principal practiced relaxation techniques	4.42	0.68	Always
5. The principal prioritizing tasks and time management.	4.52	0.68	Always
Weighted Mean	4.50		
SD	0.63		
Verbal Interpretation	Very High		

Table 15 talked the level of School Principals' behavioral competencies in terms of stress management. From the statements, "The principal set a specific plan for the school." yielded the highest mean score ($M=4.54$, $SD=0.65$) and was remarked as Always. On the other hand, "The principal practiced relaxation techniques"

received the lowest mean score of responses with ($M=4.42$, $SD=0.68$) yet was also remarked Always.

The level of School Principals' behavioral competencies in terms of stress management attained a weighted mean score of 4.50 and a standard deviation of 0.63 and was Very High among the respondents.

Level of School Principal's Leadership Competencies

The table below presents the level of school principal's leadership competencies in terms of leadership style.

Table 16. *Level of School Principal's Leadership Competencies in terms of Leadership Style*

STATEMENTS	MEAN	SD	REMARKS
1. The principal is applying flexibility with his/her employees and offer them flexibility to improve their employee experience.	4.48	0.71	Always
2. The principal set the tone for strong statement by being approachable and open to suggestions.	4.53	0.66	Always
3. The principal provides an actionable and solutions-oriented framework that guide the teachers toward desired behaviors.	4.50	0.67	Always
4. The principal engages with their teams with sympathy and build trust and camaraderie to create a more pleasant experience.	4.52	0.68	Always
5. The principal is being persistent with the colleagues when they struggle, especially in difficult situations or times of uncertainty, can build trust.	4.51	0.63	Always
Weighted Mean	4.51		
SD	0.63		
Verbal Interpretation	Very High		

Table 16 present the level of School Principals' leadership competencies in terms of leadership style. From the statements, "The principal set the tone for strong statement by being approachable and open to suggestions." yielded the highest mean score ($M=4.53$, $SD=0.66$) and was remarked as Always. On the other hand, "The principal is applying flexibility with his/her employees and offer them flexibility to improve their employee experience." received the lowest mean score of responses with ($M=4.48$, $SD=0.71$) yet was also remarked Always.

The level of School Principals' leadership competencies in terms of leadership style attained a weighted mean score of 4.51 and a standard deviation of 0.63 and was Very High among the respondents.

Table 17. *Level of School Principal's Leadership Competencies in terms of Emotional Intelligence*

STATEMENTS	MEAN	SD	REMARKS
1. The principal accurately assesses our own emotions, including their origin and the external events that trigger them.	4.43	0.67	Always
2. The principal capacity to regulate emotions and impulses in a productive way and to be resilient in the face of changing circumstances.	4.46	0.67	Always
3. The principal has the ability to empathize with others' emotions, even when these are not expressed explicitly, and to comprehend the social contexts and group dynamics they occur in.	4.46	0.68	Always
4. The principal has the ability to inspire, influence, and motivate others while managing hostile situations with diplomacy and strategy.	4.47	0.64	Always
5. The principal practices active listening during meetings and	4.46	0.67	Always

showing appreciation for the initiatives of others can foster trust and cooperation between co-workers.	
Weighted Mean	4.46
SD	0.62
Verbal Interpretation	Very High
	IS OS STRESS.M

Table 17 present the level of School Principals' leadership competencies in terms of emotional intelligence. From the statements, *"The principal has the ability to inspire, influence, and motivate others while managing hostile situations with diplomacy and strategy."* yielded the highest mean score ($M=4.47$, $SD=0.64$) and was remarked as Always. On the other hand, *"The principal accurately assesses our own emotions, including their origin and the external events that trigger them"* received the lowest mean score of responses with ($M=4.43$, $SD=0.67$) yet was also remarked Always.

The level of School Principals' leadership competencies in terms of emotional intelligence attained a weighted mean score of 4.46 and a standard deviation of 0.62 and was Very High among the respondents.

Table 18. Level of School Principal's Leadership Competencies in terms of Team Work

STATEMENTS	MEAN	SD	REMARKS
1. The principal serves as an example to build a hardworking and highly productive team	4.57	0.63	Always
2. The principal practices mutual trust and respect among employees and management is very important to build a strong team.	4.58	0.63	Always
3. The principal gives his team members a chance to share ideas and voice their opinions.	4.56	0.65	Always
4. The principal ignites enthusiasm and inspiration in your team members then let them know in which direction they are heading to.	4.56	0.65	Always
5. The principal let their colleagues know about their roles and responsibilities clearly	4.55	0.66	Always
Weighted Mean	4.58		
SD	0.64		
Verbal Interpretation	Very High		

Table 18 present the level of School Principals' leadership competencies in terms of team work. From the statements, *"The principal practices mutual trust and respect among employees and management is very important to build a strong team."* yielded the highest mean score ($M=4.58$, $SD=0.63$) and was remarked as Always. On the other hand, *"The principal let their colleagues know about their roles and responsibilities clearly"* received the lowest mean score of responses with ($M=4.55$, $SD=0.66$) yet was also remarked Always.

The level of School Principals' leadership competencies in terms of team work attained a weighted mean score of 4.58 and a standard deviation of 0.64 and was Very High among the respondents.

Significant Relationship between Cognitive Abilities, Practices, Governance Empowerment to the Behavioral Competencies of School Principal

The four-dimensional qualities of a school principal, the cognitive skills, leadership practices, leadership and governance, as well as self-empowerment were found to be highly and significantly correlated with core behavioral competencies.

Table 19. Significant Relationship between Cognitive Abilities, Practices, Governance Empowerment to the

Behavioral Competencies of School Principal

Table 19. Significant Relationship between Cognitive Abilities, Practices, Governance Empowerment to the Behavioral Competencies of School Principal

		Sig. (2-tailed)	.000	.000	.000	
FOCUS		N	500	500	499	.553**
	PSYCHOLOGICAL EMPOWERMENT	Pearson	.818**	.820**	.813**	.000
		Correlation				.499
RETEN		Sig. (2-tailed)	.000	.000	.000	.685**
		N	500	500	499	.000
						.499
COGNI	PHYSICAL EMPOWERMENT	Pearson	.789**	.771**	.781**	.683**
		Correlation				.000
		Sig. (2-tailed)	.000	.000	.000	.499
PEOPL		N	500	500	499	.453**
						.000
		Sig. (2-tailed)	.000		.000	.499
PERSU		N	500	500	499	.503**
		N	499	499	499	.000
		N	500	500	499	
SELF MOTIVATED		Pearson Correlation	.364**		.406**	.433**
		Sig. (2-tailed)	.000		.000	.000
		N	500	500	499	
STRATEGIC CAPABILITIES		Pearson Correlation	.699**		.679**	.647**
		Sig. (2-tailed)	.000		.000	.000
		N	500	500	499	
COMMUNICATION SKILLS		Pearson Correlation	.707**		.675**	.661**
		Sig. (2-tailed)	.000		.000	.000
		N	500	500	499	
FLEXIBILITY LEADERSHIP		Pearson Correlation	.667**		.715**	.688**
		Sig. (2-tailed)	.000		.000	.000
		N	498	498	498	.497
SOCIAL EMPOWERMENT		Pearson Correlation	.841**		.812**	.812**

Cognitive skills as to focus were found to be positively correlated with Interpersonal skills ($r=0.599$: moderate), organizational skills ($r=0.605$: high), and stress management ($r=0.553$: moderate). A positive correlation indicates direct relationship, that is, if one rises, the other likewise rises. This explains that when the principal is really that focus in his job it produces better quality of work. The other sub-variable of cognitive skills, the retention, is likewise found positively correlated with interpersonal skills ($r=0.680$: high),

organizational skills ($r=0.694$: high), and stress management ($r=0.685$: high). Cognitive flexibility on the other hand, show the same results, to wit: interpersonal skills ($r=0.703$: high), organizational skills ($r=0.705$: high), and stress management ($r=0.683$: high). The probability values in all these observations ($p < 0.01$) further shows that the relationship is highly significant.

Leadership practices with its sub-variables, people oriented, persuasion skills, and self-motivated were found positively correlated with core behavioral competencies. Results of the test revealed that people oriented is positively correlated with interpersonal skills ($r=0.469$: moderate), organizational skills ($r=0.473$: moderate), and stress management ($r=0.453$: moderate). The remaining two sub-variables of leadership practices, the persuasion skills and self-motivated were also found positively correlated with core behavioral competencies. The probability value ($p < 0.01$) indicates a statistically significant correlation.

Strategic capabilities along with interpersonal skills ($r=0.699$: high), organizational skills ($r=0.679$: high), and stress management ($r=0.647$: High) were found positively correlated. The result highlighted the fact that principals must be strategically capable as this will provide a clear set of plans on how to deal with people, run an organization, and able to manage stress. Communication skills likewise is correlated with interpersonal skills ($r=0.707$: High), organizational skills ($r=0.675$: high), and stress management ($r=0.661$: high). Principals or any organizational leaders must be good in communication as this will provide clear directions in carrying out plans with clarity. Flexibility leadership is also found positively correlated with core behavioral competencies sub-variables, to wit: interpersonal skills ($r=0.667$: High), organizational skills ($r=0.715$: High), and stress management ($r=0.688$: High). On the other hand, small probability values ($p < 0.01$) concretize the correlation as highly significant.

Significant Relationship between Cognitive Abilities, Practices, Governance and Empowerment to the Leadership Competencies of School Principal.

The four-dimensional qualities of a school principal, the cognitive skills, leadership practices, leadership and governance, as well as self-empowerment were found to be highly and significantly correlated with leadership competencies of a school principal.

Leadership competencies as to focus were found to be positively correlated with leadership style ($r=0.583$: moderate), emotional intelligence ($r=0.609$: high), and team work ($r=0.619$: moderate). A positive correlation indicates direct relationship, that is, if one rises, the other likewise rises. This explains that when the principal is really that focus in his job it produces better quality of work. The other sub-variable of leadership competencies is the retention, is likewise found positively correlated with leadership style ($r=0.690$: high), emotional intelligence ($r=0.673$: high), and team work ($r=0.685$: high). Cognitive flexibility on the other hand, show the same results, to wit: leadership style ($r=0.699$: high), emotional intelligence ($r=0.701$: high), and teamwork ($r=0.676$: high). The probability values in all these observations ($p < 0.01$) further shows that the relationship is highly significant.

Table 20. *Significant Relationship between Cognitive Abilities, Practices, Governance and Empowerment to the Leadership Competencies of School Principal.*

		LS	EI	TW
FOCUS	Pearson Correlation	.583**	.609**	.619**
	Sig. (2-tailed)	.000	.000	.000
	N	500	500	500
RETENTION	Pearson Correlation	.690**	.673**	.685**
	Sig. (2-tailed)	.000	.000	.000
	N	500	500	500
CF	Pearson Correlation	.699**	.701**	.676**
	Sig. (2-tailed)	.000	.000	.000
	N	500	500	500
PO	Pearson Correlation	.517**	.540**	.543**
	Sig. (2-tailed)	.000	.000	.000

	N	500	500	500
PS	Pearson Correlation	.549**	.619**	.605**
	Sig. (2-tailed)	.000	.000	.000
	N	500	500	500
SM	Pearson Correlation	.414**	.452**	.490**
	Sig. (2-tailed)	.000	.000	.000
	N	500	500	500

Leadership practices with its sub-variables, people oriented, persuasion skills, and self-motivated were found positively correlated with leadership competencies. Results of the test revealed that people oriented is positively correlated with leadership style ($r=0.517$: moderate), emotional intelligence ($r=0.540$: moderate), and teamwork ($r=0.553$: moderate). The remaining two sub-variables of leadership practices, the persuasion skills with, leadership style ($r=0.549$: moderate) emotional intelligence ($r=0.619$) and team work ($r=0.605$) while self-motivated were also found positively correlated with core behavioral competencies. The probability value ($p<0.01$) indicates a statistically significant correlation.

Strategic capabilities along with leadership style ($r=0.596$: high), emotional intelligence ($r=0.617$: high), and team work ($r=0.618$: High) were found positively correlated. The result highlighted the fact that principals must be strategically capable as this will provide a clear set of plans on how to deal with people, run an organization, and able to manage challenges. Communication skills likewise is correlated with leadership style ($r=0.593$: High), emotional intelligence ($r=0.632$: high), and team work ($r=0.612$: high). Principals or any organizational leaders must be good in communication as this will provide clear directions in carrying out plans with clarity. Flexibility leadership is also found positively correlated with leadership competencies sub-variables, to wit: leadership style ($r=0.603$), organizational skills ($r=0.626$), and team work ($r=0.601$). On the other hand, small probability values ($p<0.01$) concretize the correlation as highly significant.

4. Conclusion and Recommendation

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

In this study, descriptive- survey method was used to examine the cognitive abilities, practices, governance empowerment on behavioral and leadership competencies of school principal. In order to analyze and interpret the given data, mean, standard deviation, pearson-r correlation and regression was used. The findings of the study are the following: for the level of School Principals' cognitive abilities was Very High. The level of School Principals' leadership practices was Very High. The level of School Principals' Governance was Very High. The extent of School Principals' Empowerment was Very High. The level of school principal's behavioral competencies was Very High. The level of school principal's leadership competencies was Very High. The study also shows the significant relationship between the school principal's cognitive abilities, practices, governance empowerment and the core behavioral leadership competencies in addition it was found out that the researcher therefore conclude that the research hypothesis has no significant relationship between the school principal's cognitive abilities, practices, governance empowerment and the behavioral leadership competencies.

In view of the findings and conclusions of the study, the following recommendations are given.

1. The study recommend that the school principals may continue attend trainings and seminars to sustain their leadership skills specifically their administrative skills, technical skills, and conceptual skills
2. The study suggest that the school principals may initiate teacher activities that will boost teachers' knowledge and to reignite their motivation and excitement in teaching.
3. The study recommends that the school principal may establish a comprehensive support system for teachers, such as guidance and counseling services, tutoring programs, and academic interventions.

References

- Southworth, G. (2020). Learning-centered leadership: The only way forward. A paper presented to The National College for School Leadership First Invitational Conference, Nottingham, October
- Mendoza, J., & HIFE, L. (2020, December). EDUCATIONAL LEADERS PRACTICES AND SCHOOL CULTURE IN CALABARZON STATE UNIVERSITIES AND COLLEGES. International Journal of Scientific & Engineering Research, 11(12), 603–617. <https://www.ijser.org/researchpaper/EDUCATIONAL-LEADERS-PRACTICES-AND-SCHOOL-CULTURE-IN-CALABARZON-STATE-UNIVERSITIES-AND-COLLEGES.pdf>