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**A FRAMEWORK FOR ENHANCING LEADERSHIP COMPETENCIES OF DIOCESAN
SCHOOL PRINCIPALS**

A Thesis

Presented to

**The Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
National Center for Teacher Education**

In Partial Fulfilment

**of the Requirements for the Degree of
Master of Arts in Education
with Specialization in Educational Management**

by

BLESILDA CAASI TABBAL

December 2016

APPROVAL SHEET

This thesis entitled “**A FRAMEWORK IN ENHANCING THE LEADERSHIP COMPETENCIES OF DIOCESAN SCHOOL PRINCIPALS**” prepared and submitted by **BLESILDA JIMENEZ-CAASI TABBAL** in partial fulfillment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, is hereby recommended for approval and acceptance.

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A C K N O W L E D G E M E N T

The researcher wishes to express her deepest and heartfelt gratitude first and foremost to the Almighty and Loving God indeed who gave her the perseverance to accomplish this thesis in His time; secondly to Mother Mary, whose maternal care and protection guided her; and thirdly, to the men and women who made this educational undertaking possible:

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And all the men and women who, in one way or another, assisted and inspired this researcher and all those who were not formally acknowledged but have touched the life of the researcher.

B C T

DEDICATION

To my beloved husband, Pedro R. Tabbal;

To my dearest children, Ysabel Rae , Paula Andrea, Peter Francis, Patricia Anne;

To my grandsons, Jared Joseph and Romulus Isaiah;

To my beloved parents, Rogelio E. Caasi and Natividad J. Caasi, sister and brothers;

To my inspiring mentors in the Philippine Normal University;

To my relatives and friends;

To the locale of the study, and to the great people behind it;

And to all the people who believed in me,

this work is sincerely dedicated.

BCT

ABSTRACT

Researcher: Blesilda Jimenez Caasi-Tabbal

Title of Thesis: A FRAMEWORK FOR ENHANCING LEADERSHIP
COMPETENCIES OF DIOCESAN SCHOOL PRINCIPALS

Key Concept: Leadership Competencies

Degree: Master of Arts in Education

Specialization: Educational Management

Advisers: Jose M. Ocampo Jr., Ph. D.
Maria Lourdes Agustin, M.A.

The main purpose of this study is to determine the level of leadership competencies of the principals of a diocesan school system in Quezon City in terms of structural, human resource, political and symbolic leadership dimension. It also looked into the possible relationship on how the principals assess themselves in the different leadership dimensions with that of the teachers. Results of the study served as the basis in the development of a framework for next school year to enhance the leadership competencies of diocesan school principals based on the four dimensions of leadership such as structural, human resource, political and symbolic. This study leaned heavily on the “Four-Framework Approach” by Bolman and Deal which was adapted in the study

conducted by Remia Ricabar, entitled “The Leadership Competencies of Public School Managers in the Division of Marikina City “ in 2000. Using a survey method, this study involved six (6) principals and forty-six (46) teachers from the six (6) schools of a diocesan school system in Quezon City.

The researcher adapted the survey questionnaire developed by Ricabar (2000) after adding some items and was subjected to a content validation. The questionnaire was composed of thirty-two (32) items under the structural leadership dimension, twenty-three (23) items under human resource leadership dimension; twelve (12) items under the political leadership dimension; and seven items under the symbolic leadership dimension.

Data yielded from the survey questionnaire were analysed and interpreted with the use of statistical tools such as frequency distribution, weighted mean, percentage and standard deviation.

Results of the study revealed that principals have advanced competency in the structural, human resource, political and symbolic dimensions while human resource was ranked highest in the weighted mean by the principals but it was ranked the lowest by the teachers.

Also, the study showed that there is no significant difference in the perception between the two groups in the structural, political and symbolic leadership dimension, but there is a significant difference in the perception between the two groups on the human resource dimension of leadership.

Likewise, the findings concerning the structural, human resource, political and symbolic leadership competencies of principals can be used as a basis for the preparation of the framework for the enhancement of leadership competencies of principals.

It can be concluded that the principals meet the standards as far as the four dimensions of leadership are concerned. The principals adhere to the formal structure of the organization; they take into account the different interests, various needs and individual feelings of the persons in the organization; they negotiate, build coalition and distribute the scarce resources; and they nurture the culture and faith of the organization. However, there is a discrepancy in the assessment of two groups of participants in the human resource dimension. Although the teachers assessed the principals to have advanced competency in human resource leadership, they still have higher expectations from the principals on the said dimension.

The study recommends in particular that the principals should maintain the manner they exercise the competencies under the structural, human resource, political and symbolic leadership dimensions. They should also address the teachers' perception on their competencies concerning human resource leadership dimension.

Moreover, the leadership framework prepared by the researcher can be utilized by the principals in areas where they need enhancement in relation to their leadership competencies especially in human resource leadership dimension.

The study also recommends that further study should be conducted to improve the human resource leadership dimensions of principals. Other groups may also be included as respondents to validate results. Further validation of the instruments may also be done before it is utilized in a parallel study.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Leading schools in the 21st Century has increasingly become challenging and equally demanding. Schools are more difficult to lead because of an array of innovations, issues, problems and rising expectations. For the past years many countries around the world including the Philippines, have paid particular attention to their school and their improvement. The goal of these countries especially the Philippines and other developing countries is to be globally competitive in terms of the education of its citizens. McCarthy (2013) expressed that governments put demands on the schools to produce graduates who can easily adapt to the 21st century challenges in the world of work.

Globalization has made people be always on the move, be it for jobs, career, travelling around the world. Work related to the use of technology continues to flourish. The ASEAN integration necessitates schools to meet the standards set by the authorities of the said body. Pacete (2015) mentioned that schools therefore are challenged to improve academic achievements of students to keep up to the established global, regional as well as local standards.

Because of these pressing demands and challenges given to the education sector, every teacher and more so, the principals are the ones who are sometimes blamed if students do not meet the standards set by the government and other authorities for the poor academic performance of their students. Their failure to achieve the expected competencies is more often than not points to the ineffective way of teaching. School principals' leadership skills are necessary in creating opportunities for teachers to continuously enhance their capacity to teach more effectively. The call to improve leadership capacity and capability is the key to improving educational performance and standards.

Rodriguez (2012) cited the former OIC Department of Education Secretary, Dr. Fe A. Hidalgo, who once mentioned in her column: "There is no successful school without the successful leadership of a principal behind it. " (Educator, March-April 2011) The statement relates the importance of the principal's role and leadership in the school.

To address the demand that principals must possess the kind of leadership that would make them keep up to the challenges of leading schools in this modern time, they need to undergo a selection process. The Philippine Public School System which is under the Department of Education (DepEd) has implemented guidelines that require aspiring principals to pass the assessment before they could qualify for the job. Department of Education Memo No. 132 series of 2013 as implemented by Education Secretary Bro. Armin Luistro, FSC, stipulates that the assessment serves as a

mechanism to select competent school heads in the public basic education sector that will perform their functions professionally upon their assumption of duty. The coverage of the assessment includes all aspects in the school leadership. The strict screening process aims to ensure that only the best educators will be positioned as principals.

In our country, the existence of private sectarian schools like the diocesan schools contributes in the education of the youth. These private, sectarian schools are also challenged to meet the demand to respond to the call of times. The process of selection of school principals has also improved even in most private schools like diocesan schools in the country. Most private schools in the country have similar expectations from principals; they too, set certain standards in choosing the composition of the school leadership. They see to it that school leaders, particularly the principals, practice various competencies that enable them to perform their tasks well.

School principals especially those that have effective leadership are believed to be instrumental in solving numerous issues that are currently faced by schools. Likewise, the principals play different roles and apply the needed competencies in every role that they play. According to Fronda (2012) school principals depending on the issue or situation that confronts them would sometimes be educational visionaries, community partners, public relations expert, financial analysts, physical plant managers and a professional expert overseers of financial, contractual and directives. They also need to be an expert negotiator to mediate the different and warring concerns of parents, students; school administrators. They must exercise sensitivity to the widening range of students' needs.

It is also under the leadership of a great principal whose task is to influence students to perform well and in the process, improves school performance. The kind of leadership is necessary in shaping the motivation of teachers and the value of teaching. School leaders are expected to utilize different competencies in order to discharge their duties efficiently and effectively. Various leadership competencies are practiced by diocesan principals in the same way with their counterpart in the public schools depending on the situation, climate and culture in the organization. Leaders are focused on achieving organization goals, and design structure that tells people to focus on getting the work done as specified. They are also concerned with meeting the needs of individuals in the organization without sacrificing the goals of the organization.

In these challenging times when quality education is very much needed, schools need leaders who will exercise the needed leadership competencies or frame so as to be competent, skilled, experienced on being structural, human resource, political and symbolic leaders.

School leaders, particularly the principals, need to develop skills and competencies that may help them effectively perform their leadership roles. In order to assess the leadership competencies of principals needed to lead a school, a survey was conducted in six diocesan schools. Principals as well as teachers participated in the study. The said survey concentrated on the assessment of the leadership competencies of diocesan school principals under the structural, human resource, political and symbolic dimension as adapted from Ricabar, 2000. The four dimensions of leadership are vital for principals to practice as they perform their duties and responsibilities. A leadership framework is the output of the study. The

said framework includes competencies needed to be enhanced by principals as shown by the results of the study. The framework aims to enhance the leadership competencies of the diocesan principals.

This study explores to seek the leadership competencies of principals in the diocesan school system. I believe that the results of this study will be instrumental in the improvement of school leadership in diocesan schools. This study also hopes to enhance the leadership competencies of the diocesan school principals in order to meet the standards in leading schools.

Conceptual Framework

Leadership competencies of diocesan school principals are explored in the study. The Four Dimensions of Leadership which was utilized in the study conducted by Ricabar (2000) entitled “ The Leadership Competencies of Public School Managers in the Division of Marikina City “ is partly adapted in this study. Ricabar (2000) also made an adaptation of Bolman and Deal (1991) the Four-Framework Approach in her research.

In the Four-Framework Approach, Bolman and Deal (1991) which was adapted by Ricabar (2000) in her study, mentioned that leaders may manifests any of four types of leadership in these dimensions: symbolic, structural, political, or human resource. They created a tool to measure the leadership styles of principals and other leaders in terms of the different dimensions of leadership. Utilizing one of the dimensions gives leaders different views on

what is appropriate to use in one particular issue and would lead them to finding better ways to run the organization. This technique points out that there are instances when a leader can use competencies in one of the four dimensions and there are instances when leaders need to resort using other competencies from other dimensions. This means that any dimension of leadership can be effective or ineffective depending on the condition. Utilizing only one dimension may not be enough, so knowledge and awareness of the different dimensions is necessary. There are instances when the structural leadership dimension is applicable especially during changes in the organization. The symbolic leadership dimension may be used to inspire people and development in the organization is on-going. Leaders have to be aware of the organizational environment and at the same time the preferred dimension of leadership to be used.

Bolman and Deal (2003) came up with the Four-Frame Model that also focused on the four leadership dimensions such as structural, human resource, political and symbolic. The model created metaphors to describe each dimension. Principals in the structural dimension are likened to supervisors or engineers who follow strictly the policies, systems and procedures of the organization. Human resource dimension is associated with family whose relationship is characterized by a give and take. Political is linked with the jungle where there is scarcity of resources and conflict cannot be avoided. Symbolic is equated to the theater where celebrations are held to build the culture of the organization. This model gives clarity to the roles played by the

organizational leaders. It also connotes that people in the organization have complex behavior that may also influence the general behavior of the organization. The four leadership dimensions maybe utilized to give clarity to the roles of principals in leading schools thereby practice the appropriate competency in the any given condition

The parallelism of the previous and present study is the main reason of the adaptation. Principals both in the public and private schools practice the same leadership competencies.

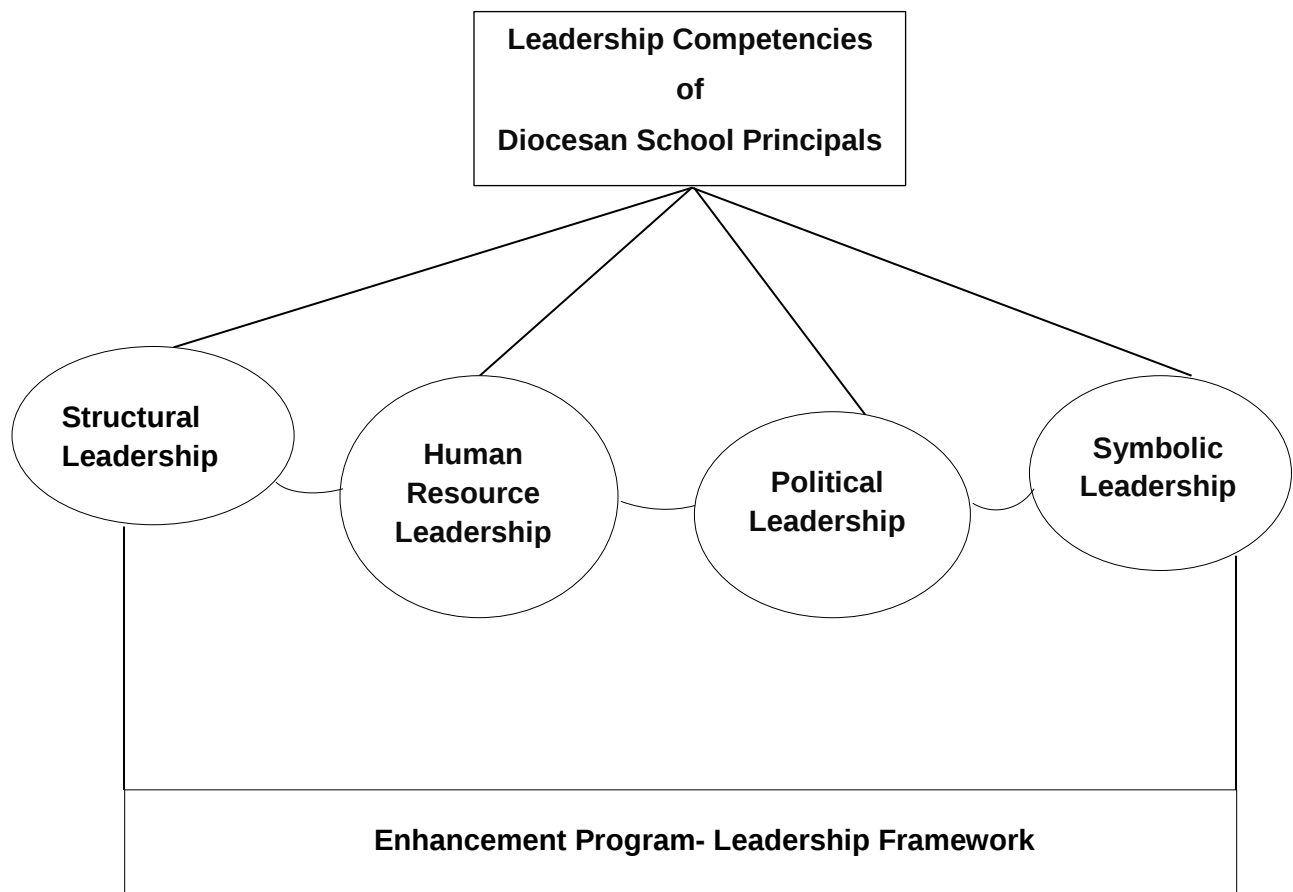


Figure 1: Conceptual Framework

The framework shows the leadership dimensions that diocesan school principals may utilize as they do their task in leading the diocesan school system. The competencies they need in their role as head of schools are assessed by themselves and also by the teachers. The complexity of their role as leaders of diocesan schools may cause them to utilize any of the four dimensions of leadership.

The four dimensions of leadership are Structural, Human Resource, Political, or Symbolic.

Principals make use of competencies within the structural dimension whenever they make plans, implement programs, appoint people in charge of the programs and adhere to the systems and procedure of the school. The formal structure of schools that may include the people who are in charge of certain tasks, how they coordinate and collaborate in order to accomplish goals and objectives are some of the concern of principals utilizing competencies within the structural dimension. In the different programs that diocesan school principals like the kind of pedagogical approaches to be used, the tracks to be offered in the senior high school, the quest to be certified by accreditation agencies needs competencies under the structural leadership. The competencies here include making logical decisions; planning; designing and implementing new curricular programs; making work systematic; using emerging technologies; evaluating programs; and conducting class observations.

They also must show that they are one with the teachers in working towards the realization of the organizations goals and objectives.

The human resource dimension of leadership is practiced by the diocesan school principals whenever they see the fit of people into the organization. These would require the principals to use their people skills. They have to take into consideration the concerns, the issues and the sentiments of teachers in making a decision or before coming up with changes or new programs. This can be done if they listen to the teachers and accommodate their suggestions if necessary. It will help if they listen to the ideas of the teachers and take them into consideration. This way, teachers will be more inspired to do their tasks for the good of the organization. Working collaboratively with teachers and building a collegial environment are also competencies within this dimension. Encourage teamwork; effectively manage conflicts; collaboration; empowerment; consistency and fairness are part of this dimension. This leadership dimension is necessary for the principals so that they can persuade teachers to implement and carry on new programs. This dimension complements the structural leadership dimension.

The competencies within the political leadership dimension are utilized every time the principals distribute the scarce resource which is power to the teachers. It is experienced in giving assignments to people and in making sure that objectives and goals of the different programs are realized. If there is resistance to change then the principals' competencies such as negotiating, bargaining and coalition building may work. Principals utilizing competencies under this dimension possess the charisma needed to win and influence people to work for the achievements of the schools goals and objectives. Influencing others to work hand in hand towards the accomplishment of tasks through teamwork is also under this dimension.

The principal has competencies under the symbolic dimension if he/she has the capacity to be inspirational. This means that the principals model being a visionary and captivating as shown by his/her being imaginative and by emphasizing culture. Symbolic leadership competencies are utilized in living the culture of the school. Strong commitment to vision, mission and goals of the schools is dictated by the competencies within this dimension. Being creative and visionary are also required from the principals, this way the culture of the schools is maintained and its adaptability to the call of times is not compromised. Principals also need to shape the values of the whole institution, thus they must possess a certain set of values and ethics. They must also build the morale of people; build a positive spirit that sustains the culture of the schools. In diocesan schools, principals are expected to keep the culture and faith of the school.

The survey included the assessment of the principals themselves and likewise the teachers on the leadership competencies of the principals.

The study on the competencies of principals will lead the researcher to the design of the leadership framework for diocesan principals that would hopefully lead to the improvement of school performance of which is the responsibility of the principal after utilizing the needed competencies under each dimension of leadership.

Statement of the Problem

The primary aim of this study is to describe the leadership competencies of school principals of a diocesan educational system in Quezon City.

Specifically, this study aims to answer the following questions:

1. What is the level of leadership competencies of school principals as perceived by themselves and teachers in terms of the following dimensions of leadership?
 - a. Structural Dimension of Leadership
 - b. Human Resource Dimension of Leadership
 - c. Political Dimension of Leadership
 - d. Symbolic Dimension of Leadership
2. Is there a significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the following dimensions of leadership?
 - a. Structural Dimension of Leadership
 - b. Human Resource Dimension of Leadership
 - c. Political Dimension of Leadership
 - d. Symbolic Dimension of Leadership
3. What framework can be developed to enhance the leadership competencies of principals in the diocesan school system?

Scope and Delimitation of the Study

This study was limited to the study of leadership competencies in relation to the Four Dimensions of Leadership such as structural, human resource, political and symbolic. The complex role of principals requires them to use the appropriate leadership competencies. They can decide on what leadership competency to use when confronted with a particular issue or concern.

There are times when the principal would resort to using the structural leadership dimension. The leader when using the competencies under the structural dimension focuses on doing the tasks by following a strict protocol and structure. This requires the leaders' analytic approach in problem solving. He or she must base his or her decision from a sound analysis not just by mere intuition. He or she must also be guided by systems and procedures of the organizational unit he or she is working in. The principals may also exercise the competencies under the human resource dimension of leadership. The competencies within this dimension motivate teachers to work for the schools. Under the political dimension the principal may have the capacity to persuade teachers to work for the schools. The principal has competencies under the symbolic dimension if he/she has the capacity to be either inspirational, that is to inspire the teaching staff to be more focus and harness their capabilities for them to effectively discharge their duties and responsibilities the organization.

The respondents of the study were the principals and teachers of diocesan schools in Quezon City. This study was conducted in the School Year 2015-2016.

Significance of the Study

The outcomes of this study are deemed significant to the following:

To teachers. Teachers will be given the chance to evaluate or assess the leadership competencies of their principal as perceived by them. The efficiency and effectiveness of the teaching-learning process is dependent on the leadership competencies of principals which in turn affects organizational climate. Through this study, teachers can appreciate the efforts of their principals as they perceive good leadership competencies of principals for the improvement of school performance.

To school principals. This study will be an avenue where leadership competencies of diocesan school principals will be identified. It may aid them in getting insights on the perception of teachers in terms of their leadership competencies. Being aware of leadership competencies of school heads can be a key for them to lead their subordinates to greater heights in terms of achieving quality education. This can also lead to teachers' empowerment. If teachers are empowered they will take self-initiative in doing what is expected of them, making them easy to lead and perhaps later on become leaders too.

To higher authorities. The results of this study will give the administration heads a glimpse of the leadership competencies of the principals thereby giving them an avenue to design seminar/ trainings for the school heads. This will also encourage all

school heads especially the principals to work conscientiously for the realization of the organizational objectives by creating a school environment and culture that is geared towards articulation of core values. Likewise, through this study school heads can look at themselves and their capabilities thereby they can arrive at well-defined leadership competencies beneficial to all.

Moreover, the findings of this study can offer specific and objective feedback about the leadership competencies of principals that will pave the way to harness this area. The findings of the study can inspire and influence principals towards self-improvement.

Definition of Terms

The following are the operational definitions of terms used in the study.

Framework. This refers to the design or model used to articulate the leadership dimension, leadership competencies and performance indicators that will help enhance the principals competencies.

Leadership Competencies. This refers to the capabilities of the leader to deal effectively with subordinates. In this study, it refers to the four dimensions of leadership such as structural, human resource, political and symbolic. It specifically refers to the competencies of the principal influencing the teachers towards the realization of the organizational goals and objectives.

Human Resource Dimension. This refers to the principal's capacity to work with students, teachers and the school as a whole. The principal under this dimension supports and ensures that teachers' ideas, concerns, sentiments are taken into consideration thereby they get the signal that they are one with the principals in performing their duties towards the realization of the school's objectives.

Political Dimension. This refers to the capacity of the principal to handle the different views, opinions of all stakeholders especially the teachers. This happens when the principal recognizes constituencies, develops ties and manages conflict as productively as possible.

Structural Dimension. This refers to the principals' capacity to do the tasks by following a strict protocol and structure. This requires the leaders' analytic approach in problem solving. He or she must base his or her decision from a sound analysis not just by mere intuition. He or she must also be guided by systems and procedures of the organizational unit he or she is working in.

Symbolic Dimension. This refers to the capacity of the principal to inspire people by using dramatic symbols to inspire people and get them excited and be passionate in the discharge of their duties and responsibilities to the organization.

Chapter II

REVIEW OF RELATED LITERATURE

One vital part of the research process is the study of relevant literature. It includes searching, reviewing, assessing various information and other related articles related to the topic of the study being conducted.

The researcher found it relevant to include some materials since they contain characteristics that have to do with leadership competencies especially those that talk about structural, human resource, political, symbolic and other related domains. Unpublished works and articles that have a lot to do and contributed much to the present study are also included in this part. The researcher has to read through various studies or researches in order to come up with insights on what leadership competencies one would employ given a particular situation. A leader would be confronted with different leadership challenges, which would require one to exercise various strategies/ approaches to respond to a particular situation.

On the Four-Framework Approach

Leadership is a part of almost everyone, at home, in business, in organizations, in the community. The Four-Framework Approach details different leadership dimensions necessary in the exercise of duties and responsibilities of principals. The

complex task of the principals necessitates them to utilize any of the four dimensions of leadership. There are times when principals have to use them simultaneously.

Since the study is about leadership competencies, that is structural, human resource, political and symbolic; this section will start with the account of the said leadership dimensions.

The quest for excellence in any field is constant among people who are not contented with just being good but want to be great. Theories on leadership exist to guide leaders to become effective and efficient, thereby reach the organizational goals and objectives. A study was conducted that attested to the great man theory that subscribe to the belief that leaders are born however their innate leadership potential can be enhanced through formal school. Camposano (2015) concluded in his study that all people are born as natural leaders; however they can show, apply and use their skills, attitude in accordance with activities, situation and work. They improve skills and work under leader's features. As for leaders as natural born, they could be male or female since leadership does not have gender. Men and women also could obtain skills of leaders during their childhood, study in school and university by getting experience and influencing by the environment.

In school leadership, the principals face a great challenge of raising the bar of the academic achievements of students as well as make the whole education process relevant to the call of the 21st century. So how can principals respond to the challenging times, changes and innovation? It boils down to the preparation of the principals to the

tasks assigned to them. Preparation of principals may be done by graduate studies, trainings, seminar-workshops and other related activities for professional advancement. Principals must not only be equipped with the necessary knowledge, but they must arm themselves with the necessary skills or competencies to be able to respond appropriately to the various tasks assigned them. This study offers principals the different competencies under the different leadership dimensions which can be of help to them if the said competencies are enhanced as they do their tasks in leading schools. The competencies that they shall practice must not only focus on one dimension of leadership, rather they need to be well versed with various leadership dimension. These competencies under the different leadership dimensions will make the principals choose the best competency needed in one instance and what other competencies will be applied for other situations, issues and events. The leadership competencies used in this study leaned heavily on the four framework approach of Bolman and Deal (1991), and also of Bolman and Deal (2003)

Bolman and Deal (1991) categorized leadership into four frames: the structural, human resource, political and symbolic frames. The structural frame deals on the formal structure of an organization. It focuses on the roles of the different offices as well as how each office works with the other offices in the organization. Primarily, it is about how work is divided and how tasks is assigned to people to different units in the organization. The human resource frame proposes there are people in the organization with different needs, interests and feeling, thus “no one size fits all” in terms of dealing, relating with the people in the organization. The concern is to have the organization suit

or fit its people. The political frame takes into consideration the fact that organizations are like political arenas where there is scarcity of resources and people compete for power. It is in this frame where leaders need to form coalitions, have negotiations and build alliances. The symbolic frame sees organizations as having distinct cultures, values, beliefs. These organizations have their own rituals, ceremonies, stories, heroes. The important thing is to deal on meaning, belief, and faith. They suggest that the essence of effective leadership lies in knowing which frame to apply in a particular situation. A structural frame will be helpful in organizations with clear goals, strong technologies, and stable authority whereas a human resource frame will work in an organization where employee morale and motivation is low. A political frame will be prominent where resources are scarce, conflict and diversity are high. A symbolic frame will be of particular importance where goals are unclear and ambiguity is high.

The term “frames” refers to the frames are windows of the world and they act as filters by letting things in easily while leaving out some others. Also, they report that frames aid leaders in order to see the world and decide what action to take. They conclude that only when managers can look at organizations through multiple frames they are likely to understand the depth and complexity of organizational life.

Bolman and Deal (2003) came up with a follow-up model called the Four-Frame Model intended to be utilized when the roles of leaders in the organization is vague and needed to be defined to lessen its ambiguity and to easily understand the complexity of and influence the behavior of organizations. This is helpful to those interested to better understand and approach issues about organization’s diagnosis, development and

change. It is also a powerful tool for giving clarity, regaining balance, generating new options and finding strategies that make a difference.

Structural leaders value analysis and data, focus on the lower levels, set clear directions, hold people responsible for results, and attempt to solve organizational problems with new policies and rules or through restructuring. It also emphasizes work result- orientedness. The principal in this kind of situation acts like a supervisor or even like an engineer.

The dimension of human resource leadership has the belief that the most important resource of an organization is its people. Its people possess the knowledge, competencies, intellect, values, effort, dedication and commitment for the realization of all goals and objectives of the organization.

The human resource frame emphasizes understanding people and their relationships. Individuals have needs, feelings, fears, prejudices, skills and development opportunities. This lens enables one to focus on and understand the fit between the individual and the organization. By attending to people, the focus of this frame, the organization can meet individual to meet organizational needs. The job gets done by persons who feel good about themselves and their work. The metaphor for the human resource frame is the family. The principal's leadership role is concentrated on meeting individual needs. He or she gives praise and constructive feedback to promote both satisfaction and growth. The principal listens and helps teachers and students grapple with personal strengths and weaknesses.

Political leadership frame sees organizations as jungles, arenas or contests. This frame emphasizes power, competition and winning scarce resources. This is about how to distribute the very limited resources of the organization and who to assign the limited power and authority. The principal in this event has to prioritize the welfare of the organization and its people, thus he or she becomes a power broker. The principal must see to it that the different interest of individuals and groups are considered in order that he or she can come up with the alliance and teams that can move the organization to the top. The principal therefore must not prevent conflict but handle it well and treat it as a result of collective activity towards the achievement of a goal or objectives of the organization.

Symbolic leadership makes symbols very powerful in any organizations. The meaning of these symbols and how they are related to the culture and belief of the organization are what this dimension of leadership is all about. Symbolic leadership is seen by people as carnivals or theaters where value or meaning and faith or trust is its focus. This has parallelism to theatres or temples. Symbols, faith and meaning are the core of the symbolic leadership dimension. The principal plays an important role on being a poet or a symbolic leader because the school is compared to a theatre. It is the task of the principal to find ways on how to build the culture of the school, how to shape its rituals to dramatize the school's identity, how to articulate shared values, how to spread stories that will keep the spirit of the school and make its founders, its heroes and heroines alive in the hearts of all its stakeholders.

Under the symbolic leadership the principals play various roles to nurture and keep on building the culture of the schools. Deal and Petersen (1994) stated that school leaders adopt eight major symbolic roles such as a) historian when the leader tries to understand the past of the school; b) anthropological sleuth when the leader seeks to understand the existing set of norms, value and beliefs that define the current culture; c) visionary when the leader collaborates with other leaders and the community to define the future for the school which constantly evolves; d) symbol when the leader conveys values through clothing, behavior, attention, and routines; e) potter when the leader shapes and is also shaped by the school's heroes, rituals, traditions, ceremonies, and symbols; f) poet when the leader uses metaphor and other figurative languages in order to convey words that can reach the hearts and minds of other people thereby influencing them in a way; and g) actor when the leader does different things as part of his magnanimous tasks, he is like playing different roles in a drama or theatre. The principal must play different roles and consider them as an effective way of solving school problems and bring the school to a new direction.

Leadership Competencies in the Four Dimensions

Closely related with the present study was the work of Ricabar (2000) who studied competencies of school manager in the division of Marikina City. With a self-rating instrument she used four dimensions of leadership as follows: 1) structural; 2) Human Resources; 3) Political; 4) and Symbolic. She concluded the following: 1) The School Managers of the Elementary and High Schools are high performance leaders

and 2) School Manager possesses advanced competency in structural human resources political and symbolic dimension of leadership .

Structural Leadership Dimension

Various competencies under the structural leadership dimension are needed by principals as they do their duties and responsibilities. One of the competencies of principals under structural leadership is making timely and sound decision. Studies were conducted to look into this competency of school leaders. Decisions based on rationality resulted to a school that has harmony and clarity in their procedures.

Alabastro (2003) ascertained that the school administrators respondents perceived their decision making style to be more rational than creative / intuitive. The study revealed that the school administrators scored high in both Initiating Structure and Consideration. This means that the school administrators exhibited varying degrees of both Initiating structure and consideration at the same time. Thus, the school leaders created an organization with harmony, intimacy and procedural clarity; they were both people and task oriented leaders.

School leaders likewise use certain style in decision making. Alabastro (2003) concluded in her study that the school administrators used the rational style in decision making in the sense that school leaders would have clear and specific goals before giving decision. They employed systematic approach that examined facts and figures in an orderly manner before they arrive on a decision.

Good intelligence is likewise vital in decision making. Vera (2013) in her study found out that on good intelligence, the survey stated that the nationalistic leader has good intelligence not by academic competence or scholastic achievement but by making decision in the right way by being simple and having peaceful life. He/she knows how to make decision in any circumstances that nobody is blamed but himself/herself as a leader.

Leaders use rational analysis rather than intuition in making decisions. This was affirmed by another study which was conducted to find out the relationship of decision making styles to emotional intelligence. Natano (2011) in his study showed that emotional intelligence does not show relationship to the decision making styles of the administrators in the tertiary schools.

The use of technology in education is one factor that principals need to address. Principals are challenged to develop their competency in the use of technology. Alabastro (2003) in her recommendation said that school administrators should upgrade their educational attainment to cope with the needs of teachers under them. Further, they need more in-service trainings to become technologically literate with the use of internet, videodiscs, computer graphics, PowerPoint and CD ROM based visual, maps and graphics.

Competency in the use of computer competence is needed by principals. Sanchez (2016) cited in a study that computer competence and computer use of the principals are strongly associated to transformative leadership . Afshari , et.al. (2012)

Programs are effectively delivered through the execution and application of transformative leadership. There is a big possibility of success whenever this type of leadership is applied in the execution of a certain program. In the case of implementation of the K-12 program, there might also a big possibility of its constant success of the same amount of leadership will be devoted to its implementation.

Competency in instructional leadership is likewise a structural dimension. Contextualized instrument was developed by Gulkan (2007) to determine the instructional leadership competencies of school principals in his country. It is learned that their instructional leadership competencies vary depending on the type of school they work at their field. The type of school has correlation with the instructional leadership expresses the power and behavior that school principals, teachers and auditors use to influence the individuals and the situations with regard to school. Instructional leadership is designing the school environment in line with the instruction.

Still on instructional leadership, Guia (2015) established in her study that the instructional supervisors and the teachers differed significantly in their perceptions of the extent to which the transformative leadership behaviors and the supervisory practices were manifested by the instructional supervisors themselves in the process of their supervision of instruction. While the instructional supervisors rated themselves very high in their transformational leadership behavior and reflective supervisory average only in both, thus, the need for the instructional supervisor to enhance their transformational leadership behavior and at the same time strive harder to become more reflective in their instructional supervision. She developed a model called

Reflective Transformational Supervisory Model (RTSM) to describe as collaborative, supportive, reflective, transformational and process approach to instructional supervision which consists of two important components, the transformative leadership and the reflective supervisory practices. It is expected to provide instructional supervisor knowledge and the guidance to develop the skills and behavior he/she needs to become a “reflective, transformational instructional supervisor”, who is viewed as one who would enable teachers to vision alternative methods for delivering instruction towards richer learning opportunities for students.

Just like the result of the different perceptions of two respondents in this study regarding the human resource leadership competencies of principals, another study came up with respondents having different perceptions. Sanchez (2016) found out that principals’ perception as regards manifestation of transformative leadership skills/ behaviors in all components of curriculum implementation is significantly different from teachers.

Torres (2012) purported a study to describe and analyze the ways in which the elementary schools principals carry out their instructional leadership roles and functions that would help them improve their perspective on the works of instructional leaders as well as their perspectives on instructional leadership. The study also explored into the principals’ knowledge and understanding of instructional leadership and the corresponding practices relative to supervision, evaluation and professional development. Results of the study revealed that the principal respondents were found to have a working knowledge and understanding of being a futuristic principal,

instructional leaders, builders of networks and support system and administrative leaders. They have been found also to be concerned with managing educational program, defining school vision, mission and goals and even creating a supportive learning environment. The study also confirmed that the principals in terms of evaluation, they performed evaluation of the teaching climate and other related issues. In terms of professional development, the principal respondents showed evidences that they encouraged their teachers to participate in professional development programs through both financial and non-financial incentives. They gave their teachers the privilege to choose the kind of professional development activities that they like to engage in, aside from participating in memorandized programs. The study concluded that principals possess knowledge and understanding of instructional and the corresponding skills that translate such knowledge and understanding into desirable practices evidently manifested in the areas of supervision, evaluation and professional development can no longer be ignored.

Aside from instructional leadership skills needed by principals for classroom observations and post conferences, they also need other administrative management skills. A study was conducted to look into the importance of skills and competencies for school principals. Dasilao (2002) in her dissertation on the Management functions and skills as elemental to effective administration of secondary schools, she described it by using qualitative research method. She used interview based on a guide duly validated, did an observation through regular visits to the six case schools in the division of Iloilo. In her findings she said that, in planning , plans were made on what organization can

do, not on what they have done . In organizing, cooperation among personnel made work easy. In staffing, the acquisition of skilled and talented personnel is a great help to the effectiveness of the schools. In directing, decentralized checking of work done regularly proved to be effective. In coordinating, work need not only be delegated, they had to be followed up. In reporting, functional management information provided needed feedback about the school and in budgeting, schools need not only rely on fund allocation of the government. In technical skills, basic abilities on performing the management functions are a must for effectiveness. In interpersonal skills, a principal who is accepted by the community can work harmoniously with his people. In conceptual skills, an understanding on how work should be done help make a school effective.

Another competency within the structural dimension is articulating the vision, mission, and goals of the school. Tulabing (2015) mentioned in his study the 21st century leadership skill on Instructional Directions where leaders articulate a clear vision of the school sets high expectations and generates enthusiasm.

Promoting or articulating the vision, mission and goals of the school has positive effects on student learning as Leithwood & Riehl (2004) concluded that school leadership placed only second to quality curriculum and teachers' instruction when significant effect on student learning is being cited. In addition, the effects of leadership on student learning are indirect and said to be small but significant. It is said to be indirect because the influence of school heads in promoting the vision, mission, and goals of the school encourage student learning.

Path-goal theory has to do with assigning clear tasks to accomplish a goal which is a characteristic of structural leadership. Evina (2005) as cited by Joven (2006) assessed the knowledge of the school managers on the application of the contingency models of management. Included in the model was the Path-Goal analysis, the main component of the Joven's study. She also used the management function as situation where she could observe the school managers leadership using the contingency model. Like the study of Joven, the school managers possess high to very high knowledge on the use of Path- Goal model in the various aspects of their leadership functions.

Human Resource Dimension of Leadership

Being a good listener and responding appropriately to the concerns of the teachers is another competency needed to be enhanced by principals. In a study conducted, giving venues for teachers to exhibit their creativity and taking into account their ideas result to a good work environment. Alabastro (2003) also recommended that the administrators must reach out to their staff to gain more support of their projects by initiating more open channels of communication and dialogue to minimize the gap among rank and file. They should organize lectures, seminars, workshops and forums for creativity and innovativeness and provide leadership in integrating creativity and innovations to the new curriculum. It also recommended the presentation and participation of teachers in decision making boards- school, district, and division levels.

Demonstrate fairness is also a competency under the human resource leadership dimension. Tarriela-Vera (2013) mentioned about fairness to the people, the

survey stated that the nationalistic leader should know how to respect the rights and dignity of the people; he/she should always consider the feeling and decision of majority of people. His/her concern is the common good.

Communication is another competency needed by the principals under the human resource leadership dimension. A study was conducted which affirmed that there is a need for school leaders to further enhance communication management skills which are useful as they conduct classroom observations and post conferences. Calderon(2015) concluded that communication management employed by the manager affects teacher performance and student achievement both on General Percentage Average and National Achievement Test Results. He recommended the need to further enhance the communications management skills of the managers in light of the communication process should be given proper attention. The following items should be included: Classroom observation, post conferences, dialogue with teachers regarding directives and policies; and provision for trainings and seminars for managers focusing on instructional leadership and administrative management skills.

One way to empower teachers and nurture their leadership potential is through delegation. This was investigated in the study conducted by Sr. Maria Josefina Mauricio Cabrera RVM (2015) where she said that as the school invests in the development of human and material resources, part of the development process is the delegation of responsibility to competent personnel.

Creating a collegial and harmonious relationship is essential in making schools a nurturing learning community; this was affirmed in the study conducted by Sr. Maria Josefina Mauricio Cabrera RVM (2015). She cited that relationships in all levels are being established and are nourished too by activities that can find both the academic community and the larger community. Indeed, effective school leadership needs a balance between taking care of the people in the organization and the leaders' expertise on how these people can be channels of God's grace as each one expresses one's potentials and giftedness at the service of building God's kingdom in the education ministry.

Principals having people skills can affect in a positive way the commitment of teachers. Lazzaro (2009) cited that transformative leaders have the ability to promote the level of human conduct and ethical considerations of an organization. A leader who shows this type of leadership strengthens the commitment and capacity of the individuals who work within an organization. Principals with this kind of leadership influence teacher retention. Teachers are more likely to stay in a school with principals like this.

Participation of teachers in the decision making of the various programs and objectives of the school would convey the message that they are important to the institution. It will also boost their morale and thereby result to their active participation in all programs of the school. Alabastro (2003) recommended the presentation and participation of teachers in decision making boards-school, district and division levels.

In another study, participation of teachers was evidently seen to be beneficial to the schools. Camposano (2015) cited that the participating leadership style ranked second in the survey. School principals chose this style because the principals no longer need to give detailed instruction and follow up as often, but they need to continue working with the followers to ensure the work is being done at the level required. She also found out the third in rank is delegating leadership style which is the ultimate focus and goal. Leaders exercise this leadership style when teachers feel fully empowered and competent enough to take the ball and run with it with minimal supervision. In her study, telling style was the lowest of leadership style. This is a kind of leadership which gives more directions. Principals here took a highly directive role and told teachers what to do.

Participative leadership can be classified under the human resource leadership dimension. When principals give the teachers the chance to participate in planning as well as in the decision- making, they will be inspired to work for the accomplishment of the objectives of the school. Soriano (2005) as cited by Gener (2009) noted the different leadership styles of school leader used ten (10) indicators of participative leadership: energy, intelligences, judgment, decisiveness, knowledge, fluency of speech integrity, self-confidence, ability to get things done and diplomacy. She concluded the following: 1.) the level of leadership styles of the principals was impressive; 2.) the leadership effectiveness was significantly corrected with the job satisfaction; and 3.) the best predictor of effective leadership are sensitivity to the needs of others, membership to professional organization, civil status, health status work atmosphere, master of basic

prayers, gender (female) determination, dedication to work, frequency of holy communication, in service trainings and creativity.

Salva (2011) made a study to determine and describe the human relations and instructional leadership behavior of the subject area coordinators of the Ateneo de Manila High School. It looked into the possible relationships between the subject area coordinators' human relations and their instructional behaviors. Results of the study served as basis in the development of an operational plan to enhance the human relations and instructional behaviors of subject area coordinators. It can be inferred in the study that he conducted that human relations is a factor that affects instructional leadership behavior of the subject area coordinators.

Another study that proves that teachers prefer participative leadership is the investigation conducted by Joven (2006) on the leadership styles of department heads of state university systems. His study involved four leadership styles under path goal theory namely; Directive Leadership Supportive Leadership, Participative Leadership and Achievement Oriented leadership. His study aimed to determine which leadership style school leaders preferred to use; its relationship to academic leadership, and management handbook. Some of his findings were: 1) Department heads preferred participative leadership style, encouraging participant from the faculty member, adding to the majority rules wherever a major decision has to be made; and 2.) Faculty preferred supportive directive rather than achievement oriented styles. Other findings were: participative leadership style was highly correlated with organizing and staffing;

supportive style and leading and motivating were substantially correlated and directive and assessing and recordings yielded very high correlation.

Teachers' morale, rapport between leaders and teachers, as well as teachers' job satisfaction are concerns of human resource leadership dimension. Recentes (1999) looked into the relationship between the school administrators' functions and teachers' morale. The data revealed that as perceived by the teachers, the leadership functions of the administrators along planning, organizing, controlling, directing and reporting were found to be highly effective. The level of morale of the teachers along rapport with administrators, rapport with colleagues and satisfaction with teaching were found to be above average while average for teacher's load, school facilities and services. Planning, controlling and reporting were significantly correlated to teachers' rapport with administrator, rapport with colleagues, and teaching satisfaction. Organizing and directing are significantly related to the five (5) educational dimensions being mentioned. No correlation existed along controlling and reporting to teacher load, facilities and services.

Human resource leadership is about human or people skills. Ocampo (2005), reported that principals have a very good level of competency on human skills. They got the highest score on working through conflicts by listening to both sides and tactful when dealing with persons of different backgrounds and beliefs, but obtained the lowest score on sharing constructive feedbacks, personal feelings, beliefs and work productively in groups. He found out that principals also have an overall very good description in technical skills. They got the highest score on using clear objective

guidelines for teachers' appraisals, promotions based on performance ratings. On the contrary, they obtained their lowest score which is described as good only, in an item about familiarity with computer technology to gather information and share or impart technical resources to teachers and students. The principals were described as very good in conceptual skills specifically on managing the organization into a safe, efficient and effective learning environment. The principals however got low on their ability to exercise the autonomy and authority to pursue brainchild strategies, ideas and innovations. He cited Manalo (1992) who determined the instructional leadership skills, teacher's job satisfaction and performance and pupil's academic achievement. Accordingly, the symbolic component of the principal's instructional leadership skills contributes to pupils academic achievements. The human component however, affects teachers' performance.

Soriano (2005) carefully used ten (10) indicators of participative leadership skills as follows: 1) energy, 2) intelligence, 3) judgment, 4) decisiveness, 5) knowledge, 6) fluency of speech, 7) integrity, 8) self-confidence, 9) ability to get things done , and 10) diplomacy. In her study, she found out that 1) the level of leadership skills of principals is impressive; 2) the leadership skills effectiveness is significantly correlated with the teachers job satisfaction; and 3) the best predictors of effective leadership skills are sensitivity to the need of others , membership to professional organization, civil status, health status, work atmosphere, mastery of basic prayers, gender , determination , dedication to work, frequency of holy communion, in-service trainings and creativity. She cited Miguel (2003) who summed up in his study of the interrelationship of

leadership characteristics with the five functions of the principalship. The principal, being effective and efficient can be instrumental in making his school a high performing one which can be examined from four perspectives as follows: (1) an assertive, achievement- oriented leadership that includes both what the principal does and what the principal allows to happen. The principal uses power in setting the direction for the school and holds staff accountable for that direction; (2) an orderly, purposely and peaceful school climate in which there are rules , regulations, and guidelines and teachers and pupils are expected to know and observe this; (3) high expectations for staff and pupils; and (4) well designed and well- understood instructional objectives and evaluation system.

Political Dimension of Leadership

Teamwork between teachers and parents or teamwork between the school and home can be provided through the leadership of the principal. Cruz (2015) recommended a way to improve community relations and that is by establishing rapport with parent/guardians of learners. Likewise, she recommended that the school improvement plan should include the following: a) Involving the different stakeholders in the evaluation of the programs and projects of the school. b) Conducting regular meetings with different stakeholders c) Interpreting and reporting progress on issues and performance d) Emphasizing collaboration and empowerment.

Conflicts are by-products of relationships of people in the organization. It can also be described as a product of the interaction of people in the schools. Thus, the principals must be ready to resolve any conflict that may arise in the schools. Obasan

(2011) conducted an evaluative study on the impact of conflict management on corporate productivity. He made use of a descriptive survey design employed to 50 personnel selected using a total enumeration sample techniques from the population of First Bank of Nigeria. His study revealed that the managers prefer the compromise, problem solving and dominating strategies. The results showed that the conflict management strategies in place in the organizations have been relatively useful in minimizing the incidence of descriptive conflicts vehicle conflict management strategies have positive impact on productivity.

An effective way to minimize the gap between and among rank and file is through open channel of communication as recommended by Alabastro (2003) She said that the administration must reach out to their staff to gain more support of their projects by initiating more open channels of communication and dialogue to minimize the gap among rank and file.

Gener (2009) cited Chinnakort (2003) who also studied the leadership styles of administrators and job satisfaction of teachers in Catholic Schools. The respondent of the study were 72 admin and 405 teachers in the catholic schools this descriptive and correlational study thought to measure the private school administrators leadership styles allow two dimensions initiating and consideration. The findings of the study composed of the following; Administrators have high level of leadership behavior; they were strong in initiating, structuring and consideration which indicated that catholic school leaders are democratic and not dictators. She enumerated the level of political ethics such as follows:

1. Understand political forces at work.
2. Read key power relationship
3. Process organizational awareness.
4. Understand different perspective and find a common idea that anyone can endorse.
5. Encourage an open climate to deal with the diverging in interest a mutual conflict among internal or external constituents.
6. Help members affectively prepare to discuss their diverging confrontation and problems.
7. Implement institutional plans and invite wide participation in decision making.
8. Exercises different power bases to implement institutional actions and change.
9. Surface conflicts, acknowledge feeling & views all sides.
10. Redirect the energy towards a shared vision in helping with national development goals.

Symbolic Dimension of Leadership

Diocesan schools are private, Catholic schools. Their identity and culture of evangelization comes clearly based from their vision, mission and goals. Sr. Maria Josefina Mauricio Cabrera RVM (2015) cited in her study that RVM schools being a Catholic school has always been guided by the values of the Gospel and a vision that is encompassing and universal fullness of life and total transformation of the world. The

vision-mission of the school is always made known to the whole academic community with the leadership of the school head/principal and is now on the process of internalization and application to the Christian lives.

Effective instructional leaders are the ones who can stir the mind and heart of their subordinates to work for a shared vision. They are the ones who inspire others and encourage the heart. De Janerz (2006) confirmed that anyone has the ability to become a great leader. Effective leaders are characterized by their ability to challenge the process, inspire, a shared vision, enable others to get, model the way and encourage the heart.

Inspiring others to do their best is a competency of a symbolic leader. Building individual spirit as well as group spirits can yield positive results for the organization. The study conducted by Mastires (2005) stressed that leadership is a significant dimension in school organization. The success of such organization depends much on the quality of its leadership which produces a high correlation between morale and productivity to sustain a close coordination between the upper and lower echelon in the organization must develop nurture and build individual and group spirits.

The Principals' Key Roles and Responsibilities

Principals have various roles and responsibilities to fulfill as leaders of schools. In the Philippines, the Education Act of 1982 stressed the accountability of school principals in the efficient and effective administration as well as management of the school. The succeeding part enumerates some of the tasks of principals.

Pricewaterhouse Coopers (2007) identified a number of key roles and responsibilities of school leaders. These encompass a range of both strategic and operational areas such as follows: Strategic Direction and Ethos - Many head teachers recognize themselves that they are struggling to create sufficient time to engage effectively in the various strategic issues they are required to deal with. Part of this is driven by the sheer volume of operational delivery issues that school leaders are more comfortable with operational role than strategic one. Teaching and Learning – There is a widespread recognition across the sector that an essential role of school leaders is to promote and develop the quality of teaching and learning delivered in the school. Many school leaders expressed their frustration that the current environment does not allow them to be as involved in this area as they would like to. This is reflected in the fact that, in order to enable them to devote time to leadership and management, school leaders themselves teach a lot less than they used to. Developing and managing people – developing people and nurturing talent is a key strategic leadership issue facing all types of organization across different sectors. Within the school context, the international literature shows one of the most important ways in which school leaders contribute to teaching and learning is through their impact on the motivation, development and well-being of staff. Research shows that many school leaders have embraced well these challenges in relation to people development but there is more to be done, in both institution and system level. Networking and collaboration-these ought to become the rule for schools, not the exception. This raises the need for school leaders, irrespective of the leadership model they are working with, to collaborate effectively with other agencies to secure the delivery of these services.

Principals too are responsible for accountability standards as found by the study conducted by Cooley and Shen (2003). They described the school principal as responsible to accountability standards that have been implemented in schools such as performance, goals, school reports and sanctions for poor performance. Performance is definitely harder to measure in not-for-profit organization than in-for-profit forms. Schools with higher enrolments may offer higher salaries, reflecting the increased demands associated with more students that the principals are in charged with, aside from the determined expertise as measured by education and experiences. Principals affect students' achievement by choosing curricula, evaluating teachers and appropriately allocating teacher's time.

The many tasks of the principals require them to possess certain values, skills or competencies and strategies as a study was conducted on this light. Boyd (2002) mentioned that values consists of self –discipline, mutual respect and trustworthiness, student-centered , collegial, community –minded, people- oriented, self-motivated , goal-directed and idea based. The skills are analytical, provocative , synthesizer, manages crises, develops cohesion, works productively, thinks holistically, tolerates ambiguity, models expectations, confronts dissent and works to resolve it, politically astute, advocates for change, agents for change, functions well in loose condition, advocates coalition building, and technologically aware. On the other hand, the strategies of an effective leader are collaborator, risk-taker, encourager, nurturer, motivator, listener, evaluator, team builder, communicator, implementer, consensus builder and mentor. To be able to exhibit these traits while making sense of a very ambiguous and complex system such as school is quite a big challenge.

The principals also exercise supervisory functions. Sr. Ma. Josefina Cabrera RVM (2015) established in her study that the principals in a congregational school have a generally high level of leadership skills in terms of human, technical, conceptual and that they have generally high level of supervisory functions practically in all areas.

Sr. Ma. Josefina Cabrera RVM (2015) concluded in her study that with the prevailing condition and situation, issues and challenges that marks the Philippine educational system today: preparedness of schools, manpower, human and material resources for the K-12 programs; underlying and continuous quest for quality education that competes globally and the challenges to offer learners the 21st century skills needed in the present milieu; ASEAN Integration: these and many more are realities that necessitates our attention as school administrators, heads , educators and principals. According to her, the results of the study points out the gaps in all indicators in both leadership skills and supervisory functions of the RVM principals in the Visayas region. There are areas that need to be improved, skills that need to be honed and enhanced if they are after total quality assurance and transformative Ignacian-Marian quality education. The strategic plan which is the output of the study can be considered in the formulation of an over-all development plan for school heads, administrators and principals for the use of the RVM education ministry Commission.

Roles of instructional leaders are crucial in setting the direction of the school. (Green 2010, Jenkins 2009, Wanzare and Da Costa 2001) In particular, the communication of the managers to the teachers must always be integrated on the vision of the school and its mission. There are certain roles of instructional leaders which they need to fulfill in order to set the direction of the school such as follows: (a) providing

instructional leadership through establishment, articulation and implementation of a vision of learning; (b) creating and sustaining a community of learners that make student learning the center of focus; (c) facilitating the creation of school culture and climate based on high expectations of students and faculty; (d) advocating, nurturing and sustaining a school culture that is conducive to student learning and staff professional growth; (e) leading the school improvement process in a manner that addresses the needs of the students; (f) engaging the community in activities to solicit support for student success; and (g) utilizing multiple sources of AmeriData to assess, identify and foster instructional improvement.

Magsombol (2008) also mentioned that school managers' supervisory functions reveal that they have manifested the knowledge of curriculum; monitoring pupils learning outcomes like periodic evaluation of pupils' achievement per grading period, training of teachers in workable principles of learning, effective approaches and strategies with efficient management of teaching learning activities; conducting teachers' orientation about the development in education; encouraging teachers to become engaged in and responsible for problem solving; sustaining staff development; and supporting parent-teachers community projects and programs. However, they need to enrich action research, conduct or supervise on-the-spot test on the academic subjects, performance evaluation of teachers, conduct a classroom-based research, enhance behavior to establish a maintaining linkage in the community sectors.

The Principal as a Curriculum Leader

Glatthorn (2009) mentioned that there is no single correct approach to curriculum design, but cooperation among district leaders, school administrators, and teachers is essential to develop and implement effective curricula. Principals play a key leadership role in promoting cooperation. Part 1, "Laying the Foundations," reviews the current knowledge base, examines the four levels of curriculum work and explains the importance of the principal's role. Principals can offer better leadership if they remain aware of such changes as the growing importance of standards, school-based curriculum development, and changes in research on effective curricula. Curriculum development is enhanced when the state, district, school, and classroom exercise their legitimate roles collaboratively. Part 2, "Shaping State and District Curricula," explains how principals influence curricula through networking and advocacy at the state level, and direct involvement in design at the district level. Part 3, "Providing Leadership," focuses on the importance of a distinctive curriculum for each school, while ensuring effective delivery of district curriculum. Schools should review their curriculum quality goals, evaluate and revise existing programs, and commit to a learning-centered schedule. An effective curriculum must be integrated, align various curriculum types, and monitor implementation. Part 4, "Working with Teachers," explains how principals can work with teachers to make classroom curriculum operational and meaningful through yearly planning calendars, developing units of study, remedial learning, and enriching and evaluating the curriculum. Part 5, "Looking Ahead," provides numerous practical methods of implementing leadership skills.

Magsombol (2008) conducted a study on the various work of a principal. She cited the following: 1) The school managers have developed their intellectual simulation, providing support and being an appropriate model. However, they need more effort to: (a) exercise the autonomy and authority to pursue brain child strategies, ideas and innovations and (b) create and sustain a competitive school atmosphere. 2) The school managers' supervisory functions reveal that they have manifested the knowledge of curriculum monitoring pupils learning outcomes like periodic evaluation of pupil's achievement per grading period, training of teachers in workable principles of learning, effective approaches and strategies with efficient management of teaching learning activities, orients teachers about new development in education, encouraging teachers to become engaged in and responsible for problem solving and staff development, and support parent-teachers community projects and programs. However, they need to enrich action research, conduct or supervise on-the-spot test on the academic subjects, performance evaluation of teacher, conduct a classroom-based research, enhance behavior to establish and maintaining the linkage in the community sectors.

Borjal (2006) conducted a study on ethical leadership of managers of Vincentian's educational institution the study sought to measure the exert of the school manager ethical leadership in the following components; character can be best portrayed by the leaders in Vincentian schools through their devotion to their task or work assignment for the attainment of the mission of the institution, civility in the community is highly expressed as "shows" respect for the tradition and culture of the institution community is highly expressed as "shows" love and concern towards ones family and employees families competence is depicted highly as "shows" professionalism in the performance

of responsibilities and commitment is highly as “shows” demonstrate personal commitment to ethical behavior. Her study also measured the school managers’ supervisory function such as: instructional and curriculum development; faculty and staff development, research development and parent- teacher community relations development. Finding revealed that school managers obtained the highest mean of the following aspects; assuring course objectives that are in the line of the mission-vision of the institution; making sure that teachers use up to date information which will include ethical leadership; promotion of professional competence positive disposition and good work values and planning ways to improve faculty staff in terms of decision making were results of research that are applicable to the institution, maintaining harmonious relationship and making projects for the good image of the institution are amongst the result of her study. In general, the study yielded the following results: managers obtained the highest mean in (5) five ethical leadership qualities: civility, commitment, character and competence except from community when managers showed no difference as compared to the means of the faculty.

The different functions of the principals are equally important and they must make it a point to be able to perform all of them. Sr. Mauricio RVM (2015) cited that a school principal cannot just brush aside one function from the other. All functions are equally important in making the school a high performing one.

Challenges Faced by Principals

Many aspects in the lives of people have changed drastically in our modern times. Schools and its leaders have to cope with these changes. Cheng and Townsend (2000) see teaching in the 21st century as more intricate than it has ever been because of the numerous challenges shaped by modern modes of technology, economic globalization, and socio-political life. In an era for such rapid changes, principals are expected to play many roles and put into practice numerous tasks and responsibilities related to teaching, curriculum changes, educational improvement, students' learning experiences, professional growth and interactions to parents and with the community other expectations that are set on the school principals' shoulders are to guide and implement programs that nurture and develop the high performance of their teachers and students.

The challenges faced by principals today were clearly mentioned by Sr. Ma. Jo Cabrera (2015) who said that with the prevailing condition and situation, issues and challenges that marks the Philippine Educational system today: preparedness of schools, manpower, human and material resources for the K-12 programs; underlying and continuous quest for quality education that competes globally and the challenges to offer learners the 21st century skills needed in the present milieu; Asean 2015 integration; these and many more are realities that necessitates out attention as school administrators, heads, educators and principals.

A study was also conducted to identify some challenges faced by principals. Beeka (2008) noted in his study of school principals and heptaholistic leadership. The most common challenges faced by principals in school today are: (1) lack of power to

take decision regarding labor matters at school level; (2) lack of capacity to manage financial matters; (3) lack of developmental support from the district and provincial department officials; (4) insecurity in delegating duties to school management teams and educators; and (5) low morale and lack of motivation among educators. A gap is found between the tremendous task of a principal and the result this study concerning the insecurity in delegating duties to school management teams and educators. The principals must be equipped with the needed competencies or skills in order to feel, think and act with confidence in discharging their duties and responsibilities.

Principals also have to be aware of the expectations that come with their office. Leithwood & Janzti (2006) recognized six aspects critical in the practice of leadership: 1) Identifying and articulating a clear vision; 2) Encouraging the recognition of group goals; 3) providing individualized enhancement; 4) Providing academic and intellectual motivation; 5) Providing a proper model; and 6) Setting high performance expectations all of which involve effective communication.

Another challenge given to principals as Sanchez (2016) mentioned in his study is the need to respond to the call of times, that is improve the quality of Philippine education. This will be achieved through understanding change: that there is a need to modify implementation through transformative leadership. However, Mintzberg et.al. (1998) as cited by Fullan (2001) stated that the best way to manage change is to allow it to happen, to be pulled by the concerns rather than to be pulled by the concepts.

The Need to Enhance Leadership Competencies of Principals

Taking into account the task of a principal, researches were conducted to find out that principals need to develop certain skills/ competencies to be able to handle the job well. The research of Van Deventer & Kruger (2003) in academic environment emphasized the application of proactive leadership and sound management principles. Jooste (2008) added the need for a new set of competency- based leadership for quality and effective schools. Petrus (2009) mentioned the lack of managerial and leadership skills of school heads affects the progress of the school in terms of academic achievement which is the main reason a school exists.

Foskett and Lumby (2003) stressed that competencies are specific and not a generality where one cannot have them all because of so many jobs, knowledge and specialized skills in this modernized society. Thus competency refers to a specific task or performance where it cannot be expected for one person to do the task in the same degree of competencies.

According to Davies & Ellison (1991) competence and competencies are synonyms with skills and characteristics that people do to tasks and situations that result to a successful endeavor. Competence is all about ability while competency is characteristics which allow a person to perform excellently.

In the study of Jooste (2008) on the competencies of school heads in performing various management functions, they (school heads) refer to the formal functions of management of planning, organizing, leading and controlling as operational terms of curriculum issues, staff and learner affairs, financial and sponsorship issues, building management and use of facilities.

Magsombol (2008) conducted a study on managerial skills and supervisory functions of principals which analyzed the level of managerial skills such as human skills, technical skills, conceptual skills and also the levels of supervisory functions: curriculum development, instructional development, faculty development educational research and parent-teachers' development. These are the results of her study: the school managers have developed their intellectual simulation, providing support and being an appropriate model. However, they need more effort to: a) exercise the autonomy and authority to pursue brainchild strategies, ideas and innovations and b) create and sustain a competitive school atmosphere.

Alabastro (2003) recommended in her study that the school administration should organize lectures seminars, workshops and forum for creativity and innovativeness and provide leadership in integrating creativity and innovation to the new curriculum.

A related study was conducted that mentioned that leaders or principals must possess not only competencies or skills but they also must have the needed values and apply the appropriate strategies as they play various roles to meet the challenges of

leading the school. This was cited by Boyd, (2002) who stressed that values consist of self-discipline, mutual respect, and trustworthiness, student-centered, collegial, community-minded, people-oriented, self-motivated, goal-oriented and idea-based. The skills are analytical, provocative, synthesizer, manages crises, develops cohesion, works productively, thinks holistically, tolerates ambiguity, models expectations, confronts dissent and works to resolve it, politically astute, advocates for change, agents for change, functions well in loose situation, advocates for coalition building, and technologically aware while the strategies of an effective leader are collaborator, risk-taker, encourager, nurturer, motivator, listener, evaluator, team builder, communicator, implementer, consensus builder and mentor. Hence, to be able to exhibit these traits while making sense of a very ambiguous and complex system such as school is quite a big challenge.

An assessment on the readiness level of school managers on school-based management was done by Talavera, Catherine (2007). The study found out that school managers acquired on the job most of the necessary leadership and management skills they possessed. The results showed that school managers felt that although they are progressing on their job, they need training to acquire the underlying knowledge base required for decentralized management system. The study also found out that schools leaders are not ready for school-based management system, and that they need trainings to enhance their leadership and management capabilities. She created a leadership and management manual that served as a tool and ready resources to address these evolving needs.

Sr. Ma. Jo Cabrera (2015) noted the need to improve the leadership skills of principals. The results of the study point at the gaps in all indicators in both leadership skills and supervisory functions of the RVM principals in the Visayas region. There are areas that need to be improved, skills that need to be honed and enhance it we are after total quality assurance and transformative Ignacian-Marian quality education. She designed a strategic plan as the output of her study that can be considered in the formulation of an overall development plan for school heads, administrators and principals for the use of the RVM education Ministry Commission.

Self-improvement and the upgrade of educational attainment were also proposed in another study. Tarriela-Vera (2013) recommended in her study that school administrators should upgrade their educational attainment to cope with the needs of the teachers under them. Further, they need more in-service trainings to become technologically literate with the use of interest, videodiscs, graphics, power point and CP-ROM, based visual, maps and graphics.

There is really a need to enhance leadership competencies to address the result of one study. Espanada (2004) in his study revealed that secondary school heads, displayed strength on the areas of school environment, staff development and resource management and weaknesses were manifested on the areas of educational leadership for school improvement, curriculum management, student learning and community building. In addition they were also found weak in areas of research and staff development, socio-cultural values and supervisory management skills.

Principals as school leaders need to possess the competencies and display excellence in their work. Tarriela-Vera (2013) found out in her study that on work competence as a Leader, the survey stated that the nationalistic leader should render his/her energy or activity with the best outcome. He/she should have compassion in contributing his/her effort for excellence.

In service training for principals is also recommended by Flora (2002). This is needed in order to upgrade the level of conflict management styles of school principals, a well-planned training program on this area should be organized by the respective admin to further enhance conflict management styles, a continuing in-service training program should be conducted.

Continuous improvement of transformational leadership is also needed as noted by Abelardo (2001). The study recommended that the transformational leadership behavior of school managers should be maintained, enhanced to meet the demands and standards of quality school management in education.

The need to keep on improving the performance of principals was the subject of the study conducted by Cruz (2015). She found out that there are weaknesses in managerial performance of school heads in the following aspects concerning the vision of the schools as regards the following: a) Informing stakeholders of programs toward the vision and mission of school via appropriate communication strategies; b) Reviewing the school performance vis-à-vis vision, mission and goals of the school; c) Articulating the school vision, mission and goals to all stakeholders.

Developing a framework, manuals or handbook for principals can also contribute to the development of competencies of principals. Gener (2009) described the leadership styles and ethical traits of principals and developed a handbook on the topic. She found out that public elementary school principals possess a very satisfactory level of leadership styles. Directive and achievement leadership styles are most preferred by the school managers while participative style is the least preferred. They likewise demonstrated a very satisfactory level of ethical traits. Professional and ethical ethics are most demonstrated while psychological ethics is the least demonstrated.

Rodriguez (2012) undertook a study to assess the extent of the public elementary school principals of the third congressional district of Quezon Province of concretely putting into practice various domains of instructional leadership, namely: diagnose areas of improvement; plan to modify to improve instruction; teach and serve as a role model, as a teacher, assess; and evaluate to provide the needed assistance and report accomplishments to stakeholders. He found out that the school principals have already practiced the expected responsibilities as evidenced in the assessment made by the participating respondents on each of the domains on instructional leadership practices. The findings also show that the instructional leadership practices can still be further enhanced.

A program for the enhancement of the leadership competencies of principals was strongly recommended in the study conducted by Sr. Mauricio RVM (2015). She mentioned that if we are to contribute in the development of principals in our school institutions, it is important to know the level of leadership skills and supervisory functions our principals have so that authentic and functional enhancement program will affect change and therefore bring about excellent performance and raising the bar for school quality assurance.

Another study by Doroja (2005), says that elementary schools principals needed enhancement on the following: (1) preparation of educational plans, programs and projects and instructional program considering the vision and mission, goals and objectives of the school system; (2) promotion of participatory and consultative manner in the formulation of school plans, programs and projects with the school personnel, teachers, parents and pupils; (3) building teamwork and support; (4) establishing and maintaining of an adequate monitoring/supervisory and evaluation system of the school plans, programs and projects; and (5) work ethics and human relationship skill towards generating and monitoring productive work relationship.

Synthesis

The various insights coming from authorities regarding leadership and the several researches also related to the topic were analyzed to look into the possible gaps and to vouch for the importance of this study. The duties and responsibilities that the principals need to accomplish and the many challenges that they need to respond to require enough knowledge as well as leadership competencies. Different studies were also presented to identify the various competencies under each leadership dimensions. The many roles and tasks of the principals require them to have the necessary preparation in terms of competencies to be able to perform efficiently and effectively. Their role as the school head who is in charge with almost all aspects of schooling is a tremendous task. Additional challenges that they have to face are the many changes in several aspects of education. Thus, the principals need to be well equipped with leadership competencies. It is now clear that the development of a framework can contribute to the advancement of leadership competencies of diocesan principals. There are several researches that cited the need of continuous improvement of the leadership competencies of principals.

Chapter III

RESEARCH METHOD AND PROCEDURE

This chapter details the research design used in the study. Details include in the research design are the respondents of the study, the instruments used in data gathering and the procedures used to analyze the data.

Research Design

The descriptive survey method of research was used in this study. According to Hart, as cited by Salva (2006) descriptive studies measure the occurrence of phenomenon without intervening that is, making changes to behaviour. Sevilla et.al. (1992) stressed that “descriptive method of research reports or determines what things are. It has no control over what is it can only measure what already exists.” Descriptive study was used because it looked into the leadership competencies of principals in a diocesan school in Quezon City.

Sevilla et.al. (1992) stated, “Survey studies are employed to measure the existing phenomenon without inquiring into why it exists.” Survey was used because it desired to find out the competencies of the prospective participants using questionnaires. The rationale for the purely descriptive survey is the fact that information provided is in itself the answer to the research question posed. In educational research, there are two conditions occurring together which suggest and justify the descriptive survey: first , that there is an absence of information about a problem of educational significance; second,

that the situation which could generate the information does exist and is accessible to the researcher.

Participants

The respondents of this study were six principals and forty-six (46) teachers of a diocesan school in Quezon City. The respondents were purposively chosen for the achievement of the stated objective on this study.

Table 1

Frequency Distribution of the Participants of the Study

Participants	Frequency	Percent
Teachers	46	88.5%
Principals	6	11.5%
Total	52	100%

Table 1 shows the frequency distribution of the respondents. Forty six (46) were teachers and six (6) were principals of a diocesan school in Quezon City.

Table 2**Demographic Characteristics of the Principals**

		Frequency	Percent
Gender	Male	1	16.7
	Female	5	83.3
Age	31-35	1	16.7
	45-50	1	16.7
	51 and above	4	66.7
Civil Status	Single	2	33.3
	Married	3	50.0
	Widow	1	16.7
Educational Qualification	Bachelor's Degree with MA/MS units	1	16.7
	Master's Degree Holder	4	66.7
	Master's Degree Holder with Doctoral Units	1	16.7
Eligibility	PBET	5	83.3
	LET	1	16.7
Length of Service	1-5	2	33.3
	11-15	2	33.3
	16-20	2	33.3

Table 2 shows the demographic characteristics of the principals. In terms of gender only one (1) is a male and five (5) are females. In terms of age, one (1) respondent is between 31 and 35 years of age, another one (1) is between 45 and 50 years of age and four (4) respondents whose ages range from 51 and above. In terms of civil status, two (2) respondents are single, three (3) of them are married and one (1) is a widow. In terms of educational qualification, one (1) of the respondent is a Bachelor's Degree holder with units in Master of Arts, four (4) are Master's Degree Holder and one (1) has Master's Degree with doctoral Units. In terms of eligibility, five (5) respondents passed the Philippine Board Examination for Teachers (PBET) and one (1) passed the Licensure Examination for Teachers (LET). In terms of Length of Service: two (2) respondents served the school as head ranging from 1-5 years; two (2) respondents had served between 11-15 years as head; and two (2) had length of service between 16-20 years.

Research Instrument

A Survey questionnaire served as the main data gathering instrument. The questionnaire contained four dimensions of leadership which is a description of the principals' personal attributes and competencies. The survey questionnaire which is subjected to content validation was an adaptation since the same leadership competencies are utilized by principals both in the private and public schools.

This questionnaire was an adaptation of the one developed by Ricabar in 2000 when she conducted the study on "The Leadership Competencies of School Managers

in the Division of Marikina City “. Consequently, the questionnaire developed by Ricabar was an adaptation of Bolman and Deal’s Leadership Frames Standardized Test (1991). Other bases of Ricabar for the design of the questionnaire were Harris (1989), Model on High Performance Leadership and Bennis (1985) Four Essential Competencies necessary for educational leader to effectively perform their functions. The standardized instrument, the questionnaire used by Ricabar consisted of fifty seven (57) items on the four leadership dimensions as earlier mentioned. They were rated according to the following scale:

0- No competency (The principal exhibit the behavior 0% of the time)

1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)

4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)

7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

The same rating scale was used in this study. Permission to use the questionnaire from Ricabar was sought. It was explicitly stated that granting permit to utilize the questionnaire would mean that the new set of questionnaire will undergo content validation. The fifty-seven (57) item-questionnaire of Ricabar was then reviewed by the present researcher. This researcher finds it necessary to incorporate additional items so that the new survey questionnaire will become relevant to the

times. This researcher came up with eighty-five (85) items for the new set of questionnaires for content validation. The validators found that majority of the items are relevant and accepted them. Some items were merged, others were broke down into two separate items and a few were discarded. The newly validated questionnaire for this study consisted of seventy-four (74) items on the four dimensions of leadership: thirty-two (32) items under structural dimension of leadership; twenty-three (23) items under human resource dimension of leadership; twelve (12) items under political dimension of leadership; and seven (7) under symbolic dimension of leadership.

Data Gathering Procedure

The questionnaire technique was used in data collection since it is most effective in the survey approach. It is more reliable because the questionnaires were structured beforehand had and prepared for the research problem (Sevilla, Ochave, et al, 1992).

Before the actual research was conducted the researcher asked the permission of the superintendent of the diocesan school through a letter of request sent by the researcher herself.

As soon as the request was granted the research instrument was distributed to the principals and faculty respondents through the Human Resource Development Officer of each school.

The responses were gathered and interpreted as soon as the respondents were done answering the questionnaire.

Data Analysis Procedure

The data gathered were analysed using the following tools:

1. Frequency distribution was used to find out the number of principals and teachers who responded to the questions in each leadership dimensions.
2. Mean. This was used to find out the average personal and faculty ratings of respondents on the leadership competencies of school principals.
3. Percentage was used to identify the rate or; proportion per hundred of principal and faculty respondents.
4. Standard Deviation. This was used to measure how concentrated the data are around the mean. It described the homogeneity and heterogeneity of the variables in the distribution.
5. The independent-samples t-test (or independent t-test, for short) compared the means between two unrelated groups on the same continuous, dependent variable.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This part of the study presents the answers to the research questions stated in the first chapter.

Problem 1. What is the level of leadership competencies of school principals as perceived by themselves and teachers in terms of the following dimensions of leadership?

- a. Structural Dimension of Leadership
- b. Human Resource Dimension of Leadership
- c. Political Dimension of Leadership
- d. Symbolic Dimension of Leadership

Table 3

Leadership Competencies of Principals in terms of Structural Leadership Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Thinks clearly and logically.	8.17	Advanced Competency	7.35	Advanced Competency	7.44	Advanced Competency
2. Uses logical analysis and careful thinking to solve problems.	8.17	Advanced Competency	7.39	Advanced Competency	7.48	Advanced Competency
3. Gives attention to details.	8.00	Advanced Competency	7.54	Advanced Competency	7.60	Advanced Competency
4. Approaches problems with facts and logic.	8.33	Advanced Competency	7.39	Advanced Competency	7.50	Advanced Competency
5. Conducts unit meetings to achieve desired objectives.	8.50	Advanced Competency	7.93	Advanced Competency	8.00	Advanced Competency
6. Takes calculated risks.	7.33	Advanced Competency	7.02	Advanced Competency	7.06	Advanced Competency
7. Makes timely and sound decision.	8.00	Advanced Competency	7.09	Advanced Competency	7.19	Advanced Competency
8. Evaluates personal effectiveness as leader.	8.33	Advanced Competency	7.24	Advanced Competency	7.37	Advanced Competency
9. Identifies strengths, limitations and plans for improvement.	7.83	Advanced Competency	7.43	Advanced Competency	7.48	Advanced Competency
10. Develops and implements clear, logical policies.	8.00	Advanced Competency	7.52	Advanced Competency	7.58	Advanced Competency
11. Adheres to a clear structural chain of command.	8.17	Advanced Competency	7.52	Advanced Competency	7.60	Advanced Competency
12. Creates new methods for planning, designing and carrying out program objectives.	7.50	Advanced Competency	7.41	Advanced Competency	7.42	Advanced Competency
13. Creates a system to make work flow systematic.	7.83	Advanced Competency	7.57	Advanced Competency	7.60	Advanced Competency
14. Articulates the school's vision, mission and goals and student needs to the community	8.17	Advanced Competency	7.59	Advanced Competency	7.65	Advanced Competency
15. Establishes clear goals, objectives, priorities and holds people accountable.	8.00	Advanced Competency	7.59	Advanced Competency	7.63	Advanced Competency
16. Understands and uses basic technology as a tool in communicating with colleague and subordinates.	7.33	Advanced Competency	7.37	Advanced Competency	7.37	Advanced Competency
17. Uses technology to facilitate problem solving and to assist teachers and staff to do their tasks.	7.17	Advanced Competency	7.15	Advanced Competency	7.15	Advanced Competency
18. Facilitates the planning and application of emerging technologies in the classroom.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency
19. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.	7.83	Advanced Competency	7.35	Advanced Competency	7.40	Advanced Competency
20. Stays abreast of professional issues and development in education.	8.00	Advanced Competency	7.39	Advanced Competency	7.46	Advanced Competency
21. Seeks out opportunities to improve; streamline and reinvent work procedures.	8.00	Advanced Competency	7.50	Advanced Competency	7.56	Advanced Competency
22. Establishes and maintains a curriculum that is related to school' goals and priorities.	8.17	Advanced Competency	7.70	Advanced Competency	7.75	Advanced Competency
23. Plans with teachers for the accomplishment of all objectives.	8.67	Advanced Competency	7.48	Advanced Competency	7.61	Advanced Competency
24. Expresses high expectations of teachers.	8.50	Advanced Competency	7.50	Advanced Competency	7.62	Advanced Competency
25. Stresses accountability and continuous improvement.	8.67	Advanced Competency	7.54	Advanced Competency	7.67	Advanced Competency
26. Assesses and plans improvement of school environment.	8	Advanced Competency	7.50	Advanced Competency	7.56	Advanced Competency
27. Works with teachers on using appropriate resources and strategies to achieve objective.	8.17	Advanced Competency	7.50	Advanced Competency	7.58	Advanced Competency
28. Establishes and maintains formal informal methods to monitor teachers' performance.	8.00	Advanced Competency	7.59	Advanced Competency	7.63	Advanced Competency
29. Sets up system for evaluating programs and staff.	7.50	Advanced Competency	7.76	Advanced Competency	7.73	Advanced Competency
30. Observes teachers regularly and provides feedback about school performance as soon as possible.	7.67	Advanced Competency	6.91	Advanced Competency	7	Advanced Competency
31. Takes feedback into consideration while implementing organizational change.	8.17	Advanced Competency	7.09	Advanced Competency	7.21	Advanced Competency
32. Pursues self-development to be of service to others.	8.17	Advanced Competency	7.63	Advanced Competency	7.69	Advanced Competency
OVERALL	8.00	Advanced Competency	7.44	Advanced Competency	7.50	Advanced Competency

Rating Scale:

- 0 No competency (The principal exhibit the behavior 0% of the time)
- 1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)
- 4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)
- 7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

Table 3 shows the competencies of principals in terms of structural leadership dimension. The principals rated themselves with a mean of 8.00 while the teachers rated them with a mean of 7.45. The overall mean is 7.50. This means that the principals have advanced competency in structural leadership dimension.

The principals rated the competency *plans with teachers for the accomplishment of all objectives* the highest with a mean of 8.67. Goerge Steiner describes planning as one of which managers must decide "what is to be done, when it is to be done, how it is to be done, and who is to do it". The principals put premium on the importance of planning with the teachers so that their actions towards the realization of organizational goals and objectives will both be effective and efficient. Involving teachers in the planning stage of any school program will make them more committed because there is a sense of ownership of the plans formulated for the accomplishment of the objectives.

The teachers rated the item *conducts unit meetings to achieve desired objectives* the highest with a mean of 7.93. The principals and teachers have both rated *conducts unit meetings to achieve desired objectives* high with overall mean of 8. Conducting unit meetings is an effective way of communication. It is through unit meetings where principals articulate plans, organize efforts, coordinate activities and programs, share information vital for the achievement of desired objectives.

The principals' lowest rating of 7.17 is on *uses technology to facilitate problem solving and to assist teachers and staff to do their tasks and takes calculated risks*.

The teachers rated the principals the lowest with a mean of 6.91 on *observes teachers regularly and provides feedback about school performance as soon as possible*. The said competency got the lowest mean from teachers. Bago (2008) mentioned that despite the unresolved issues and controversies, evaluation of classroom instruction remains a common practice in many schools in the Philippines. Classroom observations are made for a variety of purposes. They are most commonly associated with job-performance evaluations, peer teaching, formative or developmental. Observations are maybe carried out through pop-in visits, formal classroom visits and walk-throughs. Teaching strategies, effectiveness of the instructional techniques and materials, academic expectations and outcomes often vary from class to class. Classroom observations are conducted mainly for professional development. It is also intended to foster collaboration and sharing of expertise and insights among teachers in the school.

Both respondents rated low uses technology to facilitate problem solving and to assist teachers and staff to do their tasks with an overall mean of 7.15. In the 21st Century, the skill and knowledge on the use of technology is a must among school heads. Fiedler (2002) mentioned that we are entering an era of information overload and the challenge is how to discover information when it is needed rather than when it is produced. This requires knowledge of what is available and how to access it. Information management will be a core competence. Reeves (2005) also mentioned that educational leaders serve as models for technology implementation. There is a link between technology implementation and teaching –learning success. The educational leaders can create new ways to save resources and improve organizational

effectiveness. Roblyer (2010) defined “educational technology as both ,” the media born of the communication revolution which can be used for instructional purposes and a systematic way of designing, carrying out, and evaluating the total process of learning and teaching.” There are four perspectives that define educational technology: educational technology as media and audio-visual communications, as instructional systems and instructional design, as vocational training, as computer systems.

Both respondents rated low *takes calculated risks* with an overall mean of 7.06. Griffin (2014) talked about risk propensity which is a behavioral element involved when a person takes challenges and how far does he or she goes in taking risk in making a decision. There are leaders who are very careful in arriving at a decision. They would weigh all things and try to consider rationality in the decisions they make. At times it would take long for them to arrive at a decision. These kinds of leaders have the tendency to make fewer mistakes, and more often than not, their decisions will lead the organization to an advantage. Other leaders are confronted with situations that warrant them to come up with a prompt decision so they would be aggressive and would take risks.

Table 4

Leadership Competencies of Principals in terms of Human Resource Leadership

Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1.Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals.	8.00	Advanced Competency	7.30	Advanced Competency	7.35	Advanced Competency
2.Allows teachers to build a collegial work environment through sharing their time and talent with one another.	8.50	Advanced Competency	7.35	Advanced Competency	7.48	Advanced Competency
3. Works collaboratively with faculty to promote school culture for teacher development.	8.00	Advanced Competency	7.46	Advanced Competency	7.52	Advanced Competency
4. Motivates teachers by delegating and giving clear directions.	8.50	Advanced Competency	7.35	Advanced Competency	7.48	Advanced Competency
5. Shares decision making with teachers.	8.50	Advanced Competency	7.35	Advanced Competency	7.48	Advanced Competency
6. Encourages participative and team management approaches.	8.67	Advanced Competency	7.54	Advanced Competency	7.67	Advanced Competency
7. Delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully.	8.67	Advanced Competency	7.67	Advanced Competency	7.79	Advanced Competency
8. Considers the capability and feelings of teachers and staff.	8.33	Advanced Competency	7.20	Advanced Competency	7.33	Advanced Competency
9. Responds appropriately to the needs of teachers and staff in different situations.	8.33	Advanced Competency	7.22	Advanced Competency	7.35	Advanced Competency
10.Shows high sensitivity for others' needs by responding to them in the best way possible.	8.67	Advanced Competency	7.30	Advanced Competency	7.46	Advanced Competency
11 Practices diplomacy, tact and consideration to others.	8.33	Advanced Competency	7.39	Advanced Competency	7.50	Advanced Competency
12. Is helpful and considerate to others.	8.50	Advanced Competency	7.30	Advanced Competency	7.44	Advanced Competency
13. Am tactful, compassionate, sensitive and treats others with respect.	8.83	Advanced Competency	7.24	Advanced Competency	7.42	Advanced Competency
14. Am a good listener and observer. Shares helpful feedback with members.	8.50	Advanced Competency	7.30	Advanced Competency	7.44	Advanced Competency
15.Encourages personal and professional growth and leadership among staff.	8.83	Advanced Competency	7.50	Advanced Competency	7.65	Advanced Competency
16.Gives constant verbal reminder to staff about their importance and value to the school.	8.67	Advanced Competency	7.52	Advanced Competency	7.65	Advanced Competency
17.Makes diagnosis and monitors students' achievements to understand and respond to their needs.	8.50	Advanced Competency	7.59	Advanced Competency	7.69	Advanced Competency
18. Demonstrates consistency and fairness.	8.50	Advanced Competency	7.17	Advanced Competency	7.33	Advanced Competency
19.Conducts regular and consistent communication within the area of responsibility.	8.67	Advanced Competency	7.41	Advanced Competency	7.56	Advanced Competency
20.Provides timely and honest feedback in a constructive and non-threatening way.	8.00	Advanced Competency	7.48	Advanced Competency	7.54	Advanced Competency
21.Provides positive reinforcement for high performance through appropriate recognition and reward.	7.53	Advanced Competency	7.33	Advanced Competency	7.39	Advanced Competency
22.Emphasizes collaboration and empowerment.	8.33	Advanced Competency	7.35	Advanced Competency	7.46	Advanced Competency
23. Maintains equal concern for task accomplishment and people maintenance within the unit.	8.33	Advanced Competency	7.43	Advanced Competency	7.54	Advanced Competency
OVERALL	8.43	Advanced Competency	7.38	Advanced Competency	7.50	Advanced Competency

Rating Scale:

No competency (The principal exhibit the behavior 0% of the time)
1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)
4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)
7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

Table 4 shows the competencies of principals in terms of human resource leadership dimension. The principals rated themselves with a mean of 8.43 while the teachers rated them with a mean of 7.38. The overall mean is 7.50. This means that the principals have advanced competency in human resource leadership dimension.

The principals rated *encourages personal and professional growth and leadership among staff* with a mean of 8.83 ,*encourages participative and team management approaches* was rated by the principals with a mean of 8.67, *delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully* was rated 8.67.

The teachers rated *delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully* with a mean of 7.67, *encourages participative and team management approaches* was rated by the teachers with a mean of 7.54 and *encourages personal and professional growth and leadership among staff* with a mean of 7.54.

These three competencies were both rated the highest by both respondents. Delegates tasks was rated highest with an overall mean of 7.79 ,*encourages participative and team management approaches* has an overall mean of 7.67, *encourages personal and professional growth and leadership among staff* with an overall mean of 7.65.

Fiedler (2002) mentioned that the general principles of delegation need to be followed: delegate whole tasks, prepare, choose a suitable delegate, monitor and evaluate. Although “letting go “, which is the heart of delegation, is never easy, most

objections to delegation can usually be overcome if the general principles are all followed.

Griffin (2014) mentioned that “participation occurs when employees have a voice in decisions about their own work. At one level, employees can participate in addressing questions and making decisions about their own jobs. Instead of just telling them how to do their jobs, managers can ask employees to make their own decisions about how to do them. Based on their own expertise and experience with their tasks, workers might be able to improve their own productivity. In many situations, they also might be well qualified to make decisions about what materials to use, what tools to use, and so forth.”

Under the human resource leadership competencies, the principals rated *provides positive reinforcement for high performance through appropriate recognition and reward* with the lowest mean of 7.53, *provides timely and honest feedback in a constructive and non-threatening way* was rated with a mean of 8.00, *works collaboratively with faculty to promote school culture for teacher development* was rated 8.00.

Gibson (2000) cited that “one of the most powerful influences on individual performance is an organization’s reward system. Performance of work itself can provide employees with rewards, particularly if job performance leads to a sense of personal responsibility, autonomy, and meaningfulness. These intrinsic rewards are also supplemented with extrinsic rewards, or what an organization, a manager, or group can provide a person in terms of monetary and nonmonetary factors.”

The teachers on the other hand rated lowest *demonstrates consistency and fairness* with a mean of 7.17, *considers the capability and feelings of teachers and staff* mean was 7.20 and *works collaboratively with faculty to promote school culture for teacher development* with a mean of 7.46.

Maiese (2013) mentioned that “in its narrower sense, justice is fairness. While justice in the broader sense is often thought of as transcendental, justice as fairness is more context-bound. Parties concerned with fairness typically strive to work out something comfortable and adopt procedures that resemble rules of a game. They work to ensure that people receive their “fair share” of benefits and burdens and adhere to a system of “fair play.” The principles of justice and fairness can be thought of as rules of “fair play” for issues of social justice.”

Covey (1989) opined that “it is from the principle of fairness, out of which our whole concept of equity and justice is developed. There are vast differences in how fairness is defined and achieved, but there is almost universal awareness of the idea.”

Both respondents rated low *considers the capability and feelings of teachers and staff* has an overall mean of 7.33, *supports teachers’ efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals* with an overall mean of 7.35, and *works collaboratively with faculty to promote school culture for teacher development* with an overall mean of 7.52.

Northouse (2015) mentioned that “collaboration is the most preferred style of conflict, requires both assertiveness and cooperation. It is when both parties agree to a positive settlement to the conflict and attend fully to the others concerns while not

sacrificing or suppressing their own. The conflict is resolved until each side is reasonably satisfied and can support the solution. Collaboration is the ideal conflict style because it recognizes the inevitability of human conflict. It confronts conflict, and then uses conflict to produce constructive outcomes.”

Table 5

Leadership Competencies of Principals in terms of Political Leadership Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1.Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.	8.17	Advanced Competency	7.33	Advanced Competency	7.42	Advanced Competency
2.Creates teams consisting of parents and teachers working together towards the realization of school’s educational objectives.	7.33	Advanced Competency	7.09	Advanced Competency	7.12	Advanced Competency
3.Presents ideas clearly and persuasively in both oral and written communication.	8.33	Advanced Competency	7.48	Advanced Competency	7.58	Advanced Competency
4.Operates skillfully within the political environment.	8.00	Advanced Competency	7.41	Advanced Competency	7.48	Advanced Competency
5.Persuades others to change leadership position or approach to better fit a situational need.	7.67	Advanced Competency	7.54	Advanced Competency	7.56	Advanced Competency
6.Maintains awareness of external political and social environment.	8.00	Advanced Competency	7.48	Advanced Competency	7.54	Advanced Competency
7. Am/ Is politically highly sensitive and skillful.	7.50	Advanced Competency	7.41	Advanced Competency	7.42	Advanced Competency
8. Am/ Is a highly skilful and competent negotiator.	7.33	Advanced Competency	7.50	Advanced Competency	7.48	Advanced Competency
9.Manages conflicts and oppositions successfully.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency
10.Helps others overcome resistance to change.	8.00	Advanced Competency	7.61	Advanced Competency	7.65	Advanced Competency
11.Keeps up-to-date with technological changes and developments affecting areas of expertise for oneself and the work unit.	7.83	Advanced Competency	7.52	Advanced Competency	7.56	Advanced Competency
12. Anticipates trends, changes, needs and problems readjusting and reallocating as appropriate.	8.17	Advanced Competency	7.54	Advanced Competency	7.62	Advanced Competency
OVERALL	7.78	Advanced Competency	7.40	Advanced Competency	7.45	Advanced Competency

Rating Scale:

0 No competency (The principal exhibit the behavior 0% of the time)

1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)

4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)

7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

Table 5 shows the competencies of principals in terms of political leadership dimension. The principals rated themselves with a mean of 7.78 while the teachers rated them with a mean of 7.40. The overall mean is 7.45. This means that the principals have advanced competency in political leadership dimension.

The principals rated the highest with a mean of 8.33 *presents ideas clearly and persuasively in both oral and written communication, followed by exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building* with a mean of 8.17 and *anticipates trends, changes, needs and problems readjusting and reallocating as appropriate* with a mean of 7.78.

The teachers rated *helps others overcome resistance to change* with a mean of 7.61, *anticipates trends, changes, needs and problems readjusting and reallocating as appropriate* with a mean of 7.54 and *persuades others to change leadership position or approach to better fit a situational need* with a mean of 7.54.

Both respondents rated *helps others overcome resistance to change* with a mean of 7.65 and *anticipates trends, changes, needs and problems readjusting and reallocating as appropriate* with an overall mean of 7.62.

Griffin (2014) cited that “some organizations tend to resist change. Innovation means giving up the old products and old ways of doing things in favor of new products and new ways of doing things. Change can involve virtually any aspect of an organization: work schedules, bases for departmentalization, span of management, machinery, organization design, people themselves, and so on. Organizations find change necessary. The reason is that something relevant to the organization has

change or is likely to change in the foreseeable future. The organization therefore may have little choice but to change as well. Indeed, a primary reason for the problems that organizations face is failure to anticipate or respond properly to changing circumstances. The forces that compel change maybe external or internal to the organization.”

The principals rated lowest the following competencies *highly skillful and competent negotiator* with a mean of 7.33, *creates teams consisting of parents and teachers working together towards the realization of school’s educational objectives* with a mean of 7.33, *politically highly sensitive and skillful* with a mean of 7.50.

The teachers rated lowest the following competencies *creates teams consisting of parents and teachers working together towards the realization of school’s educational objectives* with a mean of 7.09, *exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building* with a mean of 7.33 and *manages conflicts and oppositions successfully* with a mean of 7.39.

Both respondents rated *creates teams consisting of parents and teachers working together towards the realization of school’s educational objectives* with an overall mean of 7.12, *politically highly sensitive and skillful* with an overall mean of 7.42, *manages conflicts and oppositions successfully* with an overall mean of 7.42.

Bush and Middlewood (2005) cited “that conflict management is a skill of a leader that may involve a number of strategies, such as, arbitration, separation or providing a “cooling off” period, neglect of trivial issues, coordinating devices – marginalizing the people concerned.”

Negotiation according to Armstrong (1994) has four operational stages such as; preparation, opening, bargaining and closing.

Griffin (2014) on managing teams mentioned that effective interpersonal skills is very important. Managing a team requires the manager to interact effectively with each individual member of the team as well as the team itself. Similarly, being an effective team member requires that a person be capable of working productively with peers.

Table 6

Leadership Competencies of Principals in terms of Symbolic Leadership Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Commits himself strongly to the school's vision, mission, and goals.	8.33	Advanced Competency	7.82	Advanced Competency	7.88	Advanced Competency
2. Communicates actively the school's norms and beliefs.	8.33	Advanced Competency	7.67	Advanced Competency	7.75	Advanced Competency
3. Inspires others to do their best.	8.67	Advanced Competency	7.46	Advanced Competency	7.60	Advanced Competency
4. Am creative and visionary in the application of technology to improve services and productivity.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency
5. Uses celebration to shape values and build morale.	7.83	Advanced Competency	7.61	Advanced Competency	7.63	Advanced Competency
6. Am highly imaginative and creative.	7.67	Advanced Competency	7.63	Advanced Competency	7.63	Advanced Competency
7. Develops an institution and infrastructure to implement its vision, mission and goals.	7.50	Advanced Competency	7.70	Advanced Competency	7.67	Advanced Competency
OVERALL	8.00	Advanced Competency	7.61	Advanced Competency	7.66	Advanced Competency

Rating Scale:

- 0 No competency (The principal exhibit the behavior 0% of the time)
- 1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)
- 4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)
- 7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

Table 6 shows the competencies of principals in terms of symbolic leadership dimension. The principals rated themselves with a mean of 8.00 while the teachers rated them with a mean of 7.61. The overall mean is 7.66. This means that the principals have advanced competency in symbolic leadership dimension.

The principals rated highly the following competencies *inspires others to do their best* with a mean of 8.67, *communicates actively the school's norms and beliefs* with a mean of 8.33 and *commits himself strongly to the school's vision, mission, and goals* with a mean of 8.33.

The teachers rated highly the following competencies *commits himself strongly to the school's vision, mission, and goals* with a mean of 7.82, *develops an institution and infrastructure to implement its vision, mission and goals* and *communicates actively the school's norms and beliefs* with a mean of 7.50.

Both respondents rated highly *commits himself strongly to the school's vision, mission, and goals* with an overall mean of 7.88 and *communicates actively the school's norms and beliefs* with an overall mean of 7.75.

Covey (1989) cited that “without involvement, there is no commitment. No involvement, no commitment.” Coming up with an organizational mission statement takes time, patience, involvement, skill, and empathy. It is not an easy thing. It takes sincerity, correct principles, and the courage and integrity to align the systems, structure, and management styles to the shared vision and values. It must be based on correct principles for it to work for the organization. An organizational mission statement that truly reflects the deep shared vision and values of everyone within that organization creates a great unity and tremendous commitment .It creates in people's hearts and

minds a frame of reference, a set of criteria or guidelines, by which they will govern themselves. It comes easy to direct, guide, and control the people in the organization with shared vision.

The principals rated themselves low in the competencies *am/is creative and visionary in the application of technology to improve services and productivity* with a mean of 7.67, *am/ is highly imaginative and creative* with a mean of 7.67 and *develops an institution and infrastructure to implement its vision, mission and goals* with a mean of 7.50.

The teachers rated the principals low in the competencies *uses celebration to shape values and build morale* with the score of 7.61, *inspires others to do their best* with a mean of 7.46 and *am highly imaginative and creative* with a mean of 7.39.

Griffin (2014) opined that” motivation is the set of forces that causes people to behave in certain ways. The process of motivating people relies heavily on the manager’s interpersonal skills. Individual performance is generally determined by three things: motivation(the desire to do the job), ability (the capability to do the job), and the work environment (the resources needed to do the job). If an employee lacks the ability, the manager can provide training or replace the worker. If there is a resource problem, the manager can correct it. But, if motivation is the problem, the task for the manager is more challenging. Individual behavior is a complex phenomenon, and the manager may have difficulty in determining the precise nature of the problem and how to solve it. Motivation and its intangible characteristics are important because they significantly determine performance.”

Both respondents rated the low competency as creative and visionary in the application of technology to improve services and productivity with an overall mean of 7.42.

Roblyer (2010) opined that "...visions of the future are suffused with images of technologies that may seem magical and far-fetched now, just as cellular phones and fax machines seemed only a decade ago. And, although the technology images we see when we look into the future of education are murky and ill defined, we know that they will mirror current technical trends and the goals and priorities we set today for tomorrow's education." As with so many "miraculous" technologies, the question is how we will take advantage of their capabilities to bring about the kind of future education systems our society wants and our economy needs. The internet that changed the communications capabilities will have impact in the educational practices. Other development in technology will also greatly affect and will have consequences to schools.

Table 7

Summary of the Leadership Competencies of Principals

Areas	Principal		Teacher		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Structural Leadership	8.00	Advanced Competency	7.44	Advanced Competency	7.50	Advanced Competency
Human Resource Leadership	8.34	Advanced Competency	7.38	Advanced Competency	7.50	Advanced Competency
Political Leadership	7.78	Advanced Competency	7.40	Advanced Competency	7.45	Advanced Competency
Symbolic Leadership	8.00	Advanced Competency	7.61	Advanced Competency	7.66	Advanced Competency
Overall	8.05	Advanced Competency	7.46	Advanced Competency	7.53	Advanced Competency

Rating Scale:

No competency (The principal exhibit the behavior 0% of the time)

1-3 Basic Competency (The principal exhibits the behavior 1%- 30% of the time)

4-6 Intermediate Competency (the principal exhibit the behavior 31%-70% of the time)

7-9 Advanced Competency (the principal exhibits the behavior 71%-100% of the time)

Table 7 shows the summary of the leadership competencies of the principals. On the average, the results show an overall mean of principals in the leadership competencies as rated by themselves is 8.05 while the teachers over all mean is 7.46. The total mean score is 7.53. This means that the principals have an advanced competency in all the four dimensions of leadership: structural, human resource, political and symbolic.

Notably, the principals rated themselves higher in competencies in all dimensions of leadership compared to a lower rating given by the teachers, though the difference is not significant except in the human resource dimension of leadership. The principals gave themselves an overall rating of 8.05 which is one point lower than the highest mean score which is 9. Teachers on the other hand rated the principals an overall mean of 7.46, which is lower by 1.54 than the highest score which is 9.

Problem 2. Is there a significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the following dimensions of leadership?

- a. Structural Dimension of Leadership
- b. Human Resource Dimension of Leadership
- c. Political Dimension of Leadership
- d. Symbolic Dimension of Leadership

Table 8

**Comparison between the Perceptions of the Teachers and Principals on the
Leadership Competencies of Principals**

Areas	Group	Mean	Standard Deviation	Mean Difference	Df	t-value	p-value	Interpretation
Structural Leadership	Teacher	7.44	1.33	0.56	50	1.002	0.321	Not Significant
	Principal	8.00	0.99					
Human Resource Leadership	Teacher	7.38	1.34	1.06	50	3.39	0.005	Significant
	Principal	8.43	0.59					
Political Leadership	Teacher	7.40	1.35	0.37	50	1.289	0.215	Not Significant
	Principal	7.78	0.52					
Symbolic Leadership	Teacher	7.61	1.44	0.39	50	1.248	0.230	Not Significant
	Principal	8.00	0.56					
Overall	Teacher	7.46	1.32	0.59	50	1.907	0.079	Not Significant
	Principal	8.05	0.59					

Table 8 shows the comparison between the perceptions of the teachers and principals on the leadership competencies of principals. On structural leadership dimension, the teachers rated the principals with a mean of 7.44 and standard deviation of 1.33. The principals rated themselves on this dimension of leadership with a mean of 8.00 and standard deviation of 0.99. The mean difference is 0.56, df is 50, t-value is 1.002, p-value is 0.321. This means that there is no significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the structural leadership dimension.

Competencies under the structural leadership dimension got the highest rating from the teachers. Palestini (2001) mentioned that "structural leaders develop a new model of relationship of structural organization, strategy and environment for their organizations. They focus on implementation. Structural leaders sometimes fail because

they miscalculate the difficulty of putting their design in place. They often underestimate resistance that will generate, and they take few steps to build a base of support for their innovations. In short, they are often undone by human resource, political and symbolic considerations. Structural leaders continually experiment, evaluate and adapt, but because they fail to consider the entire environment in which they are situated, they sometimes are ineffective.”

On human resource leadership dimension, the teachers rated the principals with a mean of 7.38 and standard deviation of 1.34. The principals rated themselves in this dimension of leadership with a mean of 8.43 and standard deviation of 0.59. The mean difference is 1.06, df is 50, t-value is 3.39, p-value is 0.005. This means that there is a significant difference between the perceptions of principals and the teachers in the principals’ leadership competencies in the human resource leadership dimension.

Human resource leadership dimension was given the highest rating by the principals while on the part of the teachers they rated this dimension of leadership competencies of their principals the lowest. Palestini (2001) mentioned that “human resource leaders believe in people and communicate that belief. They are passionate about “productivity through people.” They demonstrate this faith in words and actions and often build it into a philosophy or credo that is central in their vision of their organizations. Human resource leaders are visible and accessible. Effective human resource leader empower, that is, they increase participation, provide support, share information, and move decision- making as far as down the organization as possible. Human resource leaders often like to refer their employees as partners or colleagues.

They want to make it clear that employees have a stake in the organization's success and a right to be involved in making decisions.

As regards political leadership dimension, the teachers rated the principals with a mean of 7.40 and standard deviation of 1.35. The principals rated themselves on this dimension of leadership with a mean of 7.78 and standard deviation of 0.52. The mean difference is 0.37, df is 50, t-value is 1.289, p-value is 0.215. This means that there is no significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the political leadership dimension.

Principals rated the competencies under the political leadership dimension the lowest. Palestini (2001) pointed out that "political leaders are realists above all. They clarify what they want and what they can get. They never let what they want cloud their judgment about what is possible. They assess the distribution of power and interests. The political leader needs to think carefully about the players, their interests, and their power, in other words, he or she must map the political terrain. Political leaders ask questions such as whose support do I need? How do I go about getting it? Who are my opponents? How much power do they have? What can I do to reduce the opposition? Is the battle winnable? "

On the symbolic leadership dimension, the teachers rated the principals with a mean of 7.61 and standard deviation of 1.44. The principals rated themselves on this dimension of leadership with a mean of 8.00 and standard deviation of 0.56. The mean difference is 0.39, df is 50, t-value is 1.248, p-value is 0.230. This means that there is no

significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the symbolic leadership dimension.

Competencies under the symbolic leadership dimension got the highest rating from the teachers. Palestini (2001) cited that "transforming leaders are visionary leaders, and visionary leadership is invariably symbolic. Examination of symbolic leaders reveals that they follow a consistent set of practices and rules."

The overall rating of principals by the teachers has a mean of 7.46, standard deviation of 1.32, while the principals rated themselves with a mean of 8.05, standard deviation of 0.59. The overall mean difference is 0.59, df is 50, t-value is 1.907, p-value is 0.079. This means that there is no significant difference between the perception of principals and the teachers in the principals' leadership competencies.

Deal (1987) mentioned that by becoming instructional leaders, principals may very well jeopardize the leadership that they need to provide as counselors, engineers, power brokers or poets. "Effective schools meet human needs, get things done, negotiate an arrangement between existing factions, and create meaning for those who learn, study, support or appreciate them. Effective principals are those who focus time and attention on each of these areas." They rotate their lens like a kaleidoscope, finding different patterns in the social world they are asked to administer. They enjoy providing leadership for each. They know better than concentrating their efforts on one view, even if researchers and policymakers tell them they should.

Problem 3. What framework can be developed to enhance the leadership competencies of principals in the diocesan school system?

Insights from the Results of the Study: A Framework for Enhancing the Leadership Competencies of Diocesan School Principals

Based on the various studies conducted with regard to principals' leadership competencies and other related topics to school leadership, one cannot deny the great responsibility that principals have. Principals cannot just rely on their knowledge on how to run a school, so much so with their innate leadership potentials. They need to enhance their leadership competencies to be able to equip themselves in the discharge of their various tasks of leading a school. The result of the study is somewhat satisfying knowing that the principals were assessed to have advanced competency in terms of structural, human resource, political and symbolic. It must not be a reason however to be complacent and remain stagnant on the competencies that the principals have at the time of the study. Being progressive and dynamic is the call of times, thus principals must keep on improving their competencies.

The result of the study is that the principals have advanced competency in structural, human resource, political and symbolic leadership. But there is this wanting coming from the principals themselves and more so from the teachers to improve or enhance more the principals competencies on some aspect or areas of leadership. The researcher summarized the competencies where the principals were assessed quite

lower than the rest of the competencies based on the outcome of the survey. They were reclassified to capture the major competency of which the various competencies can be grouped. These competencies will be the main focus of the framework which aims to enhance the leadership of diocesan school principals. Tables 9-12 show the competencies in each dimension where principals were assessed rather low compared to the other competencies .These will be the elements of the framework.

Table 9

Leadership Competencies of Principals in the Structural Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Observes teachers regularly and provides feedback about school performance as soon as possible.	7.67	Advanced Competency	6.91	Advanced Competency	7	Advanced Competency
2. Takes calculated risks.	7.33	Advanced Competency	7.02	Advanced Competency	7.06	Advanced Competency
3. Uses technology to facilitate problem solving and to assist teachers and staff to do their tasks.	7.17	Advanced Competency	7.15	Advanced Competency	7.15	Advanced Competency
4. Makes timely and sound decision.	8.00	Advanced Competency	7.09	Advanced Competency	7.19	Advanced Competency
5. Takes feedback into consideration while implementing organizational change.	8.17	Advanced Competency	7.09	Advanced Competency	7.21	Advanced Competency
6. Understands and uses basic technology as a tool in communicating with colleague and subordinates.	7.33	Advanced Competency	7.37	Advanced Competency	7.37	Advanced Competency
7. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.	7.83	Advanced Competency	7.35	Advanced Competency	7.40	Advanced Competency
8. Creates new methods for planning, designing and carrying out program objectives.	7.50	Advanced Competency	7.41	Advanced Competency	7.42	Advanced Competency
9. Facilitates the planning and application of emerging technologies in the classroom.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency

Table 9 shows the competencies under the structural leadership dimension where the principals were assessed quite low compared to the other competencies thus needed to be enhanced. The principals got the lowest rate in the competency, *Observes teachers regularly and provides feedback about school performance as soon as possible*. This is reclassified as instructional leadership since the task of making all kinds of classroom observation is included under curriculum and instruction. The competency *uses technology to facilitate problem-solving and to assist teachers and staff to do their tasks*, is classified as Information and Communication Technology (ICT). The competencies *Takes calculated risks and Makes timely and sound decision*, are classified as Judgment since this have to do with decision making. Arriving at a certain decision is making judgment. The competency, *Understands and uses basic technology as a tool in communicating with colleagues and subordinates* is classified as Information and Communication Technology (ICT). Competencies such as: *Takes feedback into consideration while implementing organizational change; Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies; and Creates new methods for planning, designing and carrying out program objectives* are classified as organizational ability. These sum up the competencies under the structural leadership dimension which are classified as follows: Instructional Leadership, Information and Communication Technology (ICT), Judgment, and Organizational Ability.

Table 10**Leadership Competencies of Principals in the Human Resource Dimension**

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Demonstrates consistency and fairness.	8.50	Advanced Competency	7.17	Advanced Competency	7.33	Advanced Competency
2. Considers the capability and feelings of teachers and staff.	8.33	Advanced Competency	7.20	Advanced Competency	7.33	Advanced Competency
3. Responds appropriately to the needs of teachers and staff in different situations.	8.33	Advanced Competency	7.22	Advanced Competency	7.35	Advanced Competency
4. Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals.	8.00	Advanced Competency	7.30	Advanced Competency	7.35	Advanced Competency
5. Provides positive reinforcement for high performance through appropriate recognition and reward.	7.53	Advanced Competency	7.33	Advanced Competency	7.39	Advanced Competency
6. Am a good listener and observer. Shares helpful feedback with members.	8.50	Advanced Competency	7.30	Advanced Competency	7.44	Advanced Competency

Table 10 shows the competencies under the human resource leadership dimension where the principals were assessed quite low compared to the other competencies. The principals got the lowest rate in the competencies: *Demonstrates consistency and fairness* and *Considers the capability and feelings of teachers and staff*. The competencies under the human resource leadership dimension were grouped and classified. *Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals; Considers the capability and feelings of teachers and staff; Demonstrates consistency and fairness; and Responds appropriately to the needs of teachers and staff in different situations* are referred to as Collegial Leadership. *Provides positive reinforcement for high performance through appropriate recognition and reward*, is considered as recognition and reward. *Am a good listener and observer and Shares helpful feedback with members*, are classified as Communication. The general competencies under this dimension are Collegial Leadership, Recognition and Reward and Communication.

Table 11**Leadership Competencies of Principals in the Political Dimension**

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.	7.33	Advanced Competency	7.09	Advanced Competency	7.12	Advanced Competency
2. Manages conflicts and oppositions successfully.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency
3. Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.	8.17	Advanced Competency	7.33	Advanced Competency	7.42	Advanced Competency
4. Am politically highly sensitive and skillful.	7.50	Advanced Competency	7.41	Advanced Competency	7.42	Advanced Competency

Table 11 shows the competencies under the political leadership dimension where the principals were assessed quite low compared to the other competencies. The principals got the lowest rate in the competency *Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives*. The competencies under the political leadership dimension were grouped and classified. The competencies *Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives*, is classified as Teamwork. The competencies *Exercises power by influencing others to get things*

done through improved skill in negotiations, bargaining and coalition building, Am politically highly sensitive and skillful, Manages conflicts and oppositions successfully are named as Conflict Management. The general competencies under political leadership dimension are Teamwork and Conflict management.

Table 12
Leadership Competencies of Principals in the Symbolic Dimension

Items	Principal		Teachers		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Am creative and visionary in the application of technology to improve services and productivity.	7.67	Advanced Competency	7.39	Advanced Competency	7.42	Advanced Competency
2. Inspires others to do their best.	8.67	Advanced Competency	7.46	Advanced Competency	7.60	Advanced Competency
3. Uses celebration to shape values and build morale.	7.83	Advanced Competency	7.61	Advanced Competency	7.63	Advanced Competency
4. Am highly imaginative and creative.	7.67	Advanced Competency	7.63	Advanced Competency	7.63	Advanced Competency

Table 12 shows the competencies under the symbolic leadership dimension where the principals were assessed quite low compared to the other competencies. In

the symbolic leadership dimension *Am creative and visionary in the application of technology to improve services and productivity and Am highly imaginative and creative* is classified Creativity and Visionary. The competencies *Inspires others to do their best* and *Uses celebration to shape values and build morale* are classified under Culture building. Creativity, Visionary and Culture Building are the competencies under the symbolic dimension of leadership.

A FRAMEWORK FOR ENHANCING LEADERSHIP COMPETENCIES OF DIOCESAN SCHOOL PRINCIPALS

The Elements

The framework is composed of the four leadership dimensions such as structural, human resource, political and symbolic. Under each leadership dimension are the competencies assessed in the study that seemingly needed to be enhanced by the principals which are reclassified under general terms of competencies. Under the structural leadership dimension are the competencies: Instructional Leadership, Information and Communication Technology (ICT), Judgment, and Organizational Ability. The Human resource leadership dimension includes competencies such as: Communication, Collegial Leadership, Reward and Recognition. The political leadership dimension includes competencies such as Teamwork and Conflict Management. The symbolic leadership dimension covers competencies such as Creativity, Visionary and Culture Building.

Rationale

The proposed framework is created as a result of the study. It aims to enhance the leadership competencies of the diocesan school principals. It is designed to equip the principals with the necessary skills or competencies to become competent leaders. This is vital in harnessing the skills of principals since they hold a very significant role in the leadership of a school.

The success or failure of a school can be attributed to the capability as well as to the leadership competencies of a principal. This is clearly manifested in Republic Act No. 9155, Chapter 1 Section No. 7, Letter E, Paragraph 3 which states that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability (AuRA) in managing all affairs of the school. Thus, the success and failure of the school depends of the kind of school principal it has.

Sometimes leadership is maybe inherent but often times it can be learned and developed in an individual. Several studies were conducted that recommends the enhancement of leadership competencies of principals. The competencies needed by a leader, specifically the principal can be learned through various means. The principals therefore must be equipped with the needed competencies like the elements contained in this study for them to play their role as school heads effectively and efficiently. This framework contains competencies needed by principals to be enhanced to fortify them as they do their duties and responsibilities as school head.

Table 13

Matrix of the Elements of the Framework on Leadership Competencies

Leadership Dimensions	Leadership Competencies	Indicators
Structural Leadership	Instructional Leadership	Observes teachers regularly and provides feedback about school performance as soon as possible.
	Information and Communication Technology	Uses technology to facilitate problem-solving and to assist teachers and staff to do their tasks.
	Judgment	Takes calculated risks and makes timely and sound decision.
	Organizational Ability	Takes feedback into consideration while implementing organizational change. Keeps-up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies. Creates new methods of planning, designing and carrying out program objectives.
Human Resource Leadership	Collegial Leadership	Considers the capability and feelings of teachers and staff. Demonstrates consistency and fairness. Responds appropriately to the needs of teachers and staff in different situations.
	Reward and Recognition Communication	Provides positive reinforcement for high performance through appropriate recognition and reward. Is a good listener and observer. Shares helpful feedback with members.
Political Leadership	Teamwork	Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.
	Conflict Management	Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building. Politically highly sensitive and skilful. Manages conflicts and oppositions successfully.
Symbolic Leadership	Creativity	Creative and visionary in the application of technology to improve services and productivity.
	Visionary	Highly imaginative and creative. Inspires others to do their best.
	Culture Building	Uses celebration to shape values and build morale.

Table 13 shows the matrix by the framework on leadership competencies is made of. The leadership dimensions such as structural, human resource, political and symbolic are in the first column. Then in the second column, the leadership competencies under each dimensions found in the first column. Instructional leadership, Information and Communication Technology, Judgment and Organizational Ability are competencies under structural leadership.

The corresponding indicators are also included which are found on the third column. *Observes teachers regularly and provides feedback about school performance as soon as possible* is an indicator under instructional leadership. *Uses technology to facilitate problem-solving and to assist teachers and staff to do their tasks* is under Information and Communication Technology. Judgment includes *Takes calculated risks and makes timely and sound decision* as indicator. Organizational Ability includes the following indicators: *Takes feedback into consideration while implementing organizational change, keeps-up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies and creates new methods of planning, designing and carrying out program objectives.*

Under the human resource leadership are competencies such as Collegial Leadership, Reward and Recognition and Communication. Indicator under collegial leadership include *considers the capability and feelings of teachers and staff, demonstrates consistency and fairness, responds appropriately to the needs of teachers and staff in different situations. Provides positive reinforcement for high performance through appropriate recognition and reward* is an indicator under reward

and recognition. For communication, the indicator includes *being a good listener and observer and shares helpful feedback with members.*

Political leadership includes competencies such as teamwork and conflict management. Under the competency of teamwork is, *creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.* Under the competency of conflict management are indicators such as: *Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building, politically highly sensitive and skillful and manages conflicts and oppositions successfully.*

Symbolic leadership includes competencies such as creativity, visionary and culture building. Creativity and visionary as competencies include *creative and visionary in the application of technology to improve services and productivity, highly imaginative and creative and inspires others to do their best* as indicators.. Culture building as a competency includes the indicator *uses celebration to shape values and build morale.*



Figure 2. Framework for Enhancing the Leadership Competencies of Diocesan School Principals

Figure 2 is the visual representation of the framework. The framework contains the leadership competencies of principals being the focal point so it is what the center or innermost circle represents. This means that the main purpose of the framework is to enhance or develop among diocesan school principals the needed competencies to arm them as they fulfill their duties and responsibilities.

The framework is made of rings since the circular representation would mean that principals can exercise any of the competencies from any leadership dimension in any given instance or situation. They may also practice simultaneously several competencies coming from different dimensions to respond to any given task as school head.

The second ring contains the different dimensions of leadership as inspired by the Four-Framework Approach of Bolman and Deal which are structural, human resource, political and symbolic which are the primary considerations in the study. Competencies within the structural leadership dimension are employed in dealing the formal structure of the organization, goals, plans and their implementation, people in charge, coordination of work, and evaluation of programs. Competencies within the human resource leadership dimension are handy for principals when faced with trying to fit the capabilities, values and interests of teachers to the tasks in school. Competencies within the political leadership dimension can be utilized by principals when the emphasis is on working collaboratively with teachers. Competencies within the symbolic leadership dimension come handy to principals every time they need to deepen and enhance the faith and culture of their schools. With the various roles played by the principals, the different leadership dimensions serve as guide or choices on what

particular dimension or dimensions to apply on certain instances as they do their leadership tasks.

The outermost ring includes the particular competencies coming from each leadership dimension found on the second ring. These competencies are Instructional Leadership, Information and Communication Technology (ICT), Judgment, and Organizational Ability which are included in the third ring within the area of structural leadership dimension. On the third ring within the area of human resource are competencies such as Collegial Leadership, Communication, Reward and Recognition. Included also in the third ring within the area of political leadership are the competencies such as Teamwork and Conflict Management. To complete the inclusion of competencies within the area of symbolic leadership are Creativity, Visionary and Culture Building which are also in the third ring.

The Structural Leadership Competencies

The principals under this dimension practice competencies following a strict protocol and structure. He or she must also be guided by systems and procedures of the organizational unit he or she is working in. They implement policies, goals, roles and relationships, linkages and lines of authority are made clear and accepted by its constituencies. This requires the leaders' analytic approach in problem solving. He or she must base his or her decision from a sound analysis not just by mere intuition. The competencies included in this dimension are Instructional Leadership, Information and Communication Technology (ICT), Judgment, and Organizational Ability.

Instructional Leadership

The principal being in charge of instructional supervision to ensure quality education, has to make classroom observations. Evaluation of classroom instruction gives the principal the necessary data and information about how successful or not the teacher and students perform during classroom instruction. The results would show various information such as: mastery of the subject matter, methods and strategies including effective communication, physical and socio-emotional environment conducive to learning, classroom management or effective classroom and student engagement in the learning process. Classroom observation may be conducted for formative or summative purposes. They may be done through formal, informal classroom observation. Formal or Structured Observation requires the use of an instrument that limits the focus of observation on the items specified in the measuring tool. Informal visits are usually referred to as “walk-through” or “management by wandering around” (MBWA). Pop-in visits can also be done whereby the principal drops by the classroom unannounced, lingers for a few minutes, observes teacher-student interaction, and then hops into another class. The principal focuses only on one particular aspect of instruction in this kind of observation or classroom visit. It is necessary to conduct several observations with various foci of interests really improve the teaching –learning aspect.

Personal judgment of the observer or the principal is required in making classroom evaluation so it is important that the tools or instruments used pass the validity and reliability test. The tool must include items that can evaluate the learning

climate, classroom management, lesson clarity, variety, task orientation, student engagement, student success and promotion of higher-order thinking skills.

Every item included in the evaluation instrument must be well explained to teachers prior to the conduct of observation. The procedure in doing it must be made clear to all concerned. Certain guidelines must be fully understood by the teachers to eliminate conflicts that may arise in the process.

The success of classroom observations lies on the use of instruments or tools, the competency of the principals in making evaluation and providing feedback immediately after the observation. The evaluation instrument helps in eliminating certain biases on the part of the observer and provides teachers data on classroom behaviour that may help them understand and commit themselves to instructional improvement. Likewise, the principals must enhance their competency in conducting classroom evaluation through training and practice. Also, giving feedback is vital for a successful observation.

Information and Communication Technology (ICT)

Schools in the 21st century require that principals as head of schools are familiar with the use of technology. The proper use of technology is a tool necessary for students' learning. Educational technology can be utilized for instructional well as in designing, carrying out, and evaluating the total process of learning and teaching. Principals must consider the four perspectives of educational technology: educational technology as media and audio-visual communications, as instructional systems and instructional design, as vocational training, as computer systems.

There is incongruence in the knowledge and skills of the principals as leaders and for teachers as implementers and for students in terms of technology. This is where the gap between the digital immigrants, digital natives comes in. Students must be trained to prepare them to the world of work, prepare them face the demands of the times and one of which is the use of technology. The use of technology enables students to connect and collaborate with people across time and space. Technology is not only important for the skills that students can learn and develop, but it is also necessary so as teachers can utilize them in the classroom and in other related tasks to make their work systematic, relevant and responsive to the call of times.

The most humbling experience perhaps that a principal would go through is to accept that he /she is not an expert of all things necessary in the discharge of his/her duties and responsibilities. But what is important is the awareness, acceptance and commitment of learning technology and be able to share that learning to teachers and students. There are principals who acknowledge that they are not “techies” but are committed to the learning of the students and they support to the idea and reality that this technology is vital in this area. Then, principals must aim to be learners and models in the use of technology which they can by allotting resources in the use of technology, initiating in service training program in the efficient and effective use of technology in the classroom/ school. The principals should encourage and support the adopters and risk takers in the use of technology and expect students work to be done and stored using technology.

Judgment

Principals as head of schools are expected to make sound judgment in all of their decisions. Coming up with good and effective decisions are part of the development of good judgment skills. To enhance the competency on making good judgment, the principals have to consider all angles of the problem or issue, study all available options or alternatives before arriving at a final decision. Generally, one can qualify a good decision or judgment if they are based on facts, made when the principals are emotionally stable, have considered all alternatives and have weighed all the risks related to their judgments. Good judgment can be reached after trying to analyze and interpret available information. This is followed by giving priority and caution to particular issues and arriving at logical conclusions and high quality decisions. It will also help if principals base their decisions on plans and programs likewise use clear and highly accepted moral and professional values.

Organizational Ability

Principals who have strong organizational ability can lead schools to success. Planning, leading and organizing are part of this competency. Organizational ability includes using all the available resources of schools to be able to carry out program objectives successfully. It is monitoring one's own work and work of others so that resources are properly utilized and the efficient flow of activities is ensured. This is also where principals must keep abreast with changes in organizational objectives, programs, policies so as to make the necessary steps to adapt to the call of times. Feedback must be welcomed once changes in the aspects earlier mentioned are

implemented so as to ensure the effectiveness of plans and programs. Organizational ability includes self-discipline, doing tasks in structured manner and prioritizing on tasks in order to arrive at desirable outcome. It also includes good time management by keeping schedules and working within the given time frame to achieve certain objectives. It is using the available time to complete work tasks towards the achievement of desired results. It also includes the ability to work with less supervision, good relational skills and making sound decisions promptly. Strong organizational ability brings about success by having an easy access on resources for the immediate implementation of programs and objectives.

The Human Resource Leadership Competencies

The principals work on behalf of both the organization and its people. These leaders support and empower through participation and inclusion, ensuring that people have the support needed to do their tasks. The human resource leadership dimension includes competencies such as Collegial Leadership, Communication, Reward and Recognition.

Collegial Leadership

As a principal with collegial leadership, one exhibits certain characteristics. One of which is listening intently to the suggestions of the teachers. Listening and encouraging different views and opinions thus in the process, the principals identify and support various viewpoints which are vital to the attainment of the schools' goals and objectives. In the process, the principals enjoy the challenge of encouraging teachers

and interacting with them. After getting their opinions and suggestions regarding programs to be implemented, then principals would be able to gauge the intentions as well as capabilities of teachers. The principals having knowledge of what teachers are capable of doing and what their sentiments are, can now respond to the needs of the teachers. Collegial leadership here means that the principals have pleasant and agreeable demeanor in such a way that they can relate well with the teachers. It is also linked to being cooperative, ready to lend helping hand and positive interaction. If the principals are collegial then the tendency is that the teachers become collegial too thus creating a positive working atmosphere. Principals having collegial leadership are sensitive to the needs of the teachers, thus practices consistency and fairness. Through consistency, fairness and having a positive work atmosphere the teachers can work well together and support one another professionally. Consistency and fairness can be displayed by principals if they are approachable and treat teachers and staff with humility, interest and respect. Principals are consistent if they demonstrate integrity by walking the talk on a regular basis. Consistency and fairness can also be shown they have built solid relationships based on their integrity and character. They are reliable, predictable and committed to serving and supporting the teachers. As such, they are trusted and easy to follow, giving them way to achieve their goals. Having a collegial leadership would mean that teachers enjoys high morale and this is a great source of satisfying work environment that brings about success in the schools' programs.

Communication

Communication for a leader is not simply passing on information but is way of connection and giving inspiration to subordinates. It is one of the most challenging competencies of a principal or leader. Principals who are good communicators keep the teachers informed with the right information at the right time. Effective communication is a two-way street; it has downward as well as upward channels. Downward communication is giving information orally or in writing clearly and effectively. An upward channel of communication is utilized when the principal does something with what he/she hears and tells teachers about it. It is necessary for principals to always convey the vision, goals and values of the organization, whether spoken or written or both words and actions. How one conveys the message is also important. Transparency, respect and trust must be conveyed in every communication the principals have with the teachers. If the programs that the principals communicate with the teachers are important it is necessary to make a follow up, sometimes repetition or redundancy helps in the success of a program. Principals who want to be great communicators must practice this skill. Principals are often appointed in the position not only because of their academic achievements but also because of their remarkable competency in communication. Principals can make the teachers stay focused, engage and productive if they are good communicators. Listening to teachers, staff, parents and pupils as well as giving feedback to them are competencies of a great principal.

Reward and Recognition

Reward and recognition may be given through intrinsic or extrinsic manner. One way of giving reward or recognition intrinsically is by rewarding highly effective teachers with increased leadership responsibility such as mentoring new teachers and assigning them to become team leaders of their group. Teachers value these assignments not only because of career advancement but because these are signals that the principals recognizes their effort and leadership potentials. This in turn strengthens teachers' commitment to the schools. To motivate teachers principals implement organizational reward systems and create innovative incentive program. It is important that rewards are based or linked to performance. It has been proven that giving recognition to teachers will cause them to take pride in what they do. They would also feel appreciated for their contributions thus, they have the tendency to "go the extra mile". Recognition also heightens the level of commitment to the school so they strive to meet or even exceeds the performance standards. Teachers get to enjoy their work that creates a positive work atmosphere. There is also a need to encourage feedback regarding incentive programs and reward systems so that improvement of the program can be applied.

Political Leadership Competencies

The principals possess the skills to deal with conflict inside and outside the organization. They recognize constituencies, develop ties and manage conflict as productively as possible. The principals in this dimension of leadership handle the different views, opinions of all stakeholders especially the teachers. This happens when the principal recognizes constituencies, develops ties and manages conflict as

productively as possible. The area of political leadership includes the competencies such as Teamwork and Conflict Management.

Teamwork

To realize the school's program objectives, principals have to strive to build teams to work well together by supporting each other's effort. For the success of the schools' endeavor the principals have to form teams composed of parents and teachers whose distinct responsibility as partners in the education of the young people must be emphasized. This is where teamwork is important. Teamwork between the parents and teachers is needed for them to become partners in the education of the young people. This team works towards the realization of school's educational objectives. The school through the initiative of the principal can create programs that promote parents involvement in school affairs. This may not only happen through the usual Parents-Teachers Association but also through other informal as well as formal occasions in the school. It would help if parents would be inducted into the roles of being partners in the formal education of their children. Parents and teachers would need to have regular conversations not simply attend meetings on such ritual occasions as PTA meetings and open houses. The goal would be to define the role of parent in the school in a way that interactions between parents and teachers would be routine, regular, and informal rather than sporadic and formalized. To treat parents as partners in the education of their children would mean that parents would be interested in the life of their children in school. This way they let their children know that they care about their progress as a student and eventually inspire students to study harder. Principals

must ensure the morale of the team is high so that productivity will follow. If this happens, it is important to celebrate team accomplishments.

Conflict Management

Conflict is a natural by-product of any situation involving two or more persons who may be caused by differences in belief, opinion, objectives and power imbalances. Conflicts must be managed effectively by principals to promote cohesion and productivity among teachers. Conflict management must be pursued to resolve disagreements, misunderstanding and complaints in a positive and constructive way. How does a principal manage conflict? It can be done through being accommodating, avoiding, collaborating, compromising and competing. The principals can accommodate the side of the other party if they see that the issue is minor and want to achieve peace in the work environment. Avoidance of conflict by delaying or ignoring it sometimes resolves the problem without the heated arguments or confrontation. Another technique to resolve conflict is by collaborating. Collaboration happens when different ideas coming from various people or groups are fused or integrated, thus being able to arrive at a solution that is acceptable to all parties. Conflict can also be managed when parties arrived at a certain compromise so as to establish an acceptable and agreeable solution. Competition may also come in the picture to solve conflicts. This happens when the conflict involves highly assertive personalities, this can also be applied, however in an emergency situation. Conflicts can also be managed if principals foster collaboration and empower subordinates. The principals may anticipate reactions,

complains regarding a program that need immediate response so as to persuade them to work towards the accomplishment of goals or objectives.

Symbolic Leadership Competencies

The principals inspire people by using dramatic and creative symbols to capture attention. They get people excited, frame experience by providing plausible interpretations of their experiences, and be passionate in fulfilling and communicating the mission, vision, goals of the organization. This is where principals exercise their being creative and visionary and in the process the help build the culture of the organization. The competencies included within the area of Symbolic leadership are Creativity, Visionary and Culture Building.

Creativity

Creativity is an important leadership competency. It is characterized by bringing up new ideas. It is coming from the usual or conventional view. It is presenting new possibilities that others can follow. It is what it takes to make good and fast decisions. It is likewise needed by principals to rethink if the programs that they have for their schools are good for the stakeholders specially the students. At the same time it takes creativity to come up with ideas and drastically change the programs that prove to be unproductive for the schools. Principals who are creative are open to changes and encourage creativity from their teachers. To respond to the challenges of the 21st century, principals need to be innovative and must create an atmosphere that encourages creativity. For innovation to succeed principals have to unite multi-talented

teachers who can work together and collaborate with each other to exchange ideas and insights on what programs can be implemented to bring about success. This way, teachers will be motivated and their engagement to work will be enhanced.

Creativity is freeing one's own originality. Principals need not only do the minimum requirement of their office but they have to exceed expectations. Creativity can only come out if one starts things, ideas, and projects to happen.

Visionary Leadership

Visionary leadership happens when there is a shared vision and when all stakeholders are committed to the continuous progress and their quest for excellence. Visionary leaders do not only see the present but they also see projects that will most probably happen in the future so that they can plan ahead. It means they can design futuristic things so that they are when there is a need for changes in plans, goals, programs in school. Visionary principals can work collaboratively with teachers, staff, students and parents in creating and sustaining shared vision, mission, goals and values. The definition of a visionary is someone who thinks about the future or advancements in a creative and imaginative way. For leadership to be efficient and effective, vision must be one of its important elements. School heads, according to some authorities, are motivated to work hard because their leadership is the pursuit of their individual visions. There is also a need for principals to discuss fully with all stakeholders the vision of the school and work closely with them. Working closely with the stakeholders is a way of building relationship. Good relationship is vital in encouraging the stakeholders to work in creating a school structure that they envision of

what a school can become for the students. Visionary leadership can also be exhibited when the principals communicate the plan of the school towards student- focused, learning- oriented environment. Involvement of all stakeholders in the schools' programs and activities is necessary. Exhibiting a sense of urgency is also one of the characteristics of being a visionary leader. It is not enough for principals to create plans and programs what is important is that they are implemented right away.

Culture Building

Every organization has its own culture. The culture of schools includes lessons learned from the past that are passed on to the next generations. Schools do write their history and share it to the stakeholders. In writing the history of schools, using metaphors and other figurative language may also help. Words that convey or paint picture words can speak to both mind and heart making any literature regarding the schools powerful in conveying its culture. However accomplished a school is, it is important that teachers and other stakeholders know its history so that they can appreciate what the school have at present. It is important for principals to articulate what are the values as well as the beliefs of the schools they are in so they know what the schools stands for. Part of knowing the history of the schools is giving value to the founders, to the pioneer leaders of the schools. Schools may also have their own rituals that can be part of culture building. These rituals bond people to each other and to the values that they uphold as an organization. Celebrating important events such as times of great triumph or milestones of the school is another way of making the culture of schools be known to the stakeholders. The principals may also integrate programs,

celebrations and other artifacts to portray the culture of schools. Culture building can be effectively done by teaching or sharing it, defining it, writing it as part of the vision and mission and living it. Articulating the school's vision, mission values and goals is also part of this competency. It is also essential to evaluate the cultural beliefs and rituals of schools to assess its contribution in the over-all success of the organization.

Synthesis

The framework presents the various leadership competencies of diocesan principals based from the four dimensions: structural leadership, human resource leadership, political leadership and symbolic leadership. The results of the study keenly points at the specific competencies and their various indicators needed by diocesan principals to be enhanced. Although the principals were earlier rated to have advanced competency in all dimensions, they still need to keep harnessing several competencies in order to meet the challenges of leading schools in the modern times.

Diocesan principals need to harness competencies under structural leadership dimension such as instructional leadership, judgment, Information and Communication Technology and organizational ability. Teachers expect the principals to conduct classroom observations regularly and give them immediate feedback. In this way, the teachers can also enhance their teaching strategies and techniques needed to ensure students learning. Decision making must be based on rationality and according to plans and objectives of the schools. Technology is another handy tool for principals to respond to the needs of learners as well as in meeting the demands of the 21st century. In accomplishing all the tasks of the principals, organizational ability is required.

The principals working in diocesan schools have to enhance competencies under the human resource leadership dimension such as: collegial leadership, communication and rewards and recognition. Teachers have to feel that their efforts and contributions for the good of the school are recognized. They feel accepted and have a sense of belongingness if principals accept or take into account their ideas, thus collegial leadership is achieved. To inspire teachers to do their best, rewards and recognition must be given. Not to forget that being able to communicate well with the teachers is vital for principals in the achievement of goals and objectives.

The political dimension of leadership includes teamwork and conflict management. Schools have several stakeholders whereby the principals have to work harmoniously in order to achieve the plans, programs and objectives of the organization. Principals need to form teams to work together for the success of the schools. They can achieve such teamwork and conflict management can only be achieved with effective communication skills as well as being collegial with the teachers. Managing conflicts is possible when principals use their influence. Competencies in the political leadership dimension can be enhanced with the practice of human resource leadership competencies.

Symbolic leadership competencies include being creative and visionary. Through creativity and with the use of vision, principals can successfully build the school culture. The vision of the school represents its culture, thus principals are expected to be visionaries and at the same time keep up the culture and traditions of schools. Diocesan schools are primarily established for evangelization, thus it is the principals' duty to

concentrate on this aspect as they also meet the standards of education set up by the government.

With the framework particularly designed to enhance the leadership competencies of diocesan principals, the researcher hopes that the vision of the diocesan schools to be active evangelizers of faith can be achieved. Likewise, with the enhanced competencies, the diocesan principals would be working hand in hand with the teachers in forming students who are not only equipped with great cognitive competence but more importantly with renewed faith as Catholic Christians.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the concepts which had been realized based on the results of the study.

Summary

This study attempted to determine the level of leadership competencies of the principals of a diocesan school in Quezon City. It also looked into the possible relationship on how the principals assess themselves in the different leadership dimensions with that of the teachers. Results of the study served as the basis in the development of a framework to enhance the leadership competencies of diocesan school principals. This study leaned heavily on the “Four-Framework Approach” by Bolman and Deal which was adapted in the study conducted by Remia Ricabar, entitled “The Leadership Competencies of Public School Managers in the Division of Marikina City “ in 2000. Using survey method, this study involved six (6) principals and forty-six (46) teachers from the six (6) schools of a diocese in Quezon City.

The researcher adapted the survey questionnaire developed by Ricabar,2000 after adding some items and was subjected to a content validation by education experts . The new set of questionnaire used in this study was composed of thirty-two (32) items under the structural leadership dimension, twenty-three (23) items under human

resource leadership dimension and twelve (12) items under political leadership dimension and seven (7) in the symbolic leadership dimension.

Data yielded from the survey questionnaire were analyzed and interpreted with the use of statistical tools such as frequency distribution, weighted mean, percentage and standard deviation.

Results of the study revealed that principals have advanced competency in the structural, human resource, political and symbolic dimensions of leadership as assessed by the principals themselves and by the teachers.

Also, the study showed that there is no significant difference in the perception between the two respondents on the principals' competencies in the structural, political and symbolic dimension. There is a significant difference in the perception between the two groups on the human resource dimension of leadership.

It can be inferred that principals and teachers have different perspective as far as human resource leadership dimension of principals is concerned.

The study recommends that the framework will serve as a guide in the enhancement of the leadership competencies of principals especially in the human resource dimension.

Findings

The major findings of the study are as follows:

1. Principals have advanced competency in structural, human resource, political and symbolic leadership dimension. Human resource leadership dimension was ranked highest in the weighted mean by the principals while it was ranked the lowest by the teachers.
2. There is no significant difference in the perception between the two groups in the structural, political and symbolic leadership dimension, but there is a significant difference in the perception between the two groups in the human resource leadership dimension.
3. The findings concerning the structural, human resource, political and symbolic leadership competencies of principals can be used as a basis for the preparation of the framework for leadership enhancement.

Conclusions

Based on the findings, the following conclusions are drawn:

1. The principals meet the standards as far as the four dimensions of leadership are concerned. The principals adhere to the formal structure of the organization, they take into account the different interests, various needs and individual feelings of the persons in the organization, they negotiate, build coalition and distribute the scarce resources and they nurture the culture and faith of the organization.
2. There is a discrepancy in the assessment of two groups of participants in the human resource leadership dimension. Although the teachers assessed the principals to have advanced competency in human resource leadership, they still have higher expectations from the principals on the said dimension.
3. The framework is to be created to serve as a guide in the enhancement of the leadership competencies of principals.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are hereby presented for consideration:

1. The principals shall maintain the manner they exercise the competencies under the structural, human resource, political and symbolic leadership dimensions.
2. The principals shall address the teachers' perception on their competencies concerning human resource leadership dimension.
3. The leadership framework prepared by the researcher can be utilized by the principals in areas where they need enhancement in relation to their leadership competencies especially in the human resource leadership dimension.
4. Further studies can be conducted to improve the human resource leadership dimensions of principals. Other groups may also be included as respondents to validate results.
5. Further validation of the instruments may also be done before it is utilized in a parallel study.

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A P P E N D I C E S

APPENDIX A

Letter of Request to the Diocesan School Superintendent

December 8, 2015

Dear _____:

Peace and Blessings!

The undersigned is a Master of Education student of the Philippine Normal University, Manila. She is presently undertaking a thesis entitled "A Framework for Enhancing Leadership Competencies of Diocesan School Principals" in partial fulfillment of the requirements for the degree of Master of Education specializing in Educational Management.

The study aims to determine the leadership competencies of principals in diocesan schools and provide additional input to Catholic educational authorities in choosing or training their leaders. This will also induce self-awareness and reflection among principals concerning their leadership competencies thereby become one of the bases for self-improvement.

In this regard, she would like to seek for your consent to conduct data gathering activity by administering the survey-questionnaire to all principals and selected teachers relative to the aforementioned research study. Rest assured that any information gathered will be treated with utmost confidentiality and NO Classes will be disrupted during the administration of the questionnaires.

I hope that this will merit your favorable response.

Thank you very much and God bless.

Respectfully yours,

Mrs. Blesilda C. Tabbal
Researcher

APPENDIX B

Letter Asking Permission for the Use of the Survey Questionnaire

August 5, 2015

Dear Ms. Ricabar:

Greetings of Peace!

I am in the process of writing a thesis as a requirement for my masteral studies. The paper is about enhancing leadership competencies of diocesan school principals. It has parallelism to the study you conducted since it is anchored on the Four Framework Approach by Bolman and Deal.

It is in this regard that I would like to request your permission to allow me to utilize the questionnaire you developed in the study entitled "Leadership Competencies of School Managers in the Division of Marikina City", in 2000. If allowed, the questionnaire will undergo revalidation.

I hope that this will merit your kind approval.

Thank you in advance.

Truly yours,

Mrs. Blesilda C. Tabbal
Candidate, M.A. Ed.
Researcher

APPENDIX C

Letter to the Validators of the Survey Questionnaire

September 29, 2015

Dear Sir/ Madam:

Greetings of Peace!

I, the undersigned, am the Electives Block Coordinator of a diocesan school in Quezon City who is presently working on a thesis entitled "Framework for Enhancing the Leadership Competencies of Diocesan Schools Principals" as part of the requirements for the masters degree at the Philippine Normal University.

I am in the process of finalizing the validity of my instrument which has two parts: Profile of Respondents; Part II Principals' Leadership Competencies. The appropriateness and the relevance for the present times of the terms / items used in the instrument must be ascertained to elicit the desired response during the formal survey.

In view of the foregoing, may I request you to be one of my questionnaire-content validator by critiquing the suitability and correctness of each item/ term used in the questionnaire. Please feel free to change the words that you think is inappropriate. Attached herewith are the statement of the problem and the conceptual framework of my research for your reference.

Your shared valuable time and expertise are truly appreciated. Thank you and God bless.

Respectfully Yours,

Mrs. Blesilda C. Tabbal
Researcher

Noted:

Jose Ocampo Jr., PhD
Adviser

Prof. Ma. Lourdes Agustin
Adviser

APPENDIX D
List of Validators

Director, Institute of Teaching And Learning , PNU	Doctor of Philosophy
Faculty, PNU-CGSTER	Master's Degree Holder with doctoral units
Former Awards Committee Member, MAPSA	Master's Degree Holder with doctoral units
Campus Minister, Immaculate Conception Cathedral School School	Master's Degree Holder with doctoral units
Principal, Holy Trinity Academy	Doctor of Philosophy
Principal IV, Alabang Elementary School	Doctor of Education
Principal IV, Muntinlupa National High School	Doctor of Education
HRMO –Administrative ,DepEd Muntinlupa City Graduate School Professor	Doctor of Education

APPENDIX E

Instrument before the Validation

To the Validator: Please rate each item of Leadership Competencies of Diocesan School Principals. Tick the column of the number that represents your rating. The scales with their numeric equivalent are as follows:

Relevant	-	4
Fairly Relevant	-	3
Irrelevant	-	2
Needs Revision	-	1

Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
Structural Leadership –Leader focuses on tasks, facts, and logic rather than personality and emotion and tries to design and implement a process or architecture appropriate to the circumstances.					
1. Thinks clearly and logically.					
2. Uses logical analysis and careful thinking to solve problems.					
3. Gives extraordinary attention to details.					
4. Approaches problems with facts and logic.					
5. Takes calculated risks.					
6. Makes timely and sound decision.					
7. Conducts unit meetings to achieve desired objectives by improved skills as facilitator.					
8. Keeps up-to-date with technological changes and developments affecting areas of expertise for oneself and the work unit.					
9. Understands and uses basic technology as a tool in communication with teachers					

	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
10. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.					
11. Creates new methods for planning, designing and carrying out program objectives.					
12. Stays abreast of professional issues and development in education.					
13. Evaluates personal effectiveness as manager, so as to identify strengths, limitations and plans for improvement.					
14. Sets clear goals and objectives for the work unit.					
15. Develops and implements clear, logical policies.					
16. Strongly believes in clear structural and a chain of command.					
17. Creates a system to make work flow systematic.					
18. Seeks out opportunities to improve; streamline and reinvent work procedures.					
19. Establishes clear goals, objective and priorities and holds people accountable.					
20. Stresses accountability and continuous improvement.					
21. Establishes and maintains curriculum related to goals priorities.					

22. Assesses and plans improvement of school environment					
23. Plans with teachers for the accomplishment of all objectives.					
24. Expresses high expectations of teachers.					
Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
25. Works with teachers on using appropriate resources and strategies to achieve objective.					
26. Facilitates the planning and application of emerging technologies in the classroom.					
27. Observes teachers regularly and provides detailed feedback to help them improve their instructional skills.					
28. Establishes and maintains formal and informal methods to monitor teachers' performance.					
29. Sets up system for evaluating programs and staff.					
30. Provides feedback to individual teachers and the staff about school performance.					
31. Provides specific performance feedback as soon as possible.					
32. Takes feedback into consideration while implementing organizational change.					
33. Believes all students can master basic skills and that teachers are responsible for that achievements.					

Human Resource Leadership- leader works on behalf of both the organization and its people, seeking to serve the best interests of both. The leader is supportive and empowering through participation and inclusion, ensuring that people have the autonomy and physical and social support needed to do the job.					
1. Shows high sensibility for others' needs.					
2. Shows high support and concern for others.					
3. Supports teachers' efforts to achieve organizational goals.					
Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
4. Consistently helpful and considerate to others.					
5. Makes diagnosis of students' needs.					
6. Monitors students' achievements and attendance.					
7. Allows teachers to build a collegial work environment through sharing their time and talent with one another.					
8. Practice diplomacy, tact and consideration to others by improved human relation skills.					
9. Relates well with others.					
10. Demonstrates consistency and fairness.					
11. Considers and responds appropriately to the needs, feelings and capability of teachers and staff in different situations.					
12. Promotes collaborative professional school culture that foster teacher development by working with faculty.					

13. Ensures that regular, consistent communication takes place within the area of responsibility.					
14. Listens well and is unusually receptive to others concerns and needs.					
15. Generates loyalty and enthusiasm.					
16. Motivates teachers by delegating and giving clear directions.					
17. Pursues self-development.					
18. Is tactful, compassionate, sensitive and treats others with respect.					
19. Shares helpful feedback with members by improved skills as a listener and observer a constructive critic.					
Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
20. Provides timely and honest feedback in a constructive and non-threatening way.					
21. Encourages personal and professional growth and leadership among staff.					
22. Gives constant verbal reminder to staff about their importance and value to the school.					
23. Recognizes and rewards people for their achievement.					
24. Acknowledges and thanks people for their contribution in the realization of organizational goals and objectives.					
25. Encourages participative and team management approach.					

26. Provides positive reinforcement for high performance though appropriate recognition and reward.					
27. Maintains equal concern for task accomplishment and people maintenance within the unit.					
28. Shares decision making with teachers.					
29. Emphasizes collaboration and empowerment.					
30. Believes that others can and will function independently and successfully.					
Political Leadership- leader's job is to recognize major constituencies, develop ties to their leadership, and manage conflict as productively as possible. Leaders need to build a power base, use power carefully, and work at articulating what everyone has in common.					
1. Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.					
Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
2. Fosters education efforts among parents and teachers.					
3. Present idea clearly and persuasively in both oral and written communicate by improved skills as communicator.					
4. Operates skilfully within the political environment.					
5. Persuades others to change leadership position or approach to better fit a situational need.					

6. Maintains awareness of external political and social environment					
7. Is politically very sensitive and skilful.					
8. Is a very skilful and shrewd negotiator.					
9. Anticipates and deal adroitly with organizational conflict.					
10. Succeeds in the face of conflict and opposition.					
11. Helps others overcome resistance to change.					
12. Is receptive to new ideas and adapts to new situation.					
13. Anticipates and resolves confrontation, disagreements and complaints through a “win-win” solution.					
Symbolic Leadership- leader’s job is to inspire people by giving them something they can believe in. Leaders are passionate about making the organization unique in its niche and communicating that passion to others. Leaders are sensitive to an organization’s history and culture. They seek to use the best in an organization’s traditions and values as a base for building a culture that has cohesiveness and meaning.					
Competencies	Rating				
	Relevant 4	Fairly Relevant 3	Irrelevant 2	Needs Revision 1	Remarks
1. Anticipates trends, changes, needs and problems readjusting and reallocating as appropriate.					

2. Commits himself strongly to the school's vision, mission, and goals.					
3. Articulates the school's vision, mission and goals and student needs to the community.					
4. Actively communicate the schools norms and beliefs.					
5. Inspires others to do with their best.					
6. Is creative and visionary in the application of technology to improve services and productivity.					
7. Uses celebration to shape values and build morale.					
8. Is highly imaginative and creative.					
9. Develops an institution infrastructure to implement its vision, mission and goals.					

Appendix F

Survey Questionnaire according to Leadership Dimensions

Structural Leadership

- _____1. Thinks clearly and logically.
- _____2. Uses logical analysis and careful thinking to solve problems.
- _____3. Gives attention to details.
- _____4. Approaches problems with facts and logic.
- _____5. Conducts unit meetings to achieve desired objectives.
- _____6. Takes calculated risks.
- _____7. Makes timely and sound decision.
- _____8. Evaluates personal effectiveness as leader.
- _____9. Identifies strengths, limitations and plans for improvement.
- _____10. Develops and implements clear, logical policies.
- _____11. Adheres to a clear structural chain of command.
- _____12. Creates new methods for planning, designing and carrying out program objectives.
- _____13. Creates a system to make work flow systematic.
- _____14. Articulates the school's vision, mission and goals and student needs to the community
- _____15. Establishes clear goals, objectives, priorities and holds people accountable.
- _____16. Understands and uses basic technology as a tool in communicating with colleagues and subordinates.

- _____17. Uses technology to facilitate problem solving and to assist teachers and staff to do their tasks.
- _____18. Facilitates the planning and application of emerging technologies in the classroom.
- _____19. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.
- _____20. Stays abreast of professional issues and development in education.
- _____21. Seeks out opportunities to improve; streamline and reinvent work procedures.
- _____22. Establishes and maintains a curriculum that is related to school's goals and priorities.
- _____23. Plans with teachers for the accomplishment of all objectives.
- _____24. Expresses high expectations of teachers.
- _____25. Stresses accountability and continuous improvement.
- _____26. Assesses and plans improvement of school environment.
- _____27. Works with teachers on using appropriate resources and strategies to achieve objective.
- _____28. Establishes and maintains formal and informal methods to monitor teachers' performance.
- _____29. Sets up system for evaluating programs and staff.
- _____30. Observes teachers regularly and provides feedback about school performance as soon as possible.

_____31. Takes feedback into consideration while implementing organizational change.

_____32. Pursues self-development to be of service to others.

Human Resource Leadership

_____1.Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals.

_____2.Allows teachers to build a collegial work environment through sharing their time and talent with one another.

_____3. Works collaboratively with faculty to promote school culture for teacher development.

_____4. Motivates teachers by delegating and giving clear directions.

_____5. Shares decision making with teachers.

_____6. Encourages participative and team management approaches.

_____7. Delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully.

_____8. Considers the capability and feelings of teachers and staff.

_____9. Responds appropriately to the needs of teachers and staff in different situations.

_____10. Shows high sensitivity for others' needs by responding to them in the best way possible.

_____11. Practices diplomacy, tact and consideration to others.

_____12. Is helpful and considerate to others..

_____13. Am tactful, compassionate, sensitive and treats others with respect.

- _____14. Am a good listener and observer. Shares helpful feedback with members.
- _____15. Encourages personal and professional growth and leadership among staff.
- _____16. Gives constant verbal reminder to staff about their importance and value to the school.
- _____17. Makes diagnosis and monitors students' achievements to understand and respond to their needs.
- _____18. Demonstrates consistency and fairness.
- _____19. Conducts regular and consistent communication within the area of responsibility.
- _____20. Provides timely and honest feedback in a constructive and non-threatening way.
- _____21. Provides positive reinforcement for high performance through appropriate recognition and reward.
- _____22. Emphasizes collaboration and empowerment.
- _____23. Maintains equal concern for task accomplishment and people maintenance within the unit.

Political leadership

- _____1. Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.
- _____2. Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.
- _____3. Presents ideas clearly and persuasively in both oral and written communication.

- _____ 4. Operates skillfully within the political environment.
- _____ 5. Persuades others to change leadership position or approach to better fit a situational need.
- _____ 6. Maintains awareness of external political and social environment.
- _____ 7. Am politically highly sensitive and skilful.
- _____ 8. Am a highly skilful and competent negotiator.
- _____ 9. Manages conflicts and oppositions successfully.
- _____ 10. Helps others overcome resistance to change.
- _____ 11. Keeps up-to-date with technological changes and developments affecting areas of expertise for oneself and the work unit.
- _____ 12. Anticipates trends, changes, needs and problems readjusting and reallocating as appropriate.

Symbolic Leadership

- _____ 1. Commits himself strongly to the school's vision, mission, and goals.
- _____ 2. Communicates actively the school's norms and beliefs.
- _____ 3. Inspires others to do their best.
- _____ 4. Am creative and visionary in the application of technology to improve services and productivity.
- _____ 5. Uses celebration to shape values and build morale.
- _____ 6. Am highly imaginative and creative.
- _____ 7. Develops an institution and infrastructure to implement its vision, mission and goals.

APPENDIX G

Final Instrument after the Validation

Direction: Please read carefully the items below and place a check mark () to indicate your answers on the space provided. All answers will be treated with full confidentiality.

I. Personal Data Profile

Name: (Optional) _____

Gender: _____ Male _____ Female

Age: _____ 21 yrs. and below _____ 41-45
_____ 22-25 _____ 46-50
_____ 26-30 _____ 51 and above
_____ 31-35
_____ 36-40

Civil Status: _____ single _____ widow/ widower
_____ married _____ others, please specify

II. Professional Data Profile

Educational Qualifications

_____ Bachelor's Degree Holder
_____ Bachelor's Degree with MAT/ MS units
_____ Master's Degree Holder
_____ Master's Degree Holder with doctoral units
_____ Doctoral Degree Holder

Eligibility: _____ PBET
_____ LET
_____ Civil Service
_____ Others, please specify

Number of years as school head (for school heads)

Length of service (for teachers)

_____ 1-5
_____ 6-10
_____ 11-15
_____ 16-20
_____ 21 and above

SURVEY QUESTIONNAIRE ON THE PRINCIPAL'S LEADERSHIP COMPETENCIES

As an administrator, you are expected to exhibit leadership competencies that enable you to perform your functions effectively. Following is the list of these competencies. The evaluation utilizes a nine point scale in which you rate yourself from low to high proficiency. This is done by giving yourself ratings from 0-9 which best describe your present state of achievement. In the space provided for, record the number that best describes your present competency. The numbers are coded as follows:

0	No competency	The principal exhibits the behavior 0% of these competency
1-3	Basic Competency	The principal exhibits the behavior 1-25% of these competency
4-6	Intermediate Competency	The principal exhibits the behavior 26-75% of these competency
7-9	Advance Competency	The principal exhibits the behavior 76-100% of these competency

- _____1.Thinks clearly and logically.
- _____2. Uses logical analysis and careful thinking to solve problems.
- _____3.Gives attention to details.
- _____4.Approaches problems with facts and logic.
- _____5.Conducts unit meetings to achieve desired objectives.
- _____6. Takes calculated risks.
- _____7.Makes timely and sound decision.
- _____8.Evaluates personal effectiveness as leader.
- _____9.Identifies strengths, limitations and plans for improvement.
- _____10.Develops and implements clear, logical policies.
- _____11.Adheres to a clear structural chain of command.
- _____12.Creates new methods for planning, designing and carrying out program objectives.
- _____13.Creates a system to make work flow systematic.

- _____14. Articulates the school's vision, mission and goals and student needs to the community
- _____15. Establishes clear goals, objectives, priorities and holds people accountable.
- _____16. Understands and uses basic technology as a tool in communicating with colleagues and subordinates.
- _____17. Uses technology to facilitate problem solving and to assist teachers and staff to do their tasks.
- _____18. Facilitates the planning and application of emerging technologies in the classroom.
- _____19. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.
- _____20. Stays abreast of professional issues and development in education.
- _____21. Seeks out opportunities to improve; streamline and reinvent work procedures.
- _____22. Establishes and maintains a curriculum that is related to school's goals and priorities.
- _____23. Plans with teachers for the accomplishment of all objectives.
- _____24. Expresses high expectations of teachers.
- _____25. Stresses accountability and continuous improvement.
- _____26. Assesses and plans improvement of school environment.
- _____27. Works with teachers on using appropriate resources and strategies to achieve objective.

- _____28.Establishes and maintains formal and informal methods to monitor teachers' performance.
- _____29.Sets up system for evaluating programs and staff.
- _____30.Observes teachers regularly and provides feedback about school performance as soon as possible.
- _____31. Takes feedback into consideration while implementing organizational change.
- _____32. Pursues self-development to be of service to others.
- _____33. Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals.
- _____34. Allows teachers to build a collegial work environment through sharing their time and talent with one another.
- _____35.Works collaboratively with faculty to promote school culture for teacher development.
- _____36. Motivates teachers by delegating and giving clear directions.
- _____37. Shares decision making with teachers.
- _____38. Encourages participative and team management approaches.
- _____39. Delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully.
- _____40.Considers the capability and feelings of teachers and staff.
- _____41.Responds appropriately to the needs of teachers and staff in different situations.

- _____ 42. Shows high sensitivity for others' needs by responding to them in the best way possible.
- _____ 43. Practices diplomacy, tact and consideration to others.
- _____ 44. Am helpful and considerate to others..
- _____ 45. Am tactful, compassionate, sensitive and treats others with respect.
- _____ 46. Am a good listener and observer. Shares helpful feedback with members.
- _____ 47. Encourages personal and professional growth and leadership among staff.
- _____ 48. Gives constant verbal reminder to staff about their importance and value to the school.
- _____ 49. Makes diagnosis and monitors students' achievements to understand and respond to their needs.
- _____ 50. Demonstrates consistency and fairness.
- _____ 51. Conducts regular and consistent communication within the area of responsibility.
- _____ 52. Provides timely and honest feedback in a constructive and non-threatening way.
- _____ 53. Provides positive reinforcement for high performance through appropriate recognition and reward.
- _____ 54. Emphasizes collaboration and empowerment.
- _____ 55. Maintains equal concern for task accomplishment and people maintenance within the unit.
- _____ 56. Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.

- _____ 57. Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.
- _____ 58. Presents ideas clearly and persuasively in both oral and written communication.
- _____ 59. Operates skillfully within the political environment.
- _____ 60. Persuades others to change leadership position or approach to better fit a situational need.
- _____ 61. Maintains awareness of external political and social environment.
- _____ 62. Am politically highly sensitive and skilful.
- _____ 63. Am a highly skilful and competent negotiator.
- _____ 64. Manages conflicts and oppositions successfully.
- _____ 65. Helps others overcome resistance to change.
- _____ 66. Keeps up-to-date with technological changes and developments affecting areas of expertise for oneself and the work unit.
- _____ 67. Anticipates trends, changes, needs and problems readjusting and reallocating as appropriate.
- _____ 68. Commits himself strongly to the school's vision, mission, and goals.
- _____ 69. Communicates actively the school's norms and beliefs.
- _____ 70. Inspires others to do their best.
- _____ 71. Am creative and visionary in the application of technology to improve services and productivity.
- _____ 72. Uses celebration to shape values and build morale.
- _____ 73. Am highly imaginative and creative.
- _____ 74. Develops an institution and infrastructure to implement its vision, mission and goals.

SURVEY QUESTIONNAIRE ON THE PRINCIPAL'S LEADERSHIP COMPETENCIES FOR FACULTY RESPONDENTS

DIRECTIONS: Please read each item carefully and indicate the degree to which you think your principal exhibits the leadership competencies that enable him/ her to perform his/ her functions effectively. Following is the list of these competencies. The evaluation utilizes a nine point scale in which you rate principal from low to high proficiency. This is done by rating him/her from 0-9 which best describes his/her present state of achievement. In the space provided for, record the number that best describes his/her competency. The numbers are coded as follows:

0	No competency	The principal exhibits the behavior 0% of these competency
1-3	Basic Competency	The principal exhibits the behavior 1-25% of these competency
4-6	Intermediate Competency	The principal exhibits the behavior 26-75% of these competency
7-9	Advance Competency	The principal exhibits the behavior 76-100% of these competency

- _____ 1.Thinks clearly and logically.
- _____ 2. Uses logical analysis and careful thinking to solve problems.
- _____ 3.Gives attention to details.
- _____ 4.Approaches problems with facts and logic.
- _____ 5.Conducts unit meetings to achieve desired objectives.
- _____ 6. Takes calculated risks.
- _____ 7.Makes timely and sound decision.
- _____ 8.Evaluates personal effectiveness as leader.
- _____ 9.Identifies strengths, limitations and plans for improvement.
- _____ 10.Develops and implements clear, logical policies.
- _____ 11.Adheres to a clear structural chain of command.
- _____ 12.Creates new methods for planning, designing and carrying out program objectives.

- _____13. Creates a system to make work flow systematic.
- _____14. Articulates the school's vision, mission and goals and student needs to the community.
- _____15. Establishes clear goals, objectives, priorities and holds people accountable.
- _____16. Understands and uses basic technology as a tool in communicating with colleagues and subordinates.
- _____17. Uses technology to facilitate problem solving and to assist teachers and staff to do their tasks.
- _____18. Facilitates the planning and application of emerging technologies in the classroom.
- _____19. Keeps up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.
- _____20. Stays abreast of professional issues and development in education.
- _____21. Seeks out opportunities to improve; streamline and reinvent work procedures.
- _____22. Establishes and maintains a curriculum that is related to school's goals and priorities.
- _____23. Plans with teachers for the accomplishment of all objectives.
- _____24. Expresses high expectations of teachers.
- _____25. Stresses accountability and continuous improvement.
- _____26. Assesses and plans improvement of school environment.
- _____27. Works with teachers on using appropriate resources and strategies to achieve objective.
- _____28. Establishes and maintains formal and informal methods to monitor teachers' performance.
- _____29. Sets up system for evaluating programs and staff.

- _____ 30. Observes teachers regularly and provides feedback about school performance as soon as possible.
- _____ 31. Takes feedback into consideration while implementing organizational change.
- _____ 32. Pursues self-development to be of service to others.
- _____ 33. Supports teachers' efforts by allowing them to suggest, implement programs and apply appropriate teaching methods to achieve organizational goals.
- _____ 34. Allows teachers to build a collegial work environment through sharing their time and talent with one another.
- _____ 35. Works collaboratively with faculty to promote school culture for teacher development.
- _____ 36. Motivates teachers by delegating and giving clear directions.
- _____ 37. Shares decision making with teachers.
- _____ 38. Encourages participative and team management approaches.
- _____ 39. Delegates tasks and allows teachers and staff to decide on how to carry out tasks and assignments successfully.
- _____ 40. Considers the capability and feelings of teachers and staff.
- _____ 41. Responds appropriately to the needs of teachers and staff in different situations.
- _____ 42. Shows high sensitivity for others' needs by responding to them in the best way possible.
- _____ 43. Practices diplomacy, tact and consideration to others.
- _____ 44. Is helpful and considerate to others..
- _____ 45. Is tactful, compassionate, sensitive and treats others with respect.
- _____ 46. Is a good listener and observer. Shares helpful feedback with members.
- _____ 47. Encourages personal and professional growth and leadership among staff.

- _____ 48. Gives constant verbal reminder to staff about their importance and value to the school.
- _____ 49. Makes diagnosis and monitors students' achievements to understand and respond to their needs.
- _____ 50. Demonstrates consistency and fairness.
- _____ 51. Conducts regular and consistent communication within the area of responsibility.
- _____ 52. Provides timely and honest feedback in a constructive and non-threatening way.
- _____ 53. Provides positive reinforcement for high performance through appropriate recognition and reward.
- _____ 54. Emphasizes collaboration and empowerment.
- _____ 55. Maintains equal concern for task accomplishment and people maintenance within the unit.
- _____ 56. Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.
- _____ 57. Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.
- _____ 58. Presents ideas clearly and persuasively in both oral and written communication.
- _____ 59. Operates skillfully within the political environment.
- _____ 60. Persuades others to change leadership position or approach to better fit a situational need.
- _____ 61. Maintains awareness of external political and social environment.
- _____ 62. Is politically highly sensitive and skilful.
- _____ 63. Is a highly skilful and competent negotiator.
- _____ 64. Manages conflicts and oppositions successfully.
- _____ 65. Helps others overcome resistance to change.

- _____ 66. Keeps up-to-date with technological changes and developments affecting areas of expertise for oneself and the work unit.
- _____ 67. Anticipates trends, changes, needs and problems readjusting and reallocating as appropriate.
- _____ 68. Commits himself strongly to the school's vision, mission, and goals.
- _____ 69. Communicates actively the school's norms and beliefs.
- _____ 70. Inspires others to do their best.
- _____ 71. Is creative and visionary in the application of technology to improve services and productivity.
- _____ 72. Uses celebration to shape values and build morale.
- _____ 73. Is highly imaginative and creative.
- _____ 74. Develops an institution and infrastructure to implement its vision, mission and goals.

Blesilda C. Tabbal

Prefect of Pupils

Block 30 lot 19 Phase 2 Dela Costa Homes 3

Brgy. Graceville , City of San Jose Del Monte, Bulacan 3024

Contact No.: **09989752936/ 09330406398 / 7272742**

E-mail Address: blesilda.tabbal@iccs.edu.ph

blesildatabbal@gmail.com



WORK EXPERIENCE

June 1983 - Present Immaculate Conception Cathedral School
Religion, English, Filipino, Mathematics, EPP, AP Teacher (1983- 2015)
Supreme Pupil Council (SPC) Coordinator (2000-2002)
Activity Program Coordinator (2000 – 2002)
HeKaSi Subject Area Coordinator (1995– 2000)
Makabayan Coordinator (2003-2012)
TLE Coordinator (2012-2013)
Electives Block Coordinator (2014-2016)
Prefect of Pupils (June 2016- present)

EDUCATIONAL BACKGROUND

Master's Degree	:	Master of Education in Educational Management
	:	Philippine Normal University Graduate School
	:	Taft Ave., Manila
	:	September, 2016
Technical/ Vocational:	:	NC II Bread and Pastry Production
	:	TESDA
	:	February 2013
Tertiary	:	University of Luzon
	:	Perez Blvd., Dagupan City
	:	1979-1983
High School	:	St. Nicolas de Tolentino Catholic School
	:	Poblacion, Anda, Pangasinan
	:	1975-1979
Elementary	:	Awile Elementary School
	:	Brgy.Awile, Anda, Pangasinan
	:	1969-1975

SEMINARS/ ORIENTATIONS /TRAININGS ATTENDED (SY 2016-2017)

NO.	TITLE	DATE
1	Today's Filipino Family and the Catholic Schools: Challenges & Possibilities	May 11, 2016
2	DOCES Schools: One Sacrifice, One Family, Embracing God's Infinite Mercy	May 11, 2016
3	The SHS as a New Program in Philippine Schools	May 12, 2016
4	Values Integration in the DLP Instructions	May 12, 2016
5	Teachers' Practice of "in loco parentis" Authority: Scope and Limitations	May 13, 2016
6	Rights and Obligation of Personnel in the Catholic School	May 13, 2016
7	Catholic Social Teachings: Justice, Peace, and Integrity of Creation	May 13, 2016
8	The Teacher As Well-Being Facilitator: Basic Skills & Handy Tools in Counseling	May 17, 2016
9	Accommodating Special Learners in the Regular Class	May 26, 2016
10	Suicide Awareness and Prevention	May 27, 2016
11	Practical Handling of Basic Medical Emergencies in the School Setting	June 10, 2016
12	ITU-ASEAN Workshop on Child Protection	September 13-14,2016
13	National Consultation on the Philippine Initiative on Child Online Protection	September 15-16,2016

AWARDS/ CERTIFICATES RECEIVED FOR THE PAST TWO YEARS

Highest Lexile Level Personnel Rank 1 - December 2015
Cluster Head of the Year - June 2016
Highest Lexile Level Personnel Rank 1 - November 2016

PROFESSIONAL AFFILIATION/S

Member, Philippine Association for Business Educators Inc.

PERSONAL DATA:

Date of Birth : May 4, 1963
Place of Birth : Awile, Anda, Pangasinan
Age: : 53
Sex: : Female
Civil Status : Married
Religion: : Roman Catholic
Weight : 59 Kg
Height : 5 ' 2 "
Skills : Seminar Facilitator, Public Speaking, Basic
Microsoft – Word, Excel and PowerPoint
Eligibility : Licensure Examination for Teachers (LET)
November, 1983 Manila
