COMPETENCY-BASED MANAGEMENT PROGRAM FOR PUBLIC SECONDARY SCHOOL HEADS

Dr.Ebelne G. Fornal and Dr. Nerrie E. Malaluan
Batangas State University, College of Teacher Education
Rizal Avenue Batangas City, Philippines

Abstract
The National Competency-Based Standards for School Heads (NCBSSH) is a mechanism to systematically determine the training and development needs of school heads in order to support improved practices as effective school leaders.This study described the performance of school heads in accordance to National Competency-Based Standards for School Heads (NCBSSH).The issues and concerns encountered by school heads as to the implementation of NCBSSH were also included. The study used the descriptive type of research with questionnaire as the main research instrument. Interview and focus group discussion were also use to supplement the questionnaire. Respondents were 134 school heads and 375 teachers from the province of Batangas. They were selected using Slovin's formula, random and purposive and purposive sampling. The statistical tools were frequency, percentage and weighted. The findings revealed that school heads perform satisfactorily in NCBSSH. However,Faction among teachers and practice of favouritism are the most perceived issues and concerns related to NCBSSH. The proposed competency-based management program contains the project descriptions, competencies that need enhancement, objectives, strategies, and activities based on domains important in NCBSSH which when implemented may enhance the performance of school heads.

Keywords: National Competency-Based Standards for School Heads; Management Program; School leadership; Instructional leadership; Human resource management; Professional development; Parents' involvement and community partnership; School management and operation; Personal and professional attributes

1. Introduction

The core of a successful school is the presence of an effective leader. It is the school leader who pioneers a vision and creates a climate for teachers, non-teaching personnel and learners to reach the uppermost level of success. An effective leader considers the current status of the school and has a vibrant and captivating sense of where the school should be. Accordingly, he uses data-base and analysis of best practices in education, society and country in order to be receptive and proactive in changing schools to prepare children for the future. Further, a school leader encourages teachers and staff to share insights and ideas that can be a source of innovations for every school program and activity.

According to Kelly [1],school heads have difficult jobs. They are responsible for the education that each student under their care receives and they set the tone of the school. They decide on staffing decisions and student discipline issues week in and week out. Moreover, effective school heads must be dedicated to the school and the belief that all decisions must be made in terms of the best interests of the students. In the same manner, school heads are also instructional leaders. They should manage all school processes, produce and provide appropriate teaching and learning environment to advance the quality of instruction.

Instructional leadership has increased its importance in academic standards and the need for schools to be accountable. More recently, the definition of school leadership has been lengthened to include deeper involvement in the core business of schooling, which is teaching and learning. In this concern, school heads lead learning communities, in which members meet regularly to discuss their tasks, work collaboratively to solve problems, reflect on their jobs, and take responsibility for what students learn.

In addition, school heads need to work closely with students, developing techniques and methods as a way for accepting teacher perspectives and for forming a base on which to make curricular decisions. It is not enough for the school heads to know the strengths and weaknesses of their faculties. It is also a must that they recognize teachers' desires to be acknowledged and appreciated for a job well done. In the same manner, teachers see their school heads as their sources of information on current trends and effective instructional practices.

Furthermore, school heads also assess learning, develop and implement programs that will benefit the learners. They also give instructional supervision and technical assistance to promote good teaching and high level learning among students. In the same way, they are committed and accountable for providing a learning environment that is focused on the importance of providing a social, psychological, and physical environment within which all students, regardless of their individual differences in learning can participate in different learning activities and work towards achieving high standards of learning.

Moreover, in education circles, learning community has become a common place. Classroom practice should also be extended into the community; bring community personnel into the school to enhance the curriculum and learning tasks for students; and engage students, teachers and administrators simultaneously in learning. This is a powerful staff development approach and a potent strategy for school change and improvement. This will infuse every single aspect of schools' operation, thus, the school looks different than it did before.

An effective leader and manager should also establish school-community partnership. According to Famatid (2000) [2], parents should be given opportunities to have more responsibilities in different school activities and allow them to support in the implementation of programs and projects. School-community partnerships can help meet the needs of learners and their families. All learners should be eligible to access services made available through

school-community partnerships, with priority given to those most in need. Thus, school and communitypartnerships with all sectors of the community are essential to help learners reach their full potential.

School heads need to be able to keep focus on important initiatives and culture characteristics that have an impact on student learning and achievement. They establish accountability measures to hold teachers and students accountable for learning. Great school heads see solutions, not just problems. They have to be willing to try new things and have a mind set to keep trying until improvement is the end result. They need a backstop of support that allows them to fail in these efforts. The most effective decision makers take risks, but do not take quantum leaps without knowing the end result.

The human factor is extremely important. Great school heads establish a positive school culture by treating people the way they would like to be treated. How they smile, say hello, and engage in conversations all are important factors in setting a positive tone. Strong school heads will do the hard, dissatisfying work associated with addressing and removing ineffective staff. This requires addressing problems head on with a positive attitude. When hiring new staff, principals need to go to great efforts to hire educators that align best with the vision of the school.

In recognition of the indispensable role of school heads in the realization of DepEd's vision and goal toward promoting quality education among every Filipino learners, efforts were made through the Schools First Initiative, an effort to improve basic education outcomes through a broadly participated, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as networks of schools at localities involving school districts and divisions, local governments, civil society organizations and other stakeholder groups and associations. Even as the Schools First Initiative seeks to improve the way all public schools perform now, the department is also undertaking fundamental reforms to sustain better performance. Department of Education is pursuing a package of policy reforms that as a whole seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. These policy reforms are expected to create critical changes necessary to further accelerate, broaden, deepen and sustain the improved education effort already being started by the Schools First Initiative.

Another effort of the DepEd is the development and implementation of National Competency-Based Standards for School Heads Training and Development Needs Assessment (NCBSSH-TDNA). It is an instrument to systematically define the training and development needs of school heads (SHs) in order to support improved practice as effective school leaders. The competencies assessed through the NCBSSH-TDNA are based on the mandate for school heads indicated in the RA 9155, its Implementing Rules and Regulations (IRR), and on the national competency standards for school heads contained in the DepEd Order No. 32 series of 2010[3]., "The National Adoption and Implementation of the National Competency-Based Standards for School Heads."

The national competency-based standards for school heads training and development needs assessment (NCBSSH-TDNA) is a mechanism to systematically determine the training and development needs of school heads in order to support improved practices as effective school leaders. The competencies assessed through the NCBSSH-TDNA are based on the mandate for school heads indicated in RA 9155, its Implementing Rules and Regulations (IRR), and on the national competency standards for school heads contained in the DepEd Order No. 32 series of 2010, "The National Adoption and Implementation of the National Competency-Based Standards for School Heads."

The DepEd Order defines NCBSSH with a list of competency standards which can be used as basis for the school heads' decision making, actions and performance of their functions. As a framework, it defines the different dimensions of being an effective school head. NCBSSH clearly states that an effective school head is one who can implement continuous school improvement, can produce better learning outcomes among its learners and can help change institutional culture among others. In addition to fundamental direction provided by the set of standards, there are knowledge, skills, and values that are clarified through the indicators defined per strand on every domain. The NCBSSH is then used as basis for the preparation of a comprehensive training and development based on expected tasks that will be utilized to deliver training programs to ensure efficiency, effectiveness, and excellence of school heads' job performance.

Moreover, the Regional Directors through the Training and Development Teams of the NEAP in the Region (NEAP-R) are pressed to manage the distribution and orientation of the adoption of the NCBSSH of the divisions within their jurisdiction. In order to give the needed technical assistance, monitoring and evaluation shall be conducted by the Quality Assurance and Monitoring Evaluation and Accreditation (QA-ME-A) Team of the NEAP-R (DepEd Order No.32, s. 2010, par 4)[3]. .

However, despite the guided implementation of NCBSSH, there are problems still observed and experienced like the way problems are handled; unrecognized exemplary performance of teachers, learners and other stakeholders; difficulty in developing action research and innovations; and in maintaining harmonious relationships with the subordinates, colleagues and superiors.

Considering the scenario, the researchers felt the need to conceptualize a competency-based management program which is perceived to enhance the competencies of public secondary school heads to achieve higher learning outcome through collaborative work and harmonious relationship among teachers and other staff. Likewise, this program will also provide insights to school heads to cope with deep changes for them to promote the school's own improvement to become a learning organization and be a leader who is able to redesign and capable of inventing own new models in response to external changes.

2. Materials and Methods

The study used descriptive method of research utilizing questionnaire as key instrument and use of documentary analysis and data from interview and focus group discussion as supplemental sources of information.

Respondents of the study were 134 school heads and 375 teachers from the province of Batangas. Samples were determined using Slovin's formula at five percent margin of error. The sample population was selected applying cluster sampling and using proportionate allocation. Individual member of the sample from each cluster or group was selected using random sampling technique. Purposive sampling, giving equal allocation from each group was utilized to determine number of teacher-respondents. The statistical tools used were frequency and weighted mean.

3. Results and Discussions
3.1 School Heads' Performance in accordance to NCBSSH

The requirements of effective school leadership and management have undergone a radical transformation. They are now tasked to be effective in both school and instructional leadership. Further, they should also be competent in creating a student-centered learning climate, human resource management and professional development, parents' involvement

and community partnership, school management and operation and lastly, in personal and professional attributes and interpersonal effectiveness.

　　　3.1.1 School leadership. This plays a pivotal role in the success of the school. It is a key issue in efforts to change instruction. It is indeed expected that school head must have the ability to lead the school and must be armed with leadership traits. Table 1 presents the assessment of the respondents on the school leadership of school heads.

Table 1 Performance of School Heads in Terms of School Leadership

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission	3.85	VS	2.83	S
2.Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives	2.50	S	3.25	S
3.Align goals and objectives with the school vision and mission	3.80	VS	3.28	S
4.Communicatethe school VMGO clearly	3.75	S	2.96	S
5.Explain the school vision to the general public	3.50	S	3.28	S
6.Revisit and ensure that school activities are aligned with the school VMGO	3.50	S	2.92	S
7.Establish E-BEIS/SIS and baseline data of all performance indicators	2.55	S	2.81	S
8.Involve all internal and external stakeholders in developing SIP/AIP	2.50	S	2.88	S
9.Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	3.50	VS	2.90	S
10.Align the SIP/AIP with national, regional and local education policies and thrusts	2.60	S	3.28	S
11.Communicate effectively SIP/AIP to internal and external stakeholders	3.50	VS	2.83	S
12.Resolve problems at the school level	3.50	VS	3.25	S
13Assist teachers and students to understand problems and identify possible solutions	3.50	VS	2.91	S
14.Analyze cause/s of problems critically and objectively	2.55	S	2.93	S
15.Address the causes of the problem rather than the symptom	3.50	VS	2.96	S
16.Explore several approaches in handling problems	2.51	S	2.35	F
17.Demonstrate a proactive approach to problem solving	2.50	S	2.90	S
18.Involve stakeholders in meetings and deliberations for decision making	2.55	S	2.85	S
19.Set high expectations and challenging goals	3.50	VS	2.91	S
20.Provide opportunities for growth and development of members as team players	3.45	S	2.25	F
21.Define roles and functions of each committee	3.50	VS	2.90	S
22.Monitor and evaluate accomplishment of different committees/teams	2.60	S	2.91	S
23.Give feedback on the team's performance using performance – based assessment tool	2.55	S	2.89	S
24.Establish a system for rewards and benefits for teachers and	2.51	S	2.29	F

staff				
25.Collaborate with concerned staff on the planning and implementation of programs and projects	2.52	S	2.93	S
26.Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)	3.50	VS	2.86	S
27.Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.50	VS	3.27	S
28.Mobilize teachers/staff in sustaining a project	3.65	VS	2.93	S
29. Maintain an open, positive and encouraging attitude toward change	2.53	S	2.83	S
30.Assists teachers in identifying strengths and growth areas through monitoring and observation	2.56	S	2.85	S
31.Introduce innovations in the school program to achieve higher learning outcomes	3.45	S	2.86	S
32.Monitor and evaluate the implementation of change programs included in SIP/AIP	2.58	S	2.78	S
33.Observe and apply multi-tasking in giving assignments	3.50	S	2.85	S
34.Advocate and execute plans for changes including culture change in the workplace	3.51	VS	2.87	S
35.Empower teachers and personnel to identify, initiate and manage changes	2.53	S	2.83	S
Composite Mean	**3.09**	**S**	**2.90**	**S**

Legend: VI- Verbal Interpretation   VS- Very Satisfactory   S- Satisfactory   F- Fair

Based from the table, the school heads' performance in terms of demonstrating co-ownership of and personal responses to identified issues consistent with the schools' vision and mission was very satisfactory. This got the highest weighted mean of 3.85 showing that school heads took responsibility on the issues in the department and were dedicated to the school by finding solutions to the issue taking decisions in terms of the best interests of the learners, the staff and the school in general. As school heads, they embody school spirit by being highly visible, making it obvious to learners that they love the school and have the best interests of students at heart. As mentioned by Sheninger[4], educational leaders are tasked with establishing a collective vision for school improvement and initiating change to student to spur innovation, ensure student learning, and increase achievement.

School heads performed very satisfactorily as assessed by themselves in aligning goals and objectives with the school's vision and mission reflected in weighted mean of 3.80. School heads are leaders of the school, ultimately, they have the responsibility that the goals and objectives are made loud and clear and are aligned with the school's vision and mission. This is connected to what Leithwood and Riehl's[5]statement that successful school heads understand that it is important to establish clear learning goals and garner school-wide and even community-wide commitment to these goals. The development of a clear vision and goals for learning is emphasized of high-achieving schools .They also emphasized that school heads must hold high expectations that teachers and students will meet these goals and hold themselves accountable for the success of the school.

School heads also performed very satisfactorily in communicating the school vision, mission, goal and objective which got a weighted mean of 3.75. This only means that school heads are very effective in communicating the school's vision, mission, goal and objective in their stakeholders both in written and in oral, and the teachers and staff are mobilized too in sustaining that the communication is not only disseminated, understood, but implemented.

These findings support the study of Wallace Foundation[6] that school heads should cultivate leadership in others so that teachers and other adults assume their parts in realizing the school vision.

On the other hand, as assessed by teachers, they were satisfied with the performance of their school heads in terms of aligning goals and objectives with the school vision and mission and aligning the SIP/ AIP with national, regional and local education policies and thrusts as affirmed in weighted mean of 3.28. These results show that school heads align the goals and objectives of different activities in accordance to DepEd's policies and thrusts. It is very important that school heads anchor all the activities in the school improvement and annual implementation plan since these are monitored and evaluated by DepEd officials. The results also infer that the school heads have the management skills of providing direction to the goals and thrusts of their school.

It could also be gleaned that teachers assessed their school heads satisfactorily provided feedback and updates to stakeholders on the status of progress and completion of programs and projects as recorded in weighted mean of 3.27. This connotes that school heads give feedback on the development of projects in the school. This is important to develop trust to the stakeholders on the proceeds of funds for them to continually support every project being implemented by the school. This action also makes parents feel they are involved in the development and progress of the school.

Aligned to the results of the present study was the study of Cabigting[7]. His study revealed that principals unfailingly communicated with families about their school programs' progress. As inferred from his study, people become responsible with their actions if they are involved in planning and goal setting leading to a higher level of commitment and more effective decisions. Thus, he urged school heads to open the line of communication to stakeholders so that they will be more participative in achieving goals of improving education for the betterment of the students.

Teachers assessed school heads were fair in exploring several approaches in handling problems reflected in weighted mean of 2.35. This finding means that problems in the school must be solved by the school heads in the school level since they are the assigned leader accountable in managing the school. As cited in the NCBSSH, school heads shall resolve problems in the school level and find the best solution in every problem that arise.

Also, noted with lowest assessment was on providing opportunities for growth and development of team as players with weighted mean of 2. 25. This means that this was fairly performed. This only shows that teachers need to receive a fair and equal opportunities for them to grow as team players. According to teachers during an interview, they are motivated to perform better as a team player if they are given a chance to grow and develop. As observed, as disclosed by the teachers, some of them are not given equal opportunity to grow and develop. The feeling of being given importance is the driving force that motivates them to perform better than what is expected. In addition, Kelly[1] also mentioned that a good principal, just like a good CEO or another executive, should want to give their employees a sense of empowerment. While teachers are typically in charge of their own classrooms, many feel powerless to affect the ethos of the school. School heads need to be open and responsive to teachers' suggestions for school improvement.

The composite mean of 3.09 indicates that school heads assessed their school leadership performance in accordance with NCBSSH as satisfactory. On the other hand, the composite mean of 2.90 indicates that for the teachers the school heads' leadership performance considering NCBSSH was fair. This means that school heads and teachers vary in assessment of the school heads' leadership performance in terms of developing and communicating vision, mission goals and objectives, their planning skills in terms of data-

base, in problem solving, in building high performance teams, in coordinating with others and lastly, in leading and managing change.

3.1.2 Instructional leadership. School heads need to free themselves of bureaucratic tasks and focus their efforts on improving teaching and learning. As instructional leaders, instructional quality is their top priority of the school with bringing vision's realization as initial goal. Table 2 presents the assessment of the respondents on the instructional leadership of the school heads.

Table 2 Performance of School Heads in Terms of Instructional Leadership

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Manage the processes and procedures in monitoring student achievement	3.40	S	3.42	S
2.Ensure utilization of a range of assessment processes to assess student performance	3.50	VS	3.40	S
3.Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies	2.88	S	2.62	S
4.Utilize assessment results to improve learning	3.20	S	2.60	S
5.Create and manage a school process to ensure student progress is conveyed to students and parents/guardians regularly	2.78	S	3.10	S
6.Develop/adapt a research-based school program	2.35	F	2.42	F
7.Assist in implementing an existing, coherent and responsive school-wide curriculum	3.53	VS	2.59	S
8.Address deficiencies and sustain successes of current programs in collaboration with teachers and learners	3.52	VS	2.58	S
9.Develop a culture of functional literacy	2.75	S	2.53	S
10.Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	2.83	S	3.50	S
11.Work with teachers in curriculum review	2.73	S	2.52	S
12.Enrich curricular offerings based on local needs	3.5	VS	2.54	S
13.Manage curriculum innovation and enrichment with the use of technology	2.38	F	2.46	F
14.Organize teams to champion instructional innovation programs toward curricular responsiveness	2.50	S	2.55	S
15.Prepare and implement an instructional supervisory plan	3.58	S	3.55	VS
16.Conduct Instructional Supervision using appropriate strategy	3.56	VS	3.52	VS
17.Evaluate lesson plans as well as classroom and learning management	3.55	VS	3.57	VS
18.Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance	2.50	S	2.50	S
Composite Mean	**3.03**	**S**	**2.87**	**S**

Legend: VI- Verbal Interpretation   VS-Very Satisfactory   S-Satisfactory   F- Fair

Based on the table, school heads cited they very satisfactory prepared and implemented an instructional supervisory plan. This has the highest weighted mean of 3.58 as

assessed by the school heads themselves. This meaning that they performed well in this competency considering 70 percent of their tasks fall under instructional supervision. In the preparation of instructional supervisory plan, school heads inform the teachers on details of observation of classes. The school heads mentioned during focus group discussion that the higher DepEd officials require school heads to observe certain number of teachers in a month. This is done to provide technical assistance to teachers' performance to enhance instructional practice.

Through the effective supervision of instruction, school heads can reinforce and enhance teaching practices that will contribute to improve student learning. This they do by use of strategies in conducting instructional supervision using appropriate strategy. This was said as very satisfactory which had a weighted mean of 3.56. This connotes that student learning is the main function of the school and effective supervision of instruction is the main and most critical function of the school heads, thus, they are held accountable that teachers know and use variety of teaching strategies designed to meet the different needs of the students.

Likewise, school heads performed very satisfactorily in evaluating lesson plans as well as classroom and learning management shown in weighted mean of 3.55. This only shows that one of the concerns of school heads is to enhance the professional effectiveness of the teaching staff. Therefore, school heads should be skilled in what to assess, how to analyse classroom observation and how to interpret the results of observation into significant feedback that would encourage teachers to develop better instruction. These findings support the study of Glanz[8] which mentioned principals are ultimately responsible for providing top-quality instructional leadership. The result is also parallel to Gonzales [9]who mentioned that schools that are managed by school heads who provide instructional supervision are effective.

Managing curriculum innovation and enrichment with the use of technology is another competency that must be performed by school heads in order to improve student learning. They assessed themselves as fair on this aspect as can be noted in weighted mean of 2.38. School curriculum is one of the administrative components that must be up-to-date and is influenced always in a delicate and secondary manner, by forces from the society, thus, schools are under pressure to manage curriculum innovation using technology to cope with the current trend in education. This task is laid on the shoulders of school heads.

School heads also assessed themselves as fair in developing of a research- based school program justified in weighted mean of 2.35. A culture of research takes years to develop and once established, it requires maintenance. This is one of the reasons why school heads find it difficult to develop a culture of research in schools. Sopide[10]cited that school heads are less competent in research skills. As mentioned by school heads during focus group discussion that research is one of their weaknesses and they find it difficult to cope with this change, change which is very vital in the 21st century leadership and management, specifically now that the thrust of learning is development of higher order thinking skills which can be nurtured by application of research skills.

Likewise, school heads and teachers also have different assessments on the performance of school heads in addressing deficiencies and sustain successes of current programs in collaboration with teachers and learners. In the eyes of the school heads, they performed very satisfactory with a weighted mean of 3.52 while teachers assessed them as satisfactory with a weighted mean of 2.58. This means that school heads are team players. They involve internal stakeholders in handling shortages and making all goals to be possible. Primer of School-Based Management [11] stated that there is decentralization of decision making. School heads are empowered to make decisions together with the teachers and students for the improvement of the school.

In the same manner, teachers assessed school heads as very satisfactory in preparing and implementing an instructional supervisory plan which had a weighted mean of 3.55. Implementing an instructional supervision is one of the most important tasks of school head. For this to be effective, it should be implemented not by pointing and assigning but by coaching, mentoring and assisting the teachers to improve their performance. It can be noted that the school heads have performed very well in this task; thus, assuring that teachers will be also guided in delivery of their work tasks.

Along with this, teachers manifested different opinions during an interview. This may be because of the different approaches by school heads in conducting an instructional supervision. According to them, technical assistance is needed by them not condemnation on their weaknesses during observation. Collegial and friendly manner of feeding feedback is earnestly desired by the teachers.

It can also be gleaned on the results that school heads performed satisfactorily in managing the process and procedures in monitoring student achievement and in working with teachers in curriculum review. This was revealed in the weighted means ranging from 2.52 to 3.42. This means that the school is evaluating the effectiveness of every curriculum and reflect on what the students did and did not get out of it. School heads unveiled during focus group discussion that in in monitoring achievement of the student, data are needed. Review is conducted to consider ways curriculum interacts with actual students in a real school environment.

Lastly, teachers assessed school heads as fair in developing and adapting a research-based school program rated with the lowest weighted mean of 2.42. Research is required not just for students, but for all professionals including school heads who should initiate the implementation of the research agent based on national and local needs. Research specifically in action research is necessary to find solution to priority areas needing improvement in the school. In line with the finding, school heads stressed during focus group discussion that research is very important since knowledge generated by research is the basis of sustainable development. This entails that knowledge be converted into applications to generate new ideas for school improvement.

In summary, the composite means of 3.03 and 2.87 indicate that school heads performance in accordance to NCBSSH considering instructional leadership was satisfactory as forwarded by school heads themselves. These findings support the study of Glanz[8] who posited that principals today are ultimately responsible for providing top-quality instructional leadership.

3.1.3 Creating a student-centered learning climate. One of the functions of the school head is to create a student-centered learning climate to produce high learning outcomes. Table 3 presents the assessment of the respondents on school heads performance in creating a student-centered learning climate.

Table 3 Performance of School Heads in Terms of Creating a Student - Centered Learning Climate

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Benchmark school performance	2.58	S	2.65	S
2.Establish and model high social and academic expectations for all	3.68	VS	3.55	VS
3.Create an engaging learning environment	2.54	S	3.25	S

4.Participate in the management of learner behaviour within the school and other school related activities done outside the school	3.58	VS	3.60	VS
5.Support learners' desire to pursue further learning	3.51	VS	3.55	VS
6.Recognize high performing learners and teachers and supportive parents and other stakeholders	2.50	S	2.53	S
7.Create and sustain a safe, orderly, nurturing and healthy environment	2.60	S	2.55	S
8..Provide environment that promotes use of technology among learners and teachers	3.50	VS	2.50	S
Composite Mean	**3.06**	**S**	**3.02**	**S**

Legend: VI- Verbal Interpretation   VS- Very Satisfactory   S- Satisfactory

Based from the table, teachers and school heads themselves assessed their performance as very satisfactory as to establishing and modelling high social and academic expectations for all as presented in weighted means of 3.68 and 3.55, respectively. Establishing high expectations is a school heads' role in closing the achievement gap. It is a challenging task to focus on all of the issues in the school and resolving some of those broader problems which may seem impossible. The best solution to solve these issues and problems in school is establishing and maintaining high expectation for the students, teachers and other stakeholders. Doing such gives direction and focus on what needs to be attained and made basis as to how much and how far has been attained.

Likewise, both respondents assessed the performance of the school heads as very satisfactory in participating in the management of learner behaviour within the school and other school related activities done outside the school. These had weighted means of 3.58 and 3.60. By successfully managing learner behaviour increases student success and creates a productive and cooperative learning environment. Effective behaviour management plan allows students to get the most out of their time spent in school. The finding concurred with the explanation of school heads during focus group discussion that students are more likely to behave well if they are in an environment where they feel appreciated and capable. Successful behaviour management is acting to meet the needs of the student rather than simply responding when they misbehave. Seemingly, the school heads, due to their leadership competence and experience as school head have developed the skill and psychology on how learning behaviour should be managed.

Moreover, teachers and school heads themselves assessed their performance in terms of supporting learner's desire to pursue further learning as very satisfactory with weighted means of 3.55 and 3.51 respectively. It is important to ensure opportunities for students' success and to give frequent, early, and positive feedbacks that support their beliefs that they can do well because it helps them feel that they are valued members of a learning community .School heads disclosed during focus group discussion that they help students find scholarship program for those who are financially challenged, providing the documents needed and allowing to take entrance exams in universities or colleges they prefer to enrol. They also help students who are over aged to pass the acceleration examinations by conducting reviews. These acts manifest that their aspiration to chase further learning are supported by school heads.

School heads assessed themselves as satisfactory in creating an engaging learning environment shown in weighted mean of 2.54. Creating an engaging learning environment in the school allows the students to feel comfortable, safe and engaged. In a school where ethics and characters remain constant and focus is placed on the positive aspects of learning,

students will be more open to actively participating in class. However, as self-assessment was satisfactory, it could mean school heads believed they need more efforts so that better learning environment may be provided to learners. The finding is parallel to the statement in Positive Discipline in Everyday Teaching-A Primer for Filipino Teachers[12], that students must be engaged in the learning process in the school community. The school should also respect children's right to healthy development, protection from violence, and active participation in their learning.

The teachers satisfactorily rated the school heads in terms of providing environment that promoted the use of technology among learners and teachers stipulated in weighted mean of 2.50.Technology is a key aspect of learning in schools. Computers, tablets, and other forms of technology provide numerous resources for the teachers that are not in the book. In the contrary, school heads assessed themselves as very satisfactory with a posted weighted mean of 3.50.Technology use involves students with stimulating features and applications. It helps teaching and learning more meaningful and fun. It also becomes part of their lifestyle. Along with this, Palmer[14]revealed that computer education in the Philippines exist although not uniformly or equitably. Further, she revealed that the high cost of equipment and the lack of space limit most Filipino public schools to computer education at the awareness level.

The composite means of 3.06 and 3.02 indicate that schools heads and teachers assessed school heads' performance in accordance with NCBSSH considering creating a student-centered learning climate as satisfactory. Results mean that the two respondent groups were satisfied in the initiatives of establishing a learning environment which puts as its priority the students.

3.1.4 Human resource management and professional development.One of the tasks of school head is to become a human resource manager who takes care of the well-being of the teaching and non-teaching staff. Table 4 presents the assessment of the respondents on the human resource management and professional development of school heads.

Table 4 Performance of School Heads in Terms of Human Resource Management and Professional Development

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Build a community of learners among teachers	2.72	S	2.70	S
2.Assess and analyze the needs and interests of teachers and other school personnel	2.70	S	3.75	VS
3.Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP	3.80	VS	3.72	VS
4.Integrate the SPPD in the SIP/AIP	3.79	VS	2.57	S
5.Mentor and coach employees and facilitate the induction of new ones	3.53	VS	3.72	VS
6.Recognize potentials of staff and provide opportunities for professional development	2.54	S	2.66	S
7.Ensure that the objectives of the school development plan are supported with resources for training and development programs	3.68	VS	3.05	S
8.Prepare, implement, and monitor school-based INSET for all	3.58	VS	3.53	VS

teaching staff based on IPPDs and the SPPD				
9.Monitor and evaluate school-based INSETs	2.85	S	3.50	VS
10.Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff	2.85	S	3.0	S
11.Create and train School Selection and Promotion Committee and train its members	3.62	VS	3.0	S
12.Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers	2.50	S	3.40	S
13.Assign teachers and other personnel to their area of competence	2.50	S	2.49	F
14.Assist teachers and staff in setting and resetting performance goals	3.5	VS	3.0	S
15.Monitor and evaluate performance of teaching and non-teaching personnel vis-a-vis targets	3.65	VS	2.50	S
16.Delegate specific tasks to help manage the performance of teaching and non-teaching personnel	2.68	S	3.0	S
17.Coach deputized staff as needed on managing performance	2.82	S	2.55	S
18.Create a functional school-based performance appraisal committee	2.73	S	2.60	S
19Assist and monitor the development of IPPD of each teacher	2.75	S	2.53	S
Composite Mean	**3.09**	**S**	**3.01**	

Legend: VI- Verbal Interpretation   VS-Very Satisfactory   S- Satisfactory

As can be gleaned from the table, the highest weighted mean of 3.80 as rated by school heads themselves was that they performed very satisfactorily in ensuring that school plan for professional development (SPPD) emerges from the individual plan for professional development (IPPD) and other identified needs of the school personnel included in the SIP/AIP. This only shows that school heads anchor the formation of the SPPD from the needs of the teachers and the school as a whole and needs improvement areas in the school and annual implementation plan as mandated by the department.

School heads were also assessed to perform very satisfactorily in integrating the school plan for professional development in the school improvement and annual implementation plan which registered a weighted mean of 3.79. This only conveys that the needs of the school are assessed by the school planning team and include these in the priority improvement areas in the SIP. Through this, the needs of the school are prioritized based on their urgency and magnitude.

Further, school heads rated satisfactory performance in recognizing potentials of staff and providing opportunities for professional development documented in weighted mean of 2.54. This result means that teachers and other staff want to feel valued and appreciated for their contributions and likewise wish to be given opportunities for professional development. This finding supports what Andrade [13]had stressed about the quality of school heads of working hard to make every teacher better. In addition, they should encourage teachers to grow continuously and improve. School leaders have the ability to develop and initiate means in achieving effective and good school leadership. Thus, they should schedule meaningful professional development and trainings where teachers are encouraged to attend.

Similarly, teachers rated the performance of school heads as very satisfactory in assessing and analysing the needs and interests of teachers and other school personnel which received the highest weighted mean of 3.75. This only shows that the needs of teachers and

other personnel are met by the school heads since they are the best asset of the school in attaining the school goals. As stated by teachers during an interview that their needs especially when it comes to instruction are prioritized by school heads by including them in the annual procurement plan. This proves that their needs and interests are assessed for the improvement of their teaching-learning craft and production of high learning outcome.

In addition, it could be deduced from the findings that school heads ensured that the School Plan for Professional Development (SPPD) was from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel. This was very satisfactory performed by school heads shown in weighted mean of 3.72. This only ensures that the individual needs of the teachers found in IPPD are prioritized in SPPD. Other needs of the teachers and other personnel are also acted upon in SIP and in AIP.

The composite means of 3.09 and 3.01 indicate that schools heads and teachers considered school heads' performance in accordance to NCBSSH in terms of human resource management and professional development as satisfactory. These results related to the study of Mutie[14]which showed school heads as good human resource managers and suggested that school heads improve their human resource skills by closely working with them. Part of recommendation was to have school head-teacher consultation prior to action on school rules. School heads should practice servant leadership and ensure that they are present most of the time.

3.1.5 Parents' involvement and community partnership.The school cannot stand alone. It needs the help and support of the parents and the community. For this to be possible, the school head must build strong partnership with the internal and external stakeholders. Table 5 presents the assessment of the respondents on the parental involvement and community partnership of school heads.

Table 5 Performance of School Heads in Terms of Parent Involvement and Community Partnership

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Establish school and family partnerships that promote students' peak performance	3.50	VS	3.60	VS
2.Organize programs that involve parents and other school stakeholders to promote learning	2.50	S	2.65	S
3.Conduct dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners	3.55	VS	3.68	VS
4.Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.	3.53	VS	3.65	VS
5.Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects	2.52	S	2.80	S
6.Participate actively in community affairs	2.57	S	2.58	S
7.Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a-School Program policies	3.0	S	2.65	S
Composite Mean	**3.02**	**S**	**3.09**	

Legend: VI- Verbal Interpretation   VS- Very Satisfactory   S- Satisfactory

As can be observed on the table, both school heads and teachers assessed school heads' performance as very satisfactory as to conducting dialogues, fora, training of teachers,

learners and parents on the welfare and improved performance of learners which had the highest weighted means of 3.55 and 3.68, respectively. This means that conference with parents is an important undertaking to be engaged in their child's education and their successful outcomes. It encourages closer links between home and school, helping parents engage with their children's learning. During the focus group discussion, the school heads cited that dialogue among stakeholders is indeed important for the improvement of students' performance.

Likewise, school heads assessed themselves as well as teachers as very satisfactory in promoting the image of the school through school summit, state of the school address, cultural shows, learners' exhibits, fairs and many others affirmed in weighted means of 3.53 and 3.65, respectively. This conveys that promoting the image of the school attracts students and parents and retains their loyalty and support to all programs, projects and activities being implemented. This finding was supported by school heads during the focus group discussion that stakeholders' desire to help and support the school increased once they observe and see the improvement of the school through SOSA, exhibits and many others.

However, school heads as well as teachers rated as satisfactory the school heads' efforts in organizing programs that involve parents and other stakeholders to promote learning, reflected in weighted means of 2.50 and 2.65, respectively. This validates involvement of stakeholders in any program of the school leads to improved communication and relations among parents, teachers and school heads. In addition, it leads to better and higher quality programs which result to improved learning performance. As cited by school heads during the focus group discussion, schools that actively involve parents and community tend to establish better reputations in the community and receive better community support in all aspects.

The composite means of 3.02 and 3.09 indicate that school heads and teachers assessed the performance of school heads in accordance to NCBSSH on parental involvement and community partnership as satisfactory. This means that both school heads and teachers are still exploring for some ways on how to strengthen parent involvement and community partnership. It is evident that school and community partnership result to meeting the goals of the school which support learners performance. Building such partnership requires visioning, strategic planning, creative leadership and new multifaceted roles for professionals who work in schools and communities.

3.1.6 School management and operations. Part of the functions and duties of the school heads is school management and operations. It involves the management in all school operations, fiscal management and the use of technology. Table 6 presents the assessment of the teachers and the school heads themselves on the school management and Operations.

Table 6 Performance of School Heads in Terms of School Management and Operations

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Manage the implementation, monitoring and review of the SIP/AIP and other action plans	3.55	VS	3.29	S
2.Establish and maintain specific programs to meet needs of identified target groups	2.96	S	2.94	S
3.Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s	3.60	VS	3.25	S
4.Allocate/prioritize funds for improvement and maintenance	2.84	S	2.98	S
5.Oversee school operations and care and use of school facilities	3.28	S	2.89	S

according to set guidelines				
6.Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	2.59	S	2.60	S
7.Assign/ hire appropriate support personnel to manage school operations	2.96	S	3.00	S
8.Prepare a financial management plan	2.86	S	2.71	S
9.Develop a school budget which is consistent with SIP/AIP	2.99	S	2.86	S
10.Generate and mobilize financial resources	2.78	S	2.82	S
11.Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	2.98	S	2.73	S
12.Accept donations, gifts, bequests and grants in accordance with RA 9155	3.75	VS	2.97	S
13.Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	2.80	S	3.28	S
14.Organize a procurement committee and ensures that the official procurement process is followed	3.01	S	2.96	S
15.Utilize funds for approved school programs and projects as reflected in SIP/AIP	3.01	S	2.75	S
16.Monitor utilization, recording and reporting of funds	2.97	S	2.82	S
17.Account for school fund	2.96	S	2.85	S
18.Prepare financial reports and submit the same to higher education authorities and other education partner	2.99	S	2.98	S
19.Apply Information Technology (IT) plans for online communication	2.75	S	2.91	S
20.Use IT to facilitate the operationalization of the school management system	2.75	S	2.74	S
21.Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines	2.80	S	2.90	S
22.Share with other school heads the school's experience in the use of new technology	3.0	S	2.83	S
Composite Mean	**3.00**	**S**	**2.91**	

Legend: VI- Verbal Interpretation   VS-Very Satisfactory   S- Satisfactory

It can be observed from the table that school heads performed very satisfactorily in RA 9155 provisions and requirements in accepting donations, gifts, bequest and grants. This had the highest weighted mean of 3.75, an indication that school heads complied on how to make use of donations and resources legally and judiciously. They apply the mandate in implementation of Adopt-A-School Program which allows participation of the private sector in addressing the resource needs of the school. As mentioned by the school heads during focus group discussion, in order to provide students with quality learning environment and instruction, donations are really needed. However, certain rules in accepting donations should be followed.

Moreover, school heads assessed themselves as very satisfactory in taking a lead in the design of a school plant and facilities improvement plan in consultation with experts

posted in weighted mean of 3.60. This only means that being steward of government properties, school heads craft plans for the improvement of school plant and facilities by consulting the opinions of experts like engineers for some improvements. During the focus group discussion the school heads mentioned school plant and facilities improvement plan must be designed carefully for security and safety of students and other staff. Thus, minimize disruption and ensure the continuity of education for all learners.

However, school heads assessed that they had satisfactory performance in generating and mobilizing financial resources which got a weighted mean of 2.78. This only shows that it is becoming progressively common for schools to crossover into commercial world of income generation in an attempt to bridge the gap between the funding the school receives from the government and the demand of high quality education for the students. The result is given more substance by the opinions of school heads during focus group discussion that they really created opportunities, used prevailing and new resources to produce supplementary funds for the implementation of school's projects. They revealed that the inability of the government to fully support current financial needs in education made most of the schools look for additional income generation as a way of staying financially sustainable.

On the other hand, teachers assessed their school heads as satisfactory in managing the implementation, monitoring and review of the SIP/AIP and other action plans which had the highest weighted mean of 3.29. This only shows that school heads properly managed the implementation of school improvement and annual implementation plans. They focus on specific goals and strategies for change. In addition, school heads set out the changes a school needs to make improve the level of achievement, and show how and when these changes will be made. To sustain proper management these plans must be reviewed regularly so as to monitor the progress of the activities. Teachers said during the interview that school heads are good in implementing and monitoring of activities found in SIP and AIP. These activities include teachers and learners' development, performance indicators of learners, research, community linkages, school disaster and reduction risk management and awards and recognition. These plans are being communicated to stakeholders regularly for them to be aware of the development of all programs and projects and activities through quarterly state of the school address, parent-teacher conference, regular reporting of school report card and AIP review.

Furthermore, teachers assessed the performance of the school heads in their use of information technology to facilitate the operationalization of the school management system as satisfactory affirmed in weighted mean of 2.74. This result expresses that the most effective way school heads can promote technology use is for them to be knowledgeable and effective users of technology. Technology accentuates learning and administration process. As practiced, some of the school heads are not comfortable in using technology where, in fact school heads should establish the vision and goals for technology in the school. School heads shall lead the teachers on technology integration into teaching and learning process, thus information technology coordinators are encouraged to equip the teachers in effective use of technology during in-service training (INSET) and school learning action cell (LAC).

The composite means of 3.00 and 2.91 indicate that schools heads assessed their performance in accordance to NCBSSH in school management and operations as satisfactory. This means that school heads and teachers appreciate school heads who are knowledgeable in technology and wanted them to have transparency in terms of financial matters. These findings have relations to Muraina's[15] study which revealed that there is a significant relationship between managerial skills and administrative effectiveness of the principals. This connotes that managerial skills absolutely impact the administrative effectiveness of the secondary school principals positively.

3.1.7 Personal and professional attributes and interpersonal effectiveness. This domain involves professionalism of the school heads, communication, interpersonal sensitivity, fairness, honesty and integrity. Table 7 presents the assessment of the respondents on the personal and professional attributes and interpersonal effectiveness of the school heads.

Table 7 Performance of School Head in Terms of Personal and Professional Attributes and Interpersonal Effectiveness

Items	School Heads		Teachers	
	Mean	VI	Mean	VI
1.Manifest genuine enthusiasm and pride in the nobility of the teaching profession	3.53	VS	3.50	VS
2.Observe and demonstrate desirable personal and professional based on RA 6713 & Code of Ethics RA 7836).	3.55	VS	2.53	S
3.Maintain harmonious relations with stakeholders	3.48	S	2.47	F
4.Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.50	VS	2.52	S
5.Maintain good reputation with respect to financial matters	3.51	VS	3.50	VS
6.Develop programs and projects for continuing personal and professional development	2.59	S	2.49	F
7.Communicate effectively to staff and other stakeholders in both oral and written forms	2.95	S	3.52	VS
8.Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context	2.58	S	2.80	S
9.Interact appropriately with a variety of audiences	2.55	S	3.48	S
10.Demonstrate ability to empathize with others	2.53	S	3.45	S
11.Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices	2.56	S	2.50	S
12.Demonstrate integrity, honesty and fairness in all his/her dealings and transactions	3.25	S	2.51	S
13.Make individuals accountable for their actions	3.50	VS	3.40	S
Composite Mean	**3.08**	**S**	**2.97**	

Legend: VI- Verbal Interpretation   VS-Very Satisfactory   S-Satisfactory   F- Fair

The table shows the highest weighted mean of 3.55 which denotes that school heads assessed themselves as very satisfactory in observing and demonstrating desirable personal and professional behaviours like respect, honesty, dedication, patriotism and genuine concern for others at all times. This finding only shows that leading by example is one key attribute in the field of education. As stated by Marzano[16], effective school heads model behaviors that they expect of school staff.

The result of the assessment of school heads themselves also manifested that school heads performed very satisfactorily in the manifestation of genuine enthusiasm and pride in the nobility of the teaching profession registered in weighted mean of 3.53. Teaching is a profession that delivers the art of living. Likewise, teaching is not only an obligation, but a moral obligation, a noble service to the world to create a more lovely and serene world. Its moral and professional requirements are embedded in code of ethics for professional

teachers which states thatevery teacher shall actively insure that teaching is the noblest profession, and shall manifest genuine enthusiasm and pride in teaching as a noble calling. As cited by school heads during the focus group discussion, to be a school head is not easy. Adherence to the code of ethics is a must to maintain integrity in their profession.

On the other hand, the assessment made by the school heads themselves show that they performed very satisfactorily in maintaining good reputation with respect to financial matters such as settlements of debts, loans and other financial affairs as noted in weighted mean of 3.51. This result shows that school heads give high regards on their dignity as stated on the code of ethics of professional teachers. Based from the focus group discussion of the school heads, they exert care to maintain good reputation especially on the financial aspect as any malpractice can ruin their integrity faster than any other misbehavior. They also added that settling of loans and debts and other financial obligations should be prioritized not only to gain respect from subordinates but as a personal obligation, they should be responsible enough to take care of financial concerns. Further, it was also stressed by Cagaanan[17]that school heads should be worthy of emulation. They should observe ethical standards and set a good example.

On the other hand, teachers assessed   school heads were very satisfactory in communicating effectively to staff and other stakeholders in both oral and written forms which had highest weighted mean of 3.52, while school heads assessed themselves as satisfactory with a weighted mean of 2.95. Effective communication is essential for school heads to be successful in their work of forming and sustaining a vigorous learning environment. Placing verbal and nonverbal communication skills into practice will significantly develop school's organizational flow, which in turn gives protected borders for students and helpful support for staff. As practiced, school heads send letter of invitation and information to stakeholders whenever needs arise and school memorandum is likewise given to reiterate rules, policies and regulations related to teaching and learning. The finding supports the study of Cabigting[7] that mentioned that school head should open the lines of communication among staff and other stakeholders as these people are interested in achieving the goal of education for students.

The data in the table manifest that school heads as assessed by teachers disclosed that school heads performed very satisfactorily in the manifestation of genuine enthusiasm and pride in the nobility of the teaching profession and in maintaining good reputation with respect to financial matters such as settlement of debts, loans and other financial matters which had same weighted mean of 3.50. School heads must adhere to exacting standards of morality and decency. They should, both in their official and personal conduct, must display exemplary behavior. In other words, personal and professional behavior of school heads, inside and outside the school, must be beyond reproach. This conveys that school heads are responsible enough in their financial obligations to maintain integrity and protect their reputation.

The finding concurs with the finding of Catuby[18] that teaching is a specialized body of knowledge making it truly a profession and that teaching is the noblest of all professions and this belief made teachers to stay in the profession. Likewise, it was also stated in the code of ethics for professional teachers that a teacher shall maintain a good reputation with respect to the financial matters such as settlement of his debts and loans in arranging satisfactorily his private financial affairs.

The composite mean of 3.08 indicates that schools heads satisfactorily assessed their performance in NCBSSH considering personal and professional attributes and interpersonal effectiveness. Also, the composite mean of 2.97 indicates that teachers likewise had similar assessment of their school heads. This shows that school heads reflect their values, behaviour

and effectiveness as role model. School heads observe ethical standards and model life-long learning.

  3.2 Issues and Concerns related to NCBSSH

  School heads encounter issues and concerns in school and instructional leadership, in creating a student-centered learning environment and in human resource and professional development. Table 8 presents the issues and concerns related to NCBSSH.

Table 8 Issues and Concerns related to NCBSSH

Items	School Head		Teacher	
	Mean	VI	Mean	VI
1.Opportunities in the selection of teachers for seminars and trainings participation	3.66	SA	3.71	SA
2.Aassessment of teachers' performance as to skills and abilities	3.57	SA	3.67	SA
3.Number of teachers doing an action research	3.58	SA	3.68	SA
4.Transparency of financial report	3.69	SA	3.67	SA
5.Reactions of teachers on school head's class observation	3.62	SA	3.54	SA
6. Unaddressed concerns of teachers	3.63	SA	3.55	SA
7.Practice of favoritism	3.57	SA	3.80	SA
8.Acknowledgement of outstanding performance of teachers	3.67	SA	3.67	SA
9. Faction among teachers	3.75	SA	3.68	SA
10. Weak partnership with LGUs	3.75	SA	3.66	SA
11.Lack of classrooms for the delivery of learning process	3.72	SA	3.66	SA
12. Insufficient number of learning materials like Teacher's Guide and Learner's materials.	3.70	SA	3.66	SA
13.Inadequate number of teaching and learning equipment for the acquisition of 21st Century skills	3.62	SA	3.77	SA
14.Inactive participation of parents in attending parent-teacher conferences	3.57	SA	3.67	SA
15.Lack of safe space to accommodate learners and staff during emergencies and natural disaster like earthquake.	3.66	SA	3.76	SA
16.Lack of government support on professional development of teachers	3.68	SA	3.75	SA
17.Mismatch of teachers to the area of their specialization	3.56	SA	3.70	SA
18. Inadequate time to Instructional Supervision due to paper works	3.61	SA	3.70	SA
19. Insufficient number of well –trained teachers in terms of technology advancement	3.62	SA	3.62	SA
20. Insufficient resources to carry out all activities	3.69	SA	3.73	SA
Composite Mean	**3.65**	**SA**	**3.68**	**SA**

Legend: VI- Verbal Interpretation   SA- Strongly Agree

As presented in the table, school heads strongly agreed that faction among teachers is one of the main issues and concern they experienced related to NCBSSH. This got the highest weighted mean of 3.75. This finding reveals that at present, teachers grouped themselves according to interest, philosophy, and probably by age bracket which results to have different work driving force. This somehow brings a great impact in attaining the schools direction. As disclosed by school heads during focus group discussion, based on their observation, teachers grouped themselves according to their interest as to the age group they belong. Likewise, philosophy and principles in life also serve as communal reason to group which make them understand and accept each other. However, faction still exists due to individual differences and one's attitude towards shared responsibilities.

School heads also strongly agreed that weak partnerships with LGUs was also one of the issues and concerns they encountered which had same weighted mean of 3.75. This conveys that, for school heads the support of local government units is crucial in the implementation of educational reforms, thus, Department of Education welcomed the help of local executives especially to the nationwide implementation of senior high school under the K to 12 program. Basic public education is largely the responsibility of the central government, delivered through DepEd. The local government units do provide supplementary funding support to public basic education because they have access to a sustainable source of financial sources that are earmarked for the basic education sub-sector, the special education fund (SEF). Through this, the school needs such as classrooms, learning equipment and facilities is sustained.

Further, lack of classroom for the delivery of learning process remains as another issue and concern related to NCBSSH. This got a weighted mean of 3.72 which denotes that school heads strongly agreed on this concern. Truly, classrooms nowadays become one of the major concerns in every public school especially in the implementation of basic education curriculum. This result is relevant to what Atabay[19] had mentioned that there are large scale shortages of classrooms in the country. He also disclosed that over-crowding of classrooms is standard with class sizes averaging about eighty students per class. Further, he stressed that enrolment in public secondary schools bottomed out at an exponential rate, thus, more classrooms are needed.

As can also be gleaned in the table, school heads strongly agreed that mismatch of teachers to the area of their specialization was an issue relative to the implementation of NCBSSH. This got a weighted mean of 3.56. This means that some of the teachers were teaching learning areas which were not their specialization and therefore their competence was low. This results to less quality of instruction thus, lower learner achievement is produced. The finding supports the idea of Paglinawan[20]who conveyed that mismatch is rampant in every public school. In addition, too many teachers teach outside their area of expertise, thus, producing lower learners' achievement.

Similarly, teachers strongly agreed that lack of space to accommodate learners and staff during emergencies and natural disaster like earthquake is another issue and concern related to NCBSSH with weighted mean of 3.76. Insufficient space means that safety of students, teachers, and other staff maybe at stake. This was an issue as spaces for evacuation during emergencies were used in the construction of additional classrooms due to the implementation of K to 12 program while existing buildings are not safe and secure. Safety and security was also a pressing issue and concern of school heads. As cited by Kennedy[21], every building must have a crisis plan in place so staff members know how to react in an emergency, as well as how to take steps to prevent crises.

Moreover, teachers also strongly agreed that insufficient number of well—trained teachers in technology advancement, inadequate time to instructional supervision due to

paper works and mismatch of teachers are experienced by school heads. This was revealed in the weighted means ranging from 3.62 to 3.70, respectively. As the demand of globalization and internationalization is increasing, teachers are required to possess to integrate technology in teaching-learning process. As stated by Kennedy[21], technology needs to come into the classroom to keep up with the learning demands of the 21st century. Likewise, Paglinawan[20]posited that mismatch is rampant in every school. Teaching without specific training in the subject has for many years a concern that all teachers know of and many have experienced. Too many teachers teach outside their area of expertise. This is one of the factors in producing lower student achievement.

As a whole, the composite mean of 3.65 from the assessment of school heads and 3.68 from teachers' assessment indicate that they strongly agreed that school heads encountered issues related to NCBSSH. This indicates that it is important for school heads to have problem solving skills. Its effectiveness help identify problem severity and assess the impact of alternative solutions, thus, helping them to work more efficiently and effectively with colleagues, subordinates, stakeholders and superiors.

3.3   Proposed   Management   Program   for   Public   Secondary   School Heads

School leadership has become a priority in education policy agenda in the country. It plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling.

As the country seeks to adapt education systems to the needs of contemporary society, expectations in schools and school leaders are changing. The education system has moved towards decentralisation, making schools more autonomous in their decision making and holding them more accountable for results. At the same time, the requirement to improve overall student performance while serving more diverse student populations is putting schools under pressure to use more evidence-based teaching practices.

The proposed management program contains the project description, competencies that need enhancement, objectives, strategies and activities, thus, the management program is geared to help school heads cope with these trends since it envisions to enhance their performance. Formed from the findings of the study, the program was set into three projects which outline different strategies and activities primarily intended to address the least rated competencies and highest rated issues and concerns experienced by school heads. Such competencies relate to exploring several approaches in handling problems, providing opportunities for growth and development of members as team players, establishing a system of rewards and benefits for teachers and staff, development and adaptation of research-based school programs, managing curriculum innovation and enrichment with the use of technology and maintaining harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders. The projects also have details to make it more specific and comprehensive.

Further, the final output of this study also intends to enhance not only the leadership and management skills of school heads, but also their interpersonal effectiveness which is, in the current system the most important. In perspective, the management program is to upkeep school heads' knowledge, skills and attitude (KSA) by enthusiastically involving them in different planned activities.

4. Conclusions

Based on the findings of the study, the following conclusions are drawn:
1. School heads perform satisfactorily in NCBSSH.

2. Faction among teachers and practice of favouritism are the most perceived issues and concerns related to NCBSSH.

3. The proposed competency-based management program contains the project descriptions, competencies that need enhancement, objectives, strategies, and activities based on domains important in NCBSSH which when implemented may enhance the performance of school heads.

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Biography:

EBELNE G. FORNALis a Head Teacher III of Pinagkawitan Integrated National High School, Pinagkawitan, Lipa City, Batangas, Philippines. She is a graduate of Doctor of Education in Educational Management at Batangas State University and Master of Arts in Education major in Science at Romblon State University. She graduated as Best in Science during her college and was a consistent academic scholar and deans' lister. She was also a scholar of Odiongan Women's League Association, United State of America. She has presented and published researches in International Conference of Basic Education Research and Conference of Basic Education Researchers Southeast Asia. She has also attended different trainings and seminars on leadership and management, and has also served as speakers in many seminars, trainings and workshop.

Dr. NERRIE E. MALALUAN is Associate Professor and Dean of Colleges of Batangas State UniversityBatStateU), Lipa Campus, Philippines where she teaches both graduate and undergraduate courses. She is a graduate of Doctor of Education major in Educational Management from the same university and also graduated with a Master of Education major in Science Teaching. She has published books and researches in various national and internationally recognized publications. She also serves as resource person and teacher-trainer in the fields of science teaching, management and research writing.