

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance



Joey G. Acera¹, Mark Raymond S. Tan²

^{1,2}Capital University, Cagayan de Oro City

ABSTRACT: School heads are agents of change who contribute a major impression on the educational setting through their competencies and leadership practices. The study examined the influence of competencies and leadership practices of school heads on school performance and used a descriptive-correlational design with stratified random sampling in surveying 140 respondents. T-test, Pearson R, and regression analysis were used for the statistical treatment of data. Findings revealed that the female category got the highest percentage in the profile. The level of competencies had an average description of "Very highly competent", leadership practices had an average description of "Very highly practiced", and school heads' performance had an average description of "Very good performance". Results also revealed that there was a significant difference in the competencies and leadership practices of the school heads when they are grouped according to their profile. There is also a significant relationship between the competencies and leadership practices and their performance. Competencies and leadership practices significantly influence the school heads' performance. Moreover study found out that leadership practices in terms of establishing effective functional teams influenced the school heads' performance. Competencies and leadership practices also significantly influence the school heads' performance.

Thus study proved that Competence Theory guided school heads especially in handling teachers and tasks for attaining excellent performance and also proved the Principles of Management which are basic activities like planning, organizing, and controlling operations related to materials and methods applied by the school heads in performing tasks.

The recommendations are: School Administrators may use the results of the demographic profile as a basis for their planning in improving the performance of the institution. Teachers/Non-teaching personnel may continue to follow to collaborate with the school heads to improve the performance of the school heads for greater service to the stakeholders of the school.

KEYWORDS: School heads, competencies, leadership practices, performance, institution, Philippines

INTRODUCTION

The role of the school heads has become more demanding and intense. The school heads are crucial for school improvement because of active teaching and learning. There are various factors affecting the professional competencies of school heads. These factors would include increasing demand for administrative and instructional roles in ensuring school effectiveness as well as the quality of their performance (Cabigao, 2019).

The leadership practices of school heads play a pivotal role that can affect the school performance and the performance of school heads. The leadership practices of school heads deal with the administrator's way of supervising his/her subordinates. A good school head promotes good relationships with the teachers working with him/her. Teachers' awareness of their school heads' positive doing on duties and responsibilities inspires them to do it to their work as well. While a school head who is a deficiency and an advocate of promoting chaos, confusion, and factions towards his subordinates definitely losses the teachers' trust and confidence. School heads are recognized leaders in schools; they are entrusted with authority, responsibilities, and accountabilities in the success or failure of the institution. Their position is significant to the educational development and academic growth and performance of the learners because the school heads are usually the major source and the driving force that uphold the welfare of the organization (Oco, 2022).

The solution of the problem of instructional supervision and managing change is solved through the mandate in Section 4 of the Republic Act 9155 in the Philippines which defines the responsibility of the school principals as administrative officers and instructional supervisors of the school. The goal of supervision in a bureaucratic system is to eradicate errors and correct misbehaviors in the workplace (Castaño & Litao, 2021).

School heads cannot accomplish their duties and responsibilities until they are satisfied and secure in the workplace. School leaders with problems can lead to various negative and undesirable consequences for organizations and their workforce, which negatively

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

affect the overall organizational achievements. Therefore, job satisfaction is one of the dominant variables because it is directly related to organizational productivity and individuals' prosperity.

OBJECTIVES OF THE STUDY

The study aimed to examine the influence of competencies and leadership practices of school heads on their performance. Specifically on the following; determine the demographic profile of the respondents in terms so sex, age, designation, and years in service as the school head, determine the level of competencies in terms of Instructional supervision, Professional development practice, Management behavior, and Managing change, determine how the respondents assess their leadership practices in terms of Creating high-performance expectations, Communicating the organization's vision and goals, Management of Conflicts, and Establishing an effective functional team, determine the school heads' performance in terms of Leading strategically, Managing school operations and resources, Focusing on teaching/learning, Developing self and others, and Building connections, analyze the significant difference in the competencies of the school heads when the respondents are grouped according to demographic profile, analyze the significant relationship between the competencies of school heads and their performance, analyze the significant relationship between the leadership practices of school heads and their performance, and determine the influence of competencies and leadership practices on the school heads' performance.

THEORETICAL AND CONCEPTUAL FRAMEWORK

The study is anchored on Competence Theory (Lawson 1999). This theory guided leaders of professional associations and institutions because their futures depend on coordinated strategies for meeting the professional development challenge (Lawson et al, 2020). This theory will help the readers and the researchers of the study to understand the importance of the competency of the school heads towards the school heads' performance.

The study focuses on the demographic profile that considered sex, age, designation, and years in service as school head. The competencies of school heads compose of instructional supervision, professional development practice, management behavior, and managing change (Cabigao, 2019). The leadership practices included creating high-performance expectations and communicating the organization's vision and goals (Leithwood, 2016), management of conflicts, and establishing an effective functional team (Villar et al, 2021).

The Instructional supervision competency of the school heads considers the function of assisting teachers in lesson planning, assisting in selecting instructional materials, and assisting teachers in evaluating students' performance. The professional development competency of School Heads also considers the function of facilitating teachers' access to professional development, using evaluation as a means of development, and encouraging teachers' professional growth.

The competencies of the school heads compose the function of setting themselves as a personal example, talking about future trends that influence the teacher and school, praising people for a job well done, and challenging people in new and innovative ways. The Managing Change competency of school heads includes adaptability where changes are necessary, always looking for new ways to better serve clients, and concerns being taken into consideration. All these variables influence the performance of school heads (the dependent variable) specifically in Leading strategically, Managing school operations/resources, Focusing on teaching/learning, Developing self/others, and Building connections (Naidoo, 2019).

RESULTS AND DISCUSSION

Demographic profile

The distribution of the respondents according to their sex revealed that males had 40 percent and females had 60 percent. Moreover, the female category obtained the highest percentage and males attained the lowest percentage. According to age, 22 to 45 years old had 42.4 percent which dominated the category, and 60 years old and above got the lowest with 10.2 percent. Head Teachers III, II and I got the highest in terms of designation with a percentage of 39.29 percent and the lowest percentage is 2.86 percent belonging to Master Teacher I and II participants. The respondents with 9 years and below in service as school heads are the highest with 60.7 percent. In contrast, the lowest frequency in terms of years in service is 11 or 7.9 percent belonged to participants with 15 to 19 years in service.

Level of competencies of the School Heads

Table 1 shows the respondents' level of competencies in terms of instructional supervision. The data revealed that the average means for the respondents' level of competencies in terms of instructional supervision is 3.56 with an SD of 0.73 or "Very highly Competent". The result shows how the respondents perceived themselves as being competent school heads in their institutions. This might imply how the respondents acknowledged the important roles they are playing in terms of the instructional supervision process. Thus, school heads should focus on supervision as it impacts their performance, teachers' performance, and their students' achievements (Ampofo et al., 2019).

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

Table 1. Mean Distribution of Respondents' level of Competencies in terms of Instructional Supervision

Instructional Supervision	Mean	Std. Deviation	Interpretation
I assist teachers in their lesson planning and preparation.	3.59	0.72	Very highly Competent
I assist teachers in developing and selecting school instructional materials.	3.52	0.71	Very highly Competent
I help teachers to evaluate school curricula and suggest changes to meet the student's needs.	3.46	0.77	Very highly Competent
I encourage teachers to use appropriate methods or strategies of teaching.	3.66	0.73	Very highly Competent
Average	3.56	0.73	Very highly Competent

Legend: 1.00-1.75 (Very poorly competent) 1.76-2.50 (Poorly competent) 2.51-3.25 (Highly competent) 3.26-4.00 (Very highly competent)

Table 2 shows the respondents' level of competencies in terms of professional development practice. The data revealed that the average means for the respondents' level of competencies in terms of professional development practice is 3.42 with an SD of 0.79 or "Very highly Competent". This might suggest that teachers should be encouraged to pursue professional development by school administration to improve not just the learning results for their learners but also their effectiveness and work performance (Caena & Redecker, 2019).

Table 2. Mean Distribution of Respondents' level of Competencies in terms of Professional Development Practice

Professional Development Practice	Mean	Std. Deviation	Interpretation
I direct all supervisory activities for the teachers' improvement in the school.	3.53	0.71	Very highly Competent
I help to facilitate teachers' access to professional resources and other instructional facilities.	3.55	0.69	Very highly Competent
I encourage teachers' professional growth and development.	3.74	0.70	Very highly Competent
I evaluate teachers only through their classroom performance	2.85	1.06	Highly competent
Average	3.42	0.79	Very highly Competent

Legend: 1.00-1.75 (Very poorly competent) 1.76-2.50 (Poorly competent) 2.51-3.25 (Highly competent) 3.26-4.00 (Very highly competent)

Table 3 illustrates the respondents' level of competencies in terms of management behavior. The data revealed that the average means for the respondents' level of competencies in terms of management behavior is 3.62 with an SD of 0.72 or "Very highly competent". However, the leadership style of the headmaster had an impact on the teachers' behavior, thus this should be taken into account when assessing the performance of the school's head (Mahaputra et al., 2021).

Table 3. Mean Distribution of Respondents' Level of Competencies in terms of Management Behavior

Management Behavior	Mean	Std. Deviation	Interpretation
I develop cooperative relationships among the teachers, students, and people working with me.	3.65	0.72	Very highly competent
I praise teachers, students, and people for a job well done.	3.73	0.71	Very highly competent
I spend time and energy making certain that the teachers, students, and people working with me adhere to the principles and standards that have been agreed on.	3.52	0.74	Very highly competent
I challenge teachers, students, and people to try out new and innovative ways to do the work.	3.57	0.72	Very highly competent
Average	3.62	0.72	Very highly competent

Legend: 1.00-1.75 (Very poorly competent) 1.76-2.50 (Poorly competent) 2.51-3.25 (Highly competent) 3.26-4.00 (Very highly competent)

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

Table 4 demonstrates the respondents' level of competencies in terms of managing change. The data revealed that the average means for the respondents' level of competencies in terms of managing change is 3.45 with an SD of 0.72 or "Very highly competent". The school head makes sure that everyone in the community is committed to the vision and fully understands all aspects of the transformation process (Fessehatsion, 2017)

Table 4. Mean Distribution of Respondents' level of Competencies in terms of Managing Change

Managing Change	Mean	Std. Deviation	Interpretation
I am flexible and adaptable when changes in my work are necessary.	3.55	0.72	Very highly competent
I feel that most change is the result of pressures imposed from higher up in the institution.	3.24	0.76	Highly competent
I am always looking for new ways to better serve teachers, students, and stakeholders of the institution.	3.59	0.70	Very highly competent
I believe that teachers, and students' concerns and anxieties during periods of change are heard and taken into consideration.	3.44	0.70	Very highly competent
Average	3.45	0.72	Very highly competent

Legend: 1.00-1.75 (Very poorly competent) 1.76-2.50 (Poorly competent) 2.51-3.25 (Highly competent) 3.26-4.00 (Very highly competent)

Leadership practices of the School Heads

Table 5 depicts the summary of the mean distribution of respondents' assessment of their Leadership Practices with an overall mean of 3.48 and described as very highly practiced. Creating high-performance expectations had a mean of 3.44 which was described as very highly practiced, Communicating the organization's vision and goals had a mean of 3.52 which was described as very highly practiced, Management of conflicts had a mean of 3.50 which was described as very highly practiced, and Establishing effective functional teams had a mean of 3.45 which interpreted as very highly practiced.

Table 5. Summary of Mean Distribution of Respondent's Assessments of School Heads Leadership Practices

Leadership Practices	Ave. Mean	Std. Deviation	Interpretation
Creating high-performance expectations	3.44	0.69	Very highly practiced
Communicating the organization's vision and goals	3.52	0.71	Very highly practiced
Management of conflicts	3.50	0.74	Very highly practiced
Establishing effective functional teams	3.45	0.698	Very highly practiced
Overall mean	3.48	0.71	Very highly practiced

Legend: 1.00-1.75 (Very poorly practiced) 1.76-2.50 (Poorly practiced) 2.51-3.25 (Highly practiced) 3.26-4.00 (Very highly practiced)

School Heads Performance

Table 6 shows the summary of the mean distribution of respondents' assessment of School Heads Performance with an overall mean of 3.51 and described as a very good performance. Leading strategically had a mean of 3.58 which was described as a very good performance, Managing school operations and resources had a mean of 3.50 which was described as a very good performance, Focusing on teaching and learning had a mean of 3.48 which was described as very good performance, developing self and other had a mean of 3.51 which interpreted as very good performance, and building connections had a mean of 3.46 which interpreted as very good performance.

Table 6. Summary of Mean Distribution of Respondent's Assessments on School Heads Performance

School Heads Performance	Ave. Mean	Std. Deviation	Interpretation
Leading strategically	3.58	0.67	Very group performance
Managing school operations and resources	3.50	0.73	Very good performance

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

Focusing on teaching and learning	3.48	0.70	Very good performance
Developing self and other	3.51	0.69	Very good performance
Building connections	3.46	0.71	Very good performance
Overall mean	3.51	0.70	Very good performance

Legend: 1.00-1.75 (Very poor performance) 1.76-2.50 (Poor performance) 2.51-3.25 (Good performance) 3.26-4.00 (Very good performance)

Test of significant difference in the competencies of the school heads when the respondents are grouped according to the demographic profile

Table 7 explains the significant difference in the school heads' performance when grouped according to profile according to their sex, age, designation, and years in service as school heads.

The data showed that there is a significant difference in respondents' competencies in terms of instructional supervision, professional development practice, management behavior, and managing change when grouped according to their demographic profile. The result shows that ($p\text{-values} = 0.000$), which implies that we have to reject the null hypothesis:

The data show that there is a significant difference in respondents' competencies in terms of instructional supervision, professional development practice, management behavior, and managing change when grouped according to their demographic profile. The result shows that $p\text{-values} = 0.000$, which implies that we have to reject the null hypothesis:

Table 7. Test of Significant Difference in the Competencies of the School Heads when the respondents are grouped according to the demographic profile

Profile	Competencies of School Heads											
	Instructional supervision			Professional development practice			Management behavior			Managing change		
Variables	t-value	pvalue	Decision on Ho	t-value	pvalue	Decision on Ho	t-value	pvalue	Decision on Ho	t-value	Decision on Ho	p-value on Ho
Sex	-29.34	0.000	Reject	-27.62	0.000	Reject	-31.09	0.000	Reject	-29.49	0.000	reject
Age	-25.43	0.000	Reject	-25.04	0.000	Reject	-27.62	0.000	Reject	-26.46	0.000	reject
Designation	7.99	0.000	Reject	8.09	0.000	Reject	7.36	0.000	Reject	7.82	0.000	reject
Years in Service	-15.81	0.000	Reject	-15.37	0.000	Reject	-5.79	0.000	Reject	-1.95	0.000	reject

Note. Significant if $p\text{-value} < 0.05$

Legend: Ho is rejected if Significant; Ho is accepted if Not Significant

The competencies of the school heads' effect on sex and instructional supervision were statistically significant ($t = -29.34$, $p = 0.000$). This means that the influence of sex on instructional supervision depends on whether the school head is male or female. The competencies of the school heads' effect on sex and Professional development practice were statistically significant ($t = -27.62$, $p = 0.000$). This means that the influence of sex on professional development practice depends on whether the school head is male or female and this is also the same with other indicators.

In professional development, this may focus on a better area of specialized days of training, and weeks of educational knowledge intended to help school heads advance their professional expertise, ability, skill, and efficiency for a favorable performance of both the school heads and the institution. On the side of management behavior, this may focus on the days change administrative behaviors and habits of school heads necessary in education actions for better teachers, students, and the school (Tansiongco & Ibarra, 2020). For management change, this may give attention to how the school heads introduce change within both its teachers, students, and others in educational assignments and tasks. This includes preparation for teachers, employees, and mentoring activities to have desirable performance. This is also proven in a study about the adversity quotient, school management style, and job performance of public elementary school heads in Cabanatuan City, Philippines (Tansiongco & Ibarra, 2020).

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

Test of a significant relationship between the competencies of school heads and their performance

Table 8 depicts the significant relationship between the competencies of school heads and their performance. The data exposed that the competencies of school heads in terms of instructional supervision, professional development practice, management behavior, and managing change have a significant positive relationship with their performance in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. This means that the *p-value* is <0.05 , therefore, the null hypothesis was rejected considering instructional supervision and leading strategically ($r = 0.688^{**}$, $p\text{-value} = 0.000$); managing school operations and resources ($r = 0.576^{**}$, $p\text{-value} = 0.000$); focusing on teaching and learning ($r = 0.688^{**}$, $p\text{-value} = 0.000$); developing self and others ($r = 0.702^{**}$, $p\text{-value} = 0.000$); and building connections ($r = 0.684^{**}$, $p\text{-value} = 0.000$). This means that the competencies of the school heads and school heads' performance had a positive relationship. The more competent the school heads in terms of instructional supervision, the greater would be their performance of the school heads.

Table 8. Test of Significant relationship between the competencies of school heads and their performance

Competencies of School Heads		Performance of School Heads													
Sub-Dimension	Leading strategically			Managing School Operations and Resources			Focusing on Teaching and Learning			Developing Self and Other			Building Connections		
	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho
Instructional supervision	.688**	0.000	Reject	.576**	0.000	Reject	.688**	0.000	Reject	.702**	0.000	reject	.684**	0.000	reject
Professional development practice	.643**	0.000	Reject	.519**	0.000	Reject	.574**	0.000	Reject	.601**	0.000	reject	.589**	0.000	reject
Management behavior	.718**	0.000	Reject	.542**	0.000	Reject	.643**	0.000	Reject	.666**	0.000	reject	.614**	0.000	reject
Managing change	.687**	0.000	Reject	.547**	0.000	Reject	.644**	0.000	Reject	.680**	0.000	reject	.723**	0.000	reject

Note. Significant if $p\text{-value} < 0.05$

Ho is rejected if Significant

Ho is accepted if Not Significant

Test a significant relationship between the leadership practices of school heads and their performance.

Table 9 depicts the significant relationship between the leadership practices of school heads and their performance. The data exposed that the leadership practices of school heads in terms of creating high-performance expectations, communicating the organization's vision and goals, management of conflicts, and establishing effective functional teams have a significant positive relationship with their performance in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The *p-values* are <0.05 , which means that we have to reject the null hypothesis.

There is a significant and strong relationship between Creating high-performance expectations and leading strategically with a $p\text{-value}$ of 0.000 computed less than the 0.05 level of significance leading to the school heads' performance the same with Managing School Operations and Resources Focusing on Teaching, Learning Developing Self and Other, Building connections which still had a strong relationship with school heads performance

Table 9. Test of Significant relationship between the leadership practices of school heads and their performance

Leadership Practices of School Heads		Performance of School Heads													
Sub-Dimension	Leading strategically			Managing School Operations and Resources			Focusing on Teaching and Learning			Developing Self and Other			Building Connections		
	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho
Creating high-performance expectations	.852**	0.000	Reject	.781**	0.000	Reject	.852**	0.000	Reject	.852**	0.000	reject	.852**	0.000	reject
Communicating the organization's vision and goals	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	reject	.781**	0.000	reject
Management of conflicts	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	reject	.781**	0.000	reject
Establishing effective functional teams	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	Reject	.781**	0.000	reject	.781**	0.000	reject

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

Variables	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho	Pearson Correlation	p-value	Decision on Ho
Creating high performance expectations	.744**	0.00	reject	.650*	0.00	Rej	.663*	0.00	reject	.639*	0.00	rej	.683**	0.00	reject
Communicating the organization's vision/goals	.706**	0.00	reject	.518*	0.00	Rej	.636*	0.00	reject	.672*	0.00	rej	.628**	0.00	reject
Management of conflict	.725**	0.00	reject	.555*	0.00	Rej	.642*	0.00	reject	.660*	0.00	rej	.635**	0.00	reject
Establishing an effective functional team	.722**	0.00	reject	.644*	0.00	Rej	.717*	0.00	reject	.757*	0.00	rej	.730**	0.00	reject

Note. Significant if p-value <0.05 Ho is rejected if Significant Ho is accepted if Not Significant

The Competencies and leadership practices influence the school heads' performance.

Table 10 explains the influence of competencies on the school heads' performance. The study reveals that the school heads' performance had a constant value of $B=0.758$, competencies in terms of instructional supervision had $B= 0.325$, and managing change have $B=0.345$.

In connection to this, with a per-unit increase in instructional supervision, while X_2 is constant, there is a 0.325 increase in the school heads' performance, and per-unit increase in managing change, there is a 0.345 increase in the school heads' performance. The findings illustrate that competencies in terms of managing change are the variable influencing the school heads' performance.

Also, R^2 or the coefficient of determination is .541, indicating that 54.1% of the differences in the School Heads' Performance are explained by the predictor variables. However, 44.9% is attributed to the variables not included in the study. The effect of these variables is significant at the 0.01 level ($p<.000$).

Table 10. Multiple Linear Regression Analysis of the competence, and Performance of the School Heads

Predictor Variable	nstandardized Coefficients		Standardized Coefficients	t	p-value
	B	Std. Error	Beta		
(Constant)	.758	.229		3.316	.001
Instructional supervision	.325	.107	.338	3.021	.003
Professional development practice	.142	.100	.140	1.428	.156
Management behavior	-.040	.107	-.042	-.375	.709
Managing change	.345	.097	.370	3.566	.001

Note. Adjusted $R^2=0.541$ F-value=39.776 Significance=0.000

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

The study proved the Competence Theory (Lawson 1999) guided the school heads of professional associations and institutions, especially in handling the teachers and their tasks depend on coordinated strategies for meeting the professional development challenge and for attaining excellent performance.

The study also proved the Principles of Management which are basic activities like planning, organizing, and controlling operations related to materials and methods are the common and necessary principles applied by the school heads in performing their tasks. Thus, the school heads provided leadership to teachers' efforts in achieving set objectives efficiently.

The lessons gained in the study reflected the school heads' competencies which need improvement of the school heads for attaining excellent performance. Another lesson imparted to the leadership practices of the school heads needs improvement in attaining favorable performance. The school heads' performance concluded an average outcome of very good performance and still in need of improvement.

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

The study concluded that leadership practices in terms of establishing effective functional teams are the variable influencing most of the school heads' performance. Competencies and leadership practices significantly influence the school heads' performance.

REFERENCES

- 1) Ahmad, A. S., Dănaiață, D., & Gavrilă, A. (2022). The Role of School Managers in the Process of Using Technological Means in the Learning Process During COVID-19 Crisis. *Revista de Management Comparat International*, 23(1), 122-135. <https://scholar.google.com>
- 2) Ampofo, S. Y., Onyango, G. A., & Ogola, M. (2019). Influence of School Heads' Direct Supervision on Teacher Role Performance in Public Senior High Schools, Central Region, Ghana. *IAFOR Journal of Education*, 7(2), 9-26.
- 3) Basilio, M. B. (2018). Instructional supervision and assessment in the 21st-century and beyond. <https://www.researchgate.net>
- 4) Cabigao, J. R. (2019). Professional Competencies of School Heads and Their Impact on School Outcome, Organizational Culture, and Principals' Performance. *La Consolacion University Philippines*.
- 5) Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education*, 54(3), 356-369. <https://doi.org/10.1111/EJED.12345>
- 6) Caingcoy, M. (2020). Instructional Leadership Practices of School Administrators: The Case of El Salvador City Division, Philippines. Lincuna, MLB, & Caingcoy, ME (2020). Instructional Leadership Practices of School Administrators: The Case of El Salvador City Division, Philippines. *Commonwealth Journal of Academic Research*, 1(2), 12-32. <https://scholar.google.com>
- 8) Charernnit, K., Mathur, A., Kankaew, K., Alanya-Beltran, J., Sudhakar, P. J., Singh, S., ... & Singh, N. D. (2021). Interplay of Shared Leadership Practices of Principals, Teachers' Soft Skills and Learners' Competitiveness in COVID 19 Era: Implications to Economics of Educational Leadership. *Studies of Applied Economics*, 39(12). <https://scholar.google.com/>
- 9) Cruz, C. D. P., Villena, D. K., Navarro, E. V., Belecina, R. R., & Garvida, M. D. (2016). Towards enhancing the managerial performance of school heads. *International review of management and business research*, 5(2), 705-714.
- 10) Drago-Severson, E., Maslin-Ostrowski, P., & Blum-Destefano, J. (2018). Looking behind the curtain: Principals' internal experiences of managing pressing challenges. *Journal of School Leadership*, 28(3), 315-343. <https://scholar.google.com>
- 11) Fessehatsion, P. W. (2017). Journal of Education and Practice. School Principal's Role in Facilitating Change in Teaching-Learning Process: Teachers' Attitude. A Case Study on Five Junior Schools in Asmara, Eritrea , 8(6). www.iiste.org
- 12) Jonyo, D. O., & Jonyo, B. O. (2019). Curriculum Supervision and Implementation in Kenya: The Role of Secondary School Heads. *European Journal of Educational Sciences*, 6(2), 46-56. <https://scholar.google.com>
- 13) Lawson, H. A., Kirk, D., & MacPhail, A. (2020). The professional challenge: Achieving desirable outcomes for students, teachers, and teacher educators. In *School physical education and teacher education* (pp. 141-152). Routledge.
- 14) Leithwood, K. (2016). Department-head leadership for school improvement. *Leadership and Policy in Schools*, 15(2), 117-140. <https://scholar.google.com/>
- 15) Mahaputra, M. R., Saputra, F., & Rizky Mahaputra, M. (2021). Literature Review the Effect of Headmaster Leadership on Teacher Performance, Loyalty and Motivation. *Journal of Accounting and Finance Management*, 2(2), 103-113. <https://doi.org/10.38035/JAFM.V2I2.77>
- 16) Muriuki, R. W., Onyango, G. O., & Kithinji, F. (2018). Effective Heads of Department Professional Development on their Role Performance in Public Secondary Schools in Kenya. <https://scholar.google.com>
- 17) Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2). <https://doi.org/10.15700/saje.v39n2a1534>
- 18) Odrón-Padullo, W. (2018). Leadership styles, skills, and ethical management behavior of administrators in government higher education institutions. *Asian Journal of Governance and Education (AJGE)*, 1(1), 41-60. <https://scholar.google.com>
- 19) Oco, R. M. (2022). LEADERSHIP STYLES OF SCHOOL HEADS AND ITS RELATIONSHIP TO SCHOOL PERFORMANCE. *GSI*, 10(1). <https://scholar.google.com>
- 20) Roesminingsih, E., & Trihantoyo, S. (2022). The impact of principal transformational leadership and teacher commitment to organizational change in elementary schools. In *Innovation on Education and Social Sciences* (pp. 74-80). Routledge. <https://scholar.google.com>
- 21) Steinberg, M. P., & Yang, H. (2022). Does principal professional development improve schooling outcomes? Evidence from Pennsylvania's inspired leadership induction program. *Journal of Research on Educational Effectiveness*, 1-49. <https://scholar.google.com>

The Influence of the School Heads' Competencies and Leadership Practices Towards their Performance

- 22) Tomal, D. R., & Jones Jr, K. J. (2022). A comparison of core Competencies of women and men leaders in the manufacturing industry. *The Coastal Business Journal*, 14(1), 2. <https://scholar.google.com>
- 23) Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the School Heads Leadership in the Towns of Nueva Ecija, Philippines: Inter-Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. *Open Access Library Journal*, 8(11), 1-15. <https://scholar.google.com>
- 24) Villar, R. B., Yazon, A. D., Tan, C. S., Buenvenida, L. P., & Bandy, M. M. (2021). School Heads' Leadership Practices in The New Normal, Administrative Disposition, and Readiness of The Public Schools in Laguna. *International Journal of Theory and Application in Elementary and Secondary School Education*, 3(2), 156-170. <https://scholar.google.com>



There is an Open Access article, distributed under the term of the Creative Commons Attribution–Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.