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Research Article

School Heads Adherence to National Competency-Based Standards and School Performance in the Division of Northern Samar

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Abstract

This study aimed to determine the school heads' adherence to the national competency-based standards and the school performance in the Division of Northern Samar: Inputs to graduate teacher education curriculum. Specifically, it investigated the profile of the elementary and secondary school heads, leadership styles, level of adherence to the national competency-based standards, and their school performance. This study was conducted in the province of Northern Samar. Elementary schools were proportionally sampled by district/municipality while secondary schools were proportionally sampled by legislative district. There were 73 elementary school heads, 13 secondary school heads, 86 teachers, and thirty-six 36 district heads/supervisors who served as respondents of this study. This study used the descriptive-correlational research design. The questionnaire was patterned from studies on leadership and NCBS-SH TDNA tool. It was also found out that school heads possessed the leadership skills and adopted the democratic and autocratic styles of leadership. It was also found out that they were very adherent to all the domains of the competency-based standards. The schools' performance in terms of learners' academic achievement was average mastery, teacher performance was highly proficient and maturing level on SBM implementation. It was found out that the profile and the adherence to national competency-based standards, school heads' experience, and training were positively and significantly related to school leadership, instructional leadership, and human resource professional development. The profile and the school performance, school heads' eligibility, and experience were found to be positively and significantly related to the SBM level of practice. There was no significant difference in the level of adherence to the national competency-based standards among elementary and secondary school heads. It was also found out that there was no significant difference in the level of adherence of school heads as rated by teachers but significantly differed from the rating of district heads. With the findings, an input to the graduate teacher education program is proposed.

Keywords: *national competency-based standards; graduate tracer; education curriculum; Northern Samar*

Introduction

Quality education emanates from excellent schools because of effective and efficient school management. This issue is of great interest and a growing concern to school heads who are on the frontline in the administration and supervision of the essential education services.

The school heads' role is highly significant in the unending educational process, improving the educational institution's quality of learning and success. They have a very crucial responsibility in the achievement of educational goals. These school heads' critical responsibilities include cultivating leadership in others, providing expert assistance to increase students' academic success, improving teaching and learning, and institutional progress. Thus, school heads are potent agents to attain quality education.

In the past or even up to the present, the promotion of unqualified teachers to become school heads had not been controlled even if they were not qualified such as no principal test eligibility, no master's degree, no appropriate skills as leaders, no relevant training, etc. (Pricellas et al., 2016). In the Philippines, the basic requirements for school heads position shall be as follows: at least 12 MA units in the field of administration, supervision, leadership or management, 3 years teaching experience and TIC or OIC for at least 1 year, 24 hours relevant training initiated, sanctioned, approved/recognized by DepEd not used in the immediate previous promotion and at least very satisfactory for the last 3 consecutive years, or outstanding for the last 2 consecutive years (DepEd Order No. 97, s. 2011)

This scenario may be actual in the Division of Northern Samar, where many school heads could be leaders in their school, but not all of them have the leadership skills. Some of them are not visible in their stations, while others fail to conduct a supervisory activity, which is the school head's most important role. As a result, educational problems arise like students' and teachers' tardiness and absenteeism, delay of submission of reports and requirements, low students' academic performance, students' discipline, and many more. With these, it is in the sense of urgency to identify school heads' leadership skills and competencies (Pricellas et al., 2016).

Vidu (2000) defines leadership as an activity and a process. It is an activity that influences people to bind together for a common purpose and endeavor by the inspiration and guidance of a leader determined to achieve such a purpose. Thus, school leadership is the process whereby a group of individuals is influenced by a leader to achieve a common goal (Northouse, 2017). Magda (2003) advocated that a good school administrator (principal or supervisor) as a leader of any school must learn appropriate skills. This means that a true

leader must be able to convey leadership by example or learning the skills by doing the daily routine of school management and operation. School management and operation is the school heads' role in spearheading the implementation of government thrusts and educational programs and projects in schools (Agustin, 2017).

The National Competency-Based Standards for School Heads (NCBS-SH) is an integrated theoretical framework that defines a practical school heads' different dimensions. It covers other domains and distinctive areas which will guide school heads to be effective. The seven domains of competencies: school leadership; instructional leadership; creating a student-centered learning climate; HR management and professional development; parents' involvement and community partnership; school management operations; and personal and professional attributes and interpersonal effectiveness. It is a self-assessment mechanism done by reflecting on past and current practices as school heads to determine the needs, fill in the needs for future improvement and development (NCBSSH-TDNA Guide and Tools, 2012).

In the Philippine Public Education Sector, the selection of competent school heads is made through a qualifying examination known as the "National Qualifying Examination for School Heads" (DepEd Memo PHROD – 2021-0081) or "Principals' Test" (DepEd Memo 158, s. 2018). Further, to pass the said qualifying examination and be consequently promoted to the principal position will not guarantee that you can manage the school properly. In the Division of Northern Samar, some of the principals that the researcher has interviewed had mentioned that they have deficiencies in school leadership and instructional leadership competencies. Capangpangan (2015) pointed out that school heads face a variety of issues and problems in everyday school operations especially in the implementation of programs and execution of policies. Others have complained that they experienced difficulties in school operation and management and community linkages. Other principals were experts in human resource management, but their competency in creating a student-centered learning climate was deficient. Though there is in-service management training that provides capacity building program for the principals, unfortunately, the training themselves do not fit or address the needs to improve the principals' competencies in certain domains.

Gentilucci, Denti & Guaglianone (2013) had explained that though principals received preparatory training at institutes of higher education or may have prior administrative experience, they often lack the skills, knowledge, and disposition necessary to meet demanding challenges created by their multifaceted leadership roles. As a result, mediocrity in school leadership and management may prevail.

Cognizant of these problems encountered by the school principals, there is a need to conduct an empirical study regarding their competencies. Whether their age, educational preparation, training attended, present position, and years of experience significantly influence their competencies as effective principals. In Cavajo's (2018) study, an assessment of principals' competencies associated with effective school principals is important to consider and becomes an integral part of principals' selection process and an indicator in managing schools.

The researcher is challenged to bring this issue and investigate this aspect particularly in the Division of Northern Samar where he was designated and assumed as school head in a particular school. Consequently, it is in the light of this perspective that this study was conceived and therefore the researcher opted to establish first-hand data and information which will somehow shed light on what are the real causes of educational problems and to primarily consider the role and position of the school head threat.

This study sought to find out the school heads' adherence to national competency-based standards in public schools and school performance and the results are expected to give inputs to the graduate teacher education curriculum addressing the real need among school heads since most of the respondents in this study are participants in the continuing professional advancement of the UEP graduate school.

Methodology

This study was conducted in the Department of Education, Division of Northern Samar. The Division of Northern Samar is divided into three (3) major geographical areas, namely: Balicuatro area, Central area, and Pacific area to include Catubig Valley. It comprises 24 towns or municipalities with 569 registered barangays. It has two legislative districts, the first district covering the Balicuatro area and most part of the Central area while the second district covering some part of the Central Area, the Pacific area to include Catubig Valley.

To assess the school heads' adherence to the national competency-based standards and school performance in the Division of Northern Samar, the input-process-output model and descriptive-correlational method of research were utilized in this study.

Descriptive designs provided comprehensive information about a problem or situation, its input variables, and its features. They are more precise in their focus and scope than exploratory designs. According to David (2005), a descriptive study uses more specific data gathering techniques, may involve various comparison groups in its attempt to produce a

representative sample, and provides specific and clear information regarding the problem. Descriptive research designs cannot control conditions nor test hypotheses.

This study involved the 86 elementary and secondary school heads, district supervisors, and the teachers of public elementary and secondary schools in the Division of Northern Samar. The school heads were the principals, master teachers, headteachers, and teachers designated as school heads for at least three years. They were chosen through proportional random sampling. The district supervisors and teachers were also chosen as respondents of this study to crosscheck the school heads' assessment on their adherence to the National Competency-Based Standards. The district supervisors were the district head with at least three years as immediate supervisor of the school head while the teachers were teachers with at least three years of teaching experience working with the school head.

This study utilized a survey questionnaire as a tool in gathering pertinent data. Two sets of survey questionnaires were used in this study, one for the school heads and the same questionnaire for supervisors and teachers for them to crosscheck the responses of the school head.

The questionnaire for the school heads is composed of: (1) their leadership styles, it focuses on national competency-based standards for school heads in terms of school leadership, instructional leadership, creating a student-centered learning climate, human resource management and professional development, parents' involvement and community partnership, school management and operation, and personal and professional attributes and interpersonal effectiveness, and (2) school performance in terms of students' academic achievement, teachers' performance and SBM level of practice.

The questionnaire for teachers and supervisors focused on school heads' adherence to national competency-based standards. The leadership styles questionnaire has 18 indicators. There are six indicators for authoritarian leadership, six for democratic leadership, and six indicators for laissez-faire leadership. These indicators were adopted from the leadership styles questionnaire in the book authored by Peter G. Northouse titled *Introduction to Leadership Concepts and Practice*.

The national competency-based standards questionnaire contains the 118 performance indicators of the 24 strands from the seven domains adopted from the NCBS-SH Tool. For school achievement, these are student academic performance based on three years SMEA results, teachers' performance based on 3 years IPCRF rating, and the SBM level of practice results.

Results And Discussion

Table 1 shows the leadership styles of the school heads. It reveals that democratic leadership (WM=4.63) was the most observed style of leadership followed by the autocratic style (WM=4.32) and the laissez-faire leadership (WM=3.98). This means that group members are encouraged to share ideas and opinions, feel that they are engaged in the decision-making process by encouraging their participation and involvement. This shows that democratic school heads promote high employees' productivity, develop competent people who are willing to give their best, and tend to develop subordinates who think themselves and seek responsibility.

Not all times the school heads are democratic. Sometimes they show an autocratic style of leadership. This happens when school heads have individual control over all decisions and little input or rarely accept advice from group members. This shows that people in the group may dislike for they are unable to contribute ideas and this may result in a lack of creative solutions to problems.

Laissez-faire leadership comes when school heads have an attitude of trust and reliance on their employees. They do not get too involved or give too much instruction or guidance. In other words, subordinates and team members have the real lead. This shows that group members are empowered, helping the team be more innovative giving more trust in the members.

This further shows that leadership styles refer to a leader's characteristic behavior when directing, motivating, guiding, and managing groups of people. Great leaders can inspire change by motivating others to perform, create and innovate. The findings support Medina's (2010) study regarding the four leadership styles: autocratic, persuasive, consultative, and democratic. An authoritarian leader takes the decision and relays them to his/her subordinates. A compelling leader also decides for the group but persuades them to believe that they will motivate them. A consultative style asks and confers with the group members before making decisions. S/he considers their suggestions and feelings before making decisions. Democratic style lays down the problem and decides based on the discussion's outcome instead of imposing his own decision. The democrat promotes participation in decision making, trust in subordinates, and encourages them to make decisions. A democratic leader delegates, empower and listens to their subordinates' advice. This style requires good two-way communication, which can offer useful suggestions and ideas. Principals must be willing to encourage leadership skills in subordinates. In a permissive

democrat, the principal makes decisions participative and gives associates latitude to carry out their work. At the same time, a directive democrat makes decisions participative and closely supervises subordinates.

The findings of Nandamuri and Rao (2018) are also the same as the present study in that 75% of the school heads preferred a democratic leadership style. Moreover, there is a gradual inclination towards an autocratic style of management to other school heads. However, more than half of the school heads preferred the democratic leadership style while managing the school.

The present study confirms the findings of Danev (2016) that autocrat tends to make all decisions without the subordinates' consent or inputs and do whatever they feel is vital to achieving a particular goal. The autocrat tends to be dictatorial in leadership and management but may sometimes allow subordinates to have some freedom in performing their work.

Table 1. School Heads' Leadership Styles

Leadership Styles	Mean	Rank	Interpretation
Democratic Style	4.63	1	Very Highly Observed
Autocratic Style	4.32	2	Very Highly Observed
Laissez Fair	3.98	3	Highly Observed
Grand Mean	**4.31**		**Very Highly Observed**

Table 2 presents the mean scores and ranking of strands along with domain on school leadership. The first is Data-based Strategic Planning (WM=4.84), followed by Coordinating with Others (WM=4.80), then Developing and Communicating Vision, Mission, Goals and Objectives and Problem Solving (WM=4.76), next is Building High Performance (WM=4.72), and the last is Leading and Managing Change (WM=4.65). This means that school heads' leadership is a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values. School leaders are team builders who understand the importance of relationships, empower their teachers and learners, and show great empathy. value the importance This further means that school heads play the role in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success.

This finding confirms the findings of Pont et al. (2008), that school leadership is now a priority in the education policy agenda around the world for it enhances schools' efficiency and equity. It plays a crucial role in improving school outcomes by influencing teachers' motivation, capacities, school climate, and environment. This further supports the idea of Northouse that leadership is a process whereby a leader influences individuals to achieve a common goal; Weller and Weller (2012) and Daresh et al. (2011), that leadership includes various roles and responsibilities that entail technical, professional, and interpersonal aspects and strategies and actions to improve the teaching and learning process; and that of Yukl (2012) which states the very core of every leadership involves a process of influence that it involves a social influence process whereby intentional force is exerted by one person or group over others to structure the activities and relationships in a group or organization.

The finding of this study supports the belief of Agustin that the school head is the prime mover of government thrusts and educational school programs. As such, s/he must be willing to spearhead the implementation of government programs and projects in primary education without reservations. The school heads are responsible for turning every individual into a reliable and productive citizen of the nation. As the initiator of school projects and programs, the principal must make the school a show window of creativity and resourcefulness that provides a suitable environment for the development of learners academically and physically, and morally. The school head takes the first move to conceptualize and actualize projects that improve the school's environment, foster learners' and teachers' growth, and satisfies the stakeholders.

Table 2. School Heads' Adherence to National Competency-Based Standards along with School Leadership

School Leadership	Mean	Rank	Interpretation
Data-based Strategic Planning	4.84	1	Very Adherent
Coordinating with Others	4.80	2	Very Adherent
Developing & communicating Vision, Mission, Goals and Objectives (VMGO)	4.76	3.5	Very Adherent
Problem Solving	4.76	3.5	Very Adherent
Building High Performance Teams	4.73	5	Very Adherent
Leading and Managing Change	4.65	6	Very Adherent
Mean	**4.75**		**Very Adherent**

Table 3 shows the mean scores and ranking of strands along with instructional leadership. According to the respondents, they are very adherent to Instructional Supervision (WM=4.79) having the highest mean, followed by Assessment for Learning (WM=4.77) then Implementing Programs for Instructional Improvement (WM=4.56), and finally Developing Programs and/or Adapting Existing Programs (WM=4.42). This means that school heads ensure the implementation of the educational mission of the school by overseeing, equipping, and empowering teachers to provide meaningful learning experiences to students, making use of assessment tools to determine student achievement, enriching the curriculum based on needs of learners to develop a culture of functional literacy. This further means that school leaders encourage and support teachers to improve their teaching practices through coaching and mentoring. Also, they give emphasis on evaluating and improving teaching and learning, promoting change, implementation of research-based practices, and meeting students' needs.

This finding supports the study of Hallinger and Murphy that instructional leadership framework consists of three main components: a) defining the school mission, b) managing the instructional program, and c) creating a positive school climate. Within these components, the instructional leader frames school goals communicate, supervises, coordinates curriculum, monitors progress, supports the learning culture through visibility, protects instructional time, and provides professional development opportunities for teachers. This includes actions, such as but not limited to assessment for learning, development, instructional supervision, technical assistance that school heads take or delegate to others to promote good teaching and high-level learning among pupils/students, and implementation.

This disconfirms Daing's (2015) findings that in the Philippine practice, though, few school administrators like the school's district supervisors, principals, and department heads act as genuine instructional leaders. Management scheduling, reporting, handling relations with parents and community, dealing with multiple crises, and unusual situations inevitable in schools consume most school heads' days. And only a small portion of their time is spent in classrooms and even less analyzing instruction with teachers. They may arrange a time for teachers' meetings and professional development, but they rarely provide intellectual leadership for the growth in teaching skills.

Table 3. School Heads' Adherence to National Competency-Based Standards along with Instructional Leadership

Domains	Mean	Rank	Interpretation
Instructional Leadership			
Instructional Supervision	4.79	1	Very Adherent
Assessment for Learning	4.77	2	Very Adherent
Implementing Program for Instructional Improvement	4.56	3	Very Adherent
Developing Programs and/or Adapting Existing Programs	4.42	4	Very Adherent
Mean	**4.64**		**Very Adherent**

Table 4 presents the rank of strands along Creating a Student-Centered Learning Climate. The first is creating a school environment focused on the needs of the learners (WM=4.77), followed by setting high social and academic expectations (WM=4.74). This signifies that school heads value the significance of student-centered learning which aims to help students become independent for them to have the responsibility to seek out knowledge and to strive understanding at a deeper knowledge. This domain requires that influential school leaders set high standards and create high expectations for learners to recognize their achievements. These domains include creating opportunities to make learners functionally literate. They create a learner-centered, safe, and healthy environment that supports continuous learning and sharing of knowledge.

This confirms the findings of Bautista (2015) that student-centered learning is the new education trend of the 21st century. The learner is not a passive individual, but one who engages with his/her environment. Learners learn by doing while interacting with the teachers and the environment. This further supports the findings of Ang, Gonzales, Conception, Santos, and Yu's that student-centered learning is a system of instruction in which teaching facilitates active participation and independent inquiry and seeks to instill the joy of learning inside and outside the classroom. This term denotes the broad application of student-centered learning to any learning activity in the Core Curriculum context. Student-Centered learning involves teaching and learning techniques that will help students develop an attitude and become resourceful and motivated learners who are eager and able to learn outside the

classroom, with the ability for an independent inquiry and sense of responsibility for their learning.

Table 4. School Heads' Adherence to National Competency-Based Standards along Creating a Student-centered Learning Climate

Domains	Mean	Rank	Interpretation
Creating a Student-centered Learning Climate			
Creating school environments focused on the needs of the learner	4.77	1	Very Adherent
Setting high social and academic expectations	4.74	2	Very Adherent
Mean	**4.76**		**Very Adherent**

Table 5 presents the rank of strands along with Human Resource Management and Professional Development. The first rank is Creating a Professional Learning Community (WM=4.74, the next is Managing Teachers and Staff Performance (WM=4.73), then Recruitment and Hiring (WM=4.60). All have reasonably consistent interpretations of the very adherent. This means that school heads value professional growth and development such as opportunities for employee training, career development, performance management and development, coaching, mentoring, and organization development.

This finding supports Daing (2015) that the school administration should provide teachers with professional development programs, teaching tools, and support to maximize their full potentials. Specifically, teachers need access to curriculum guides, textbooks, or specific training connected to the school curriculum. They need access to lessons or teaching units that match curriculum goals. They need training in using assessment results to diagnose learning gaps.

The finding confirms Shukla's belief that teachers' work involves rigorous classroom and outside and frequent interaction with parents and community members. For this purpose, teachers need to be well trained and competent to perform their jobs. The acquisition of professional competencies and commitment will empower teachers to perform multiple classroom tasks and the school and community. Therefore, it is an essential ingredient in solving most educational problems.

This further supports the findings of Stronge (2002) that teachers should have adequate training to stimulate the child's socio-cultural and moral development. The school head's role is crucial in developing the right knowledge, attitude, skills, and competence to become an

essential asset in the educational system. Staffing schools with highly qualified teachers has become a national concern. Teacher qualities refer to the characteristics and qualifications held by teachers.

Kaplan and Owings (2017), Arong and Ogbadu (2010) confirm the finding that principals are responsible for hiring these individuals, further highlighting the need to examine how principals influence teachers. Effective schools look for opportunities to increase teachers' professional development and job performance to manage better the teaching and learning process.

Table 5. School Heads' Adherence to National Competency-Based Standards along with HR Management and Professional Development

Domains	Mean	Rank	Interpretation
HR Management and Professional Development			
Creating a Professional Learning Community	4.74	1	Very Adherent
Managing Performance of Teachers and Staff	4.73	2	Very Adherent
Recruitment and Hiring	4.60	3	Very Adherent
Mean	**4.69**		**Very Adherent**

Table 6 shows Parental Involvement and Community Partnership. Most respondents ranked Parental Involvement first (WM=4.72), followed by External Community Partnership (WM=4.61) indicating both to have an interpretation of very adherent. This means that schools heads believe that parents can be powerful contributors to children's education. This indicates that family and community involvement in schools contribute to the improvement of academic achievement, higher attendance, quality of school programs, student behavior, and school discipline.

This supports Smit et al (2007) definition of parental involvement as parents' involvement in their own child's upbringing and education at home and school. The active parents' participation in school activities represents parental participation. Parental participation can be institutionalized (participating in a parent council or school governance) and non-institutionalized.

Table 6. School Heads' Adherence to National Competency-Based Standards along with Parental Involvement and Community Partnership

Domains	Mean	Rank	Interpretation
Parental Involvement and Community Partnership			
Parental Involvement	4.72	1	Very Adherent
External Community Partnership	4.61	2	Very Adherent
Mean	**4.66**		**Very Adherent**

Table 7 shows the means and ranking in terms of School Management and Operations, top on the rank is Managing School Operations (WM=4.75), followed by Fiscal Management (WM=4.73) and then the Use of Technology in the Management Operations (WM=4.41), all with very adherent interpretations. This means that school heads manage school operations and resources to promote students' academic success and well-being. Schools are run according to the desired educational policies, funds, materials and equipment, programs and activities, and human resources.

This confirms the belief of Agustin that the school head is the prime mover of government thrusts and educational school programs. As such, s/he must be willing to spearhead the implementation of government programs and projects in primary education without reservations. The school heads are responsible for turning every individual into a reliable and productive citizen of the nation. As the initiator of school projects and programs, the principal must make the school a show window of creativity and resourcefulness that provides a suitable environment for the development of learners academically and physically, and morally. The school head takes the first move to conceptualize and actualize projects that improve the school's environment, foster learners" and teachers" growth and satisfies the stakeholders.

Supervision according to Nyarko (2019) refers to any administrative tools or means used by individuals and groups of people in administering their daily work or organizations. The supervisory function, one of a faculty operation's capabilities, has been and continues to be an utterly challenging aspect of management. Supervising education at schools according to Segun (2014) has become crucial in today's educational systems. This kind of supervision manifests a tremendous interest in the daily school operational system based on the findings of Bessong & Ojong (2019). Academic supervisors must ensure that their schools follow the educational directives set by local governments, state governments, and the federal

government. The academic supervisor's responsibility according to Abubakar is to ensure that their school meets testing, budgetary and other standards set by their district or state.

Table 7. School Heads' Adherence to National Competency-Based Standards along with School Management and Operations

Domains	Mean	Rank	Interpretation
School Management and Operations			
Managing School Operations	4.75	1	Very Adherent
Fiscal Management	4.73	2	Very Adherent
Use of Technology in the Management Operations	4.41	3	Very Adherent
Mean	**4.63**		**Very Adherent**

In terms of Personal and Professional Attributes and Interpersonal Effectiveness, Table 8 summarizes the responses. Professionalism (WM=4.80) ranked first, Communication (WM=4.77) ranked second, Fairness, Honesty, and Integrity (WM=4.73) ranked third, and Interpersonal Sensitivity (WM=4.67) all with high interpretations. This means that school heads with a high level of professional competencies have the passion, patience, flexibility in what they are doing and perceive /themselves as someone who can effect change.

This confirms the findings of Catadman (2017) that the profession's love and appreciation refer to the school head's positive attitude towards the job. As a role model, s/he walks, talks, and observes high ethical professional standards with colleagues, teachers, and community people. Moreover, to promote learning effectively, school heads must also be equipped with the knowledge and skills in mentoring and coaching programs. S/he shall establish interrelation and interdependence of the various areas of knowledge, skills, attitudes, beliefs, and characters. These include fairness, pleasing personality, sense of humor, integrity, friendliness, intelligence, creativity, resourcefulness to develop high-sounding judgment coupled with the intuition to create an avenue towards good governance.

Table 8. School Heads' Adherence to National Competency-Based Standards along with Personal and Professional Attributes and Interpersonal Effectiveness

Personal and Professional Attributes and Interpersonal Effectiveness	Mean	Rank	Interpretation
Professionalism	4.80	1	Very Adherent
Communication	4.77	2	Very Adherent
Fairness, Honesty, and Integrity	4.73	3	Very Adherent
Interpersonal Sensitivity	4.67	4	Very Adherent
Mean	**4.74**		**Very Adherent**

Table 9 shows the summary of ranking of the seven (7) domains: Creating a Student-centered Learning Climate (WM=4.76), School Leadership (WM=4.75), Personal and Professional Attributes and Interpersonal Effectiveness (WM=4.74), HR Management and Professional Development (WM=4.69), Parent Involvement and Community Partnership (WM=4.66), Instructional Leadership (WM=4.64) and School Management and Operations (WM=4.63). Though instructional leadership and school management and operations are found below the ranking, they have the same interpretation as the interpretation on the top rank. This means that school heads in the division of Northern Samar possess the competency standards in the disposition of their functions and performance. Meaning, school leaders have the knowledge, skills, and attitude needed to perform all the different tasks of the job, manage a range of different tasks and activities required by the job, respond to problems, and deal with all aspects of the workplace, the organization, and the colleagues.

This confirms the findings of Chavez (2018) that school heads perceived themselves as highly effective in all managerial functions; the findings of Sushila (2014) that the principal or the headteacher is the leader in a school, the axis where many aspects of the school revolve, and the person in charge of every detail of the school's running, be it academic or administrative; the findings of Sawyer (2010) who identified principals' competencies as a visionary, a builder of community and culture, a promoter of student learning, a developer of teacher leadership, and as a facilitator of shared decision making. The most important finding is that the principal placed the student's needs in the center of all decision-making; and Llagas et al. (2016) findings that school heads will become competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and a high degree of professionalism.

The DepEd Order No. 32, series 2010 defines NCBSSH with a list of competency standards that can serve as a basis for the school heads' disposition of his functions and performance. As a framework, it defines the different dimensions of being a practical school head. NCBSSH clearly states that an effective school head can implement continuous school improvement, produce better learning outcomes among its learners, and help change institutional culture. The set of standards' fundamental direction, knowledge, skills, and values are clarified through the indicators defined per strand on every domain. The NCBSSH is then used to prepare a comprehensive training and development based on routine tasks in delivering training programs to ensure efficiency, effectiveness, and excellence of school heads' job performance.

Table 9. School Heads' Adherence to National Competency-Based Standards along with the Seven Domains

Domains	Mean	Rank	Interpretation
Creating a Student-centered Learning Climate	4.76	1	Very Adherent
School Leadership	4.75	2	Very Adherent
Personal and Professional Attributes and Interpersonal Effectiveness	4.74	3	Very Adherent
HR Management and Professional Development	4.69	4	Very Adherent
Parent Involvement and Community Partnership	4.66	5	Very Adherent
Instructional Leadership	4.64	6	Very Adherent
School Management and Operations	4.63	7	Very Adherent
Grand Mean	**4.71**		**Very Adherent**

Table 10 displays the outcome or response in terms of Schools' Performance. The learners' academic performance based on SMEA results is moving towards mastery. For teachers' performance in IPCRF, having an interpretation of highly proficient. The SBM Level of Practice, with an interpretation of maturing. This means that the academic performance of learners based on test results MPS ranges from 65 to 85, an average rating of 4 which is very satisfactory for teachers' performance, and level 2 rating which is very satisfactory on school-based management/school autonomy implementation. This further means that teachers' quality and the level of school management have no effect on students' academic achievement.

The finding disconfirms Shukla and Shashi's (2014) findings citing Darlington-Hammond, summarized research on teacher quality's effects on student outcomes. Poor quality teaching weakens student outcomes cumulatively. Quality teaching on educational outcomes is more significant than those that arise from students' backgrounds. A reliance on curriculum standards and statewide assessment strategies without paying due attention to teacher quality education appears insufficient to improve students' outcomes. Teacher education and teaching quality seem to be more strongly related to student achievement than class size, overall spending levels, or teacher salaries. Teachers share responsibility for shaping the future of the nation. The nation's future depends upon the skills and efficiency of teachers. A teacher's job is not easy unless there is a high degree of professional qualities. The teacher's personality that inculcates commitment to the training program will remain incomplete.

Fives and Buehl (2010) identified teacher self-efficacy as the teacher's belief in his/her capability to plan, organize and execute a plan of action needed to accomplish a specific academic task and overall educational goal. Supported by Kirk (2015), the teachers' belief in

their ability to perform various tasks is immensely influential in the academic setting, like instructional practices, and varied classroom methodologies and approaches. Likewise, teachers' efficacy beliefs were directly related to various outcomes.

Table 4. Schools' Performance in terms of Learners' Academic Performance, Teachers' Performance and SBM Level of Practice

Learners' Performance				Teachers' Performance				SBM Level of Practice			
Point	MPS	F	%	Point	Rating	F	%	Point	Rating	F	%
5	96-100	0	0	5	4.50-5.00	1	1	4	2.25-3.00	1	1
4	86-95	24	28	4	3.50-4.49	84	98	3	1.50-2.24	47	55
3	66-85	56	65	3	2.50-3.49	1	1	2	0.75-1.49	37	43
2	36-65	5	6	2	1.50-2.49	0	0	1	0.00-0.74	1	1
1	35 and below	1	1	1	1.49 and below	0	0				
Total		86	100%	Total		86	100%	Total		86	100%
Mean		3.20		Mean		4.00		Mean		2.56	
Interpretation		Average Mastery		Interpretation		Highly Proficient		Interpretation		Maturing	

Relationship between School Heads' Adherence to National Competency-Based Standards and School Performance

Table 11 presents the test of relationships between school heads' adherence to national competency-based standards and school performance. Results of the analysis show that domain 1 (school leadership is positively and significantly correlated to SBM level of practice $r(86)=0.216$, $p=0.045$. This means that of the seven (7) domains, only school leadership is significantly correlated to the SBM level of practice.

This supports the findings of Townsend (2007), that school leaders shape the conditions and climate in which teaching and learning can improve student learning and school leadership's pivotal role in making schools more effective; Hallinger (2008), regarding the indirect relationship of school leadership and student learning; Lesniewski (2013) regarding the correlation between school superintendents' transformational leadership style and the school climate and that this relationship can impact the school buildings' learning environment.

This study did not support the findings of Leithwood et al. (2008), that school leaders play significant roles in the field of education. School leaders are significantly influential on their teachers and their school's working conditions, through which they can also contribute to student learning. Likewise, Wilkinson's (2016) findings on supervision offer to direct and develop teachers to improve their professional performance. Glickman, Gordon, and Ross-Glickman & Gordon (2015) view developmental supervision as using or employing specific knowledge, interpersonal skills, and technical skills to assist the teachers indirectly. It

develops and promotes their teaching, develops the curriculum and profession, and conducts action research using organizational goals and teacher needs making the teachers teach collectively and purposively.

This finding also disconfirms the findings of Tesfaw and Hofman (2012) on instructional supervision's effectiveness in changing their learners into efficient learners; Famatid (2016) regarding school leaders pioneers a vision and creates an environment for teachers, non-teaching personnel, and learners to reach the uppermost level of success; Water's et al.'s findings on leadership effects show that certain leadership practices are associated with measurable student learning improvements; and that of Hallinger & Heck (2010) on school heads' competence, leaders who can provide the necessary leadership when managing the teachers' performance can significantly impact their schools' work environment.

The instructional leader's role helps the school maintain a focus on why the school exists, allowing all students to learn based on Blasen and Phillips' (2010) findings. Blankstein et al. (2010) explain that the focus on results, student achievement, and students' higher learning can only happen if teaching and learning become the school's central focus and the principal's central focus. An essential task for principals is to create a collective expectation among teachers concerning student performance. Principals need to raise teachers' collective sense about student learning as asserted by DuFour et al (2010).

The school administrators' instructional leadership in an academic organization is a critical factor in the success of a school's improvement in initiatives and overall effectiveness. Their primary obligation is to ensure the promotion of learning and success for all students. They can only accomplish this tremendous responsibility if they give time to stimulate learning, encourage collaboration, provide support, and enhance the school's curriculum, assessment, and instruction that significantly affect the teacher's teaching performance and efficacy.

Apanah (2016) viewed teachers as predominantly positive people who work hard to improve their students' outcomes. While it is true that the teachers are the ones who are directly involved in the teaching-learning process, other factors may affect the process, and one of which is the school head's supervisory competence. He further stated that real transformation relies heavily on strong leadership and flexibility to deliver on the promise of meaningful change and a positive impact on student learning.

As Casinao (2019) cited Robinson, claims that the more the leaders focus their relationships, work, and learning on the schools' core business, the greater is their influence on student outcomes. Studies show a significant relationship between instructional leadership practices and teacher teaching quality based on Zahara & Suria's (2011) study. Findings show that

instructional leadership has a positive relationship and contributes significantly to teachers' teaching competence.

Negash (2018) found that schools that were relatively low in instructional leadership practices exhibited minimum results in school improvement. Likewise, those rated moderate in instructional leadership practices were moderate in school improvement ratings, and schools, which were also ranked top in instructional leadership, were also rated high in school improvement endeavors. Gonzales (2018) noted that school heads need to work closely with students, develop techniques and methods to accept teacher perspectives, and form a base on making curricular decisions. According to Hoadley, Christie, Jacklin, and Ward (2014), those school principals play a crucial role in creating conditions for improved instruction, what is less understood is how principals may contribute to making these conditions.

Table 11. Bivariate Relationships between School Heads' Adherence to National Competency-Based Standards and School Performance

		Students' Academic Achievement	Teachers' Performance	SBM Level of Practice
School Leadership	R	-.073	.186	.216*
	Sig.	.506	086	**.045**
	Interpretation	NS	NS	**S**
Instructional Leadership	R	-.030	.110	.144
	Sig.	.781	.313	.186
	Interpretation	NS	NS	NS
Creating a Student-Centered Learning Environment	R	.030	.009	.081
	Sig.	.784	.933	.461
	Interpretation	NS	NS	NS
HR Management and Professional Development	r	-.038	.030	.141
	Sig.	.727	.784	.195
	Interpretation	NS	NS	NS
Parent Involvement and Community Partnership	r	.095	-.108	.024
	Sig.	.385	.324	.827
	Interpretation	NS	NS	NS
School Management and Operations	r	-.061	-.039	.080
	Sig.	.577	.724	.465
Personal and Professional Attributes and Interpersonal Effectiveness	r	-.107	.037	.200
	Sig.	.328	.736	.065
	Interpretation	NS	NS	NS

. Correlation is significant at the 0.05 level (2-tailed).

Conclusion

In terms of leadership skills, most of the school heads possess all the leadership skills which imply that good leadership skills are a must for every leader of an institution. Most of the school heads practice the democratic styles of leadership and sometimes tend to be an autocratic leader. This implies that leadership styles contribute to a more successful relationship between the school head and stakeholders which contribute the efficient and effective school management.

In terms of the level of adherence to the national competency-based standards, most of the school heads are very adherent to the national standards. This implies that school heads possess the competence and professional skills both in supervision and management in conformity with the national standards. In terms of school performance, most of the schools have learners who have average mastery in academic performance in spite of having highly proficient teachers and well-performing schools based on the SBM Level of Practice. This implies that school heads and teachers have not made everything within their means to improve the academic performance of learners to meet the global standards.

On the test of the relationship between the professional profile of the school heads and their adherence to National Competency-Based Standards, administrative and supervisory experience and NCBS-SH domains on school leadership, instructional leadership, HR management, and professional development were found to be significantly correlated. Also, administrative, and supervisory training attended and NCBS-SH domains on school leadership, instructional leadership, HR management, and professional development were found to be significantly correlated. Respondents' leadership skills and NCBS-SH domains, leadership skills have a significant correlation to all the NCBS-SH domains.

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