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SCHOOL HEADS CORE BEHAVIORAL COMPETENCIES AND TEACHERS PERFORMANCE

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Abstract

This paper was undertaken to determine the school heads core behavioral competencies and teachers performance in secondary schools in the Municipality of Senator Ninoy Aquino. This study employed descriptive-correlational design among twenty-nine school heads and teachers. Mean and Pearson – moment correlation coefficient were employed to test the statement of the problem.

In terms of the core behavioral competencies of the school heads, it was found that their self-management, professionalism and ethics, service orientation were interpreted as "Exemplary demonstrates" whereas, their result focus, teamwork, and innovation were found to be "Consistently demonstrates".

More so, teachers performance along with, learner diversity and student inclusion, lesson content and pedagogy, assessment and reporting, and curriculum contextualization, localization, and indigenization was found to be "Observed to the great extent".

Interestingly it was revealed that there is a significant relationship between school heads core-behavioral competencies along with teachers performance. However, it is recommended that this study be replicated in a wider scope to have a clearer picture of the school heads core behavioral competencies and teachers performance.

Keywords: School Heads Core Behavioral Competencies, Teachers Performance

1. INTRODUCTION

Competent school leaders possess the required skills and knowledge to effectively perform their duties. Competencies may differ depending on legal regulations, job requirements, and organizational culture. The necessity of possessing the highest degree for the position of a school head remains uncertain across all countries. School administrators often pursue advanced degrees early in their careers due to societal expectations, promotional opportunities, and the changing nature of their roles (Ferrari, 2018).Thapa (2016) found that school leadership competencies in Nepal were insufficient to meet the increasing quality standards expected by students and parents. Competencies encompass the knowledge, skills, and behaviors required for school heads to attain desired outcomes. This study focuses on leadership competencies related to leading individuals, managing performance, and developing personnel. The Department of Education's No. 02, s. 2015 outlines the competencies required for managerial positions, including third-level officials, chiefs, assistant chiefs, school heads, and department heads. These competencies, referred to as core behavioral competencies, encompass self-management,professionalism, and ethics. They promote focus, teamwork, service orientation, and innovation across organizations.

Republic Act 9155, also called the Governance of Basic Education Act of 2021, defines a school as an educational institution, whether private or public, that provides education to a specific age group of students who are pursuing defined studies at defined levels. The students receive instruction from teachers, and the school is typically located in a

building or group of buildings in a specific physical or cyber site. The School Head is accountable for overseeing the administration and instruction of a school or group of schools.

School administrators evaluate their leadership and behavioral competencies using assessment tools throughout the academic year. This pertains to their yearly assessment and evaluation of performance. In the performance planning phase, district supervisors utilize their assessments to determine the professional development of school heads and identify potential resource persons for training, particularly those who have demonstrated exemplary behavior.

Moreover, this study was conducted on the school heads core behavioral competencies and their implications on teachers' performance among school heads in the Municipality of Senator Ninoy Aquino.

The organization of this study was based on the Research Paradigm in Figure 1 found on the next page. The figure shows the school heads behavioral competencies along with self-management, professionalism, and ethics, result in focus, team work, service orientation, and innovations.

Based on DepEd Order No. 02, s. 2015, the results–based performance management system individual performance commitment and review form.

In line with this philosophy, DepEd implements a Results-Based Performance Management System. It was a shared undertaking between the superior and the employee that allows an open discussion of job expectations, key results areas, objectives, and how these align with overall departmental goals. It provides a venue for agreement on performance standards and behaviors that lead to professional and personal growth in the organization.

In like manner, teacher performance was the dependent variable. Each employee played a vital part in achieving his/her department's objectives. At the beginning of the Results-Based Performance Management Cycle, the employee and their superior jointly determined goals and measures that led to achieve the overall departmental goals. After which, weights were assigned to those goals based on priorities. Furthermore, the framework discloses the relationship between the school heads behavioral competencies and teachers performance.

Generally, this study determined the school heads core behavioral competencies and teachers`performance among schools in the Municipality of Senator Ninoy Aquino. The study focused on the core behavioral competencies of school heads and the level of teachers performance.The core behavioral competencies were determined in terms of self-management, professionalism, and ethics, resulting in focus, teamwork, service orientation, and innovations under the Philippine Professional Standard for School Heads. While teacher's performance along with the context of Learner diversity and student inclusion, lesson content, and pedagogy, assessment and reporting, curriculum contextualization,

2. MATERIALS AND METHODS

The study employed a descriptive correlational research design. This study established the correlation between the fundamental behavioral skills of school administrators and the job performance of teachers. Creswell (2002) states that Descriptive Correlational Designs depict the variables and their inherent relationships. The study variables were categorized as independent, consisting of the core behavioral competencies of school heads, and dependent, consisting of the performance of teachers.

Descriptive correlational research aims to identify associations between variables and enable the forecasting of future events based on current understanding. The data were collected via a survey questionnaire. The data was tabulated, analyzed, and verbally described to address the research questions.

This study was conducted in Six (6) secondary schools in the municipality of Senator Ninoy Aquino. The researcher preferred this Municipality in Sultan Kudarat because it is one of the biggest municipalities in the second congressional district of the province of Sultan Kudarat with the most number of secondary schools and with the most number of teachers.

The respondents of the study were the six (6) secondary school heads in the six secondary schools in Senator Ninoy Aquino, and twenty- three (23) secondary school teachers in the municipality of Senator Ninoy Aquino as shown in the table below.

The simple random sampling technique was used in selecting the respondent of the study, particularly the teacher respondents. It provides a chance for anyone in the population to be selected as a subject or respondent of the study. Total enumeration technique was used in selecting the school heads respondents of the study. Twenty percent (20%) of the total population were chosen through the aid of the lottery technique. All names of teachers were prepared in a box. Meanwhile complete enumeration sampling was used in school heads as the respondent of the study.

A questionnaire is a research instrument that gathered data from a large sample. The tool for data collection is a 2-Part structured questionnaire. Part I was answered by the school head and it would be triangulated to the answer of the teacher respondents. Meanwhile, Part II of the questionnaire was answered by the teacher respondent and triangulated to the answer of their school head.

The instrument underwent a content validity and reliability test. It was also pilot tested among school heads in the Municipality of Bagumbayan. Cronbach's Alpha was used to test the acceptability and reliability which the instrument was interpreted as in Acceptable level.

To gather the data on the core behavioral competencies of school heads which is taken from DepEd Order No. 24, s. 2020 the scale below was used.

Part II pertains to teachers' performance in terms of learner diversity and student inclusion, lesson content, and pedagogy, assessment, and reporting, curriculum contextualization, localization, and indigenization It was adopted from the study of Binauhan (2020). It has four (4) indicators.

In the gathering of the data, the researcher asked permission with notification from her research adviser and the Graduate School Dean, and the Schools Division Superintendent of Sultan Kudarat Division. Upon approval, the researcher coordinated with the school heads on the schedule of the survey in their respective schools.

Data were processed using the following statistical tools after the checklist and survey questionnaires have been retrieved:

The weighted mean was used to determine the school heads core behavioral competencies and teaches performance.

The Pearson-moment Correlation method was used to determine the relationship between the two key factors in determining the influence of the independent variable, which was the school principals' core behavioral competencies and the level of teachers' performance.

3. RESULTS AND DISCUSSION

On the Extent of Core Behavioral Competencies of School Heads in terms of Self-Management, Professionalism and Ethics, Result Focus, Team Work, Service Orientation, and Innovations.

As stipulated in the Department of Education's Order no. 2 s. 2015, the core behavior competencies cut across the organizations include self-management, professionalism and ethics, resulting in focus, teamwork, service orientation, and innovation.

Extent of Core Behavioral Competencies of School Heads in terms of Self-Management

`   Goleman (2004) defines self management as the focused drive that all leaders need to achieve their goals. According to Goleman, Boyatzis, & McKee (2002), self-management is equated to an ongoing inner conversation and is the component of emotional intelligence that frees us from being a prisoner of our feelings. It is the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations in school.

The table exhibits the extent of core behavioral competencies of school heads in terms of Self- Management. The computed section mean of 4.59 with a verbal description of Outstanding means "Excellent".

In particular indicators, displays emotional maturity and enthusiasm for and it is challenged by higher goals got the highest mean of 4.73 with a verbal description of Outstanding which was interpreted as ""Excellent"", on the other hand, indicators, sets personal goals and direction, needs, and development; Undertakes personal actions and behaviors that are clear and purposive and considers personal goals and values congruent to that of the organization; Sets high-quality challenging, realistic goals for self and others had the equal computed mean of 4.65, with a verbal description of "Outstanding" which was interpreted as "Excellent", and indicator; Prioritized work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals has the lowest computed mean of 4.26 which was also interpreted as "Excellent".

The study's findings corroborated the theory that principals can't boost student achievement if they lack training in self-management (Tilahun, 2014). Leaders that are adept at managing themselves stay calm under pressure and are able to guide their teams through difficult circumstances.   Leaders with the ability to self-manage may impact the organizational commitment of workers (SALAMI, 2008), and leaders who have managed their emotions are better equipped to cope with changes and assist the company adapt (Goleman, 2005). Therefore, it is challenging to lead a business to realize its aims and ambitions without competent self-management.

Extent of Core Behavioral Competencies of School Heads in terms of Professionalism and Ethics

Professionalism and Ethics are the conduct, aims, or qualities that characterize or mark a profession or professional person related to their duties and responsibilities. The succeeding page discusses on the core behavioral competencies of school heads in terms of professional ethics.

The table exhibits the core behavioral competencies of school heads in terms of professional ethics. The computed section mean of 4.57 with a verbal description of "Outstanding" means "Excellent". Moreover, the indicator, Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713) had the highest computed mean of 4.82, followed by, indicator, Maintains a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication with the computed mean of 4.73, with a verbal description of "Outstanding" which means "Excellent". On the other hand indicator, Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness had the lowest computed mean of 4.00 with a verbal description of "Very Satisfactory" also means "Exceeds Expectations"

In general, professionalism is all about ethical success and influence; having a reputation for excellence and being perceived as someone who demonstrates professionalism in any situation can open doors for you in the workplace or in your pursuit of personal goals. Ethical conduct is the observance of certain moral codes in accordance with the generally accepted code of conduct or set of norms.

It implies that a leader's professional conduct must adhere to an ethical code of conduct, and that the code must establish high standards for all leaders. Therefore, there are compelling reasons for professionals to be "effectively trustworthy" -- that is, to cultivate the virtues required to be responsive to the vulnerability of those they serve and effectively communicate this responsiveness to others.

Consequently, school leaders must model the values and behaviors enumerated in the Norms of Conduct and Ethical Standards for Public Officials and Employees (RA 6713).

Extent of Core Behavioral Competencies of School Heads in terms of Result Focus

The succeeding table portrays the school heads' core behavioral competencies in terms of Result Focus which is concerned with surpassing a standard of excellence by doing what is mandated to the school heads.

competencies of school heads in terms of result focus. The computed section mean of 4.31 with a verbal description of "Very Satisfactory" was interpreted as "Exceeds Expectations". In the distinct indicator, Makes specific changes in the system or in own work methods to Improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal has the highest computed mean of 4.65 has a verbal description of "Outstanding" which means "Excellent".

Whereas, indicators, Achieves results with optimal use of time and resources most of the time, Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work In terms of usefulness/acceptability and completeness with no supervision required, and Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set had the equal computed mean of 4.30 interpreted as "Exceeds Expectations".

The results of the study indicate that directing efforts to achieve efficient, timely, and high-quality results will maximize progress toward attaining the goal (Kruse, 2001). It was stated (Placekick, 2009) that effective principals work assiduously to improve achievement by concentrating on the quality of instruction; consequently, specific adjustments in the system or one's own work methods will result in improved performance.

Extent of Core Behavioral Competencies of School Heads in terms of Team Work

Team Work refers to encouraging personal growth, increasing job satisfaction, and reducing stress in the workplace. The table below exhibits the core behavioral competencies of school heads in terms of teamwork.

terms of team work, with the computed section mean of 4.46 described as "Very Satisfactory" means "Exceeds Expectations". Specifically, indicators, Willingly does his/her share of responsibility, Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization, and Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives got the equal computed mean of 4.65 with a verbal description of "Outstanding" which means Excellent. On the other hand, the indicator, which Applies negotiation principles in arriving at win-win agreements had the lowest computed mean of 4.00 with a verbal description of "Very Satisfactory" which means demonstrated by the school heads with "Exceed Expectations".

School administrators are crucial in educational organizations and require leadership abilities, including team building skills, for effective administration and development. School leaders should possess team building leadership skills to establish high-performing teams comprising members who possess the necessary skills, attitudes, and competencies to accomplish team objectives (Jhunthai, 2015). Polprateep (2015) emphasizes that the team building skills of school leaders are crucial for enhancing school performance and achieving organizational success.

Extent of Core Behavioral Competencies of School Heads in terms of Service Orientation

The succeeding table discusses service orientation which is the last missing piece for building social awareness on work-related.

The **t**able above displays the core behavioral competencies of school heads in terms of service orientation. The computed section mean of 4.53 with a verbal description of "Outstanding" means Excellent.

In particular indicators, develops and adopts service improvement programs through simplified procedures that will further enhance service delivery, and takes personal responsibility for dealing with and/or correcting customer services issues and concerns has an equal computed mean of 4.65 with a verbal description of outstanding implies "Excellent" among the school heads. On the other side indicators, initiates activities that promotes advocacy for men and women empowerment got the lowest mean of 4.26 and it was interpreted Exceeds Expectations.

Service orientations play a crucial role in the improvement of the various programs, policies, and mandates in the school organizations. It was a challenge to all school heads to promote the maximum adherence to the office vision, mission, mandates, and strategies based on DepEd strategies and directions.

Extent of Core Behavioral Competencies of School Heads in terms of Innovations

The table below entails innovations that refer to changes made by the teachers and school heads to align with their duties and responsibilities.

The table in the previous page shows the extent of core behavioral competencies of school heads in terms of innovation, with the computed section mean of 4.46 with a verbal description of outstanding it demotes "Exceeds Expectations". Specifically, the indicator, promotes a creative climate and inspires co–workers to develop original ideas or solutions got the highest computed mean of 4.696 with a verbal description of "Outstanding" implies "Excellent". Meanwhile, indicators, that translate creative thinking into tangible changes and solutions that improve the work unit and organization, use ingenious methods to accomplish responsibilities, and demonstrate resourcefulness and the ability to succeed with minimal resources has an equal and the lowest computed mean of 4.30 with a verbal description of "Very Satisfactory" means "Exceeds Expectations".

Services have been co-produced when both clients and frontline workers take on their appropriate tasks in an encouraging setting, as shown by the findings (Vargo & Lusch, 2004). Initiating activities that advocate for men's and women's empowerment and prioritizing the needs of the people we serve (Joshua, 2012) are also important steps toward achieving the office's vision, mission, mandates, and strategies, which are in turn based on the strategies and directions of the DepEd.

The table shows the summary ratings of mean, description and interpretation of school heads core behavioral competencies . The over all Mean of 4.48 has the description of " Very Satisfactory" and interpreted as "Exceeds Expectation" .

In particular, Self - Management got the highest mean of 4.59 with the description of "Outstanding"" and interpreted as "Excellent" , followed by Professionalism and Ethics with the computed mean of 4.57 with the description of " Outstanding' and interpreted as "Excellent". Service Orientation with the computed mean of 4.53 with the description of "Outstanding" and interpreted as "Excellent". Team Work and Innovation had the equal computed mean of 4.46 with the description of "Very Satisfactory" , interpreted as "Exceeds Expectations"""and Result Focus got the lowest computed mean of 4.31 with the description of "Very Satisfactory" and interpreted as ""Exceeds Expectations".

Therefore, careful monitoring and assessment under result-based management should be put into practice in order to meet the ongoing demands and targets of the Department of Education's goals in various indicators of core behavioral competencies of school heads as outlined in Department of Education No. 2, 2015.

Performance of the Teacher in terms of, Learner Diversity and Student Inclusion, Lesson Content and Pedagogy, Assessment and Reporting, Curriculum Contextualization, Localization, and Indigenization .

The table shows the teachers' performance in terms of the diversity of learners. As indicated, the computed section mean of 4.36 has verbal description of "Very satisfactory "which means "Observed to the great extent". On the other hand, encouraging learners to be holistically developed individual was the highest computed mean of 4.69 with an interpretation of "Observed to the greatest extent". Meanwhile, Address the learners needs as to strength, interests and experiences and Differentiate their instruction to include all learners had the equal computed mean of 4.21 which implied "Observed to the great extent". Moreover, the indicator, Discuss that diversity emanates from a variety of factors such as gender, community membership, religious beliefs, and family got the lowest computed mean of 4.13 interpreted as "Observed to the great extent".

Supporting Department of Education Order No. 72, s.2009 which defines inclusive education as the acceptance of all children with the cooperation of teachers, students, parents, and the community notwithstanding their race, size, shape, color, ability, or handicap, the study's results affirm this definition. Special education, indigenous peoples' education, Madrasah education, the country's Alternative Learning System, and alternative delivery modalities all contribute to inclusive education, which is recognized as a cross-cutting topic in the 2016 Basic Education Research Agenda.To the greatest degree feasible, educators should keep in mind that students are the driving force behind everything that they do (Freire, 2010).

The table exhibits the teacher's performance in terms of lesson content and pedagogy. All indicators were interpreted as " Observed to the great extent". The indicators Plan lessons and deliver instructions effectively; Assess the learning that resulted from their teaching got the computed highest and equal mean of 4.26 with a verbal description of "Very satisfactory" which were interpreted as "Observed to the great extent". Moreover, the computed section mean of equal values of 4.08 with a verbal description of "Very satisfactory" and interpreted as "Observed to the great extent" were the indicators Prepare for lessons and be more relaxed in executing lesson plans and weekly home learning plan; Share their experiences to improve subsequent lessons .On the other hand, indicators, jointly craft learning goals in collaboration with their learners; Study and analyze the learning continuity plan had the lowest computed mean of 3.82 and 3.91 respectively which implied "Observed to the great extent".

The study's findings suggest that, even after controlling for students' previous knowledge and their families' socioeconomic status, teacher quality on pedagogical subject knowledge is a significant factor in influencing advances in students' success. Teachers should also use developmentally appropriate teaching strategies that are sensitive to students' unique needs and preferences.

The table shows the section mean wth regards to the performance of teachers in terms of Assessment and Reporting. The computed section mean of 4.21 with the verbal description of "Very satisfactory " means "Observed to the great extent". All indicators had a verbal description of "Very satisfactory" implied "Observed to the great extent", Specifically, the indicator, Implement the learner-centered assessment policies for the K to12 Curriculum got the highest computed mean of 4.47 with a verbal description of "Very satisfactory" which expressed "Observed to the great extent" followed by indicator, identify the evidence needed to show learners understanding with the computed mean of 4.26 interpreted as "Observed to the great extent". Whereas indicators, measure their effectiveness based on learners' result, conduct assessment that provides teachers and learners with the necessary feedback about learning outcomes, and select, organizes, and uses sound assessment continuously have the lowest computed mean of 4.00 and 4.08 respectively interpreted as "Observed to the great extent".

The purpose of a reporting system, on the other hand, is to communicate student achievement to families, post secondary institutions, and employers. These systems must communicate clearly the skills a pupil has mastered and the areas where they require additional support or practice.

Assessment and Reporting are integral components of the teaching and learning curriculum, as well as essential aspects of the instructors' and students' labor. Support students in achieving high standards and provide a foundation for guiding future learning, while informing parents of their child's accomplishment.

Contextualization, and Indigenization

The table portrays the teacher's performance in terms of Curriculum Contextualization, Localization, and Indigenization, the computed section mean of 4.06 with the verbal description of "Very satisfactory" which implied "Observed to the great extent". Specifically, indicators, Realize that the K to 12 Curriculum is flexible, ICT-based, and global, recognize that the K to 12 Curriculum is learner-centered, inclusive, and research-based got the highest computed mean of 4.565 and 4.48. Moreover, indicators, Prepare curricula materials suited to the cultural and social context in which they teach actively had the lowest computed of 3.21, and Modify teacher's guide and learners' materials to accommodate the unique contexts of particular locality with computed mean of 3.82 with a verbal description of "Very satisfactory" interpreted as" Observed to the great extent".

The table shows the summary ratings of mean, description and interpretation of teachers' performance . The over all mean of 4.17 . All indicators got the description of " Very Satisfactory" and interpreted as"Observed to the great extent" .

In particular, Curriculum Contextualization, Localization and Indigenization got the lowest computed mean of 4.06 , Lesson Content and Pedagogy 4.08, Assessment and Reporting 4.21 and Learner Diversity and Student Inclusion got the lowest computed mean of 4.31. All the variables had the description of "Very Satisfactory" and interpreted as "Observed to the great extent".

Significant Relationship between the Core Behavioral Competencies of School Heads and Teachers Performance.

The succeeding table shows the significant relationship between the two variables the core behavioral competencies of school heads' and teachers' performance.

The table reveals the relationship between the core behavioral competencies of school heads and teachers' performance in terms of self-management (0.673), Professionalism and ethics (0.773), Result focus (0.739), Team Work (0.777), Service Orientation (0.793), Innovations (0.795) at 5% level of significant, all core-behavioral competencies of school heads when it paired to teachers performance was found out to have a strong positive correlation, which implied all of the domains of school heads behavioral competencies were significantly correlated to teachers performance. This implied that improving these domains would contribute significantly to the level of teachers performance. Hence, the null hypothesis states that there is no significant relationship between the school heads core-behavioral competencies and teachers performance is rejected.

4. MAJOR FINDINGS

The study determined the relationship between core-behavioral competencies of school heads and teachers performance. Specifically, this study tried to evaluate the core-behavioral competencies of the school head in terms of Self-management, Professionalism, and Ethics, Result Focus, Team Work, Service Orientation, and Innovations, along with the performance of the teachers in terms of, Learner diversity and Student Inclusion, Lesson Content and Pedagogy, Assessment and Reporting, Curriculum Contextualization, Localization, and Indigenization. It was conducted among 6 school heads and 23 teachers.

This research used a descriptive-correlational design and employed a survey questionnaire. The questionnaire was adapted from the study of Binauhan (2020).The researcher-made survey questionnaire was used and it was pilot tested among teachers in the schools in the Municipality of Bagumbayan and its reliability test was

analyzed through Cronbach's Alpha.

The result was 0.923 which means that the tool is "excellent". The statistical tools used in processing the data were mean and Pearson r.

The salient findings of the study are:

In terms of the core behavioral competencies of the school heads it was found out that their Self-Management, Professionalism, and Ethics Service Orientation interpreted as "Excellent" whereas, their Result Focus, Team Work, and Innovation were found out to "Exceed Expectation"

In terms of teachers performance along with, Learner Diversity and Student Inclusion, Lesson Content and Pedagogy, Assessment and Reporting, and Curriculum Contextualization, Localization, and Indigenization it was found out to be "Observed to the great extent".

Interestingly it was revealed that there was a significant relationship between school heads' core-behavioral competencies along with teachers' performance.

5. CONCLUSION

The following conclusions were drawn based on the findings of the study.

School heads core-behavioral competencies along with Self-Management obtained a result of section mean of 4.59, interpreted as "Excellent". In terms of Professionalism and Ethics got the section mean of 4.57, interpreted as "Excellent". Service Orientation with the section mean result of 4.53 interpreted as "Exceeds expectations". In terms of Result Focus got the section mean of 4.31, interpreted as " Exceeds expectation". In terms of Team Work with the section mean of 4.46, interpreted as "Exceeds expectation".In terms of Innovation with the section mean of 4.46, interpreted as "Exceeds Expectations".

The level of teachers performance in terms of Learner Diversity got the section mean of 4.30, interpreted as " Observed to the great extent". In terms of Inclusion Lesson Content and Pedagogy got the section mean of 4.08, interpreted as " Observed to the great extent". In Assessment and Reporting obtained a section mean of 4.21, interpreted as "Observed to the great extent" and Curriculum Contextualization, Localization, and Indigenization were found out to be "Observed to the great extent" with the section mean of of 4.06.

Lastly, the study revealed that there was a significant relationship between school heads core-behavioral competencies along with teachers performance.

From the salient findings of the study and the conclusion reached, the following recommendations are presented:

1. School heads may continue what they started in terms of their core-behavioral competencies in order to effectively and efficiently do their mandate as stated in their authority, accountability, and responsibility;
2. Teachers may continue their remarkable performance to have a meaningful teaching and learning process and teacher-school-head rapport;
3. School heads and teacher may continue their harmonious relationship to smoothly implement the DepEd programs in their respective school;
4. That this study be replicated in schools not included in this study and in a larger scope.

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