

Effect of Competency-Based Training on the Management Competence of School Heads in the Division of Guimaras

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ABSTRACT

This study was conducted to determine the effect of competency-based training program on the management competence of school heads in the Division of Guimaras, province of Guimaras, Philippines, for SY 2016-2017. The subjects of the study were 40 out of 91 school heads selected through homogenization. The homogenizing variables used to equate the two (2) groups which could be either experimental or control group were a) gender; b) educational qualification; and c) experience as school head. The study was limited only to 20 school heads for the experimental group and 20 school heads for the control group so that the subjects were of manageable number during experimentation. They were selected through simple random sampling after homogenized groups were established. The study employed pre-test – post-test experimental research design in determining the effect of competency-based training on the management competence of school heads. The study used frequency count, percentages, rank, and mean in analyzing the result. Paired sample t-test was used to determine the significant differences on the management competence of school heads in both groups before and after the training program. The significant level was set at 0.05 level. The study revealed that the management competence of school heads in the Division of Guimaras for SY 2016-2017 before the training in both control and experimental groups is “highly competent”. The findings of the study showed that the management competence of school heads in the Division of Guimaras for SY 2016-2017 after the training in the control group is “highly competent” while in the experimental group is “very highly competent”. Comparing the results of the pre-test and post-test of the control group showed no improvement in the management competence of the school heads. They are “highly competent” before and after the training. However, the results of pre-test and post-test of the experimental group revealed improvement in the management competence of school heads. They improved from “highly competent” before the training to “very highly competent” after the training. Paired-sample t-test disclosed that there is no significant difference on the management competence of school heads between the control and experimental groups before the training. It also revealed no significant difference on the management competence of school heads between the control and experimental groups after the training. The results of the study showed significant difference on the management competence of school heads in the control group before and after the training. It also revealed a significant difference on the management competence of school heads in the experimental group before and after the training. The study disclosed no significant difference between the mean gains scores of control and experimental groups. The study concluded that competency-based training program is effective in improving the management competence of school heads in the Division of Guimaras for SY 2016-2017. Their management competence improved from “highly competent” before the training to “very highly competent” after the training.

Keywords

Competency Based Training, Educational Management, School Mangement

Introduction

Background of the Study

School principals in the Philippines work in a unique political and social context. They have many challenges but also work hard to educate students and to serve their community (Brooks and Sutherland, 2014). Anchored on this idea, educational leadership in the 21st century is becoming more complex.

If there is one factor that distinguishes successful 21st century schools, it is strong leadership and building strong leadership is possessing competence. These competence need to be developed through competency-based training programs. (Eric Witty and Barbara Gaston, 2011).

The Department of Education developed the National Competency-Based Standards for School Heads (NCBSSH) pursuant to RA 9155 “Governance of Basic Education Act”. It defines the standards through the domains and strands which are the bases of knowledge, skills, and values in the performance of their duties and functions. (DepED Order No. 32, s. 2010).

The said Order also provides for the training and development needs assessment of school heads based on the competencies indicated. Despite the provisions of the said Order, after the school heads have assessed themselves, they were not provided with appropriate and specific development interventions on the identified needs. This resulted to low level of competence in the performance of their duties and responsibilities as evidenced by the summary result of their

performance rating for the year 2015, average of 4.01 falls between the range of 3.5 – 4.49 with descriptive rating of “very satisfactory”. Though this is already acceptable, school heads are expected to perform better than the “very satisfactory”. Moreover, linked to this is the reward of maximum Performance-Based Bonus (PBB) if they have outstanding accomplishments. Of the 91 school heads in the Division for SY2016-2017, 45 (49.45%) of them have leadership experience of five (5) years or below which can be said that they have less number of trainings attended. Moreover, based on the report of the Human Resource and Development (HRD) Section on the trainings attended by the school heads, majority were on orientations and updates on issuances and memoranda. This implies that the training programs conducted by the Division are more on orientation, conference, or information dissemination approach. Similarly, Brooks and Sutherland (2014), noted that much of the principal’s monthly divisional meeting is given over to memo updates, as published in the national website of DepED, rather than to professional development, which is ostensibly the meeting’s purpose.

Analyzing these situations, DepED Guimaras lacks professional development intervention to improve the management competence of school heads. Inasmuch as 21st century administrators need to be effective instructional and technological leaders in their schools, there is a need to provide them with the competence expected of them in the national competency-based standards for school heads.

It is with this information gap that the researcher deemed it essential to determine the effect of competency-based training on the management competence of school heads in the Division of Guimaras for SY 2016-2017.

Statement of the Problem

This study aimed to determine the effect of competency-based training on the management competence of school heads in the Division of Guimaras, province of Guimaras, Philippines for school year 2016-2017.

Specifically, it sought answers to the following questions:

1. What is the management competence of Schools Heads in the Division of Guimaras in the

control and experimental groups before the training?

2. What is the management competence of Schools Heads in the Division of Guimaras in the control and experimental groups after the training?

3. Is there a significant difference on the management competence of School Heads between the control and experimental groups before the training?

4. Is there a significant difference on the management competence of School Heads between the control and experimental groups after the training?

5. Is there a significant difference on the management competence of School Heads in the control group before and after the training?

6. Is there a significant difference on the management competence of School Heads in the experimental group before and after the training?

7. Is there a significant difference between the mean gain scores of the control and experimental groups?

Hypotheses

In line with the different specific objectives of the study, the following are the hypotheses:

1. There is no significant difference on the management competence of School Heads between the control and experimental groups before the training.

2. There is no significant difference on the management competence of School Heads between the control and experimental groups after the training.

3. There is no significant difference on the management competence of School Heads in the control group before and after the training.

4. There is no significant difference on the management competence of School Heads in the experimental group before and after the training.

5. There is no significant difference between the mean gain scores of the control and experimental groups.

Theoretical Framework

This study was anchored on David Kolb’s Theory of Experiential Learning. “Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 38 downloaded from

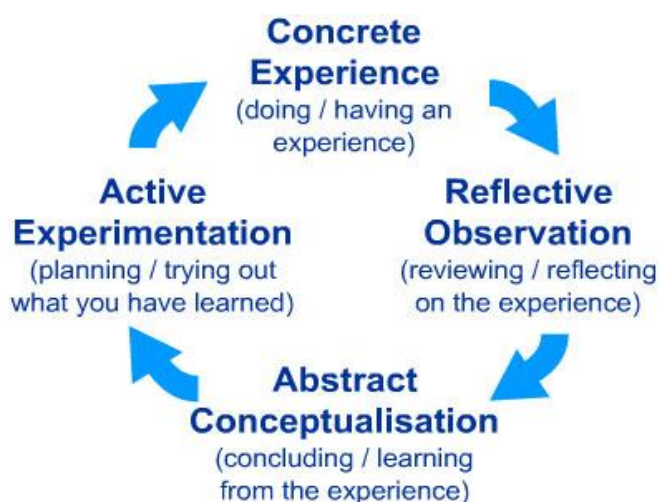
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<http://www.businessballs.com/kolblearningstyles.htm> on August 1, 2016).

Since this study is experimental in approach, the Kolb's Cycle of Experiential Learning was found applicable. This adult learning, applying the 4As (Activity, Analysis, Abstraction, and Application) in the conduct of the training is useful to maximize learning and development.

Experiential learning is a process that is characterized by constructed events that can lead to reflection on the meaning of the experience, and subsequent personal, group, and/or organizational change (Basic Education Sector Transformation (BEST), 2015). Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases'. These stages are 1) Concrete Experience - a new experience of situation is encountered or a reinterpretation of existing experience. 2) Reflective Observation of the new experiences, 3) Abstract Conceptualization - reflection gives rise to a new idea, or a modification of an existing abstract concept, and 4) Active Experimentation - the learner applies them to the world around them to see what results. (Kolb, 1984, retrieved from <http://www.businessballs.com/kolblearningstyles.htm> on August 1, 2016).

The stages are further illustrated below.



Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations

(conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences. Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. For example, social environment, educational experiences, or the basic cognitive structure of the individual.

As the study employed experimental research design, it followed the input-process-output model with feedback. The conduct of the competency-based training program followed the Kolb's process of experiential learning approach, the use of 4As (Activity, Analysis, Abstraction, and Application). The first stage was the conduct of activities prior to the training proper. These activities are the structured experiences in the training. It is done in order to engage the learner. The activities are related and leading to the discussions of the topic. The next stage is the process of inquiry into the activity conducted. This is the "Analysis" portion, the "why" phase in which participants are asked to examine their experiences in the activity – sharing of experience and learning from others. With this, it is important to look closely to what happened so that learners will realize the value of what they did. The succeeding stage is the integration of the Activity and Analysis, is the "so what" phase to make inferential leap life learnings. Theories and inputs (Abstraction) are discussed to enrich their knowledge gained from experience. After this stage, the learners are deemed to have learned new things or enriched their learning. They could now generalize or apply (Application) the learnings they had.

This theory was chosen for this study inasmuch as conducting training program to school heads is an adult learning process and that appropriate pedagogy is needed. The Kolb's theory of experiential learning is the best fit learning process to employ in conducting training programs to adult learners

Conceptual Framework

This study determined the effect of competency-based training on the management competence of school heads in the Division of Guimaras for school year 2016-2017.

The study presupposed that conducting a competency-based training, using the four (4) A's as an approach to adult learning for the school

head will have a positive effect on the management competence of school heads.

It was also conceptualized that post-test, after any intervention, will have significant improvements over pre-test on the management competence of school heads who have attended competency-based training. They are expected to develop their competence on a) school leadership; b) instructional leadership; c) creating a student-centered learning climate; d) human resource management and professional development; e)

parent involvement and community partnership; f) school management and operations; and g) personal, professional and interpersonal effectiveness. While post-test results would show no improvements on the management competence of school heads who have not attended competency-based training program.

Research Paradigm

The figure below shows the flow of the experimental study.

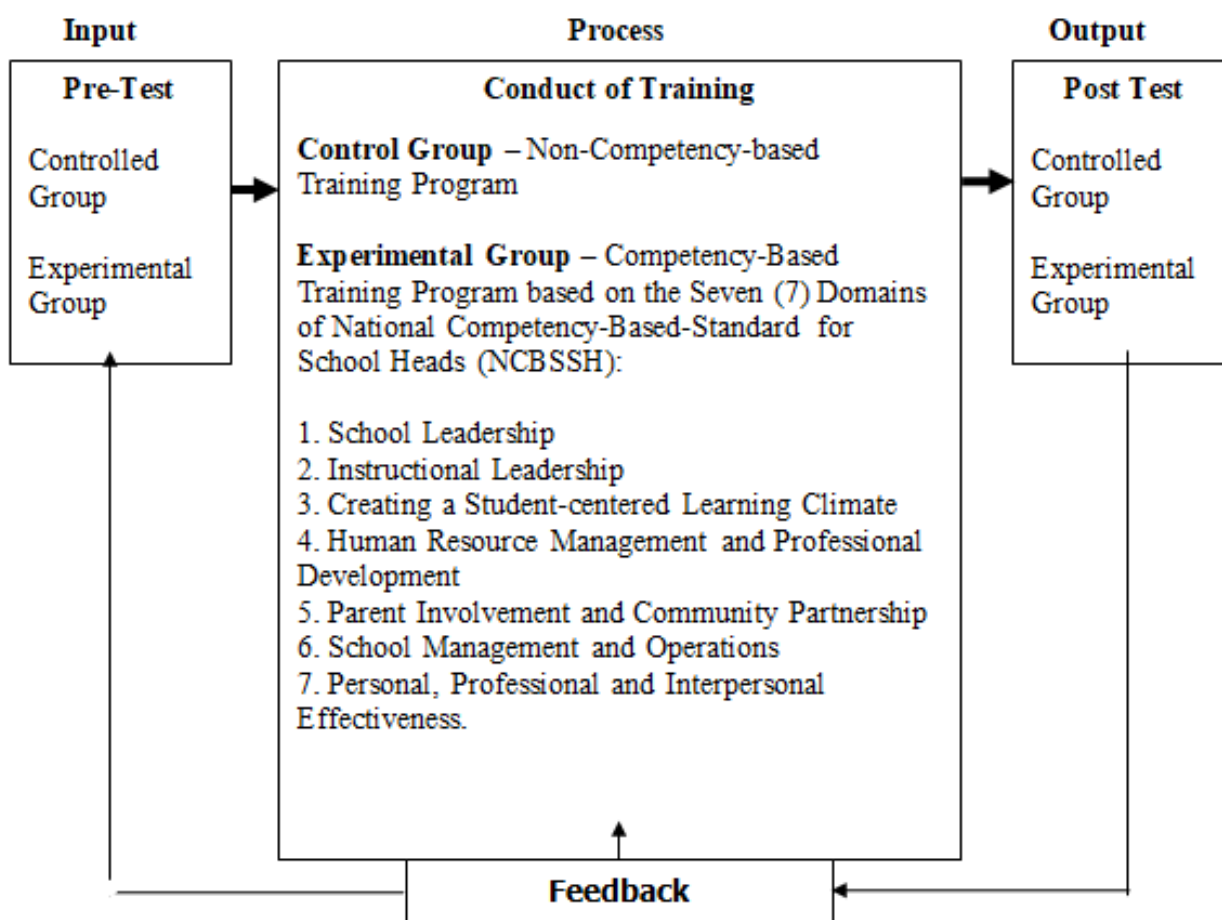


Figure 1. The schematic diagram showing the flow of the study.

Significance of the Study

The results of the study will be beneficial to the following:

School Heads. The result of the study would give them information on the importance of attending competency-based training programs to improve their management competence in leading the school in the 21st century.

Schools Division of Guimaras. The result of the study will be beneficial to the Office for it to

realize the importance of assessing the development needs of school heads and providing appropriate intervention, particularly competency-based training programs to improve their management competence.

Teachers. The results of this study will be of great help to teachers so that they will understand the competencies needed of a school head if they also want to be promoted to school head positions.

Researcher. The results of the study will be useful to the researcher inasmuch as he is

involved in human resource development like competency assessment, designing and conducting training programs, and performance assessment

Future Researchers. The result of this study will be helpful to other researchers on the same field for it could serve as baseline data or related literatures to future researchers.

Stakeholders. The result of this study will also be helpful to stakeholders inasmuch as parent involvement and community partnership is one of the competencies required of a school head. The stakeholders will be aware why the school heads keep on engaging them in the school. They may also realize that their presence is really important in the school and that they will support the educational programs.

Scope and Limitation of the Study

This study focused on the effect of Competency-Based Training on the Management Competence of School Heads in the Division of Guimaras, province of Guimaras, Philippines for school year 2016-2017.

The study employed pre-test – post-test experimental research design in determining the effect of competency-based training on the management competence of school heads.

The subjects of the study were 40 out of 91 school heads selected through homogenization. The homogenizing variables used to equate the two (2) groups which could be either experimental or controlled group were a) gender; b) educational qualification; and c) experience as school head.

The study was limited only to 20 school heads for the experimental group and 20 school heads for the control group so that the subjects were of manageable number during experimentation. They were selected through simple random sampling after homogenized groups were established.

The Instrument used was the assessment tool of the competencies of the school heads developed by DepED based on National Competency-Based Standards for School Heads (NCBSSH) Framework. The items in the assessment tool are standardized however the choices were modified to suit the need of the study. Another instrument used was the training modules prepared by the Researcher.

A pre-test was administered to both control and experimental groups. The control group

underwent training which contents are on the competencies of a teacher (non-competency-based training) while the experimental group underwent training which contents are based on the National Competency-Based Standards for School Heads (NCBSSH) Framework (competency-based training).

The Researcher prepared two (2) types of modules, one was non-competency-based and the other one was competency-based. Non-competency-based training modules included competencies of the teachers not that of the school head. Competency-based training modules was based on the seven (7) competency domains of National Competency-Based Standards for School Heads (NCBSSH) which include a) school leadership; b) instructional leadership; c) creating a student-centered learning climate; d) human resource management and professional development; e) parent involvement and community partnership; f) school management and operations; and g) personal, professional and interpersonal effectiveness.

The same Instrument was used in the post-test for both groups after the training program.

The study used frequency count, percentages, rank, and mean in analyzing the result. Paired sample t-test was used to determine the significant differences the management competence of school heads in both groups before and after the training program. The significant level was set at 0.05 level.

Definition of Terms

The following terms were defined conceptually and operationally as used in the study for better understanding by the readers.

Competency-Based Training (CBT). It is a training program planned and conducted to prepare employees for reaching their organization's goals and aligns training and strategies with performance interventions focusing on the development of the knowledge, skills and attitudes required to perform the tasks to achieve organizational goals (Jui-Lan Wu, 2013).

In this study, Competency-Based Training referred to the Training Program conducted to the school heads in which modules were developed based on the competencies indicated in the National Competency-Based Standards for School Heads (NCBSSH) to improve their knowledge,

skills, and attitudes in the performance of their duties and functions. The Competency-Based Training are composed of sessions/topics on a) school leadership; b) instructional leadership; c) creating a student-centered learning climate; d) human resource management and professional development; e) parent involvement and community partnership; f) school management and operations; and g) personal, professional and interpersonal effectiveness. Each session has different objectives to be reached after the training. These objectives were based from the different indicators in the seven (7) competency domains of NCBSH.

Effect – It refers to change that is a result or consequence of an action or other cause (S. Javed, 2007).

In this study, effect referred to the change in management competence of school heads in the post-test over pre-test after the conduct of competence-based training program.

Management Competencies – These refer to the set of individual performance behaviours which are observable, measurable and critical to successful individual and company performance comprising the specification of knowledge and skills, and the application of that knowledge and skill to the standards of performance required in the workplace (Electrotechnology Training Package, 2011).

In this study, management competencies referred to quantitative results of the pre-test administered to school heads and also the result of the post-test after the training was conducted. Management competence of school heads is measured by the scale of 1 to 5 with 5 as the highest and described as “very highly competent and 1 as the lowest described as “not competent”

School Head – This is the person responsible for the administrative and instructional supervision of the school or cluster of schools (IRR of RA 9155). In this study, school head referred to the 91 school leaders, either Head Teacher or Principal who manages either elementary or secondary school in the Division of Guimaras for school year 2016-2017.

Review Of Related Literature And Studies

This chapter presents literature and studies, concepts, and researches relevant to the study. It presents topics about the competency-based

training and management competence required of school heads.

Conceptual Literature

On Management Competencies

Competence is the ability to operate efficiently within the business environment and to respond to challenges and it is the key ingredient in organizational success (International Journal of Business and Management, 2012). As cited by Indelible (2014), managerial competency includes a wide range of skills and abilities that impact effective management of an organization, its people and its resources. In a time when the survival of an organization lies on its ability to adapt, the need to attract, develop and retain critical competencies, are vital for its future success.

The beginning of management competence goes back to very early ages. Since the existence of mankind human found himself in the term of management. It can be said that management activities required competence which can be seen even in very primitive societies. The term effected peoples' life and nation's life deeply. Because people founded organizations to make their lives easier or to manage things that they could not manage to do alone. Organizations can be successful and can survive when people within it have the knowledge and competence of management (Kayikci and Ylmaz, 2014).

Kumar, (2015) stressed the importance of nurturing the talented workforce on their competence is performing effectively today while also preparing for the future growth. Thus, competency enhancement is a continuous process. Nevertheless, it is primary to undertake assessment of competency gaps so as to invest accurately on competency development plans.

Measuring competency gaps within the organization and addressing them proactively allows the organization to focus on the areas which impact most on its operations and performance. Competency assessment is essential in the process of building an employee career development plan. Once gaps are determined, competency-development intervention programs are to be planned and implemented (Kumar, 2015).

The same author developed several leadership competencies which are intangible to any kind of organization to include: execution of goals;

strategic decision making; and communication. In his model, individuals, especially leaders should have that competencies in order to achieve organizational goals and expected output.

On Competency-Based Training

Competency-based training focuses on the development of the skills, knowledge and attitudes required to achieve the competency standard. The competency standard needs to align with organizational strategic goals and plans and be based on a high performance system. One of the primary competency-based training features is that each learner's achievement is measured to see whether they reach the competency standard. Under the competency-based training approach, each learner is assessed to find the gap between the skills they need and the skills they already have. The difference between the two is called the competency gap. A training program is then developed to help the learner acquire the missing skills to close the gap (Jui-Lan Wu, 2013).

Research has shown that school principals do in fact play a pivotal role in improving school and classroom conditions and in teacher supervision. Thus, they must be competent enough when put into the position and even before any development intervention. Self-learning is one way which can make them competent. (Louis, et al 2010). This effect which is second only to in-class teaching occurs through the influence they have on their teachers, level of commitment and motivation, work condition, or their organization of the school's culture (Robinson, et al, 2008). Effective principals also enrich teacher performance as well as the latter's sense of efficacy in their practices and competence (Bouchamma, et al. 2014). This observation has led to an acknowledgment of their profession as one requiring specialized capabilities that warrant specific training and preparation beyond innate qualities (Bush, 2010). Thus training programs for young principals and professional development for in-service school leaders must expand their expertise as to better respond to the growing demands (Ravitch, 2010).

Several arguments support the idea of specific training for school leaders and the importance of investing in their formal development so as to improve the quality of school leadership. To meet the demands of constantly evolving society in the

21st century, school must have well-qualified principals, as the latter have definite impact on student performance (Leithwood, et al. 2006). In this sense, "professionalizing" the principal's role and recognizing the difference between their role and that of their teachers calls for separate and specialized competency-based training and preparation since principals have different competencies required of than that of their teachers (Bouchamma, et al. 2014).

There are ample evidences why competency-based training is very important for school leaders. The development of school principals, through any kind of intervention, must be a priority in each and every educational system (Chapman 2005). Competency-based training of principals is increasingly accepted as means to improve management competence and student achievement (Bouchamma, et al. 2014). In some South African Urban area schools, professional development and competency-based training programs for school principals enriched their managerial skills and competence (Mestry and Schmidt, 2010). In the context of Africa, school principals are often promoted based on their success as teachers and those principals with no basic management competence are unable to survive the many changes (Bouchamma, et al. 2014).

Training and development programs have several benefits on school heads. Several studies have qualified that leadership development is a "strategic necessity" (Brundreet, Fitzgerald, and Somefeldt, 2006). Effective competency-based training programs generate numerous positive benefits on the leadership qualities of school principals in the sense that they reduce shock of the passage of the roles of teachers to that of principal (Daresh and Male, 2010).

On National Competency-Based Standards for School Heads

DepEd Order No. 32, s. 2010 provides the National Competency-Based Standards for School Heads (NCBSSH) Framework which defines the different dimensions of being an effective school head. It clearly states that an effective school head is one who can implement continuous school improvement, who can produce better learning outcomes among its pupils/students and who can help change institutional culture among others.

The management competencies identified for the school heads are classified into seven competency domains. These are a) Competency Domain 1 - School Leadership: effective leadership is the core of every successful school. This domain emphasizes that effective school leaders collaboratively create a vision and establish a climate for teachers, non-teaching personnel and learners to reach their highest level of achievement; b) Competency Domain 2 - Instructional Leadership: education reforms have created an urgent need for strong emphasis on the development of instructional leadership skills. This domain covers those actions in instructional leadership (e.g. assessment for learning, development and implementation, instructional supervision and technical assistance that school heads take or delegate to others to promote good teaching and high level learning among pupils/students. c) Competency Domain 3 - Creating a Student-Centered Learning Climate: this domain requires that effective school leaders set high standards and create high expectations for learners at the same time recognizing their achievement; d) Competency Domain 4 - Human Resource (HR) Management and Professional Development: effective school leaders develop the skills and talents of those around them. This domain includes the nurturing and supporting of a

learning community that recruits teachers based on National Competency-Based Teacher Standards (NCBTS) and promotes the continuous growth and development of personnel based on Individual Plan for Professional Development (IPPD) and School Plan for Professional Development (SPPD); e) Competency Domain 5: Parent Involvement and Community Partnership: effective school heads engage in shared decision making with the community in achieving universal participation, completion and functional literacy. This domain covers parent and stakeholders' involvement to raise performance; f) Competency Domain 6: School Management and Operations -this domain covers the critical role school heads play in managing the implementation and monitoring of their schools' improvement plan/annual implementation plan; g) Competency Domain 7: Personal, Professional Attributes and Interpersonal Effectiveness: effective school leaders are models of professionalism and ethical and moral leadership. This domain includes the development of pride in the nobility of the teaching profession. The figure below shows the integrated domains with the competency strands and indicators under each management competency domain.

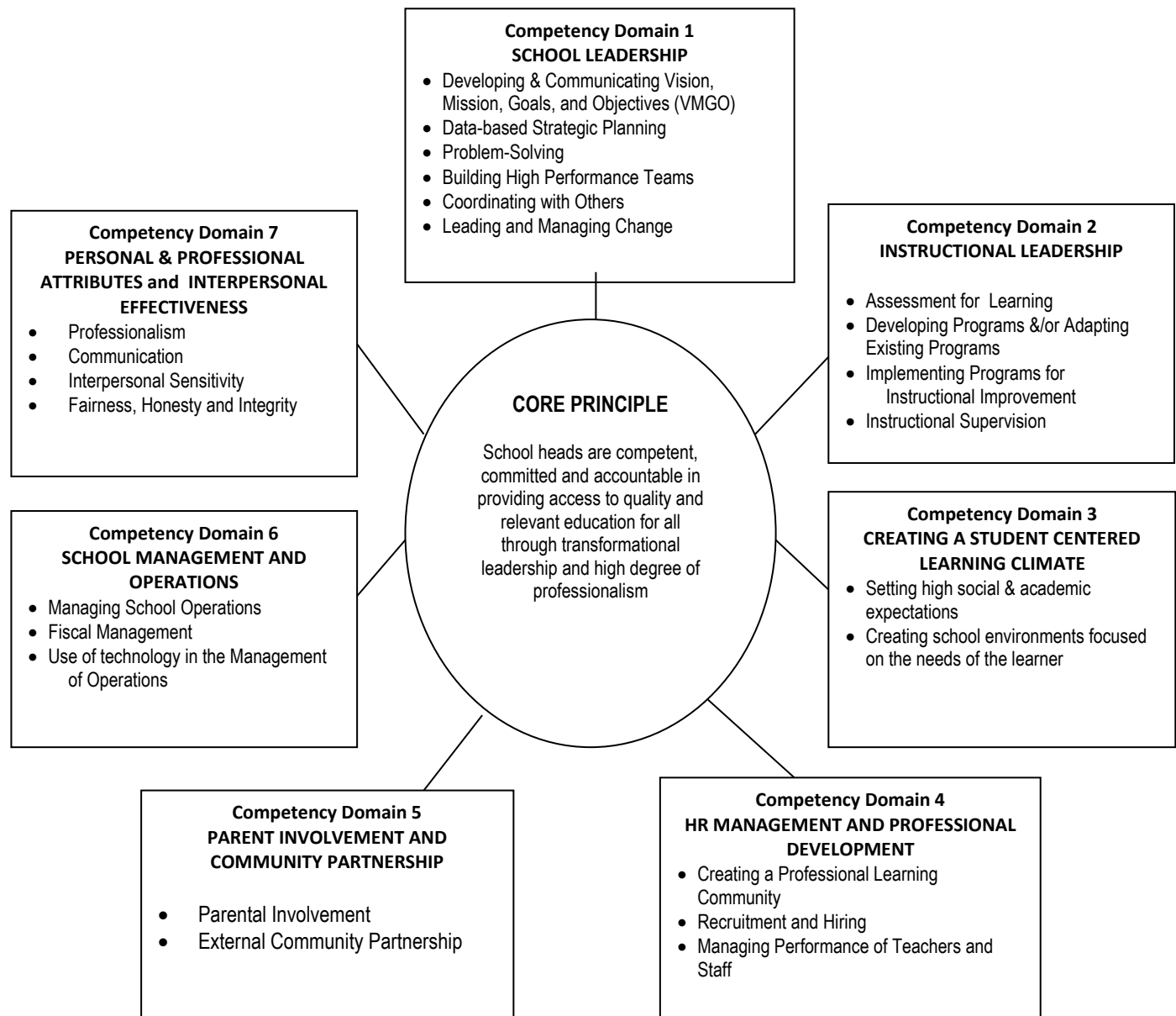


Figure 2. The National Competency-Based Standards for School Heads Framework

Foreign Studies

Halim, et al (2011) conducted an innovation in Educational Management and Leadership which aimed to identify High Impact Competency for Malaysian Schools. The study revealed that the overall level of competency proficiency of the school leaders were moderate. The analysis showed that there is a gap of what expected by the stakeholder as compared to the need of the school leaders. The gap could only be narrowed by continuous professional development through skills and competency based trainings.

Kayikei and Yilmaz in their study published in the 2014 International Journal of Business and Social Sciences entitled “Effects of Knowledge Management Competencies of School Principals

to Quality Studies in School” determined and compared the knowledge management competencies of principals of schools in Antalya Province – Turkey. The study employed both qualitative and quantitative research methods. A standard tool, Knowledge Management (KM) Questionnaire was used in the study. The study revealed that teachers who participated in the survey agreed that Knowledge Management competencies of principals were highly necessary for a quality school. Results revealed that the Knowledge Management Competency of principals was “high”. It was attributed to the fact that they have attended competency-based trainings as indicated in their personal information.

Another study by Kumar (2015) also determined the Competency Management Level through Organizational Development Interventions. The study endeavoured organizational development in which gaps/problems were addressed through identifying employee development needs. The study assessed the level of competence of employees at Firepro Systems, a Panasonic Group Company, by the use of competency-based performance reviews. After the performance review, employees were required to formulate development plans. The development plans were summarized and resulted to a majority need of competency-based trainings programs. The need to conduct training was realized and the employees were asked through another assessment and it revealed that competency-based training has positive impact on the competence of employees. The study concluded that addressing the developmental needs of employees ultimately improve the organization's core competencies.

Local Studies

Parcon (2014) conducted a study on the Leadership Competence of Principals and Performance of Teachers in Northern Antique. The study was a descriptive-correlational investigation of the leadership competence of school heads based on the following domains: a) School Leadership, b) Instructional Leadership, c) Learning Climate, d) Human Resource Management and Professional Development, e) Parents Involvement and Community Partnership, f) School Management and Operation, and g) Personal and professional attributes. The mean was used to describe the leadership competence of principals. Results revealed that of the leadership competence of school principals, "parents' involvement and community partnership" was the highest with a mean of 4.13 and described as "excellent". The lowest leadership competence was on "school leadership" with a mean 3.76 described as "very good". The overall leadership competence of school principals had a mean of 3.98 described as "very good." This result was attributed to the competency development training programs that the school principals attended. Similarly, Indelible (2014) studied the Managerial Competence of Private School Heads in the Division of Aklan. The study employed descriptive research design to determine the level

of the managerial competence of private School Heads. Result of the study showed that when taken as a whole group, the mean of the responses of the respondents was 4.22 and it was described as "highly competent." The high managerial competence of private school heads was attributed to the participation of teachers, good interpersonal relationship and that school heads have attended several training program.

A recent study conducted by Dapulano (2016) determined the leadership capability, work commitment, and administrative competence of school administrators in the province of Capiz for school year 2015-2016. The study was conducted to 240 school administrators in the Province of Capiz. The data in the study were collected using the standardized Leadership Capability Questionnaire adopted from Segiovanni (2005), Work Commitment Questionnaire adopted from Redmond and Carter (2015), and Administrative Competency Questionnaire adopted from Udalla (2010). The findings of the study revealed that generally the level of leadership capability is "very high". On the whole, the level of work commitment is "very high". Generally, the competence of school administrators is "excellent". These positive results were attributed to the knowledge, skills and attitudes learned by the school heads from various competency-based training programs attended and long range of experiences in managing the school system. She added that the competence of the school heads does not improve if the contents of the training programs are not directly related to the performance of their duties and functions.

Relevance of the Related Literatures and Studies

These related studies and literatures supported the researcher in conceptualizing the study. These also helped as support ideas in the analysis and discussion of the results. Intensive research on related literatures and studies was done. In fact there was no experimental study related to this endeavour. As such, this study is a pioneer in the field of employing pre-test – post-test experimentation in determining the effect of competency-based training program on the management competence of school heads.

Methodology

This chapter deals with the research design, subjects of the study, research instrumentation, experimental process, data analysis procedure, and statistical tools used in the study.

Research Design

The study employed pre-test – post-test experimental research design to determine the effect of competency-based training on the management competence of school heads in the Division of Guimaras, province of Guimaras, Philippines for school year 2016-2017. There were two (2) groups of respondents, the control and experimental groups.

Subjects of the Study

The gathering of data of the 91 school head population as to gender, educational qualifications, and experience as school head was

sourced from records in the Office of the Researcher.

The total population of 91 school heads were homogenized based on the variables - gender, educational qualifications, and experience as school head categorized into 1) gender: male or female; 2) educational qualifications: Master's degree, with Units in MA, Doctorate Degree or with units in Ph.D.; and 3) experience as school head: shorter experience – 10 years or less experience as School Head or longer experience – more than 10 years of experience as School Head. After homogenizing the population, sample subjects of 40 school heads, 20 for the control group and 20 for experimental group were randomly selected. The Researcher made sure that there was an equal number of subjects with the same characteristics in each group to avoid biases.

Table 1. Distribution of Subjects by Group

Homogenized Group/Variable	Number of Subjects	
	Control Group	Experimental Group
Female with 10 years or less experience and Doctorate Degree or with Units in Ph.D.	3	3
Female with 10 years or less experience and Master's Degree or with Units in MA	8	8
Female with more than 10 years experience and Doctorate or with Units in Ph.D.	1	1
Female with more than 10 years experience and Master's Degree with Units in MA	3	3
Male with 10 years or less experience and Doctorate or with Units in Ph.D.	1	1
Male with 10 years of less experience and Master's Degree or with Units in MA	3	3
Male with more than 10 years experience and Master's Degree or with Units in MA	1	1
Total	20	20

Research Instrumentation

The instruments used in the study consist of standardized test and training modules.

The training modules are of two (2) kinds – Competency-Based Training Module and Non-Competency-Based Training Module.

The standardized test was the assessment tool developed by DepED based on the National Competency-Based Standards for School Heads (NCBSSH). The instrument was presented to the panel during the Pre-Oral Defense.

The items in the instrument were standard as indicated in the NCBSSH tool while the choices were modified from four (4) choices to five (5) to fit the need of the study. There are 123 standard items in the Questionnaire categorized into seven

(7) domains of standard competencies for school heads.

The actual choices in the tool are:

4 - I am doing it well and can lead others do the same

3 - I am doing it but I need to improve

2 - I am doing a little of this and I need to learn more

1 - I am not doing this yet

The modifications on the choices are as follows. Respondents were asked how knowledgeable are they in performing the different indicators stated in the assessment tool with the following interpretation:

5 - Very Highly Knowledgeable (VHK)

4 - Highly Knowledgeable (HK)

3 - Knowledgeable (K)

2 - Less knowledgeable (LK)

1 - Not Knowledgeable (NK)

To interpret the mean scores obtained by the subject, the researcher used the scale of means and corresponding description as follows:

4.21 – 5.00 - Very Highly Competent (VHC)

3.41 – 4.20 - Highly Competent (HC)

2.61 – 3.40 - Moderately Competent (MC)

1.81 – 2.60 - Less Competent (LC)

1.00 – 1.80 - Not Competent (NC)

The researcher asked permission from the Schools Division Superintendent to adopt the use of NCBSSH assessment tool as test instrument of the study.

After the Dissertation Proposal was presented and approved by the panel, the Researcher prepared session guides for the two (2) types of training modules. The first is non-competency-based training module. The contents of this module are not related to the competencies of a school head rather to the competencies of a teacher. The second module is competency-based training module. The contents are based on the National Competency-Based Standards for School Heads. The Researcher underwent thorough research on the management competencies of the school heads in order to prepare the modules. Sources from DepED issuances, training and development systems, training program presentations, educational readings and modules, and other relevant sources were gathered to prepare a Researcher-developed module for the training program.

The Researcher also prepared other documents, venue, catering services, materials, and supplies needed in the conduct of the training program. The Researcher invited Resource Speakers who have the facilitation skills and knowledge of the content to help in the conduct of the training sessions. The following are the experts on the field of training and facilitation who were invited as Resource Person:

1. Mrs. Lolita G. Demapindan – Public Schools District Supervisor
2. Dr. Rowena S. Carillo – Education Program Supervisor
3. Mr. Noel E. Santillan – Senior Education Program Specialist (HRD)

4. Mrs. Rebecca O. Billones – Master Teacher I

Validity of the Instrument

The Instruments used in the study were subjected to validity. The standardized test was presented to the panel for content validity. The corrections made were on the use of acronyms. All acronyms were edited and put into long words for easy understanding by the readers. Inasmuch as it is a standardized instrument and being used by DepED, it was not subjected to reliability.

The training modules and session guides prepared as another Instrument of the study were subjected to validation/evaluation by experts from DepED and the members of the panel using the Resource Development-Monitoring and Evaluation (RD-M&E) Form 2 – Resource Package Review/Quality Assurance Tool developed and used by DepED in evaluating training sessions or resource package. The corrections and suggestions were considered and the modules and session guides were finalized and used in the conduct of the training program.

The Experimental Process

The experimental process discusses the flow of the conduct of experiment and how the data are gathered in the study.

Pre-Experiment

The researcher made ready all the documents needed in the conduct of the training. After the adviser gave signal to conduct the training, the Researcher prepared the training matrix (See attached Training Matrix as Appendices “F” and “G”). The Researcher sought the approval of the Schools Division Superintendent to conduct the training program to both subject groups on December 22-24, 2016 on the Competency-Based Training Program for the experimental group and December 23, 26-27, 2016 on the Non-Competency-Based Training for the control group. When it was approved, the Researcher informed the subjects of the study through a letter and text messages.

Before the actual training started, the participants registered and an opening program was conducted. During the opening, the participants were reminded of the house rules and other training policies. The pre-test was then administered to both groups for 30 minutes prior

to each training proper. It was gathered after the allotted time.

The Researcher encoded the results of the pre-test of both groups in MS Excel Format. The scores of each subject was entered in the prepared template. The template was formatted by subject by competency domain down to per item of each competency strand so that the mean can be generated by competency domain for easy discussion and interpretation.

The Experiment

The experimental group was treated with a Competency-Based Training Program. The first topic of a three-day competency-based training program was delivered by Mrs. Lolita G. Demapindan as Resource Person. It was followed by Dr. Rowena S. Carillo and the last two topics were discussed by the Researcher himself. The topics discussed on Day 1 were: 1) Leading Change; 2) Leading from Within; 3) The School Head as Steward of Human Resources; and 4) Performance Management.

The second day of the training was conducted by the same Resource Persons. The topics discussed on Day 2 were: 1) Collaborative Supervision; 2) The 21st Century Leader and School Manager; and 3) Fiscal Management.

The last day of the training for the experimental group was also a success. Majority of the topics were delivered by the Researcher himself. The topics delivered were: 1) Communicating Effectively; 2) Professionalism in the Public Service; 3) Partnership; and 4) The Learning Environment.

The control group also underwent a three-day non-competency based training program. Lecture method with simple workshops was used in the conduct of the training. The contents discussed to them are based on the competencies of a teacher. The topics discussed on Day 1 were: 1) Daily Lesson Log/Plan (DLL/DLP) and 2) The 21st Century Teaching Skills. The topics on Day 2 were: 1) Demonstration Teaching on 21st Century Teaching Skills and 2) The Use of e-Class Record with Workshop. The topics on the last day were: 1) Welfare and Benefits and Career Progression for Teachers and 2) The Use of Learning Resource Management and Development Systems (LRMDS).

Every after end of the session, the participants evaluated the conduct of the session and the delivery of the Facilitators using the Monitoring and Evaluation Form: Session/Facilitator Evaluation. The Facilitator was evaluated based on 1) Skills of Facilitator; 2) Delivery of Content; and 3) Provision of Support Materials. (See attached Summary of Monitoring and Evaluation Form: Session/Facilitator Evaluation as Appendix "I")

The conduct of training programs for the two (2) groups of subjects run smoothly. The participants were attentive and participative. The training was interactive in approach in which participants asked questions as well as suggested ideas and concepts. The Resource Speaker input ideas and facilitate learning. The participants enjoyed and learned from the different activities and games provided. The Facilitators used 4As (Activity, Analysis, Abstraction, Application) as a pedagogy in the Competency-Based Training Program. The principles of David Kolb's Theory of Experiential Learning were applied to maximize learning among the school heads.

Post-experiment

After the conduct of the training for both groups, the post-test was administered for 30 minutes. A Closing Program was also conducted to culminate the activity and recognize the efforts of the Facilitators and Trainers.

The whole training program was also evaluated by the participants using the Monitoring and Evaluation Form: Program Evaluation (See Attached Summary of Monitoring and Evaluation Form: Program Evaluation as Appendix "J").

The Researcher also prepared the Training Completion Report after the conduct of the training program. (See attached Training Completion report as Appendices "K" and "L").

After all the documentary requirements were prepared the Researcher t the end of the conduct of the training program, the results of the post-test were encoded in a prepared template just like during the pre-test. The MS Excel format generated the mean scores of each school head per competency domain, strand and item indicator so that it is easy to explain the descriptive results. It was then submitted to the Statistician for processing of inferential statistics using the Statistical Package for Social Sciences (SPSS)

Data Analysis Procedure

The data gathered were processed electronically using Statistical Package for Social Sciences (SPSS) to aid in the accurate tabulation, analysis and interpretation of the data.

After the statistics were done, the Researcher analyzed and interpreted the data using tables. The use of frequency technique, mean, percentages, and rank helped in the analysis and interpretation of the results of the study.

The presentation of data in tabular format logically followed the statement of the problems. It also included the general table to answer a specific problem and other tabular data to support the result or explanation.

Statistical Tools

To determine the effect of competency-based training program on the management competence of school heads the researcher used frequency count, mean, rank, percentages and paired sample t-test.

Frequency Count. It was used to determine the number of responses per item in the instrument.

Mean. It was used to determine the average responses of the respondents on specific item in the Instrument. The obtained scores were used to describe the management competence of school heads.

Rank. It was used to explain what specific competency within a competency domain that has the highest or lowest mean.

Percentages. Percentages were used to describe the percentage of the specific variable against the total number of the respondents.

t-test. Paired-sample t-test was used to determine if an observed difference between the averages of two groups is statistically significant.

In this study, paired sample t-test helped to determine the significant differences on the management competence of school heads before and after the intervention. Alpha is set at 0.05 level of significance. If the computed value is less than the tabular value, not significant, thus the null hypothesis is rejected, otherwise, not rejected.

Summary, Conclusions, And Recommendations

This chapter presents the summary of the research findings, conclusions drawn, and recommendations made.

Summary

This study was designed to gather data on the effect of competency-based training program on the management competence of school heads in the Division of Guimaras for school year 2016-2017.

The study employed pre-test – post-test experimental research design in determining the effect of competency-based training on the management competence of school heads.

The subjects of the study were 40 out of 91 school heads selected through homogenization. The homogenizing variables used to equate the two (2) groups which could be either experimental or control group were a) gender; b) educational qualification; and c) experience as school head.

The study was limited only to 20 school heads for the experimental group and 20 school heads for the control group so that the subjects were of manageable number during experimentation. They were selected through simple random sampling after homogenized groups were established.

The study used frequency count, percentages, rank, and mean in analyzing the result. Paired sample t-test was used to determine the significant differences among the test results in both groups before and after the training program. The significant level was set at 0.05 level.

In order to determine the effect of competency-based training program on the management competence of school heads in the Division of Guimaras for school year 2016-2017, the study sought answers to the following questions:

1. What is the management competence of Schools Heads in the Division of Guimaras in the control and experimental groups before the training?
2. What is the management competence of Schools Heads in the Division of Guimaras in the control and experimental groups after the training?
3. Is there a significant difference on the management competence of School Heads between the control and experimental groups before the training?
4. Is there a significant difference on the management competence of School Heads between the control and experimental groups after the training?

5. Is there a significant difference on the management competence of School Heads in the control group before and after the training?

6. Is there a significant difference on the management competence of School Heads in the experimental group before and after the training?

7. Is there a significant difference between the mean gain scores of the control and experimental groups?

Findings

After thorough analysis of the statistical results, the following are the findings of the study:

1. The result of the pre-test of the control group revealed that two (2) or 10% of the school heads are “very highly competent”, majority (12) or 60% are “highly competent”, and six (6) or 30% are “moderately competent.”
2. The management competence of school heads in the Division of Guimaras for SY 2016-2017 in the control group before the training is “highly competent” (3.68). School heads are “highly competent” in competency Domain 7 “Personal and Professional Attributes and Interpersonal Effectiveness” which they assessed as their highest management competence (4.04). On the other hand, school heads are also “highly competent” in competency Domain 5 “Parent Involvement and Community Partnership” but they assessed it as their lowest management competence (3.51).
3. The result of the pre-test of the experimental group disclosed that six (6) or 30% of the school heads are “very highly competent”, ten (10) or 50% are “highly competent”, and four (4) or 20% are “moderately competent”.
4. The management competence of school heads in the Division of Guimaras for SY 2016-2017 in the experimental group before the training is “highly competent” (3.80). School heads are “highly competent” in competency Domain 7 “Personal and Professional Attributes and Interpersonal Effectiveness” which they assessed as their highest management competence (4.01). Meanwhile, they are also “highly competent” in competency Domain 2 “Instructional Leadership” but they assessed it as their lowest management competence (3.67).
5. The result of the post-test of the control group showed that majority (11) or 55% of the school heads are “very highly competent”, five (5) or 25% are “highly competent”, and four (4) or 20% are “moderately competent”.
6. The management competence of school heads in the Division of Guimaras for SY 2016-2017 in the control group after the training is “highly competent” (4.10). School heads are “very highly competent” in competency Domain 7 “Personal and Professional Attributes and Interpersonal Effectiveness” which they assessed as their highest management competence (4.22). On the other hand, school heads are “highly competent” in competency Domain 5 “Parent Involvement and Community Partnership” which they assessed as their lowest management competence (4.00).
7. The result of the post-test of the experimental group revealed that majority (12) or 60% of the school heads are “very highly competent” and eight (8) or 40% are “highly competent.”
8. The management competence of school heads in the Division of Guimaras for SY 2016-2017 in the experimental group after the training is “very highly competent” (4.34). School heads are “very highly competent” in competency Domain 7 “Personal and Professional Attributes and Interpersonal Effectiveness” which they assessed as their highest mean management competence (4.59). On the contrary, school heads are “highly competent” in competency Domain 4 “Human Resource Management and Professional Development” which they assessed as their lowest management competence (4.18).
9. Comparing the results of the pre-test and post-test of the control group, as assessed by the school heads, showed no improvement in the management competence of the school heads. They are “highly competent” before and after the training.
10. Analyzing the results of pre-test and post-test of the experimental group revealed improvement in the management competence of school heads. They improved from “highly competent” before the training to “very highly competent” after the training.
11. The study found out that on the difference on the management competence of school heads between the control and experimental groups

before the training, the computed t-test (0.731) has p-value of 0.469 and is greater than 0.05 level of significance, which is not significant. This does not reject the hypothesis which states that “there is no significant difference on the management competence of school heads between control and experimental groups before the training.”

12. The study also found out that on the difference on the management competence of school heads between the control and experimental groups after the training, the computed t-test (1.268) has p-value of 0.212 and is greater than 0.05 level of significance, which is not significant. This does not reject the hypothesis which states that “there is no significant difference on the management competence of school heads between control and experimental groups after the training.”
13. The study revealed that the results of pre-test and post-test in the control group has computed t-test (-5.988) with p-value of 0.00 is less than 0.05 level of significance, which is significant. This rejects the hypothesis which states that “there is no significant difference on the management competence of school heads in the control group before and after the training.”
14. The study also revealed that the results of pre-test and post-test in the experimental group has computed t-test(-6.831) with p-value of 0.00 is less than 0.05 level of significance, which is significant. This rejects the hypothesis which states that “there is no significant difference on the management competence of school heads in the experimental group before and after the training.”
15. The study found out that on the difference between the mean gain scores of control and experimental groups, the computed t-test (1.132) has a p-value of 0.265 and is greater than 0.05 level of significance, which is not significant”. This does not reject the hypothesis which states that “there is no significant difference between the mean gains scores of control and experimental groups.”

Conclusions

Based on the findings, the study concluded that competency-based training program is effective in

improving the management competence of school heads in the Division of Guimaras for SY 2016-2017. Further the study concluded that the training module containing the competency-based contents and activities can improve the knowledge, skills and attitude of the school heads in the performance of their duties and functions.

The study also concluded that the Kolb’s learning experiential approach as pedagogy used in the conduct of training is effective to improve the management competence of the school heads.

Recommendations

Based on the findings and conclusions of the study, the following are the major recommendations:

1. The Competency-Based Training Module and training pedagogy is recommended to be adapted by Division of Guimaras and other Schools Division Offices to be used in conducting competency-based training for school heads with consideration on the updates of content especially of the financial-related topics as there are new policies and guidelines that are issued from time to time.
2. Further experimentation or modification/replication of this study to validate the results is also recommended.
3. This experimental study is also recommended to be used by other similarly situated organizations for the improvement of the management competence of their employees. Moreover, in light of the findings of the study that some school heads assessed several competency indicators as the lowest among their “highly competent” assessment, the following are also recommended:
4. DepEd Division of Guimaras and other higher authorities should sustain the “very highly competent” school heads in competency Domain 7 “Personal and Professional Attributes and Interpersonal Effectiveness” through continuous training programs in the field of professionalism and personal effectiveness.
5. DepEd Division of Guimaras and other higher authorities should further enhance the competence of school heads through competency-based training programs on the following competency domains: a) School Leadership, b) Instructional Leadership, c)

Creating a Student-Centered Learning Climate, d) Parent Involvement and Community Partnership, and e) School Management and Operations.

6. DepEd Division of Guimaras and other higher authorities should give more focus on improving the management competence of school heads on competency Domain 4 “Human Resource Management and Professional Development”. School heads should be given attention on how to improve their knowledge, skills and attitudes in the performance of their duties and responsibilities related to human resource management. Specific competency-based training program focusing on human resource management should be given to school heads.
7. DepEd Division of Guimaras and other higher authorities should train school heads on how to develop innovations and action researches on school program to achieve higher learning outcomes.
8. DepEd Division of Guimaras and other higher authorities should teach school heads on how to benchmark school performance. They should be required to analyze school performance indicators, identify the hindering and facilitating factors and prepare intervention to improve academic achievement. They should truthfully implement and monitor the interventions.
9. DepEd Division of Guimaras and other higher authorities should continuously remind school heads to monitor and evaluate performance of teaching and non-teaching personnel based on their targets. They should be constantly updated through trainings on how to monitor and evaluate performance of staff. Moreover, the created school performance appraisal committee should be at all times functional. They must prepare an action plan on how and when to monitor and evaluate the performance of teaching and non-teaching personnel. Once gaps are discovered, school heads shall coach or mentor the teachers and non-teaching staff.
10. DepEd Division of Guimaras and other higher authorities should help school heads in developing programs and projects for continuing personal and professional development including moral recovery and

values formation among teaching and non-teaching personnel. They should incorporate in the School Improvement Plan the Professional Development Plan for Teaching and Non-Teaching Personnel.

11. DepEd Division of Guimaras and other higher authorities should look into all schools as regards internet connection so that communication will always be online to reduce the cost of transportation, consequently saving time. Regular monitoring and maintenance of IT equipment and facilities should be done. For schools without internet connectivity, they should be provided immediately. Sourcing from the Special Education Fund (SEF) could be the easier and faster remedy on information technology gaps.

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