

Perceived Core Behavioral Competencies of School Heads: A Framework for Technical Assistance from Teachers' Perspectives

Leonardo E. Pilotin Jr.

*Master of Arts in Education, Major in Educational Management, Northeastern College,
Santiago City, Philippines*

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Email of Corresponding Author: leonardojr.pilotin@deped.gov.ph

Abstract

This study assessed the perceived core behavioral competencies of school heads in Bayombong 2 District and used the findings to develop a framework for technical assistance. Anchored in the Input-Process-Output model, it employed a descriptive survey design involving 20 teachers from 13 public elementary schools selected through purposive sampling. Data were collected using a validated questionnaire with a five-point Likert scale and analyzed through frequency, percentage, and weighted mean. Respondents were predominantly female, married, experienced, pursuing advanced studies, and rated outstanding; all had attended district-level training, although fewer accessed higher-level programs. School heads demonstrated very evident competencies in professionalism and ethics (4.41) and self-management (4.40), while results focus (3.61), teamwork (3.67), service orientation (3.60), and innovation (3.71) were evident. The proposed professional development activities were rated very effective overall (4.55), with collaborative sessions on integrity, ethical standards, and sound decision-making receiving the highest rating (4.85). The study concluded that school heads generally display strong organizational, ethical, collaborative, service-oriented, and innovative leadership behaviors, but continued development remains necessary. It recommended programs on time management, goal setting, ethical leadership, reflective practice, teamwork, communication, negotiation, quality assurance, community engagement, and mentoring. The study supports SDG 4 by strengthening educational leadership for quality learning environments and SDG 16 by promoting ethical, accountable, and effective school governance. Its sustainability impact lies in building enduring institutional capacity, improving leadership systems, supporting responsive service delivery, and sustaining continuous school improvement through structured professional development and technical assistance consistently across the district's public elementary education system over time.

Keywords: Behavioral Competencies, Educational Leadership, Innovation, Professional Development, Professionalism and Ethics, School Heads, Self-Management, Service Orientation, Technical Assistance, Teamwork

1. Introduction

School heads are expected to establish direction, maintain professional standards, manage limited resources, respond to administrative and stakeholder demands, and create conditions in which teachers and learners can perform effectively. Their behavioral competencies are expressed through communication, ethical judgment, emotional intelligence, adaptability, strategic thinking, problem-solving, collaboration, motivation, and the ability to translate a shared vision into coordinated action. Leithwood et al. (2004) associated effective leadership with strategic and interpersonal capacities that support collaboration and high performance, while instructional leadership, problem-solving, and adaptability help leaders respond to operational constraints and stakeholder expectations (Hallinger & Murphy, 1985). These behaviors support continuous improvement and sustainable educational practice (Day et al., 2016).

The study treats behavioral competence as extending beyond technical knowledge or the completion of assigned tasks. It encompasses underlying motives, traits, abilities, self-perceptions, social roles, usable knowledge, learned capabilities, and personal attributes that may not be immediately observable. In school leadership, these qualities become evident through decisions, relationships, work habits, ethical conduct, responsiveness, and results. Mendieta (2008) specifically emphasized decision-making, communication, and emotional intelligence as fundamental leadership traits. Their systematic development through focused support can strengthen school leadership and contribute to educational quality and sustainable school development (Glickman et al., 2014). Teachers' perceptions are important because teachers directly experience the effects of school heads' behavior on motivation, collaboration, professional trust, workload coordination, innovation, and school climate. A teacher-based appraisal can identify demonstrated strengths and competency gaps that may not be captured by formal qualifications or performance records alone. The resulting evidence can guide context-responsive training, coaching, monitoring, and other forms of technical assistance for school heads in Bayombong 2 District.

A major theme in the literature is the relationship between leadership behavior and school effectiveness. Leithwood and Jantzi (2005) emphasized transformational behaviors that communicate an inspiring vision, promote professional growth, and stimulate intellectual engagement. Related discussions consistently identify relationship-building, integrity, communication, adaptability, collaboration, empowerment, emotional awareness, strategic thinking, conflict management, and ethical decision-making as essential elements of effective leadership. These behaviors can strengthen teacher commitment, support innovation, and improve the school's capacity to manage change. Bush (2007) emphasized shared vision, teamwork, and staff capacity development as foundations of a collaborative culture of continuous improvement. Collectively, the literature indicates that school effectiveness is reinforced when leaders involve personnel in decision-making, motivate staff, maintain high expectations, and create organizational conditions that support sustained professional and institutional growth.

A second theme concerns the development of competency models as systems for aligning individual behavior with organizational needs. The competency perspective connects performance with both observable conduct and underlying personal attributes. Competencies may therefore be used to clarify organizational expectations, communicate required contributions, and guide improvement. In service-oriented organizations, competency frameworks commonly include communication, empowerment, operations, data management, service development, collaboration, and responsiveness. Because competencies are embedded in people and organizational practices, they must be deliberately cultivated to support change, continuity, and excellence. Competency systems also provide a basis for workforce planning, assessment, training, performance management, and career development. By comparing existing capabilities with desired role requirements, organizations can identify competency gaps, establish targeted development priorities, and update their frameworks as responsibilities and operating conditions change.

Across professional sectors, behavioral and interpersonal qualities are consistently treated as developable determinants of performance. Communication, empathy, problem-solving, leadership, contextual knowledge, teamwork, and results orientation complement technical and academic qualifications in professional practice. These qualities can be strengthened through education, training, coaching, and experience. Competency mapping also connects organizational goals with human-resource systems by defining expected behaviors and using them to guide recruitment, appraisal, development, selection standards, goal-setting, and succession planning. Competence-gap analysis compares required and acquired capabilities so that training can address actual deficiencies. When competency frameworks are aligned with organizational vision, operational priorities, and time-bound goals, they provide a structured basis for developing personnel and improving organizational performance.

The literature further connects competency development with performance, adaptability, and long-term organizational capacity. Competencies support career development, organizational learning, talent management, and the ability to respond to changing role requirements. Their value depends on continuous review because static competency models may no longer reflect emerging responsibilities, technologies, or external demands. Human-resource-development competencies commonly include business, interpersonal, technical, intellectual, cognitive, emotional, reflective, and personal-effectiveness dimensions. Competency-based training may therefore be organized as a progressive developmental system rather than a single intervention. Some frameworks distinguish foundational, functional, and professional dimensions through the competency cube model developed by Rodolfa et al. (2005). Overall, competency development strengthens both individual capability and the organization's capacity to sustain effective leadership and performance.

Evidence from teaching and program evaluation reinforces the importance of personal, instructional, relational, and managerial competence. Effective practice is commonly associated with cooperation, attentiveness, emotional maturity, adaptability, subject mastery, integrity, communication, motivation, commitment, responsiveness, and concern for learner progress. It also requires imaginative thinking, sound planning, effective presentation, appropriate questioning, evaluation, classroom organization, differentiated support, relationship management, and engagement with parents and communities. Competency-based assessment, feedback, and curriculum mapping can help identify areas requiring improvement. Taken together, the literature indicates that effective leadership depends on integrated personal, ethical, interpersonal, instructional, strategic, and results-oriented behaviors. These competencies can be defined, observed, assessed, mapped against organizational needs, and strengthened through continuous professional development and technical assistance.

Globally, research across education, healthcare, business, human resource development, psychology, information technology, service industries, and program management shows that behavioral competencies influence individual performance, organizational adaptation, and service quality. Although the settings differ, the recurring competencies—communication, empathy, ethical judgment, collaboration, problem-solving, adaptability, leadership, and results orientation—are directly relevant to school heads because educational institutions are people-centered organizations that require both technical management and relational leadership.

Within the Philippine educational context, Cabigao (2019) identified instructional supervision, management practices, and professional development as indicators of effective school management and linked stronger school-head competencies with improved organizational practice, student achievement, and school performance. Lindio (2017) emphasized instructional leadership, communication, decision-making, and community engagement and called for leadership training suited to local conditions. School leadership has also become increasingly demanding because of continuous organizational change, decentralization, expanded accountability, pedagogical improvement, and greater community involvement. Gonzales (2018) associated curriculum management, instructional supervision, resource allocation, vision, staff motivation, and resilience with stronger school performance. Ramos (2020) identified strategic planning, stakeholder engagement, and change management as critical competencies related to school climate and student outcomes. Santos (2016) likewise emphasized instructional leadership, administrative capability, and collaboration with teachers and community stakeholders and recommended targeted professional development.

The present study narrows this national concern to Bayombong 2 District. It examines teachers' perceptions across thirteen public elementary schools and focuses on six behavioral domains: self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. This local focus is necessary because competency priorities and support needs may vary according to institutional conditions, leadership demands, personnel expectations, and community relationships. A district-based assessment can therefore generate more usable evidence for technical assistance than a generalized leadership framework detached from the actual school context.

The study is grounded in the competency perspective, which distinguishes underlying personal characteristics from their observable behavioral expression. The definitions of competence and competency indicate that motives, traits, knowledge, abilities, self-concept, and learned attributes become meaningful when they produce effective action in a specific role. This perspective supports the assessment of school heads through demonstrated behaviors rather than through credentials or job descriptions alone. The study also draws from transformational, participative, and competency-based leadership perspectives. Transformational leadership explains how vision, motivation, individualized support, intellectual stimulation, and professional growth influence teachers and organizational climate. Participative leadership explains the value of shared decision-making, teamwork, empowerment, and stakeholder involvement. Competency-based management explains how role requirements can be translated into observable indicators, assessed for gaps, and addressed through targeted development. Together, these perspectives justify examining school heads' self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation as interrelated dimensions of effective leadership.

The conceptual structure follows an Input-Process-Output model expressed narratively rather than as a figure. The inputs consist of the respondents' demographic and professional profiles and their assessments of the six core behavioral competencies of school heads. The process involves continuous assessment and evaluation of these competencies, including the identification of strengths, deficiencies, and appropriate professional-development responses. Teacher motivation and school climate function as important pathways through which leadership behavior affects perceived effectiveness. The intended output is an enhanced set of core behavioral competencies supported by a district-level technical assistance framework. Feedback from assessment and implementation is expected to refine subsequent support and sustain improvement.

Existing literature provides extensive descriptions of leadership, professional, instructional, and organizational competencies, but the manuscript identifies limited emphasis on the specific behavioral competencies that school heads need to demonstrate in actual school settings. Many competency studies were conducted in noneducational sectors or examined broad professional and technical capabilities. Even studies focused on school leadership commonly emphasized instructional supervision, administrative performance, or general leadership effectiveness rather than a localized, teacher-based assessment of self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. A second gap concerns perspective and context. Teachers interact continuously with school heads and are directly affected by leadership decisions and behavior, yet their observations are not always used as the primary basis for competency development. Bayombong 2 District also requires evidence that reflects its own schools rather than assumptions derived from other regions, countries, or sectors. The study responds by using teachers' perceptions to identify demonstrated competency levels and the professional-development activities most relevant to district needs.

A third gap involves the connection between assessment and intervention. Overall leadership success cannot be captured fully through a single measure and must instead be examined through carefully selected behavioral indicators. These indicators provide practical evidence of performance while remaining partial representations of a school head's broader leadership capacity. Professional development is most useful when it is continuous, supported, reflective, and connected to everyday practice. Leadership improvement also requires attention to developing others, achieving results, influencing personnel, and responding to actual school conditions. The present study therefore moves beyond description by using competency evidence to formulate technical assistance that can strengthen leadership practice over time. A systematic, locally grounded assessment can help education leaders avoid generic training, direct resources toward actual competency

needs, monitor improvement, support school heads, strengthen teacher-school head relationships, and sustain a school climate conducive to teaching and learning.

The study aligns most directly with SDG 4 – Quality Education because stronger school leadership supports effective teaching environments, teacher development, improved school management, and conditions favorable to learner achievement. Its emphasis on competency assessment and targeted technical assistance contributes to the institutional capacity required to maintain educational quality. It also supports SDG 16 – Peace, Justice, and Strong Institutions through its focus on professionalism and ethics, accountable decision-making, service orientation, transparent performance expectations, and responsive school governance. School heads who demonstrate these competencies are better positioned to build trust, manage responsibilities consistently, and maintain fair and functional educational institutions. SDG 17 – Partnerships for the Goals is relevant because teamwork, stakeholder engagement, community involvement, and coordinated technical assistance require collaboration among school heads, teachers, district officials, parents, and other education stakeholders. The study's framework can support shared responsibility for leadership development and school improvement.

The study contributes to educational sustainability by identifying leadership behaviors that can maintain supportive learning environments, teacher motivation, and continuous school improvement. It treats leadership capacity as an institutional resource that must be assessed, developed, and renewed rather than assumed to remain effective without support. It contributes to institutional and governance sustainability by linking professionalism, ethics, results focus, service orientation, and feedback-based technical assistance with consistent and accountable school management. A competency framework can provide continuity in leadership expectations, training priorities, monitoring, and succession-related development even as personnel and organizational conditions change. It contributes to human-resource and organizational sustainability by applying competency mapping, gap assessment, professional development, and performance feedback to school leadership. These approaches connect educational management with organizational behavior, psychology, human resource development, and public administration. They support efficient use of training resources by directing development toward identified needs. It contributes to community sustainability by emphasizing teamwork, communication, stakeholder engagement, and service orientation. Stronger relationships among school heads, teachers, parents, and local stakeholders can reinforce shared ownership of school goals and improve the school's capacity to respond to community needs. It also contributes to innovation-oriented sustainability by treating adaptability and innovation as core leadership behaviors. School heads who can learn from feedback, manage change, and encourage new approaches are better positioned to respond to evolving educational demands without weakening institutional stability.

The study aims to determine how teachers perceive the core behavioral competencies demonstrated by school heads in Bayombong 2 District and to use the findings as the basis for a technical assistance framework. Specifically, it examines respondents' demographic and professional profiles; assesses school heads in self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation; and identifies training or professional-development activities considered effective in strengthening these competencies. The intended contribution is a locally responsive mechanism for developing school-head leadership, improving the school environment, and sustaining educational quality.

2. Material and methods

2.1 Research Design

The study employed a descriptive research design to determine the perceived core behavioral competencies of school heads in the Bayombong 2 District. The design was selected because it enabled the researcher to describe teachers' perceptions of school heads' competencies accurately and to generate information that would serve as the basis for developing a framework for technical assistance. The descriptive approach also facilitated the collection of detailed information regarding the existing conditions, perceptions, and characteristics relevant to the study while providing a systematic means of understanding the phenomena under investigation.

2.2 Locale of the Study

The study was conducted in the public elementary schools of Bayombong 2 District, Nueva Vizcaya, Philippines. Nueva Vizcaya is a province in the Cagayan Valley Region of Luzon, with Bayombong serving as its capital and a major educational center. The province comprises fifteen municipalities and is home to several indigenous cultural communities. Bayombong has long served as the provincial capital and continues to play an important role in the province's educational development, making it an appropriate setting for investigating the behavioral competencies of school heads in public elementary schools.

2.3 Respondents of the Study

The respondents of the study consisted of public elementary school teachers from the Bayombong 2 District. Teachers were selected because they directly interact with school heads and are in a position to assess the extent to which core behavioral competencies are demonstrated in school management and leadership. Their perceptions provided the primary data needed to evaluate the competencies of school heads and to formulate a framework for technical assistance.

2.4 Sample and Sampling Procedure

The study employed an appropriate sampling procedure to obtain respondents from the public elementary schools in Bayombong 2 District. The required sample size was determined to ensure adequate representation of the teacher population. Respondents were selected based on the established sampling technique described in the study, allowing each qualified teacher an opportunity to participate while ensuring that the collected data accurately represented the target population. This procedure enhanced the reliability of the findings and supported the validity of the assessment of school heads' core behavioral competencies.

2.5 Research Instrument

The study utilized a structured survey questionnaire as the primary instrument for data collection. The questionnaire was designed to assess the perceived core behavioral competencies of school heads in the areas of self-management, professionalism and ethics, results focus, teamwork, service orientation, and innovation. It consisted of two parts: the first gathered the respondents' profile, while the second measured teachers' perceptions of the behavioral competencies of school heads using a standardized rating scale. Prior to its administration, the instrument underwent validation by experts to establish content validity, and the necessary revisions were incorporated based on their recommendations. The instrument was likewise subjected to reliability testing to ensure consistency and suitability for the study.

2.6 Data Gathering Procedure

Before conducting the study, the researcher secured the necessary approvals from the appropriate educational authorities and school administrators. After obtaining permission, the researcher coordinated with the respective schools regarding the administration of the questionnaire. The purpose of the study was explained to the respondents, and they were assured that their participation was voluntary and that the information they provided would be treated with confidentiality. The questionnaires were personally distributed and retrieved after completion to ensure a high retrieval rate and the completeness of responses. The collected data were subsequently checked, organized, encoded, and prepared for statistical analysis.

2.7 Data Analysis Techniques

The collected data were organized, tabulated, and statistically analyzed to address the objectives of the study. Frequency counts and percentage distributions were used to describe the respondents' profile, while weighted mean was employed to determine the level of perceived core behavioral competencies of school heads. Appropriate inferential statistical tools were also utilized to examine significant differences in the respondents' perceptions based on their profile variables, using the prescribed level of significance. The results of these analyses served as the basis for interpreting the findings and for developing the proposed framework for technical assistance.

2.8 Ethical Considerations

The study adhered to established ethical standards throughout the research process. Permission to conduct the study was obtained from the appropriate educational authorities before data collection. Respondents were informed of the purpose of the study and were assured that their participation was voluntary. They were likewise informed that all responses would be treated with strict confidentiality and used solely for academic and research purposes. The anonymity and privacy of the respondents were safeguarded, and the collected information was handled responsibly to maintain the integrity and credibility of the research process.

3. Results and Discussion

3.1 Profile of the Respondents

3.1.1 Gender

Of the 20 respondents, 15 or 75% were female and 5 or 25% were male. The respondent group was therefore predominantly female. This distribution reflects the continuing concentration of women in the teaching profession. The imbalance may be influenced by socioeconomic conditions, the availability of alternative career opportunities for men, and traditional expectations that encourage men to pursue occupations perceived as offering higher financial returns.

3.1.2 Age

Five respondents or 25% were 31–35 years old, 8 or 40% were 36–40 years old, and 7 or 35% were 41 years old and above. The largest group was therefore composed of respondents aged 36–40 years. The distribution indicates a generally mature

and experienced group of teachers. Their age profile suggests that many respondents have already developed substantial professional exposure, a clearer sense of responsibility, and sustained commitment to teaching and learner development.

3.1.3 Civil Status

Sixteen respondents or 80% were married, 3 or 15% were single, and 1 or 5% was widowed. Married respondents formed the clear majority. This distribution may reflect the respondents' age and life stage. Personal and family responsibilities can contribute to the development of patience, stability, maturity, and accountability, which may influence professional relationships and the manner in which teachers perform their responsibilities.

3.1.4 Highest Educational Attainment

Thirteen respondents or 65% had earned units toward a master's degree, 4 or 20% had completed a master's degree, and 3 or 15% had earned units toward a PhD or EdD. None had completed a doctoral degree. Most respondents were therefore pursuing or had completed graduate-level education. The results indicate continuing engagement in professional learning, although doctoral completion remained absent in the group. Graduate study can broaden educators' knowledge of organizational strategy, resource management, communication, collaboration, advocacy, and professionalism. Continued preparation in management and leadership is therefore relevant to improving professional practice and strengthening school performance.

3.1.5 Length of Teaching Experience

Four respondents or 20% had 6–10 years of experience, 3 or 15% had 11–15 years, 5 or 25% had 16–20 years, and 8 or 40% had 21 years or more. The largest proportion had served for at least 21 years, indicating extensive professional experience. This length of service suggests substantial accumulated knowledge, skills, professional values, loyalty, and dedication. Prolonged engagement in teaching can complement formal education by providing repeated opportunities to solve problems, refine practice, understand school conditions, and strengthen professional judgment.

3.1.6 Current Teaching Position

Three respondents or 15% were Teacher I, 5 or 25% were Teacher II, 8 or 40% were Teacher III, and 4 or 20% were Master Teachers. Teacher III constituted the largest position group, while Teacher I constituted the smallest. The distribution reflects career progression based on qualifications, performance, training, assessment, and compliance with professional standards. Reyes (2019) highlights that promotions are often linked to performance evaluations, additional training, and assessments. Advancement also depends on meeting prescribed requirements for reclassification, demonstrating professional competence, and accumulating the qualifications and experience required for higher positions.

3.1.7 Latest Performance Rating

Seventeen respondents or 85% received an Outstanding rating, while 3 or 15% received a Very Satisfactory rating. No respondent received a rating below Very Satisfactory. The results indicate consistently high assessed performance among the respondents. Performance ratings provide a formal basis for examining work quality, identifying strengths and development needs, and supporting personnel decisions. Constructive appraisal can also reinforce accountability, clarify expectations, guide professional improvement, and align individual performance with organizational objectives.

3.1.8 Seminars and Trainings Attended

All 20 respondents or 100% had attended district-level seminars or trainings. Ten or 50% had attended division-level activities, while 5 or 25% had attended activities at each of the regional, national, and international levels. Participation was therefore universal at the district level but substantially lower at broader levels. The pattern confirms the importance of accessible and sustained professional development while revealing limited exposure beyond the district and division. Effective development activities should provide relevant content, active participation, collaboration, and opportunities to apply learning to professional practice. Broader access to higher-level training may further expand teachers' knowledge, professional networks, and exposure to emerging educational approaches.

3.2 Core Behavioral Competencies of School Heads

3.2.1 Self-Management

Self-management obtained an average weighted mean of 4.40, interpreted as Very Evident. Prioritizing tasks and schedules ranked highest at 4.75, followed by setting personal goals, directions, needs, and development at 4.55; undertaking clear and purposeful actions aligned with personal and organizational values at 4.30; displaying emotional maturity and enthusiasm for higher goals at 4.25; and setting high-quality, challenging, and realistic goals at 4.15. The findings indicate that school heads consistently regulate their priorities, goals, behavior, and emotional responses. This pattern reflects disciplined work organization, purposeful decision-making, reliability, and the capacity to align personal conduct with institutional expectations. These qualities support leadership integrity, personal growth, and sustained performance.

3.2.2 Professionalism and Ethics

Professionalism and ethics received an average weighted mean of 4.41, interpreted as Very Evident. Making personal sacrifices for organizational needs ranked first at 4.70, followed by practicing ethical and professional conduct while considering the effects of decisions at 4.65; demonstrating the prescribed norms and ethical standards for public officials and employees at 4.50; maintaining trustworthiness, attendance, punctuality, grooming, and communication at 4.15; and acting with urgency and responsibility to meet organizational needs and improve systems at 4.05. The high ratings indicate strong commitment to integrity, ethical conduct, organizational responsibility, and professional demeanor. Professional conduct is demonstrated through appropriate appearance, dependable attendance, respectful communication, composure, consistency, and careful consideration of how decisions affect others. These behaviors build credibility, trust, and confidence in school leadership.

3.2.3 Results Focus

Results focus obtained an average weighted mean of 3.61, interpreted as Evident. Avoiding rework, mistakes, and wastage through effective methods ranked highest at 3.85, followed by optimizing time and resources at 3.75; delivering error-free outputs through consistent adherence to procedures at 3.65; seeking more precise ways to meet goals and reduce inefficiency at 3.50; and changing systems or work methods to improve quality, speed, cost, or efficiency at 3.30. The findings show that school heads generally prioritize efficient and accurate performance, although proactive changes to systems and work methods received the lowest assessment. Results-oriented leadership requires clear priorities, disciplined use of resources, consistent procedures, attentive listening, sound judgment, and the willingness to improve existing practices. The lower rating for system-level changes indicates an area that may benefit from further technical support.

3.2.4 Teamwork

Teamwork received an average weighted mean of 3.67, interpreted as Evident. Promoting collaboration and removing barriers to shared goals ranked first at 3.95, followed by willingly performing one's share of responsibility at 3.80; applying negotiation principles to reach win-win agreements at 3.75; building consensus and team ownership of decisions at 3.55; and working constructively across individuals and organizations at 3.30. The results show that school heads support collaboration, responsibility, negotiation, and shared decision-making, although broader cross-organizational collaboration was less evident. Effective teamwork depends on clear roles, shared goals, mutual accountability, constructive communication, and stable working relationships. Strengthening collaboration beyond the immediate school organization may improve coordination, responsiveness, and collective problem-solving.

3.2.5 Service Orientation

Service orientation obtained an average weighted mean of 3.60, interpreted as Evident. Taking personal responsibility for resolving customer service concerns ranked first at 3.85, followed by explaining organizational directions, issues, and problems at 3.75; initiating activities supporting the empowerment of men and women at 3.60; participating in the updating of the office vision, mission, mandates, and strategies at 3.50; and developing simplified service-improvement procedures at 3.30. The findings indicate that school heads are responsive to service concerns and organizational communication, while formal service-improvement systems require further strengthening. Service-oriented leadership requires attention to stakeholder needs, personal accountability for concerns, clear communication, responsive procedures, and consistent efforts to improve service delivery. Organizational support, teamwork, recognition, and engaged leadership can reinforce these behaviors. The comparatively lower rating for simplified service-improvement procedures suggests a need to strengthen systematic and sustainable approaches to serving students, teachers, parents, and other stakeholders.

3.2.6 Innovation

Innovation received an average weighted mean of 3.71, interpreted as Evident. Promoting a creative climate and inspiring original ideas ranked first at 3.95, followed by using resourceful methods despite limited resources at 3.80; examining root causes and proposing effective and efficient solutions at 3.75; translating creative thinking into tangible organizational improvements at 3.60; and thinking beyond conventional approaches to increase personal productivity and value at 3.45. The findings indicate that school heads encourage creativity and resourcefulness, but the conversion of innovative thinking into sustained changes and higher personal productivity was comparatively less evident. Effective innovation requires leaders to encourage original ideas, examine problems carefully, use available resources creatively, and convert proposals into practical improvements. Continued support for experimentation, reflection, and implementation may help embed innovation more consistently in school operations.

3.3 Professional Development Activities for Technical Assistance

3.3.1 Perceived Effectiveness of the Proposed Activities

The proposed professional development activities obtained an average weighted mean of 4.55, interpreted as Very Effective. Collaborative sessions on integrity, ethical standards, and sound administrative decision-making ranked first at 4.85. Learning Action Cell sessions on vision, strategic goals, and stakeholder inspiration followed at 4.65. Workshops on change leadership, innovation, and adaptation obtained 4.55; reflective practice sessions on data-informed decisions, self-

assessment, and continuous improvement obtained 4.40; and coaching and mentoring on listening, feedback, conflict resolution, and relationship-building obtained 4.30. The findings support a technical-assistance framework combining ethical leadership, strategic direction, change management, reflective practice, and interpersonal development. Reyes (2019) emphasized the role of ethics and integrity in school leadership. The strong ratings further indicate that school heads require development opportunities that connect vision-setting with stakeholder engagement, support adaptation to educational change, encourage reflective and evidence-informed decisions, and strengthen communication and relationships. Mercado (2017) demonstrated that reflective, data-driven practices support continuous improvement.

4. Conclusion & Recommendations

The study concluded that school heads consistently demonstrated strong core behavioral competencies, particularly in self-management, professionalism and ethics, results focus, teamwork, and service orientation. They effectively managed their responsibilities through organized work practices, upheld high ethical and professional standards, remained committed to achieving organizational goals, promoted collaboration and shared responsibility, and exhibited a strong commitment to serving stakeholders. These competencies contributed to responsive, inclusive, and effective school leadership, fostering a positive school environment and supporting improved organizational performance.

The study recommends that school heads continuously strengthen their core behavioral competencies through professional development programs focusing on self-management, ethical leadership, reflective practice, teamwork, communication, negotiation, quality assurance, and service-oriented leadership. It further recommends that top management and the human resource division provide sustained training, mentorship, and collaborative learning opportunities to enhance leadership effectiveness, strengthen stakeholder engagement, promote continuous improvement, and support the development of competent and responsive school leaders.

Compliance with ethical standards

The author declares no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the focus on psychological well-being, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed, and required institutional permissions were secured for instrument use and access to academic records.

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