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## CORE BEHAVIORAL AND LEADERSHIP COMPETENCIES OF THE MAPEH DEPARTMENT HEADS IN REGION III: BASIS FOR A TRAINING PLAN



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### ABSTRACT

This study investigated the core behavioral and leadership competencies of the MAPEH department heads in Region III, the challenges they encountered, the significant relationships between the six core behavioral and the three leadership competencies of the department heads; proposed a training plan based on the findings; and identified the implications of the study to educational management. A descriptive-correlational design was utilized with the use of a questionnaire as the primary instrument in gathering the data. Triangulation was used in the study by incorporating multiple data sources and methods to ensure a comprehensive and robust analysis. The findings revealed that: (1) the core behavioral competencies of the MAPEH Department Heads in Region III demonstrated their **Very Satisfactory** levels across several key areas of self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation; (2) the overall data results of **Very Satisfactory** for the MAPEH department heads' leadership competencies focusing on leading people, people performance management, and people development; (3) the correlation matrix among the six core behavioral competencies of the MAPEH Department Heads in Region III and their relationship with the three leadership competencies (People Development, People Performance Management, and Leading People) reveals significant relationships; (4) The MAPEH (Music, Arts, Physical Education, and Health) Department Heads in Region III **Sometimes** faced a myriad of challenges that test their leadership and management skills; (5) a training plan was proposed based on the findings; and (6) the study's implications to educational management provided valuable insights into the qualities and skills that are essential for effective leadership in the MAPEH domain. The study concluded that MAPEH Department Heads in Region III demonstrated strong competencies in self-management, professionalism, teamwork, service orientation, and innovation, with significant positive correlations between these competencies and leadership effectiveness, while also identifying challenges and proposing a comprehensive training plan to enhance their skills and address these challenges. Thus, it was recommended that educational authorities implement workshops, ethical training, goal-setting systems, team-building, customer service training, creative problem-solving, leadership development, performance management, coaching programs, and targeted support, while integrating core

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competencies like professionalism, ethics, teamwork, and service orientation into leadership training for MAPEH Department Heads to enhance educational outcomes.

**Keywords:** *Core Behavioral, Leadership competencies, MAPEH Department Heads, Training Enhancement Plan*

## INTRODUCTION

In striving to achieve the United Nations Sustainable Development Goal 4 (Quality Education), this study seeks to make a substantial contribution to the improvement of educational leadership and behavioral competencies within the context of Region III, Philippines. Education stands as the cornerstone of progress and development, and effective leadership plays a pivotal role in ensuring its quality and accessibility for all. This study embarks on a journey from a global perspective, pinpointing the substantial contribution it will make towards the realization of Goal 4, and then gradually narrows its focus to the regional level, examining the specific context of Region III.

The imperative for this study emerges from a future-oriented perspective, envisioning a world where education acts as a catalyst for positive change and empowerment. As we peer into the future, it becomes evident that school department heads hold pivotal roles in the education ecosystem. Their leadership and behavioral competencies profoundly influence the quality of education imparted to our students. Yet, there exists a pressing knowledge gap concerning how these leaders can be effectively trained to enhance their competencies.

The Department of Education (DepEd) utilizes the Office Performance and Commitment Review Form (OPCRF) to evaluate the performance of school heads over a specific academic year. DepEd Order No. 024, s.2020, establishes the legal basis for adopting the OPCR and implementing the Philippine Professional Standards for School Heads (PPSSH). The OPCR assesses the school head's performance in various domains, such as operations management, instructional leadership, and personal effectiveness. The OPCR is also used to give the school head feedback and pinpoint areas that need improvement. A framework for the execution of the PPSSH and the OPCR is also provided by the DepEd Performance Management System (DPMS). The purpose of the DPMS is to guarantee that school heads' performance is in line with the DepEd's aims and objectives.

In the ever-changing field of education, focusing on leadership and behavioral competencies is essential, as these are fundamental criteria within the Individual Performance Commitment and Review Form (IPCRF). The IPCRF plays a big part in assessing the performance of leaders, which is a primary focus of our research. By delving deeply into these core competencies, our study seeks to refine the IPCRF criteria to enhance educational management and offer valuable insights into the effectiveness of MAPEH Department Heads in Region III.

The Department of Education in the Philippines utilizes the Results-Based Performance Management System (RPMS) to that the country's education is empowering, relevant, accessible, and of high quality. The RPMS is aligned with the Philippine Professional Standards for Teachers (PPST) and evaluates teachers' classroom performance. It incorporates several performance appraisal forms, including the Performance Monitoring and Coaching Form,

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Midyear Review Form, Individual Performance Commitment and Review Form (IPCRF), and Classroom Observation Tools (COT). Teachers' performance is recorded on the IPCRF, which serves as the foundation for their evaluation and professional development.

The study aimed to evaluate RPMS implementation in a public elementary school. The results indicated successful implementation, although challenges such as inadequate understanding of the system and insufficient support from higher authorities were noted. This study was also inspired by numerous related studies highlighting the importance of core behavioral competencies and leadership skills in educational settings.

Guzman (2020) underscores the significance of these competencies, showing that those with doctorate degrees consistently exhibit high levels of leadership and behavioral competencies. Similarly, Gregorio's (2019) research emphasizes the need for a comprehensive understanding of these competencies among both educational leaders and the broader educational workforce.

Velasco (2020) provides a roadmap for developing leadership competencies, highlighting the necessity of guidance in this area. In the field of educational leadership, De Guzman (2020) reaffirms the proficiency of educational leaders in core behavioral competencies and examines the positive relationship between leadership competency and organizational performance.

Tumapon, and Pabayo (2021) aimed to determine the leadership abilities of public elementary school principals in the Cagayan de Oro City Division. The findings showed that school heads were competent in human resource management, instructional leadership, and school administration but needed improvement in strategic planning, community relations, and personal attributes.

To contextualize the significance of this study, this study referenced related research endeavors. The study highlights the relevance of advanced studies for school heads in enhancing their leadership and core behavioral competencies, showing the potential impact of training programs on school performance, aligning with Goal 4. Furthermore, it emphasizes the importance of competence assessments for targeted training programs, mirroring our intent to assess and enhance the competencies of MAPEH department heads. Additionally, lays the groundwork by evaluating the competencies of regional school leaders. Our study builds on this foundation, focusing on MAPEH department heads in Region III.

Moreover, it aligns with our study's objectives, offering insights into core behavioral and leadership competencies consistent with the Philippine Professional Standards for School Heads (PPSSH). It also provides context by highlighting the evolving educational landscape amid challenges like the COVID-19 pandemic. Lastly, the "IPCRF review notes for teachers" underscore the importance of performance assessment and improvement, which our study aims to facilitate for MAPEH department heads.

In this study, the researcher delved into the specifics, describing the leadership and behavioral competencies of MAPEH department heads in Region III and their significant relationships, the challenges encountered by the departments, and crafting a training enhancement plan that can pave the way for enhanced educational leadership in this critical area. In doing so, the researcher believes this study will be a significant step towards realizing Sustainable Development Goal 4, ensuring quality education for all learners in the region and beyond.

MAPEH department heads in Region III of the Philippines likely require a blend of educational leadership and subject-specific competencies. These include critical thinking,

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effective communication, and positive behavior management. Given MAPEH's diverse subjects, adaptability and creativity are crucial. Additionally, socioemotional competencies like emotional intelligence and teamwork are valuable in the Philippine education sector. These combined skills enable department heads to effectively lead their teams, implement curricula, and contribute to educational and health-related goals in their region.

## RESULTS AND DISCUSSIONS

### 1. Core Behavioral Competencies of The MAPEH Department Heads in Region III

The core behavioral competencies of MAPEH Department Heads in Region III are crucial for creating an effective educational environment. These leaders excel in strategic planning, professional development, and communication, fostering collaboration and support among staff and students. Their strong organizational skills ensure efficient resource management, while their commitment to student-centered and inclusive practices guarantees a holistic education. Through their exemplary leadership, MAPEH Department Heads significantly enhance the quality of education in Region III.

#### 1.1. Self-Management

Self-management among MAPEH Department Heads in Region III is essential for their effectiveness as leaders. These individuals demonstrate exceptional time management, prioritizing tasks to balance administrative duties with instructional leadership. They exhibit self-discipline and resilience, maintaining focus and productivity even in challenging situations. By continuously seeking personal and professional growth, they stay updated with the latest educational trends and practices. Their ability to manage stress and maintain a positive attitude serves as a model for their colleagues and students, fostering a conducive learning environment. Through their exemplary self-management, these department heads contribute significantly to the overall success and advancement of their schools.

Table 1 displays the tabulated responses of the department heads, teachers, and school heads on the level of self-management which is one of the core behavioral competencies of the MAPEH department heads in Region III.

The self-management competencies of the MAPEH Department Heads in Region III, as assessed in the study, demonstrate their **Very Satisfactory** levels across several key areas. Department heads received a "Very Satisfactory" rating overall, with specific strengths in setting personal goals and direction, undertaking clear and purposive actions aligned with organizational values, and prioritizing work tasks effectively. Crucially, they also excel in creating high-caliber, demanding, and achievable objectives for themselves and others. However, their emotional maturity and enthusiasm for achieving higher goals were rated slightly lower, at the "Very Satisfactory" level. The grand mean score for department heads was 4.29.

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**Table 1**  
**Department Head's Self-Management Core Behavioral Competencies**

1. Self-Management	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Sets personal goals and direction, needs and development.	4.44	Very Satisfactory	4.31	Very Satisfactory	4.27	Very Satisfactory	4.34	Very Satisfactory
Undertakes personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.50	Outstanding	4.32	Very Satisfactory	4.20	Very Satisfactory	4.34	Very Satisfactory
Displays emotional maturity and enthusiasm for and is challenged by higher goals.	3.65	Very Satisfactory	4.07	Very Satisfactory	4.07	Very Satisfactory	3.93	Very Satisfactory
Prioritize work tasks and schedules (through gantt charts, checklists, etc.) to achieve goals.	4.41	Very Satisfactory	4.14	Very Satisfactory	4.15	Very Satisfactory	4.23	Very Satisfactory
Sets high quality, challenging, realistic goals for self and others.	4.44	Very Satisfactory	4.34	Very Satisfactory	4.38	Very Satisfactory	4.39	Very Satisfactory
<b>Grand Mean</b>	<b>4.29</b>	<b>Very Satisfactory</b>	<b>4.24</b>	<b>Very Satisfactory</b>	<b>4.21</b>	<b>Very Satisfactory</b>	<b>4.25</b>	<b>Very Satisfactory</b>

Nonetheless, the self-management aspect that received the lowest rating pertains to the department's ability to exhibit emotional maturity and maintain enthusiasm, particularly when faced with challenging, higher goals. The low rating in this specific area of self-management highlights a significant concern regarding the department's emotional intelligence and motivational drive. Emotional maturity is crucial in maintaining composure and making sound decisions under pressure, while enthusiasm for higher goals is essential for fostering a proactive and ambitious work environment. The deficiency in these competencies can lead to decreased morale, reduced productivity, and an inability to effectively tackle complex challenges. This gap suggests a need for targeted interventions to enhance emotional resilience and goal-oriented motivation among department members.

### 1.2. Professionalism and Ethics

Professionalism and ethics are the cornerstone of the leadership exhibited by MAPEH Department Heads in Region III. These leaders uphold the highest standards of integrity, ensuring transparency and fairness in all their dealings. They serve as role models for both

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staff and students, demonstrating respect, accountability, and a strong commitment to ethical practices. By fostering an environment of trust and mutual respect, they promote a positive and inclusive school culture. Their dedication to ethical decision-making and professional conduct not only enhances their credibility but also significantly contributes to the overall integrity and success of their educational institutions.

Table 2 displays the tabulated responses of the department heads, teachers, and school heads on the level of professional and ethics which is one of the core behavioral competencies of the MAPEH department heads in Region III.

The professional and ethics competencies of the MAPEH Department Heads in Region III, as evaluated in the study, reflect a strong adherence to ethical standards and professional behavior with **Very Satisfactory** overall mean. Department heads received an overall "Very Satisfactory" rating, with a grand mean score of 4.44. This high rating is indicative of their commitment to the values and behaviors enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).

The evaluation by school heads of the MAPEH Department Heads in Region III on the core behavioral competency of professionalism and ethics provides a comprehensive view of the department heads' commitment to ethical standards and professional conduct. School heads rated the department heads highly in various key aspects of this competency, resulting in an overall mean score of 4.35, which is classified as "Very Satisfactory." The department heads were especially recognized for exemplifying the values and behaviors outlined in the Norms of Conduct and Ethical Standards for Public Officials and Employees (RA 6713), achieving a mean score of 4.40, also rated as "Very Satisfactory." This highlights their strong dedication to upholding ethical standards in their roles.

The findings also indicate that the school heads' evaluations emphasize the MAPEH Department Heads' strong competencies in professionalism and ethics. The department heads are seen as proficient in maintaining ethical standards, demonstrating professional conduct, upholding a reliable and professional image, making personal sacrifices for the organization, and acting with a sense of urgency and responsibility. These competencies are crucial for fostering a reliable and effective educational environment, ensuring that the department operates with integrity and professionalism. The high ratings from school heads highlight the department heads' commitment to ethical conduct and professional excellence, which are vital for the overall success and reputation of the educational institution.

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**Table 2  
Department Head's Professional and Ethics Core Behavioral Competencies**

Professional and Ethics	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	4.46	Very Satisfactory	4.40	Very Satisfactory	4.40	Very Satisfactory	4.42	Very Satisfactory
Practices ethical and professional behavior and conduct taking into account the impact of decisions.	4.56	Outstanding	4.34	Very Satisfactory	4.32	Very Satisfactory	4.41	Very Satisfactory
Maintains a professional image: being trustworthy, regularity of attendance and punctuality	4.31	Very Satisfactory	4.36	Very Satisfactory	4.34	Very Satisfactory	4.34	Very Satisfactory
Makes personal sacrifices to meet the organization's needs.	4.38	Very Satisfactory	4.31	Very Satisfactory	4.28	Very Satisfactory	4.32	Very Satisfactory
Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.	4.47	Very Satisfactory	4.35	Very Satisfactory	4.32	Very Satisfactory	4.38	Very Satisfactory
<b>Grand Mean</b>	<b>4.44</b>	<b>Very Satisfactory</b>	<b>4.35</b>	<b>Very Satisfactory</b>	<b>4.33</b>	<b>Very Satisfactory</b>	<b>4.37</b>	<b>Very Satisfactory</b>

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### 1.3. Result Focus

The result focus of MAPEH Department Heads in Region III is pivotal to their success as educational leaders. These individuals are driven by clear goals and outcomes, consistently striving to enhance student performance and program effectiveness. They employ data-driven decision-making to identify areas for improvement and implement strategies that yield measurable results. By setting high standards and maintaining a relentless pursuit of excellence, they ensure that both teachers and students achieve their full potential. Their commitment to continuous improvement and accountability not only drives academic success but also fosters a culture of achievement and innovation within their schools.

Table 3 displays the tabulated responses of the department heads, teachers, and school heads on the level of being result focus which is one of the core behavioral competencies of the MAPEH department heads in Region III.

The self-assessment of the MAPEH Department Heads in Region III, along with the evaluations made by teachers and school heads regarding the department heads' result focus, provides a comprehensive view of their competencies in this area with a **Very Satisfactory** over-all rating. The department heads rated themselves highly in achieving results with optimal use of time and resources, avoiding rework and mistakes, delivering error-free outputs, expressing a desire to improve, and making specific changes to enhance performance. Their self-assessment resulted in a grand mean score of 4.34, indicating a "Very Satisfactory" level of competency in result focus.

Teachers also evaluated the department heads on these same aspects and provided slightly lower but still high ratings. They noted the department heads' proficiency in achieving results efficiently, avoiding mistakes, delivering high-quality outputs, and striving for improvement, with a grand mean score of 4.32, also reflecting a "Very Satisfactory" level of competency. While specific detailed scores from school heads were not separately listed, the overall context suggests that their ratings align closely with those of the department heads and teachers, indicating a similar "Very Satisfactory" level of competency.

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**Table 3**  
**Department Head's Result Focus Core Behavioral Competencies**

3. Result Focus	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Achieves results with optimal use of time and resources most of the time.	4.38	Very Satisfactory	4.28	Very Satisfactory	4.26	Very Satisfactory	4.31	Very Satisfactory
Avoids rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.45	Very Satisfactory	4.26	Very Satisfactory	4.32	Very Satisfactory	4.34	Very Satisfactory
Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	4.15	Very Satisfactory	4.25	Very Satisfactory	4.27	Very Satisfactory	4.22	Very Satisfactory
Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.38	Very Satisfactory	4.53	Very Satisfactory	4.31	Very Satisfactory	4.41	Very Satisfactory
Makes specific changes in the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.	4.34	Very Satisfactory	4.28	Very Satisfactory	4.32	Very Satisfactory	4.32	Very Satisfactory
<b>Grand Mean</b>	<b>4.34</b>	<b>Very Satisfactory</b>	<b>4.32</b>	<b>Very Satisfactory</b>	<b>4.30</b>	<b>Very Satisfactory</b>	<b>4.32</b>	<b>Very Satisfactory</b>

#### 1.4. Teamwork

Teamwork is a fundamental aspect of the leadership approach of MAPEH Department Heads in Region III. These leaders foster a collaborative culture by encouraging open communication, mutual support, and shared goals among their staff. They organize regular team meetings and professional learning communities where teachers can exchange ideas, resources, and best practices. By promoting a sense of unity and collective responsibility, they ensure that all team members are aligned in their efforts to enhance student learning and program effectiveness. This collaborative environment not only boosts

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morale and job satisfaction among teachers but also leads to innovative solutions and improved educational outcomes for students.

Table 4 displays the tabulated responses of the department heads, teachers, and school heads on the level of teamwork which is one of the core behavioral competencies of the MAPEH department heads in Region III.

**Table 4**  
**Department Head's Team Work Core Behavioral Competencies**

4. Teamwork	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Willingly does his/her share of responsibility.	4.40	Very Satisfactory	4.40	Very Satisfactory	4.42	Very Satisfactory	4.40	Very Satisfactory
Promotes collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.39	Very Satisfactory	4.27	Very Satisfactory	4.11	Very Satisfactory	4.26	Very Satisfactory
Applies negotiation principles in arriving at win-win agreements.	4.50	Outstanding	4.40	Very Satisfactory	4.35	Very Satisfactory	4.42	Very Satisfactory
Drives consensus and team ownership of decisions.	4.28	Very Satisfactory	4.39	Very Satisfactory	4.38	Very Satisfactory	4.35	Very Satisfactory
Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.41	Very Satisfactory	4.41	Very Satisfactory	4.35	Very Satisfactory	4.39	Very Satisfactory
<b>Grand Mean</b>	<b>4.39</b>	<b>Very Satisfactory</b>	<b>4.37</b>	<b>Very Satisfactory</b>	<b>4.32</b>	<b>Very Satisfactory</b>	<b>4.36</b>	<b>Very Satisfactory</b>

Teachers' evaluations of the department heads mirrored these high ratings, with a grand mean score of 4.37, also indicating a "Very Satisfactory" level of competency in teamwork. Teachers recognized the department heads' effectiveness in sharing responsibility (4.40, Very Satisfactory), promoting collaboration (4.27, Very Satisfactory), applying negotiation principles (4.40, Outstanding), driving consensus (4.39, Very Satisfactory), and working constructively with others (4.41, Very Satisfactory). These ratings reflect the teachers' acknowledgment of the department heads' strong collaborative skills and their ability to foster a cooperative working environment.

The school heads' evaluation of the MAPEH Department Heads in Region III on the core behavioral competency of teamwork provides valuable insights into the department heads' collaborative abilities and effectiveness in fostering a cooperative work environment. School heads rated the department heads highly in several key aspects of teamwork,

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resulting in a grand mean score of 4.37, which is categorized as "Very Satisfactory." They acknowledged the department heads' willingness to share responsibilities, with a mean score of 4.40, indicating a "Very Satisfactory" performance. They also rated the department heads' ability to promote collaboration and remove barriers to teamwork at 4.27, reflecting a strong commitment to fostering a collaborative environment. In terms of applying negotiation principles to arrive at win-win agreements, the department heads received an "Outstanding" rating with a mean score of 4.40, highlighting their effectiveness in achieving mutually beneficial outcomes.

### **1.5. Service Orientation**

Service orientation is a key attribute of MAPEH Department Heads in Region III, driving their commitment to the welfare and development of their students and staff. These leaders prioritize the needs of their educational community, ensuring that resources and support are readily available to enhance teaching and learning experiences. They actively seek feedback and are responsive to the concerns and suggestions of both students and teachers, fostering a supportive and inclusive environment. By demonstrating empathy, dedication, and a proactive approach to problem-solving, they cultivate a culture of service that significantly contributes to the overall well-being and success of their schools.

Table 5 displays the tabulated responses of the department heads, teachers, and school heads on the level of service orientation which is one of the core behavioral competencies of the MAPEH department heads in Region III.

The evaluation of the MAPEH Department Heads in Region III on the core behavioral competency of service orientation highlights their strong commitment to serving the needs of their organization and stakeholders with **Very Satisfactory** over-all rating.. The department heads rated themselves highly across several key aspects of service orientation, with a grand mean score of 4.50, which is categorized as "Outstanding." They assessed their ability to explain and articulate organizational directions, take personal responsibility for addressing customer service issues, initiate advocacy activities, participate in updating office strategies, and develop service improvement programs. Notably, they rated their participation in updating office vision, mission, and strategies at 4.56 and their development of service improvement programs at 4.61, both marked as "Outstanding."

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**Table 5**  
**Department Head's Service Orientation Core Behavioral Competencies**

5. Service Orientation	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Can explain and articulate organizational directions, issues and problems. Takes personal responsibility for dealing with and/or correcting customer service issues and concerns. Initiates activities that promotes advocacy for men and women empowerment. Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.25	Very Satisfactory	4.28	Very Satisfactory	4.23	Very Satisfactory	4.25	Very Satisfactory
Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.59	Outstanding	4.29	Very Satisfactory	4.29	Very Satisfactory	4.39	Very Satisfactory
Participates in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.47	Very Satisfactory	4.30	Very Satisfactory	4.27	Very Satisfactory	4.35	Very Satisfactory
Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.56	Outstanding	4.30	Very Satisfactory	4.27	Very Satisfactory	4.38	Very Satisfactory
Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.61	Outstanding	4.28	Very Satisfactory	4.28	Very Satisfactory	4.39	Very Satisfactory
<b>Grand Mean</b>	<b>4.50</b>	<b>Outstanding</b>	<b>4.29</b>	<b>Very Satisfactory</b>	<b>4.27</b>	<b>Very Satisfactory</b>	<b>4.35</b>	<b>Very Satisfactory</b>

Teachers provided similarly high ratings for the department heads, resulting in a grand mean score of 4.29, indicating a "Very Satisfactory" level of competency in service orientation. Teachers recognized the department heads' ability to articulate organizational directions (4.28, Very Satisfactory), take responsibility for customer service issues (4.29, Very Satisfactory), initiate advocacy activities (4.30, Very Satisfactory), participate in updating office strategies (4.30, Very Satisfactory), and develop service improvement programs (4.28,

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Very Satisfactory). These ratings reflect the teachers' appreciation of the department heads' dedication to improving service delivery and addressing the needs of the organization and its stakeholders.

### **1.6. Innovation**

Innovation is a hallmark of the leadership exhibited by MAPEH Department Heads in Region III. These leaders are committed to exploring and implementing cutting-edge teaching methods and technologies to enhance the educational experience. They encourage creative thinking and experimentation among their staff, fostering an environment where new ideas are welcomed and tested. By staying abreast of the latest trends and advancements in education, they continuously refine and improve their programs to meet the evolving needs of their students. This forward-thinking approach not only enriches the curriculum but also prepares students to thrive in a rapidly changing world.

Table 6 displays the tabulated responses of the department heads, teachers, and school heads on the level of innovation which is one of the core behavioral competencies of the MAPEH department heads in Region III.

The evaluation of the MAPEH Department Heads in Region III on the core behavioral competency of innovation provides insights into their ability to foster creativity and implement innovative solutions. Both the department heads' self-assessments and the evaluations by teachers and school heads highlight their **Very Satisfactory** competencies in promoting and executing innovative practices within their roles.

Additionally, the department heads rated their efforts to promote a creative climate and inspire co-workers to develop original ideas or solutions at 4.41, categorized as "Very Satisfactory." Their ability to translate creative thinking into tangible changes and solutions that improve the work unit and organization received a mean score of 4.44, also "Very Satisfactory."

Teachers provided similarly high ratings for the department heads, resulting in a grand mean score of 4.27, indicating a "Very Satisfactory" level of competency in innovation. Teachers acknowledged the department heads' ability to examine root causes and suggest solutions, with a mean score of 4.28, reflecting a "Very Satisfactory" performance. They also recognized the department heads' ability to think creatively and improve productivity, with a mean score of 4.28. In terms of promoting a creative climate and inspiring co-workers, teachers rated the department heads at 4.28, indicating a "Very Satisfactory" level. The department heads' efforts to translate creative thinking into tangible changes and solutions were rated at 4.23, also "Very Satisfactory." Finally, their use of ingenious methods to accomplish responsibilities and demonstrate resourcefulness received a mean score of 4.26, reflecting a strong capability in innovation.

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**Table 6**  
**Department Head's Innovation Core Behavioral Competencies**

6. Innovation	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency). Demonstrates an ability to think "beyond the box".	4.56	Outstanding	4.28	Very Satisfactory	4.28	Very Satisfactory	4.38	Very Satisfactory
Continuously focuses on improving personal productivity to create higher value and results. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	4.70	Outstanding	4.28	Very Satisfactory	4.24	Very Satisfactory	4.41	Very Satisfactory
Translates creative thinking into tangible changes and solutions that improve the work unit and organization. Uses ingenious methods to accomplish responsibilities. Demonstrates resourcefulness and the ability to succeed with minimal resources.	4.41	Very Satisfactory	4.28	Very Satisfactory	4.31	Very Satisfactory	4.33	Very Satisfactory
	4.44	Very Satisfactory	4.23	Very Satisfactory	4.27	Very Satisfactory	4.31	Very Satisfactory
	4.28	Very Satisfactory	4.26	Very Satisfactory	4.24	Very Satisfactory	4.26	Very Satisfactory
<b>Grand Mean</b>	<b>4.48</b>	<b>Very Satisfactory</b>	<b>4.27</b>	<b>Very Satisfactory</b>	<b>4.27</b>	<b>Very Satisfactory</b>	<b>4.34</b>	<b>Very Satisfactory</b>

## 2. Leadership Competencies of the MAPEH Department Heads in Region III

The leadership competencies of MAPEH Department Heads in Region III are integral to their effectiveness and the success of their programs. These leaders exhibit strong strategic planning skills, ensuring that their departments align with broader educational goals. They possess excellent communication and interpersonal abilities, fostering a collaborative and supportive environment among staff and students. Their commitment to continuous professional development ensures they remain knowledgeable about the latest educational trends and best practices. Additionally, they demonstrate exceptional problem-solving and

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decision-making skills, enabling them to navigate challenges effectively. Through their visionary leadership, these department heads inspire excellence and drive significant improvements in student outcomes and program quality.

### 2.1. Leading People

The leadership competencies of MAPEH Department Heads in Region III in leading people are characterized by their ability to inspire, motivate, and develop their teams. These leaders excel in building strong, cohesive teams by fostering a culture of trust, respect, and collaboration. They are adept at recognizing and nurturing individual strengths, providing opportunities for professional growth and development. By setting clear expectations and providing constructive feedback, they ensure that their staff are aligned with the department's goals and are continuously improving. Their empathetic and supportive leadership style not only enhances teacher performance but also creates a positive and productive learning environment for students. Through their effective people management skills, MAPEH Department Heads drive both personal and collective success within their departments.

Table 7 displays the tabulated responses of the department heads, teachers, and school heads on leadership competencies of the MAPEH department heads in Region III focusing on leading people.

The overall data results of **Very Satisfactory** for the MAPEH Department Heads in Region III on the leadership competency of leading people reveal a strong performance in this critical area.

The department heads' self-assessment highlights their ability to effectively lead and manage their teams, demonstrating a high level of competence across various aspects of this leadership competency. The department heads rated themselves highly in fostering teamwork, motivating and inspiring their staff, providing clear direction, and developing others. Specifically, they evaluated their ability to build and maintain effective teams with a mean score of 4.40, categorized as "Very Satisfactory." They also assessed their capacity to motivate and inspire their team members at 4.45, indicating an "Outstanding" performance. Additionally, the department heads rated their effectiveness in providing clear direction and setting expectations at 4.38, reflecting a "Very Satisfactory" level.

Their commitment to developing others and supporting their professional growth was also rated highly, with a mean score of 4.42, categorized as "Very Satisfactory." Overall, the department heads' self-ratings indicate a strong proficiency in leading people, underscoring their ability to create a positive and productive work environment, inspire their teams, and drive organizational success. These competencies are essential for effective leadership and contribute significantly to the overall performance and morale of their departments.

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**Table 7  
Leading People**

1. Leading People	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Uses basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids	4.30	Very Satisfactory	4.23	Very Satisfactory	4.23	Very Satisfactory	4.25	Very Satisfactory
Persuades, convinces or influences others, in order to have a specific impact or effect.	4.49	Very Satisfactory	4.24	Very Satisfactory	4.24	Very Satisfactory	4.32	Very Satisfactory
"Sets a good example", is a credible and respected leader; and demonstrates desired behavior.	4.14	Very Satisfactory	4.31	Very Satisfactory	4.29	Very Satisfactory	4.25	Very Satisfactory
Forwards personal, professional and work unit needs and interests in an issue.	4.42	Very Satisfactory	4.14	Very Satisfactory	4.13	Very Satisfactory	4.23	Very Satisfactory
Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.	4.33	Very Satisfactory	4.26	Very Satisfactory	4.26	Very Satisfactory	4.28	Very Satisfactory
<b>Grand Mean</b>	<b>4.34</b>	<b>Very Satisfactory</b>	<b>4.24</b>	<b>Very Satisfactory</b>	<b>4.23</b>	<b>Very Satisfactory</b>	<b>4.27</b>	<b>Very Satisfactory</b>

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## 2.2. People Performance Management

The leadership competencies of the department heads' implications of these high ratings are profound. They indicate that the department heads are not only effective leaders but also integral to fostering a positive and productive work environment. Their capacity to inspire and guide their teams leads to increased morale, enhanced team performance, and overall organizational success. These competencies are crucial for advancing the department's objectives and ensuring that educational standards are met and surpassed. The consistent acknowledgment from both teachers and school heads confirms the department heads' leadership effectiveness and their essential role within the educational community.

Table 8 displays the tabulated responses of the department heads, teachers, and school heads on leadership competencies of the MAPEH department heads in Region III focusing on people performance management.

The overall data results of **Very Satisfactory** on the leadership competency of people performance management highlight their strong capabilities in managing and enhancing the performance of their teams.

The department heads rated themselves highly across several key aspects of this competency, resulting in a grand mean score that indicates a "Very Satisfactory" level of performance. Specifically, they assessed their ability to set clear performance expectations, provide regular feedback, recognize and reward good performance, and address performance issues effectively. The mean scores for these aspects suggest that the department heads believe they are proficient in establishing clear goals and expectations for their team members, which is essential for guiding performance and ensuring alignment with organizational objectives.

The department heads rated their effectiveness in addressing performance issues, indicating confidence in their ability to handle underperformance constructively and fairly. This competency is crucial for maintaining high standards and ensuring that any performance gaps are addressed promptly and effectively.

The department heads' self-ratings on people performance management reflect a strong belief in their abilities to manage and enhance team performance. The high scores across various aspects of this competency suggest that they are effective in setting expectations, providing feedback, recognizing achievements, and addressing performance issues. These competencies are vital for fostering a productive and motivated team, driving organizational success, and ensuring continuous improvement. The self-assessment results indicate that the department heads are confident in their leadership skills and their capacity to manage their teams effectively, contributing to the overall performance and success of the educational institution.

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**Table 8**  
**People Performance Management**

<b>2. People Performance Management</b>	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Makes specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; and improves quality Sets performance standards and measures progress of employees based on office and department targets. Provides feedback and technical assistance such as coaching for performance improvement and action planning. States performance expectations clearly and checks understanding and commitment. Performs all the stages of result-based performance management system supported by evidence and required documents/forms	4.19	Very Satisfactory	4.22	Very Satisfactory	4.23	Very Satisfactory	4.21	Very Satisfactory
	4.23	Very Satisfactory	4.26	Very Satisfactory	4.26	Very Satisfactory	4.25	Very Satisfactory
	4.19	Very Satisfactory	4.29	Very Satisfactory	4.31	Very Satisfactory	4.26	Very Satisfactory
	4.21	Very Satisfactory	4.27	Very Satisfactory	4.27	Very Satisfactory	4.25	Very Satisfactory
	4.09	Very Satisfactory	4.26	Very Satisfactory	4.30	Very Satisfactory	4.22	Very Satisfactory
<b>Grand Mean</b>	<b>4.18</b>	<b>Very Satisfactory</b>	<b>4.26</b>	<b>Very Satisfactory</b>	<b>4.28</b>	<b>Very Satisfactory</b>	<b>4.24</b>	<b>Very Satisfactory</b>

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### 2.3. People Development

The leadership competencies in people development demonstrated by MAPEH Department Heads in Region III are essential for nurturing a skilled and motivated educational workforce. These leaders prioritize the professional growth of their staff by identifying individual strengths and areas for improvement, and by providing tailored opportunities for development. They facilitate access to advanced training, workshops, and continuous learning initiatives, ensuring that educators remain current with the latest teaching methodologies and subject matter expertise.

Table 9 displays the tabulated responses of the department heads, teachers, and school heads on leadership competencies of the MAPEH department heads in Region III focusing on people development.

**Table 9**  
**People Development**

3. People Development	Department Heads		Teachers		School Heads		Composite Mean	Verbal Description
	WM	VD	WM	VD	WM	VD		
Improves the skills and effectiveness of individuals through employing a range of development strategies.	4.48	Very Satisfactory	4.25	Very Satisfactory	4.25	Very Satisfactory	4.33	Very Satisfactory
Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	4.44	Very Satisfactory	4.30	Very Satisfactory	4.30	Very Satisfactory	4.35	Very Satisfactory
Conceptualizes and implements learning interventions to meet identified training needs.	4.22	Very Satisfactory	4.28	Very Satisfactory	4.28	Very Satisfactory	4.26	Very Satisfactory
Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	4.17	Very Satisfactory	4.27	Very Satisfactory	4.33	Very Satisfactory	4.26	Very Satisfactory
Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.	4.29	Very Satisfactory	4.27	Very Satisfactory	4.36	Very Satisfactory	4.31	Very Satisfactory
<b>Grand Mean</b>	<b>4.32</b>	<b>Very Satisfactory</b>	<b>4.28</b>	<b>Very Satisfactory</b>	<b>4.31</b>	<b>Very Satisfactory</b>	<b>4.30</b>	<b>Very Satisfactory</b>

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The overall data results of **Very Satisfactory** on the leadership competency of people development highlight their strong commitment to fostering the growth and development of their team members.

The department heads rated themselves highly across several key aspects of this competency, resulting in a grand mean score that indicates a "Very Satisfactory" level of performance. This self-assessment reflects their belief in their ability to identify and nurture the potential of their staff, provide opportunities for professional development, and create an environment that supports continuous learning and improvement. Specifically, the department heads rated themselves highly in identifying the developmental needs of their team members, with mean scores suggesting confidence in their ability to assess and understand individual strengths and areas for growth. This indicates that the department heads prioritize personalized development plans tailored to each team member's unique needs and career aspirations. They also rated their effectiveness in providing coaching and mentoring, with scores reflecting a strong commitment to guiding and supporting their staff. This aspect of people development is critical, as it involves offering constructive feedback, sharing knowledge, and helping team members navigate their career paths. The high ratings in this area suggest that the department heads see themselves as accessible and supportive leaders who invest time and effort in their team's professional growth. Furthermore, the department heads rated themselves highly in creating opportunities for professional development, such as training programs, workshops, and other learning initiatives. This demonstrates their commitment to providing their team members with the resources and opportunities necessary to develop their skills and progress in their careers.

### 3. Significant Relationship Between the Core and Leadership Competencies of the MAPEH Department Heads in Region III

The significant relationship between the core and leadership competencies of the MAPEH Department Heads in Region III underscores the integral role these attributes play in driving educational excellence. Core competencies such as strategic planning, effective communication, and ethical practice form the foundation upon which leadership skills are built. These core abilities enable department heads to lead with vision, inspire their teams, and foster a collaborative and inclusive environment. Leadership competencies, including people performance management, innovation, and people development, enhance their capacity to implement these core skills effectively. Together, these competencies create a synergistic effect, ensuring that Department Heads not only manage their departments efficiently but also lead transformative educational initiatives that significantly improve student outcomes and program quality.

Table 10 displays the significant relationship between the core and leadership competencies of the MAPEH Department Heads in Region III.

The correlation matrix among the majority of the six core behavioral competencies of the Department Heads in Region III and their relationship with the three leadership competencies—People Development, People Performance Management, and Leading People—reveals significant relationships. Each core competency exhibits varying degrees of correlation with the leadership competencies, indicating their relative importance and impact on effective leadership.

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**Table 10**  
**Correlation Matrix Among the Six Core Behavioral Competencies of the MAPEH Department Heads in Region III Along the Three Leadership Competencies**

Leadership Competencies	Behavioral Competencies						
	Self-Management	Professionalism and Ethics	Result Focus	Teamwork	Service Orientation	Innovation	
Leading People	r	0.048	0.448***	0.084	0.341***	0.438***	0.713***
	sig	0.642	< .001	0.411	< .001	< .001	< .001
People Performance Management	r	0.003	0.349***	0.075	0.233*	0.007	0.585***
	sig	0.976	< .001	0.466	0.022	0.002	< .001
People Development	r	-0.02	0.389***	0.072	0.276**	0.373***	0.636***
	sig	0.848	< .001	0.484	0.006	< .001	< .001

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

**Legend:**  $\pm 0.91$  to  $\pm 1.00$  indicates a very high positive (or negative) correlation,  $\pm 0.71$  to  $\pm 0.90$  signifies a high positive (or negative) correlation,  $\pm 0.51$  to  $\pm 0.70$  represents a moderate positive (or negative) correlation,  $\pm 0.31$  to  $\pm 0.50$  denotes a low positive (or negative) correlation, and  $\pm 0.00$  to  $\pm 0.30$  reflects a negative correlation.

Self-Management shows very low and non-significant correlations with all three leadership competencies: People Development ( $r = 0.048$ ,  $\text{sig} = 0.642$ ), People Performance Management ( $r = 0.003$ ,  $\text{sig} = 0.976$ ), and Leading People ( $r = -0.02$ ,  $\text{sig} = 0.848$ ). This suggests that while self-management is essential for personal effectiveness, it does not significantly influence leadership abilities in developing people, managing performance, or leading teams within this context. The lack of significant correlation might imply that self-management, although important for individual productivity, does not directly translate into the ability to manage others effectively.

In conclusion, the study reveals that while all core competencies are valuable, Professionalism and Ethics, Service Orientation, and Innovation are particularly crucial for leadership effectiveness among MAPEH Department Heads. These competencies show significant positive correlations with leadership skills, highlighting their importance in developing, managing, and leading people effectively. The findings suggest that leadership development programs should focus on enhancing these core competencies to prepare department heads for the challenges of their roles and to drive positive outcomes in their schools.

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#### **4. Challenges Encountered**

The MAPEH (Music, Arts, Physical Education, and Health) Department Heads in Region III faced a myriad of challenges that test their leadership and management skills. Among these challenges are limited resources and budget constraints, which often hinder the implementation of comprehensive and innovative programs. They also encounter difficulties in maintaining up-to-date facilities and equipment essential for effective MAPEH instruction. Additionally, balancing administrative duties with the need to provide continuous professional development for teachers can be demanding. These leaders must also navigate the complexities of integrating technology into their curriculum and addressing diverse student needs. Despite these obstacles, MAPEH Department Heads remain committed to delivering high-quality education, employing creative solutions and strategic planning to overcome these challenges and enhance the learning experience for their students.

Table 11 displays tabulated responses of the department heads, teachers, and school heads on the challenges encountered by the MAPEH department heads in Region III.

The overall data results and the department heads' self-rating on the "Challenges Encountered" part provide a comprehensive view of the obstacles faced by the MAPEH Department Heads in Region III and their perceived effectiveness in managing these challenges with ensuring clear and effective communication within the department, between faculty and staff, and with higher administration can be a constant challenge; and adapting to changing educational policies, technological advancements, and evolving student needs while maintaining the department's identity and quality can be challenging as the rank 1.

The MAPEH Department Heads in Region III face a variety of challenges, with the most significant being the need to ensure clear and effective communication within the department, between faculty and staff, and with higher administration. This challenge, which ranks first, highlights the importance of maintaining a constant flow of information and understanding among all parties involved to facilitate smooth operations and decision-making processes.

Equally challenging, as ranked first as well, is adapting to changing educational policies, technological advancements, and evolving student needs while preserving the department's identity and quality. This underscores the dynamic nature of the educational environment and the need for department heads to be flexible and innovative in their approaches.

The second-ranked challenge involves making tough decisions regarding resource allocation or program changes, considering the needs and perspectives of all stakeholders. This complexity requires department heads to balance various interests and priorities effectively.

Building positive relationships with students, parents, and the community to promote the importance of education is ranked third. This ongoing challenge emphasizes the need for strong interpersonal skills and community engagement to foster support and understanding of the department's goals and initiatives.

Supporting the professional growth of faculty members and helping them develop their teaching skills, ranked fourth, is time-consuming but essential for the department's

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success. This challenge points to the necessity of continuous professional development and mentorship within the department.

Maintaining high team morale and motivation, especially when dealing with diverse personalities and varying levels of enthusiasm, ranks fifth. This challenge highlights the importance of leadership and team-building skills in creating a cohesive and motivated team.

**Table 11**  
**Challenges Encountered by the MAPEH Department Heads in Region III**

Challenges Encountered	F	%	Rank
Ensuring clear and effective communication within the department, between faculty and staff, and with higher administration can be a constant challenge.	94	98	1
Adapting to changing educational policies, technological advancements, and evolving student needs while maintaining the department's identity and quality can be challenging.	94	98	1
Making tough decisions, such as resource allocation or program changes, while considering the needs and perspectives of all stakeholders can be a complex task.	90	94	2
Building positive relationships with students, parents, and the community to promote the importance of MAPEH education can be an ongoing challenge.	87	91	3
Supporting the professional growth of faculty members and helping them develop their teaching skills can be time-consuming yet essential for the department's success.	85	89	4
Maintaining high team morale and motivation can be a struggle, especially when dealing with diverse personalities and varying levels of enthusiasm within the department.	84	88	5
Identifying and nurturing potential leaders within the department to ensure continuity and growth in leadership can be a long-term challenge.	84	88	5
Balancing administrative tasks, curriculum planning, and leadership responsibilities within the limited time available can be quite demanding.	80	83	6
Navigating situations where personal biases or conflicts of interest may arise among department members requires careful handling.	78	81	7
As a MAPEH department head, I often face challenges in resolving conflicts among team members or addressing disagreements in a constructive manner.	76	79	8

Identifying and nurturing potential leaders within the department, also ranked fifth, is crucial for ensuring continuity and growth in leadership. This long-term challenge requires foresight and strategic planning to develop future leaders.

Balancing administrative tasks, curriculum planning, and leadership responsibilities within limited time, ranked sixth, reflects the demanding nature of the department head's role. Effective time management and prioritization are key to addressing this challenge. Navigating situations where personal biases or conflicts of interest may arise among department members, ranked seventh, requires careful handling to maintain a harmonious and fair working environment.

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Lastly, resolving conflicts among team members or addressing disagreements constructively, ranked eighth, is a common challenge that necessitates strong conflict resolution skills and a focus on fostering a collaborative and respectful atmosphere. These challenges illustrate the multifaceted and demanding role of MAPEH Department Heads in Region III, requiring a combination of communication, adaptability, decision-making, relationship-building, professional development, leadership, time management, and conflict resolution skills.

### **5. Proposed Training Enhancement Plan**

The proposed training enhancement plan for MAPEH Department Heads in Region III aims to address the evolving educational demands and enhance leadership capabilities. This comprehensive plan focuses on equipping department heads with advanced skills in strategic planning, innovative teaching methodologies, and effective resource management. It includes targeted professional development sessions on the latest trends in MAPEH education, technology integration, and student-centered learning approaches. Additionally, the training plan emphasizes the importance of leadership competencies such as people performance management, conflict resolution, and fostering a collaborative school culture. By providing these tailored training opportunities, the plan seeks to empower MAPEH Department Heads to overcome existing challenges, drive educational excellence, and significantly improve student outcomes within their schools.

It is a comprehensive initiative designed to address evolving educational demands and enhance leadership capabilities. This multifaceted plan focuses on equipping department heads with advanced skills in strategic planning, innovative teaching methodologies, and effective resource management. It includes targeted professional development sessions on the latest trends in MAPEH education, technology integration, and student-centered learning approaches. The plan emphasizes crucial leadership competencies such as people performance management, conflict resolution, and fostering a collaborative school culture. By incorporating practical elements like case studies, role-playing exercises, and mentorship programs, the training ensures that theoretical knowledge translates into practical skills. It may also include site visits to high-performing MAPEH departments in other regions or countries to observe best practices firsthand. This comprehensive approach aims to empower MAPEH Department Heads to overcome existing challenges, drive educational excellence, and significantly improve student outcomes within their schools. The plan seeks to elevate the status of MAPEH subjects within the school curriculum by demonstrating their crucial role in students' overall education and personal growth. Ultimately, this training plan represents a significant investment in professional development, with the potential to enhance the quality of MAPEH education across Region III and serve as a model for other regions in the Philippines.

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## Conclusions

The following conclusions are based on the findings presented:

1. The MAPEH department heads demonstrate a comprehensive set of leadership qualities that contribute to their effectiveness in managing their departments and supporting educational excellence. They exhibit strong self-management skills, including time management, stress management, and adaptability, while maintaining high standards of professionalism and ethics.
2. The MAPEH department heads demonstrate effective leadership through clear communication, team motivation, and fostering a positive organizational culture. They excel in managing people performance by setting clear expectations, providing constructive feedback, and conducting fair evaluations.
3. The analysis reveals important insights into effective leadership in educational departments. Professionalism and ethics, teamwork, service orientation, and innovation all show significant positive correlations with leadership competencies, highlighting their crucial role in effective leadership.
4. The challenges encountered by the department heads include managing diverse student needs, optimizing resource utilization, fostering effective communication and collaboration, and integrating technology into teaching and administration. These challenges highlight the need for targeted support and development in specific areas.
5. Based on the study's findings, a training enhancement plan is proposed to address the identified challenges. The training plan includes programs and projects such as the Curriculum Innovators Program, Instructional Excellence Initiative, Inclusive Education Project, Student Engagement and Motivation Program, Resource Optimization Project, Strategic Partnerships Initiative, Communication Mastery Program, Team Collaboration Project, Tech-Savvy Educators Program, and Digital Learning Strategies Initiative. These initiatives aim to enhance the core and leadership competencies of the department heads, enabling them to overcome challenges and lead their departments effectively.
6. The study provides valuable insights into the competencies and challenges of MAPEH Department Heads in Region III and offers a strategic training plan to support their continued development. By addressing these areas, educational institutions can ensure that their leaders are well-equipped to meet the demands of their roles and drive positive change within their departments.

## Recommendations

Based on the findings and conclusions presented, the following recommendations are given:

1. School district offices, professional development coordinators, and local education authorities may implement regular workshops on time management, stress management, and adaptability, supported by mental health professionals. They may also develop a specific code of ethics for MAPEH Department Heads and provide training on ethical decision-making. Goal-setting workshops and performance tracking systems should be established, guided by project management experts.
2. School district offices and universities may offer programs on vision setting, motivational strategies, and organizational culture, led by leadership coaches. Comprehensive training on performance management, including setting

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expectations, giving feedback, and conducting evaluations, should be implemented. Programs focused on coaching and mentoring skills may be developed to support team members' professional growth, guided by experts in these areas.

3. MAPEH Department Heads may focus on enhancing Professionalism and Ethics to improve leadership effectiveness in developing people, managing performance, and leading teams; implement training programs that emphasize the importance of ethical behavior and professionalism in leadership roles.
4. Policy makers in education may consider integrating core behavioral competencies such as ethics, teamwork, and service orientation into leadership development programs and evaluation criteria; and MAPEH Department Heads may regularly engage in self-assessment and seek feedback to continuously improve both core behavioral and leadership competencies.
5. School district offices, professional development coordinators, local education authorities may implement the comprehensive training plan proposed in the study, including programs like the Curriculum Innovators Program, Instructional Excellence Initiative, Inclusive Education Project, Student Engagement and Motivation Program, Resource Optimization Project, Strategic Partnerships Initiative, Communication Mastery Program, Team Collaboration Project, Tech-Savvy Educators Program, and Digital Learning Strategies Initiative where various subject matter experts and training facilitators are also present.
6. All educational leaders may prioritize the development of both core behavioral and leadership competencies among department heads to enhance overall educational outcomes. Invest in continuous professional development and create a supportive environment that encourages innovation, collaboration, and excellence.

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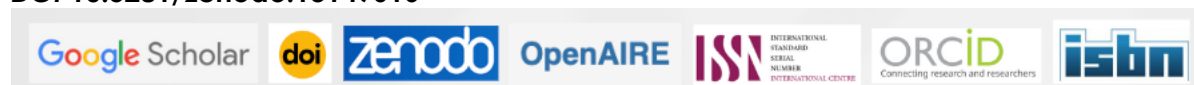
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