



School Heads' Emotional Intelligence, Leadership Competencies, and School Performance in the Schools Division of Zambales

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Abstract

The correlational study bridged the gap in determining school heads' emotional intelligence, leadership competencies, and school performance level in the Schools Division of Zambales. The study used a survey questionnaire as a research tool and applied a descriptive research design to gain a better understanding of the research objectives. The study findings revealed that school heads always demonstrate emotional intelligence competencies. The school heads were assessed by teachers and school heads themselves as outstanding competent leaders. The schools were assessed as level 3 in their performance. There were significant differences in the emotional intelligence competencies of school heads in terms of self-awareness, self-management, social awareness, and social management as to monthly income. There was a very high positive correlation between the emotional intelligence competencies and leadership competencies of school heads. There was a low positive correlation between school heads' performance level and emotional intelligence competencies.

Introduction

Over the years, teachers have experienced school heads' outbursts and a tendency to make a scene out of seemingly minor issues that could have been addressed with little modesty. This behavior leads to an uproar amongst parents, teachers, and learners about the school principals' insensitiveness which is attributed to a lack of emotional intelligence (EI) competency (Sepiriti, 2023). As popularized by Goleman in 1995, EI is the school head's ability to recognize and understand his or her emotions and appreciate those of the subordinates and other relevant school stakeholders (Issah, 2018). Thus, the indicators used to assess EI are divided into four competencies: self-awareness, self-management, social awareness, and social management.

For schools to be led successfully, there is a need for various competencies including EI. Numerous responsibilities and challenges characterize school heads' positions. Various stakeholders have varied expectations on how schools should be led. The pressure is further intensified by the ever-changing education landscape (Kin & Kareem, 2020). An example is when Lesotho, a country in South Africa, has



experienced a major education refurbishment since independence from Britain in 1996. Since schools need to change with the environment, school heads find

themselves under enormous pressure to influence potent teaching and learning experiences for the attainment of educational goals (Dungey & Ansell, 2020). A study conducted by Madondo (2014), as cited by Sepiriti (2023), suggests that emotionally competent principals find it effortless to handle stressful situations that are continuously emerging since they can effectively manage changes. The preceding consequently implies that there is a correlation between emotionally intelligent school heads and overall school performance.

Similarly, Ramlah, Nurdjan, and Mahmud's (2023) research identified that EI substantially influences work behavior and positive organizational member behavior. There is growing evidence that the range of abilities that constitutes what is now commonly known as EI plays a significant role in determining management success. Recent research has uncovered links between specific elements of EI and specific behaviors associated with leadership effectiveness (Abdon, Farin, & Farin, 2017). In line with this, the Department of Education (DepEd) implements an Office Performance Commitment and Review (OPCR) which is anchored to DepEd Order 02, s. 2015, wherein it explains that a school head with effective leadership possesses the following dimensions namely instructional leadership, learning environment, human resource management and development, parents' involvement and community leadership, and leadership management and operations.

Moreover, since literature suggests that EI is increasingly connected to school efficiency school principals must use it. Some scholars presented that for school principals to acquire this competency, they should undergo training that will equip them with the necessary attitudes for effective school leadership (Kareem & Kin, 2019). Issah (2018) further hints that school leaders need to be developed on EI issues to adequately confront the ever-changing school environment. Hence, this study determined the significance of EI competency and its relationship with school-level performance and leadership competencies of public secondary school heads in the division of Zambales.

Statement of the Problem

This study determined the school heads' emotional intelligence, leadership competencies, and school performance level in the Schools Division of Zambales. Specifically, this answered the following questions:

1. What is the profile of the school head–respondents as to:
 - 1.1. sex;
 - 1.2. age;
 - 1.3. civil status;
 - 1.4. position;
 - 1.5. highest educational attainment;
 - 1.6. length of service as administrator; and
 - 1.7. monthly net income?
2. What is the profile of the teacher–respondents as to:
 - 2.1. sex;
 - 2.2. age;
 - 2.3. civil status;
 - 2.4. position;
 - 2.5. highest educational attainment; and
 - 2.6. length of service in teaching?



3. What is the profile of the school as to:
 - 3.1. number of learners enrolled;
 - 3.2. number of teachers; and
 - 3.3. school site area of the school?
4. How do the teacher and school-head respondents assess the emotional intelligence competencies of school heads as to:
 - 4.1. self-awareness;
 - 4.2. self-management;
 - 4.3. social awareness; and
 - 4.4. social management?
5. How do the teacher and school head-respondents assess leadership competencies as to:
 - 5.1. instructional leadership;
 - 5.2. learning environment;
 - 5.3. human resource management and development;
 - 5.4. parents' involvement and community leadership; and
 - 5.5. leadership management and operations?
6. How do the teacher and school head-respondents assess school level as to:
 - 6.1. leadership and governance;
 - 6.2. curriculum and instruction;
 - 6.3. accountability and continuous improvement; and
 - 6.4. management of resources?
7. Is there a significant difference in the emotional intelligence competencies of the school heads when grouped according to their profiles?
8. Is there a significant difference in the emotional intelligence competencies of the school heads when grouped according to teachers' profiles?
9. Is there a significant difference in the leadership competencies when grouped according to school heads' profiles?
10. Is there a significant difference in the leadership competencies when grouped according to teachers' profiles?
11. Is there a significant relationship between the perceived emotional intelligence competencies and leadership competencies of the school heads?
12. Is there a significant relationship between the perceived school performance level and leadership competencies of the school heads?
13. Is there a significant relationship between the perceived school performance level and the emotional intelligence competencies of the school heads?
14. What conceptual model can be proposed based on the findings of the study?

Methodology

Research Design

This study utilized a descriptive-correlational research design, employing a survey questionnaire as the primary research instrument. This design allowed for an in-depth exploration and analysis of the relationships among emotional intelligence competencies (self-awareness, self-management, social awareness, and social management), leadership competencies (instructional leadership, learning environment, human resource management and development, parental involvement, and community relationships, and leadership, management operations), and school-level factors (leadership and governance, curriculum and instruction, accountability and continuous improvement, and resource management) within public secondary schools in the Division of Zambales.



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Participants

The respondents were the public secondary school heads and teachers from the 13 districts in the division of Zambales. All the school heads in each school were the respondents while a quota sampling technique was used in the selection of the teacher-respondents. Thus, school heads include the principals, subject department heads, and head teachers while the teacher-respondents include Teachers 1 to 3 and Master Teachers 1 to 2. The locale of the study is from Sta. Cruz District to Subic District in the Division of Zambales during the school year 2023-2024. The decision of a total population of 80 school heads and a sample size population with a 4% margin of error of 432 teachers was considered as representative which was determined by utilization of Slovin's formula.

Instruments

The main instrument utilized in gathering the data for the present study was a survey questionnaire. The instrument consists of six parts. Part I includes the profile of the school-head respondents. Part II includes the profile of the teacher-respondents. Part III includes the school profile of the respondents. Part IV covers the perceived emotional intelligence competencies of the school-head respondents based on their: self-awareness, self-management, social awareness, and social management. Part V covers the assessed leadership competencies of the school-head respondents based on the dimensions of the Office Performance and Review Form (OPCRF) and part VI includes the school's performance in terms of school-based management (SBM) level of practice. Furthermore, the results of Cronbach's Alpha indicate that the survey instrument used in the study demonstrates a high level of internal consistency across its scales. With reliability coefficients mostly above 0.8, the instrument's measures fall within the "good" to "excellent" range.

Procedure

After finalizing the data gathering, the researchers sought permission and approval from the Schools Division Superintendent and Public Schools District Supervisors of the various districts within the Division of Zambales. The survey questionnaire was administered using both online and in-person methods. For the online distribution, the researchers employed Google Forms, providing a secure link to the questionnaire. This link was exclusively shared with potential respondents via email or messenger after the receipt of signed consent letters from the respective school heads. Furthermore, in-person data collection utilized a paper-pencil questionnaire approach. Upon securing consent through signed letters from school authorities, the researchers personally distributed the questionnaires to the designated respondents. Following a period of one week, the researchers retrieved the completed questionnaires from the respondents, ensuring thorough and timely data collection.

Results and Discussion

It can be noted in Table 1 that the school head respondents always demonstrate emotional intelligence competence in all dimensions in terms of self-awareness, as manifested with the highest overall weighted mean of 3.56 (rank 1). This is followed by their emotional intelligence competence in social management, with an overall weighted mean of 3.46 (rank 2); their emotional intelligence competence in social awareness, with an overall weighted mean of 3.44 (rank 3); and their emotional intelligence competence in self-management, had the lowest overall weighted mean of 3.38 (rank 4).



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On the other hand, the teacher-respondents reported that their school heads always demonstrate emotional intelligence competence in terms of social management, as manifested with the highest overall weighted mean of 3.33 (rank 1); and their emotional intelligence competence in terms of self-awareness, with an overall weighted mean of 3.28 (rank 2); while their school heads often demonstrate emotional intelligence competence in terms of social awareness, with an overall weighted mean of 3.23 (rank 3); and their emotional intelligence competence in terms of self-management, had the lowest overall weighted mean of 3.18 (rank 4).

On average, both the school heads and teacher-respondents reported that the school heads always demonstrate emotional intelligence competencies, manifested in the computed grand mean of 3.46 and 3.26, respectively.

Research highlights the importance of emotional intelligence (EI) in school leadership, linking high EI with functional principals and significant impacts on transformational and transactional leadership (Bipath, 2018; Nurul, Redzuan, Hamsan & Noor, 2017). Effective education leadership often depends on key EI competencies like self-awareness, self-management, and empathy, which foster trust and enhance teacher satisfaction and performance (Gómez-Leal, Holzer, Bradley, Fernández-Berrocal & Patti, 2022). These findings underscore the value of assessing psychological constructs in educational settings and can guide the development of impactful training programs for both aspiring and current school leaders.

Table 1.

Summary of the Emotional Intelligence Competencies of School Heads as Assessed by the Two (2) Groups of Respondents

Dimensions	School Head-respondents			Teacher-respondents		
	OWM	DE	Rank	OWM	DE	Rank
1 Self-Awareness	3.56	A	1	3.28	A	2
2 Self-Management	3.38	A	4	3.18	O	4
3 Social Awareness	3.44	A	3	3.23	O	3
4 Social Management	3.46	A	2	3.33	A	1
Grand Mean	3.46	A		3.26	A	

It can be noted in Table 2 that the school head respondents were outstanding in all indicators of leadership competencies in terms of human resource management and development, as manifested with the highest overall weighted mean of 3.67 (rank 1). This is followed by their leadership competency in terms of leadership management and operations, with an overall weighted mean of 3.66 (rank 2); learning environment and parents' involvement and community leadership, with an overall weighted mean of 3.62 (tied at rank 3.5); and instructional leadership, had the lowest overall weighted mean of 3.60 (rank 5).

On the other hand, the teacher-respondents assessed that their school heads were outstanding in all indicators of leadership competencies in terms of their instructional leadership; and parents' involvement and community leadership, as manifested with the highest overall weighted mean of 3.40 (tied at rank 1.5); human resource management and development; and leadership management and operations, with an overall weighted mean of 3.39 (tied at rank 3.5); and learning environment, had the lowest overall weighted mean of 3.38 (rank 5).

On average, both the school heads and teacher-respondents assessed school heads as outstanding competent leaders, manifested in the computed grand mean of 3.63 and 3.39, respectively.



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Hartijasti & Afzal (2016) noted that school principals face increasingly complex responsibilities and must acquire the skills essential for effective leadership. Key roles include school planning, infrastructure support, and strategy design to enhance educational quality. Principals must also drive change, align stakeholders, and engage teachers in new initiatives when external pressures arise. Leadership competencies crucial for this role include visionary leadership, ethical decision-making, resource management for a safe learning environment, and instructional leadership. These competencies, developed by professional institutions, should be tailored to local school contexts to ensure relevance and effectiveness.

Table 2.

Summary of the Leadership Competencies of School Heads as Assessed by the Two (2) Groups of Respondents

Dimensions	School Head-respondents			Teacher-respondents		
	OWM	DE	Rank	OWM	DE	Rank
1 Instructional Leadership	3.60	0	5	3.40	0	1.5
2 Learning Environment	3.62	0	3.5	3.38	0	5
3 Human Resource Management and Development	3.67	0	1	3.39	0	3.5
4 Parents' Involvement and Community Leadership	3.62	0	3.5	3.40	0	1.5
5 Leadership Management and Operations	3.66	0	2	3.39	0	3.5
Grand Mean	3.63	0		3.39	0	

It can be noted in Table 3 that the school head respondents assessed the level of their school performance in all dimensions as level 3 in terms of their leadership and governance, as manifested with the highest overall weighted mean of 2.57 (rank 1). This is followed by their accountability and continuous improvement, with an overall weighted mean of 2.56 (rank 2); curriculum and instruction, with an overall weighted mean of 2.55 (rank 3); and management of resources, had the lowest overall weighted mean of 2.54 (rank 4).

On the other hand, the teacher-respondents assessed the level of their school performance in all dimensions as level 3 in terms of leadership and governance, as manifested with the highest overall weighted mean of 2.53 (rank 1). This is followed by curriculum and instruction; accountability and continuous improvement, with an overall weighted mean of 2.49 (rank 2.5); and management of resources, which had the lowest overall weighted mean of 2.48 (rank 4). On average, both the school heads and teacher-respondents assessed their school performance as level 3, manifested in the computed grand mean of 2.56 and 2.50, respectively.

Magulod (2017) emphasized that quality education is essential in modern societies, with 21st-century demands requiring schools to prepare learners with relevant knowledge, skills, values, and attitudes. A strong foundation in basic education enables students to thrive in higher education, fostering innovation, competitiveness, and contributions to national development.

Based on Table 4, the computed Pearson r value of 0.814 denotes a very high positive correlation. The computed P -value 0.000 is less than ($<$) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was a significant relationship between the emotional intelligence competencies and leadership competence of school heads.



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Table 3.

Summary of the School Performance Level as Assessed by the Two (2) Groups of Respondents

Dimensions	School Head-respondents			Teacher-respondents		
	OWM	DE	Rank	OWM	DE	Rank
1 Leadership and Governance	2.57	TH	1	2.53	TH	1
2 Curriculum and Instruction	2.55	TH	3	2.49	TH	2.5
3 Accountability and Continuous Improvement	2.56	TH	2	2.49	TH	2.5
4 Management of Resources	2.54	TH	4	2.48	TH	4
Grand Mean	2.56	TH		2.50	TH	

Hamidi & Azizi (2022) found that emotional intelligence (EI) traits are essential for effective leadership, with self-reflection as the foundation for fostering collaboration and successful relationships within schools. To promote student success, leaders should develop EI competencies, and educational leadership programs should integrate EI theory to create a balanced, research-informed curriculum.

Table 4.

Pearson Product Moment Coefficient of Correlation to Test Relationship between the Emotional Intelligence Competencies and Leadership Competencies of the School Heads

Sources of Correlations		Emotional Intelligence	Leadership Competencies	Decision/ Interpretation
Emotional Intelligence	Pearson Correlation	1	0.814**	Very High Positive Correlation (Ho is Rejected)
	Sig. (2-tailed)		0.000	
	N	512	512	
Leadership Competencies	Pearson Correlation	0.814**	1	
	Sig. (2-tailed)	0.000		
	N	512	512	

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 5, the computed Pearson r value of 0.352 denotes a low positive correlation. The computed P-value 0.000 is less than (<) 0.05 Alpha level of significance, therefore the null hypothesis was rejected. Hence, there was a significant relationship between the school performance and leadership competencies of school heads. The findings signify that as the level of leadership competencies of school heads increases, there is a low tendency for the school performance to also increase, and vice versa. The findings exposed that the competencies of school heads in terms of instructional supervision, professional development practice, management behavior, and managing change have a significant positive relationship with their performance in terms of leading strategically, managing school operations and resources, and teaching-learning outcomes.

Acera & Tan (2023) found that school heads' administrative and instructional leadership skills significantly impact school performance, including teachers' effectiveness, student achievement, and reading comprehension. As instructional leaders, principals take on varied roles such as budget officer, mentor, and curriculum leader and must balance these tasks based on urgency to manage their schools effectively. Prioritization is key for optimal school leadership.



Table 5.

Pearson Product Moment Coefficient of Correlation to Test Relationship between the School Performance Level and Leadership Competencies of the School Heads

Sources of Correlations		School Performance Level	Leadership Competencies	Decision/ Interpretation
School Performance Level	Pearson Correlation	1	0.352**	Low Positive Correlation (Ho is Rejected)
	Sig. (2-tailed)		0.000	
	N	512	512	
Leadership Competencies	Pearson Correlation	0.352**	1	Low Positive Correlation (Ho is Rejected)
	Sig. (2-tailed)	0.000		
	N	512	512	

**. Correlation is significant at the 0.01 level (2-tailed).

Conclusion

The researchers concluded that the school head-respondents were predominantly female, middle-aged, married, holding the position of Head Teacher III, with Master's degree units, long service years, and above-average monthly income. Similarly, the teacher-respondents were also mostly female, middle-aged, married, holding the position of Teacher I, with Master's degree units, and were mid-career professionals. The schools in the Schools Division of Zambales were large, with medium teacher size, and categorized as big schools. School heads consistently demonstrated emotional intelligence competencies, assessed as outstanding leaders by both teachers and them, while the schools were rated at performance level 3.

There were significant differences in school heads' emotional intelligence competencies based on monthly income, age, and position, as well as in leadership competencies based on position, length of service, monthly income, and teacher-respondents' profiles.

Additionally, a very high positive correlation was found between school heads' emotional intelligence and leadership competencies, while there was a low positive correlation between school heads' leadership competencies, emotional intelligence, and school performance. Lastly, a proposed conceptual model established the interrelation among leadership competencies, emotional intelligence, and school performance levels.

Recommendations

The researchers recommend enhancing emotional intelligence and leadership competencies through workplace training and proposing an intervention program for school heads to improve these skills and positively impact school performance. DepEd Central Office may organize an annual leadership training conference for school heads to share best practices. Teachers, as future leaders, may be selected carefully and invested in professionally, with research-based training programs tailored to their needs. DepEd may institutionalize emotional intelligence and leadership competency programs for principals and teachers and use appraisal tools to select high-potential leaders. Aspiring principals could benefit from workshops on emotional intelligence and leadership, which may be integrated into existing training programs. School heads may focus on improving interpersonal skills, remain open to constructive criticism, and engage in self-reflection to sustain their competencies. DepEd may also consider implementing aptitude tests for prospective school heads to ensure they are equipped for leadership. The proposed conceptual model may also serve as a guide for future adoption by schools in



Zambales. Future studies may benefit from using mixed methods for more accurate conclusions and expanding the scope of research on emotional intelligence, leadership competencies, and school performance to validate and generalize the findings.

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Appendix: Research Instrument

RESEARCH INSTRUMENT

SCHOOL HEADS' EMOTIONAL INTELLIGENCE, LEADERSHIP COMPETENCIES, AND SCHOOL PERFORMANCE IN THE SCHOOLS DIVISION OF ZAMBALES SY 2023 – 2024

SURVEY QUESTIONNAIRE FOR SCHOOL HEADS

DIRECTIONS: Supply the necessary information by (a) filling in the blank after each item and (b) putting a check (/) mark opposite the appropriate answer.

PART I. SCHOOL HEAD'S PROFILE

Name (optional): _____

School: _____

1.1. Sex: Male Female

1.2. Age: 61-65 51-55 41-45 31-35 21-25
 56-60 46-50 36-40 26-30

1.3. Civil status: Single Married Separated Widowed

1.4. Position: Principal IV Assistant Principal I
 Principal III Head Teacher III
 Principal II Head Teacher II
 Principal I Head Teacher I
 Assistant Principal II

1.5. Highest educational attainment:

Doctorate Graduate with units in Master's degree
 with units in Doctorate College Graduate
 Master's degree Graduate



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1.6. Length of service as school head (in years):

- | | | | |
|--------------------------------|--------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> 36-40 | <input type="checkbox"/> 26-30 | <input type="checkbox"/> 16-20 | <input type="checkbox"/> 6-10 |
| <input type="checkbox"/> 31-35 | <input type="checkbox"/> 21-25 | <input type="checkbox"/> 11-15 | <input type="checkbox"/> 0-5 |

1.7. Monthly net income (in pesos):

- | | |
|--|--|
| <input type="checkbox"/> 66,000 - 75,000 | <input type="checkbox"/> 26,000 - 35,000 |
| <input type="checkbox"/> 56,000 - 65,000 | <input type="checkbox"/> 16,000 - 25,000 |
| <input type="checkbox"/> 46,000 - 55,000 | <input type="checkbox"/> 6,000 - 15,000 |
| <input type="checkbox"/> 36,000 - 45,000 | |

PART II. SCHOOL'S PROFILE

2.1. Number of learners enrolled:

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> 2,701 - 3,000 | <input type="checkbox"/> 1,501 - 1,800 | <input type="checkbox"/> 301-600 |
| <input type="checkbox"/> 2,401 - 2,700 | <input type="checkbox"/> 1,201-1,500 | <input type="checkbox"/> 100-300 |
| <input type="checkbox"/> 2,101 - 2,400 | <input type="checkbox"/> 901-1,200 | |
| <input type="checkbox"/> 1,801 - 2,100 | <input type="checkbox"/> 601-900 | |

2.2. Number of teachers:

- | | | |
|----------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> 271-300 | <input type="checkbox"/> 151-180 | <input type="checkbox"/> 31-60 |
| <input type="checkbox"/> 241-270 | <input type="checkbox"/> 121-150 | <input type="checkbox"/> 5-30 |
| <input type="checkbox"/> 211-240 | <input type="checkbox"/> 91-120 | |
| <input type="checkbox"/> 181-210 | <input type="checkbox"/> 61-90 | |

2.3. School site area of the school:

- | | | |
|--------------------------------|---------------------------------|------------------------------|
| <input type="checkbox"/> Small | <input type="checkbox"/> Medium | <input type="checkbox"/> Big |
|--------------------------------|---------------------------------|------------------------------|



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PART III. SCHOOL HEAD'S EMOTIONAL INTELLIGENCE

Direction: Put a check (/) mark on the scale that represents your perceptions. Use the scale below.

4 – Always

3 – Often

2 – Sometimes

1 – Seldom

Indicators	4	3	2	1
1. Self-awareness				
1. I realize immediately when I lose my temper.				
2. I know when I am happy.				
3. I usually recognize when I am stressed.				
4. I am aware when I am being emotional.				
5. I usually can account for the reasons why I feel anxious.				
6. I always know when I'm being unreasonable.				
7. I am aware of my own emotions, and it is very important to me at all times.				
8. I can tell if someone has upset or annoyed me.				
9. I can let anger "go" quickly so that it no longer affects me.				
10. I know what makes me happy.				
2. Self-management				
1. I can "reframe" bad situations quickly.				
2. I do not wear my "heart on my sleeve".				
3. I am aware that others can rarely tell what kind of mood I am in.				
4. I rarely "fly off the handle" at other people.				
5. I am not annoyed by difficult people.				
6. I can consciously alter my frame of mind or mood.				
7. I do not let stressful situations or people affect me once I have left work.				
8. I rarely worry about work or life in general.				
9. I can surpass my emotions when I need to.				
10. I often do not let others know how I am feeling about things.				



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3. Social Awareness				
1. I am always able to see things from the other person's viewpoint.				
2. I am excellent at empathizing with someone else's problem.				
3. I can tell if someone is not happy with me.				
4. I can tell if a team of people are not getting along with each other.				
5. I can usually understand why people are being difficult towards me.				
6. I am aware that other individuals are not "difficult" just "different".				
7. I can understand if I am being unreasonable.				
8. I can understand why my actions sometimes offend others.				
9. I can sometimes see things from others' points of view.				
10. I am always clear about the reasons for disagreements.				
4. Social Management				
1. I am an excellent listener.				
2. I never interrupt other people's conversations.				
3. I am good at adapting and mixing with a variety of people.				
4. I believe that people are the most interesting thing in life for me.				
5. I love to meet new people and get to know what makes them annoyed.				
6. I need a variety of work colleagues to make my job interesting.				
7. I like to ask questions to find out what is important to people.				
8. I see working with difficult people as simply a challenge to win them over.				
9. I am good at reconciling differences with other people.				
10. I generally build solid relationships with those I work with.				

Source:

Jimenez, E. C. (2021). Adversity and emotional quotients of public elementary school heads amidst the COVID-19. *International Journal of Didactical Studies*, 2(2), 101460. <https://doi.org/10.33902/IJODS.2021269755>



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PART IV. LEADERSHIP COMPETENCIES

Direction: This part contains dimensions of **OFFICE PERFORMANCE AND REVIEW FORM (OPCRF)**. Put a check (/) mark on the scale that represents your assessment results. Use the scale below.

4 – Outstanding 3 – Very Satisfactory 2 – Satisfactory 1 – Unsatisfactory

Indicators	4	3	2	1
1. Instructional Leadership				
1. Manages the processes and procedures for monitoring student achievement.				
2. Ensures utilization of a range of assessment processes to assess student performance.				
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies.				
4. Uses research, expertise, and/or other vehicles to assist in developing and implementing a coherent and responsive school-wide curriculum.				
5. Addresses deficiencies and sustains successes of current programs in collaboration with the teachers, learners, and stakeholders.				
6. Manages the introduction of curriculum initiatives in line with DepEd policies.				
7. Works with teachers in curriculum review.				
8. Enriches curricular offerings based on local needs.				
9. Prepares an instructional supervisory plan.				
10. Conducts Instructional Supervision using appropriate strategy.				
2. Learning Environment				
1. Benchmarks school performance.				
2. Establishes and models high social and academic expectations for all.				
3. Creates an engaging learning environment.				
4. Participates in the management of learner behavior within the school and other school-related activities done outside the school.				
5. Supports learners' desire to pursue further learning.				
6. Recognizes high-performing learners and teachers and supportive parents and other stakeholders.				
7. Creates and sustains a safe, orderly, nurturing, and healthy environment.				
8. Provides an environment that promotes the use of technology among learners and teachers.				
9. Institutionalizes child protection mechanisms and processes.				



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10. Has clear Disaster Risk Reduction Management mobilization plans.				
3. Human Resource Management and Development				
1. Builds a community of learners among teachers.				
2. Assesses and analyzes the needs and interests of teachers and other school personnel.				
3. Align the School Plan for Professional Development (SPPD) with the Individual Plan for Professional Development (IPPD) and identify the needs of other school personnel.				
4. Includes the SPPD in the SIP/ AIP.				
5. Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/ staff.				
6. Creates a School Selection and Promotion Committee and trains its members.				
7. Recommends better ways and means to improve recruitment, hiring, and performance appraisal of teachers.				
8. Assign teachers and other personnel to their area of competence.				
9. Assists teachers and staff in setting and resetting performance goals.				
10. Monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets.				
4. Parents' Involvement and Community Partnership				
1. Establishes school and family partnerships that promote student peak performance.				
2. Organize programs that involve parents and other school stakeholders to promote learning.				
3. Conducts dialogues, fora, and training of teachers, learners, and parents on the welfare and performance of learners.				
4. Promotes the image of the school through school summits, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.				
5. Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects.				
6. Participates actively in community affairs.				
7. Establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or using Adopt a School Program policies.				
8. Increases parents' participation in school-related activities.				
9. Strengthens school-community partnership by supporting community services.				
10. Obtains resources for the school through stakeholders' partnership.				



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5. Leadership Management and Operations

1. Manages the implementation, monitoring, and review of the SIP/AIP and other action plans.				
2. Establishes and maintains specific programs to meet the needs of identified target groups.				
3. Takes the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s.				
4. Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment.				
5. Oversees school operations and care and use of school facilities according to set guidelines.				
6. Prepare a financial management plan.				
7. Develop a school budget that is consistent with SIP/AIP.				
8. Generates and mobilizes financial resources.				
9. Manages school resources in accordance with DepEd policies accounting and auditing rules and regulations and other pertinent guidelines.				
10. Accepts donations, gifts, bequests, and grants in accordance with RA 9155.				

Source:

Almazan, A. R., Farin, E., & Echaure, J. (2022). School level and school head competency based on results-based performance management system (RPMS) in the public elementary schools of Zambales, Philippines. *Universe International Journal of Interdisciplinary Research*, 2(12). <https://doi-ds.org/doi/10.2022-56534315/UIJIR>

PART V. SCHOOL PERFORMANCE LEVEL

Direction: This part contains indicators of the school level based on the **SCHOOL-BASED MANAGEMENT (SBM)**. Put a check (✓) mark on the scale that represents your current SBM level.

Indicators	LEVEL	LEVEL	LEVEL
	3	2	1
1. Leadership and Governance			
1. The development plan guided by the school's vision, mission, and goal (VMG) is developed through the leadership of the school and the participation of some invited community stakeholders.			
2. The development plan is evolved through the shared leadership of the school and the community stakeholders.			
3. The development plan is enhanced with the community performing the leadership roles, and the school providing technical support.			
4. The school leads the regular review and improvement of the developed plan.			



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5. The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan.			
6. The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process.			
7. The school defines the organizational structure and the roles and responsibilities of stakeholders.			
8. The school and community collaboratively define the structure and the roles and responsibilities.			
9. Guided by an agreed organizational structure, the community stakeholders lead in defining the organizational structure and the roles and responsibilities; the school provides technical and administrative support.			
10. A network has been collaboratively established and is continuously improved by the school community.			
2. Curriculum and Instruction			
1. All types of learners of the school community are identified, their learning curves assessed, and appropriate programs with support materials for each type of learner are developed.			
2. Programs are fully implemented and closely monitored to address performance discrepancies; benchmark best practices; coach low performers; mentor potential leaders; reward high achievement and maintain an environment that makes learning meaningful and enjoyable.			
3. The educational needs of all types of learners are being met as shown by continuous improvement in learning outcomes and products of learning.			
4. Local beliefs, norms, values, traditions, folklore, current events, and existing technologies are documented and used to develop a lasting curriculum.			
5. The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and pleasurable; produces desired learning outcomes and directly improves community life.			
6. Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools.			
7. A representative team of school and community stakeholders assesses content and methods used in teaching creative, critical thinking, and problem-solving.			
8. Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability to school, family, and community.			
9. Materials and approaches are being used in school, in the family, and in the community to develop critical, creative thinking, and problem-solving communities of learners and are producing desired results.			
10. A school-based monitoring and learning system is conducted regularly and cooperatively, and feedback is shared with stakeholders.			
3. Accountability and Continuous Improvement			
1. There is an active party that initiates clarification of the roles and responsibilities in education delivery.			



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2. The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.			
3. Shared and participatory processes of determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education.			
4. Performance accountability is practiced at the school level.			
5. A community-level accountability system is evolving from school-led initiatives.			
6. A community-accepted performance accountability, recognition, and incentive system is being practiced.			
7. The school articulates the accountability assessment framework with basic components, including implementation guidelines for the stakeholders.			
8. Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.			
9. The school community stakeholders continuously and collaboratively review and enhance accountability systems, processes, mechanisms, and tools.			
10. The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines to the stakeholders.			
4. Management of Resources			
1. Stakeholders are aware that a regular resource inventory is available and is used as a basis for resource allocation and mobilization.			
2. Resource inventory is characterized by regularity, increased participation of stakeholders, and communication with the community as the basis for resource allocation and mobilization.			
3. Resource inventories are systematically developed, and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.			
4. Stakeholders are invited to participate in the development of an educational plan in resource programming, and the implementation of the educational plan.			
5. Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan.			
6. Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.			
7. Stakeholders support judicious, appropriate, and effective use of resources.			
8. Stakeholders are engaged and share expertise in the collaborative development of resource management systems.			
9. Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system.			
10. Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.			

Source:

Department of Education. (2022). Enhanced School-Based Management (SBM) Assessment Tool with Contextualized Means of Verification.



**SCHOOL HEADS' EMOTIONAL INTELLIGENCE, LEADERSHIP COMPETENCIES,
AND SCHOOL PERFORMANCE IN THE SCHOOLS DIVISION OF ZAMBALES
SY 2023 – 2024**

SURVEY QUESTIONNAIRE FOR TEACHERS

DIRECTIONS: Supply the necessary information by (a) filling in the blank after each item and (b) putting a check (/) mark opposite the appropriate answer.

PART I. TEACHER'S PROFILE

Name (optional): _____

School: _____

1.1. Sex: Male Female

1.2. Age: 61-65 46-50 31-35
 56-60 41-45 26-30
 51-55 36-40 21-25

1.3. Civil status: Single Married Separated Widowed

1.4. Position: Master Teacher II Teacher II
 Master Teacher I Teacher I
 Teacher III

1.5. Highest educational attainment:

Doctorate Graduate with units in Master's degree
 with units in Doctorate College Graduate
 Master's degree Graduate

1.6. Length of service in teaching (in years):

36-40 26-30 16-20 6-10
 31-35 21-25 11-15 0-5



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PART II. SCHOOL HEAD'S EMOTIONAL INTELLIGENCE

Direction: Put a check (/) mark on the scale that represents your perceptions. Use the scale below.

4 – Always

3 – Often

2 – Sometimes

1 – Seldom

Indicators	4	3	2	1
1. Self-awareness				
Our school head...				
1. Realizes immediately when they lose their temper.				
2. Knows when they are happy.				
3. Usually recognizes when they are stressed.				
4. Is aware when they are being emotional.				
5. Usually can account for the reasons when they feel anxious.				
6. Always know when they are being unreasonable.				
7. Is aware of their own emotions, and it is very important to them at all times.				
8. Can tell if someone has upset or annoyed them.				
9. Can let anger "go" quickly so that it no longer affects them.				
10. Knows what makes them happy.				
2. Self-management				
1. "Reframes" bad situations quickly.				
2. Do not wear their "heart on their sleeve".				
3. Is aware that others can rarely tell what kind of mood they are in.				
4. Rarely "fly off the handle" at other people.				
5. Is not annoyed by difficult people.				
6. Consciously alters their frame of mind or mood.				
7. Do not let stressful situations or people affect them once they have left work.				
8. Rarely worry about work or life in general.				
9. Surpasses their emotions when they need to.				



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10. Do not often let others know how they are feeling about things.				
3. Social Awareness				
1. Is always able to see things from the other person's viewpoint.				
2. Is excellent at empathizing with someone else's problem.				
3. Can tell if someone is not happy with them.				
4. Can tell if a team of people are not getting along with each other.				
5. Usually understands why people are being difficult towards them.				
6. Is aware that other individuals are not "difficult" just "different".				
7. Understands if they are being unreasonable.				
8. Understand why their actions sometimes offend others.				
9. Sometimes see things from others' point of view.				
10. Is always clear of the reasons for disagreements.				
4. Social Management				
1. Is an excellent listener.				
2. Never interrupts other people's conversations.				
3. Is good at adapting and mixing with a variety of people.				
4. Believes that people are the most interesting thing in life for them.				
5. Loves to meet new people and get to know what makes them annoyed.				
6. Needs a variety of work colleagues to make their job interesting.				
7. Likes to ask questions to find out what it is important to people.				
8. Sees working with difficult people as simply a challenge to win them over.				
9. Is good at reconciling differences with other people.				
10. Generally builds solid relationships with those they work with.				

Source:

Jimenez, E. C. (2021). Adversity and emotional quotients of public elementary school heads amidst the COVID-19. *International Journal of Didactical Studies*, 2(2), 101460. <https://doi.org/10.33902/IJODS.2021269755>



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PART III. LEADERSHIP COMPETENCIES

Direction: This part contains dimensions of **OFFICE PERFORMANCE AND REVIEW FORM (OPCRF)**. Put a check (/) mark on the scale that represents your perceptions. Use the scale below.

4 – Outstanding 3 – Very Satisfactory 2 – Satisfactory 1 – Unsatisfactory

Indicators	4	3	2	1
1. Instructional Leadership				
1. Manages the processes and procedures for monitoring student achievement.				
2. Ensures utilization of a range of assessment processes to assess student performance.				
3. Assesses the effectiveness of curricular/co-curricular programs and/or instructional strategies.				
4. Uses research, expertise, and/or other vehicles to assist in developing and implementing a coherent and responsive school-wide curriculum.				
5. Addresses deficiencies and sustains successes of current programs in collaboration with the teachers, learners, and stakeholders.				
6. Manages the introduction of curriculum initiatives in line with DepEd policies.				
7. Works with teachers in curriculum review.				
8. Enriches curricular offerings based on local needs.				
9. Prepares an instructional supervisory plan.				
10. Conducts Instructional Supervision using appropriate strategy.				
2. Learning Environment				
1. Benchmarks school performance.				
2. Establishes and models high social and academic expectations for all.				
3. Creates an engaging learning environment.				
4. Participates in the management of learner behavior within the school and other school-related activities done outside the school.				
5. Supports learners' desire to pursue further learning.				
6. Recognizes high-performing learners and teachers and supportive parents and other stakeholders.				
7. Creates and sustains a safe, orderly, nurturing, and healthy environment.				
8. Provides an environment that promotes the use of technology among learners and teachers.				
9. Institutionalizes child protection mechanisms and processes.				



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10. Has clear Disaster Risk Reduction Management mobilization plans.				
3. Human Resource Management and Development				
1. Builds a community of learners among teachers.				
2. Assesses and analyzes the needs and interests of teachers and other school personnel.				
3. Align the School Plan for Professional Development (SPPD) with the Individual Plan for Professional Development (IPPD) and identify the needs of other school personnel.				
4. Includes the SPPD in the SIP/ AIP.				
5. Utilizes the basic qualification standards and adheres to pertinent policies in recruiting and hiring teachers/ staff.				
6. Creates a School Selection and Promotion Committee and trains its members.				
7. Recommends better ways and means to improve recruitment, hiring, and performance appraisal of teachers.				
8. Assign teachers and other personnel to their area of competence.				
9. Assists teachers and staff in setting and resetting performance goals.				
10. Monitors and evaluates the performance of teaching and non-teaching personnel vis-a-vis targets.				
4. Parents' Involvement and Community Partnership				
1. Establishes school and family partnerships that promote student peak performance.				
2. Organize programs that involve parents and other school stakeholders to promote learning.				
3. Conducts dialogues, fora, and training of teachers, learners, and parents on the welfare and performance of learners.				
4. Promotes the image of the school through school summits, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.				
5. Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects.				
6. Participates actively in community affairs.				
7. Establishes sustainable linkages/partnerships with other sectors, agencies, and NGOs through MOA/ MOU or using Adopt a School Program policies.				
8. Increases parents' participation in school-related activities.				
9. Strengthens school-community partnership by supporting community services.				
10. Obtains resources for the school through stakeholders' partnership.				
5. Leadership Management and Operations				



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1. Manages the implementation, monitoring, and review of the SIP/AIP and other action plans.				
2. Establishes and maintains specific programs to meet the needs of identified target groups.				
3. Takes the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s.				
4. Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment.				
5. Oversees school operations and care and use of school facilities according to set guidelines.				
6. Prepare a financial management plan.				
7. Develop a school budget that is consistent with SIP/AIP.				
8. Generates and mobilizes financial resources.				
9. Manages school resources in accordance with DepEd policies accounting and auditing rules and regulations and other pertinent guidelines.				
10. Accepts donations, gifts, bequests, and grants in accordance with RA 9155.				

Source:

Almazan, A. R., Farin, E., & Echaure, J. (2022). School level and school head competency based on results-based performance management system (RPMS) in the public elementary schools of Zambales, Philippines. *Universe International Journal of Interdisciplinary Research*, 2(12). <https://doi-ds.org/doi/10.2022-56534315/UIJIR>

PART IV. SCHOOL PERFORMANCE LEVEL

Direction: This part contains indicators of the school level based on the **SCHOOL-BASED MANAGEMENT (SBM)**. Put a check (/) mark on the scale that represents your current SBM level.

Indicators	LEVEL	LEVEL	LEVEL
	3	2	1
1. Leadership and Governance			
1. The development plan guided by the school's vision, mission, and goal (VMG) is developed through the leadership of the school and the participation of some invited community stakeholders.			
2. The development plan is evolved through the shared leadership of the school and the community stakeholders.			
3. The development plan is enhanced with the community performing the leadership roles, and the school providing technical support.			
4. The school leads the regular review and improvement of the developed plan.			
5. The school and community stakeholders working as full partners, lead the continual review and improvement of the development plan.			



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GEAPHEI RESEARCH JOURNAL

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6. The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process.			
7. The school defines the organizational structure and the roles and responsibilities of stakeholders.			
8. The school and community collaboratively define the structure and the roles and responsibilities.			
9. Guided by an agreed organizational structure, the community stakeholders lead in defining the organizational structure and the roles and responsibilities; the school provides technical and administrative support.			
10. A network has been collaboratively established and is continuously improved by the school community.			
2. Curriculum and Instruction			
1. All types of learners of the school community are identified, their learning curves assessed, and appropriate programs with support materials for each type of learner are developed.			
2. Programs are fully implemented and closely monitored to address performance discrepancies; benchmark best practices; coach low performers; mentor potential leaders; reward high achievement and maintain an environment that makes learning meaningful and enjoyable.			
3. The educational needs of all types of learners are being met as shown by continuous improvement in learning outcomes and products of learning.			
4. Local beliefs, norms, values, traditions, folklore, current events, and existing technologies are documented and used to develop a lasting curriculum.			
5. The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and pleasurable; produces desired learning outcomes and directly improves community life.			
6. Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools.			
7. A representative team of school and community stakeholders assesses content and methods used in teaching creative, critical thinking, and problem-solving.			
8. Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability to school, family, and community.			
9. Materials and approaches are being used in school, in the family, and in the community to develop critical, creative thinking, and problem-solving communities of learners and are producing desired results.			
10. A school-based monitoring and learning system is conducted regularly and cooperatively, and feedback is shared with stakeholders.			
3. Accountability and Continuous Improvement			
1. There is an active party that initiates clarification of the roles and responsibilities in education delivery.			
2. The stakeholders are engaged in clarifying and defining their specific roles and responsibilities.			



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GEAPHEI RESEARCH JOURNAL

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3. Shared and participatory processes of determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education.			
4. Performance accountability is practiced at the school level.			
5. A community-level accountability system is evolving from school-led initiatives.			
6. A community-accepted performance accountability, recognition, and incentive system is being practiced.			
7. The school articulates the accountability assessment framework with basic components, including implementation guidelines for the stakeholders.			
8. Stakeholders are engaged in the development and operation of an appropriate accountability assessment system.			
9. The school community stakeholders continuously and collaboratively review and enhance accountability systems, processes, mechanisms, and tools.			
10. The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines to the stakeholders.			
4. Management of Resources			
1. Stakeholders are aware that a regular resource inventory is available and is used as a basis for resource allocation and mobilization.			
2. Resource inventory is characterized by regularity, increased participation of stakeholders, and communication with the community as the basis for resource allocation and mobilization.			
3. Resource inventories are systematically developed, and stakeholders are engaged in a collaborative process to make decisions on resource allocation and mobilization.			
4. Stakeholders are invited to participate in the development of an educational plan in resource programming, and the implementation of the educational plan.			
5. Stakeholders are regularly engaged in the planning and resource programming, and in the implementation of the education plan.			
6. Stakeholders collaborate to ensure timely and need-based planning and resource programming and support continuous implementation of the education plan.			
7. Stakeholders support judicious, appropriate, and effective use of resources.			
8. Stakeholders are engaged and share expertise in the collaborative development of resource management systems.			
9. Stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system.			
10. Stakeholders are invited to participate in the development and implementation of monitoring, evaluation, and reporting processes on resource management.			

Source:

Department of Education. (2022). Enhanced School-Based Management (SBM) Assessment Tool with Contextualized Means of Verification.