

Effects of Professional Competencies of School Heads and Teachers' Resilience in the New Normal

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Abstract— The main concern of the study was to determine the effects of school heads' professional competencies and teachers' resilience in the new normal on school outcome school year 2020-2021. This study utilized descriptive correlation type of research. The study involved four (4) school head and twenty-one senior high school teachers from public secondary school. The SBM Level of Practices of public secondary schools are generally Developing in terms of the four SBM principles namely School Leadership (2.90), Curriculum and Instruction (2.85), Accountability and Continuous Improvement (2.81), and Management of Resources (2.94). The correlation and regression analysis found that all three characteristics of school heads' professional abilities are connected with the schools' SBM practices to varied degrees. The fact that the obtained coefficients are non-zero demonstrates this. The three dimensions were positively correlated, indicating that the higher the school heads' instructional supervision skills ($B = 0.50$), the better the professional development practice ($B = 0.32$) skills, and the higher the management behavior ($B = 0.11$), the higher the schools' SBM level of practices. In the context of the foregoing findings, the researcher draws the following conclusions: The school heads' competent level of professional competencies in terms of instructional supervision, professional development practice, and management behavior as evaluated by the public secondary teachers are indications of their effective management of school system. Based on the findings and conclusions of the study, the following recommendations were hereby submitted: That the school heads continue practicing the competent level of professional competencies in terms of instructional supervision, professional development practice, and management behavior.

Index Terms— Professional Competencies, School Heads, Teachers, Resilience, New Normal, School- Based Management

1 INTRODUCTION

The present life situation, which is marked by troubling and adverse health problems, caused the Department of Education to adopt a modern learning strategy. Distance education or blended learning where flexible approach as well as online learning are used. The Department of Education is noble goal. It does, however, because mental issues and uncertainty among those affected.

Positive psychology is a method of making positive use of psychological defenses and mechanism which would enable a person to encounter a specific life problem to be helped by his\her unique way of perceiving life situations. And psychological resilience refers to the human capacity to come back from adversity stronger. Psychological coping skills, on the other hand, relate to adaptive mechanisms.

School heads' professional competence factors in the demand for the administrative and educational role to be played in ensuring the efficacy of the school and the quality of its results. Also, the conventional pedagogical approaches to principal leadership did not offer appropriate answers to a question about the abilities of an efficient school manager. In the study of Hoeskstra (2014) presented in her results that principals have the skills to improve the success of others and have an impact and effect on their journey to turn around failing schools.

Furthermore, the school professional leadership competencies of school heads/ principals serve also as the success indicators of the schools. Having competent school leaders

would allow a particular school to achieve their target goals performance to promote positive school outcomes. In a public (government) school setting, the school heads as leaders and managers are empowered for the direct implementation and evaluation of all the school projects and activities for a particular school year. These are the plan of activities included in their Annual Improvement Plan (AIP) taken from the School Improvement Plan (SIP) good for three years.

Moreover, through the School-Based Management (SBM) practices, the school performance of the school heads is assessed, evaluated, and monitored. That for each of the practice they would achieve it would reflect their capability and competency in doing their tasks and performing their roles as efficient and effective leaders of the school. Also, school leaders are also responsible for keeping the work environment safe and friendly.

Meanwhile, teacher resilience is a worldwide concern for the profession. Resilience is the ability to "overcome odds" and demonstrate the personal strengths required to cope with hardship or adversity, Boniwell & Ryan (2012). According to Richardson and his colleagues, resilience is "the process of coping with disruptive, stressful, or challenging life events in a way that provides the individual with additional protective and coping skills, then prior to the disruption that results from the event" Richardson, Neiger, Jensen & Kumpfer, (2013). It is a trait that varies from person to person and can increase or decrease over time.

This study was used to help teachers ease their worries and concerns and encourage them to make effective use of their defenses to respond to evolving circumstances in life. At the same time, in classroom-based cases that may endanger the capacity of teachers to learn, the constructive psychology of mind and heart is used to draw on the learners needs to understand how and why they experience difficulties as well as professional competence of school heads.

RESEARCH QUESTION

This study aimed to assess the effects of professional competencies of school heads' and teachers' resilience in the new normal on school outcome.

This study will seek to answers the following specific questions:

1. How may the level of professional competencies of school heads be described in terms of:
 - 1.1 instructional supervision;
 - 1.2 professional development practice;
 - 1.3 management behavior?
2. How may the teachers' resilience in the new normal be described in terms of:
 - 2.1 Perception of self;
 - 2.2 Planned future;
 - 2.3 Social competence;
 - 2.4 Structure style;
 - 2.5 Family cohesion;
 - 2.6 Social resources?
3. How may the school outcome be described in terms of:
 - 3.1 school-based management (SBM) level of practice;
 - 3.2 teachers' performance rating (RPMS-IPCRF); and
 - 3.3 school heads performance rating (RPMS-OPCRF)?
4. Does school heads' professional competencies exert significant effects on school outcome?
5. Does the teachers' resilience in the new normal exert significant effects on school outcome?

Research Method

This study employed quantitative research design, particularly the descriptive correlational research method. It is descriptive as it is designed to provide a snapshot of the current state of affairs and correlational because it is intended to discover relationships among variables and to allow the prediction of future events from present knowledge. The descriptive-correlational research method is ideally used for the purpose of ascertaining the degree of relationship/ and or influence/ impact of one variable (IV) to the other variable (DV).

Respondents of the Study

The respondents of the study were four secondary school heads and twenty-one senior high school teachers, School Year 2020-2021.

Instrument of the Study

The survey questionnaire is adapted from the study conducted by Goden et al. (2016) titled Influence of School Heads' Instructional Competencies on Teachers' Management from Leyte Division. The study has been peer-reviewed and was published in the International Journal of Engineering Sciences and Research Technology with ISSN: 2277-9655. The survey questionnaire is composed of 26 items divided into three components, such as the (1) instructional practice and (2) professional development practice of school heads as well as their (3) management behaviors. The item can be answered using the five-point Likert scale, where No. 5 as the highest interpreted as Very Competent and No. 1 as the lowest, interpreted as Not Competent. The survey questionnaire was designed to assess the level of professional competencies of school heads based on their instructional and school leadership practices. The survey questionnaire was computed with high Cronbach's alpha, which is equal to .082 to .091, respectively. The resulted Cronbach's alpha coefficients indicate that there is a high degree of internal consistency between items.

The second instrument is adapted by Roazzi & Friborg (2015) entitled The cross-cultural validity of the Resilience Scale for Adults: A Comparison between Norway and Brazil. The survey questionnaire was computed with high Cronbach's alpha, which is equal to .088, respectively. The resulted Cronbach's alpha coefficients indicate that there is a high degree of internal consistency between items.

The third adapted instrument is the Revised SBM Assessment Tool embodied in DepEd No 83, s. 2012. It is a 22-item subdivided it to the four SBM principles namely: (1) school leadership; (2) curriculum and instruction; (3) accountability and continuous improvement; and (4) management of resources.

RESULTS AND DISCUSSION

School-Based Management Practices

According to Deming (2012) School-based management is a process that involves individuals who are responsible for actually making decisions and implementing those decisions. Under school-based management, decisions are made at the level closest to the issue being addressed. When school-based management is working well, more decisions flow up through the system rather than down from the top. In a study conducted by the American Association of School Administrators, the National Association of Secondary School Principals, and the

National Association of Secondary School Principals, it was concluded that educational reform efforts will be effective and long lasting when school-based management is based on the two fundamental beliefs that decisions should be made by individuals most closely affected by them, and when carried out by people who feel a sense of ownership and responsibility for the process.

Deming's model of leadership calls for a decreased level of organizational bureaucracy. His method provides the opportunity for all employees to participate in the decision making process. He developed 14 principles based on the belief that people want to do their best and it is the responsibility of the management to see to it that they do. In addition, he believes that managers must constantly improve the system in which they work, and that everyone is intrinsically motivated to learn because nobody really wants to fail.

Table 1 presents the data gathered. The findings revealed that school-based management level of practice was recorded Advanced with mean of (2.80). It may be gleaned that the public secondary schools followed all the objectives to perform best in their schools.

Indicators	Frequency	Percentage
0.5 – 1.49 (Developing)	0	0
1.5 – 2.49 (Maturing)	1	25
2.5 – 3.00 (Advanced)	3	75
	4	100.0

TEACHERS PERFORMANCE

Table 2 shows that the majority of the teachers obtained a rating of *Outstanding* (38.10%) and a little percentage (61.90%) within the *Very Satisfactory* performance rating. The data mean that majority of teachers are performing their tasks in the workplace exceeding expectations set by the Department of Education, that all goals, objectives, and targets are achieved above the established standards (DepEd Order No. 2, s. 2015).

Indicators	Frequency	Percentage
4.5 – 5.0 (Outstanding)	8	38.10
3.5 – 4.49 (Very Satisfactory)	13	61.90
2.5 – 3.49 (Satisfactory)	0	0
1.5 – 2.49 (Unsatisfactory)	0	0
1.0 – 1.49 and below (Poor)	0	0.0
	21	100.0

SCHOOL HEADS PERFORMANCE RATING

The Office Performance Commitment and Review Form is used to assess the performance of school leaders (OPCRF). It is also an office performance evaluation, according to DepEd Order No. 2, s. 2015, and it's a collaborative effort between the head of agency and the employees that allows for an open discussion of job expectations, important result areas, objectives, and how they relate to the department's overall goals. The OPCRF for school leaders provides a forum for agreement on performance and behavior standards that lead to professional and personal growth in the organization.

Table 3 shows that the majority of school head-respondents are performing at an Outstanding level (86.21%), with only a handful indicating a Very Satisfactory level of performance (13.79%). According to these numbers, the majority of school leaders have demonstrated exceptional achievement and devotion in terms of quality and time, technical skills and knowledge, resourcefulness, innovation, and initiative. Employees with excellent performance levels, according to the Department of Education, demonstrate extraordinary work mastery in all primary areas of responsibility. Employee accomplishments and contributions to the organization are outstanding.

Indicators	Frequency	Percentage
4.5 – 5.0 (Outstanding)	4	100
3.5 – 4.49 (Very Satisfactory)	0	0
2.5 – 3.49 (Satisfactory)	0	0
1.5 – 2.49 (Unsatisfactory)	0	0
1.0 – 1.49 and below (Poor)	0	0.0
	4	100.0

EFFECTS OF SCHOOL HEADS PROFESSIONAL COMPETENCIES

The correlation and regression analysis found that all three characteristics of school heads' professional abilities are connected with the schools' SBM practices to varied degrees. The fact that the obtained coefficients are non-zero demonstrates this. The three dimensions were positively correlated, indicating that the higher the school heads' instructional supervision skills ($B = 0.50$), the better the professional development practice ($B = 0.32$) skills, and the higher the management behavior ($B = 0.11$), the higher the schools' SBM level of practices.

A closer look at the obtained coefficients, one could glean that of the three dimensions of school heads' professional competencies, none were recorded with associated probability less than the significance level set at .05. These coefficients mean that three dimensions of school heads' professional competencies correlated to SBM level of practices but not to a significant extent.

The data were subjected to regression analysis to assess the size of the influence of the predictor factors on school SBM practices, and the results are described in Table 4. According to the regression results, the SBM level of practices may be predicted to improve by 0.50, 0.32, and 0.11 for every unit increase in the manifestation of instructional supervision skills, professional development practice skills, and management behavior skills, respectively. The findings also revealed that the three dimensions of school heads' professional competencies are not significant factors in determining the SBM level of practices of schools. Analysis of the obtained Beta Coefficients would indicate that among the three dimensions of school head's professional competencies, instructional supervision appeared to be the best predictor of SBM level of practices.

The analysis of variance of the regression of the professional competencies of school heads on the SBM level of school practices found an F-ratio of 11.21 with an associated probability of .000. This figure indicates that the three elements of school leaders' professional competence have a considerable impact on the SBM level of school practices. As a result, the null hypothesis is ruled out. It is safe to conclude that the professional competencies of the school heads have a considerable cumulative effect on the schools' SBM practices.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.417	0.494		0.844	0.403
Instructional Supervision	0.497	0.334	0.441	1.489	0.143
Professional Development Practice	0.317	0.471	0.291	0.673	0.504
Management Behavior	0.106	0.454	0.097	0.234	0.816
R-squared = .397					
F-value = 11.213					
p-value = .000					
alpha = 0.05					

Effects of School Heads Professional Competencies on Teachers Performance

The correlation and regression analysis revealed that all three characteristics of school leaders' professional competencies are connected to teacher performance to varied degrees. The fact that the computed coefficients are non-zero demonstrates this analysis. The three dimensions correlated positively which means that in general, the higher the level of the instructional supervision skills ($B = 0.01$) of the school heads, the

better the professional development practice ($B = 0.05$) skills, and the higher the management behavior ($B = 0.07$), the higher the teachers' performance rating. No variable recorded a negative coefficient. This coefficient means that all three dimensions of school heads' professional competencies are producing sound impacts on the teachers' performance.

Looking at the computed coefficients closely, one can see that none of the three aspects of school heads' professional competencies had associated probabilities smaller than the significance level of .05. These calculated coefficients indicate that the three characteristics of a school heads' professional competencies are related to teachers' performance ratings, but not significantly.

To determine the magnitude of the influence of the predictor variables on the teachers' performance, the data were subjected to regression analysis, and the results are summarized in Table 5. Results of the regression run indicate that for every unit increase in the manifestation of instructional supervision skills, professional development practice skills, and management behavior skills, the teachers' performance rating can be expected to increase by 0.01, 0.05, and 0.07 respectively. The findings also revealed that 107 the three dimensions of school heads' professional competencies are not significant factors in determining the teachers' performance. Analysis of the obtained Beta Coefficients would indicate that among the three dimensions of school head's professional competencies, management behavior appeared to be the best predictor of teachers' performance.

The results of the analysis of variance of the regression of the school heads' professional competencies on the teachers' performance revealed an F-ratio of 0.24 with associated probability equal to 0.87. This figure means that the three dimensions of school heads' professional competence have an impact on the teachers' performance but not to a significant extent. The null hypothesis, therefore, cannot be rejected. It may be safely concluded that the school heads' professional competencies do not exert a significant combined effects on the teachers' performance rating.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.179	0.157		26.592	0
Instructional Supervision	0.006	0.106	0.022	0.058	0.954
Professional Development Practice	0.045	0.15	0.169	0.303	0.763
Management Behavior	0.069	0.145	0.252	0.477	0.636

R-squared = .014
F-value = .240
p-value = .868
alpha = 0.05

Effects of School Heads Professional Competencies on School Heads Performance

The correlation and regression analysis demonstrated that all three characteristics of school heads' professional competencies are related to their performance to varied degrees. The derived coefficients are non-zero, indicating that this study was successful. The three categories were positively associated, indicating that the greater the school heads' instructional supervision abilities ($B = 0.04$), professional development practice ($B = 0.27$) skills, and management behavior ($B = 0.27$), the higher their performance rating. No variable recorded a negative coefficient. These obtained coefficients mean that all three dimensions of school heads' professional competencies are producing sound impacts on the school heads' performance.

Using the derived obtained coefficients, one could glean that of the three dimensions of school heads' professional competencies, none were recorded with associated probability less than the significance level set at .05. The obtained coefficients mean that the three dimensions of school heads' professional competencies correlated to school heads' performance rating but not to a significant extent.

To determine the magnitude of the influence of the predictor variables on the school heads' performance, the data were subjected to regression analysis, and the results are summarized in Table 6. Results of the regression run indicate that for every unit increase in the manifestation of instructional supervision skills, professional development practice skills, and management behavior skills, the school heads' performance rating can be expected to increase by 0.04, 0.27, and 0.27 respectively. The findings also revealed that the three dimensions of school heads' professional competencies are not significant factors in determining the school heads' performance rating. Analysis of the obtained Beta Coefficients would indicate that among the three dimensions of school head's professional competencies, both professional development practice and management behavior appeared to be the best predictors of school heads' performance rating.

The results of the analysis of variance of the regression of the school heads' professional competencies on the school heads' performance rating revealed an F-ratio of 1.18 with associated probability equal to 0.33. This analysis means that the three dimensions of school heads' professional competence have an impact on the school heads' performance rating but not to a significant extent. The null hypothesis, therefore, cannot be rejected. It may be safely concluded that the school

heads' professional competencies do not exert a significant combined effects on the school heads' performance rating.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	Std. Error		Beta	t	Sig.
	B				
(Constant)	4.777	0.174		27.388	0
Instructional Supervision	0.035	0.118	0.109	0.294	0.770
Professional Development Practice	0.271	0.166	0.889	1.632	0.109
Management Behavior	0.271	0.161	0.87	1.688	0.097

R-squared = .065
F-value = 1.177
p-value = .328
alpha = 0.05

Effects of Teachers Resilience on School Outcome

Results of the correlation and regression analysis revealed that all the indicators of teachers' resilience are correlated with the schools' outcome to varying extent. This analysis was shown by the obtained coefficients which are non-zero. The six indicators correlated positively which means that in general, the higher the level of the perception of self ($B = 0.04$) planned future ($B = 0.07$) social competence ($B = 0.11$), structure style ($B = 0.15$), family cohesion ($B = 0.19$), social resources ($B = 0.23$). No variable recorded a negative coefficient. This analysis means that all the six indicators of teachers' resilience are producing sound effects on the school outcome.

Looking closely on the obtained coefficients, one could glean that of the six indicators of teachers' resilience, none were recorded with associated probability less than the significance level set at .05. These coefficients mean that the six indicators of teachers' resilience correlated to school outcome but not to a significant extent.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	Std. Error		Beta	t	Sig.
	B				
(Constant)	3.305	0.183		18.048	0
Perception of Self	0.038	0.124	0.114	0.309	0.758
Planned Future	0.067	0.175	0.208	0.382	0.704
Social competence	0.111	0.169	0.339	0.657	0.514
Structure style	0.151	0.155	0.449	0.752	0.423
Family cohe-	0.191	0.149	0.559	0.832	0.314

sion					
Social resources	0.231	0.135	0.639	0.984	0.214
R-squared = .063					
F-value = 1.136					
p-value = .333					
alpha = 0.05					

To determine the magnitude of the influence of the predictor variables on the school's organizational culture, the data were subjected to regression analysis, and the results are summarized in Table 8. Results of the regression run indicate that for every unit increase in the manifestation of perception of self, planned future, social competence, structure style, family cohesion, and social resources, the schools' outcome can be expected to increase by 0.04, 0.07, 0.11, 0.15, 0.19 and 0.23 respectively. The findings also revealed that the three dimensions of school heads' professional competencies are not significant factors in determining the school heads' performance rating. Analysis of the obtained Beta Coefficients would indicate that among the three dimensions of the school head's professional competencies, management behavior appeared to be the best predictor of school's organizational culture.

The results of the analysis of variance of the regression of the teachers' resilience on the schools' outcome revealed an F-ratio of 1.14 with associated probability equal to 0.34. This analysis means that the six indicators of teachers' resilience have an impact on the school's outcome but not to a significant extent. The null hypothesis, therefore, cannot be rejected. It may be safely concluded that the teachers' resilience do not exert a significant combined effect on the schools' outcome.

Conclusion

In the context of the foregoing findings, the researcher draws the following conclusions:

1. The school heads' competent level of professional competencies in terms of instructional supervision, professional development practice, and management behavior as evaluated by the public secondary teachers are indications of their effective management of school system.
2. The SBM Level of Practice is evolving, indicating that secondary schools require more initiative for growth and development in all four SBM principles, namely School Leadership, Curriculum and Instruction, Accountability and Continuous Improvement, and Resource Management. The huge majority of teachers demonstrating very satisfactory performance, as well as the vast majority of school leaders demonstrating outstanding performance, provide solid evidence that school reform is very much achievable.

3. The professional competencies of school heads have a significant impact on SBM Level of Practice; thus, it formed a significant set of predictors for the level of practice of the schools. School heads' competencies are indeed important contributory factors in the improvement of schools. In the other notes, professional competencies of school heads have no significant impact, both on teachers' performance ratings and school heads' performance rating, and it formed a not significant set of predictors for the performance ratings.
4. A number of implications were drawn from the findings of the study that will further strengthen the professional competencies of schools and teachers' resilience in the new normal on school outcome.

Recommendation

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

1. That the school heads continue practicing the competent level of professional competencies in terms of instructional supervision, professional development practice, and management behavior.
2. That the top-performing school heads and teachers, who have demonstrated high levels of performance in the workplace, should collaborate to improve the SBM Level of Practice in the classroom as part of a continuous improvement strategy.
3. The Individual Performance and Commitment Review Form (IPCRF) and Office Performance Commitment Review Form (OPCRF) are the validation of the performances of the DepEd people and of the school. The validation of the performance through a series of documents on what the personnel had done in promoting the best academic improvement among students and the best management of the organization. In such manner, the school should have a space for all the accomplishments of the school, the different activities documented, the contests students and teachers participated in, the people who visited the school; the school's programs and projects if there is any, research, improvement program, achievement plans and its implementation and many more that the school is doing for the students learning achievements.

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