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A Framework for Enhancing the Leadership Competencies of Diocesan School Principals

ABSTRACT: *The school principal plays a key role in supporting the school by communicating a common purpose that distributed leadership is developed within a school climate built upon collaboration; the principal models leadership using tools and routines; and situational decision making requires principals to make the decisions on their own. To produce graduates, who can easily adapt to the 21st century, school principals who are in the forefront of schools' leadership are expected to possess the necessary competencies. Moved by the interest to assess, whether diocesan school principals possess the needed competencies in leading schools, this study was conducted involving teachers and principals of a diocesan school system in Quezon City, the Philippines. The descriptive survey method of research was used in this study. It revealed that principals have advanced competency in the structural, human resource, political, and symbolic dimensions of leadership as assessed by the principals themselves and by the teachers. There is no significant difference in the perception between the two respondents on the principals' competencies in the structural, political, and symbolic dimension, but there is a significant difference in the perception between the two groups on the human resource dimension of leadership. The study resulted to the creation of a leadership framework that can be utilized by the principals in areas, where they need enhancement in relation to their leadership competencies, especially in the human resource leadership dimension.*

KEY WORDS: *Structural Leadership; Human Resource Leadership; Political Leadership; Symbolic Leadership.*

INTRODUCTION

The ASEAN (Association of South East Asian Nations) integration necessitates schools to meet the standards set by the authorities of the said body to have a parallel goal with globalization. Governments put demands on the schools

to produce graduates, who can easily adapt to the 21st century challenges in the world of work (McCarthy, 2013; Suci, Asmara & Mulatsih, 2015; and Baviera & Maramis eds., 2017). Schools, therefore, are challenged to improve academic achievements of students to keep up to the established global, regional,

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as well as local standards (Mulford, 2003; Pacete, 2015; and Figueroa, Lim & Lee, 2016).

In today's rapidly changing times, the following five qualities can largely determine a leader's success: (1) creating vision and strategic direction; (2) managing change; (3) driving innovation; (4) using data and technology for decision-making; and (5) developing cultural competency. The greatest gift leaders can make is to instill deeply imbedded competencies in the areas outlined (Leithwood *et al.*, 2004; Pont, Nusche & Moorman, 2008; and Heller, 2017).

The Philippine Public School System, which is under the DepEd (Department of Education), has implemented guidelines that require aspiring principals to pass the assessment, before they could qualify for the job. Department of Education Memo, No.132, Series of 2013, as implemented by Education Secretary, Bro. Armin Luistro, FSC, stipulates that the assessment serves as a mechanism to select competent school heads in the public basic education sector that will perform their functions professionally upon their assumption of duty. The coverage of the assessment includes all aspects in the school leadership (Luistro, 2013; Oracion, 2017; and Dayrit *et al.*, 2018).

The principals play different roles and apply the needed competencies in every role that they play. The school principal plays a key role in supporting the school by communicating a common purpose that distributed leadership is developed within a school climate built upon collaboration; the principal models leadership using tools and routines; and situational decision making requires principals to make the decisions on their own (Mulford, 2003; Hermann, 2016; and Oracion, 2017).

In these challenging times, when quality education is very much needed, schools need leaders who will exercise the needed leadership competencies or frame so as to be competent, skilled, experienced on being structural, human resource, political, and symbolic leaders (Leithwood *et al.*, 2004; Ali & Rizvi eds., 2007; and Pont, Nusche & Moorman, 2008).

This study explores to seek the leadership competencies of principals in the diocesan school system. We believe that the results of this study will be instrumental in the improvement of school leadership in diocesan schools. This study also hopes to enhance the leadership competencies of the diocesan school principals in order to meet the standards in leading schools.

Conceptual Framework. Leadership competencies of diocesan school principals were explored in the study. The Four Dimensions of Leadership, which was utilized in the study of R. Ricabar (2010) entitled "The Leadership Competencies of Public School Managers in the Division of Marikina City", is partly adapted in this study. Her study pointed that the managers of the elementary and high schools are high performance leaders and possess advanced competency in structural, human resource, political, and symbolic dimensions of leadership (Ricabar, 2010).

R. Ricabar (2010) made an adaptation of L.G. Bolman & T.E. Deal (2003), the Four-Frame Approach in her research. L.G. Bolman & T.E. Deal (2003) created a tool to measure the leadership styles of principals and other leaders in terms of the different dimensions of leadership (*cf* Bolman & Deal, 2003; Ricabar, 2010; and Hardman, 2011).

R. Ricabar (2010), and other scholars, mentioned also that leaders may manifest any of four types of leadership in these dimensions: symbolic, structural, political, or human resource. The parallelism of the previous and present study is the main reason of the adaptation. Principals, both in the public and private schools, practice the same leadership competencies (Mulford, 2003; Ricabar, 2010; and Vekeman, Devos & Valcke, 2016).

L.G. Bolman & T.E. Deal (2003), and other scholars, came up with the Four-Frame Model that also focused on the four leadership dimensions, such as: structural, human resource, political, and symbolic. The model created metaphors to describe each dimension. Principals in the structural dimension are likened to supervisors or engineers, who follow strictly

the policies, systems, and procedures of the organization. Human resource dimension is associated with family, whose relationship is characterized by a give and take. Political is linked with the jungle, where there is scarcity of resources and conflict cannot be avoided. Symbolic is equated to the theatre, where celebrations are held to build the culture of the organization. The four leadership dimensions may be utilized to give clarity to the roles of principals in leading schools thereby practice the appropriate competency in the any given condition (cf Bolman & Deal, 2003; Ali & Rizvi eds., 2007; and Defoe, 2013).

Multi-frame leadership may be necessary criteria for appointment of future vice chancellors in universities, complementing the government's plan for universities in meeting the country's development needs (Sharma, 2013; and Joo, 2014). Program directors are confident of their human resource and structural skills and less sure of the political and symbolic skills required of leaders (Sasnett & Ross, 2007; Pont, Nusche & Moorman, 2008; and Janus, 2016).

Various competencies under the structural leadership dimension are needed by principals as they do their duties and responsibilities. Making timely and sound decisions based on rationality resulted to a school that has harmony and clarity in their procedures. There is a great need for change and improvement in decision making among organizational executives, while accommodating technology, diversity, globalization, policy, teamwork, and leadership effectiveness (Mulford, 2003; Ejimabo, 2015; and Reilly, 2017).

Administrators mostly use rational decision-making style, and they rarely use avoidant decision-making style (Bavolar & Orosova, 2015; Olcum & Titrek, 2015; Geisler & Allwood, 2018). Most administrators/principals used democratic style of leadership, which enhances teacher's motivation that can be observed by their job satisfaction, which in turn is reflected through their involvement in curricular planning, decision making, and goal setting process (Mulford, 2003; Sajjad *et al.*,

2013; and Day & Sammons, 2014).

Competency in the use of computer is also needed by principals. Computer competence and computer use of the principals are strongly associated to transformative leadership. In the 21st century, the skill and knowledge on the use of technology is a must among school heads (Afshari *et al.*, 2008; Sanchez, 2016; and Serdyukov, 2017).

Educational leaders serve as models for technology implementation. There is a link between technology implementation and teaching-learning success. The educational leaders can create new ways to save resources and improve organizational effectiveness (Mulford, 2003; Masteris, 2005; and Serdyukov, 2017). Educational technology is both the media born of the communication revolution, which can be used for instructional purposes and a systematic way of designing, carrying out, and evaluating the total process of learning and teaching (Earle, 2002; Roblyer, 2010; and Ibrahim, 2015).

Principals should be good instructional leaders as well as being good administrators. In other words, their incompetency on the issue of instructional leadership should be resolved (Yule, 1989; Gulcan, 2012; and Kraft & Gilmour, 2016). Most principals and teachers, for example, supported the enforcement of instructional leadership in Indonesian education system intensively. The principal's instructional leadership ran effectively, when, in practice, the leadership was followed and guided by a clear formulation instructional objective and good collaboration among principals, teachers, students, and all stakeholders (Yunita, 2015; and Ahmad & Hussain, 2017).

School administrators also regularly observe teachers as an extension of formal job-performance evaluations (Abbott, 2014; White, 2014; and Cruz, 2019). Meanwhile, human resource leadership is about human or people skills. The role of leadership in HRM (Human Resource Management) deals with the responsibilities, functions, behaviors, and importance of leadership (Ali, 2012; Sharma, 2012; and Maxwell, 2015).

Principals use distributed leadership. This depended on their knowledge and application of the ideology of distributed leadership. The findings have implications for the development of principals as leaders in the future (Humphreys, 2010; Hermann, 2016; and Salahuddin & Conner, 2018). Principals having people skills can affect in a positive way the commitment of teachers. Transformative leaders have the ability to promote the level of human conduct and ethical considerations of an organization (Bredeson, 2000; Pont, Nusche & Moorman, 2008; and Lazzaro, 2009).

The principal-teacher communication practices are closely related to teachers' job satisfaction; and that there is a slight difference in teachers' job satisfaction between teachers working with male principals and teachers working with female principals. Teachers are more satisfied with male principal's communication than with female principal's communication (cf Kiboss & Jemiryott, 2014; Sungu *et al.*, 2014; and al-Hajar, 2016).

Leaders cannot lead without recognizing the importance of communicating and listening. Listening and leadership are related concepts. Great leaders recognize the value of practicing listening, as well as creating opportunities for dialogue to enhance the listening experience (Engen, 2012; Kolzow, 2014; and Lasater, 2016). Under the political leadership dimension, T. Bush & D. Middlewood (2005) cited as follows:

[...] that conflict management is a skill of a leader that may involve a number of strategies, such as arbitration, separation, or providing a "cooling off" period, neglect of trivial issues, coordinating devices – marginalizing the people concerned (Bush & Middlewood, 2005).

Conflicts are by-products of relationships of people in the organization. It can also be described as a product of the interaction of people in the schools. Thus, the principals must be ready to resolve any conflict that may arise in the schools. Managers prefer the compromise, problem solving, and dominating strategies. The results showed that the conflict management strategies

in place in the organizations have been relatively useful in minimizing the incidence of descriptive conflicts vehicle; conflict management strategies have positive impact on productivity (cf Aaberge, 2000; Obasan, 2011; and Crossfield & Bourne, 2018).

Effective interpersonal skill is very important. Managing a team requires the manager to interact effectively with each individual member of the team as well as the team itself. Similarly, being an effective team member requires that a person be capable of working productively with peers (Byrne & Onyett, 2010; Abbasi, Siddiqi & Azim, 2011; and Griffin & David, 2014).

Symbolic leadership dimension is about the identity, symbols used to represent the school as well as the vision and mission of the school. Diocesan schools are private, Catholic schools. Their identity and culture of Evangelization comes clearly based from their vision, mission, and goals (Hunt, 1998; Gros, 1999; and Sultmann, 2011).

Josefina R.V.M. Cabrera, Sr. (2015), and other scholars, said that schools being a Catholic school has always been guided by the values of the Gospel and a vision that is encompassing and universal fullness of life and total transformation of the world. The vision-mission of the school is always made known to the whole academic community with the leadership of the school head/principal; and is now on the process of internalization and application to the Christian lives (Stock, 2012; Sultmann, 2011; and Cabrera, Sr., 2015).

Inspiring others to do their best is a competency of a symbolic leader. Building individual spirit as well as group spirits can yield positive results for the organization (cf Sydanmaanlakka, 2003; Selver, 2013; and Cabrera, Sr., 2015).

Statement of the Problem. The research attempted to describe the leadership competencies of school principals of a diocesan educational system in Quezon City, the Philippines. Specifically, it answered the following questions:

Firstly, what is the level of leadership competencies of school principals as perceived by themselves and teachers

in terms of the following dimensions of leadership: Structural Dimension of Leadership; Human Resource Dimension of Leadership; Political Dimension of Leadership; and Symbolic Dimension of Leadership?

Secondly, is there a significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the following dimensions of leadership: Structural Dimension of Leadership; Human Resource Dimension of Leadership; Political Dimension of Leadership; and Symbolic Dimension of Leadership?

Thirdly, what framework can be developed to enhance the leadership competencies of principals in the diocesan school system?

To clarify the content of the words used in the study, the following words are defined operationally:

Leadership Competencies: the capabilities of the leader to deal effectively with subordinates. In this study, it refers to the four dimensions of leadership, such as structural, human resource, political, and symbolic. It specifically refers to the competencies of the principal influencing the teachers towards the realization of the organizational goals and objectives.

Human Resource Dimension: the principal's capacity to work with teachers and the school as a whole. The principal under this dimension supports and ensures that teachers' ideas, concerns, and sentiments are taken into consideration thereby they get the signal that they are one with the principals in performing their duties towards the realization of the school's objectives.

Political Dimension: the capacity of the principal to handle the different views, opinions of all stakeholders, especially the teachers. This happens when the principal recognizes constituencies, develops ties, and manages conflict as productively as possible.

Structural Dimension: the principals' capacity to do the tasks by following a strict protocol and structure. This requires the leaders' analytic approach in problem solving.

Symbolic Dimension: the capacity of the principal to inspire people by using dramatic symbols to inspire people, and get them excited and be passionate in the discharge of their duties and responsibilities to the organization.

METHODS

The descriptive survey method of research was used in this study. The respondents of this study were six (6) principals and forty-six (46) teachers of a diocesan school in Quezon City, the Philippines. The principals in all six schools of the diocesan educational system and thirty percent (30%) of the population of the teachers were included in the study. The respondents were purposively chosen for the achievement of the stated objective on this study (Williams, 2007; Palinkas *et al.*, 2015; and Ponto, 2015).

A survey questionnaire served as the main data gathering instrument. The questionnaire contained four dimensions of leadership, which is a description of the principals' personal attributes and competencies. The newly validated questionnaire for this study consisted of seventy-four (74) items on the four dimensions of leadership: thirty-two (32) items under structural dimension of leadership; twenty-three (23) items under human resource dimension of leadership; twelve (12) items under political dimension of leadership; and seven (7) under symbolic dimension of leadership (*cf* Hardman, 2011; Lewis, 2015; and Ponto, 2015).

The questionnaire technique was used in data collection, since it is most effective in the survey approach. It is more reliable, because the questionnaires were structured beforehand and prepared for the research problem (Sevilla *et al.*, 1992; Wilkinson & Birmingham, 2003; and Ponto, 2015).

Statistical Tests. The data gathered were analysed using the following statistical tools:

Frequency Distribution was used to find out the number of principals and teachers, who responded to the questions in each leadership dimensions (Sevilla *et al.*, 1992; Ponto, 2015; and Pont, Nusche & Moorman, 2008).

Table 1:
 Summary of the Leadership Competencies of Principals

Areas	Principal		Teacher		Overall	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Structural Leadership	8.00	Advanced Competency	7.44	Advanced Competency	7.50	Advanced Competency
Human Resource Leadership	8.34	Advanced Competency	7.38	Advanced Competency	7.50	Advanced Competency
Political Leadership	7.78	Advanced Competency	7.40	Advanced Competency	7.45	Advanced Competency
Symbolic Leadership	8.00	Advanced Competency	7.61	Advanced Competency	7.66	Advanced Competency
Overall	8.05	Advanced Competency	7.46	Advanced Competency	7.53	Advanced Competency

Mean was used to find out the average personal and faculty ratings of respondents on the leadership competencies of school principals (Sevilla *et al.*, 1992; Afshari *et al.*, 2008; and Ponto, 2015).

Percentage was used to identify the rate or proportion per hundred of principal and faculty respondents (Sevilla *et al.*, 1992; Wilkinson & Birmingham, 2003; and Ponto, 2015).

Standard Deviation was used to measure how concentrated the data are around the mean. It described the homogeneity and heterogeneity of the variables in the distribution (Sevilla *et al.*, 1992; Wilkinson & Birmingham, 2003; and Pinzari, Mazumdar & Girosi, 2018).

The Independent-Samples *t*-Test (or independent *t*-test, for short) compared the means between two unrelated groups on the same continuous, dependent variable (Sevilla *et al.*, 1992; Wilkinson & Birmingham, 2003; and Marshall, 2017).

RESULTS AND DISCUSSION

As reflected in table 1, the overall mean of principals in the leadership competencies as rated by themselves is 8.05; while the teachers over all mean is 7.46. The total mean score is 7.53. This means that the principals have an advanced competency in all the four dimensions of leadership: structural, human resource, political, and symbolic (*cf* Boquiren, 1973; Mustamin & Yasin, 2012; and Victor, 2017).

Notably, the principals rated themselves higher in competencies in all dimensions of leadership compared to a lower rating given by the teachers, though the difference is not significant except in the human resource dimension of leadership. The principals gave themselves an overall rating of 8.05, which is one point lower than the highest mean score which is 9. Teachers, on the other hand, rated the principals an overall mean of 7.46, which is lower by 1.54 than the highest score which is 9. See table 1.

Table 2 shows the comparison between the perceptions of the teachers and principals on the leadership competencies of principals. On structural leadership dimension, the teachers rated the principals with a mean of 7.44 and standard deviation of 1.33. The principals rated themselves on this dimension of leadership with a mean of 8.00 and standard deviation of 0.99. The mean difference is 0.56, *df* is 50, *t*-value is 1.002, and *p*-value is 0.321. This means that there is no significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the structural leadership dimension (*cf* Mulford, 2003; Leithwood *et al.*, 2004; and Hardman, 2011). See table 2.

On human resource leadership dimension, the teachers rated the principals with a mean of 7.38 and standard deviation of 1.34. The principals rated themselves in this dimension of leadership with a mean of 8.43 and standard deviation of 0.59. The

Table 2:
Comparison between the Perceptions of the Teachers and Principals
on the Leadership Competencies of Principals

Areas	Group	Mean	Standard Deviation	Mean Difference	Df	t-Value	p-Value	Interpretation
Structural Leadership	Teacher	7.44	1.33	0.56	50	1.002	0.321	Not Significant
	Principal	8.00	0.99					
Human Resource Leadership	Teacher	7.38	1.34	1.06	50	3.39	0.005	Significant
	Principal	8.43	0.59					
Political Leadership	Teacher	7.40	1.35	0.37	50	1.289	0.215	Not Significant
	Principal	7.78	0.52					
Symbolic Leadership	Teacher	7.61	1.44	0.39	50	1.248	0.230	Not Significant
	Principal	8.00	0.56					
Overall	Teacher	7.46	1.32	0.59	50	1.907	0.079	Not Significant
	Principal	8.05	0.59					

mean difference is 1.06, df is 50, t-value is 3.39, and p-value is 0.005. This means that there is a significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the human resource leadership dimension (cf Leithwood *et al.*, 2004; Herrera, 2010; and Atherton, 2018).

Human resource leadership dimension was given the highest rating by the principals; while on the part of the teachers, they rated this dimension of leadership competencies of their principals the lowest. As regards political leadership dimension, the teachers rated the principals with a mean of 7.40 and standard deviation of 1.35. The principals rated themselves on this dimension of leadership with a mean of 7.78 and standard deviation of 0.52. The mean difference is 0.37, df is 50, t-value is 1.289, and p-value is 0.215. This means that there is no significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the political leadership dimension (cf Mulford, 2003; Mustamin & Yasin, 2012; and Guerrero, Teng-Calleja & Hechanova, 2018).

Principals rated the competencies under the political leadership dimension the lowest. On the symbolic leadership dimension, the teachers rated the principals with a mean of 7.61 and standard deviation of 1.44. The principals rated themselves on

this dimension of leadership with a mean of 8.00 and standard deviation of 0.56. The mean difference is 0.39, df is 50, t-value is 1.248, and p-value is 0.230. This means that there is no significant difference between the perceptions of principals and the teachers in the principals' leadership competencies in the symbolic leadership dimension. Competencies under the symbolic leadership dimension got the highest rating from the teachers (cf Leithwood *et al.*, 2004; Mustamin & Yasin, 2012; Chang, Chen & Chou, 2017).

The overall rating of principals by the teachers has a mean of 7.46, standard deviation of 1.32; while the principals rated themselves with a mean of 8.05, standard deviation of 0.59. The overall mean difference is 0.59, df is 50, t-value is 1.907, and p-value is 0.079. This means that there is no significant difference between the perception of principals and the teachers in the principals' leadership competencies.

A Framework for Enhancing Leadership Competencies of Diocesan Schools Principals. It is important to describe: (1) *the Elements*; (2) *Rationale*; (3) *the Structural Leadership Competencies*; (4) *the Human Resource Leadership Competencies*; (5) *Political Leadership Competencies*; and (6) *Symbolic Leadership Competencies*. The descriptions for each section are following here:

Firstly, *the Elements*. The framework is

Table 3:
 Matrix of the Elements of the Framework on Leadership Competencies

Leadership Dimensions	Leadership Competencies	Indicators
Structural Leadership.	Instructional Leadership.	Observes teachers regularly and provides feedback about school performance as soon as possible.
	Information and Communication Technology.	Uses technology to facilitate problem-solving and to assist teachers and staff to do their tasks.
	Judgment.	Takes calculated risks and makes timely and sound decision.
	Organizational Ability.	<p>Takes feedback into consideration while implementing organizational change.</p> <p>Keeps-up-to-date on changing organizational objectives, roles, norms, activities, priorities and policies.</p> <p>Creates new methods of planning, designing and carrying out program objectives.</p>
Human Resource Leadership.	Collegial Leadership.	<p>Considers the capability and feelings of teachers and staff.</p> <p>Demonstrates consistency and fairness.</p> <p>Responds appropriately to the needs of teachers and staff in different situations.</p>
	Reward and Recognition.	Provides positive reinforcement for high performance through appropriate recognition and reward.
	Communication.	<p>It is a good listener and observer.</p> <p>Shares helpful feedback with members.</p>
Political Leadership.	Teamwork.	Creates teams consisting of parents and teachers working together towards the realization of school's educational objectives.
	Conflict Management.	<p>Exercises power by influencing others to get things done through improved skill in negotiations, bargaining and coalition building.</p> <p>Politically highly sensitive and skilful.</p> <p>Manages conflicts and oppositions successfully.</p>
Symbolic Leadership.	Creativity Visionary.	<p>Creative and visionary in the application of technology to improve services and productivity.</p> <p>Highly imaginative and creative.</p> <p>Inspires others to do their best.</p>
	Culture Building.	Uses celebration to shape values and build morale.

composed of the four leadership dimensions, such as structural, human resource, political, and symbolic. Under each leadership dimension are the competencies assessed in the study that seemingly needed to be enhanced by the principals, which are reclassified under general terms of competencies. Under the structural leadership dimension are the competencies: Instructional Leadership, ICT (Information and Communication Technology), Judgment, and Organizational Ability. The human resource leadership dimension includes competencies, such as: Communication, Collegial Leadership, Reward, and Recognition. The political leadership dimension includes competencies, such as: Teamwork and Conflict Management. The symbolic leadership dimension covers competencies, such as: Creativity, Visionary, and Culture Building (cf Mustamin & Yasin, 2012; Cabrera, Sr., 2015; and Victor, 2017).

Secondly, *Rationale*. The proposed framework is created as a result of the study. It aims to enhance the leadership competencies of the diocesan school principals. It is designed to equip the principals with the necessary skills or competencies to become competent leaders. This is vital in harnessing the skills of principals, since they hold a very significant role in the leadership of a school (Mulford, 2003; Cabrera, Sr., 2015; and Macasa, Jr., Acosta & Malagapo, 2019).

Table 3 shows the matrix by the framework on leadership competencies is made of. The leadership dimensions, such as structural, human resource, political, and symbolic are in the first column. Then, in the second column includes the leadership competencies under each dimensions found in the first column. On the third column are the indicators that reflects each competencies that principals practice in the discharge their

duties and responsibilities.

Figure 1 is the visual representation of the framework. The framework contains the leadership competencies of principals being the focal point, so it is what the center or innermost circle represents. This means that the main purpose of the framework is to enhance or develop among diocesan school principals the needed competencies to arm them as they fulfill their duties and responsibilities (Pont, Nusche & Moorman, 2008; Cabrera, Sr., 2015; and Balyer, 2016).

The framework is made of rings since the circular representation would mean that principals can exercise any of the competencies from any leadership dimension in any given instance or situation. They may also practice simultaneously several competencies coming from different dimensions to respond to any given task as school head (Mulford, 2003; Cabrera, Sr., 2015; and Crow & Moller, 2017).

Thirdly, *the Structural Leadership Competencies*. The principals under this dimension practice competencies following a

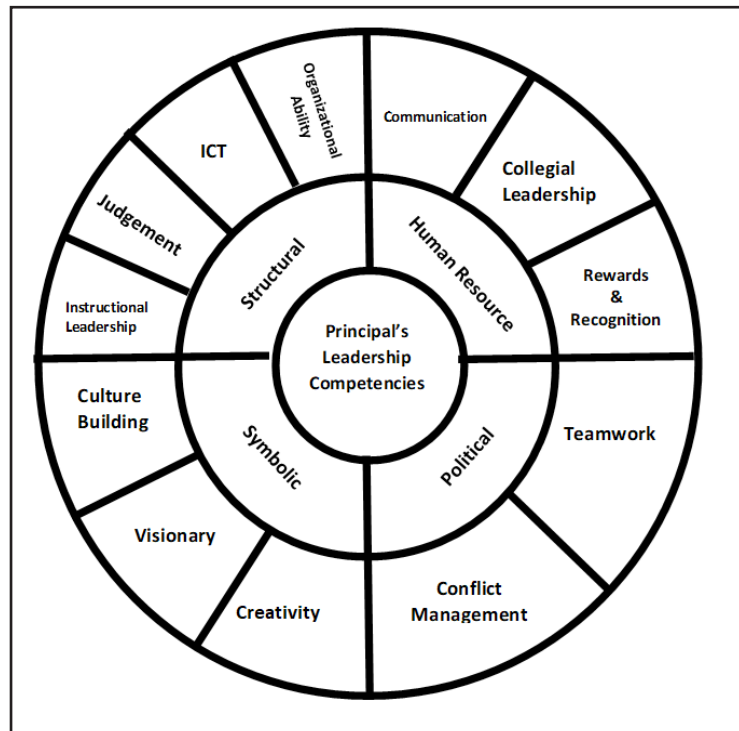


Figure 1:
Framework for Enhancing the Leadership Competencies
of Diocesan School Principals

strict protocol and structure. He or she must also be guided by systems and procedures of the organizational unit he or she is working in. They implement policies, goals, roles and relationships, linkages and lines of authority are made clear and accepted by its constituencies. This requires the leaders' analytic approach in problem solving. He or she must base his or her decision from a sound analysis, not just by mere intuition. The competencies included in this dimension are: Instructional Leadership, ICT (Information and Communication Technology), Judgment, and Organizational Ability (Mulford, 2003; Cabrera, Sr., 2015; and Macasa, Jr., Acosta & Malagapo, 2019).

Fourthly, *the Human Resource Leadership Competencies*. The principals work on behalf of both the organization and its people. These leaders support and empower through participation and inclusion, ensuring that people have the support needed to do their tasks. The human resource leadership dimension includes competencies, such as: Collegial Leadership, Communication, Reward, and Recognition (Pont, Nusche & Moorman, 2008; Cabrera, Sr., 2015; and Macasa, Jr., Acosta & Malagapo, 2019).

Fifthly, *Political Leadership Competencies*. The principals possess the skills to deal with conflict inside and outside the organization. They recognize constituencies, develop ties, and manage conflict as productively as possible. The principals in this dimension of leadership handle the different views, opinions of all stakeholders, especially the teachers. This happens when the principal recognizes constituencies, develops ties, and manages conflict as productively as possible. The area of political leadership includes the competencies, such as: Teamwork and Conflict Management (Pont, Nusche & Moorman, 2008; Cabrera, Sr., 2015; and Oracion, 2017).

Sixthly, *Symbolic Leadership Competencies*. The principals inspire people by using dramatic and creative symbols to capture attention. They get people excited, frame experience by providing plausible interpretations of their experiences, and be passionate in fulfilling and communicating

the mission, vision, and goals of the organization. This is where principals exercise their being creative and visionary, and in the process the help build the culture of the organization. The competencies included within the area of symbolic leadership are: Creativity, Visionary, and Culture Building (Ali, 2012; Cabrera, Sr., 2015; and Macasa, Jr., Acosta & Malagapo, 2019).

CONCLUSION

These conclusions are drawn based on the findings. The principals meet the standards as far as the four dimensions of leadership are concerned. The principals adhere to the formal structure of the organization, they take into account the different interests, various needs and individual feelings of the persons in the organization, they negotiate, build coalition and distribute the scarce resources, and they nurture the culture and faith of the organization.

However, there is a discrepancy in the assessment of two groups of participants in the human resource leadership dimension. Although the teachers assessed the principals to have advanced competency in human resource leadership, they still have higher expectations from the principals on the said dimension. Lastly, a framework is to be created to serve as a guide in the enhancement of the leadership competencies of principals.

It is, therefore, recommended that the principals shall maintain the manner they exercise the competencies under the structural, human resource, political, and symbolic leadership dimensions. They need to address the teachers' perception on their competencies concerning human resource leadership dimension. The leadership framework prepared by the researcher can be utilized by the principals in areas where they need enhancement in relation to their leadership competencies, especially in the human resource leadership dimension.

Further studies can be conducted to improve the human resource leadership dimensions of principals. Other groups may also be included as respondents to validate results. Further validation of the instruments

may also be done before it is utilized in a parallel study.¹

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¹**Statement:** We certify that this manuscript based on our personal study and/or research; and that we have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, and any other kind of document, electronic or personal communication. We also certify that this manuscript has not previously been submitted in any other journal or publication; and that we have not copied in part or whole or otherwise plagiarised the work of other publications and/or materials.

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The Principals and Teachers of Catholic Schools in the Philippines
(Source: <https://studylib.net/doc>, 2/3/2019)

Schools being a Catholic school have always been guided by the values of the Gospel and a vision that is encompassing and universal fullness of life and total transformation of the world. The vision-mission of the school is always made known to the whole academic community with the leadership of the school head/principal; and is now on the process of internalization and application to the Christian lives