EVALUATING ATTRIBUTES, TRAITS, AND COMPETENCIES OF A SCHOOL LEADER: A DESCRIPTIVE-CORRELATIONAL STUDY

Leomarich F. Casinillo[1] , **Michael G. Suarez[2]**

[1]*Visayas State University, Visca, Baybay City, Leyte, Philippines*
[2]*Doos Sur Elementary School, Hindang Leyte, Philippines*

ABSTRACT

Evaluation of the different characteristics of a school leader in the Philippines is limited in educational literature. Hence, this study focuses on assessing the personal attributes, traits, and competencies of school leaders in the Hindang District, Leyte Division, Philippines, to elucidate its nature and promote new policies to improve the educational system. This study employed a cross-sectional data gathering from a complete enumeration of teachers in the district. Mean, standard deviation, and coefficient of variation were computed in describing the survey data, and Spearman rho correlation was used to determine the association between variables. Results showed that school leaders are rated as "very satisfactory" concerning their "personal attributes", "traits", "result-focus", "self-orientation", "innovation", "leading people", "people performance and management", and "people development" characteristics. School leaders are also rated as "outstanding" in their competencies. Such as "self-management," "professionalism and ethics," and "teamwork." The correlation matrix revealed that all the characteristics of a school leader are positively correlated (strong) at a 1% level of significance. Hence, it is concluded that each character is an important asset for a school leader in developing the school. This research implies that to attain continuous progress in a school, the qualification in hiring a school leader must focus on personal attributes, traits, and competencies, not on the curriculum knowledge. Furthermore, a school leader must undergo seminars and training that deal with lead management and innovative ideas to become globally competitive leaders.

1. INTRODUCTION

To achieve successful and harmonious school management, a reasonable and competitive school leader must be. In the study of Casinillo and Suarez (2021), different characteristics of a school leader must be highly-developed to establish a well-organized institution that shapes its goals and future objectives. Branch and Colleagues (2013) stated that school leaders matter and widely consider that good leadership is the key to having a successful and progressive school. According to Acton (2021), a leader must bear the obligation of implementing modifications in their school. Perhaps, some insights from experienced leaders may aid in guiding professional practices. Some studies in the literature deal with education change and improvement by investigating school leaders' responsibility (Acton, 2021; Bird et al., 2013; Gundy & Berger, 2016; Pollock, 2016). However, most of these studies focus on how to provide the necessary skills needed for educational leaders to deal with adequate school progress. Conclusion and personal characteristics of a school leader are seldom investigated about their institution's success.

School leaders' function is critical to the development of the school as builder managers, support in achieving objectives and goals, and establish resourcefulness for institutions' educational plans. Algahtani (2014) findings stated that a leader's effectiveness depends on their behavior and various characteristics they possess. Some of these characteristics include the following: coaching skills, willingness, expertise, self-esteem, confidence, listening skills, integrity, and sense of priorities (Bennis & Nanus, 1997), among others. Hallinger (2020) emphasized the importance of investigating leadership and management in the educational system since it has something to do with accomplishing goals and organizational success. Findings offer representative and diverse relevant information for some scholars in strengthening the quality of education throughout the world. As leaders, they are the one who takes charge of management responsibilities that run over the institutions (Bennis & Nanus, 1997; Hallinger, 2020). This indicates that a leader must possess competitive qualities and experiences to govern a complex domain. Hallinger and Hammad (2019) recommend strengthening the research development that addresses conceptualizing competitive features of leading and managing educational institutions. Targets formal training in coaching and governing appropriate assignments and how to support teachers' learning and development.

In the study of Casinillo and Suarez (2021), it is stated that a good school leader will positively influence different school goals, and this includes the following: student's academic achievement, enlisting quality teachers; providing appropriate motivation to teachers; determining and promoting school goals, and efficient allocation and budgeting of available resources, among others. Hence, studying a school leader's different attributes, traits, and competencies is worthy of comprehending its nature and providing a future reference of knowledge to policy-making bodies in educational leadership. The said three variables are being studied since they will elucidate the skills and behavior of a school leader. School leaders' topic is well-researched in literature; however, it does not focus on a leader's attributes, traits, and competencies in low-performing schools in the Philippines. So, this study, in general, investigates the association of the different attributes, traits, and competencies of a school leader in the Hindang Division in Leyte, Philippines. The specific objectives are: (1) to describe the personal attributes, traits, and competencies of a school leader in the Hindang Division; and (2) to determine the correlation of the different attributes, traits, and competencies of a school leader in Hindang Division. The results of this study may address the low-performing schools in Hindang Division and beyond. In addition, findings may

provide some information to school leaders that will help them improve their current leadership and management skills. Furthermore, the study may help address the research gap regarding leadership topics in literature and serve as a benchmark for educational management research.

1.1. Conceptual Framework

School leaders are the ones who formulate a development plan of action to achieve the institution's goals and objectives (Branch et al., 2013; Casinillo & Suarez, 2021). According to Cambron-McCabe and McCarthy (2005), school leaders are the ones who promote social justice for both teachers and students to achieve equal social rights, privileges, and opportunities. It is also known to many that a good school leader is a key to a successful and productive school. Branch and colleagues (2013) stated that to measure the effectiveness of a school leader is to examine the students' academic achievement and compare it to the previous year's performance. Moreover, Ten Bruggencate et al. (2012) suggested that a good and competent school leader can make a difference in students' academic performance. In that case, leaders can be evaluated to their potential and strengths. Goolamally and Ahmad (2014) stated that a school's success is dependent on the skills, abilities, and character of a leader. They have concluded that the selection of a school principal must undergo a meticulous procedure that objectively evaluates their attributes, traits, administrative skills, and competencies, among others. Likewise, Thompson (2013) stated that traits and leadership styles must be maintained to effectively offer a way to improve and accomplish the goals of their school. The framework of this study is to investigate the inter-correlation of the different characteristics and competencies of a school leader.

2. METHODS

A descriptive-correlational research design was employed in this study based on the paper by Casinillo and Guarte (2018). This study used descriptive measures to summarize the various attributes, traits, and competencies of a school leader and calculated a correlation coefficient to capture the relationship among variables. Regarding the data collection, this study used secondary data from the paper of Casinillo and Suarez (2021) that deals with the different characteristics of a school leader. The study's target population is all bonafide elementary teachers in Hindang District. One hundred twenty-one teachers were given a structured questionnaire to gather the needed data by complete enumeration. It utilized the three (3) essential variables as "personal attributes," "personality traits," and "competencies ."Under the competencies are the following: "self-management characteristics," "professionalism and ethics characteristics," "result-focus characteristics," "teamwork characteristics," "self-orientation characteristics," "innovation characteristics," "leading people characteristics," "performance and management characteristics," and "people development characteristics." Each characteristic has sub-items that describe a school leader's attributes, traits, and competencies. In addition, each item follows a Likert scale, that is, 1-poor, 2-unsatisfactory, 3-satisfactory, 4-very satisfactory, and 5-outstanding. Table 1 presents the mean interval scores with the equivalent perception description.

Table 1 Mean interval perception scores and their corresponding description

Mean interval perception scores	Description/Interpretation
1.00 – 1.80	Poor
1.81 – 2.60	Unsatisfactory
2.61 – 3.40	Satisfactory
3.41 – 4.20	Very satisfactory
4.21 – 5.00	Outstanding

Moreover, the questionnaire has undergone a reliability test using Cronbach's alpha. Table 2, it shows that the instrument is reliable for use.

Table 2 Reliability test using Cronbach's alpha (Cronbach, 1951).

Set of Variables	No. of Items	Average Inter-item Covariance	Scale Reliability Coefficient
Personal attribute	6	0.6715	0.9126
Personality traits	5	0.8074	0.9402
Self-Management Characteristics	3	0.8291	0.9468
Professionalism and Ethics Characteristics	4	0.7655	0.9350
Result-Focus Characteristics	3	0.6899	0.9320
Teamwork Characteristics	4	0.8950	0.9558
Self-Orientation Characteristics	3	0.7666	0.9193
Innovation Characteristics	3	0.6203	0.8985
Leading People Characteristics	5	0.9409	0.9644
Performance and management Characteristics	5	0.7875	0.9544
People development Characteristics	5	0.9105	0.9687

The variables used in this study were subjected to clearing and data formatting in excel to be suited to STATA version 14.0 statistical software. The study used statistical measures such as mean ($\bar{x}$), standard deviation (s), and coefficient of variation ($C.V.$) to summarize and extract meaningful descriptions in the data analysis. In determining the relationship of variables of interest, the perception scores on each sub-items (Category) were summed up. The Spearman rho correlation was constructed in matrix form and tested at a 1% significance level. In interpreting the correlation coefficients, the rule of thumb utilized in Casinillo and Guarte (2018) paper was used. Table 3 shows the range of the Spearman rho correlation coefficient and its degree of association.

Table 3 Spearman rho correlation coefficient and degree of association

Correlation coefficient (r)	Degree of association
$0.0 < \|r\| < 0.3$	Weak
$0.3 < \|r\| < 0.7$	Moderate
$0.7 < \|r\| \leq 1.0$	Strong

3. RESULT AND DISCUSSION

3.1. Personal Attributes

School leaders obtained an excellent rating concerning their attributes, as shown in Table 4. In particular, school leaders were rated as "very satisfactory" for their attractiveness,

sympathy/kindness, and socially competent. This suggests that school leaders in Hindang are considered socially pleasing, friendly, generous, and helpful to their colleagues. In the study of Goolamally and Ahmad (2014), it is stated that good attributes and excellent character must be possessed by a leader to be respected by their constituent teachers in school. Table 4 has also shown that school leaders are rated "outstanding" in being psychologically stable, mature, and well-groomed during their school duties. Thompson (2013) suggested that a good leader must reflect a respectable manner to their colleagues, students, and people involved in school. School leaders were rated "very satisfactory" concerning their overall personal attributes. In that case, results suggest that leaders in Hindang are providing pleasure and sympathy to their teachers and students.

Table 4 Personal attributes of a school leader

Personal Attributes	$\mu \pm \sigma$	C. V. (%)	Description
Attractiveness	3.90±1.02	26.15	Very satisfactory
Psychologically stable	4.21±0.97	23.04	Outstanding
Mature	4.26±1.06	24.88	Outstanding
Sympathetic/Kindness	4.00±1.09	27.25	Very satisfactory
Socially competent	4.02±1.07	26.62	Very satisfactory
Well-groomed	4.46±0.96	21.52	Outstanding
Overall	**4.14±0.85**	**20.53**	**Very satisfactory**

Note: a - See Table 1 for details.

3.2. Personal Traits

The personal traits of a school leader, all types traits are rated as "very satisfactory" and the overall response (Table 5). The coefficient of variation also suggests that the participants' perception scores have obtained 22.91% variation, which is considered more likely consistent. The result indicates that school leaders are open-minded to ideas and suggestions for improving their schools. They also exert effort in appreciating the perspective of their colleagues and students. In addition, leaders show positive energy, friendly and positive emotions which shows compassion and willingness to cooperate. Good personal traits also refer to controlling emotions over bad situations that only focus on the solution of a problem. McKinney et al. (2015) stated that school leaders with good personal traits could influence their teachers and students in school to achieve a productive education. Good traits of a leader can transform a school culture to act as one and encourage them to do their parts. Additionally, personal traits are crucial for a leader to possess since they reveal a positive aspect of behavior (Atay & Danju, 2012; Thompson, 2013).

Table 5 Personal traits of a school leader

Personality Traits	$\mu \pm \sigma$	C. V. (%)	Description
Openness to experience	3.95±1.08	27.34	Very satisfactory
Conscientiousness	4.02±1.00	24.88	Very satisfactory
Extraversion	4.07±1.01	24.82	Very satisfactory
Agreeableness	4.14±1.07	25.85	Very satisfactory
Neuroticism	4.14±0.89	21.50	Very satisfactory
Overall	**4.06±0.93**	**22.91**	**Very satisfactory**

Note: a - See Table 1 for details.

3.3. Competencies

On average, the overall self-management of school leaders is rated as "outstanding," as shown in Table 6. The coefficient of variation also suggests that the teachers' perception scores are more likely to be a consistent response (*C.V.*=22.33%). In that case, the result indicates that these leaders are outstanding in setting their goals and objectives for school development. They also show integrity and honesty in undertaking actions and offers good time management in accomplishing their tasks and activities. In addition, these leaders also show emotional maturity and enthusiasm as they face diverse challenges in schools. According to Goolamally and Ahmad (2014) and Rhee et al. (2020), self-management is crucial in leadership because it is needed to accomplish a school's objectives and goals at a specific time. To be a productive and efficient institution, one must possess a school leader who has good resource management.

Table 6 Self-Management characteristics of a school leader

Self-Management Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Sets personal goals and direction, needs and development	4.25±0.93	21.88	Outstanding
Undertakes personal actions and behaviors that are clear and purposive and takes into account individual goals and values congruent to that of the organization	4.17±1.01	24.22	Very satisfactory
Displays emotional maturity and enthusiasm for and its challenges by higher goals	4.23±1.01	23.88	Outstanding
Overall	**4.21±0.94**	**22.33**	**Outstanding**

Note: a - See Table 1 for details.

In Table 7, it is shown that school leaders have integrated professionalism and ethics with their teachers and students. The participants of this study have rated them as "outstanding" (*μ*=4.28, *σ*=0.91) in a consistent manner (*C.V.*=21.26%) (Table 7). Result suggests that leaders show good manners and the right values that make them respectable towards their teachers, students, and colleagues. They also show a professional image as being trustworthy, punctual, and well-groom in front of the people involved in school. Leaders are also showing a sense of self-sacrifice and urgency for the institution's improvement. The result is consistent with Richardson et al. (2013) study, which deals with the school leaders responsible and acting as professionals in leading and navigating their teachers and students to the learning environment. School leaders' professionalism and ethics are assets in helping teachers and students to become effective in the learning process.

Table 7 Professionalism and Ethics of a school leader

Professionalism and Ethics Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Demonstrates the values and behavior enshrined in the Norms and Conduct and Ethical Standards	4.47±0.86	19.24	Outstanding
Maintains a professional image; being trustworthy, regularity of attendance and punctuality, good grooming and communication	4.21±1.01	23.99	Outstanding
Makes personal sacrifices to meet the organization's need	4.17±1.11	26.62	Very satisfactory
Acts with a sense of urgency and responsibility to meet the organization's needs, improve the system and help others improve their effectiveness	4.28±0.96	22.43	Outstanding
Overall	**4.28±0.91**	**21.26**	**Outstanding**

Note: a - See Table 1 for details.

As for the "result-focus characteristics" of the leaders, it is rated as "very satisfactory" and considered as consistent by coefficient variation (Table 8). This suggests that school leaders achieve their goals by utilizing the available resources. They avoid errors in the task and activities and avoid waste of resources and time. Additionally, they can produce a quality output by accomplishing it before the given deadline. This result parallels the finding of Casinillo and Suarez (2021) that "result-focus characteristics" are significant determinants of improving school accomplishment and quality education. This implies that by shaping the school into a progressive organization, school leaders must possess result-focus competencies that produce error-free outputs.

Table 8 Result-Focus of a school leader

Result-Focus Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Achieves results with the optimal use of time and resources most of the time	4.16±0.88	21.15	Very satisfactory
Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs	4.19±0.92	21.96	Very satisfactory
Delivers error-free output most of the time by conforming to standard operating procedures correctly and consistently. Able to produce a very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	4.07±0.96	23.59	Very satisfactory
Overall	**4.14±0.86**	**20.77**	**Very satisfactory**

Note: a - See Table 1 for details.

In the case of teamwork characteristics, school leaders are rated "outstanding," and the coefficient of variation suggests that this response is consistent (Table 9). This implies that school leaders are not selfish in doing their duties rather, they share ideas and visions with their teachers and colleagues. They promote collaboration and open their minds to form a team in making a decision. Perhaps, leaders believe that a majority decision and collective ideas lead to a strong outcome and accomplishment. This finding parallels the existing literature studies that deal with leaders' result-focus competencies, which can derive a team or consensus decision in accomplishing their goals (Eisner, 2011; Bravo et al., 2019; Casinillo & Suarez, 2021).

Table 9 Teamwork Characteristics of a school leader

Teamwork Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Willingly does their share responsibility	4.28±1.04	24.30	Outstanding
Promotes collaboration and removes a barrier to teamwork and goal accomplishment across the organization	4.22±1.03	24.41	Outstanding
Drives consensus and team ownership of the decision	4.30±0.98	22.79	Outstanding
Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives	4.21±1.06	25.18	Outstanding
Overall	**4.25±0.97**	**22.82**	**Outstanding**

Note: a - See Table 1 for details.

Table 10 reveals that, on average, school leaders are rated as "very satisfactory" about their self-orientation characteristics, and the coefficient of variation suggests that the participants' perception score is consistent (*C.V.*=22.64%). This suggests that school leaders are modeling the way or path to be followed by their teachers and students. They conduct orientation to set directions and plans to achieve their future goals. They also deal with the issues and concerns of their staff, and faculties in an unbiased way and with no conflict of interest. Leaders are responsible for developing and improving development programs by making simplified procedures that consider teachers' well-being. In the study by Thompson (2013), it is stated that school leaders are to correct what is wrong and talk about the future direction on how to do things. Likewise, school leaders must influence others about what needs to be done in plans to avoid misleading decisions (Ceri-Booms et al., 2017; Casinillo & Suarez, 2021).

Table 10 Self-Orientation characteristics of a school leader

Self-Orientation Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Can explain and articulate organizational directions, issues, and problems	3.99±0.99	24.81	Very satisfactory
Takes personal responsibility for dealing with and correcting customer service issues and concerns	4.02±0.97	24.13	Very satisfactory
Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery	4.05±0.98	24.20	Very satisfactory
Overall	**4.02±0.91**	**22.64**	**Very satisfactory**

Note: a - See Table 1 for details.

Table 11 shows that school leaders are rated as "outstanding" in creating new ideas and finding solutions to very problems encountered. This also shows a continuous production that is needed to improve school performance. On average, Table 11 reveals that the innovative characteristics are rated as "very satisfactory," which is more likely consistent based on the coefficient of variation. Result suggests that school leaders are fostering innovative and creative ideas in examining the root cause of a particular problem and determining the right solutions. Leaders are capable of higher-order thinking beyond the box and imagination to obtain creative and original ideas. Leaders can give some alternatives on how things are to be done in minimal time and resources. According to Băeșu and Bejinaru (2015), an innovative leadership approach will bring to the point of effective governance and management that leads to success. In that case, innovative leadership is to influence their employees into new and creative ideas on how to solve problems.

Table 11 Innovation Characteristics of a school leader

Innovation Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Examines the root cause of problems and suggests effective solutions. Fosters new ideas, processes and suggests better ways to do things cost and/or operational efficiency	4.16±0.83	19.95	Very satisfactory
Demonstrates an ability to think "beyond the box ."Continuously focuses on improving personal productiveness to create solutions	4.21±0.92	21.85	Outstanding
Encourage a creative environment and inspires co-workers to develop original ideas	4.06±0.98	24.14	Very satisfactory

Uses imaginative methods to accomplish responsibilities. Establish resourcefulness and the ability to succeed with minimal resources	4.12±0.93	22.57	Very satisfactory
Overall	**4.14±0.82**	**19.81**	**Very satisfactory**

Note: a - See Table 1 for details.

On average, school leaders are rated as "very satisfactory" in regards to "leading people characteristics, and it is a somehow consistent response based on the coefficient of variation ($C.V.$=22.64%) (Table 12). This implies that school leaders have a convincing power to lead people and inspire them to follow by sharing vision and ideas. They also persuade others to strive hard and chase success by challenging them. The school leaders' responsibility is to lead, manage and motivate teachers to do their part and obligation for success in education. Uhl-Bien and Arena (2017) stated that leadership enables the people and organization to work together despite the complexity. In addition, the administration is setting goals to be followed by showing a good example.

Table 12 Leading people Characteristics of a school leader

Leading People Characteristics	$\mu \pm \sigma$	**C.V. (%)**	**Description**
Uses basic opinion method in a discussion or presentations such as staff assembly, appeals to reason and/or emotions, uses empirical data and examples	4.11±1.10	26.76	Very satisfactory
Persuades convinces or influence others to have a specific impact or effect	4.15±1.01	24.34	Very satisfactory
"Sets a good example," is a credible and respected leader; and demonstrates the desired behavior	4.05±1.12	27.65	Very satisfactory
Forwards personal, professional and work unit needs and interests in an issue	4.16±0.97	23.32	Very satisfactory
Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd's goal to create an effective work environment	4.19±1.06	25.30	Very satisfactory
Overall	**4.13±0.99**	**23.97**	**Very satisfactory**

Note: a - See Table 1 for details.

Table 13 shows that school leaders are rated as "very satisfactory" regarding their people performance and management characteristics. The coefficient of variation suggests that this response is consistent ($C.V.$=21.77%) (Table 13). This implies that leaders are encouraging their teachers and students to improve their performance by making specific changes in the management process, setting performance standards, and assessing its progress. Additionally, leaders provide corrections and feedback in determining the specific action of the tasks and activities. Teachers and students are also encouraged to perform well and are advised to reach their goals to improve school performance. Leaders are responsible for setting performance expectations and supporting the management system by providing pieces of evidence and documents. Choi and Cho (2020) stated that leaders must represent the values and direction of the management and provide the guidelines for people to follow for productive performance.

Table 13 People performance and management characteristics of a school leader

People's performance and management Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Makes specific changes in the performance management system or own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenue)	4.23±0.92	21.75	Outstanding
Sets performance standards and measures progress of employees based on office and department targets	4.21±0.96	22.80	Outstanding
Provides feedback and technical assistance such as coaching for performance improvement and action planning	4.23±1.04	24.59	Outstanding
States performance expectation clearly and checks understanding and commitment	4.12±0.99	24.03	Very satisfactory
Performs all the stages of result-based performance management system supported by evidence and required documents/forms	4.09±1.02	24.94	Very satisfactory
Overall	**4.18±0.91**	**21.77**	**Very satisfactory**

Note: a - See Table 1 for details.

On average, the people development characteristics of school leaders are rated as "very satisfactory" and considered a consistent base on the coefficient of variation (*C.V.*=21.77%) (Table 14). The result implies that school leaders are developing the talents and potentials of their teachers and students that can be used to improve their institution. They facilitate by coaching and motivating their teachers to do their best in the work environment. They also provide training, seminar, and other development activities that might help them to improve in achieving their goals and the school's objectives. Moreover, leaders support their people by conceptualizing the required task and activities that promote trust, respect, and cooperation. According to Casinillo and Suarez (2021), people's development characteristics predict a well-performing school since they shape the goals and guide the people involved.

Table 14 People development Characteristics of a school leader

People development Characteristics	$\mu \pm \sigma$	C. V. (%)	Description
Develops the skill and effectiveness of individuals through employing a range of development schemes	4.17±1.03	24.70	Very satisfactory
Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect	4.19±1.05	25.06	Very satisfactory
Conceptualizes and implements learning interventions to meet identified training needs	4.13±1.06	25.67	Very satisfactory
Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences to support a person's learning and development	4.18±0.99	23.68	Very satisfactory
Cultivates a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals	4.29±1.01	23.54	Outstanding
Overall	**4.19±0.97**	**23.15**	**Very satisfactory**

Note: a - See Table 1 for details.

3.4. Correlation Analysis

The matrix correlation table shows that all characteristics (attributes, traits, and competencies) of a school leader are inter-correlated at a 1% level of significance (Table 15). The correlational coefficients also show that the degree of relationship among variables is strong based on Table 3. Additionally, the coefficient of determination suggests that the differences (variation) among variables have been explained well as it predicts the outcomes. Hence, the personal attributes, traits, and different competencies positively influence each other. This implies that each character is an essential key in the development and success of a school. The personal attributes and positive traits of a school leader help lead and manage people since these are reasons why people respect and follow them. Socially competent leaders positively interact with their people and manage themselves with positive emotions. In the study of Gurr (2015), it is stated that a good role model manager governs successful leadership in school. A school leader's management, professionalism, and ethical aspects are needed as determinants of good governance in school development to attain the target plans, desired school objectives, and progress of students' academic performance (Ten Bruggencate et al., 2012). Giawa et al. (2021) suggested that a professional leader should carry out their role in the optimal process as a manager/supervisor in school. Likewise, focusing on results and good teamwork are assets of being an effective and cooperative leader. A leader who concentrates on the excellence and continuous improvement of their school is more likely to be successful in his/her career. And being good team players, leaders can always collect good ideas and maximize the available resources with the help of their people. According to Kang et al. (2021), leaders must promote cooperative professional development for the continuous improvement of their schools. Self-orientation and innovation competencies of a school leader are the aspect of good leadership that decides and influences their people and creates new ideas to promote success in school. Although the school management is dynamic, a skilled and innovative leader can achieve its goals. A leader must adopt new technologies and use innovative ideas and strategies suited to the time being to progress even in an unprecedented way (Harris et al., 2021). Leaders are supposed to lead and manage their people with their full potential to achieve their common goals, that is, a successful education. According to Jenkins and Pfeifer (2012), a leader does not need to be an expert in the curriculum, but the proper knowledge to lead their people and use them effectively for the school's progress. Thus, to obtain a progressive and excellent school, leaders must possess the right competencies suitable for a good manager.

Table 15 Matrix correlation for the attributes, traits, and competencies of school leader

	1	2	3	4	5	6	7	8	9	10	11
1. Personal Attributes	1 -										
2. Personality Traits	0.7563* (57.19)	1 -									
3. Self-Management	0.7154* (51.18)	0.7985* (63.76)	1 -								
4. Professionalism and Ethics	0.7751* (60.08)	0.8609* (74.11)	0.7984* (63.74)	1 -							
5. Result-Focus	0.6338* (40.17)	0.8118* (65.90)	0.7710* (59.44)	0.8054* (64.87)	1 -						
6. Teamwork	0.7241* (52.43)	0.6964* (48.50)	0.7087* (50.23)	0.7490* (56.10)	0.6948* (48.28)	1 -					
7. Self-Orientation	0.7083* (50.17)	0.7545* (56.93)	0.7448* (55.47)	0.7090* (50.27)	0.7707* (59.40)	0.7664* (58.74)	1 -				
8. Innovation	0.7272* (52.88)	0.8547* (73.05)	0.7257* (52.66)	0.7222* (52.16)	0.8447* (71.35)	0.6985* (48.79)	0.8031* (64.50)	1 -			

9. Leading People	0.6663*	0.8173*	0.8050*	0.8147*	0.7548*	0.7728*	0.8655*	0.7561*	1	
	(44.39)	(66.80)	(64.80)	(66.37)	(56.97)	(59.72)	(74.91)	(57.17)	-	
10. People performance and management	0.7566*	0.8599*	0.7283*	0.8319*	0.8119*	0.7919*	0.8107*	0.8279*	0.8294*	1
	(57.24)	(73.94)	(53.04)	(69.21)	(65.92)	(62.71)	(65.72)	(68.54)	(68.79)	-
11. People development	0.6911*	0.8367*	0.8358*	0.8098*	0.8242*	0.8241*	0.8682*	0.7966*	0.8876*	0.8464*	1
	(47.76)	(70.00)	(69.86)	(65.58)	(67.93)	(67.91)	(75.38)	(63.46)	(78.78)	(71.64)	-

Note: Values indicate the computed Spearman correlation coefficient and coefficient of determination are enclosed with parenthesis.
* - highly significant at 1% level.

4. CONCLUSION

This study aimed to evaluate a school leader's different personal attributes, traits, and competencies in Hindang Leyte, Philippines. Conclusively, school leaders are rated as "very satisfactory" in relation to their "personal attributes", "traits", "result-focus", "self-orientation", "innovation", "leading people", "people performance and management", and "people development" characteristics. In addition, they are also rated as "outstanding" concerning their inherent competencies such as "self-management," "professionalism and ethics," and "teamwork." This means that school leaders in Hindang Leyte are considered good and competitive managers. Fortunately, the teachers' perception scores are consistently based on the coefficient of variation. This concludes that the results are more likely accordant/agreeable to the actual. As for the inference, the Spearman correlation matrix has revealed that a school leader's attributes, traits, and competencies are significantly and positively correlated (strong) to each other at a 1% level. Hence, each of these characteristics is an important asset for a school leader in leading and developing the school's advancement. In that case, the qualification in hiring a school leader must focus on their attributes, traits, and competencies and not on the leader's curriculum knowledge to attain a school's continuous progress. It is highly recommended that a school leader must undergo seminars and training that deal with lead management and innovative ideas to become a globally competitive manager in a school. Also, to attain a peaceful and productive work environment, leaders must show positive attitudes, ethical procedures, and well-respected interaction with their people. As for future research, one may consider the perception of students to support the results of the current study.

REFERENCES

Acton, K. S. (2021). School leaders as change agents: do principals have the tools they need?. *Management in Education*, *35*(1), 43-51. https://journals.sagepub.com/doi/abs/10.1177/0892020620927415

Algahtani, A. (2014). Are leadership and management different? A review. *Journal of management policies and practices*, *2*(3), 71-82. http://jmppnet.com/journals/jmpp/Vol_2_No_3_September_2014/4.pdf

Atay, M., & Danju, I. (2012). Analysis of 1st grade and 5th grade textbooks and primary school student's views about personal traits in gender role in society. *Procedia-Social and Behavioral Sciences*, *47*, 64-73. https://www.sciencedirect.com/science/article/pii/S1877042812023506

Băeșu, C., & Bejinaru, R. (2015). Innovative leadership styles and the influence of emotional intelligence. *The USV Annals of Economics and Public Administration*, *15*(3), 136-145. http://annals.seap.usv.ro/index.php/annals/article/viewArticle/814

Bennis, W. G. & Nanus, B. (1997). *Leaders: The Strategies for Taking Charge*. HarperCollins, New York. http://coachjacksonspages.com/44.pdf

Bird, J. J., Dunaway, D. M., Hancock, D. R., & Wang, C. (2013). The superintendent's leadership role in school improvement: Relationships between authenticity and best practices. *Leadership and Policy in Schools*, *12*(1), 77-99. https://www.tandfonline.com/doi/abs/10.1080/15700763.2013.766348

Branch, G. F., Hanushek, E. A., & Rivkin, S. G. (2013). School leaders matter. *Education Next*, *13*(1), 62-69. https://eric.ed.gov/?id=EJ1008235

Bravo, R., Catalán, S., & Pina, J. M. (2019). Analysing teamwork in higher education: An empirical study on the antecedents and consequences of team cohesiveness. Studies in Higher Education, 44(7), 1153–1165. https://doi.org/10.1080/03075079.2017.1420049.

Cambron-McCabe, N., & McCarthy, M. M. (2005). Educating school leaders for social justice. *Educational policy*, *19*(1), 201-222. https://doi.org/10.1177/0895904804271609

Casinillo, L., & Guarte, J. (2018). Evaluating the effectiveness of teaching strategies: the case of a national vocational school in Hilongos, Leyte. *Review of Socio-Economic Research and Development Studies*, *2*(1), 65-80. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3804151

Casinillo, L. F., & Suarez, M. G. (2021). On Characterizing School Leaders: Evidence from Hindang District, Leyte Division, Philippines. *JPI (Jurnal Pendidikan Indonesia)*, *10*(2), 325-334. https://ejournal.undiksha.ac.id/index.php/JPI/article/view/30350

Ceri-Booms, M., Curşeu, P. L., & Oerlemans, L. A. (2017). Task and person-focused leadership behaviors and team performance: A meta-analysis. *Human Resource Management Review, 27*(1), 178–192. https://doi.org/10.1016/j.hrmr.2016.09.010.

Choi, Y. G., & Cho, K. T. (2020). Analysis of safety management characteristics using network analysis of CEO messages in the construction industry. *Sustainability*, *12*(14), 5771. https://www.mdpi.com/2071-1050/12/14/5771

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika, 16*, 297–334. https://doi.org/10.1007/BF02310555

Eisner, S. (2011). Reflections on leadership. *SAM Advanced Management Journal*, *76*(4), 47. https://www.proquest.com/openview/cf38a792d3203c329a65f9bd0b7973c6/1?pq-origsite=gscholar&cbl=40946

Giawa, T., Montessori, M., & Yusuf, M. (2021). An Analysis of the Teachers Professionalism Performance of Pancasila and Civic Education at Padang City. *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, *6*(2), 236-258. https://matematika.univpgri-palembang.ac.id/JMKSP/article/view/5594

Goolamally, N., & Ahmad, J. (2014). Attributes of School Leaders Towards Achieving Sustainable Leadership: A Factor Analysis. *Journal of Education and Learning*, *3*(1), 122-133. https://eric.ed.gov/?id=EJ1076798

Gundy, M. S., & Berger, M. J. (2016). Towards a model supporting educational change. *International Journal of Information and Education Technology, 6*(3), 232–236. http://www.ijiet.org/vol6/691-EI1006.pdf

Gurr, D. (2015). A model of successful school leadership from the international successful school principalship project. *Societies*, *5*(1), 136-150. https://doi.org/10.3390/soc5010136

Hallinger, P. (2020). Science mapping the knowledge base on educational leadership and management from the emerging regions of Asia, Africa and Latin America, 1965–2018. *Educational Management Administration & Leadership*, *48*(2), 209-230. https://journals.sagepub.com/doi/abs/10.1177/1741143218822772

Hallinger, P., & Hammad, W. (2019). Knowledge production on educational leadership and management in Arab societies: A systematic review of research. *Educational Management Administration & Leadership*, *47*(1), 20-36. https://journals.sagepub.com/doi/full/10.1177/1741143217717280

Harris, A., Azorín, C., & Jones, M. (2021). Network leadership: a new educational imperative?. *International Journal of Leadership in Education*, 1-17. https://doi.org/10.1080/13603124.2021.1919320

Jenkins, J., & Pfeifer, R. S. (2012). The Principal as Curriculum Leader. *Principal Leadership*, *12*(5), 30-34. https://eric.ed.gov/?id=EJ975835

Kang, W. (2021). Explaining Effects of Transformational Leadership on Teachers' Cooperative Professional Development through Structural Equation Model and Phantom Model Approach. *Sustainability*, *13*(19), 10888. https://www.mdpi.com/2071-1050/13/19/10888

McKinney, C. L., Labat Jr, M. B., & Labat, C. A. (2015). Traits possessed by principals who transform school culture in national blue ribbon schools. *Academy of Educational Leadership Journal*, *19*(1), 152-166. https://www.proquest.com/openview/e9889b0f7d2c6d55a1f9a1d86751746d/1?pq-origsite=gscholar&cbl=38741

Pollock, K (2016) Principals' work in Ontario, Canada: changing demographics, advancements in information communication technology and health and well-being. *International Studies in Educational Administration, 44*(3), 55–73. https://ir.lib.uwo.ca/edupub/206/

Rhee, H., Grape, A., Tumiel-Berhalter, L., Wicks, M., Sloand, E., & Butz, A. (2020). Fidelity of a peer-led asthma self-management intervention and its attention control in a multisite study of urban adolescents. *Research in nursing & health*, *43*(2), 195-205. https://onlinelibrary.wiley.com/doi/abs/10.1002/nur.22001

Richardson, J. W., Flora, K., & Bathon, J. (2013). Fostering a School Technology Vision in School Leader. *International Journal of Educational Leadership Preparation*, *8*(1), 144-160. https://eric.ed.gov/?id=EJ1012953

Ten Bruggencate, G., Luyten, H., Scheerens, J., & Sleegers, P. (2012). Modeling the influence of school leaders on student achievement: how can school leaders make a difference?. *Educational administration quarterly*, *48*(4), 699-732. https://doi.org/10.1177/0013161X11436272

Thompson, S. (2013). Hidden strength: Encouraging spiritual leadership attributes among school leaders. *Kentucky Journal of Excellence in College Teaching and Learning*, *10*(2012), 9. https://encompass.eku.edu/cgi/viewcontent.cgi?article=1037&context=kjectl

Uhl-Bien, M., & Arena, M. (2017). Complexity leadership: Enabling people and organizations for adaptability. *Organizational Dynamics, 46*(1), 9–20. https://doi.org/10.1016/j.orgdyn.2016.12.001