AM I COMPETENT ENOUGH? COMPETENCY ENABLERS AND BARRIERS OF EDUCATIONAL LEADERS IN THE PROVINCE OF CAPIZ

Jessa Mae Bartolo Andama [1]

[1]*Colegio de la Purisima Concepcion, jessamaeandama2218@gmail.com*

ABSTRACT

The study aimed to assess the competency enablers and barriers of educational leaders in the Province of Capiz for the 2023-2024 school year. Specifically, it sought to determine the extent of these enablers in terms of building connections, developing self and others, teaching and learning, managing school operations, and strategic leadership. Additionally, the study aimed to identify the degree of competency barriers, including self-imposed, system-imposed, and culture-imposed barriers. It also examined whether there was a significant difference in the extent of enablers and barriers among respondents. The researcher utilized a mixed-method approach, combining quantitative data from a researcher-made questionnaire that was carried out with a sample population of 224 from the total of 506 educational leaders with qualitative insights from in-depth interviews using the method of Colaizzi (1978) with five participants following Dworkin (2019).Proportionate random sampling was employed to determine the number of respondents per school. Statistical tools used were frequency count, percentage, mean, T-test, ANNOVA and Spearman rank correlation analysis. The study found moderate degree of competency barriers among leaders, but widespread enablers. The study identified three primary enablers: dialogic interdependence, curriculum-driven leadership, and strategic aptitude. These enablers emphasize the importance of collaborative networks, continuous learning, and goal alignment for effective leadership. However, the research identified two primary obstacles to competency: ideological deflection and structural drawbacks. Structural drawbacks include hierarchical structures and diverse cultural backgrounds, while ideological deflection lacks self-discipline and goal orientation. Practical recommendations include customized coaching and mentoring programs, systemic interventions, and leadership development focused on cultural competency. Ethical considerations are ensured to ensure participant confidentiality and adherence to data privacy laws.

Keywords: leadership, enablers, barriers, mentoring, development

1. Introduction

The role of school principals is evolving due to the dynamic nature of education systems worldwide. As educational landscapes shift, principals must adapt, innovate, and prioritize equity in their leadership approach. Essential leadership competencies include adaptability, innovation, and equity. Principals must be flexible, foster creativity and innovative thinking to address complex challenges and improve educational outcomes. Prioritizing

equity ensures all students have access to high-quality education and opportunities for success.

Essential leadership competencies include building connections, trust and effective communication, and advocacy. Principals engage in continuous self-reflection and professional growth to identify areas for improvement and refine their leadership practices. They prioritize ongoing professional development to stay abreast of best practices, educational research, and emerging trends. Emotional intelligence is essential for creating a positive school culture and resolving conflicts effectively.

Instructional leadership plays a critical role in shaping teaching and learning practices to improve student outcomes. They ensure curriculum alignment with standards and support teachers through mentoring, coaching, and professional learning opportunities. School operations management involves understanding operational areas and developing strategic plans to set goals and allocate resources effectively.

Principals must overcome personal challenges such as fear of failure, resistance to change, or lack of confidence in their abilities. They must also navigate bureaucratic hurdles, resource constraints, and policy barriers that may impede effective leadership. Understanding and respecting diverse cultural backgrounds within the school community is essential for building inclusive environments and promoting equity.

The Wallace Foundation (2013) emphasizes the critical role of school leadership in driving educational reforms and improving student outcomes. Professional development is crucial for principals to ensure they have the necessary skills and expertise to lead effectively.

This study explores the complex and multidimensional character of educational leadership, highlighting the wide range of skills needed to successfully negotiate the challenging educational environment. The study aims to understand the dynamics of educational leadership effectiveness by examining educational leaders' self-assessment of their competency. The study examines how self-efficacy, environmental influences, observational learning, and other mechanisms affect leadership abilities. It does this by drawing on theories such as Social Cognitive Theory (SCT) by Bandura (1986) and Competency-based Leadership Theory (CLT) by Raven (1984).

2. Method

This study explores the dynamics of educational leadership effectiveness in Capiz, using Social Cognitive Theory (SCT) and Competency-based Leadership Theory (CLT). SCT focuses on how individuals learn through observation, imitation, and modeling, while CLT emphasizes the importance of specific competencies for effective leadership. The study explores the enablers and barriers to these competencies within the Capiz educational context, providing insights for leadership development and support. By integrating SCT and CLT, the study offers a holistic approach to understanding and enhancing educational leadership, offering valuable insights for educational reforms and improvements in the Capiz educational system.

This study used a mixed-method approach employing explanatory sequential design to collect both quantitative and qualitative data. Using this method, quantitative data were first gathered using a questionnaire created by the researcher, and then qualitative data were obtained through in-depth interviews. For the academic year 2023–2024, the study's population consisted of educational leaders working in the Capiz Division, such as department heads, assistant principals, principals, and teachers-in-charge of public junior high schools. Purposive sampling was used for in-depth interviews and basic random sampling was used for the survey questions. Slovin's algorithm was used to calculate the sample size, guaranteeing a 5% margin of error. Sample sizes were distributed among various school districts using a proportional allocation algorithm. Five respondents were interviewed in-depth and 224 survey questionnaires were distributed as part of the data-gathering methodology. Variables were operationalized through the creation of questionnaire items and interview questions that were then verified by specialists. For quantitative data, analytical approaches included descriptive statistics; for qualitative data, thematic analysis was used. The correlations and differences between the variables were investigated using inferential statistics including Pearson r, ANOVA, and t-tests. This study explores the dynamics of educational leadership effectiveness in Capiz, using Social Cognitive Theory (SCT) and Competency-based Leadership Theory (CLT). SCT focuses on how individuals learn through observation, imitation, and modeling, while CLT emphasizes the importance of specific competencies for effective leadership. The study explores the enablers and barriers to these competencies within the Capiz educational context, providing insights for leadership development and support. By integrating SCT and CLT, the study offers a holistic approach to understanding and enhancing educational leadership, offering valuable insights for educational reforms and improvements in the Capiz educational system.

3. Results and Discussion

The study examined the relationship between competency enablers and demographic factors among educational leaders in the Province of Capiz. It found no significant differences in the extent of competency enablers across different age groups or sex, suggesting that leaders exhibited comparable levels regardless of their demographic characteristics. This contradicts previous research suggesting that principal effectiveness increases with experience over time. The consistency in competency enablers across different tenure levels fosters a stable and trustworthy leadership environment, challenging claims of limited mentorship opportunities for Philippine leaders. The study underscores the need for further research to understand the dynamics of mentorship and professional development practices within the Philippine educational system.

The also found no significant differences in competency barriers among educational leaders based on demographic factors such as age, sex, educational attainment, and length of service. This contradicts Salazar's (2019) research, which highlighted the Philippines' cultural landscape as a significant obstacle for educational leaders. Competency barriers affect leaders of both genders and various educational backgrounds equally. However, traditional gender roles and cultural norms may influence leadership opportunities for women, highlighting the need for challenging these norms for gender equality and competency development. The study also found no significant differences in competency barriers based on tenure, emphasizing the importance of continuous support and development for educational leaders at all career stages.

The findings of the study on educational leaders in the Province of Capiz, highlighting their levels of competency enablers and barriers, resonate with the theoretical background of Social Cognitive Theory (SCT) and Competency-based Leadership Theory (CLT). SCT posits that individuals learn through observation, imitation, and modeling, which aligns with the study's identification of competency enablers such as building connections, developing self and others, and teaching and learning. Similarly, CLT emphasizes the importance of specific competencies for effective leadership, which corresponds to the study's identification of competency barriers and the need for a holistic approach to leadership development. The discussion underscores the significance of understanding both competency enablers and barriers comprehensively, which resonates with the theoretical emphasis on reciprocal determinism in SCT and the focus on identifying and addressing barriers to competency in CLT. Additionally, the qualitative insights from in-depth interviews shed light on the experiential aspects of educational leadership, echoing SCT's emphasis on observational learning and CLT's focus on behavioral modeling and mentorship. Furthermore, the discussion emphasizes the importance of continuous professional development and adaptive leadership approaches, which align with the theoretical frameworks' emphasis on the role of environmental factors and the need for leaders to adapt to changing circumstances. The practical recommendations derived from the qualitative data reflect the theoretical emphasis on feedback mechanisms and coping strategies in SCT, as well as the focus on addressing barriers to competency in CLT. Overall, the discussion effectively links the findings of the study to the theoretical background of SCT and CLT, demonstrating how the insights gleaned from the research contribute to a deeper understanding of educational leadership effectiveness and inform strategies for leadership development and support in the Capiz educational system.

4. Conclusion and Implications

The study found that leaders demonstrated high levels of competency enablers in building connections, developing self and others, managing school operations, and leading strategically. However, barriers to moderate competency were identified, including self-imposed, system-imposed, and culture-imposed barriers. Furthermore, no significant correlation between competency enablers and barriers was found.

The study explores the role of social cognitive theory (SCT) and competency-based leadership theory (CLT) in the development of educational leaders in Capiz. It emphasizes the importance of observational learning, self-efficacy, environmental factors, reciprocal determinism, behavioral modeling, coping strategies, and feedback mechanisms. It also highlights the need for leaders to possess knowledge, expertise, interpersonal skills, adaptability, vision, strategic thinking, and problem-solving skills to effectively lead and influence in the educational context. The research supports the importance of these competencies in fostering effective leadership.

The study suggests enhancing competency enablers through workshops and training courses, reducing barriers through support systems, creating customized professional development plans for educational leaders, and fostering a supportive organizational culture that acknowledges their competencies. This also suggest future research on competency development initiatives, comparative studies across educational contexts, and the use of

emerging technologies to enhance educational leadership competencies, aiming to monitor their effectiveness over time.

The study surveyed 224 educational leaders in public junior high schools in the Schools Division of Capiz for the academic year 2023-2024. It examined factors that enhance or impede their competencies, such as professional development and policy constraints. The study excluded non-leadership roles like teachers or students and focused on educational contexts within the Capiz Division. It acknowledged first-hand information from participants and used current data instead of historical data. The research aimed to remain focused, manageable, and pertinent to its objectives, ensuring its relevance and relevance to its objectives.

Tables

Quantitative Data

Table 1. Respondents of the study in the Capiz Division per district.

District	Population	Sample Size	Percentage (%)
1. Cuartero	37	17	7
2. Dao	38	17	7
3. Dumalag	20	9	4
4. Dumarao	48	21	10
5. Ivisan	19	8	4
6. Jamindan	37	17	7
7. Maayon	37	17	7
8. Mambusao	27	12	6
9. Panay	37	17	7
10. Panitan	19	8	4
11. Pilar	48	21	10
12. Pontevedra	20	9	4
13. President Roxas	9	4	1
14. Sapian	19	8	4
15. Sigma	19	8	4
16. Tapaz	72	31	15
TOTAL	**506**	**224**	**100**

Table 2. Extent of competency enablers of educational leaders as a whole.

Indicators	Mean	Verbal Interpretation
Leading Strategically	4.71	Very High
Developing Self and Others	4.68	Very High
Building Connections	4.67	Very High
Focusing on Teaching and Learning	4.67	Very High
Managing School Operations	4.55	Very High
Grand Mean	**4.66**	**Very High**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low
NOTE: Variables are presented from highest to lowest

Table 2a. Extent of competency enablers of educational leaders in terms of building connections.

Statements	Mean	Verbal Interpretation
In my workplace, I . .		
13. consult with my superiors on decisions beyond my authority	4.92	Very High
12. use social platforms to facilitate important announcements.	4.89	Very High
3. consider suggestions of experts in and out of the school system	4.86	Very High
1. work with others regardless of their sexual preference	4.85	Very High
9. explain and make my students understand about the new modalities of teaching	4.78	Very High
11. seek help of risk managers in the conduct of fire and earthquake drills.	4.73	Very High
14. attend community meetings of common concerns	4.71	Very High
5. coach teachers in effective classroom management	4.67	Very High
4. seek help from parents regarding implementations of programs affect their children	4.65	Very High
2. work out, implement school plans and projects with my teachers' services	4.63	Very High
15. watch out non-verbal expressions of colleagues.	4.58	Very High
6. consult with the governing school board as regards school fees and contributions	4.53	Very High
10. link up with other government agencies like the DOH as regards implementation of health protocols	4.51	Very High
8. strategize a communication system for any concern raised by the stakeholders.	4.47	Very High
7. invite resource speakers from the office of the CSC as regards provisions of the Magna Carta for teachers	4.25	Very High
Grand Mean	**4.67**	**Very High**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 2b. Extent of competency enablers of educational leaders in terms of developing self and others.

Statements	Mean	Verbal Interpretation
In my workplace, I . . .		
4. support team-building activities within my organization.	4.86	Very High
12. inspire others about pursuing professional advancement when possible.	4.82	Very High
1. model traits of a professional.	4.80	Very High
2. mentor personnel to perform better.	4.72	Very High
5. clarify organizational expectations to improve personnel's performance.	4.71	Very High
13. give tips based on my professional experiences for career path.	4.71	Very High
10. assess my decisions to advance professionally.	4.70	Very High
3. assist teachers in identifying areas of strengths/areas of development.	4.67	Very High
6. monitor the relevance of activities with the goals of training conducted.	4.67	Very High
7. join professional associations to enhance my knowledge and skill.	4.62	Very High
11. coach personnel who are potential leaders.	4.60	Very High
9. remind teachers to maintain membership in organizations along their area of specialization.	4.57	Very High
8. invite experts to discuss capability building.	4.47	Very High
Grand Mean	**4.68**	**Very High**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 2c. Extent of competency enablers of educational leaders in terms of focusing on teaching and learning.

Statements	Mean	Verbal Interpretation
In my workplace, I . . .		
12. foster an orderly classroom conducive to teaching and learning	4.83	Very High
9. conduct classroom observation	4.81	Very High
11. advise teachers to adhere to mandated classroom guidelines	4.79	Very High
7. facilitate discussions on issues during LAC sessions of learning standards	4.75	Very High
2. assess teacher performance vis-a-vis student outcomes	4.74	Very High
1. provide performance feedback to teachers	4.71	Very High
4. remind teachers to use real-life examples for learners to contextualize the lessons	4.71	Very High
3. am familiar with different instructional delivery modes	4.67	Very High
5. monitor the competencies of my remedial classes	4.62	Very High
6. mentor newly appointed personnel in achieving the performance indicators of the organization.	4.54	Very High
8. form teams to explore teaching styles in achieving learning competencies	4.54	Very High
8. invite experts to discuss capability building.	4.47	Very High
10. provide ICT support to teachers who are technologically challenged	4.35	Very High
Grand Mean	**4.67**	**Very High**

Table 2d. Extent of competency enablers of educational leaders in terms of managing school operations.

Statements	Mean	Verbal Interpretation
In my workplace, I . . .		
1. ensure proper filing system of school records	4.87	Very High
2. provide safe storage of school data	4.81	Very High
9. distribute teaching load equitably	4.66	Very High
10. post best practices of our school on information corners	4.65	Very High
11. discuss innovative strategies in education to teachers	4.63	Very High
8. adhere to regulations governing school personnel.	4.62	Very High
7. enforce rules on the care of school facilities	4.61	Very High n
3. capacitate school personnel to digitize school data	4.54	Very High
12. follow a maintenance schedule of the schools ICT tools	4.52	Very High
13. make a yearly inventory of school properties	4.42	Very High
4. allocate funds according to budgetary rules	4.4	Very High
6. involve stakeholders in financial planning	4.28	Very High
5. post monthly expenses in our school bulletin board	4.15	High
Grand Mean	**4.55**	**Very High**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 2e. Extent of competency enablers of educational leaders in terms of leading strategically.

Statements	Mean	Verbal Interpretation
In my workplace, I . . .		
13. praise teachers for a work well done.	4.87	Very High
2. share the best practices of teachers to other teachers.	4.84	Very High
1. define tasks to be done.	4.79	Very High
15. use the mandated monitoring tools.	4.79	Very High
3. delegate jobs to capable personnel.	4.78	Very High
10. guide teachers in the implementation of the curriculum.	4.78	Very High
6. communicate my ideas to peers and superiors.	4.77	Very High
4. listen to feedback.	4.73	Very High
5. set clear guidelines pertaining to performance ratings of teachers.	4.71	Very High
12. consider ideas from stakeholders on how to improve the school's processes.	4.67	Very High
11. Solicit teachers' support for learners' development programs.	4.65	Very High
14. asses teaching pedagogies.	4.65	Very High
8. encourage teachers to innovate.	4.6	Very High
7. encourage teachers to engage in research.	4.55	Very High
9. utilize research findings for school improvement.	4.46	Very High
Grand Mean	**4.71**	**Very High**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 3. Degree of competency barriers of educational leaders as a whole.

Indicators	Mean	Verbal Interpretation
Self-imposed Barriers	3.17	Moderate
System-imposed Barriers	2.77	Moderate
Culture-imposed Barriers	2.66	Moderate
Grand Mean	**2.87**	**Moderate**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low
NOTE: Variables are presented from highest to lowest

Table 3a. Degree of competency barriers of educational leaders in terms of self-imposed barriers.

Statements	Mean	Verbal Interpretation
As an educational leader, I . . .		
1. fail to update my personal and professional goals.	4.77	Very High
2. feel unsatisfied with my current situation.	3.83	High
11. delegate tasks all the time.	3.55	High
3. copy my school improvement plan from that of last year.	3.47	High
13. base my decisions on my experiences and expertise only.	3.43	High
8. decide against the consensus of the majority.	3.34	Moderate
5. work in accordance with my position pay.	3.29	Moderate
4. feel I am too old to change myself.	3.12	Moderate
12. let the teachers create solutions to school issues.	3.04	Moderate
9. let school personnel have their own agenda.	2.94	Moderate
14. find the ICT technology difficult and outside my capability.	2.71	Moderate
6. expect much without considering the situation of the teachers.	2.68	Moderate
7. provide guidance without doing follow-ups.	2.64	Moderate
15. am not paid enough by government for the varied services I deliver.	2.51	Moderate
10. blame others for their inability to remind me.	2.22	Low
Grand Mean	**3.17**	**Moderate**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 3b. Degree of competency barriers of educational leaders in terms of system-imposed barriers.

Statements	Mean	Verbal Interpretation
As an educational leader, I . . .		
1. find that DepEd is hierarchical and bureaucratic.	4.21	Very High
3. feel exhausted of unnecessary paperwork.	3.25	Moderate
2. have perform my task with too many bosses to follow/please.	3.22	Moderate
10. impose my own style of leadership.	3.14	Moderate
15. do school activities that are also done by other schools.	3.14	Moderate
11. feel complacent with the performances of my teachers.	2.96	Moderate
4. Give less focus on the continuous improvement of teachers.	2.75	Moderate
14. delegate tasks for school operations most of the time.	2.63	Moderate
8. find it difficult to fulfill my job specifications as a school head.	2.54	Low
7. tend to overlap my roles in my area of assignment.	2.52	Low
13. misunderstood the implementing rules of a mandate at time.	2.36	Low
9. neglect to implement new things learned during training.	2.32	Low
12. acquire inadequate knowledge on administrative processes and decision making.	2.27	Low
6. fail to clarify goals due to my change of assignment.	2.17	Low
5. submit inaccurate reports for a higher performance bonus for the school.	2.15	Low
Grand Mean	**2.77**	**Moderate**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 3c. Degree of competency barriers of educational leaders in terms of culture-imposed barriers.

Statements	Mean	Verbal Interpretation
As an educational leader, I . . .		
8. accept teachers regardless of cultural backgrounds.	4.21	Very High
13. am sensitive to body languages.	3.13	Moderate
7. adapt the cultural norms of the place to increase acceptance among stakeholders.	3.03	Moderate
1. allow certain sect to be exempt from attending official duties.	3.00	Moderate
9. am influenced by the decisions of higher authorities.	3.00	Moderate
5. tend to supervise more prior to scheduled Division visits.	2.83	Moderate
10. notice the gap between rural teachers and those from urban areas.	2.82	Moderate
15. show my habits for others to totally accept my persona.	2.79	Moderate
11. have high regard for teachers coming from urban areas.	2.57	Low
2. prefer giving assignments to new teachers rather than to experienced teachers.	2.50	Low
12. believe that the urban teachers perform better than those assigned in rural areas.	2.21	Low
14. am thoughtless with my mannerisms.	2.20	Low
6. am affected with the padrino system present in my workplace.	2.17	Low
4. lack awareness of the cultural practices in my area of assignment.	1.88	Low
3. laugh at teachers when they mispronounce words.	1.65	Very Low
Grand Mean	**2.66**	**Moderate**

Legend: 4.45 – 5.00 = Very High; 3.45 – 4.44 = High; 2.45 – 3.44 = Moderate; 1.45 – 2.44 = Low; 1.00 – 1.44 = Very Low.
NOTE: Variables are presented from highest to lowest

Table 4. Socio-demographic profile of the respondents.

Profile	Frequency	Percent (%)
Age		
30 years old and below	41	18.3
31-40 years old	40	17.9
41-50 years old	55	24.6

51 years old and above	88	39.3
Total	**224**	**100.0**
Sex		
Male	43	19.2
Female	181	80.8
Total	**224**	**100.0**
Educational Attainment		
Bachelor's Degree	36	16.1
With Master's Units	49	21.9
Master's Degree Holder	19	8.5
With Units in Doctorate Degree	112	50.0
Doctorate Degree Holder	8	3.6
Total	**224**	**100.0**
Length of Service		
1-10 years	51	22.8
11-20 years	101	45.1
Above 20 years	72	32.1
Total	**224**	**100.0**

Table 5.Differences in the extent of competency enablers of educational leaders and some variables.

Profile	f/t-Value	Significant Value	Probability
Age	1.378	0.250	n.s.
Sex	1.783	0.076	n.s.
Educational Attainment	1.411	0.231	n.s.
Length of Service	1.939	0.146	n.s.

Legend: p-value > 0.05 = not significant (NS); p-value < 0.05 = significant (S)

Table 6. Differences in the degree of competency barriers of educational leaders and some variables.

Socio-demographic Profile	f/t-Value	Significant Value	Probability
Age	0.956	0.414	n.s.
Sex	0.652	0.515	n.s.
Educational Attainment	1.506	0.202	n.s.
Length of Service	1.176	0.310	n.s.

Legend: p-value > 0.05 = not significant (NS); p-value < 0.05 = significant (S)

Table 7. Relationship between the extent of competency enablers and the degree of competency barriers of educational leaders.

Variable	N	Pearson's r	Significance Value	Probability
Competency Enablers **Competency Barriers**	224	-0.083	0.217	n.s.

Legend: p-value > 0.05 = not significant (NS); p-value < 0.05 = significant (S)

Qualitative Data

Table 8. The socio-demographic profile

Profile	Specific	N
Age	30 years old and below	0
	31 - 40 years old	1
	41 - 50 years old	3
	51 years old and above	1

		Total	**5**
	Male		2
Sex	Female		3
		Total	**5**
	Bachelor's Degree		0
	With units in Master's Degree		1
Educational Attainment	Master's Degree Holder		1
	With Units in Doctorate		2
	Doctorate Degree Holder		1
		Total	**5**
	1 - 10 years		0
Length of Service	11 - 20 years		1
	Above 20 years		4
		Total	**5**

Table 9. Themes and sub-themes on competency enablers of educational leaders in Capiz.

Themes	Sub-themes	Codes	Frequency
Dialogic Interdependence	Interpersonal relationship	Communication, Building trust	P1, P2, P3, P4, P5
	Community Engagement	Attend gatherings, external linkages, attend stakeholder meetings	P1, P2, P3, P4, P5
	Collaborative Networking	Capacity building, teacher connection, internal linkages	P1, P2, P3, P4, P5
	Professional Development	Coaching, mentoring, seminars, training, continuous improvement, development opportunities	P1, P2, P3, P4, P5
Curriculum Driven	Implement Effective Teaching Strategies	Monitoring, resource allocation	P1, P2, P3, P5
	Foster Positive Learning Environment	Teacher motivation, support	P1, P2, P3, P5
	Resource management	Financial, materials, human resource, transparency	P1, P2, P3, P5
Strategic aptitude	Implementation of long term goals and vision	Communication, teacher motivation, strategic/transformational leader	P1, P2, P3, P4, P5

Legend: P - Participant

Table 10. Themes and sub-themes on competency barriers of educational leaders in Capiz.

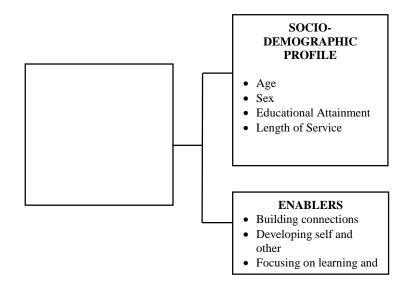| Themes	Sub-themes	Codes	Frequency
Ideologic deflection	Lacking a goal-oriented	Indecisiveness, excessive tasks	P2, P3
	Lacking self-discipline	Complacent, undetermined	P2, P3
Structural drawbacks	Hierarchical and Bureaucratic structure	Overlapping functions, inadequate funding, limited resources	P1, P2, P3, P5
	Diverse cultural backgrounds	Cultural acceptance, behavioral adjustments, community religious practices	P1, P2, P3, P5

Legend: P - Participant

Figure 1

Figure 1. The schematic diagram of the study showing the relationship of independent and dependent variables

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