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# **CHANGE LEADERSHIP AND PROFESSIONAL COMPETENCIES: THE COTABATO SCHOOL ADMINISTRATORS IN FOCUS**

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## **ABSTRACT :**

This study aimed at determining the change leadership and professional competencies of school administrators in the Province of Cotabato. The findings of the study showed that there was a high level of change leadership competency among the school administrators in terms of visionary, supporter, problem solver, and change manager. Moreover, in terms of instructional supervision, professional development practice, management behavior, their level of professional competency was high.

Result also revealed that there was a significant relationship between change leadership competency and professional competency of school administrators.

Change manager of change leadership competency of the school administrators was the best predictor of professional competency in terms of instructional supervision. Also, it served as the best predictor of professional development practices together with supporter and problem solver. Moreover, problem solver and change manager was the best predictor of management behavior among the school administrators. The hypothesis was rejected.

The school administrator advocated change in the school setting by initiation of reading program, provisions of school supplies for learners, innovation in teaching, and empowering teachers. Also, the school administrators provided supervision to teachers through preparation of supervisor plan, utilization of STAR for assessment, provisions of feedback, and collaboration with teachers.

Finally, a training design was developed to further enhance the change leadership and professional competencies of the school administrators.

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## **INTRODUCTION :**

A visionary leader can see all the facets of changes in the organization. This is also true in the contexts of school administration wherein the school head implements change that brings enhance the capabilities of the teachers and students. In the like manner, the way the school head deals with teachers enabled the latter to do better things that may have a significant impact in the society.

School administrators are agents of change. As a matter of fact, they are competent in goal framing and capacity building and institutionalizing (Tai & Abdull Kareem, 2020). For Mei Kin et al. (2018) that school heads need to be attentive in interacting with teachers showed strong determination in taking initiatives to gain their support for change. Indeed, they faced the biggest challenge of leading and that is to gain the hearts and minds of teachers towards change (Mei Kin et al., 2018).

Concurrently, the professional competence of the school administrators defines their strong and healthy relationship with teachers. Also, this shows to have a significant influence on teachers' performance (Kartini et al., 2020). Indeed, Cabigao (2019) reiterated that it impacted school outcome, organizational culture, and their performance.

In this regard, the researcher would like to look into the relationship between change leadership and professional competencies of school administrators. However, each of the studies explored a different research design. For example, Kin et al. (2014) provided a model of change leadership by using the structural equation model and the context of South African issues (Jarbandhan, 2013). Though, a mixed method study was conducted on professional competency but it only focused on exploratory sequential (Prokarim et al., 2016).

The aforesaid reasons motivate the researcher to determine the change leadership and professional competencies of school administrators in the Province of Cotabato. More importantly, this study would look into their advocacies as leaders and implementers of change. Through this, the training design will cater the needs of the school administrators in the contexts of the present study.

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## **Statement of the Problem :**

This mixed method study employing the sequential explanatory aims at determining the change leadership and professional competencies of school administrators in the Province of Cotabato. Specifically, it answers the following questions:

1. What is the level of change leadership competency of school administrators in terms of visionary, supporter, problem solver, and change manager?

2. What is the level of professional competency of school administrators in terms of instructional supervision, professional development practice and management behavior?
3. Is there a significant relationship between change leadership competency and professional competency of school administrators?

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## METHODOLOGY

This chapter consists of the research design, locale of the study, respondents of the study, research instrument, sampling procedure, data gathering procedure, data analysis, and ethical considerations.

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### Research Design

Mixed method study specifically the sequential explanatory was employed. This methodology used both the quantitative and qualitative approach in analyzing the data. It is defined as an approach to inquiry that combines or associates both approaches. Mixed methods provided researchers in all disciplines with a rigorous approach to answering research questions (Maier et al., 2022).

Sequential explanatory started with the collection and analysis of quantitative data where the first phase was followed by the subsequent collection and analysis of qualitative data. The second, qualitative phase of the study was designed so that it follows from the results of the quantitative phase. Generally, this design begins quantitatively and the researcher typically place greater emphasis on the quantitative than qualitative (Ivankova et al., 2006; Bowen et al., 2017).

In this study, the researcher gathered first the change leadership and professional competencies of the school administrators using the questionnaire. It followed by the interpretation of the data using statistical tools. Meanwhile, the process of advocating change as well as their provisions of supervision to teachers was analyzed using thematic analysis. Hence, provided a picture of sequential explanatory.

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### Locale of the Study

The researcher conducted this endeavor in the Schools Division of Cotabato. It covered three congressional districts, namely, the first Congressional District that composed the towns of Alamada, Aleosan, Libungan, Midsayap, and Pikit. At one hand, the second Congressional District comprises Arakan, Antipas, Magpet, Makilala, and President Roxas. The City of Kidapawan will be excluded in this study. On the other hand, the third Congressional District is made up of Banisilan, Carmen, Kabacan, Matalam, Mlang, and Tulunan.

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### Respondents of the Study

The respondents of this study were the elementary school administrators in the Schools Division of Cotabato. They were chosen using the Slovin Formula in determining the total number of the respondents. Each of them responded on their change leadership and professional competencies. Meanwhile, there were 15 informants who participated in the interview.

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### Research Instruments

The research instrument was divided into two. For the quantitative study, the researcher used the Change Leadership Competency Questionnaire by Gilley (2005). In determining their level of professional competency, the questionnaire was lifted and modified from the study of Cabigao (2019). Their responses were rated using the Likert Scale. In identifying the qualitative data, researcher will use the interview guide questions.

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### Data Gathering Procedure

The researcher performed the following procedures in data gathering. All the questionnaire underwent the validation by the pool of experts. Comments and suggestions will be incorporated. After this process, the researcher conducted a pilot test with the number of Elementary School administrators. The purpose is to determine the value of the Cronbach alpha which signifies the validity of the questionnaire. This process was also be done in the interview guide questions.

Equally important, the researcher wrote a letter to the Schools Division Superintendent for permission to conduct the study. Upon approval, the researcher sent the same letter to the respective Public School District Supervisor. Prior to the distribution of the questionnaire, the researcher had to explain the purpose of the study to the respondents.

In the same vein, the distribution of the questionnaire was done to the target respondents. They are given enough time to respond to each of the items. After this, all the questionnaire was immediately retrieved, tallied, tabulated for statistical analysis and interpretation.

Meanwhile, before the conduct of the qualitative phase the researcher provided the informants with the consent-to-participate form wherein they had to affix their signature signifying their participation. Every informant was interviewed individually. Their responses were recorded. This was followed by the transcriptions and translations. The data analyst did the thematic analysis.

## Data Analysis

The following statistical tools will be used:

- **Weighted Mean.** This was used to determine the level of respondents' change leadership competency and professional competency (Lee et al., 2016)
- **Spearman's Rho.** This was used to determine the significant relationship between the respondents' change leadership competency and professional competency (Eziyama et al., 2022).
- **Multiple Regression.** This was used to determine the influence of changed leadership competency with professional competency of the respondents (Basco et al., 2022).
- **Structural Equation Model.** It is a powerful, multivariate technique found increasingly in scientific investigations to test and evaluate multivariate causal relationship. In this study, it sought to find which of the dimensions show a parsimonious fit.
- **Qualitative**
- **Thematic Analysis.** This was used to identify themes taken from the responses of the informants (Braun & Clarke, 2022).

## RESULTS AND DISCUSSIONS

### Change Leadership Competency

The first research question deals with the change leadership competency of the school administrators.

#### Visionary

Table 3 shows the level of change leadership competency of the school administrators in terms of visionary with a weighted mean of 4.26 and described as very high. This means that the school administrators are very highly visionary in which they looked forward for the change of schools they are handling. Among the statements, the school administrators showed an excellent level of demonstrating their personal accountability in making decisions.

This implies that school administrators who are accountable of their decisions are more likely to make decisions in a manner that they have to look into every detail. As a visionary leader, they tend to evaluate risks, seek diverse perspectives, and make informed decisions. Thus, they could improve the quality of decision making within the school. More importantly, collaborating with the people in the organization can make a difference. As such, a visionary school leader treat everyone as part of the change and gives credit for the efforts shared.

**Table 3. Level of change leadership competency of school administrators in terms of Visionary.**

Statements	Mean	Description
Demonstrates willingness to take risks.	4.24	Very High
Possesses thorough, in-depth knowledge of my school, organization, and people.	4.25	Very High
Adapts to eve-changing conditions.	4.21	Very High
Demonstrates personal accountability for my decisions.	4.32	Very High
Draws people in and build collaborative alliances of people working toward a common goal	4.27	Very High
<b>Weighted Mean</b>	4.26	<b>Very High</b>

In line with this, Khoiri (2020) affirmed that visionary school administrators are accountable leaders who communicate transparently and openly about their decisions and actions (Coetzee et al., 2013). This transparency enhances communication within the organization that presents inclusivity and trust among team members. Visionary leaders who uphold personal accountability contribute to the sustainability and long-term success of the organization. They make decisions with the organization's best interests in mind and are committed to achieving its strategic objectives (Kowalski, 2010).

#### Supporter

The level of change leadership competency of school administrators is terms of supporter is presented on table 4 with a weighted mean of 4.30 and described as very high. This explains that they showed support to their colleagues to speak and listen to their perspectives. By doing so, they can see the different facets of problems which need immediate action.

In line with this, the result suggests that as supportive leaders, the school administrators allowed the members of the organization to express their thoughts and opinions. Having the freedom of expression, enabled teachers to partner with the school administrators in making the school a haven of learning for students. More importantly, the school administrators showed the utmost support to teachers especially in professional development.

Supporter administrators create an environment that values collaboration and support (Kwan, 2023), They cultivate a culture where open communication, trust, and encouragement thrive. This supportive atmosphere forms the foundation for successful change initiatives within the school (Munsamy et al., 2023).

**Table 4. Level of change leadership competency of school administrators in terms of Supporter.**

Statements	Mean	Description
Allows all teachers to make mistakes and learn from them.	4.06	High
Encourages people to share their opinions, concerns, and suggestions for improvement.	4.41	Very High
Creates a work environment free of fear.	4.35	Very High
Develops a solid communication pattern with employees in terms of frequency and depth.	4.30	Very High
Demonstrates commitment to enhancing my skills by actively engaging in self development activities.	4.37	Very High
<b>Weighted Mean</b>	4.30	<b>Very High</b>

### *Problem Solver*

It is presented on table 5 the level of change leadership competency of school administrators in terms of problem solver. With a weighted mean of 4.28, it was described as very high. This means that based on teachers' perspectives, their school administrators are indeed problem solver. They are resourceful in finding solutions to problems that may arise with the school premises.

The result indicates that the school administrators involved everyone in the organization. In solving a problem, teachers are their partners in planning and in responding to problems in order that better solutions could be realized easily. As a matter of act, school administrators need the presence of teachers in finding solutions to problems.

In line with this, Slater (2005) concurs that administrators skilled in problem-solving conduct thorough evaluations to measure the impact of proposed solutions. They assess outcomes, gather feedback, and use this information to refine strategies, ensuring that the solutions implemented are effective and aligned with the desired objectives. Understanding the existing school culture is crucial for problem-solving administrators (Masoud & Basahal, 2023). They are sensitive to cultural nuances and integrate proposed changes seamlessly into the school's cultural fabric.

**Table 5. Level of change leadership competency of school administrators in terms of Problem Solver.**

Statements	Mean	Description
Employs multiple data gathering techniques such as observation, surveys, interviews, and focus groups.	4.23	Very High
Thinks broadly to generate alternatives and engage in thorough analysis of viability.	4.22	Very High
Demonstrates resourcefulness in my approaches to new and existing problems or opportunities.	4.25	Very High
Involves with employees by spending time with each other to assess their skills, needs, and ways that I may be of assistance.	4.31	Very High
Works collaboratively with employees to evaluate their status of change and efforts and modify as needed.	4.37	Very High
<b>Weighted Mean</b>	4.28	<b>Very High</b>

### *Change Manager*

Table 6 presents the level of change leadership competency of school administrators in terms of change manager. They described it as very high with a weighted mean of 4.28. This entails that school administrators are the catalyst of change within the school setting and played a primordial role in changing the school landscape.

As change managers, the school administrators are engaged into different responsibilities. That is why, they delegated teachers as their partners. Trusting them that they could fulfill the task is one of the fundamental issues that needed to be provided with immediate action. It can be said that school administrators cannot do all the responsibilities. In addition, they have the deepest understanding of the goals of the school as part of their plans to make it into a reality.

Competent change managers in school administration are visionary leaders. They possess the ability to craft a compelling vision for the school's future, outlining clear objectives and strategies to achieve these goals (Von Eck & Verwey, 2007). They inspire and engage stakeholders by effectively communicating this vision, aligning everyone towards a common purpose. This visionary leadership sets the foundation for change initiatives (Pagon et al., 2008).

**Table 6. Level of change leadership competency of school administrators in terms of Change Manager.**

Statements	Mean	Description
Utilizes the variety of methods to communicate and tailor my delivery to the needs of my audience.	4.23	Very High
Understands the importance of goal setting and its relationship to teachers' motivation.	4.30	Very High
Demonstrates resourcefulness in my approaches to new and existing problems or opportunities.	4.27	Very High
Delegates work to others based on their skills, abilities, and interests.	4.40	Very High
Recognizes teachers' who promote and engage in change.	4.33	Very High
<b>Weighted Mean</b>	4.28	<b>Very High</b>

### *Professional Competency*

The second research question deals with the level of professional competency of the school administrators in terms of instructional supervision, professional development practice, and management behavior.

### *Instructional Supervision*

Table 7 presents the level of professional competency of school administrators in terms of instructional supervision. It has weighted mean of 4.38 and described as very high. This means that they have a very high level of competency in instructional supervision which improves the delivery of instruction by teachers.

Based on the result, this can be surmised that they talked with teachers relative to instructional concerns. It valued teachers' efforts in teaching and in turn they could be able to determine their strengths and weaknesses. Improvement in instruction will help students to have the grasp of the bodies of knowledge. In addition, it can be gleaned on the table that they encouraged teachers to utilize timely and useful teaching methods which have an impact in the delivery of the lesson.

Instructional supervision, when undertaken by the principal, focuses primarily on helping teachers reflect on their actions and promoting school improvement through professional development (Danishah et al., 2017). On the other hand, general instructional supervision is school-based and is undertaken by relevant staff such as inspectors, teachers, principals, and administrators in schools to provide support, supervision, and continuity assessment for the professional development of teachers and the improvement of their teaching process. Instructional supervision heightens the professional knowledge of teachers and promotes the effectiveness of the teaching strategies they implement. Being the main stakeholders in the implementation of the curriculum, teachers should be involved in the strategic planning of the instructional supervision program. If teachers view supervision as something done to them and for them but not with them, its potential to improve schools cannot be fully realized (Chen, 2018).

**Table 7. Level of Professional Competency of school administrators in terms of Instructional Supervision.**

Statements	Mean	Description
Assist teachers in lesson planning.	4.37	Very High
Help teachers to evaluate curricula and suggests changes to meet the student's needs..	4.32	Very High
Encourage teachers to use appropriate methods of teaching.	4.41	Very High
Advise teachers about new developments in teaching.	4.39	Very High
Communicate with teachers about instructional concerns.	4.42	Very High
<b>Weighted Mean</b>	<b>4.38</b>	<b>Very High</b>

### *Professional Development Practice*

It can be gleaned on table 8 that school administrators have very high level of professional development practice with a weighted mean of 4.32. This shows that they practiced the essence of professionalism in the workplace. Aside from that, this indicates that they are into helping teachers towards professional development.

This resonates that school administrators are selflessly committing themselves to making a difference into the lives of the teachers. The result indicates that they provide feedback for instructional improvement. Through this, they can be certain that learning could happen since teachers themselves are learning beyond the borders. Their words and encouragement can strengthen the gap in instructions. Adding to this, when school administrators evaluated the performance of the teachers, they can see how progress happens in term of honing the learners.

This supports Harhai and Krueger (2016) that competent administrators prioritize professional development opportunities that improve teachers' skills, knowledge, and instructional practices. This results in a more competent teaching staff, directly impacting the quality of education. Conversely, professional competency in development practices promotes the creation of learning communities within the school (Abdul Razzak, 2013). Administrators encourage collaboration, sharing of best practices, and peer learning among staff members.

**Table 8. Level of Professional Competency of school administrators in terms of Professional Development Practice.**

Statements	Mean	Description
Direct all supervisory activities for the teachers.	4.22	Very High
Help facilitate teachers' access to professional resources.	4.30	Very High
Use evaluation as a means for development.	4.36	Very High
Use more than one source in evaluating teachers.	4.32	Very High
Provide feedback and offer suggestions for instructional improvement.	4.39	Very High
<b>Weighted Mean</b>	<b>4.32</b>	<b>Very High</b>

### Management Behavior

Table 9 shows the level of professional competency of school administrators in terms of management behavior with a mean of 4.36. This indicates that the school administrators are highly competent in setting the norms in the school. Creating an atmosphere that is helpful to every teacher will enable them to perform better.

Correspondingly, this implies that in an organization, leaders' appreciation indicated a huge and impactful thing into how teachers perform in their respective responsibilities. With this, they are motivated in doing their tasks at school even without the presence of their school administrators knowing that they have the trust and are appreciated of their good deeds. As well, challenging teachers to achieve the ultimate goal can be done through how they invigorate appreciation. Seeing someone growing is already a big leap forward for the organization's growth.

Challenging teachers to innovate empowers them to take ownership of their work. It creates a sense of responsibility and accountability, leading to a more engaged and motivated workforce (Cabigao, 2019). A leader who promotes innovation serves as a role model for the staff. They demonstrate leadership qualities by encouraging risk-taking, showing openness to new ideas, and being willing to experiment (Astereki et al., 2021; Balyer, 2016).

**Table 9. Level of Professional Competency of school administrators in terms of Management Behavior.**

Statements	Mean	Description
Set as a personal example as what I expect of others.	4.30	Very High
Talk about future trends that will influence how school work gets done.	4.29	Very High
Seek out challenging opportunities that test my own skills and abilities.	4.29	Very High
Praise people for a job well done.	4.48	Very High
Challenge people to try out new and innovative ways in doing their work.	4.43	Very High
<b>Weighted Mean</b>	<b>4.36</b>	<b>Very High</b>

### Relationship of Change leadership Competency and Professional Competency

Table 10 shows that there is significant relationship between change leadership competency and professional competency of the school administrators. The hypothesis of the study is rejected since the level of correlation is lower at 0.05 degree.

The relationship between change leadership in terms of visionary and professional competency in terms of instructional supervision. This means that when school administrators have the sense of being visionary, they have the strong understanding of educational trends and challenges and eventually can translate this into actionable plans. In turn, its relationship with instructional supervision indicates that school administrators are focused on aligning classroom practices, teaching methods, and curriculum within the vision. It ensures that instructional strategies employed by teachers are in line with the broader educational goals set by the visionary leadership.

At one hand, the relationship between visionary and professional development practices entails that school administrators have a clear vision of the school's future. They recognize the importance of investing in the workplace in order to achieve these goals. Therefore, it is necessary for them to advocate for and prioritize professional development of teacher as a means to align skills, knowledge, and abilities with the envisioned future.

On the other hand, the relationship of visionary change leadership and professional competency in terms of management behavior of the school administrators implies that they are able to translate their vision into strategic plans. Aside from that, they establish connections with diverse stakeholder in order to garner support for their vision. As a matter of fact, this aids in building and maintaining relationships praising people of their achievements.

Correspondingly, there is a strong relationship between a school administrators' competency as a supporter with instructional supervision. When give their total support to the teachers, the former is able to teach effectively. Hence, there is an improvement in learning process of the students. In school, the presence of a supporter school administrators makes teachers strengthen their skills in honing students to become effective one. Supportive administrators can create an environment where teachers feel empowered to experiment with innovative teaching strategies, incorporate new technologies, and tailor instruction to meet diverse student needs. As a result, instructional supervision becomes more collaborative and constructive, leading to the refinement of instructional techniques and the delivery of high-quality education.

Also, there is a strong relationship between school administrators' competency as a supporter and professional development practices. Indeed, the feedback provided by the school administrators indicated that they supported the teachers in different facets of teaching. For example, feedbacks shared to teachers manifested that these are the things needed for teaching and learning development. Effective professional development practices supported by administrators can lead to the implementation of evidence-based instructional strategies and best practices in the classroom. This results in improved instructional quality, increased student engagement, and better academic achievement outcomes.

Furthermore, there is a strong relationship between a supporter leader and management behavior. Praising their colleagues in the workplace especially the teachers can boost a strong bond between them. Teachers in return are becoming motivated in fulfilling their bounded duties. When school administrators know the worth of the teachers, they will be able to see the biggest changes in the school setting. Supportive leaders build trust and loyalty among their team members through their management behaviors. By demonstrating empathy, integrity, and transparency in their interactions, supportive leaders foster strong relationships based on mutual respect and trust. This cultivates a sense of loyalty and commitment among employees, leading to greater retention rates and reduced turnover.

As a problem solver, the school administrators showed it with highest level of relationship with instructional supervision. When school administrators conducted the instructional supervision, they observed classes. They looked into how teachers deliver the lessons and encourage the learners to participate. In the same vein, they will give suggestions and recommendations which will effectively help teachers to solve learning problems among

students. Therefore, instructional supervisions are great things that teachers have to appreciate with since classroom problems will be provided with immediate solution through the help of the school administrators.

In addition, problem-solving administrators utilize data analysis and evidence-based practices to inform instructional supervision processes. By collecting and analyzing student performance data, classroom observations, and teacher feedback, administrators can identify patterns, trends, and areas of need, allowing for targeted interventions and support strategies to improve instructional effectiveness and student achievement.

The relationship between a problem solver school administrators and professional development practices implies that an intertwined between knowledge and skills in solving problems relative to the problems faced by teachers during teaching and learning process. These feedbacks and suggestions can help them improve their teaching strategies and solve issued related to the learning process.

In the same manner, problem-solving administrators show a culture of reflective practice among teachers by encouraging self-assessment, goal setting, and ongoing learning. Professional development activities guided by administrators who prioritize problem-solving provide opportunities for teachers to reflect on their teaching practices, identify areas for growth, and implement strategies for improvement, leading to enhanced instructional effectiveness and student achievement.

Finally, there is a significant relationship between a problem solver school administrator and management behavior. This implies that being resourceful, the administrators seek answers to problems that needed immediate attention. They tend to face the most challenging opportunities which tested their skills and abilities. Through this, they can see the efficacy of how they demonstrate it within the organization to alleviate teachers' confidence.

Problem-solving administrators exhibit the ability to make informed and strategic decisions to address challenges and capitalize on opportunities within the school. Their management behavior is characterized by thoughtful analysis, consideration of multiple perspectives, and proactive problem-solving approaches. This leads to more effective decision-making processes that support the achievement of organizational goals and objectives.

In line with the relationship between change manager and instructional supervision, this change leadership and professional competencies of the school administrators navigate the concept of recognizing the worth of teachers. Their value during instructional supervision leads them to have the realizations of the things that they need to improve. Instructional supervision in general conceptualizes the things that need immediate attention and response of teachers through the help of the school administrators.

Change managers and instructional supervisors work together to provide targeted support and resources for teacher professional development. This can be done by identifying areas where change is needed and tailoring professional learning opportunities accordingly, administrators can help teachers develop the skills, knowledge, and competencies necessary to implement instructional changes effectively. This collaborative approach enhances the quality of professional development initiatives and promotes teacher growth and effectiveness.

Meanwhile, there is a strong significant relationship between change manager and professional development practices. The school administrators lead teachers to have the realizations of the things that they need to improve during the delivery of the lesson. By doing so, their words of encouragements as well as suggestions will give teachers the perspectives of how to deal with students who face learning problems. Above all, change managers work closely with professional development practitioners to identify specific skills and competencies that are needed to support organizational change efforts. The significant relationship between change manager and management behavior indicated that as school administrators to are the catalyst of change in the organization. Their praises to teachers in making a difference can increase the latter's nuance of being the beacon of hope in the lives of the learners. From school administrators to teachers, and from teachers to students, this shows the effect of the change being implemented in the school.

Effective change managers display adaptability and flexibility in their management behavior. They are responsive to evolving educational needs, open to new ideas, and agile in implementing changes that best serve the school community (Kaiser et al., 2007). Effective change management behaviors, when demonstrated by administrators, enable the successful initiation, implementation, and sustenance of positive changes within educational institutions (Zaccaro & Banks, 2004).

**Table 10. Correlation matrix showing the relationship of the Change Leadership Competency and Professional Competency of the school administrators.**

Change in Leadership		Instructional Sup.	Prof. Devt. Prac.	Mgt. Behavior
Visionary	Corr. coef.	0.616**	0.580**	0.627**
	Probability	0.000	0.000	0.000
Supporter	Corr. coef.	0.663**	0.694**	0.705**
	Probability	0.000	0.000	0.000
Problem solver	Corr. coef.	0.691**	0.707**	0.725**
	Probability	0.000	0.000	0.000
Change manager	Corr. coef.	0.752**	0.776**	0.796**
	Probability	0.000	0.000	0.000

\*. Correlation is Significant at 0.05 level.

\*\*.. Correlation is significant at 0.01 level

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations.

### Summary of Findings

This mixed method study employing the sequential explanatory aimed at determining the change leadership and professional competencies of school administrators in the Province of Cotabato. The findings of the study showed that:

1. There was a very high level of change leadership competency among the school administrators in terms of visionary, supporter, problem solver, and change manager;
2. There was a very high level of professional competency of school administrators in terms of instructional supervision, professional development practice, management behavior;
3. There was a significant relationship between change leadership competency and professional competency of school administrators.

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### Conclusions

Based on the foregoing findings, the following conclusions are drawn:

1. The school administrators are very highly competent in implementing the change leadership. This concludes that they are the catalyst of change in improving the school and the organization;
2. The school administrators are very highly competent in manifesting their sense of professionalism towards the teachers. This indicates that they lead by example to bring the school in the parlance of efficient management;
3. The relationship between change leadership and professional competencies among school administrators are interconnected and mutually reinforcing. Professional competencies provide the skill set necessary for effective change leadership, enabling administrators to navigate the complexities of change, engage stakeholders, and drive successful implementation of initiatives within the educational setting;
4. School administrators served as the change managers in the school setting. They envision of making a difference not only into the lives of the teachers but all the stakeholder including the students.
5. School administrators revealed their advocacies especially in the contexts of reading; and
6. School administrators made it sure that supervision was conducted to help teachers improve the quality of instructions.

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### Recommendations

The following are the recommendations of the study:

1. The school administrators have to continue exercising their change leadership competency;
2. The school administrators have to continue showing their sense of professionalism in the school setting to have a positive difference into the lives of the teachers, students, and stakeholders; and
3. Future researchers have to utilize the qualitative themes as the dimensions in creating a quantitative questionnaire on school administrators' advocacies and in supervision.

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