RESEARCH ARTICLE

UNDERSTANDING THE LEADERSHIP COMPETENCIES OF WOMEN SCHOOL

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Manuscript Info	*Abstract*
……………………. *Manuscript History* Received: 31 May 2020 Final Accepted: 30 June 2020 Published: July 2020 *Key words:-* Leadership, Women School Heads, Competencies, School Performance, School Climate	………………………………………………………………………… This research primarily aimed to determine the effect of the leadership competencies of women school heads on the school climate and performance of the secondary schools in the division of Laguna, School Year 2019-2020. Specifically, it investigated on the following: the profile of the women school heads in terms of:age;highest educational attainment; andlength of service, the level of leadership competencies of the women school heads based on the assessment of the public school teachers in terms of:emotional intelligence;social intelligence;conflict management; andinnovativeness and flexibility, the level of school climate based on the assessment of public school teachers in terms of:safety;teaching and learning;interpersonal relationship; andinstitutional environment, the level of school performance based on the assessment of public school teachers in terms of:students achievement;discipline referral;attendance rate; andteachers' satisfaction, significant relationship between the leadership competencies of the women school heads and the school climate, the significant relationship between the leadership competencies of the women school heads and the school performance. The study used the descriptive research design and utilized 20 secondary schools in Laguna headed by women school heads. The respondents were 300 teachers from the given schools and through the approval of the schools-division superintendent of Laguna, the schools headed by women school head was selected through random sampling. The researcher administered the researcher-made survey questionnaire among 300 respondents from the given schools. Then, the research data were collected and interpreted and analyzed the data**.** In order to collect the necessary data for this research, a researcher-made questionnaire was formulated and distributed to the respondents**.** The survey questionnaire was composed of 2 parts, part A focused on the leadership competencies of the school heads while part B entails the school climate and the school performance**.** The respondents answered the survey questionnaire using likert scale of 1-5 where in 5 was the highest and 1 was the lowest.In order to compute, interpret and analyze the collected data, the research utilized the following statistical treatment: 1. Mean and Standard Deviation to determine the profile of the school heads and the school climate and school performance. 2.

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Pearson r was used to determine the effect of leadership competencies of woman school heads on the school climate and school performance of the secondary schools in the division of Laguna, school year 2019-2020.

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Introduction:-

Leadership has long been a key factor in the effectiveness of the school, and much interest in leadership in education has increased over the past two decades. This was due to several factors, often in connection with political demands placed on the education systems. Over the past two decades, the growth of school-based governance in many countries has affected the school, and thus a greater role for the school principal, as powers and obligations have increasingly emerged from local or national levels.

Heads of schools must be equipped with leadership skills they can use to effectively lead and manage a school. Those leadership skills are leadership skills and behaviors that contribute to higher performance. By using a leadership approach based on competence, organizations can better identify and develop their next generation of leaders (Brownwell, 2006). Several scholars have thus identified critical leadership competences and global competencies. While certain leadership qualities are important to all organizations, to build competitive advantage, an company should also concentrate on the leadership characteristics that are unique to the specific organization.

Meanwhile, the shifts that occurred in workplace and market demographic patterns altered the conventional status of women, resulting in a gradual increase in women's positions in social and economic life. In this sense, the proportion of women in labor force and career growth has increased significantly (Aytaç, 2000).For various factors other than their known key characteristics, women were introduced to work life and, in time, they adapted these attributes to work life. Their passion for success has pushed them forward in working life, but it has not been easy for them to reach the executive positions that started from the worker's position (Negiz and Yemen, 2011). According to Katkat, 2000, women are administered by men in all fields and even in the occupations where most of the workforce is female (i.e., education, health, etc.).

Society culture and the way in which women are seen have a significant impact on this situation. Results from experimental studies have shown that women and men's activity levels are different because of the organization and their organizational positions (Northouse, 2007). Therefore, a clear distinction between the female and male managers should be avoided according to their qualities.

As a result, educational leadership studies have flourished and dominated the management and administration of education in a bid to generate the notion and power of 'influence' rooted in leadership, and how this is vital to improved school practices.

Thus, this research investigated on the effect of women leadership on the performance of secondary schools in the division of Laguna. This further investigated on the leadership competencies that directly affect the performance of the schools in the secondary level.

Objectives:-

This study investigated on the following: the profile of the women school heads in terms of:age;highest educational attainment; andlength of service, the level of leadership competencies of the women school heads based on the assessment of the public school teachers in terms of:emotional intelligence;social intelligence;conflict management; andinnovativeness and flexibility, the level of school climate based on the assessment of public school teachers in terms of:safety;teaching and learning;interpersonal relationship; andinstitutional environment, the level of school performance based on the assessment of public school teachers in terms of:students achievement;discipline referral;attendance rate; andteachers' satisfaction, significant relationship between the leadership competencies of the women school heads and the school climate, the significant relationship between the leadership competencies of the women school heads and the school performance.

Methodology:-
The study used the descriptive research design and utilized 20 secondary schools in Laguna headed by women school heads. The respondents were 300 teachers from the given schools and through the approval of the schools-division superintendent of Laguna, the schools headed by women school head was selected through random sampling. The researcher administered the researcher-made survey questionnaire among 300 respondents from the given schools. Then, the research data were collected and interpreted and analyzed the data.

Literature:
School leaders work together with their subordinate which greatly involves parental and teachers concerns, as well as doing classroom observations and dealing with disciplinary issues among students. Thus, an effective leader makes good balance of work and governance while sustaining good cultural environment and school management (Sigford, 2005). Hence making the profession a difficult one to accomplish (Sheninger, 2011).

Meador (2016), even stablished that when teachers who are given much time to collaborate with peers, acquire strong relationship and poster community bind. Additionally, Seyfarth (2007), explained that when teachers are given opportunity to engage in collaborative and development sessions, they are able to hone their teaching abilities.

Thus, an administrator who demonstrate support and trust among their subordinates boost the morale and satisfaction of the teachers.

Discussion:-
This segment consists of the presentation, analysis and interpretation of data gathered from the effects of leadership competencies of women school head on the school climate and the performance of the secondary schools in the division of Laguna, School year 2019-2020.

Profile of the School Heads:
Table 1 presents the profile of the school heads in terms of age, highest educational attainment, and length of service.

Table 1:- Demographic Profile of the School Heads.

Profile		Frequency	Percentage
Age			
	35 to 39	2	10.00
	40 to 44	2	10.00
	45 to 49	7	35.00
	50 to 54	3	15.00
	55 & above	6	30.00
Educational Attainment			
	Bachelor's Degree	4	20.00
	CAR in Master's	2	10.00
	Master's Degree	6	30.00
	Units in Doctorate	5	25.00
	Doctorate Degree	3	15.00
Years in Service			
	below 6 years	0	0.00
	7 to 13	1	5.00
	14 to 20	5	25.00
	21 to 27	7	35.00
	28 & above	7	35.00

The demographic profile of the school heads shows that most of the school heads age from 45 to 49 years old (7) which comprise 35 percent of the total number of women school heads in the secondary schools in the division of Laguna. This also shows that in terms of highest educational attainment, majority of the school heads (6) have master's degree which is 30 percent of the total population. Meanwhile, in terms of years in service, majority of the school heads (14) served more than 21 years in teaching.

Leadership Competencies of School Heads:
Table 2 presents the leadership competencies of the school heads pertain to their emotional intelligence, social intelligence, conflict management, and innovativeness and flexibility.

Table 2:- Level of School Heads Competencies as to Emotional Intelligence.

The school heads…	Mean	S.D.	V. I.
1. are able to understand and manage their own emotions and those of the people around them	4.71	0.540	Very high
2. Know what her feeling, what his emotion mean, and how these emotions can affect others.	4.68	0.554	Very high
3. Regulates herself effectively, and do not make rushed or emotional decisions, stereotype people or compromise her values.	4.72	0.538	Very high
4. Discern between different feelings and label them appropriately.	4.77	0.429	Very high
5. Use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve her goal.	4.81	0.404	Very high
Overall Mean	**4.74**	**Very High**	

Legend:
 4.20 – 5.00   Very High (VH)
 3.40 – 4.19   High (H)
 2.60 – 3.39   Moderately High (MH)
       1.80 – 2.59   Low (L)
       1.00 – 1.79 Very Low (VL)			

The school heads showed very high level of emotional intelligence as they are able to adjust emotions to adapt to the environment (M=4.81, SD=0.404) and discern between different feelings (M=4.77, SD=0.429). The overall mean of 4.74 indicated that the school heads had very high level of emotional intelligence. This means that the school heads have the ability to adjust emotion, discern different feelings, and regulate themselves so as not to compromise their own values since they are women. In dealing with the people around them, the school heads learn to control their emotion that may affect other people.

Level of School Heads Competencies:
Table 3 shows the leadership competencies of the school heads pertain to their emotional intelligence, social intelligence, conflict management, and innovativeness and flexibility.

Table 3:- Level of School Heads Competencies as to Social Intelligence.

The school heads…	Mean	S.D.	V. I.
1. Fully understand herself and the people around them	4.64	0.552	Very high
2. Acts wisely in human relations.	4.62	0.557	Very high
3. Aggregates measure of self- and social awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change.	4.65	0.549	Very high
4. Understand other perspectives so that she can learn from them.	4.67	0.479	Very high
5. Interested in learning and are receptive to the ideas of one another.	4.71	0.460	Very high
Overall Mean	**4.66**	**Very High**	

Legend:
 4.20 – 5.00   Very High (VH)
 3.40 – 4.19   High (H)
 2.60 – 3.39   Moderately High (MH)
       1.80 – 2.59   Low (L)
       1.00 – 1.79 Very Low (VL)			

The school heads showed a very high level of social intelligence which tells that women school heads are more sociable as they are interested in learning and are receptive of the ideas of other people (M=4.71, SD=0.460) and understand other perspectives to learn from them (M=4.61, SD=0.479). The overall mean of 0.66 indicated that the school heads had a very high emotional intelligence. This means that the school heads measures self and social awareness and had the capacity and appetite to social change as to fully understand herself and the people around them in order to act wisely in human relations.

Table 3 shows the leadership competencies of the school heads pertain to their emotional intelligence, social intelligence, conflict management, and innovativeness and flexibility.

Table 4:- Level of School Heads Competencies as to Conflict Management.

The school heads…	Mean	S.D.	V. I.
1. Able to identify and handle conflicts sensibly, fairly, and efficiently.	4.65	0.572	Very high
2. Understand conflict and know how to resolve them.	4.62	0.580	Very high
3. Minimize the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization.	4.68	0.566	Very high
4. Act in a very assertive way to achieve her own goals without seeking to cooperate with other employees.	4.74	0.441	Very high
5. Responds and resolves conflict will limit or enable that employee's success.	4.78	0.415	Very high
Overall Mean	**4.69**	**Very High**	

Legend:
 4.20 – 5.00 Very High (VH)
 3.40 – 4.19 High (H)
 2.60 – 3.39 Moderately High (MH)
     1.80 – 2.59 Low (L)
     1.00 – 1.79 Very Low (VL)			

The school heads showed a very high level of conflict management as they are able to respond and resolve conflict that enables the success of their employees (M=4.78, SD=0.415) and act in very assertive wat to achieve their own goals (M=4.78, SD=0.441). The overall mean of 4.69 indicated that the school heads had a very high level of conflict management. This means that they minimize the negative outcomes of conflict and promotes positive outcomes of conflict with the goal of improving learning in an organization as to identify and handle conflicts sensibly, fairly, and efficiently so as to understand conflict and know how to resolve them.

Table 5 presents the leadership competencies of the school heads pertain to their emotional intelligence, social intelligence, conflict management, and innovativeness and flexibility.

Table 5:- Level of School Heads Competencies as to Innovativeness and Flexibility.

The school heads…	Mean	S.D.	V. I.
1. Encourage an environment where processes and methods are considered temporary and open to growth and improvement.	4.70	0.558	Very high
2. Embrace a Systems Thinking approach that acknowledges complex interrelationships within your organization.	4.66	0.576	Very high
3. Identifies the best practices of other organizations and determines their relevance before implementing them.	4.70	0.564	Very high
4. Set a new system or approach in meeting goals.	4.75	0.439	Very high
5. Adjust rule and regulations from time to time depending on the needs in the time being.	4.79	0.414	Very high
Overall Mean	**4.72**	**Very High**	
Legend: 4.20 – 5.00 Very High (VH) 3.40 – 4.19 High (H)			

2.60 – 3.39 Moderately High (MH)	
1.80 – 2.59 Low (L)	
1.00 – 1.79 Very Low (VL)	

The school heads showed a very high level of innovativeness and flexibility for they are able to adjust rules and regulations from time to time depending on the needs in the time being (M=4.79, SD=0.414) and they are able to new system of approach in meeting goals (M=4.75, SD=0.439). The overall mean of 4.72 indicated that the school heads had a very high level of innovativeness and flexibility.

This means that the school heads identify the best practices of other organizations and determine their relevance before implementing them and they also encourage an environment where processes and methods are considered temporary and open to growth and improvement so as to embrace a system of thinking approach and acknowledge complex interrelationships within an organization.

Level of School Climate:
Table 6 presents the level of school climate with respect to the evaluation of the teachers regarding safety, teaching and learning, interpersonal relationship, and institutional environment.

Table 6:- Level of School Climate in terms of Safety.

The school heads…	Mean	S.D.	V. I.
1. Promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds.	4.71	0.531	Very high
2. Explores state efforts to improve school safety through legislation, initiatives, task forces and more.	4.67	0.542	Very high
3. Provides prevention measures to identify students of concern and assess their potential risk for engaging in violence or other harmful activities.	4.70	0.533	Very high
4. Coordinate with local officials like the barangay in terms of social violence.	4.73	0.443	Very high
5. Seek for the support of red-cross and other health agencies in times of health-related problems.	4.78	0.417	Very high
Overall Mean	**4.72**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79 Very Low (VL)			

In terms of safety, the schools showed a very high level of safety which means that the school heads seek for the support of Red-Cross and other health agencies in times of health-related problems (M=4.78, SD=0.417) and coordinate with local official like the barangay in terms of social violence (M=4.78, SD=0.417). The overall mean of 4.72 indicated that the level of school climate in terms of safety is very high. This means that the school heads provide prevention measures to identify student's concern and assess their potential risk for engaging in violence or other harmful activities and promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds as well as explore state efforts to improve school safety through legislation, initiatives, task forces and more.

Table 7 presents the level of school climate with respect to the evaluation of the teachers regarding safety, teaching and learning, interpersonal relationship, and institutional environment.

Table 7:- Level of School Climate in terms of Teaching and Learning.

The school heads…	Mean	S.D.	V. I.
1. Set a positive climate in learning	4.72	2.896	Very high

2.	Organize and make available learning resources	4.68	0.554	Very high
3.	Balance intellectual and emotional components of learning	4.72	0.539	Very high
4.	Provide a good teaching and learning environment to achieve excellence.	4.76	0.428	Very high
5.	Set an environment of growth and development among teachers and students.	4.81	0.393	Very high
Overall Mean		**4.74**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
    1.80 – 2.59   Low (L)
    1.00 – 1.79 Very Low (VL)				

With respect to teaching and learning, the schools showed a very high level school climate which means that the school heads set an environment of growth and development among teachers and students (M4.81, SD=0.393) and provide a good teaching and learning environment to achieve excellence (M=4.76, SD=0.428). The overall mean of 4.74 indicated a very high level of school climate in terms of teaching and learning. This means that the school heads balance the intellectual and emotional components of learning and set a positive climate in learning as well as organize and make available learning resources.

Table 8 presents the school climate with respect to the evaluation of the teachers regarding safety, teaching and learning, interpersonal relationship, and institutional environment.

Table 8:- Level of School Climate in terms of Interpersonal Relationship.

The school heads…	Mean	S.D.	V. I.
1. Promote solid sense of self-awareness among students, teachers and other stakeholders.	4.63	0.566	Very high
2. Communicate effectively with others	4.59	0.574	Very high
3. Engage in interpersonal communication that promote healthy sense of self.	4.63	0.566	Very high
4. Positively communicate with teachers and students.	4.68	0.467	Very high
5. Establish good communication relation among colleagues.	4.72	0.450	Very high
Overall Mean	**4.65**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
    1.80 – 2.59   Low (L)
    1.00 – 1.79 Very Low (VL)			

In terms of interpersonal relationship, the school climate showed a very high level of school climate which means that the school heads establish good communication relation among colleagues (M=4.72, SD=0.450) and positively communicate with teachers and students (M=4.68, SD=0.467). The overall mean of 4.65 indicated a very high level of school climate in terms of interpersonal relationship. This means that the school heads engage in interpersonal communication that promote healthy sense of self as well promote solid sense of self-awareness among students, teachers and other stakeholders and communicate effectively with others.

Table 9 shows the school climate with respect to the evaluation of teachers regarding safety, teaching and learning, interpersonal relationship, and institutional environment.

Table 9:- Level of School Climate in terms of Institutional Environment.

The school heads…	Mean	S.D.	V. I.
1. Establish social interactions at the workplace, including interactions with peers, subordinates, and managers	4.70	0.553	Very high

2. Makes employees feel good about coming to work, and this provides the motivation to sustain them throughout the day	4.66	0.571	Very high
3. Encourages employees to grow and succeed in the field of work.	4.69	0.560	Very high
4. Promotes positive competition among teachers.	4.74	0.449	Very high
5. Establish good morale among teachers and students.	4.79	0.418	Very high
Overall Mean	**4.71**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79   Very Low (VL)

In terms of institutional environment, the schools showed a very high level of school climate which means that the school heads establish good morale among teachers and students (M=4.79, SD=0.418) and promotes positive competition among teachers (M=4.74, SD=0.449). The overall mean of 4.71 indicated very high level of institutional environment which means that the school heads establish social interactions at the workplace, including interactions with peers, subordinates, and managers and encourages employees to grow and succeed in the field of work as well as makes employees feel good about coming to work, and this provides the motivation to sustain them throughout the day.

Level of School Performance:
Table 10 shows the level of school performance with respect to students' achievement, discipline referral, attendance rate, and teachers' satisfaction.

Table 10:- Level of School Performance with regard to Students' Achievement.

The school…	Mean	S.D.	V. I.
1. Perform well in district, regional, and national level competition such as in journalism, sports and research.	4.72	0.517	Very high
2. Has a high academic achievement in all major subject areas.	4.69	0.529	Very high
3. Attained satisfactory performance in national achievement test and other national examinations	4.72	0.520	Very high
4. Improve the academic performance of the students.	4.74	0.438	Very high
5. Influence our students to engage in cultural and contemporary competition.	4.79	0.406	Very high
Overall Mean	**4.73**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79   Very Low (VL)

With respect to students achievements, the schools showed a very high level of performance which means that the school influence the students to engage in cultural and contemporary competition (M=4.79, SD=0.406) and improve the academic performance of the students (M=4.74, SD=0.438). The overall mean of 4.73 indicated a very high level of students' achievement which means that the school attained satisfactory performance in national achievement test and other national examinations and performed well in district, regional, and national level competition such as in journalism, sports and research as well as achieved high academic achievement in all major subject areas.

The level of school performance of the students' achievement that the schools have high level of engagement in external and internal competition which helps the students become more competitive.

Table 11 shows the level of school performance with respect to students' achievement, discipline referral, attendance rate, and teachers' satisfaction.

Table 11:- Level of School Performance with regard to Discipline Referral.

The school…	Mean	S.D.	V. I.
1. Manages to contain any incident of bullying, harassment, discrimination etc. at the school level.	4.74	0.511	Very high
2. Conduct seminars and orientation on disciplinary issues such as child protection policy.	4.70	0.527	Very high
3. Recognized by the district, regional or national body due to its program in student discipline.	4.72	0.520	Very high
4. Maintain a student friendly environment.	4.75	0.432	Very high
5. Promote a non-violent mechanism among teachers and students	4.80	0.401	Very high
Overall Mean	**4.74**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79 Very Low (VL)			

The school showed a very high level of performance in terms of discipline referral which indicated that the school promoted a non-violent mechanism among teachers and students (M=4.80, SD=0.401) and maintained a student friendly environment (M=4.75, SD=0.432).

The overall mean of 4.74 indicated a very high level of school performance with regards to discipline referral. This means that the school managed to contain any incident of bullying, harassment, discrimination etc. at the school level and recognized by the district, regional or national body due to its program in student discipline as well as conducted seminars and orientation on disciplinary issues such as child protection policy. It also suggested that the students are more disciplined and always followed the rules of the schools.

Table 12 shows the level of school performance with respect to students' achievement, discipline referral, attendance rate, and teachers' satisfaction.

Table 12:- Level of School Performance with regard to Attendance Rate.

The school…	Mean	S.D.	V. I.
1. Reports minimal number of student absences.	4.69	0.566	Very high
2. Records zero drop-out rate	4.64	0.581	Very high
3. Maximize full participation of students in school level activities.	4.69	0.566	Very high
4. Encourage students to attend to school more frequently.	4.76	0.426	Very high
5. Motivate students to focus in their studies.	4.80	0.398	Very high
Overall Mean	**4.72**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79 Very Low (VL)			

The schools with respect to attendance rate showed a very high level of performance which means that the school motivated students to focus in their studies (M=4.80, SD= 0.398) and encouraged students to attend to school more frequently. The overall mean of 4.72 indicated a very high level of school performance with regards to discipline

referral. This means that the school maximized full participation of students in school level activities and reported minimal number of student absences as well as recorded zero drop-out rate.

Level of School Performance:
Table 13 presents the level of school performance based on students' achievement, discipline referral, attendance rate, and teachers' satisfactions.

Table 13:- Level of School Performance with regard to Teachers' Satisfaction.

The school…	Mean	S.D.	V. I.
1. The teachers are highly motivated in their work.	4.72	0.530	Very high
2. The teachers are happy with the support and performance of the school head.	4.67	0.573	Very high
3. The teachers have good spirit and moral in terms of their performance.	4.69	0.566	Very high
4. The teachers are more motivated to work and perform their duties.	4.75	0.434	Very high
5. The teachers reinforce education in a positive manner.	4.79	0.408	Very high
Overall Mean	**4.73**	**Very High**	

Legend:
4.20 – 5.00   Very High (VH)
3.40 – 4.19   High (H)
2.60 – 3.39   Moderately High (MH)
     1.80 – 2.59   Low (L)
     1.00 – 1.79   Very Low (VL)

The schools showed a very high level of school performance in terms of teachers' satisfaction which indicated that the school allowed the teachers to reinforce education in a positive manner (M=4.79, SD=0.408) and the teachers are more motivated to work and perform they duties (M=4.75, SD=0.434). The overall mean of 4.73 indicated a very high level of school performance with regards to teachers' satisfaction. This means that the teachers are highly motivated in their work and have a good spirit and moral in terms of their performance and as the same time are happy with the support and performance of the school heads.

Relationship between the School Heads' Leadership Competencies and the School Climate:

Table 14 shows the relationship between the women school heads competencies and the school climate.

Table 14:- Relationship between the School Heads' Leadership Competencies   and the School Climate.

Variables	Emotional Intelligence			Social Intelligence			Conflict Management			Innovativeness and Flexibility		
	r	p	Analysis	r	p	Analysis	r	p	Analysis	r	p	Analysis
Safety	0.621	0.000	S	0.114	0.048	S	0.109	0.060	NS	0.233	0.000	S
Teaching & Learning	0.069	0.232	NS	0.551	0.000	S	0.243	0.000	S	0.086	0.139	NS
Interpersonal Relationship	0.066	0.255	NS	0.272	0.000	S	0.618	0.000	S	0.056	0.335	NS
Institutional Environment	0.237	0.000	S	0.005	0.926	NS	0.078	0.180	NS	0.621	0.000	S

Results from Table 1 indicated that there were significant relationships between the school heads' emotional intelligence and the school climate in terms of safety (r=0.621, p=0.000) and institutional environment (r=0.237,

p=0.000). This means that as the emotional intelligence of the school heads intensifies, the better they protect students and teachers and promote a positive working environment.

In terms of social intelligence, it was found that school heads with very high human relation skill can influence the school climate in terms of safety (r=0.114, p=0.048), teaching and learning (r=0.551, p=0.000), and interpersonal relationship (r=0.272, p=0.000). The relationships were significant. School heads who can easily adapt socially in different situations are able to build positive school climate. They learn to value interpersonal relationships and better guide the teachers in the achievement of educational objectives. They are also able to work collaboratively with the teachers and the community members how to ensure safety in schools.

With regard to conflict management, the results revealed significant relationship with teaching and learning (r=0.243, p=0.000) and interpersonal relationship (r=0.618, p=0.000). This indicated that when the school heads have very high conflict management skills they are able to creative teaching and learning environment and are able to interact with other people particularly with the students and teachers as well as the people in the community which build a strong relationship among the stakeholders.

The findings of the study revealed positive correlation between innovativeness and school climate in terms of safety (r=0.233, p=0.000) and institutional environment (r=0.621, p=0.000). This positive correlation indicated a significant relationship among them. This means that when the school heads have very high innovativeness and flexibility, they can build a hazard free environment where students, teachers and personnel can have a free movement. They can also create high morale among the stakeholders of the school.

Relationship between the School Heads' Leadership Competencies and the School Performance:

Table 15 presents the relationship between women school heads' leadership competencies and school performance.

Table 15:- Relationship between the School Heads' Leadership Competencies and the School Performance.

Variables	Emotional Intelligence			Social Intelligence			Conflict Management			Innovativeness and Flexibitliy		
	r	p	Analysis	r	p	Analysis	r	p	Analysis	r	p	Analysis
Students' Achievement	0.334	0.222	NS	0.047	0.421	NS	0.045	0.441	NS	0.283	0.000	S
Discipline Referral	0.053	0.356	NS	0.295	0.000	S	0.232	0.000	S	0.032	0.580	NS
Attendance Rate	0.040	0.491	NS	0.253	0.000	S	0.343	0.000	S	0.064	0.267	NS
Teachers' Satisfaction	0.316	0.000	S	0.037	0.518	NS	0.016	0.786	NS	0.361	0.000	S

The results in table 14 indicated that the emotional intelligence of the school heads has significant relationship with teachers' satisfaction (r=0.316, p=0.000). This means when the emotional intelligence of the school heads increases, the teachers' satisfaction also increases. This positive correlation indicated that when the school heads have very high level of emotional intelligence, they can build a positive relationship with their teacher which allows the teachers to be productive and happy with their performance at work.

Significant relationships were also found between social intelligence and discipline (r=0.295, p=0.000) as well as attendance rate (r=0.253, p=0.000). This positive correlation indicated that when the school heads have very high social intelligence, they were able to create a positive discipline referral and attendance rate. This means that the students boost interest in attending to school and have positive relationship with their peers.

In terms of conflict management, it showed positive correlation with discipline (r=0.232, p=0.000) and attendance rate (r=0.343, p=0.000). This correlation was significant. This means that when the school heads have high level of conflict management, it creates positive atmosphere in the school thus, making the students motivated to study in the school.

With regard to the innovativeness and flexibility, it showed significant relationship with students' achievement (r=0.283, p=0.000) and teachers' satisfaction (r=0.361, p=0.000). This correlation indicated that when the school heads have very high innovativeness and flexibility, they adapt with the changes around them and adjust with the need of the people around them specially the students and teachers which allow the students to study well and the teachers to work hard and be satisfied with their line of work.

Conclusions:-
Based on the above findings of the study, the following conclusions were drawn:
1. The leadership competencies of the women school heads have significant effect on the school climate. Therefore, the hypothesis was not sustained. This suggested that the leadership competencies of women school heads directly influence school climate. This influence is proven because of the physical presence of the women school heads in the school most especially their relationship to the stakeholders of the schools.
2. The leadership competencies of the women school heads have significant effect of the school performance. Therefore, the hypothesis was not sustained. This concludes that women school heads have an effect to the performance of the school due to the leadership competencies that the women school heads have as leaders.

Recommendations:-
Based on the findings and conclusions drawn, the following were hereby recommended:
1. The women school heads may undergo more training in leadership in order to effectively manage the school.
2. The findings of the research may be the basis for the trainings and seminars for women school heads.
3. The women school heads may address low points of this research in order to strengthen their leadership competencies.

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