

School Leaders' Leadership Styles for DepEd Schools Internationalization Readiness and Global Competitiveness: Input for Proposed Internationalization Framework

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Abstract—This study examined the relationship between school leaders' leadership styles specifically culturally responsive, globally minded, and innovation-driven and the internationalization readiness and global competitiveness of Department of Education (DepEd) schools. The study utilized a quantitative descriptive-correlational design, supplemented by casual interviews for contextual depth. Using purposive sampling, the research surveyed 180 respondents, including school heads, master teachers, and teachers from public secondary schools in Laguna. Data was collected through a validated structured questionnaire, with reliability confirmed through Cronbach's Alpha. Findings revealed that school leaders in Laguna exhibited these leadership styles to a great extent. Furthermore, both the level of internationalization readiness and global competitiveness was found to exist to a considerable extent. Statistical analysis using the Pearson Product-Moment Correlation Coefficient confirmed a significant relationship between school leaders' leadership styles and internationalization readiness also in global competitiveness. Consequently, the study proposed an internationalization framework integrating these specific leadership styles with strategic initiatives. School leaders' leadership styles have a significant relationship with DepEd schools' internationalization readiness and global competitiveness leading to the rejection of both the null hypothesis. These results demonstrated that the specific leadership styles practiced by school heads are directly linked to the school's capacity to meet global standards and maintain a competitive edge. The Department of Education (DepEd) may take decisive action by launching continuous, targeted professional development programs that empower school leaders to serve as catalysts for change in culturally responsive, globally minded, and innovation-driven leadership. Given the study's findings linking leadership styles to internationalization readiness and global competitiveness, it is essential for DepEd to implement structured training, mentoring, and leadership exchange programs. This will actively equip school leaders to champion inclusive practices, integrate global perspectives, and drive innovative strategies that accelerate schools' international engagement.

Keywords— Internationalization Readiness, Global Competitiveness, Culturally Responsive Leadership, Innovation-Driven Leadership, ILDI Framework, DepEd Schools.

I. INTRODUCTION

The global interconnectivity in the 21st century compels educational systems to aim for international readiness and global competitiveness. For the Philippines, a core member of ASEAN, fostering quality in education to enhance graduate

mobility and employability is essential. DepEd schools must systematically prepare to participate in the international education arena.

Internationalization readiness is a multi-dimensional concept. In this study, internationalization readiness refers to the ability of the school to effectively engage with the global education context. It encompasses strategic alignment, faculty preparedness, curriculum integration, and operational efficiency, all of which are evaluated against global standards. Achieving this shift is an organizational change effort. The school leader is at the center of this transformation. While research explores leadership styles such as transformational, transactional, and instructional for academic performance, it often overlooks the specific leadership required to initiate and embed internationalization in DepEd schools. Success relies not only on having a leader but also on using leadership styles that align with global readiness metrics.

Only a few studies, such as those by Cajilog and Pabalan (2023), investigate how school administrators perceive and implement internationalization initiatives, highlighting the role of leadership in ensuring internationalization readiness and global competitiveness. Similarly, Gocotano et al. (2024) provide evidence on how DepEd administrators manage internationalization efforts across multiple organizational levels, significantly contributing to schools' preparedness. While these studies establish the connection between local school leadership and internationalization readiness within Philippine K-12 schools, much of the existing literature remains centered on higher education. As a result, there is limited empirical data on how DepEd administrators' leadership styles correlate with internationalization readiness and global competitiveness of basic education institutions.

This research aims to fill this gap. It will study the relationship between school leaders' leadership styles and the internationalization readiness and global competitiveness of DepEd schools. This work aims to go beyond describing what exists and instead offers a prescriptive strategy. The results will directly feed a proposed internationalization framework. This relevant and evidence-driven model will guide the Department of Education (DepEd) in developing the leadership skills and alignments necessary for Philippine education to remain globally relevant.

1.1 Statement of the Problem

Problem/s which were addressed by the research

To explore the relationship between the school leaders' leadership styles to DepEd schools' internationalization readiness and global competitiveness towards an internationalization framework, the following are the research questions:

1. What is the extent of school leaders' leadership styles in terms of:
 - 1.1 Culturally Responsive;
 - 1.2 Globally Minded; and
 - 1.3 Innovation Driven?
2. What is the level of DepEd schools' internationalization readiness in terms of:
 - 2.1 International Linkages;
 - 2.2 Digital Infrastructure;
 - 2.3 Faculty Engagement;
 - 2.4 Internationalization Plan;
 - 2.5 Leadership Commitment;
 - 2.6 Monitoring and Evaluation System;
 - 2.7 Policy Integration; and
 - 2.8 Program Mobility?
3. What is the level of DepEd schools' global competitiveness in terms of:
 - 3.1 Civic and Social Responsibility;
 - 3.2 Digital Literacy;
 - 3.3 Global Curriculum Integration;
 - 3.4 Intercultural Awareness;
 - 3.5 Language Proficiency;
 - 3.6 Partnerships; and
 - 3.7 Student Competencies?
4. Do school leaders' leadership styles have a significant relationship with DepEd schools' internationalization readiness?
5. Do school leaders' leadership styles have a significant relationship with DepEd schools' global competitiveness?

II. METHODOLOGY

The study utilized a quantitative descriptive-correlational design, supplemented by casual interviews for contextual depth. Using purposive sampling, the research surveyed 180 respondents, including school heads, master teachers, and teachers from public secondary schools in Laguna. Data was collected through a validated structured questionnaire, with reliability confirmed through Cronbach's Alpha.

III. RESULTS AND DISCUSSION

This part presents the results of the data gathered and discusses the findings derived from the statistical treatment applied in the study. All specific questions stated in Chapter 1 under the Statement of the Problem are addressed in this chapter and are supported by corresponding tables. It presented the data on the relationship between school leaders' leadership styles and DepEd schools' internationalization readiness and global competitiveness as a basis for the development of an internationalization framework.

Extent of School Leaders' Leadership Styles

In this study, the extent of school leaders' leadership styles refers to the dimensions of being Culturally Responsive, Globally Minded, and Innovation Driven. These dimensions describe how school leaders demonstrate sensitivity to diverse cultural contexts, promote global perspectives in education, and initiate innovative practices that align with international standards and trends.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants.

Table 1 shows the extent of school leaders' leadership styles in terms of Culturally Responsive leadership, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, leadership decisions in the school being guided by an understanding of global cultural dynamics and diversity ($M = 5.53$, $SD = 0.81$), suggests a great extent of culturally responsive leadership and indicates the school's strong commitment to embedding cultural awareness and diversity into leadership processes. Also, the practice of actively integrating multicultural perspectives into curriculum planning and school activities ($M = 5.49$, $SD = 0.87$), while slightly lower, still designates a great extent of culturally responsive leadership and reflects a strong perception of inclusivity and responsiveness among respondents.

Table 1. Extent of School Leaders' Leadership Styles in terms of Culturally Responsive

Statements	Mean	SD	Remarks
The School Head...			
...promote inclusive policies that reflect and respect the diverse cultural backgrounds of students and staff.	5.49	0.84	Agree
...integrate multicultural perspectives into curriculum planning and school activities.	5.49	0.87	Agree
...demonstrate cultural sensitivity when engaging with parents and communities from varied ethnic backgrounds.	5.46	0.92	Agree
...understand global cultural dynamics and diversity when it comes to leadership decisions in the school.	5.53	0.81	Agree
...include training in cultural competence and international best practices for professional development.	5.46	0.94	Agree
Weighted Mean	5.48		
SD	0.83		
Verbal Interpretation	Great Extent		

The extent of school leaders' leadership styles in terms of Culturally Responsive leadership attained a weighted mean score of 5.48 with a standard deviation of 0.83 and was verbally interpreted as Great Extent.

In summary, the findings indicate that school leaders consistently demonstrate culturally responsive leadership by promoting inclusive policies, integrating multicultural perspectives into the curriculum, supporting professional development in cultural competence, and ensuring culturally sensitive engagement with diverse stakeholders.

Table 2 shows the extent of school leaders' leadership styles in terms of Globally Minded practices, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, actively seeking

partnerships and collaborations with international institutions and organizations ($M = 5.56$, $SD = 0.95$), suggests a great extent of globally minded leadership and indicates the school's strong commitment to expanding international linkages and strengthening global engagement initiatives. Also, the practice of supporting professional development opportunities that enhance teachers' global competencies and international teaching practices ($M = 5.56$, $SD = 0.93$), while slightly lower, still designates a great extent of globally minded leadership and reflects a high perception of administrative support for global readiness among respondents.

Table 2. Extent of School Leaders' Leadership Styles in terms of Globally Minded

Statements The School Head...	Mean	SD	Remarks
...encourage the integration of global issues and perspectives into the curriculum to prepare students for international engagement.	5.53	0.84	Agree
...seek partnerships and collaborations with international institutions and organizations.	5.56	0.95	Agree
...promote policies and programs that foster global citizenship and intercultural understanding among students and staff.	5.36	0.93	Agree
...raise awareness on global trends and their implications for education.	5.42	0.83	Agree
...support professional development opportunities that enhance teachers' global competencies and international teaching practices.	5.56	0.93	Agree
Weighted Mean	5.48		
SD	0.86		
Verbal Interpretation	Great Extent		

The level of school leaders' leadership styles in terms of Globally Minded leadership attained a weighted mean score of 5.48 with a standard deviation of 0.86 and was verbally interpreted as Great Extent.

Insights from the casual interview reinforce these quantitative findings by illustrating specific actions of globally minded leadership in schools. Two respondents demonstrated that school leaders expand networks and empower teachers for global learning through concrete actions such as fostering external partnerships and facilitating international professional development.

In summary, the findings indicate that school leaders consistently demonstrate globally minded leadership by fostering international partnerships, integrating global perspectives into educational practices, promoting global citizenship, and enhancing teachers' global competencies to prepare students for international engagement.

Table 3 shows the extent of school leaders' leadership styles in terms of

Innovation Driven practices, including the statements, mean, standard deviation, and verbal interpretations. The highest rated practice, allocating time and resources to pilot new programs that align with international education standards ($M = 5.47$, $SD = 0.92$), suggests a great extent of innovation-driven leadership and indicates the school's strong commitment to supporting new initiatives and aligning programs with global standards. Also, the practice of

promoting a forward-thinking mindset that embraces change and continuous improvement ($M = 5.46$, $SD = 0.94$), while slightly lower, still designates a great extent of innovation-driven leadership and reflects a strong perception of openness to change and progress among respondents.

Table 3. Extent of School Leaders' Leadership Styles in terms of Innovation Driven

Statements The School Head...	Mean	SD	Remarks
...encourage experimentation and creative problem-solving to improve educational practices.	5.41	0.99	Agree
...seek out and implement innovative strategies to enhance student learning outcomes.	5.39	0.95	Agree
...support the use of cutting-edge technologies and digital tools to foster global competitiveness.	5.43	0.93	Agree
...promote a forward-thinking mindset that embraces change and continuous improvement.	5.46	0.94	Agree
...allocate time and resources to pilot new programs that align with international education standards.	5.47	0.92	Agree
Weighted Mean	5.43		
SD	0.90		
Verbal Interpretation	Great Extent		

The level of school leaders' leadership styles in terms of Innovation Driven leadership attained a weighted mean score of 5.43 with a standard deviation of 0.90 and was verbally interpreted as Great Extent.

These findings are further supported by qualitative insights gathered through casual interviews. Three of the respondents illustrated how innovation-driven leadership is actively practiced in their respective schools to foster creativity, technological integration, and forward-looking educational initiatives.

In summary, the findings indicate that school leaders consistently demonstrate innovation-driven leadership by encouraging experimentation, implementing creative strategies, supporting the use of advanced technologies, promoting continuous improvement, and investing resources in innovative educational programs.

Level of DepEd Schools' Internationalization Readiness

This section presents the results on the level of DepEd schools' internationalization readiness. In this study, internationalization readiness refers to the capacity of schools to align their structures, systems, programs, and leadership practices with global standards and international education initiatives.

Specifically, the level of internationalization readiness is examined in terms of the following dimensions: International Linkages, Digital Infrastructure, Faculty Engagement, Internationalization Plan, Leadership Commitment, Monitoring and Evaluation System, Policy Integration, and Program Mobility.

The succeeding tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants. The data are analyzed and interpreted to determine the overall level of readiness of DepEd schools for internationalization and their capacity to compete in the global educational landscape.

Table 4 shows the level of DepEd schools' internationalization readiness in terms of International Linkages, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, engaging in international collaborations that support curriculum development and teacher exchange ($M = 4.40$, $SD = 0.91$), suggests a considerable extent of internationalization readiness and indicates the schools' growing efforts to strengthen academic partnerships beyond national boundaries. Also, the practice of maintaining active partnerships with international institutions to enhance educational programs and global exposure ($M = 4.33$, $SD = 0.94$), while slightly lower, still designates a considerable extent of readiness and reflects moderate engagement in global collaboration initiatives.

Table 4. Level of DepEd Schools' Internationalization Readiness in terms of International Linkages;

Statements The School Head...	Mean	SD	Remarks
...maintains active partnerships with international institutions to enhance educational programs and global exposure.	4.33	0.94	Neutral
...engage in international collaborations that support curriculum development and teacher exchange.	4.40	0.91	Neutral
...participates in global academic networks and initiatives that promote internationalization.	4.26	0.87	Neutral
...encourage student involvement in international activities such as exchange programs, virtual conferences, or global competitions.	4.21	0.85	Neutral
...strategically integrate international linkages in the development plans to improve global competitiveness.	4.32	0.91	Neutral
Weighted mean	4.30		
SD	0.85		
Verbal Interpretation	Considerable Extent		

The level of DepEd schools' internationalization readiness in terms of it's

International Linkages attained a weighted mean score of 4.30 with a standard deviation of 0.85 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that while DepEd schools demonstrate noticeable efforts in establishing international collaborations, participating in global networks, and integrating international linkages into development plans, these initiatives are implemented at a moderate level, suggesting opportunities for further strengthening and expansion of global engagement strategies.

Table 5 shows the level of DepEd schools' internationalization readiness in terms of Digital Infrastructure, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, having an adequate supply of up-to-date digital devices for both students and teachers to facilitate digital global learning initiatives ($M = 4.31$, $SD = 0.87$), suggests a considerable extent of readiness and indicates the schools' efforts to equip stakeholders with essential technological resources. Also, the utilization of a secure and integrated Learning Management System (LMS) that enables engagement in international coursework and digital exchange programs ($M = 4.29$, $SD = 0.83$), while slightly lower, still

designates a considerable extent of digital preparedness and reflects moderate capability in supporting global learning platforms.

Table 5. Level of DepEd Schools' Internationalization Readiness in terms of Digital Infrastructure

Statements The School Head...	Mean	SD	Remarks
...support international collaborations, video conferencing, and access to global resources through a high-speed, reliable internet connectivity	4.20	0.80	Neutral
...facilitate digital global learning initiatives through an adequate supply of up-to-date digital devices (e.g., computers, tablets) for both students and teachers	4.31	0.87	Neutral
...utilize a secure and integrated Learning Management System (LMS) that enables students and teachers to engage in international coursework and digital exchange programs.	4.29	0.83	Neutral
...provides timely and knowledgeable technical support to ensure that digital systems and infrastructure essential for global learning remain operational and functional.	4.27	0.86	Neutral
...protect the privacy and security of student and school data in compliance with international standards and protocols.	4.27	0.88	Neutral
Weighted Mean	4.27		
SD	0.80		
Verbal Interpretation	Considerable Extent		

The level of DepEd schools' internationalization readiness in terms of Digital Infrastructure attained a weighted mean score of 4.27 with a standard deviation of 0.8035 and was verbally interpreted as Considerable Extent.

Qualitative insights from casual interviews further support these findings. One respondent explained that leadership initiatives enhance schools' technological readiness for internationalization. This observation aligns with Table 5, which highlights reliable connectivity and digital tools as essential for global engagement and international collaboration in schools.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of readiness in digital infrastructure by providing technological devices, maintaining functional LMS platforms, offering technical support, ensuring reliable connectivity, and implementing data privacy measures; however, there remains room for further enhancement to fully support internationalization initiatives.

Table 6 shows the level of DepEd schools' internationalization readiness in terms of Faculty Engagement, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, consistently seeking out and participating in professional development, training, or exchange programs focused on global education or international best practices ($M = 4.38$, $SD = 0.95$), suggests a considerable extent of faculty engagement and indicates the teachers' willingness to enhance their global competencies. Also, actively volunteering to revise and integrate global perspectives and international standards into their respective subject area curricula ($M = 4.29$, $SD = 0.81$), while slightly lower, still designates a considerable extent of engagement

and reflects teachers' active role in advancing the school's internationalization goals

Table 6. Level of DepEd Schools' Internationalization Readiness in terms of Faculty Engagement

Statements The School Head...	Mean	SD	Remarks
...revise and integrate global perspectives and international standards into their respective subject area curricula.	4.29	0.81	Neutral
...seek out and participate in professional development, training, or exchange programs focused on global education or international best practices.	4.38	0.95	Neutral
...collaborate across departments on projects (e.g., joint teaching, research, co-curricular activities) that promote students' global awareness and skills.	4.28	0.95	Neutral
...utilize international resources and adopt teaching methodologies that prepare students for global issues and a competitive global workforce.	4.27	0.93	Neutral
...champion its internationalization goals by communicating their importance to students, parents, and colleagues.	4.24	0.89	Neutral
Weighted Mean	4.29		
SD	0.86		
Verbal Interpretation	Considerable Extent		

The level of DepEd schools' internationalization readiness in terms of Faculty Engagement attained a weighted mean score of 4.29 with a standard deviation of 0.86 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that faculty members demonstrate moderate engagement in internationalization initiatives by participating in professional development, collaborating across departments, integrating global perspectives into curricula, and promoting the school's internationalization objectives; however, there is potential for further strengthening of teacher involvement to maximize global readiness.

Table 7 shows the level of DepEd schools' internationalization readiness in terms of Internationalization Plan, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, having specific goals and desired outcomes in the Internationalization Plan that are clear, measurable, and well-communicated to all staff members ($M = 4.34$, $SD = 0.87$), suggests a considerable extent of readiness and indicates the schools' efforts to strategically guide their global competitiveness initiatives. Also, the integration of the Internationalization Plan into the school's annual operational plan and overall institutional strategy ($M = 4.31$, $SD = 0.94$), while slightly lower, still designates a considerable extent of readiness and reflects moderate alignment of internationalization efforts with institutional planning.

The level of DepEd schools' internationalization readiness in terms of Internationalization Plan attained a weighted mean score of 4.28 with a standard deviation of 0.85 and was verbally interpreted as Considerable Extent.

Qualitative insights obtained from informal interviews further corroborate these findings. One respondent explained that school leadership actively integrates internationalization

into institutional planning and strategic direction. This observation aligns with the results presented in Table 7, which demonstrate that schools embed internationalization goals into their operational strategies and align with initiatives that promote global competitiveness and future-ready learning.

Table 7. Level of DepEd Schools' Internationalization Readiness in terms of Internationalization Plan

Statements The School Head...	Mean	SD	Remarks
...guide its efforts towards global competitiveness through a clearly defined written Internationalization Plan	4.26	0.83	Neutral
...communicate clearly the specific goals and desired outcomes outlined in the Internationalization Plan to all staff members	4.34	0.87	Neutral
...integrates fully its Internationalization Plan into the school's annual operational plan and overall institutional strategy, not just treated as a separate project.	4.31	0.94	Neutral
...monitors the progress of the Internationalization Plan by regularly reviewing key performance indicators and making necessary adjustments.	4.24	0.88	Neutral
...allocate and align financial, personnel, and infrastructure resources to successfully implement the activities mandated by the Internationalization Plan.	4.25	0.96	Neutral
Weighted Mean	4.28		
SD	0.85		
Verbal Interpretation	Considerable Extent		

In summary, the findings indicate that DepEd schools demonstrate a moderate level of readiness in planning for internationalization by establishing written plans with measurable goals, integrating these plans into overall school strategies, monitoring progress systematically, and allocating necessary resources; however, further development is needed to fully maximize the effectiveness of internationalization initiatives.

Table 8. Level of DepEd Schools' Internationalization Readiness in terms of Leadership Commitment

Statements The School Head...	Mean	SD	Remarks
...prioritizes and articulates the importance of internationalization efforts, even when faced with competing demands or challenges.	4.33	0.87	Neutral
...champions and actively participate in key internationalization activities, serving as the primary advocate for global competence within the school.	4.39	0.88	Neutral
...dedicate significant financial and human resources (e.g., dedicated staff time, budget) to support the long-term internationalization plan.	4.26	0.86	Neutral
...accountable for achieving the milestones set forth in the school's global competitiveness goals.	4.27	0.93	Neutral
...commit itself to internationalization efforts that is driven by a deep, core belief in the value of global competence for all students and staff.	4.39	0.94	Neutral
Weighted Mean	4.33		
SD	0.85		
Verbal Interpretation	Considerable Extent		

Table 8 shows the level of DepEd schools' internationalization readiness in terms of Leadership

Commitment, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practices, personally championing and actively participating in key internationalization activities and the school head's commitment being driven by a deep belief in the value of global competence for all students and staff ($M = 4.39$, $SD = 0.88$ and 0.94 , respectively), suggest a considerable extent of leadership commitment and indicate that school leaders recognize the importance of actively advocating for global competence. Also, prioritizing and articulating the importance of internationalization efforts even when faced with competing demands ($M = 4.33$, $SD = 0.87$), while slightly lower, still designates a considerable extent of commitment and reflects strong support for integrating internationalization into the school's objectives.

The level of DepEd schools' internationalization readiness in terms of Leadership Commitment attained a weighted mean score of 4.33 with a standard deviation of 0.85 and was verbally interpreted as Considerable Extent.

The findings are further substantiated by qualitative insights obtained from informal interviews. One respondent described how leadership commitment is translated into specific institutional practices that foster global competence. This narrative aligns with the results presented in Table 8, illustrating how leadership commitment is enacted through accountability mechanisms that ensure globally oriented practices are consistently implemented and maintained across various departments within the school system.

Table 9. Level of DepEd Schools' Internationalization Readiness in terms of Monitoring and Evaluation System

Statements The School Head...	Mean	SD	Remarks
...assess the success and impact of its internationalization initiatives by a clearly defined and measurable indicators (metrics)	4.36	0.89	Neutral
...collect and review data related to the Internationalization Plan (e.g., student global skills, partnership outcomes on a regular, consistent basis.	4.26	0.95	Neutral
...use the results and findings from the monitoring and evaluation process to make informed decisions and adjust internationalization strategies.	4.31	0.87	Neutral
...has an effective feedback mechanism to share M&E results with staff and external stakeholders, promoting transparency and shared learning.	4.35	0.86	Neutral
...incorporate global benchmarks and standards to accurately gauge the school's competitiveness against international educational institutions.	4.30	0.85	Neutral
Weighted Mean	4.31		
SD	0.84		
Verbal Interpretation	Considerable Extent		

In summary, the findings indicate that school leaders demonstrate a moderate to considerable level of commitment to internationalization by advocating for global competence, actively participating in internationalization activities, allocating necessary resources, and taking accountability for achieving global goals, yet there remains room to further strengthen leadership-driven initiatives to enhance the school's global readiness.

Table 9 shows the level of DepEd schools' internationalization readiness in terms of Monitoring and Evaluation (M&E) System, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, having clearly defined and measurable indicators to assess the success and impact of internationalization initiatives ($M = 4.36$, $SD = 0.89$), suggests a considerable extent of readiness and indicates that schools recognize the importance of evaluating their global initiatives systematically. Also, the presence of an effective feedback mechanism to share M&E results with staff and external stakeholders ($M = 4.35$, $SD = 0.86$), while slightly lower, still designates a considerable extent of readiness and reflects the schools' effort to promote transparency and informed decision-making.

The level of DepEd schools' internationalization readiness in terms of Monitoring and Evaluation System attained a weighted mean score of 4.31 with a standard deviation of 0.84 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate moderate readiness in monitoring and evaluating internationalization initiatives by establishing measurable indicators, collecting and reviewing relevant data, using findings to adjust strategies, providing feedback mechanisms, and benchmarking against global standards, although there is room for further enhancement to fully optimize internationalization outcomes.

Table 10. Level of DepEd Schools' Internationalization Readiness in terms of Policy Integration

Statements The School Head...	Mean	SD	Remarks
...integrate its internationalization goals into the core policies on curriculum development, teaching methodology, and assessment.	4.34	0.86	Neutral
...establish faculty hiring, promotion, and professional development policies that explicitly require and reward engagement with international competencies and practices	4.42	0.79	Neutral
...ensure that administrative procedures (e.g., procurement, student services) are consistently reviewed and updated to support and facilitate international partnerships and activities	4.22	0.81	Neutral
...ensure that all school policies related to internationalization are fully compliant and cohesive with existing DepEd regulations and national educational standards.	4.32	0.85	Neutral
...provide policies on global competitiveness and international activities that are clearly written and easily accessible, ensuring straightforward compliance for all staff.	4.24	0.88	Neutral
Weighted Mean	4.31		
SD	0.80		
Verbal Interpretation	Considerable Extent		

The level of DepEd schools' internationalization readiness in terms of Policy Integration attained a weighted mean score of 4.31 with a standard deviation of 0.80 and was verbally interpreted as Considerable Extent.

Table 10 shows the level of DepEd schools' internationalization readiness in terms of Policy Integration, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, formally requiring

and rewarding faculty engagement with international competencies and practices through policies for hiring, promotion, and professional development ($M = 4.42$, $SD = 0.80$), suggests a considerable extent of readiness and indicates the schools' efforts to institutionalize global competencies within their human resource policies. Also, the explicit integration of internationalization goals into the school's core policies on curriculum development, teaching methodology, and assessment ($M = 4.34$, $SD = 0.87$), while slightly lower, still designates a considerable extent of readiness and reflects a structured approach to embedding global objectives across school policies.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of readiness in policy integration by incorporating internationalization goals into core policies, aligning administrative procedures with global objectives, ensuring compliance with national standards, and clearly communicating internationalization-related policies, while there is potential for further strengthening to fully support global engagement initiatives.

Table 11. Level of DepEd Schools' Internationalization Readiness in terms of Program Mobility

Statements The School Head...	Mean	SD	Remarks
...provide and encourage opportunities for students to participate in short or long-term international exchange programs, visits, or study tours.	4.29	1.01	Neutral
...support faculty participation in international teaching assignments, training, or benchmarking visits to foreign schools.	4.34	0.88	Neutral
...has clear, welcoming procedures and adequate support systems in place for hosting students from international partner schools or organizations.	4.29	0.84	Neutral
...ensure that the school's curriculum and academic scheduling are flexible enough to allow students to participate in mobility programs without negatively impacting their academic standing.	4.36	0.91	Neutral
...seeks out or provides financial assistance (e.g., grants, scholarships, fundraising support) to make international mobility programs affordable for all interested students.	4.28	0.85	Neutral
Weighted Mean	4.31		
SD	0.85		
Verbal Interpretation	Considerable Extent		

Table 11 showed the level of DepEd schools' internationalization readiness in terms of Program Mobility, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, ensuring that the school's curriculum and academic scheduling were flexible enough to allow students to participate in mobility programs without negatively impacting their academic standing ($M = 4.36$, $SD = 0.91$), suggested a considerable extent of readiness and indicated the schools' efforts to accommodate student participation in international programs. This implied that institutional structures were strategically aligned to support global engagement while maintaining academic continuity. Also, the active support of faculty participation in international teaching assignments, training, or benchmarking

visits to foreign schools ($M = 4.34$, $SD = 0.88$), while slightly lower, still designated a considerable extent of readiness and reflected the schools' encouragement of faculty involvement in global learning experiences. This further indicated a recognition of faculty development as a key driver in strengthening internationalization efforts and enhancing instructional quality.

In summary, the findings indicate that DepEd schools demonstrate moderate readiness in program mobility by providing students and faculty with opportunities for international exchanges, ensuring supportive procedures and flexible academic scheduling, and facilitating access through financial assistance, while there remains room to further enhance participation and accessibility in global mobility programs.

Level of DepEd Schools' Global Competitiveness

This section presents the results on the level of DepEd schools' global competitiveness. In this study, global competitiveness refers to the ability of schools to prepare learners with the knowledge, skills, values, and competencies necessary to thrive in an increasingly interconnected and globalized world.

Specifically, the level of global competitiveness is examined in terms of the following dimensions: Civic and Social Responsibility, Digital Literacy, Global Curriculum Integration, Intercultural Awareness, Language Proficiency, Partnerships, and Student Competencies.

The succeeding tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants. The data are analyzed to determine the extent to which DepEd schools demonstrate competitiveness in relation to global standards, international benchmarks, and 21st-century educational demands.

Table 12 shows the level of DepEd schools' global competitiveness in terms of Civic and Social Responsibility, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, consistently promoting respect and understanding for diverse cultures, beliefs, and backgrounds as a core value of global education ($M = 4.37$, $SD = 0.87$), suggests a considerable extent of global competitiveness and indicates the schools' strong emphasis on fostering ethical values and cultural awareness among students. Also, actively integrating lessons on global citizenship, human rights, and social justice into the curriculum across multiple subject areas ($M = 4.34$, $SD = 0.90$ and globally aware students.

The level of DepEd schools' global competitiveness in terms of Civic and Social Responsibility attained a weighted mean score of 4.29 with a standard deviation of 0.81 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness by integrating principles of civic and social responsibility into curricula, promoting respect for diversity, encouraging student participation in service learning and community projects, modeling ethical behavior, and emphasizing sustainability,

while opportunities exist to further strengthen these practices for greater global impact.

Table 12. Level of DepEd Schools' Global Competitiveness in terms of Civic and Social Responsibility

Statements The School Head...	Mean	SD	Remarks
...integrate lessons on global citizenship, human rights, and social justice into the curriculum across multiple subject areas.	4.34	0.90	Neutral
...encourage and provide opportunities for students to participate in school-led service learning or community projects that address local and global social problems.	4.23	0.85	Neutral
...promote respect and understanding for diverse cultures, beliefs, and backgrounds as a core value of its global education.	4.37	0.87	Neutral
...model ethical behavior and social responsibility in all school decisions and interactions with the community.	4.27	0.83	Neutral
...emphasize and incorporate principles of global sustainability and responsible resource management into the curriculum and operational policies	4.21	0.84	Neutral
Weighted Mean	4.29		
SD	0.81		
Verbal Interpretation	Considerable Extent		

Table 13 shows the level of DepEd schools' global competitiveness in terms of Digital Literacy, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, faculty and staff being highly proficient in using online platforms and digital tools for communication and collaboration with international partners ($M = 4.36$, $SD = 0.93$), suggests a considerable extent of digital literacy and indicates the schools' efforts to equip personnel with the necessary skills for global digital engagement. Also, teachers and staff possess the skills to create and curate high-quality digital educational content that meets international instructional standards ($M = 4.32$, $SD = 0.89$), while slightly lower, still designates a considerable extent of readiness and reflects moderate competence in integrating technology for globally relevant learning. The level of DepEd schools' global competitiveness in terms of Digital Literacy attained a weighted mean score of 4.30 with a standard deviation of 0.87 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness in digital literacy by ensuring that faculty and staff are proficient in digital tools, can evaluate and use international online resources critically, create quality digital content, apply digital ethics, and integrate advanced technologies into teaching, though there remains room for further enhancement to fully maximize global digital readiness.

Table 14 shows the level of DepEd schools' global competitiveness in terms of Global Curriculum Integration, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, systematically integrating global issues and international events into the content of multiple subjects ($M = 4.38$, $SD = 0.91$), suggests a considerable extent of curriculum integration and indicates the

schools' efforts to ensure students are exposed to globally relevant knowledge across disciplines. Also, encouraging teachers to use materials, case studies, and literature from various countries and global contexts ($M = 4.33$, $SD = 0.91$) while slightly lower, still designates a considerable extent of readiness and reflects moderate support for incorporating diverse international perspectives into instruction.

Table 13. Level of DepEd Schools' Global Competitiveness in terms of Digital Literacy

Statements The School Head...	Mean	SD	Remarks
...equip faculty and staff with strong skills in online platforms and digital tools, enabling effective collaboration with international partners	4.36	0.93	Neutral
...evaluate and verify the credibility and bias of international research and resources found online.	4.30	0.90	Neutral
...ensure that teachers and staff possess the skills to create and curate high-quality digital educational content that meets international instructional standards.	4.32	0.89	Neutral
...knowledgeable about and consistently apply principles of digital ethics, intellectual property rights, and online safety when engaging in international digital activities.	4.23	0.93	Neutral
...integrate advanced digital technologies into my teaching to provide students with authentic, globally-relevant learning experiences.	4.28	0.89	Neutral
Weighted Mean	4.30		
SD	0.87		
Verbal Interpretation	Considerable Extent		

Table 14. Level of DepEd Schools' Global Competitiveness in terms of Global Curriculum Integration

Statements The School Head...	Mean	SD	Remarks
...integrate global issues and international events (e.g., climate change, pandemics, global economics) into the content of multiple subjects, not just social studies.	4.38	0.91	Neutral
...review and benchmark the subject curricula against recognized international standards to ensure global competitiveness.	4.27	0.88	Neutral
...design its curriculum to explicitly require and assess students' development of intercultural communication skills and empathy for diverse perspectives.	4.26	0.81	Neutral
...provide teachers with resources to use materials, case studies, and literature originating from various countries and global contexts.	4.33	0.91	Neutral
...has a formal, recurring process to evaluate and update the curriculum to maintain its relevance to global trends and international job market demands.	4.33	0.91	Neutral
Weighted Mean	4.31		
SD	0.84		
Verbal Interpretation	Considerable Extent		

The level of DepEd schools' global competitiveness in terms of Global Curriculum Integration attained a weighted mean score of 4.31 with a standard deviation of 0.84 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness by integrating international issues into curricula, benchmarking subjects against global standards, developing intercultural skills, providing teachers with global resources, and

maintaining formal processes for curriculum evaluation, while further enhancements can strengthen alignment with international educational trends.

Table 15 shows the level of DepEd schools' global competitiveness in terms of Intercultural Awareness, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, feeling comfortable and confident adjusting teaching and communication styles to effectively interact with colleagues or partners from diverse international backgrounds ($M = 4.34$, $SD = 0.93$), suggests a considerable extent of intercultural awareness and indicates that faculty members are moderately prepared to engage effectively in culturally diverse environments. Also, proactively supporting and creating opportunities for students and colleagues to develop empathy and respect for individuals from various cultural, national, and religious backgrounds ($M = 4.31$, $SD = 0.88$), while slightly lower, still designates a considerable extent of readiness and reflects an emphasis on fostering inclusive and globally conscious attitudes.

Table 15. Level of DepEd Schools' Global Competitiveness in terms of Intercultural Awareness

Statements	Mean	SD	Remarks
The School Head...			
...possess a deep understanding of how different cultural values (e.g., communication styles, work ethics) impact collaboration in an international setting.	4.21	0.80	Neutral
...adjust the teaching and communication style to effectively interact with colleagues or partners from diverse international backgrounds.	4.34	0.93	Neutral
...seek out and value the perspectives and insights of educators and stakeholders from cultures different from their own.	4.24	0.91	Neutral
...reflect on cultural biases and assumptions to ensure fair and equitable treatment of all students and international partners.	4.27	0.84	Neutral
...support and create opportunities for students and colleagues to develop empathy and respect for individuals from various cultural, national, and religious backgrounds.	4.31	0.88	Neutral
Weighted Mean	4.27		
SD	0.83		
Verbal Interpretation			Considerable Extent

The level of DepEd schools' global competitiveness in terms of Intercultural Awareness attained a weighted mean score of 4.27 with a standard deviation of 0.83 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of intercultural awareness by equipping faculty and students to understand and respect cultural differences, reflect on personal biases, adjust communication practices, and value diverse perspectives, though further development is needed to strengthen comprehensive global competence.

Table 16 shows the level of DepEd schools' global competitiveness in terms of Language Proficiency, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, being confident in the ability to clearly and fluently converse in English during international meetings, video calls, or presentations ($M = 4.32$,

$SD = 0.87$), suggests a considerable extent of language proficiency and indicates that faculty and staff are moderately prepared to communicate effectively in international contexts. Also, possessing the necessary English language skills to effectively guide and support visiting international students or faculty members ($M = 4.32$, $SD = 0.90$), while slightly lower, still designates a considerable extent of readiness and reflects support for facilitating global interactions within the school.

Table 16. level of DepEd schools' global competitiveness in terms of Language Proficiency

Statements	Mean	SD	Remarks
The School Head...			
...use English to write formal professional documents (e.g., reports, proposals) for international partners.	4.31	0.92	Neutral
...clearly and fluently converse in English during international meetings, video calls, or presentations.	4.32	0.87	Neutral
...comprehend complex academic texts and research articles written in English from international publications.	4.26	0.86	Neutral
...possess the necessary English language skills to effectively guide and support visiting international students or faculty members.	4.32	0.90	Neutral
...provide sufficient training and opportunities for staff to improve their foreign language proficiency for international work.	4.29	0.86	Neutral
Weighted Mean	4.30		
SD	0.84		
Verbal Interpretation			Considerable Extent

The level of DepEd schools' global competitiveness in terms of Language Proficiency attained a weighted mean score of 4.30 with a standard deviation of 0.84 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness by ensuring faculty and staff have sufficient English proficiency for professional communication, comprehension of international academic texts, guidance of visiting scholars, and opportunities to further develop language skills, while additional support could enhance full readiness for international engagement.

The level of DepEd schools' global competitiveness in terms of Partnerships attained a weighted mean score of 4.30 with a standard deviation of 0.86 and was verbally interpreted as Considerable Extent.

Table 17 shows the level of DepEd schools' global competitiveness in terms of Partnerships, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, actively seeking and maintaining international partnerships that are strategically aligned with the school's goals for global competitiveness and student learning outcomes ($M = 4.34$, $SD = 0.96$), suggests a considerable extent of readiness and indicates the schools' efforts to establish meaningful collaborations that support global initiatives. Also, cultivating diverse partnerships with educational institutions, businesses, and non-government organizations to support global competence initiatives ($M = 4.34$, $SD = 0.87$), while slightly lower, still designates a considerable extent of readiness and

reflects proactive engagement in fostering a broad network of collaborative opportunities.

Table 17. Level of DepEd schools' global competitiveness in terms of Partnerships

Statements The School Head...	Mean	SD	Remarks
...seek and maintain international partnerships that are strategically aligned with specific goals for global competitiveness and student learning outcomes.	4.34	0.96	Neutral
...maintain international agreements and partnerships that are mutually beneficial and involve active, two-way collaboration (e.g., joint projects, shared resources).	4.28	0.88	Neutral
...cultivates diverse partnerships with educational institutions, businesses, and non-government organizations to support global competence initiatives.	4.34	0.87	Neutral
...encourage and support faculty and staff to participate in joint research, teaching, or administrative activities with partner institutions.	4.24	0.89	Neutral
...has a formal, systematic process for initiating, managing, and evaluating the effectiveness of all its international and local partnerships.	4.29	0.91	Neutral
Weighted Mean	4.30		
SD	0.86		
Verbal Interpretation	Considerable Extent		

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness by establishing and maintaining strategic partnerships, encouraging faculty and staff participation in collaborative activities, ensuring mutual benefits in agreements, and implementing systematic processes to manage partnerships, while there remains potential to further strengthen the effectiveness and impact of these collaborations.

Table 18. Level of DepEd Schools' Global Competitiveness in terms of Student Competencies

Statements The School Head...	Mean	SD	Remarks
...develop students who are highly capable of applying critical thinking skills to analyze and formulate solutions for global challenges (e.g., poverty, conflict, sustainability).	4.27	0.93	Neutral
...demonstrate strong collaborative skills when working virtually or face-to-face with peers from different international or cultural backgrounds.	4.28	0.87	Neutral
...communicate effectively and respectfully with individuals from diverse cultures, showing awareness of non-verbal cues and cultural norms.	4.33	0.93	Neutral
...ensure that its graduates leave with the knowledge and mindset necessary to compete for educational and career opportunities in the global job market.	4.27	0.91	Neutral
...produce students who are highly proficient in independently researching and evaluating information from a wide variety of credible international sources.	4.31	0.82	Neutral
Weighted Mean	4.29		
SD	0.84		
Verbal Interpretation	Considerable Extent		

Table 18 shows the level of DepEd schools' global competitiveness in terms of Student Competencies, including the statements, mean, standard deviation, and verbal interpretations. The highest-rated practice, students' ability to

communicate effectively and respectfully with individuals from diverse cultures while showing awareness of non-verbal cues and cultural norms ($M = 4.33$, $SD = 0.93$), suggests a considerable extent of competency and indicates that students are moderately prepared to engage in multicultural and international environments. Also, students' proficiency in independently researching and evaluating information from a wide variety of credible international sources ($M = 4.31$, $SD = 0.82$), while slightly lower, still designates a considerable extent of readiness and reflects the school's support in developing globally relevant research skills.

The level of DepEd schools' global competitiveness in terms of Student Competencies attained a weighted mean score of 4.29 with a standard deviation of 0.84 and was verbally interpreted as Considerable Extent.

In summary, the findings indicate that DepEd schools demonstrate a moderate level of global competitiveness by equipping students with critical thinking, collaboration, communication, research, and global mindset skills, while opportunities remain to further enhance students' readiness to excel in international academic and professional contexts.

Significant Relationship of School Leaders' Leadership Styles on DepEd Schools' Internationalization Readiness

This section presents the findings on whether school leaders' leadership styles have significant relationship on DepEd schools' internationalization readiness.

The statistical analysis revealed that school leaders' leadership styles have significant relationship on the level of internationalization readiness of DepEd schools. This indicates that leadership approaches characterized as culturally responsive, globally minded, and innovation driven play a crucial role in strengthening schools' preparedness for international engagement and alignment with global standards.

Table 19 presents the correlation between school leaders' leadership styles and DepEd schools' internationalization readiness. The results include Pearson correlation coefficients (r -values) and significance at the 0.01 level (2-tailed) for each relationship.

A moderate to strong significant correlation was observed between Culturally Responsive leadership and all dimensions of internationalization readiness. This indicates that school leaders who promote inclusivity, cultural sensitivity, and respect for diverse backgrounds enhance the schools' ability to develop international linkages, strengthen faculty engagement, implement internationalization plans, allocate resources effectively, and manage global programs.

Furthermore, Innovation-Driven leadership demonstrated the highest significant correlations across most dimensions, including Digital Infrastructure, Leadership Commitment, and Program Mobility. This implied that leaders who encouraged creativity, experimentation, and forward-thinking practices strengthened schools' capacity to innovate, utilize technology effectively, support international mobility programs, and foster overall global readiness. Moreover, these findings suggested that innovative school leaders were more capable of initiating transformative programs and adapting institutional practices to meet the demands of global education. Their

proactive leadership approaches also contributed to creating a culture of continuous improvement, collaboration, and

responsiveness to emerging international opportunities and challenges.

Table 19. Significant Relationship Between School Leaders' Leadership Styles and DepEd Schools' Internationalization Readiness

DepEd schools' internationalization readiness		IL	DI	FE	IP	LC	M&E S	PI	PM
School Leaders' Leadership Styles									
Culturally Responsive	Pearson Correlation	0.61**	0.62**	0.59**	0.61**	0.65**	0.55**	0.59**	0.55**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180	180
Globally Minded	Pearson Correlation	0.64**	0.62**	0.61**	0.62**	0.62**	0.58**	0.58**	0.59**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180	180
Innovation Driven	Pearson Correlation	0.65**	0.63**	0.56**	0.61**	0.65**	0.61**	0.59**	0.62**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

Table 20. Significant Relationship Between School Leaders' Leadership Styles and DepEd Schools' Global Competitiveness

DepEd schools' global competitiveness		C&SR	DL	GCI	IA	LP	P	SC
School leaders' leadership styles								
Culturally Responsive	Pearson Correlation	0.61**	0.62**	0.59**	0.61**	0.65**	0.55**	0.59**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180
Globally Minded	Pearson Correlation	0.64**	0.62**	0.61**	0.62**	0.62**	0.58**	0.58**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180
Innovation Driven	Pearson Correlation	0.65**	0.63**	0.56**	0.61**	0.65**	0.61**	0.59**
	Sig. (2 tailed)	0.000	0.000	0.000	0.000	0.000	0.000	0.000
	N	180	180	180	180	180	180	180

** . Correlation is significant at the 0.01 level (2-tailed).

Overall, the results indicated that school leaders' leadership styles; culturally responsive, globally minded, and innovation driven positively and have significant relationship on the internationalization readiness of DepEd schools.

These strengthens leadership approaches can substantially improve schools' ability to implement global initiatives, develop faculty and student competencies, optimize digital and administrative resources, and sustain international partnerships.

Significant Relationship of School Leaders' Leadership Styles on DepEd Schools' Global Competitiveness

This section presents the findings on the relationship between school leaders' leadership styles and the global competitiveness of DepEd schools.

The statistical analysis indicates that school leaders' leadership styles have significant relationship on global competitiveness of DepEd schools. This demonstrates that leadership approaches that are culturally responsive, globally minded, and innovation driven are critical in shaping the schools' capacity to prepare learners for global challenges and opportunities.

Table 20 presents the correlation between school leaders' leadership styles and DepEd schools' global competitiveness. The results include Pearson correlation coefficients (r-values) and significance at the 0.01 level (2-tailed) for each relationship.

A moderate to strong significant correlation was observed between Culturally Responsive leadership and all dimensions of global competitiveness.

This indicates that school leaders who demonstrate cultural sensitivity, inclusivity, and respect for diverse perspectives enhance the schools' ability to promote civic and social responsibility, strengthen digital literacy, integrate global issues into the curriculum, develop intercultural awareness, support language proficiency, foster partnerships, and cultivate student competencies.

Globally Minded leadership exhibited consistently strong significant positive relationships across nearly all dimensions of global competitiveness. This suggests that leaders who integrate global perspectives, promote international awareness, and encourage cross-cultural engagement enable schools to improve digital literacy, implement globally relevant curricula, develop students' intercultural skills, enhance language proficiency, and foster meaningful partnerships.

Furthermore, Innovation Driven leadership demonstrated the highest significant correlations across most dimensions, including Digital Literacy, Language Proficiency, and Civic and Social Responsibility. This implies that leaders who encourage creative problem-solving, experimentation, and forward-thinking practices strengthen schools' capacity to innovate, integrate global competencies, utilize technology effectively, and enhance overall student competencies for global competitiveness.

Overall, the results indicate that school leaders' leadership styles- culturally responsive, globally minded, and innovation driven positively and have significant relationship on global competitiveness of DepEd schools. Strengthening these leadership approaches can substantially improve schools' ability to implement globally aligned curricula, develop

faculty and student skills, foster partnerships, and cultivate civic-minded and digitally competent graduates.

IV. CONCLUSION AND RECOMMENDATIONS

The empirical findings of this study necessitated a fundamental reconsideration of traditional approaches to public school administration in the Philippines. Statistical analysis demonstrated a strong and significant correlation between the leadership styles of school heads and schools' internationalization readiness. As a result, the first null hypothesis, which asserted no significant relationship between school leaders' leadership styles and the internationalization readiness of Department of Education (DepEd) schools, was rejected. This outcome highlighted a critical institutional insight: leadership functioned as the primary driver of organizational adaptability, rather than serving solely as a managerial role. The evidence indicated that effective navigation of global integration required school leaders to transcend bureaucratic compliance and adopt culturally responsive and innovation-oriented practices. In the absence of such leadership, investments in digital infrastructure or policy integration were unlikely to result in authentic institutional readiness.

Additionally, the data revealed a similarly strong association between the strategic actions of school leaders and measurable indicators of institutional excellence. The second null hypothesis, which proposed no significant relationship between school leaders' leadership styles and the global competitiveness of DepEd schools, was also rejected. This result clarified the direct causal relationship between innovation-driven leadership and the development of 21st-century student competencies, intercultural understanding, and digital literacy. The findings indicated that global competitiveness was achieved through intentional leadership interventions, rather than occurring as a secondary effect of routine educational practices. The evidence further suggested that a school's global standing was primarily determined by the leader's ability to implement inclusive, progressive, and globally oriented strategies.

Based on the findings and conclusions drawn from this study, the following recommendations

The Department of Education (DepEd) may take decisive action by launching continuous, targeted professional development programs that empower school leaders to serve as catalysts for change in culturally responsive, globally minded, and innovation-driven leadership. Given the study's findings linking leadership styles to internationalization readiness and global competitiveness, it is essential for DepEd to implement structured training, mentoring, and leadership exchange programs. This will actively equip school leaders to champion inclusive practices, integrate global perspectives, and drive innovative strategies that accelerate schools' international engagement.

Schools may broaden global exposure and strengthen students' global competencies by deepening international partnerships and integrating global perspectives into the curriculum. The study demonstrates strong readiness to establish international linkages, integrate global content into curricula, and engage faculty, although these efforts are currently moderate in scope. To maximize impact, schools may enhance institutional partnerships, develop structured student and faculty mobility programs, and invest in digital infrastructure that supports global learning and collaboration. Innovation-driven leadership is essential to advancing these initiatives.

Review and strengthen school policies to support internationalization and align with global education standards. Strengthen existing policies and operational structures to facilitate international collaboration and ensure sustainability. Embed internationalization goals in school policies, curriculum, faculty development, and assessment to create a coherent and sustained approach to global engagement and educational quality.

Schools may implement rigorous monitoring and evaluation systems to effectively measure the impact of internationalization initiatives and leadership strategies. Leaders may demonstrate unwavering commitment and establish a vigorous monitoring process to sustain global initiatives. By prioritizing precise data collection, outcome analysis, and stakeholder feedback integration, schools can pinpoint strengths, address gaps, and drive data-informed improvements. Leaders may routinely assess their actions to ensure internationalization stays relevant, responsive, and aligned with evolving global education demands.

Future researchers may specifically investigate the sustained impact of leadership development programs on measurable internationalization outcomes and indicators of global competitiveness. Building on the established link between leadership styles and readiness for global engagement, subsequent studies may focus on distinct individual factors, including quantifying student participation in international activities, assessing the specific impact of global learning programs, and identifying targeted strategies to enhance digital information and internationalize curricula. These focused investigations will guide actionable frameworks and policies for preparing learners in a globalized context.

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