Management Competence and Performance of Secondary School Administrators

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Abstract — This study determined the level of managerial competence of secondary school administrators (SSA) in four areas, namely: 1) Strategic Thinking and Innovation, 2) Instructional Leadership, 3) Personal Excellence, and 4) Managerial Leadership. Ninety (90) SSA were selected randomly across the strata using school category which are Mega-, Large-, Medium-, and Small-category schools in Pangasinan Division II, DepEd, Region I. To triangulate or crosscheck the responses of the respondent-SSA, one stakeholder for every SSA was randomly selected to provide qualitative information on the management of the SSA concerned.

It investigated the respondent-SSA profile variables, determined the mean differences of the levels of managerial competence, and determined whether or not there are significant relationships between the levels of managerial competence of the SSA and the profile variables. The salient findings indicate that the SSA are female dominated, experienced, well-qualified, and relatively young in service as secondary school administrators. The variables, civil status, number of relevant in-service trainings attended, and school category differentiated the levels of managerial competence among the SSA. The variable, school category was found to be significantly related to the levels of managerial competence of the respondent-SSA. Qualitative data were gathered from the respondent-stakeholders regarding their observation on the management of their respective SSA and were analyzed topically.

The grand overall level of managerial competence of the respondent-SSA is equivalent to "Competence," in transmuted rating. Although, it was only in the area of Strategic Thinking and Innovation where the respondent-SSA obtained an overall weighted mean (OWM) equivalent to "Competent," and that all the other OWM in the other three areas are equivalent to "Very Competent," the grand overall weighted mean (GOWM) which was used to measure the overall managerial competence of the respondent-SSA was equivalent to "Competent." This finding corresponded with the qualitative observation and comments of the respondent-stakeholders.

It is strongly recommended that an Incentive Program in the form of a scholarship grant be formulated, developed and implemented to help the deserving SSA to finish their Master's degree of Doctor's degree, whichever applies. Further, it is highly recommended that in-service trainings for these SSA should be focused on Strategic Thinking and Innovation to upgrade the managerial competence of the SSA along this area. Furthermore, other studies be conducted using more independent variables and on a wider scope under the auspices of accredited graduate institutions in the area.

Keywords — Managerial Competence, Strategic Thinking and Innovation, Managerial Leadership

I. Introduction

The resiliency of a nation in coping with events of crisis proportion, like the COVID-19 pandemic is predicated by how well its officials and leaders had performed in managing its government, social, financial and educational institutions. Major changes that affect every sector of society must be dealt with great skill. Every available managerial tool had to reviewed deliberately and used appropriately to meet various needs. This true in all sectors, such government, health, economics, social sector, and education, to name a few. Strategic management and innovation seemed to have been drawn to the limelight as it has never been in the history of institutions and human organizations, since as asserted by Tria (2020), the threats of the pandemic have resulted in the widespread effort to contain the dreadful Corona virus.

The Philippines, under a state of national emergency, has focused its attention on the education sector, among the priority sectors, and rightly so, because after all if we have to continue to exist as a strong self-reliant free nation, the future generation of Filipinos must have to be provided with all the mechanisms and resources necessary to sustain its development. The Department of Education (DepEd) continuously aims to provide quality education while securing the health and safety of learners and teachers.

Since face-to-face instruction was suspended, the Department of Education formulated the Basic Education Learning Continuity Plan (LCP) to mobilize the instructions of DepEd Secretary Briones. The objective of this LCP is to adopt alternative modes of delivering learning to reach all learners regardless of who they are or where they are. Where school-based, the LCP identifies three learning delivery modalities that schools may implement: Distance Learning, Blended Learning and Home Schooling.

These learning modalities brought along the great need to ensure that school administrators to be prepared to meet the challenges of the new normal conditions. It is also imperative to unveil the challenges and difficulties to be addressed in order to continually achieve success in educating the learners despite the restrictions of the CoViD 19 pandemic.

The school administrator must able to clearly conceptualize goals, visualize and accept change, and have a better vision. The school administrators are the officials who have full responsibility in managing the school operation but teachers, students and stakeholders have their share of responsibility helping the learning process of the young generation effective.

Elfrianto, et.al (2020) assert that the school administrator is one of the educational personnel who has an important role in improving the quality of education. He is responsible for organizing education, school administration, fostering other education personnel, utilizing and maintaining facilities and infrastructures, as well as, acts as supervisor of the school operational activities. The school administrators are the major leaders who greatly influence decisions in their respective school. The school administrator must perform management functions to be able to achieve the school mission, vision, goals and objectives. Such management functions include

planning, organizing, directing, motivating, implementing, organizing control, evaluating and innovating. This takes leadership in management and also the ability to forge strong linkages with government and with the community.

Since, there are different ways to manage, it is imperative for every school leader has to understand that leadership means influencing, management is getting things done and administration highlights policy implementation. He should practice "altruism". This accentuates that as a leader he must be selfless, considering other people before himself. As a leader, he must be a good follower, meaning that there are times when there is a need to listen and be open.

In school management, there is no such thing as gifted leader. Anyone can learn these skills by experiences. Some studies have found that people with strong leadership ability tend to be more intelligent. They suggest that high EQ is an important ability of leaders and managers. However, in manning the school, there should be a balance of both IQ and EQ because the success of the whole school is a result of many factors.

Nwogu and Ebunu (2019) emphasize that effective management performance requires pertinent management skills that aid the school leaders and other administrative officers in performing their functions. Egwu (2016) claims that the school administrator must plan, coordinate and supervise the affairs of the school. Thus, the school administrator, as leader must have that untiring, sincere and dedicated commitment to manage the institution as a whole.

Driscoll (2019) states that the best school administrators and principals leading by example, have an understanding of one's capabilities and roles, and preserve confidence in order to complete more tasks.

There is a great need to evaluate the current management competence and performance of the secondary school administrators, especially during the implementation of distance learning and the blended instruction approach. Most of the school administrators in the Division of Pangasinan II had no or little training in management of crisis situations of the pandemic scale and this scope. This study revisited the secondary school administrators' management competence and performance during the SY 2021-2022 in Pangasinan Division II, DepEd Region I.

Although it is still relatively early to make sense of school administrators' response to the CoViD 19 pandemic, scholars are beginning to understand what happened during the early phase of the crisis. Much of the work done had been theoretical or conceptual, rather than empirical. For instance, Bagwell (2020) noted that the pandemic "is rapidly redefining schooling and leadership" and advocated for leaders to lead adaptively. This would build organizational and individual resilience and create distributed leadership structures for optimal institutional response.

During the pandemic, Fernandez and Shaw (2020) recommended that school administrators should focus on best practices. They should try to see opportunities in the crisis, communicate clearly, connect with others, and distribute leadership within the organization. Harris

and Jones (2020) offered seven propositions for consideration and potential research attention. These include the ideas that "most school leadership preparation and training programs are likely to be out of step with the challenges facing school leaders today. Self-care and consideration must be the main priority and prime concerns for all school administrators. Crisis and change management have become essential skills of a school leader and administrator.

Hence, this study determined the extent of management competence and performance of the secondary school administrators (SSAs) in the implementation of education program in the areas of strategic thinking and innovation, instructional leadership, personal excellence, stakeholder engagement, and managerial leadership under the new normal conditions.

II. Methodology

Research Design and Strategy

This study employed descriptive-correlational research method. This study gathered information about the prevailing conditions or situations for the purpose of describing and understanding it. This research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships (Aggarwal, 2008). It is the most appropriate method for this study since its primary objective is to gather, collect, tabulate and analyze data about what was obtaining in the phenomenon at the time of the study.

The correlational aspect of the study, on the other hand, determined whether or not there are relationships between the independent and dependent variables, a similarity between them, not a difference between their means (Waters, 2010). This study determined whether or not there are significant relationships between the respondents' extent of management competence in implementing educational program under the new normal conditions.

The focus of the SSAs' extent of managerial competence and performance were in the four areas, namely: 1) Strategic Thinking and Innovation, 2) Instructional Leadership, 3) Personal Excellence, and 4) Managerial Leadership.

Population and Locale of the Study

The researcher selected randomly ninety (90) SSAs across the strata of Mega-, Large-, Medium-, and Small-category schools in Pangasinan Division II, DepEd, Region I. In addition, one stakeholder (parent or teacher) for every SSA was selected randomly to provide qualitative information on the extent of management competence and performance of the concerned SSA.

The study used complete enumeration using the following inclusion and exclusion criteria. These are as follows: 1) the secondary school administrator (SSA) must be in service by the time this study, 2) the SSA must be managing public secondary schools, 3) the SSA must have at least

two years of supervisory experience, and 4) and the respondent-SSAs include all the public secondary school Principals. These criteria were set for the purpose of drawing data from respondents of comparable experiences and context.

Data Gathering Tool

The main data-gathering instrument used was the questionnaire. It was formulated by the researcher based on the available literature and in consultation with her adviser. It was content-validated by five (5) experts in the field of institutional management. The evaluator used the "Content Validity Instrument for Data-Gathering Instruments" by Meimban (2021). The items of the questionnaire were anchored on the Deped Order No. 024, s. 2020, otherwise known as National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) and the five competencies of School Administrators adopted by SEAMEO INNOTECH (2015). The researcher administered the survey-questionnaires through google forms. The pilot study involved thirty (30) public secondary school administrators.

The questionnaire consisted of three (3) parts. Part I aimed to gather information on the profile variables, namely: age, sex, civil status, highest educational attainment, monthly family income, number of years as a school head, and number of in-service trainings attended under new normal conditions.

Part II sought to determine the managerial competence and performance of the respondents in four areas, namely: 1) Strategic Thinking and Innovation, 2) Instructional Leadership, 3) Personal Excellence, and 4) Managerial Leadership. It consisted of a 5-point Likert-type indicator statements to which the respondents responded by checking the column corresponding to their responses.
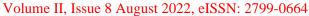
The scale is as follows:

Literal Ratings	WM Score Range	Descriptive Rating	Transmuted Rating
A	4.50- 5.00	Always (A)	Very Competent (VC)
B	3.50-4.49	Often (O)	Competent (C)
C	2.50-3.49	Sometimes (S)	Moderately Competent (MC)
D	1.50-2.49	Seldom (SL)	Slightly Competent (SC)
E	1.00-1.49	Never (N)	Not Competent (NC)

Part III involved a set of items which was intended to gather qualitative information on the respondents' managerial competencies and performance, and on stakeholders' assistance to their respective SSA.

Data Gathering Procedure

A letter of request for permission to conduct the study was addressed to the Office of the Schools Division Superintendent, Pangasinan Division II. In the conduct of the study, the researcher ensured the order and confidentiality of the respondents and their data.

The researcher enlisted the help of five (5) experts in the fields of institutional management and supervision to confirm the content validity of the questionnaire. These experts evaluated the content of the questionnaire. The evaluators included the following: 1) PAPSSA President, 2) Secondary School Principal from another district; 3) Graduate School Professor; 4) Master Teacher; and 5) District Supervisor.

After the request for permission to conduct data-gathering was approved by the Office of the Schools Division Superintendent, the researcher formally communicated to the respondents and explained to them the nature and scope of the study. The respondents were informed that the items of the questionnaire were in Google forms.

The researcher cross-checked the information gathered via google forms using structured schedule interview (SSI). The interview consisted of three (3) parts. Part I was the introductory protocol where the researcher requested the consent of the stakeholder. Part II involved the orientation of the stakeholders about the nature and scope of the study. Finally, Part III was the interview proper which included the following questions: 1) As stakeholders (parents/guardians) what are your observations on the managerial competencies and performance of the SSA during the CoViD 19 pandemic? 2) What did you do, as a stakeholder, to assist your SSA in his management and performance during the CoViD 19 pandemic?

Finally, the data were organized, tallied, tabulated, and statistically analyzed and interpreted.

Treatment of Data

Descriptive statistics, namely: percentage and frequency count were used to answer problem No. 1, on the profile of the respondents. The weighted mean (WM), overall weighted mean (OWM) and the grand overall weighted mean (GOWM) were used to answer problem No. 2, on the respondents' extent of managerial competence and performance.

The one-way ANOVA was used to answer problem No. 3, on the mean differences in the respondents' extent of managerial competence and performance across the profile variables. When the F-value is significant, the post hoc Tukey HSD was used to located where the differences lie. The t-Test for independent sample was used when the independent variables are dichotomous.

The Pearson Product Moment Coefficient or Pearson r was used to determine the answer to problem No. 4, on the relationship between the respondents' extent of managerial competence and performance and the selected variables.

The qualitative data were analyzed thematically. Thematic analysis as an independent qualitative-descriptive approach is mainly described as "a method for identifying, analyzing and reporting patterns (themes) within data" (Braun & Clarke, 2006). The answers were transcribed selectively as patterns and themes emerged. From the explicit themes that emerged, the data were dissected into contextual meaningful keywords. This aims at reducing the data by breaking down

the interview texts or anecdotes into meaningful and manageable text segments (Akinyode and Khan, 2018).

III. Results and Discussion

This chapter presents the data, statistical analyses, and findings in tables arranged in the order of the problems they are intended to answer. The interpretations of the findings follow immediately the tables.

Profile of the Respondent-Secondary School Administrators (SSA)

Table 1.a and Table 1.b below present the frequency and percentage distribution of the respondent-secondary school administrators (SSAs) across the profile variables. These variables provide a picture of the characteristic features of the respondents.

Table 1.a

Frequency and Percentage Distribution of the Respondent-SSAs across the Profile Variables, Age, Sex, Civil Status, Highest Educational Attainment

Variable	Variable Category	Frequency	Percent
Age	36-40 years old	24	26.7
	41-45 years old	10	11.1
	46-50 years old	22	24.4
	51-55 years old	22	24.4
	56 years & above	14	15.6
	Total	90	100.0
Sex	Male	28	31.1
	Female	62	68.9
	Total	90	100.0
Civil Status	Single	8	8.9
	Married	74	82.2
	Widow/ Widower	8	8.9
	Total	90	100.0
Highest Educational Attainment	BS/AB	1	1.1
	BS/AB+ Master's units	8	8.9
	MA/MS	13	14.4
	MA/MS+ Doctor's units	29	32.2
	Ed.D./Ph.D.	39	43.3
	Total	90	100.0

Age. More than a quarter of the respondents (24) or 26.7 percent belong to the age bracket 36-40 years old. There are 14 of them or 15.6 percent who belong to the age bracket 56 years old and above. Most of the SSAs belong to the age bracket of 46-50 years and 51-55 years. A total of 44 SSAs or 48.8 percent belong to this combined age group.

Sex. A majority of the respondents (62) of them or 68.9 percent are females. Only 28 of them or 31.1 percent are males. Definitely, this indicates that most of the SSAs in the Division of Pangasinan II are females.

This finding supports the data obtained by Philippine Commission on Women which reveals that 77.06 percent among the public secondary school administrators are females. Likewise, the Beijing International Review of Education observed that there is a global feminization in the field of the teaching profession (Abenes and Bongco, 2019).

Civil Status. Seventy-four (74) of them or 82.2 percent are married. There are 8 singles and 8 widows or 8.9 percent in each group. Maturity comes with age and is also associated with responsibility like being married. Of course, those who remain singles made a decision to stay single, for whatever reasons of their own.

Highest Educational Attainment. Most of the respondents (39) of them or 43.3 percent have a doctorate degree, either a Ph.D. or an Ed.D. Twenty-nine (29) of them or 32.2 percent had a Master's degree with units leading to a doctor's degree. One (1) of them or 1.1 percent had only a baccalaureate degree. As far as, highest educational attainment is concerned, the respondents are very much qualified for an administrative position.

There is no doubt that many SSAs choose to continue their post-graduate studies due to many reasons. SSAs who are principals choose to continue with their graduate studies to become better in the field of administration and further improve their practices (Tucker and Fushell, 2013).

Table 1.b
Frequency and Percentage Distribution of the Respondent-SSA across the Profile
Variables, Monthly Family Income, Years in the Service, Relevant
In-Service Trainings, and School Category

Monthly Family Income	8,000 Php & below	5	5.6
	8,001- 15,000 Php	4	4.4
	15,001- 30,000 Php	51	56.7
	30,001- 50,000 Php	25	27.8
	50,001- 99,000 Php	5	5.6
	Total	90	100.0
Years in the Service	1-5 years	35	38.9
	6-10 years	25	27.8
	11-15 years	19	21.1
	16-20 years	5	5.6
	21 years or more	6	6.7
	Total	90	100.0
Relevant In-Service Trainings	1-5 Trainings	11	12.2
	6-10 Trainings	25	27.8
	11-15 Trainings	17	18.9
	16-20 Trainings	12	13.3
	21 Trainings or More	25	27.8
	Total	90	100.0
School Category	Mega	7	7.8
	Large	18	20.0
	Medium	41	45.6
	Small	24	26.7
	Total	90	100.0

Monthly Family Income. A majority (51) of them or 56.7 percent belong to families with 15,001- 30,000 Php monthly income. Twenty-five (25) of them or 27.8 percent belong to families with monthly family income ranging from 30,001 Php to 50,000Php. Only five (5) of them or 5.6 percent have combined monthly family income of 50,001 Php to 99,000 Php. Further, five (5) of them or 5.6 percent belong to families whose combined monthly family income is 8,000Php or below.

Years in the Service. Most (35) of the respondents or 38.9 percent had only 1-5 years of experience in the service. Twenty-five (25) of them or 27.8 percent have had 6-10 years of service, as secondary school administrators. Only six (6) of them or 6.7 percent have had 21 years or more service, as SSA. Most of them are relatively new in the position of secondary school administrator. Hence, they are expected to encounter more challenges in the administrative field. They are starting to gain experiences to help them perform wider range of duties and responsibilities.

Number of Relevant In-Service Trainings. Twenty-five (25) of the respondents or 27.8 percent had 21 relevant in-service trainings or more. Twenty-five (25) of them or 27.8 percent who had 6-10 relevant in-service trainings. Eleven (11) of them or 12.2 percent have attended 1-5 relevant in-service trainings only. These SSA are well-informed and updated on the latest policies and vital component of management of school administrators.

The article on benefits of trainings for principals asserts that there are multiple benefits of attending an education conference. Among these benefits are listening to inspirational big ideas, gaining quick tips, developing new connections and strengthening old ones. School administrators return to their respective school, refreshed and inspired with new ideas. At a personal level, attending conferences allows SSAs to sharpen their leadership skills, develop and nurture a particular area of interest.

Fong (2019) showed that principals' competence was necessary for promoting quality and effective school management. Principals should constantly update their skills and knowledge if they want to stay at the top of their position.

School Category. Most (41) of the respondents or 45.6 percent are SSAs in "medium-category" schools. Only seven (7) of them or 7.8 percent are administrators of "mega-category" schools and 24 of them or 26.7 percent are SSAs of "small-category" schools. In other words, the respondent-SSA are well distributed across the different size categories of schools.

Respondents' Extents of Management Competence and Performance

The respondents' extents of management competence and performance in this section are presented in areas, namely: 1) Strategic Thinking and Innovation, 2) Instructional Leadership, 3) Personal Excellence, 4) Stakeholders Engagement, and 5) Managerial Leadership.

Summary of the Respondents' Extents of Management Competence and Performance

Table shows the respondents' extents of management competence and performance across the different areas of instructional management.

Summary Table on the Respondents' Extents of Management Competence and Performance in the Different Areas

Areas of Management Competence and Performance	OWM	DR	TR
A Strategic Thinking and Innovation (STI).	4.099	O	C
B. Instructional Leadership (IL)	4.636	A	VC
C. Personal Excellence (PE)	4.636	A	VC
D. Stakeholder Engagement (SE)	4.511	A	VC
E. Managerial Leadership (ML)	4.608	A	VC
Grand Overall Weighted Mean (GOWM)	4.498	O	C

Legend:

OWM Score Range	Descriptive Rating	Transmuted Rating
4.50-5.00	Always (A)	Very Competent (VC)
3.50-4.49	Often (O)	Competent (C)
2.50-3.49	Sometimes (S)	Moderately Competent (MC)
1.50-2.49	Seldom (SL)	Slightly Competent (SC)
1.00-1.49	Never (N)	Not Competent (NC)

The Respondents' extent of overall weighted means (OWM) in all areas of management competence and performance are equivalent to "Very Competent" in transmuted rating. These are equivalent to "very competent" except for the area, "Strategic Thinking and Innovation" in which the respondent-SSA obtained a rating of 4.099 equivalent to "Competent" (C) in transmuted rating. The grand overall weighted mean (GOWM) is 4.498 equivalent to "Competent" (C) in transmuted rating. Thus, the SSAs are generally "Competent" in their management competence and performance.

Thus, the SSAs of Pangasinan II Division were identified as well-equipped and that they are really performing well when it comes to all the five (4) areas of management competence and performance. The overall performance and management competence is considered one of the major attributes of a school leader. He/she must possess sufficient and appropriate management competence and strategies in order to address the overwhelming challenges encountered by the school.

Qualitative Observations and Reactions by Stakeholders on the Respondents' Extents of Managerial Competence and Performance

For every SSA, one (1) stakeholder was selected from the community to participate in providing the qualitative data in response to two questions about their general observation on the management competence and performance. This qualitative aspect of the study counterchecked the quantitative data provided by the respondents. Fifty-four (54) stakeholders participated in providing information, observations and comments on the their respective SSA.

Question No. 1: "What are your observations on the management competence and performance of the secondary school administrator? You may share your experiences and comments related to the management of the School Administrator during CoViD 19 pandemic and during the 'new normal conditions'."

The stakeholders provided information that are expressively vivid, open, honest and direct to the point. These are classified into general themes, namely: positive comments, negative comments, and "neutral" which is expressed in the colloquialism, "Okay lang."

The positive comments included: "well managed and smooth implementation," "our school head still manages the school gracefully despite the pandemic," "ensures the safety of the teachers," and "ensures parents and students safety." In addition, the SSA is "very hardworking," "immediately adapted to many changes in his/her work," and "listened on our suggestions and critique us in a good way." She is "dedicated in fulfilling her duties and responsibilities," "flexible at work," and "always follow protocol for the safety of the barangay people." He is "very open in carrying his tasks and functions," and "accommodates the help of his subordinates by considering their suggestions." She "understands the importance of relationships," and "has a high emotional intelligence." He is "naturally gifted as a team builder," "very much approachable," and "makikita mo talaga ang kasipagan at kalinisan (one could really see the hard work and cleanliness in his performance)." He "always look after the welfare of her constituents and stakeholders," "friendly ang principal naming," and "welcomes all our ideas every meeting. He "divides the tasks among the department heads," "always communicates with us," and is a "down to earth person," and "honest." She "has integrity," and "manages the school very well".

It is evident that stakeholders have a good reactions and comments on the competence and performance of the SSAs. The positive observations are considered as indicators of competent SSAs.

The negative observations and remarks included: "pinakikialaman kahit hindi niya sakop (meddles even in matters that does concern him)," and "lagi pa siyang wala (always missing- not being seen)," "sometimes is a bully to his colleagues,'" "wala na lang ginawa kundi manghingi (all he/she does is ask and beg for) ng donations at mag solicit." He has "araming anomalya siyang ginagawa (plenty of anomalies)," and is "corrupt."

Some stakeholders noted a few undesirable management practices. Most of these are related to fiscal management. Some of the respondent-stakeholders expressed neutral and nonchalant comments like: "Okay lang," OK naman," and "quite okay."

The following matrix presents the summary of observations and comments of the stakeholders on the management practices of the SSA:

School Category of the Respondent-SSA	Positive Comments and Observations of Stakeholders:	Negative Comments and Observations Stakeholders:	Neutral Nonchalant Comments of Stakeholders:
Mega	Excellent, Open-Minded, Responsible, Hardworking	Laging wala masyadong pakialamero, bully to colleagues, walang ginagawa kundi manghingi ng donations at magsolicit	Okay lang siya
Large	Dedicated, Understanding, Approachable, Caring	Maraming anomalya, corrupt	Ok naman
Medium	Flexible, Adaptive, Give priority to relationship with constituents and stakeholders	(No negative comments)	
Small	Good, dedicated, Innovative	(No negative comments)	

The overall responses of the stakeholders correspond with the overall respondents' extents of management competence and performance which is "Competent." This implies that there are still plenty of room for improvement for the SSAs to upgrade their managerial competence to "Very Competent."

The second question was: "As a stakeholder of this school, how did you help the School Administrators to improve his/her managerial competencies and performance during pandemic time? You may include your ways to assist the School Administrator in fulfilling his/her roles and responsibilities during the CoViD 19 pandemic."

The responses generally expressed the desire to help. The responses included: "attain and assist in meetings," and "cooperates in the implementation of new changes." "Tutulong kung kinakailangan (help when necessary)," "tutulong sa pagpurchase ng mga kailangan sa school (help in purchasing needed materials for the school)." I "gave a feedback/ suggestion on plans during these new normal conditions," and "follow the rules, regulations and protocols." I "support the programs of the school administrator," and "makiisa sa layunin (unity of purpose)," "help the school head in the dissemination of information." I "offer help in many ways," and "help by giving and by soliciting donations for school projects." I "suggest better ideas for the improvement of the school," and "always open to help,"

A few of the stakeholders felt that the higher education authorities should know the undesirable practices of some SSAs. These included: "kailangan i-report grabe pasakit ang ginagawa niya (there is need to report the bad thing that the SSA is doing)" and "dapat malaman ng mga nasa mataas na position ang mga pangit at hindi tam ana ginagawa ng school administrator (it is important that the higher authorities should know the undesirable thing that is being done by the school head)."

ANOVA Results on the Mean Difference of the Extents of Management Competence of the SSAs across the Variable, School Category

	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Strategic Thinking & Innovation (STI)	Between Groups	16.294	3	5.431	6.228*	.001
	Within Groups	74.996	86	.872		
	Total	91.290	89			
Instructional Leadership (IL)	Between Groups	2.649	3	.883	4.638*	.005
	Within Groups	16.377	86	.190		
	Total	19.026	89			
Personal Excellence (PE)	Between Groups	1.578	3	.526	3.753*	.014
	Within Groups	12.049	86	.140		
	Total	13.626	89			
Stakeholders Engagement (SE)	Between Groups	1.813	3	.604	2.380	.075
	Within Groups	21.836	86	.254		
	Total	23.649	89			
Managerial Leadership (ML)	Between Groups	2.640	3	.880	4.653*	.005
	Within Groups	16.265	86	.189		
	Total	18.905	89			
(All Areas) GRAND MEAN	Between Groups	3.396	3	1.132	5.513*	.002
	Within Groups	17.662	86	.205		
	Total	21.058	89			

*Significant at 0.05 alpha level

The F-value=6.228* for the area, "Strategic Thinking and Innovation," F=4.638* for "Instructional Leadership," F=3.753* for "Personal Excellence," F=4.653* for "Managerial Leadership," and F=5.513* for the Grand Mean of all areas are significant at 0.05 alpha level of significance. Therefore, the null hypothesis, stating that "there are no significant mean differences in the respondents' extent of management competence in the above-mentioned areas, across the variable, school category" is rejected.

This means that the respondents' extents of management competence and performance are really different each other when grouped according to school category.

Relationships between the Respondents' Mean of Extents of Management Competence and the Profile Variables

Independent Variable	Pearson Correlation	Strategic Thinking & Innovation (STI)	Instructional Leadership (IL)	Personal Excellence (PE)	Managerial Leadership (ML)	(All Areas) GRAND MEAN
Age	r- value	.147	.016	.132	-.049	.048
	Sig. (2-tailed)	.167	.879	.215	.648	.652
Sex	r- value	-.065	-.016	.024	-.042	-.053
	Sig. (2-tailed)	.542	.882	.819	.697	.622
Civil Status	r- value	-.042	-.132	.034	-.165	-.126
	Sig. (2-tailed)	.695	.216	.751	.121	.235
Highest Educational Attainment	r- value	.108	-.037	.038	-.047	.029
	Sig. (2-tailed)	.312	.730	.722	.663	.787
Monthly Family Income	r- value	.140	.110	.056	.153	.155
	Sig. (2-tailed)	.188	.301	.600	.149	.145
No. of Years as Administrator	r- value	.017	-.015	-.022	-.076	-.032
	Sig. (2-tailed)	.875	.890	.835	.479	.762
Relevant In-Service Trainings	r- value	.118	.039	.166	.198	.126
	Sig. (2-tailed)	.266	.716	.119	.062	.236
School Category	r- value	-.299**	-.215*	-.258*	-.020	-.213*
	Sig. (2-tailed)	.004	.042	.014	.851	.044

*Significant at 0.05 alpha level

All r- values in all areas of the respondents' extents of management competence and performance and all the variables considered are not significant at a 0.05 alpha level, except for the variable, school category. Therefore, the null hypothesis, stating that "there are no significant relationship in the respondents' extents of management competence and performance in all areas and the profile variables," is accepted. This means that the respondents' extents of managerial competence and performance in all areas are not associated, in any way, to the profile variables.

With respect to the variable, school category, the Pearson coefficient of correlation R-value= -0.299* for the area, "Strategic Thinking and Innovation," R-value= -0.215* for the area, "Instructional Leadership," R-value= -0.258* for the area, "Personal Excellence," and R-value= -0.213* for the grand mean of all areas of management competence and performance, are all significant at 0.05 alpha level.

Therefore, the null hypothesis stating, "There are no significant relationships in the respondents' extents of management competence and the variable, school category, is rejected in all areas, except in the area of "managerial leadership."

This means that the respondents' extents of competence and performance and the variable, school category, is real. It should be noted that all the R-values are negative. This means that when the respondents' extents of management competence and performance are correlated with the

variable, school category, "small" to "medium", "medium" to "large" and "large" to "mega," their management competence and performance are less than the next level of school category.

Generally, the findings show that the respondents' extents of management competence and performance in bigger school categories are higher than the extents of management competence and performance of those in the smaller school categories.

Kintanar's study (2017) found out that school principals' socio-demographic profile do not significantly affect the extent of their competence and performance. Whereas, only the school category of the secondary school administrators is found to be correlated with their management competence and performance.

Management in the small school context should be focused on by policy makers (Clarke & Wildy, 2006; Ewington et al., 2008). There are specific problems in small schools compared to other school types, that need attention by small school administrators (Catterson, 2017). (Clarke & Stevens, 2014) assert that certain theories and concepts do not apply in the small-school context (Smith & Hudson, 2004).

Previous studies show that principals in small schools need to possess certain qualities in their leadership competence and practices. Southworth (2012) noted that a successful small-school principal should be working extra hard effort and is positive in all aspects. In addition, he should be a team builder and player within small group of school staff, school improvers and educational leaders.

This is supported by Azlin Norhaini et al. (2016) who exposed the most underperformed small schools in Perak state, Malaysia. Ineffective leadership and management strategies contribute to deficiency in motivation and pedagogy competencies among teachers. The size and conditions of the school demands extra focus on specific leadership structure (Catterson, 2017) towards small-school success and performance.

IV. Conclusion

The following conclusions are drawn based on the salient findings:

1. The respondents are typical public secondary school administrators who are mostly female, married, qualified, belongs to the lower-middle income families, relatively young in the service, well-informed due to attendance of more than 21 relevant in-service training in all levels, serving in a medium category school. Hence, these young and ambitious school administrators need special incentives in the form of scholarship grants to pursue and finish their post-graduate degrees.

2. Since, the respondents' extent of management competence and performance is Competent (C), there is still room for improvement in order to upgrade them to become Very Competent, specifically, in the area of "Strategic Thinking and Innovation."

3. Civil status, number of relevant in-service trainings attended, and school-size category are sources of variation in the respondents' extents of management competence and performance, however, management competence and performance are correlated with school-size category in all areas of management, thus in-service trainings should be focused on skills and competencies in relation to school-size.

4. The respondents' extent of management competence and performance are not associated to the profile variables, except school-size category, favoring the small-size schools, thus SSAs of mega-schools and medium-schools should organize themselves into smaller sub-units under coordinators and department heads to maximize their effectiveness and performance.

5. The stakeholders' comments and reactions to SSAs' extents of management competence and performance are identified as positive, negative and nonchalant, hence the SSAs should exert extra effort on achieving the positive management activities and minimizing, if not totally eliminating the negative ones.

V. Recommendations

This study forwards following recommendations strongly:

1. It is strongly recommended that a scholarship grant and an incentive program be developed and implemented for the deserving SSAs to finish their post-graduate degree.

2. Additional trainings on management must be conducted for SSAs to upgrade themselves and become "very competent administrators," specifically, in the area of "Strategic Thinking and Innovation."

3. Furthermore, both SSAs and stakeholders should have joint-trainings in the school-based management so that they could collaborate in any program of the school more effectively.

4. A DepEd Strategic Enhancement Program should be developed to create and establish a school leadership-specialized organization to provide guidance to SSAs in managing successfully, organizing activities and contests in their field, and creating effective learning in educational management.

5. Other studies on management competence of SSAs should be encouraged using more variable and conducted on a larger scale under the auspices of accredited graduate institutions.

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