

# Leadership and Managerial Competencies of Administrators in Relation to The School's Performance and Teacher's Development

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*Abstract* — This study aimed to look into the leadership and managerial competencies of administrators in relation to the school's performance in the North District, Division of Dipolog City during the school year 2013-2014. Specifically, it would describe the data of the respondents' age, gender, civil status, number of years in service and educational attainment. It also described the data on the respondents' ratings on the leadership and managerial competence of administrators as well as the school's performance on terms of teacher development and academic achievement. Finally, it looked into whether leadership and managerial competence influence schools' performance.

The descriptive survey method was used aided by a questionnaire checklist. There are a total of 163 respondents included in the study. Frequency count, mean computations, t-test and analysis of variance were the main statistical tools used in the study.

Based on the finding and conclusions the researcher hereby recommends that (a) teachers are encouraged to attend graduate studies to advance their education, (b) the teachers find ways and means to facilitate better NAT performance of the pupils, and (c) teachers may hold review classes every Saturday or Sunday to improve the pupil's performance. They may also conduct remedial classes to supplement the deficiency in knowledge and information needed to get a higher score in the national achievement test.

*Keywords* — *Leadership, Managerial Competencies, School's Performance, Teacher's Development, Performance*

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## I. Introduction

In the search for effective methods and theories for leadership and management. the social sciences have been mined and adapted for the development of emerging theories. However, there is yet to be a consensus concerning effective leadership and management. Based on the research for the answers in leading organizations, a query ponders why progress so often comes from unexpected places or as a result of surprises that planning had not considered. The answer may be in the method of understanding the system of organizational management and leadership.

In the western world, the linear way of doing research has produced great advances; yet, the way into the future may require nonlinear integrated systems of thinking such as integral theory. In this theory, there are four perspectives through which the world experienced, and reality

can be viewed yielding an effective theory In this connection, leadership may yield further degrees of reality for research and the development of more fully developed theories that could answer the question of unexpected results In integral theory which will serve as a paradigm in developing nonlinear models for management and leadership.

Leadership as a concept is dynamic, fluid and complex hence in spite of its popularity, based on research wide use of studies and writings on the subject, there is yet to emerge a universally accepted definition. Its popularity among the learned, literate and illiterate, is due to the fact that the success or failure of any nation or organization is it religious, profit or not for profit, public or private, is attributed to good leadership or poor leadership. The failure to have one generally accepted definition of the term could also be attributed to the argument made by McNamara (2009) that the concept of leadership is like a big "elephant" and each person standing around it has a unique view, and each person feels very strongly about that said view. Similarly, an anonymous writer says "leadership is like pornography, hard to define but easy to recognize". According to Bennis, leadership is like beauty, it is hard to determine, but you know it when you see it. In this dissertation, the concept of leadership will then be attempted to examine whether or not there are distinguishing characteristics of the said leadership theories. An attempt will also be made to find a hypothetical given school situation to determine the suitability and workability in it.

Managing is one of the most important human activities, since from the time human beings began forming social organizations to accomplish aims and objectives they could not accomplish as individuals, for managing has been essential to ensure the coordination of individual efforts. As society continuously relied on group effort, and as many organized groups have become large, the task of managers has been increasing in importance and complexity. Henceforth, managerial theory has become crucial in the way managers manage complex organizations. Management is viewed the guidance and control of action and a system is seen as a set of components interconnected for a purpose. Unarguably, a management system is a set of components, interconnected for the guidance and control of action. This suggests that the interconnection has been planned for a reason, and that the purpose would not be achieved without the interconnection. It has become apparent that commitment is a complex and multifaceted construct. The success or failure of an organization is closely related to the effort and motivation of its employees. The motivation of employees is often the product of their commitment towards their job or career (Luza-Tabiolo, C.D.,2018).

The development and progress of every nation depend on how a leader performs, and to lead as an example. The highly competent leaders would produce better performance in relation to the group being led as their managerial ways in dealing with subordinates are in relation with the roles they learned, equipped with knowledge and skills for a leader and manager.

In like manner, school administrator or administrators in general should possess and equip suitable leadership and managerial competencies so that satisfaction is achieved in every activity

they have done, for the fruits of their labor would be victorious in a since that it is really proportional to their leadership style and managerial aspects The Department of Education is searching and making innovative plans and programs for the department to uplift school performances based on academic standards and school facilities and equipment. On the other hand, other departments also seeking as such to improve their performances, aiming to catch the challenge of the Aquino Administration of the so-called Performance Based Bonus or PBB.

Performance evaluations are standard practice in both public and private sector organizations There is an environment of accountability today that requires employee evaluations in many organizations and institutions Performance evaluations are designed to evaluate how well an individual actually performs their responsibilities. In contrast, a competence assessment is designed to evaluate individual knowledge, education, skills, experience, and proficiency to perform those assigned responsibilities.

Some leadership competencies may be transferable, but it is nonetheless important to look at specific competencies needed within a particular organization. A leader must fulfil a number of different roles, and therefore, must prove their competence in many diverse areas. Talking of managerial competencies, some viewed it in management behaviour with five identified components, such as Management for school goals, explicit management via the school's goals and curriculum development, Instructional management, actions to improve teacher's instruction, Direct supervision of instruction in the school; actions to directly supervise teachers' instruction and learning outcomes, Accountable management; managing accountability to shareholders and others, and Bureaucratic management, management actions mostly aimed at bureaucratic procedures.

In the Philippines, particularly the Department of Education, which is the focus of this research, the leadership and managerial functions are performed by the regional directors, schools division superintendents, school supervisors, principals, head-teachers as school heads and even designated teacher-in-charge. In the Division of Dipolog City, all school administrators are performing the role of a leader and a manager. The superintendent and his promotional staff and personnel, district supervisors, principals, head-teachers and teacher-in-charge of schools are the front-liners in the work towards achieving academic performance of students. The performance of students, making the teacher the key factor in transferring learning skills as embodied in the curriculum are determining element that would give the department its kind.

Based on the preceding facts, the researcher sees the need to investigate the relationship of managerial and leadership competencies of administrators in their school performance and development. The foregoing theories, concepts, and findings will provide insights as basis in the analysis and interpretation of the date to draw implications for the improvement of administrators' performance and development in their respective schools.

## REVIEW LITERATURE AND STUDIES

This study is anchored on Frederick E. Fiedler's "Contingency Theory of Leadership Effectiveness", as cited in Bolden, R, Gosling, J., Marturano, A. and Dennison, P. (2003), which states that "the solution to a managerial situation is contingent on the factors that impinge on the situation". The main idea of this theory is that leadership effectiveness depends on the interaction of two factors: the leader's task or relations motivations and aspects of the situation. In a highly routine environment where repetitive tasks are the norm, a relatively directive leadership style may result in the best performance, however, in a dynamic environment a more flexible, participative style may be required. The situational approach to leadership as an approach that suggested the leader what to do in different situations must be described. This requires a great deal of flexibility on the part of the leader (Yukl, 2006). In the contingency theory of leadership. it is assumed that the leader's style is relatively stable and needs to be matched with the most appropriate situation for the leader's style (Daft, 2005). Fiedler and Chemers as cited in Daft (2005) call contingency theory a leader- theory. The closer the match between leader style and a particular situation, the more effective the leader will be.

The contingency theory leadership styles are broadly described as falling into two categories: task motivated and relationship motivated (Dubrin, 2007). Fiedler placed these two styles on opposite ends of a continuum and developed a scale he called the Least Preferred Coworker (LPC) scale. When a leader scores high on the LPC, it means that the leader is relationship oriented, whereas being low on the LPC means that the leader is task oriented (Daft, 2005). Task-oriented leaders want to achieve goals Relationship-oriented leaders want to develop close relationships with their followers (Yukl, 2006).

The contingency model helps leaders evaluate three variables using a dichotomous measure. In essence, leaders ask three questions: Are the leader-member relations good or poor? Is the task structure high or low? Is the leader's position power strong or weak? Answering these three questions allows leaders to determine what situation they are in and whether their style is a good match for the situation.

Pondy as cited in Fairhurst (2005), calls leadership a "language game" whereby, through the effects use of rhetoric and "framing", leaders can shape the understanding of others. Bennis proposes that "effective leaders put words to the formless longings and deeply felt needs of others as they create communities out of words" Likewise, Cuno (2005) states that "one often hears that leaders lead through action, by example, but more often, and often more effectively, leaders lead through their words, by acts of speech, as it were" So that, competencies offer a powerful tool for sense making and communication within organizations. If used inductively, as a means for opening a dialogue about what managers and leaders could do, rather than deductively for prescribing what managers and leaders should do, competency frameworks could offer a means of addressing and discussing both individual and organizational needs within a specific context That is to say competencies could be conceived of appraisals, as "hypothesis generating rather than hypothesis

testing" and thus help drive a developmental discourse (Alimo-Metcalfe & Alban-Metcalfe, 2004)

This study is also fastened on the "Theory of Performance" of Elger (2011) cited in Antiquina (2012), stated that "theory of performance develops and relates concepts to form a framework that can be used to explain performance as well as performance improvement and development". According to him, to perform is to produce valued results. In addition, a performer can be an individual or group of people engaging in a collaborative effort. He said further that developing performance is a journey, and level of performance describes location in the journey. He further affirms that current level of performance depends holistically on six components, namely: context, level of knowledge, level of skills, level of identity, personal factors and fixed factors. Three axioms are proposed by him for effective performance improvements. These involve a performer's mindset, immersion in an enriching environment, and engagement in reflective practice. In this present investigation, administrators' performance is being measured in terms of academic performance of the school as reflected by the teachers' performance through their pupils and students MPS or Mean Percentage Score in the National Achievement Test, the Survival Rate of students and the Students' Promotion Rate. In addition, the school development is observed and shown through its functional facilities together with the updated and upgraded set of teachers.

This study is fastened also on Flanagan and Spurgeon Theory of Managerial Effectiveness as cited in Antiquina (2012) which states that "managerial effectiveness is contingent, being derived from what others expected or requires chiefs to do". This study is hinged also on John Beazer and Allan Cameron on the theory of Performance Assessment Network, which is specifically assessing the leadership competencies and of management competencies of every leader or administrator as to their strategic and creative thinking, leading, and deciding, developing and changing, implementing and improving, communicating and presenting, and relating and supporting (Copyright 2011, MySkillsProfile.com Limited). Hence, the theory presently cited directly connects to the intention of the present study.

In this study, the researcher considered leadership and managerial competencies of administrators in six aspects, three for leadership like strategic and creative thinking, leading and deciding, developing and changing, and another three for managerial, namely implementing and improving, communicating and presenting, and relating and supporting, such that, each of which science and art has been followed in order to accomplish the predetermined objectives.

**Strategic and Creative Thinking.** This leads to keep up to date with global trends, review the school's position, and develop relationships the clientele and the community. This will lead to see the big picture, pick up changes for improvement, review and analyze the applied strategy. It suggests also to keeping up with advances in educational arena, benchmark performance against competent leaders, and seeking advice from experts. This really helps people to think differently about a problem, get buy-in for creative ideas, and turn novel ideas into reality. It gives the idea to read and interpret financial reports, set financial targets, review and improve financial performance. The development of global competencies should be based on the global business

strategy which determines what kind of global presence is desirable, how many and what types of international or global jobs, projects, task forces, and other type of interactions exist. Thus, in this study chooses strategic and creative thinking as an indicator of leadership competencies as determinant of administrators' performance as viewed by the schools' academic output.

**Leading and Deciding.** This indicator helps new employees get up to speed quickly, give people challenging job assignments, and monitor people's performance. This will lead also to communicate high expectations of people, trust capable people to do their work, and celebrate team achievement Provides people with assignments to develop their skills, give timely coaching, and act as a role model for development. It defines acceptable workplace behaviour, challenge bias and intolerance, and act as a role model of inclusive behaviour. It also assesses options and risks, consult people and take their views and ideas into account, and act decisively. Pont, Nusche and Moorman (2008) also considers that effective instructional leadership in school some degree of administrative autonomy in decision making about key components of inputs to the instructional process. Decision-making, as an integral of planning is a very crucial and indispensable aspect of management and very essential for the success of instructional management It is therefore imperative that school principals be knowledgeable in decision making for effective school administrative. Citing Gregg, considered decision- making as a mental exercise and display of intellectual or conceptual ability of the educational plans made for development. For this study, leading and deciding is used also as indicator of leadership competencies.

**Developing and Changing.** This indicator introduces tasking right away, get things done quickly, be ready to go the extra mile, to do what is right despite personal risk, say no when necessary, and have the courage to take tough decisions. It seeks also feedback, set personal development goals, show a sense of humor and perspective. Sell the benefits of change, model the change expected of others; establish roles and structures to support change. Adapt quickly to new situations, handle stress successfully, and keep composure in difficult circumstances. Knowing one's strengths and weaknesses is viewed as essential for conscious personal transformation and development. In other words, we cannot change what we do not know. Gupta and Govindarajan (2004) maintain that the more explicitly self-conscious we are, the more likely our current mindset is to change Hence, developing and changing is considered one of the indicators of leadership competencies in this study.

**Implementing and Improving.** This indicator provides direction and support, delegate responsibility to the appropriate people, and hold people accountable for delivery. It allocates responsibility for improvement, learn lessons from process breakdowns, and improve business processes. This will set high standards for students' service, exceed expectations, and resolve issues quickly. It gathers information from a wide variety of sources, approach problems from different angles, and brainstorm possible solutions with others. It develops then bold plans, obtain resources to carry out projects, and to manage critical dependencies and risks. Botha and Camphor (2008) regard the development of management skills and competencies in higher education institutions as

essential According to these authors, the focus of management training and development should be on developing the management skills and competence required in support on the university's vision, mission and strategy, Hirokawa, Barge, Becker and Sutherland and Hecht (2004) advocate a competency-based approach to the training and development of the leads of departments These authors found that a competency-based approach aims at uncovering the fundamental skills that academic managerial leaders need in order to deal effectively with various task-and-relation-oriented administrative problems. Hence, in this study implementing and improving is used as an indicator for managerial competencies which is utilized to see the administrators' performance in relations to schools' academic results.

**Communicating and Presenting.** This will create a climate where people share views and ideas, exchange information with the team, bosses and stakeholders. Promote views and ideas, influence people by addressing their needs and priorities, and negotiate effectively. Know which emotions you are feeling and why, handle other people's feelings and emotions sensitively Demonstrate presence, communicate with self- assurance, and give effective presentations to groups Produce clearly written reports. write effectively for different audiences, and edit other people's work skilfully Adegbemile (2004) opined that workers will be more productive if they have the opportunity of meeting their needs why working in an organization such as improved condition of work, payment of salaries as when due and provision of in service training among others. In addition, Ibukun (2003) and Famade (2003) agreed that communication skills, leadership skills, and decision making skills are essential for effective personnel management. Thus, in this study communication and presenting ais also used as an indicator of the variable managerial competencies of administrators in relation to their performance.

**Relating and Supporting.** This indicator works effectively with other people, build rapport and keeping others in the loop and use networks to get things done. This will also put people at ease, pay attention to their feelings and emotions, and to listen without interrupting Acts in accordance with your values and principles, gives consistent messages, and keeps promises. This will then encourage debate, bring disagreements into the open, address and resolve conflict early, setting the team's direction and priorities, review the team's success and failures, and help team members work well together. Considering the large amount of significant relationships that exist between the perceived importance of the competencies and the level of training required, the findings seem to be in agreement with the assertion of Lyons (2008) that very little and inadequate training exists to sufficiently prepared HODs for their managerial role. Deeds (2010) confirms that time management is of outmost importance when dealing with sensitive issues, such as a disciplinary hearing Managers need to make time to deal with the issues as effectively and thoroughly as possible and also to make sure that the issues are dealt with as soon as possible.

Managerial competency is very important in relation to the effectiveness of a leader so that the organization will survive and grow. It is difficult to point out a competency to be used to define managerial effectiveness to be exact. However, Juarez as cited in Antiquina (2012) states that

managerial effectiveness is a leader's ability to achieve desired result. How well one applies his competencies in terms of skills and abilities in guiding and directing others determines whether he can meet those results effectively. If he can, his achievements are poised to help the organization gain a competitive edge against rival organizations heading into the future. Many recognize it within a fussy frame of reference. Decisions about effectiveness of competency are bound to be situational and conditional upon the definition and perspectives of those making the judgment (Juarez, 2011).

Today, universal organizations all over the world continuously seek for competent leaders. The leaders who are truly competent to change time management, whose managerial skills can truly design and use the organizational resources and the meetings of the purposes of the system (Certo, 2006). In this process of determining the most valuable ways to become effective, administrators must equip effective competencies along with efficiency to their performance. If an administrator has achieved the organizational aims and objectives established, the administrator is said to be effective (Cex, 2003) The said characteristics agree with the success of operation of all possessions available In feting this kind of administrator, different and variety of attributes that will contribute to the success of the organization is considered as well as the person himself who is doing it.

One of the main aspects to managerial effectiveness is leadership (Foti et al 2007) Considering leadership as an asset supported with competencies, it is the ability and gift of an individual to sway others, encourage, motivate, and enable others to contribute the success of the system and the organizational goals and objectives School administrators influence subordinates and even students by being an example and to allow others to perform their ideas in relation to the school's vision and mission to be able to accomplish the given task. Leaders must strive for a positive vision and encourage others to work for the future success and achieve planned goals (Gillard and Price, 2005).

The concept of identifying core competencies is not new Many such studies have been conducted for a variety of positions Cooper and Graham identified 57 competencies needed by county agents and county Extension supervisors in Arkansas Their study also compared the perceptions of each group toward the level of importance of each competency. Thus, to have a best-practice organization, leadership competencies identified specifically for leaders must be developed. Current leaders, the administrative heads to whom the current leaders report, and the subordinates of the current leaders all have a vested interest in the development of such a list of core competencies.

The discussion of leadership competencies helps to define the nature of effective leadership, identify leadership competency gaps for the leadership team in an organization, and identify the components of leadership education and development that are relevant to the needs of organizations. Such statements have included the identification of leadership competencies such as adaptability, effective interpersonal communication, and good decision making Other



leadership competencies, which have been identified as important but have been described as potentially too general by some researchers, include the ability to act with integrity, set a vision, have energy, execute strategy, and energize others. Leadership competencies are considered to be important in the achievement of organizational goals, particularly when the competencies are organization specific, for a number of reasons, including 1. They guide direction. 2. They are measurable. 3. Competencies can be learned 4 They can distinguish and differentiate the organization. 5. They can help integrate management practices A competency was defined in the literature from various perspectives. The American Heritage Dictionary of English language (2000) provided general description as the state or quality of being properly or well qualified (p. 376). Human resource specialists viewed a set of competencies as a tool to serve as a common language throughout the entire organization to consistently plan personnel, conduct performance reviews, and determine the training program (Kravetz, 2008). Competent administrators discover the said set of competencies as a tool to serve throughout the entire organization looking for its success in terms of high performance wise. An administrator must work with the human resource department to accomplish certain goals too. He must lead, in which leading involves motivating, communicating, guiding and encouraging He must continuously do check and balance with subordinates and take corrective actions that are necessary for the success of the organization. As to how the administrator performs his role to a very large extent determines the performance of his people working with him for the efficient effort of the organization (Cox, 2003).

Over the years, two major positions existed regarding leadership theory. One is the natural-born leader theory, which supports the notion that leaders are born with innate characteristics of great leaders. The other theory is the theory that leaders may be made. These theorists contend that leadership is a skill that can be studied and developed in most people desiring leadership roles.

Kouzes and Posner (2007) identified five practices for exemplary leadership Leaders who excel will provide a role model for followers, communicate a common vision, venture beyond the status quo, empower others to become involved, and offer encouragement and recognition. Their research on characteristics of admired leaders in 1987, 1995, 2002, and 2007 has consistently shown four characteristics with the exception of inspiring honest, forward-looking, inspiring, and competent (Kouzes & Posner, 2007). They, too, believed that leadership is a learned behaviour that can be observed in a set of skills and abilities which is known to be competencies. They advocated developing leaders at every level throughout the organization. Goff (2003) explored behavioural and trait theories contrasting the argument that leaders are born, not made with the reverse that leaders are made, not born. Modern leadership theories, according to Cojocar (2009), include situational, transactional, transformation, contingency, and complexity theories. The accepted list may also include adaptive leadership as a theory on its own or a theoretical derivative. In other words, many theories of leadership have been proposed over the years by people who were trying to find the perfect formula for leadership development.

Authentic leadership (George, 2003) has some similarities to servant leadership in that the purpose of leading is to serve others and empower followers. The authentic leader prepares for leadership in developing skills and traits desirable of leaders but within their own persona. The authenticity refers to leaders acknowledging their own personalities, values, and ideals. George (2003) listed five dimensions of authentic leadership understanding their purpose, practicing solid values, leading with heart, establishing connected relationship, and demonstrating self-discipline. School administrators should adapt this kind of leadership competency being a model of the organization. The five dimensions as stated when seriously followed by the administrators would encourage the subordinates which contribute favorable traits making success of the goals of the organization. The concept of a transformational leader is credited to James Mac Gregor Burns. Transformational leaders are defined as individuals who desire to raise one another to higher levels of motivation and morality Gilbert and Matviuk (2008) added that transformational leadership seeks to elevate the followers with the goal of developing leaders among the followers. This help much to have a functional effect on this study for it needs some competencies to be developed and used for the efficient effect of the organizations output Managerial competencies required by heads of departments (HODs) to function effectively in education environment. The increasing changes and demands placed on education institutions in the 21<sup>st</sup> century impacted on the roles and responsibilities of academic leaders and in particular the HODs of institutions (Du Toit, 2007; Greene, Loughridge & Wilson, 1996, Yang, 2003) Education institutions are being held more accountable in terms of financial aspects. The South African government is putting more pressure on education institutions to transform to business models, as universities create large turnovers, making profits that sometimes run into millions and, solely for this reason, HODs need to function more effectively on a managerial level. The era of post- apartheid has also led to major transformations in the education arena, requiring HODs to act as leaders of change and transformation (Simon, 2007, Smith & Hughey, 2006) The emphasis on managerial role in this study has led to a renewed interest in the managerial competencies and values that the administrations need to develop, display and practice at work. According to Hecht (2004), although there is no competency training programs exist within the education institutions to equip school administrators with the required managerial competencies and no indication exists as to which competencies are important for these managers and on which level they need to function to be an effective managers, the important is that these individuals know their institutions and departments inside and out, the knowledge one needs and invites several additional competencies that are needed to function as manager.

According to Horton, the real competition in the business world is the competition over competencies. Further, Horton states that the latest thinking on competencies in the USA is that a company's ability to learn and acquire new capabilities and competencies may be more important determinant of its competitive position than its current endowment of unique resources or the industry structure it currently faces. This is a challenge for Faroese managers, since they have to develop their competencies together with the necessary competencies their organization has to possess to ensure that they survive in the strong competition.

The management category embraces the most roles. These include the following: advocate politician, agent of change, anticipator, morale builder, maintainer, communicator, conflict handler, coordinator, diversity manager, financial manager, delegator, handling disciplinary matters, industry-institution interacter, negotiator, officer in charge, performance manager, planner, problem solver, quantity controller, recruiter and selector, strategic planner and time manager (Lyons 2008; Smith & Hughey 2006; Sharma 2003; Hecht 2004, Raines et al 2003).

The literature on management competencies is a wide area and it has been more actualized in recent years. This can especially be attributed to globalization, which has put strong pressure on management skills. Therefore, management competences have been put firmly on the search agenda. Some managers use the advantages that globalization offers with great success and others are not able to handle this situation. The interesting question is what makes some managers successful while others fail making interest for this research work.

Njoku (2004) describes the post of school administrator as, the most challenging assignment that faces the manager. And because of this highly complex and demanding task, the administrator is required to possess professional skills and competent management techniques in order to achieve the educational goals of the school. The successful implementation of the school curriculum and other programs depend largely on management ability to carry out the task or assignment effectively.

## **II. Methodology**

This section presents the discussion of the method used, research environment, respondents of the study, research instrument, validation of the instrument, scoring procedure, data gathering procedure, and statistical treatment of the data in this study.

### **Method Used**

The descriptive method of research was used in the study with the help of questionnaire checklist. The data were gathered through the research instrument and supplementary data were used during observation and interviews. A correlation analysis was utilized in order to determine the significant relationship between the variables in the study, the leadership and managerial competencies of administrators as shown in the schools' academic performance and its development in inferring and formulating conclusions.

## **Research Environment**

In situational analysis, administrators of the schools have been oftentimes put on censure when academic achievement or academic performance of the schools fails to succeed. They are often charged as weak and as improperly equipped with skills, especially on leadership and managerial skills that would make them effective in dealing with specific challenges and problems along their work.

The City of Dipolog is found in the northwestern part of Mindanao has an independent Division of City Schools with designated school heads as administrators together with the teachers in which no one can point out how effective the leadership and managerial competencies of school administrators in performing their job, which leads the researcher to investigate. It can be emphasized that the ability of school administrators is the solution in attaining the goals, objectives and desires of the people around achieving higher performance. Along this framework, indicators of leadership and managerial competencies are identified as strategic and creative thinking, leading and deciding, developing and changing, implementing and improving, communicating and presenting and lastly relating and supporting. McCarthy (2003) affirmed that moving from faculty to administration is difficult without leadership development opportunities. He also commented on the negative feelings of faculty for administrators. As he progressed through the career stages of presidency, he found the leadership development opportunities were more available within that position than in any of his past positions or in any graduate work. Since he felt that he did much of his learning on the job, he recommended that leadership development be offered at each administrative level. If a community college president progresses through the predictable positions, faculty to academic leader to president, that individual will not be adequately prepared to be a president based on work experience alone (Duvall, 2003, McCarthy, 2003). There are unique leadership attributes to be an effective community college leader (McCarthy, 2003). The study was conducted to the school administrators and teachers in the Division of Dipolog City comprising 5 school administrators in the elementary schools with 163 teachers.

## **Respondents of the Study**

The respondents of the study were the school administrators and teachers in the school for the school year 2013-2014. The North District, Division of Dipolog City has 5 elementary schools with 158 teachers. No sampling was done since the whole teachers population was used.

### Distribution of Respondents

<b>Name of Schools</b>	<b>No. Of Teachers</b>	<b>No. of School Administrator</b>	<b>Total</b>
Biasong Elementary School	7	1	8
Barra Elementary School	23	1	24
Sicayab Elementary School	28	1	29
SPED Center	24	1	25
Dipolog Pilot Demonstration School	76	1	77
<b>Total</b>	<b>158</b>	<b>5</b>	<b>163</b>

### Research Instrument

The instrument to be used in this study has five parts. The first part is the profile of the school administrators and teachers. The second part is questionnaire/checklist on the leadership and managerial competencies of the administrator questionnaire which is adopted with little revision by the researcher from the internet, ML.Q30 a trademark of MySkillsProfile.com Limited, distributed in the USA by Performance Assessment Network, Inc., in which teachers' view for their administrator is then accounted. The third part is the teachers' development in terms of personal and professional aspects based from the DepEd Standard on teachers' development. The fourth one is the basic physical facility aspect of the school in terms of buildings, classrooms, desks, armchairs and tables in relation to its adequacy and conduciveness in teaching and learning activity based on DepEd Standard. The last part is a document in terms of academic achievement as viewed in the result of schools' mean percentage score on the National Achievement Test (NAT), the survival rate and promotion rate taken from the office of the school administrator or even at the office of the school registrar. The questionnaire for leadership and managerial competencies contains sixty (60) items. For every indicator under this specified competencies, namely: strategic and creative thinking, leading and deciding, developing and changing, implementing and improving, communicating and presenting, and relating and supporting have ten (10) descriptors in each.

### Unstructured Interview

Unstructured interviews with the respondents and other school leaders are done to probe and clarify responses to the items in the questionnaires Through this process, gathering information on school matters could help much in the analysis and interpretation process.

### Validation of Instrument

The questionnaire on leadership and managerial competencies of school administrator which is taken and adopted by the researcher from the internet which is considered to be

standardized set of questionnaire is to be referred to the adviser to pass judgment on the content, aptness and appropriateness of the instrument. With the recommendation and approval of the adviser and the statistician of the university, the questionnaire is used to gather the necessary data for the study.

### **Scoring Procedure**

To draw out school administrator-responses along the leadership and managerial competencies is measured in five-point Likert scale engaged as follows 5, always very well performed, 4, always well performed, 3, always performed; 2, sometimes performed; and 1, never performed. Scoring is to be done by multiplying "always very well performed" answer by 5, "always well performed" by 4, "always perform" by 3, "sometimes performed" by 2, and "never performed" by 1

Scoring the school administrators performance is based on the standard evaluation of the Department of Education. To draw out the administrators' performance, the five point Likert scale as numerical rating is also employed, as follows: 5, exceed standards, 4, always meets standards, 3, occasionally meets standards, 2, seldom meets standards, and 1, never meets standards. Scoring is to be done by multiplying the numerical rating by the point allocation to obtain the weighted score Total weighted score is obtained by adding the weighted scores Numerical performance rating is determined by dividing the total weighted score by five (5) Numerical performance rating then is given the adjectival performance rating as follows: 91-100, outstanding. 81-90, very satisfactory, 71-80, satisfactory, 61-70, poor, and 60 and below, very poor

### **Data Gathering Procedure**

A letter is forwarded to the office of the Schools Division Superintendent of the Division of Dipolog City for approval as regard the administration of the instrument to the respondents of the study Upon approval, the researcher personally administers the instrument to the respondents.

After the respondents finished answering, the questionnaires are then immediately taken back, such that, the responses will be tallied, computed, and interpreted.

### **Statistical Treatment of Data**

Frequency counting and percentage are to be used to find the profile of the respondents in terms of age, gender, civil status, number of years in service, and educational attainment. Percent is calculated by getting the frequency in each category divided by the total number of respondents

$$P = \frac{f}{N}$$

where:

P =percentage

f=the frequency

N=the number of cases

Weighted mean is employed to find out the leadership and managerial competencies of school administrators. Computation is performed by getting the product of the weight of the scale and the frequency of each scale divided by the total respondents using the formula:

$$\text{Weighted Mean} = \frac{\sum YX N}{N}$$

where:

$\Sigma$ - Summation

X = Frequency of each scale

Weighted of each scale

N= Total Number of Respondents

Weighted mean for the leadership and managerial competencies of school administrators is given qualitative description within the establish limit as follows:

Weight	Range of Values	Description
5	4.21 - 5.00	Always Very Well Performed
4	3.41 - 4.20	Always Well Performed
3	2.61 - 3.40	Always Performed
2	1.81 - 2.60	Sometimes Performed
1	1.00 - 1.80	Never Performed

Weighted mean is also used to find out the administrators' performance. Mean of the level of performance is given qualitative description based on the DepEd standards as follows:

Weight	Range of Values	Description
5	4.21-5.00	Exceed Standards
4	3.41-4.20	Always Meets Standards
3	2.61-3.40	Occasionally Meets Standards
2	1.81-2.60	Seldom Meets Standards
1	1.00 - 1.80	Never Meets Standards

Mean of the numerical rating of level of performance is given adjectival performance rating categorized as follows:

Range of Values	Description
91-100	Outstanding
81-90 71-80	Very Satisfactory Satisfactory
61-70	Poor
60-below	Very Poor

Single Factor Analysis of Variance (ANOVA) is to be used to test the significant difference in the leadership and managerial competencies of school administrators when grouped according to age, gender, number of years in service, and educational attainment Computed F-value is obtained as follows:

$$F = \frac{MS_{BET}}{MS_w}$$

where:

F= computed F ratio

$MS_{BET}$  = Mean Square between groups

$MS_w$  = Mean Square within groups

The t test for independent or uncorrelated samples is to be employed in determining the significant difference on the leadership and managerial competencies of school administrators when grouped according to civil status. T-value is obtained by the hereunder formula:

Where:

t=computed t-value

$X_1$ , mean of the married group

$X_2$  = mean of the single group

s = variance of the married group

$s_2$  = variance of the single group

$n_1$ = number of cases in the married group

$n_2$ = number of cases in the single group



Pearson r Product-Moment Coefficient of Correlation is employed to find out the relationship between leadership and managerial competencies of school administrators' performance

The computed r is obtained using the formula:

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

N-Total number of respondents

X-Leadership and Managerial competencies of administrators

Y-School academic performance and development

The correlation value is to be interpreted as follows

An r from 0.00 to 0.20 denotes negligible correlation

An r from  $\pm 0.21$  to  $\pm 0.40$  denotes low or slight relationship

An r from  $\pm 0.41$  to  $\pm 0.70$  denotes marked or moderate correlation

An r from  $\pm 0.71$  to  $\pm 0.90$  denotes high relationship

An r from 0.91 to 0.99 denotes very high relationship

An r equals  $\pm 1.00$  denotes perfect relationship

To test the strength of computed r, the t-test is to be used with the hereunder formula:

$$T = \frac{r \sqrt{N-2}}{\sqrt{1-r^2}}$$

Where:

t = t -test value

r - Pearson r value

n= total number of respondents

The statistical process to be performed in this study using 0.05 level of significance would either affirm or reject the postulation that the input variables: the leadership and managerial competencies of administrators have significant correlation with the output variable: the school's performance and its development.

### **III. Results and Discussion**

This section presents the brief summary of the whole study, the findings of each problem, the conclusions and the recommendations based on the data gathered and analyzed.

#### **Summary**

This study aimed to look into the leadership and managerial competencies of administrators in relation to the school's performance in the North District, Division of Dipolog City during the school year 2013-2014.

Specifically, the study answered the following questions, as the data have been generated, analyzed, and interpreted.

1. What is the profile of the school administrators in the North District, Division of Dipolog City in terms of:
  - 1.1 Age,
  - 1.2 Gender,
  - 1.3 Civil Status,
  - 1.4 Number of Years in Service, and
  - 1.5 Educational Attainment?
  
2. How do respondents rate leadership and managerial administrators in terms of competencies of:
  - 2.1 Leading and Deciding,
  - 2.2 Developing and Changing,
  - 2.3 Implementing and Improving,
  - 2.4 Communicating and Presenting, and
  - 2.5 Relating and Supporting?
  
3. Is there a significant difference on leadership and managerial competencies of school administrators when analyzed as to their age, gender, civil status, number of years in service, and educational attainment?
  
4. What is the level of performance of the school administrators in terms of:
  - 4.1 Teacher's Development, and
  - 4.2 School's Academic Performance?

5. Is there a significant relationship between leadership and managerial competencies of school administrators in their performance based on school's academic results and development?

### **Findings**

The following findings were revealed:

1. Majority of the respondents were female.
2. Most of administrators were 41-40 years old. Most of the teachers were also on the same age range.
3. One hundred percent of the administrators were married, only around 80 percent for the teachers were also married.
4. A number of respondents from both the administrators and teachers were on the 11-20 years of experience.
5. More than 75 percent of teachers were bachelor's degree holder while a hundred percent of the administrators were master's degree holder.
6. Administrators were found to be much competent in leadership along leading and deciding, developing and changing, implementing and improving, communicating and presenting as well as relating and supporting as rated by the respondents.
7. There are no significant differences on the leadership and managerial competencies of administrators when respondents were grouped by sex, age, civil status, length of service and educational attainment.
8. Teachers were found to be personally and professionally well developed.
9. The schools' academic performance in the national achievement test was found to be good.

### **IV. Conclusion**

Based on the findings of the study, the researcher hereby concludes that teachers were not working much on their graduate education as a number of them were still bachelor's degree holder. The leadership and management practices were often visible and manifested by the administrators. Teachers also had personally and professionally developed.

## V. Recommendations

1. Teachers are encouraged to attend graduate studies to advance their education.
2. The teachers find ways and means to facilitate better NAT performance of the pupils.
3. Teachers may hold review classes every Saturday or Sunday to improve the pupils' performance. They may also conduct remedial classes to supplement the deficiency in knowledge and information needed to get a higher score in the national achievement test.

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