

# Managerial Competence of School Heads in the Implementation of Educational Procedures: Basis for a Development Plan

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*Abstract* — The study employed descriptive and correlational research designs to compare the managerial competence of 118 public secondary school heads in the Division of Pangasinan II for the school year 2021-2022 based on five domains: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. The study profiled the public secondary school heads based on age, sex, civil status, highest educational attainment, type of school graduated from, number of years as a school head, number of relevant trainings and seminars, number of awards and recognition received, and number of teachers managed that were recorded, tallied, tabulated, interpreted, and further analyzed using frequency counts, percentages, average weighted mean, Multivariate Analysis of Variance, Point Biserial, Spearman rho and Pearson r.

Male and female respondents are 35 to 61 years old. Most are married with degrees in masters to doctorate. They also have state college or university degrees and have directed schools for 1 to 21 years. The respondents have attended relevant trainings and have won awards in the school, division, regional, national, and international levels. Principals surveyed had below 15 to 51 above teachers.

High level of competence has been along the five domains to managerial competence based on PPSSH (Philippine Professionals Standards for School Heads) as perceived by both school heads and teachers. The extent of manifestation of school principals and teachers vary across the five indicators to managerial competence

Parallel to the findings, it is proposed that all relevant public secondary principals attend various trainings/seminars to attain PPSSH standards and construct a development plan. Division Offices may hold PPSSH seminars for teachers and school heads to review its domains. Future research could verify the three-year development plan's impact on management competency.

*Keywords* — *Managerial Competence, PPSSH, Educational Procedures, Development Plan*

## I. Introduction

The most transformative weapon in the society and must be treated in high regard is education. In this field, the principal is the highest leader who must plan, supervise, and manage all the activities and affairs of the educational institution. These education-related activities and processes fall under educational procedures. Thus, the way a principal performs these roles and duties is the determinant factor on the success or failure in the application of all educational processes. Education sector is one of the major government agencies affected by the pandemic. The Philippines was placed under a state of national emergency when the first COVID-19 case

was recorded. Various measures were put into place to be able to stop the spread of the virus. The Department of Education continuously aims to provide quality education while securing the health and safety of learners and teachers.

Since face-to-face instruction can no longer be practiced, 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. A critical component of the LCP is capacitating teachers and school leaders to use these learning delivery modalities effectively. Furthermore, the success of a school lies in the hands of a school head.

According to Elfrianto et al. (2020), the principle is one of the educational elements that contributes most to raising educational quality. The school principal is in charge of planning instruction, managing the school, supporting other educators, utilizing and maintaining facilities and infrastructures, and supervising staff members at the institution he or she heads. The key decision-makers in every school are the principal administrators. The principal must do managerial duties if they are to be successful in realizing the entire targeted school mission, vision, goals, and objectives. Planning, organizing, directing, inspiring, implementing, organizing control, reviewing, and innovating are some of these tasks.

It could be inferred that the principal must possess the ability to lead people and institutions. This emphasizes the foremost significance of the principal's leadership in managing a school. It has often been said that when a school possesses excellent teachers, produces top performing students and establishes strong linkages to community, one can always point that it is because of the leadership of the principal.

Truth be told that principals are facing everyday challenges and pressures inside and outside the school. A principal must strike a balance between personal and professional leadership practices as there is really no universal management style that is to be applied to all situations. Even in the other fields, it may pay to utilize a variety of leadership approaches at different phases of the work process. The level of student achievement rises in direct proportion to the level of school leadership competency. Nwogu and Ebunu (2019) also made note of the fact that managerial tasks involve the proper execution of specific managerial abilities that support the principal and other administrative officers in carrying out their responsibilities.

Additionally, the Department of Education commits itself to support school heads so they can better perform their roles in schools, including the enhancement of teacher quality and learner achievement by issuing DepEd Order No. 24, s. 2020 regarding “*National Adoption and Implementation of the Philippine Professional Standards for School Heads*”. This aims to give school leaders clear career prospects along well-defined professional development phases from

beginning to exemplary practice, involve the principals to actively uphold a continuing determination to attain high levels of proficiency and give development needs, and facilitate uniform assessment of the performance.

Furthermore, the National Educators Academy in the Philippines provided a set of training course modules for school heads which are the Learning Delivery Modalities (LDM 1) Course for School Heads. This is a task-oriented course covers a thorough understanding on learning delivery modalities in the Basic Education Learning Continuity Plan (BE-LCP), choosing the appropriate learning delivery modalities to be adopted by each division and school, implementing planning, establishing and managing the technical assistance mechanism for school heads, monitoring, evaluation and learning, and implementation portfolio.

These various points from this course were also used as framework in this study.

Added to these is the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH) Otherwise known as DepEd Order No. 24, s, 2020 which includes the five domains under Leading Strategically, Managing School Operations and Resources, Focusing on Teaching and Learning, Developing Self and Others and Building Connection. It is in line with the commitment of the department in supporting school heads so they can better perform their roles in schools, including the improvement of teacher quality, and through this learner achievement.

Thus, these competencies also became a strong foundation in coming up with this type of research work. The managerial competence of school heads; determining whether there is significant differences on the extent of manifestation of managerial competence between the perception of the school heads and teachers; finding whether there is significant relationship between the extent of manifestation of managerial competence of the school heads and their profile variables; and finally, the current study intends to determine what development managerial development plan can be proposed to enhance the managerial competence of the school heads in the implementation of educational procedures.

### **Statement of the Problem**

The study aimed to identify the managerial competence of school heads in the implementation of educational procedures.

Specifically, it sought to answer the following questions:

1. What is the profile of the school heads in terms of:
  - a. age;
  - b. sex;

- c. civil status;
  - d. highest educational attainment;
  - e. type of school graduated from;
  - f. number of years as a school head;
  - g. number of relevant trainings/seminars;
  - h. number of awards and recognition received by the school heads and;
  - i. number of teachers being handled by school heads?
2. What is the extent of managerial competence of school heads based on the Philippine Professionals Standards for School Heads (PPSSH) as perceived by the schools heads and teachers along the following domains:
- a. Leading strategically;
  - b. Managing school operations and resources;
  - c. Focusing on teaching and learning;
  - d. Developing self and others; and
  - e. Building connections?
3. Is there a significant difference on the extent of manifestation of managerial competence between the perception of school heads and teachers?

### **Significance of the Study**

The primary purpose of the study was to determine the managerial competence of school heads based on the Philippine Professional Standards for School Heads (PPSH). Furthermore, this study was significant to the following:

**Administrators.** Through the findings of this study, school heads would be provided with empirical-based data to identify possible effective strategies and practices to be able to meet the needs of their school. Also, they would serve as a self-assessment tool for each school head as it would give them the chance to track their current techniques as they respond to the pandemic.

**Teachers.** The result of this study, therefore, could help the teachers improve the quality of their work when they are sure that their school heads are ensuring the right mechanisms to develop, nurture and empower them. Also, teachers would benefit as school principals would be

striving more to acquire managerial competencies in involving teachers in decision making, organizing seminars and workshops for professional advancement of teachers, providing incentives for students' and orienting new staff and students for effective human resource management in schools.

**Students.** The purpose of the study is to determine the managerial competence of school heads; it is, therefore, beneficial for the students because school administration is basic in helping students to grow well in all areas to become good citizens and responsible for themselves. Additionally, since this current research is uniquely positioned to address gaps with regard to school management functions issues, it would greatly impact the holistic performance of students. Hence, students are always the end recipients of development in educational management of school heads and pedagogical practices of teachers.

**Future Researchers.** The result of this study may open more opportunities to help future researchers to explore, discover and improve the management competence of school administrators. This study would provide an overview to the other researchers trying to propose other enhancement programs to better the school administration that is considered one of the most important areas and the greatest avenue of learning in the community.

### **Scope and Delimitation of the Study**

In consideration of varied constraints such as time, resources, protocols, among others, the scope and limitations of the study was clearly defined and limited. This study was exclusively concerned with Managerial Competence of School Heads in the implementation of Educational Procedures: Basis for a Development Plan. The study included one hundred eighteen (118) School Heads from small, medium, large and mega high schools in the twenty-one (21) municipalities of Pangasinan II namely Balungao, Rosales, Sta.Maria, Tayug, San Nicolas, San Quintin, Umingan, Villasis, Binalonan, Sison, Asingan, San Manuel, Manaoag, San Fabian, Mangaldan, Laoac, Pozzorubio, San Jacinto, Sto. Tomas, Alcala, and Natividad. Furthermore, the study also involved secondary teacher-respondents from small, medium, large, and mega schools.

### **REVIEW OF RELATED LITERATURE**

The following literature and studies were read and analyzed used in this study as supplementary materials. These literatures and studies have been read and used by researchers and language scholars who were particularly interested in the field of feeding programs. In this chapter, the reviews of the literatures and studies related and used in this study are presented in the succeeding paragraphs.

## RELATED LITERATURE

In this century of education, global demands become more and more serious, marketplaces become more arduous and job seeking becomes more tough and challenging especially internationally, especially on the onset of Novel Coronavirus.

### **On Management Competence of School Heads**

The term management competence refers to a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces. Management competence can be applied in all academic subject areas, and in all educational career and civic settings, throughout a students' life.

It should be noted that the management competence concept encompasses a wide-ranging and anamorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations.

Additionally, effective administrators are aware of the strong link between their management style and teacher morale in addition to the enormous quantity of daily management responsibilities. Given that their management has a significant impact on morale, top management should be mindful of maintaining employee satisfaction. The most effective and capable administrators are aware that staff happiness and school morale are intimately correlated (Schaefer, 2019). Additionally, the effectiveness of a school's administration has a direct impact on teachers' decisions to stay in or leave the teaching profession (Long, 2019). According to Weale (2020), four out of ten teachers quit within a year of teaching; twenty percent of all new hires leave the classroom within three years; in urban districts, the percentages are even higher. As reported by Phillips (2019), while thousands of new teachers enter the profession annually, nearly half of them will either transfer to a new school or leave the profession altogether within the first five years.

Education Reform (2021) argues that many countries are experiencing near universal access and leveling of enrollment growth at the primary school level which increases attention to improving the quality of education. One consequence of this shift to quality is that administrators at all levels of the education sector, particularly school principals, will need a better understanding of the teaching and learning processes and which actions are likely to improve the quality of education. Even when resources are available, the problem school principals face in improving school quality is knowing which inputs and actions will lead to positive outcomes in student learning.

The concept of management can be defined as the “art of getting things done through people” (Pearson, 2019). The Manager defines management strategy as an approach related to job opportunities and growth that help an organization meet its goals. This phrase draws attention to



the fact that managers accomplish their objectives by planning for others to carry out any essential tasks rather than carrying them out themselves. Many thinkers link management to admirable leaders who have demonstrated vision, passion, commitment, influence, decisiveness, judgment, cooperation, and optimism, including politicians and humanitarians. Moreover, in order to accomplish stated organizational goals, the process of management include organizing, leading, and controlling the work of organizational members and the utilization of resources (Bush & West Burnham, 2019). It supports the research of Fong (2019), whose findings indicated that effective and high-quality school management required the competency of principals. If they wish to continue holding the top position in their field, principals must regularly refresh their knowledge and skills. The results demonstrated that principals' professional development, including participation in trainings and conferences, has a significant impact on their level of competence.

### **On Philippine Professional Standards for School Heads (PPSSH)**

School Heads are the foundations of each school. They serve as the builder, educator, and innovator of the entire school system. Despite innovative changes of the educational landscape, school heads may be a great factor for the achievement of each organization.

Since school heads play great role in securing a better and quality environment for successful teaching and learning, it is then found the need to review the competency standards for school heads to ensure that they completely and properly respond to the changes and demands of the education setting.

These changes brought about by various national and global frameworks such as the K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing character of 21<sup>st</sup> century learners necessitate a call for the rethinking of DepEd Order No. 32, series of 2010 titled National Adoption and Implementation of the National Competency-Based Standards for School Heads (NCBSSH).

This gives rise to the Philippine Professional Standards for School Heads (PPSSH) that introduces a continuum of professional practice that supports school heads to pursue career progression amid various national and international reforms such as the K to 12 Basic Education Program and the Philippine Professional Standards for Teachers, as well as the ASEAN integration, globalization, and the changing character of the 21<sup>st</sup> century learners.

The PPSSH contains five domains. These are broad conceptual sphere of school leadership practices defined by specific strands in the Philippine Professional Standards for School Heads. It also involves indicators which are concrete, observable and measurable school head behavior or practice covered in every strand in the Philippine Professional Standards for School Heads.

The PPSSH defines professional standards that constitute a quality school head. It shall serve as a public statement of professional accountability of school heads. It sets out what school heads are expected to know, be able to do, and value as they progress in their profession. It provides

a common language for high-impact leadership expected of school heads to guide individual professional reflections, as well as professional discussions among educational leaders and other stakeholders, and to inform the provision of professional learning and development for school heads. (DepEd Order No. 24, s.2020)

### **On Leading Strategically**

This domain highlights the role of school heads in setting the direction, goals and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders. It encompasses the school heads' commitment to strategic course of action consistent with institutional goals towards maximizing organizational performance.

### **On Managing School Operations and Resources**

This domain centers on the role of school heads in managing systems and processes in schools. It highlights the school heads' commitment in ensuring efficiency, effectiveness, effectiveness, and fairness in discharging functions towards maximizing organizational health.

### **On Focusing on Teaching and Learning**

This domain concentrates on the work of school heads in promoting quality teaching and learning. It emphasizes the school heads' commitment in providing instructional leadership towards improving competence among teachers and outcomes among learners.

### **On Developing Self and Others**

This domain recognizes the role of school heads in nurturing themselves and others. It centers on the school heads' commitment in ensuring people and team effectiveness.

### **On Building Connections**

This domain underscores the school heads' competence in engaging stakeholders in initiatives towards the improvement of school communities. It points to the school heads' commitment in advocating that education is everyone's responsibility.

In this domain, school heads are expected to be responsible and accountable for inculcating a deeper understanding of the vision, mission and core values, and directions of the school to relevant entities. They possess skills in relating with, dealing with, and forging relationships with people. They should be able to build relationships with individuals and organizations anchored on mutual trust, honesty, openness, respect, and commitment towards sharing the same vision for the attainment of institutional goals.



## RELATED STUDIES

The succeeding foreign and local studies presented below provided the researchers enlightenment in the attainment of the goals and objectives of the present research work.

Initially, the study of Vicera (2019) who made research entitled “Impact of School Heads Management Styles on the Teacher's Instructional Competence and School Performance”, he found out that most of his respondents who are school heads are in their old and retirement age.

When it comes to the data obtained by Philippine Commission on Women, it reveals that 77.06% in the public secondary school administration are female. According to an article published by the Beijing International Review of Education in 2019, it proves that there is a global feminization in the field of educational institution and teaching profession (Abenes & Bongco, 2019). In addition, when it comes to sex, an article published by the Beijing International Review of Education in 2019 proves that there is a global feminization in the field of educational institutions and teaching profession (Abenes & Bongco, 2019). In the same manner, in the study of Vicera (2019) entitled “Management Styles of School Heads”, one of the findings was that majority of the respondents were married with 91.70% of the population. This is also true in the study of Suyitno (2020) when he tried to discover the instructional leadership of school principals, it was found out that majority or 82.86% of the respondents is already married.

## Theoretical Framework

According to Dewey, determining how current experiences will affect future experiences and ensuring that experiences will be educational by defining the growth direction are the tasks of the educator. The principle of interaction, on the other hand, offers a standard by which the excellence of the experience can be judged. Dewey believed that there needed to be a balance between the internal, or subjective, portions of experience, and the outward, or objective, aspects.

## Conceptual Framework

School principals play an important role in school operations and management. The world is continuously changing and unpredictable. At this time of pandemic, the principal needs to be properly equipped and trained. A good leader has to take responsibility for the success and failures of the school.

As illustrated, there is a need to assess the managerial competence of the respondents based on the Philippine Professional Standards for School Heads (PPSSH) as perceived by the school heads and teachers. The PPSSH involves the five (5) domains namely leading strategically; managing school operations and resources; focusing on teaching and learning; developing self and others; and building connections. Each domain consists of modified indicators which were validated by the experts.

## II. Methodology

This chapter presents the research design, the subjects and locale of the study, the instrumentation and data collection, and the tools and data analysis. This study was conducted on the methodology which plays an important role in implementing this paper accordingly. The details of the methodology are explained in this chapter.

### Research Design

To achieve the goals of this study, a descriptive research method and correlational analysis were employed. Descriptive research was used because it is devoted to the gathering of information about the prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulates facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships (Aggarwal, 2018). This method is the most appropriate since there is a need to gather, collect, tabulate and analyze a set of data.

It is suitable to use because the current study figured out if there is a significant correlation between profile variables of the respondents and their managerial competence based on the Philippine Professional Standards for School Heads (PPSSH) as perceived by the school heads and teachers along with the five (5) domains such as leading strategically; managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

### Respondents of the Study

For the school head-respondents, total enumeration of respondents was employed, comprising of 118 principals of public secondary schools in the Division of Pangasinan II.

On the other hand, using Slovin's Formula, 370 teacher-respondents were obtained. The said respondents came from small, medium, large, and mega schools with the following distribution as shown in the table below.

**Table 1 Distribution of Teacher-Respondents (n=370)**

School Category	No. of Teachers	Percentage	No. of Respondents
Small	283	5.84	22
Medium	1,132	23.37	86
Large	617	12.74	47
Mega	2,811	58.04	215
Total	4,843	100.00	370

### Data Gathering Instrument

For the data gathering tool of the study, a questionnaire-survey was utilized. A closed-form questionnaire was utilized to gather data about the profile of the respondents, as well as their

managerial competence based on the Philippine Professional Standards for School Heads (PPSSH) along with the five (5) domains namely leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. In gathering the data, permissions were sought using signed and approved letters of requests. Additionally, health and safety protocol were strictly observed due to the current situation. Thus, the primary sources of data were the questionnaire-survey to be administered to the respondents.

The second part sought to identify the level of managerial competence of the school heads based on the Philippine Professional Standards for School Heads (PPSSH) along with the five (5) domains such as leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Additionally, a separate questionnaire-survey was administered to the teacher-respondents following the same domains and indicators modified from the Philippine Professional Standards for School Heads (PPSSH).

### **Data Gathering Procedure**

The researcher sought permission from the Schools Division Superintendent as well as the School Principals of each participant in the public secondary schools of Pangasinan II Division in conducting the study to ensure the order and confidentiality of the participants and their data. The researcher administered the survey-questionnaires through google forms. However, the traditional way of administering the questionnaire was employed for the school heads and teachers who have difficulty in using gadgets and those who have poor internet connection. Finally, all the data that were gathered were analyzed and interpreted.

### **Statistical Treatment of Data**

The responses which were obtained from the questionnaires through Google forms were downloaded and analyzed employing several steps in data analysis. Descriptive statistics such as frequency counts and percentages were used to answer problem number 1 on the profile variables of the respondents.

To answer problem number 2 on the extent of managerial competence of school heads based on the Philippine Professional Standards for School Heads (PPSSH) along with the five (5) domains, weighted mean was used. The distribution on different categories was described using the five-point scale below:

Numerical Value	Descriptive Equivalent	Scale
4.21 – 5.00	Very High (VH)	5
3.41 – 4.20	High (H)	4
2.61 – 3.40	Moderate (M)	3
1.81 – 2.60	Low (L)	2
1.00 – 1.80	Very Low (VL)	1

### III. Results and Discussion

The discussions in this section deal with the answer to research question number 1. Table 2 shows the profile variables of the respondents in terms of age, sex, civil status, highest educational attainment, type of school graduated from, number of years as a school head, number of relevant trainings and seminars, number of awards and recognition received by the school heads and number of teachers being handled by school heads.

**Table 2 Profile of the School Heads n=118**

Profile	Category	Frequency	Percentage
Age	35 years old & below	1	.8
	36-40 years old	8	6.8
	41-45 years old	15	12.7
	46-50 years old	21	17.8
	51-55 years old	37	31.4
	56-60 years old	28	23.7
	61 years old & above	8	6.8
Sex	Male	42	35.6
	Female	76	64.4
Civil Status	Single	4	3.4
	Married	108	91.5
	Widowed	6	5.1
Highest Educational Attainment	MS/MA Units	9	7.6
	MS/MA Graduate	16	13.6
	Ph.D/Ed.D Units	36	30.5
	Ph.D/Ed.D Graduate	57	48.3
Type of school graduated from	Private Higher Education Institution	23	19.5
	Private Sectarian	4	3.4
	State/Colleges/Universities	82	69.5
	Local Universities	7	5.9
	Colleges	2	1.7
Number of years as a School Head	1-5 years	35	29.7
	6-10 years	39	33.1
	10-15 years	22	18.6
	16-20 years	11	9.3
	21 years & above	11	9.3
Number of relevant trainings/seminars			
School Level	0 Training	1	.8
	1-5 Trainings	46	39.0
	6 Trainings & Above	71	60.2
Division Level	0 Training	5	4.2
	1-5 Trainings	65	55.1
	6 Trainings & Above	48	40.7
Regional Level	0 Training	4	3.4
	1-5 Trainings	70	59.3
	6 Trainings & Above	44	37.3
National Level	0 Training	9	7.6
	1-5 Trainings	75	63.6
	6 Trainings & Above	34	28.8
International Level	0 Training	33	28.0

	1-5 Trainings	73	61.9
	6 Trainings & Above	12	10.2
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Number of awards and recognition received by the school heads			
School Level	None	20	17.0
	1-5	72	61.0
	6 & Above	26	22.0
Division Level	None	38	32.2
	1-5	68	57.6
	6 & Above	12	10.2
Regional Level	None	70	59.3
	1-5	44	37.3
	6 & Above	4	3.4
National Level	None	84	71.2
	1-5	30	25.4
	6 & Above	4	3.4
International Level	None	105	89.0
	1-5	13	11.0
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Number of teachers being handled by school heads			
	15 and below	26	22.0
	16-30	56	47.5
	31-50	16	13.6
	51 and above	20	16.9

This is in accordance to the study of Vicera (2019) who made research on impact of school heads management styles on the teacher's instructional competence and school performance, he found out that most of his respondents who are school heads are in their older adults and retirement age. This implies that since most of the school head-respondents are in their almost senior adult age, it can be associated with actual leadership abilities across spectrum of disciplines.

**Sex.** Also presented on the table is the profile variable sex, wherein 76 or 64.4 percent of the respondents were females, while 42 or 35.6 percent of the respondents were males. Most of the respondents were female. This finding is relevant when it comes to the data obtained by Philippine Commission on Women, it reveals that 77.06% in the public secondary school administration are female.

**Civil Status.** Among the 118 school heads, 108 or 91.5 percent of the respondents were married, 6 or 5.1 percent were widowed while 4 or 3.4 percent were single. Generally, most of the respondents were married. This supports the study of Vicera (2019) entitled "Management Styles of School Heads", he found out in one of the findings that majority of the respondents were married with 91.70% of the population. This is also relevant in the study of Suyitno (2020) when he tried to discover the instructional leadership of school principals, it was found out that majority or 82.86% of the respondents is already married. This only entails that marriage is a surprising but effective way to develop leadership abilities.

**Highest Educational Attainment.** It is also presented on the table that 57 or 48.3 percent of the respondents were graduate of their doctorate degrees, 36 or 30.5 percent of the respondents

were still enrolled in their respective doctorate degrees, 16 or 13 percent have already finished their master's degree, while 9 or 7.6 percent were currently enrolled in their master's degree. Most of the respondents have already finished their doctorate degrees.

**Type of School Graduated from.** Moreover, the table also presents that among the one hundred eighteen respondents, 82 or 69.5 percent have finished their bachelor's degree at a state-run college or university, 23 or 19.5 percent went through private higher education institution, 7 or 5.9 percent went under local universities, 4 or 3.4 percent have finished their undergraduate degrees at private sectarian schools, while 2 or 1.7 percent, have finished their bachelor's degree at local college.

**Number of Years as School Head.** In terms of number of years as a school head, 39 or 33.1 percent have been in the service for 6 to 10 years, 35 or 29.7 percent have been school heads for one to 5 years, 22 or 18.6 percent were school heads for 10 to 15 years, while 11 or 9.3 percent 16 to 20 years, and another 11 or 9.3 percent have been in the service for 21 years and above. In general, a high number of the respondents have been school heads for at least 6 to 10 years.

Tables 3 present the extent of managerial competence of school heads as perceived by themselves, along the following indicators, namely: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.



**Table 3 School Heads’ Extent of Managerial Competence along Leading Strategically as Perceived by Themselves n=118**

Indicator	Extent of Managerials						
	VH	H	M	L	VL	WM	DE
<b>Leading Strategically</b>							
As a school head...							
I serve as a role model in the school and the wider school community in embodying the DepEd vision and mission and core values to sustain shared understanding and alignment of school policies, programs, projects and activities.	<b>63</b>	41	14	0	0	<b>4.42</b>	<b>H</b>
I lead and empower school personnel in designing and implementing the needs-based programs in the school that support the development of learners.	<b>59</b>	47	12	0	0	<b>4.40</b>	<b>H</b>
I lead in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement.	<b>54</b>	52	11	1	0	<b>4.35</b>	<b>H</b>
I systematize processes in utilizing learner voice such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement.	48	<b>58</b>	11	1	0	<b>4.30</b>	<b>H</b>
I share with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies.	49	<b>53</b>	15	1	0	<b>4.27</b>	<b>H</b>
I promote a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	41	<b>54</b>	20	2	1	<b>4.12</b>	<b>H</b>
I recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.	35	<b>55</b>	25	3	0	<b>4.03</b>	<b>H</b>
<b>Weighted Mean</b>		<b>4.26</b>				<b>High</b>	

Note: Highest frequencies are in **boldface**; **DE**=Descriptive Equivalent; **WM**= Weighted Mean  
 Legend: 1.00-1.50 (VL- Very Low); 1.51-2.50 (L- Low); 2.51-3.50 (M- Moderate);  
 3.51-4.50 (H- High); 4.51-5.00 (VH- Very High);

It can be noted from the Table 3 that among the indicators for leading strategically, the indicator “I lead and empower school personnel in designing and implementing the needs-based programs in the school that support the development of learners,” was highest at 4.40 mean with a descriptive equivalent of high percent while “I recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review,” was lowest at 4.03 with a descriptive equivalent of high. Generally, this indicator produced a weighted mean of 4.26 with a descriptive equivalent of high.

This means that school heads believe that role modeling is one of the strengths and keys to the success of a leader. The principal as a leader must be a role model for teachers. Also, it implies that school heads as a school leader serves as a guide to make a school better in teaching and learning to serves it mission and vision effectively.

This section presents the difference on the extent of manifestation of managerial competence, along the following indicators, namely: leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections, and on the different domains between the perception of school heads and teachers.

**Table 4 Difference on the Extent of Manifestation of Managerial Competence Between the Perception of School Heads and Teachers**

Managerial Competence Component	Group		Multivariate Test		Univariate Test	
	School Head	Teacher	Wilks Lambda	Sig.	F	Sig.
	Leading strategically	4.27	3.96			21.32**
Managing school operations and resources	4.41	3.94			42.43**	0.000
Focusing on teaching and learning	4.33	3.97	0.877**	0.000	34.68**	0.000
Developing self and others	4.34	3.93			39.16**	0.000
Building connections	4.35	4.02			25.61**	0.000

\*\*Significant at 1% level

Table 4 mirrors the difference on the extent of manifestation of managerial competence between the perception of school heads and teachers using Multivariate Analysis of variance. Result revealed that there is a significant difference in the extent of manifestation of managerial competence between the perception of school heads and teachers based on the associated significance value of Wilks Lambda of 0.877 and significance of 0.00. As indicated on the table, the following managerial competencies have shown significant difference along the perception of school heads and teachers, specifically, leading strategically with an F-value of 21.32 and significance of 0.00, managing school operations and resources with an F-value of 42.43 and significance of 0.00, focusing on teaching and learning with an F-value of 39.15 and significance of 0.00, similar with developing self and others with an F-value of 39.16 and significance of 0.00, same way goes with building connections with an F-value of 25.61 and significance of 0.00.

#### IV. Conclusion and Recommendations

Based on the merits of the findings, the following conclusions are drawn:

The profile variables of respondents are adequate and very impressive that qualify them as a school head.

The five domains have all attained a high-level competence based on Philippine Professional Standards of School Heads (PPSSH) The extent of manifestation of managerial competence between the perception of school heads and teachers is varied across the five indicators of managerial Competence.

The extent of managerial Competence of Public Secondary School Heads greatly influences their profile variables. A three-year development plan is proposed to provide the schools division office of Pangasinan II to enhance the managerial competence of school heads.

Based on the conclusions drawn from the significant findings and conclusions of the study, the following recommendations are offered: All concerned public secondary principals may encourage to attend various trainings/seminars in order to achieve the standards of the PPSSH. Public Secondary School heads may design development plan that must be actualized. Division Office may conduct PPSSH seminar to teachers and school heads to revisit its domains. For future researches, may verify the implementation of the three-year development plan and its impact to managerial competence.

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