# Level Of Competencies in The Implementation of School-Based Management Program Among the Secondary School Administrators of The Municipality of Manukan, Zamboanga Del Norte

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*Abstract* — This descriptive study assessed the competence level of secondary school administrators in implementing the School-Based Management (SBM) program in Manukan, Division of Zamboanga del Norte,. Competence was evaluated based on years of service, designation, and training. Among the 190 teacher respondents, the majority were aged 31-40, predominantly female, and married. Most teachers had taken some graduate units, with only a few holding a master's degree, and none possessing a doctoral degree. Findings revealed deficiencies in administrators' competence in School Planning, Implementation, and Information Management, with limited teacher and stakeholder consultation in developing the School Improvement Plan. The results showed a significant difference in how teachers perceived administrators' competence in SBM implementation, regardless of the administrators' age. The study concluded that school management was largely female-dominated, and teachers were less inclined to pursue advanced degrees. Recommendations included encouraging teachers to achieve higher educational qualifications, enhancing stakeholder involvement in planning, and establishing strong relationships among administrators, teachers, parents, and other stakeholders. It also emphasized setting a standard timeframe for administrator tenure in a station, along with regular monitoring and evaluation to improve administrative effectiveness.

*Keywords — Basic Education, Cluster of Schools, Competency, Early Childhood, Quality Education, SBM, School Heads*

## I.  Introduction

The Philippine government exerts much effort to continuously uplift the standard of the country' educational system. In the year 2000, it aimed at producing "A Globally Competitive Filipinos" which is determined at providing a great lead towards a progressive nation and throughout the global village. At present, the country is at the stream of survival with pride in the highly competitive world (Corpuz, 2001).

A school system is one of the most purposive institutions established by our government. Educational organizations are created and maintained to achieve purposes geared toward the

development of our youth who are believed to be the future leaders of our nation. There are several factors that lead to our present condition where generalizations reveal that the quality of our education has deteriorated. The Philippine educational system, the teachers, the home and family life and even society itself are the influences to the kind of students we are producing in the public schools.

There is a concerted move to raise the standard in the public education system. The aim is laudable. Our schools have both achievements and problems. It is said that the only certainty in life is change, and education is no exemption. If standards have to be raised, there have to be changes in education through the concerted efforts from top to the grassroots in the educational system, changes that would create a Filipino to be competitive. And to be competent, as Barnett (1994) describes is someone whose actions come up to standard.

Competitiveness, in our present technology generation is very in demand. Pendang (1996), stressed in this issue, "we have no choice but to employ competition as our benchmark to step ahead of our competitors."

This is the high call faced by the Philippine educational system. Our school must produce graduates who would effectively contribute to the progress of our nation to survive in the competitive edge. To address this call, we also highly demand competent school administrators and teachers who man our schools as the major ground of change.

It is in this context that this study was focused to find out the level of competencies of secondary administrators in the implementation of this program.

**Statement of the Problem**

The major purpose is to determine the level of competencies of high school administrators in the implementation of SBM. Specifically, it seeks to answer the following questions:

What is the profile of the respondents in the study in terms of the following variables:

A. Administrators' characteristics

    1. A.1 Age

    1. A.2 Gender

    1. A.3 Civil Status

    1. A.4 Educational Qualification

    1. A.5 No. of Years as Classroom Teacher

    1. A.6 No. of Years as School Administrator

1. A.7 Designation/Position

1. A.8 In-Service Trainings

B. Teachers' characteristics

1. B.1 Age

1. B.2 Gender

1. B.3 Civil Status

1. B.4 Educational Qualification

1. B.5 No. of Years as Classroom Teacher

1. B.7 Designation/Position

1. B.8 In-Service Training

2. What is the level of competence of the secondary school administrators     considering the following variables

2.1 Administrative Management

2.2 Instructional Leadership

3. Is there a significant difference on the perceived level of competence of the secondary school administrators when grouped according to:

3.1 Age

3.2 Gender

3.3 Civil Status

3.4 Educational Qualification

3.5 No. of Years as School Administrator

3.6 Designation/Position

3.7 In-Service Trainings

4. What is the level of competence of the secondary school administrators as perceived by the teachers in the implementation of School- Based Management Program considering the following variables?

    4.1 Administrative Management

    4.2 Instructional Leadershiphe

## II. Methodology

This study employed the descriptive survey method specifically on the level of competencies of the high school administrators in relation to their age, gender, civil status, educational qualification, number of years as a school administrator, designation or position and in-service trainings during the school year 2015-2016. This method was deemed fit for the use in studies like this which gathered data and information through the use of questionnaire and analysis and interprétations of the gathered data.

**Research Environment**

This study was conducted in the Municipality of Manukan, Division of Zamboanga Del Norte during the School Year 2015-2016. Manukan is divided into two school districts, Manukan 1 and Manukan 2 District both are within the Division of Zamboanga Del Norte. This study includes the five National High Schools namely: Manukan National High School, Don Jose Aguire National High School, Don Bartolome Aripal National High School, Villa Ramos National High School and Serongan National High School.

**Respondents of the Study**

The respondents of this study were the 5 school heads who were currently heading the five secondary schools in the Municipality of Manukan, Division of Zamboanga Del Norte during the School Year 2015-2016. For the reliability of the results of this research, it was also considered to conduct survey by simple random sampling among the secondary school teachers where the administrators were stationed.

The number of samples among the teacher-respondents was determined by using the Slovene's formula as follows:

$$n=N/N+1e^2$$      where: n= the number of samples

                                      N= the total number of teachers

                                      e= 0.05 (constant)

**Research Instrument**

The research instrument used was the sample school head appraisal checklist found in the SBM Manual of Operations formulated by the TEEP. The researcher applied revision to the said instrument to fit the statements in connection to the present survey. The revisions were made by changing the even numbers 10 down to odd numbers 5 down.

In rating the responses for each of the item that were asked in the survey instrument, a Likert- Type Scale was used with the following verbal descriptions:

| Rating Scale Description | Range of values | Verbal Description |
|---|---|---|
| 5 | 4.20- 5.00 | Outstanding |
| 4 | 3.40- 4.19 | Very satisfactory |
| 3 | 2.60- 3.39 | Satisfactory |
| 2 | 1.80- 2.59 | Unsatisfactory |
| 1 | 1.0 - 1.79 | Poor |

The following had been the basis of rating:

5 (Outstanding) – when the administrator had informed, observed and fully involved the teachers in the performance or implementation of the specified activity

4 (Very Satisfactory) – when the administrator had informed, observed that id did not involve the teachers in the performance and implementation of such specified activity.

3 (Satisfactory) - when the administrator had informed and observed the teachers in the implementation of such specified activity.

2 (Unsatisfactory) – when the administrator had informed but had never observed the teacher in the implementation of such specific activity.

1 (Poor) – when the administrator had never informed, observed nor involved the teachers in the implementation of such specific activity.

Administration of Instruments

A letter of permit to conduct the survey among the school administrators was submitted to the Schools Division Superintendent in the Division of Zamboanga Del Norte. A simple random sampling was conducted among the secondary school teachers where the said school administrators were stationed. The purpose of which was to achieve a reliable, valid and workable result and findings.

**Statistical Treatment**

Frequency distribution, percentages, mean and standard deviation were used in establishing the profile of the respondents.

One-way Analysis of Variance

The One-Way ANOVA was one of the powerful and commonly used statistical tool in analyzing data. This tool was used in analyzing the data gathered in this study.

F- test was likewise used to determine the difference on the respondents' perceptions of the competence of the secondary school administrators considering the variables of age, gender, civil status, education qualification, number of years as school administrator, their designation or position and their in- service trainings.

The T- test was used to determine the difference of the respondents' perceptions of the competence of the Secondary School administrators considering the major indicators on Administrative Management and Instructional Leadership.hered data.

## III. Results and Discussion

This chapter discusses the presentation, analysis and interpretation of the data gathered from the questionnaires distributed to the secondary school administrators as well to the teacher respondents who were under those respective administrators by simple random sampling.

**Table 1.A. Distribution Table Showing the Number of Respondents In Terms of Educational Qualification**

| Educational Qualification | Frequency | Percentage |
|---|---|---|
| Graduate of a Bachelor Program | 0 | 0 |
| With Units in Master" Studies | 3 | 60 |
| Graduate in a Master's Degree | 0 | 0 |
| With Units in Doctorate Studies | 2 | 40 |
| Graduate in Doctorate Degree | 0 | 0 |
| **Total** | **5** | **100.00** |

Table 1.A shows the profile of the administrators in terms of their educational qualification. The table revealed that 3 or 60.0 percent were with units in Master studies, while 2 or 40 percent were with units in graduate studies. It can be gleaned that the administrators felt the importance of upgrading their educational qualification for efficient administration of schools and quality leadership.

**Table 1.B Distribution Table Showing the Number of Respondents in Terms of the Number of Years as School Administrator**

| Number of Years as School Administrator | Frequency | Percentage |
|---|---|---|
| Less than 2 years | 1 | 20.0 |
| 2- 6 years | 1 | 20.0 |
| 7- 11 years | 3 | 60.0 |
| More than 11 years | 0 | 0 |
| **Total** | **5** | **100.00** |

Table 1.B shows the profile of the administrators in terms of the length of years of their administrative experience. Among the five respondents, 1 or 20 percent have served for less than 2 years, 1 or 20 percent have experienced from 2 to 6 years, and the remaining 3 or 60 percent have experienced 7 to 11 years.

This implies that majority of the secondary school administrators in the municipality of Manukan have already relevant experience which may effect productivity and efficiency.

**Table 1.C Distribution Table Showing the Number of Respondents In Terms of Position/Designation**

| Designation/Position | Frequency | Percentage |
|---|---|---|
| Teacher I / TIC | 1 | 20.0 |
| Head Teacher I | 0 | 0 |
| Head Teacher II | 1 | 20 |
| Head Teacher III | 1 | 20 |
| Principal I, II, III | 2 | 40.0 |
| **Total** | **5** | **100.00** |

Table 1.C reveals the profile of the administrators in terms of their position or designation. Out of the 5 respondents, there is 1 or 20 percent Teacher I-TIC, 1 or 20 percent Head Teacher II, 1 or 20 percent Head Teacher III and 2 or 40 percent Principal I, II and III. It can be gleaned that majority among the school administrators are in the high designation or position allowing them to be highly qualified and able for the administrative tasks in running the secondary schools.

**Table 2.0 Distribution Table Showing the Level of Competence of the Secondary School Administrators in the Implementation of School-Based Management Program in the Areas of Administrative Management and Instructional Leadership**

| Area of Concern | Mean | Desc | Standard Deviation |
|---|---|---|---|
| **1.Administrative Management** | | | |
| School Planning and Implementation | 3.89 | VS | .81 |
| Resources Generation and Management | 4.32 | O | .39 |
| Information Management | 4.09 | VS | .49 |
| Professional and Interpersonal Skills and Public Relations | 4.35 | O | .72 |
| Community Partnership | 4.36 | O | .48 |
| **2. Instructional Leadership** | | | |
| 2.1 Supervisory Plan and Strategies | 4.21 | O | .52 |
| 2.2 In Service Training | 4.25 | O | .50 |
| 2.3 Evaluation | 4.25 | O | .39 |

Table 2.0 shows the level of competence of the secondary school administrators in the implementation of school-based management program in the areas of Administrative Management and Instructional Leadership.

Along the Administrative Management, the table reveals that both in School Planning and Implementation and Information Management, the administrators came out to have a "very satisfactory" rating. It means that they observed and implemented the programs and goals that had to be performed. It also means that they transmitted to people involved the system regarding the performance and operation of the school but there were times when less involvement among stakeholders was observed. 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 (Luza-Tabiolo, 2018).

As Dell (1986) has cited, authority is used to describe institutionalized power which should sometimes be shared rather than delegated. In this case, the administrators must have developed the ability and skill to work with, understand and motivate people either as individuals or as groups.

**Table 3.0 Distribution Table Showing the Difference on the Perceived Level of Competence of the Secondary School Administrators in the Implementation of School-Based Management Program as Perceived by the Teachers**

| Areas of Concern | Mean | Description | Sd |
|---|---|---|---|
| **1.Administrative Management** | 3.84 | VS | .69 |
| School Planning and Implementation | 3.55 | VS | .83 |
| 1.2 Resources Generation and Management | 3.99 | VS | .75 |
| 1.3 Information Management | 3.63 | VS | .58 |
| 1.4 Professional and Interpersonal Skills and Public Relations | 4.10 | VS | .63 |
| Community Partnership | 3.93 | VS | .58 |
| **2. Instructional Leadership** | 3.66 | VS | .61 |
| 2.1 Supervisory Plan and Strategies | 3.75 | VS | .59 |
| 2.2 In-Service Training | 3.63 | VS | .62 |
| 2.3 Evaluation | 3.59 | VS | .65 |

Table 3.0 shows the perceived level of competence of the secondary school administrators as perceived by the teachers in the implementation of school-based management. From the said table, it can be said that along the area on Administrative Management, the teachers believed that the administrators' competence is "very satisfactory" with a mean of 3.84. The five (5) sub-areas under Administrative Management were perceived by the teachers also as "very satisfactory". Further, the teachers interviewed stated that they were not sure if the needs of the school and its deficiency were addressed in the crafted School Improvement Plan. The teachers agreed that the crafting of School Improvement Plan is a joint effort and based on the data gathered and organized by the stakeholders. In order to address a knowledge deficit regarding primary and secondary education, the researcher, who was also an accomplished public school educator, implemented a blended methodology in order to examine the level of research engagement among secondary public school educators. This study not only seeks to align the competencies of existing educators with the requirements of Industry 4.0, but also provides guidance to aspiring educators by emphasizing the significance of research in the pursuit of educational excellence (Salendab et al.,2024).

**Findings**

The findings of this study revealed that majority of the secondary administrators were females and most of them were above fifty years old. Most of them were married and only one remained single. Two have finished Masters' Study with units in Doctorate Degree. Three of the administrators remained having a bachelor's degree but with units in masters' study.

Three had more than eleven years' experience as a secondary school administrator, and one administrator in both less than two years in service and in the bracket of 2 to 6 years. Two of them were at the position as Secondary School Principal, one as Teacher I/TIC, one as Head Teacher I and one as Head Teacher II. Three of the secondary school administrators went through trainings seven times and above while two attended training two to six times.

Most teachers in the field were within 31-40 years old. Male was outnumbered by the female which has the count of thirty seven (37) and one hundred fifty three (153) respectively. Of the one hundred ninety (190) teacher respondents, majority or one hundred forty (140) were married and forty five (45) remained single. Most of the teachers had taken units in Master's degree, fifty seven remained holders of a Bachelor's degree, fourteen were full fledged Master's degree, only three took units in graduate studies and no one was a holder of a doctorate degree. Majority of the teachers in the field were Teacher I and most of them had attended trainings only at the division level.

The administrators were failing on the aspect of School Planning and Implementation and on Information Management. It was revealed that in the crafting of the School Improvement Plan, the teachers and other stakeholders were less consulted. The teachers were not sure that needs and deficiencies of the schools were addressed.

## IV. Conclusion

Based on the foregoing findings, the researcher drew the following conclusions:

Majority in the teaching force were dominated by women as well as in the administration of the secondary schools.

Majority of the teachers did not have the pursuit to further in their studies to aim a higher degree of scholastic achievement.

Age of the administrators did not greatly affect their competence in the implementation of the school-based management.

In relation to Administrative Management, the secondary school administrators were found to be deficient with their competence on School Planning and Implementation and on Information

Management. In such areas, the teachers and other stakeholders were not fully consulted in the crafting the School Improvement Plan so that the needs and deficiencies of the school be thoroughly addressed.

There was a significant difference on how the teachers perceived the level of competence of the secondary school administrators in the implementation of School-Based Management.

## V. Recommendations

1. On the basis of the findings and conclusions, the researcher recommended the following: The teachers in the field must pursue in their endeavor and aim a higher degree of educational achievement.

2. The secondary school administrators should seek the full participation of the teachers and other stakeholders in the crafting of the SBM Plan and Annual Improvement Plan so as to secure their   contribution to fully address the needs of the school.The secondary school administrators should secure a well-established working relationship with other stakeholders, namely; the teachers, the students, the parents, the government officials, and even the non-government organizations.

3. There must be a standard to measure the time frame of the movement of the secondary school administrators from one station to another. A certain period of  time would allow the administrator to explore and prove better how an administrator perform in his or her respective station.

4. There must be a regular check up or monitoring for supervision and evaluation in order to obtain a comprehensive feedback on how the administrator perform, hence, measures and plans of actions could be designed to assist them in their administrative and leadership tasks.

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