

Administrative and Leadership Performance of Public Elementary School Principals in the Department of Education

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Abstract: *This study aimed to determine the administrative and elementary performance of the Department of Education elementary school principals in the Division OF Northern Samar. Specially, it determined the profile of these principals in terms of age, sex, and highest educational attainment, length of service, leadership trainings and seminars attended. It also determined the levels of administrative competence of these respondents in terms of managing self, communication, diversity, ethics, teams and change. Assessment was done by the principals themselves, the teachers, the General Parents-Teachers Association President, the supervisors, and the municipal mayor. The levels of leadership performance of the school principals we also determined in terms of their being a democratic, scientific, intellectual, social creative, work oriented, humanistic and transformational leader. This study also determined the significant relationship between the profile of these principals and their levels of administrative competencies as well as their levels of leadership performance. This study was conducted in the Department of Education Division of Northern Samar. The respondents included the supervisor, elementary school principals, teachers, General Parents Teacher Association President and the municipal mayor who represented the local school board. It utilized the descriptive-as correlational method with the questionnaire as the main data gathering. A complete enumeration was used in identifying such as the school supervisors, principals, teachers, General Parents-Teachers Association President and the municipal mayor. While a random sampling technique was used to determine the appropriate number of respondents for teachers and the General PTA President. Frequency counts, percentages, weighted mean and multiple regression analysis were used in the data analyses. The findings revealed that a majority of the respondent were female, on their prime age, master's degree holders, with at least five (5) years' experience in the service as school principals, and had attended at least two (2) leadership trainings and seminar. The finding also showed that a majority of the respondent were "very highly competent" in terms of managing self, communication, diversity, ethics, teams, and change. The finding also revealed that a majority of the respondents indicated "very high performance" in the aspect of leadership performance such as being democratic, scientific, intellectual, social, creative, work oriented, humanistic, and being a transformation leader. The computed data showed that a significant relationship was found between the level of administrative competencies and the profile of the school principals in terms of age, highest, educational attainment, leadership trainings and seminars attended. While in terms of sex and years of experience were found to be not significant. Most of the principals in the late fifties were female, master's degree holders, not so long in the service as principals and had very limited number of leadership trainings attended. As to the level of administrative competence, these principals, were found to be "very highly competent" on how they communicate on diversity, managing ethics, team work and managing change. As to the level of leadership performance, they had a very high performance rating as assessed by their supervisors and teachers including the General Parents-Teachers Associations Presidents and the municipal mayor. They were found to be excellent, democratic, scientific, intellectual, social, creative, work oriented, humanitarian and as well as transformational leaders. Finding revealed a significant relationship between the level of administrative competence and the elementary school principal's age, educational attainment, leadership training and seminars attended; while sex and length of experience as school principal were not significantly related. These findings imply that principal's higher educational attainment and more trainings and seminar attended greatly influenced their administrative competencies. Principals who attained the highest educational attainment with more training's and seminars could regularly apply knowledge and skills to improve their administrative and leadership performance.*

Keywords: Administrative, Leadership, Leadership performance, Principal, School Heads

1. Introduction

The school is a major institution of society. It exists to provide education and other services. The principal serves as an educational leader responsible for managing policies, regulations and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school.

Achieving academic excellence requires that school principal work collaboratively to direct and nurture all members of the school staff and communicate effectively with parents. Inherent in the position are the responsibilities, personnel management, emergency procedure, and facility operations.

One of the major functions of the principal is to establish and promote high standards and expectations for all students and staff for academic performance and responsibility and behavior. Manage, evaluate and supervise effective clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline system to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies, and civil regulations.

The principal supervises the instructional programs of the school, evaluates lesson plans and observes classes on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

As an institution, the school system fulfills its function through competent and effective management which demands school managers to be equipped with managerial skills in order to translate management theories and principles into more productive results. It also requires cooperation among its member as a whole.

However, problems arise in an organization. It behooves the principal to keep abreast of any unexpected development that could adversely affect the success of the organization. Problems could vary in different situations or circumstances that explain why principals must learn to manage things as well as to manage situations.

In the context of all the foregoing insights, a study on administrative competencies and leadership performances of public elementary school managers is indeed an interesting and highly fulfilling area of work. This is especially so on the part of the researcher who dared to explore some new parameters of school management competencies and leadership performance, in the context of certain specific dimensions and eventually to come up with enlightened theories and concepts to improve the craft of education, hence, this study.

2. Objectives of the Study

This study aimed to determine the profile of the public elementary school principals in terms of; age, sex, highest educational attainment, length of service as school principals and number of trainings attended as principals.

Find out the level of administrative competencies of public elementary school principals as perceived by themselves and their subordinates with respect to managing; self, communication, diversity, ethics, teams and change.

Determine the level of leadership performance of the public elementary school principals as perceived by themselves and their subordinates along the following aspects of leadership; democratic, scientific, intellectual, social, creative, work-oriented, humanistic and transformational.

Assess if there was a significant relationship between

the school principals administrative competencies and leadership performance and their profile. Find out if there was significant relationship between the school principals administrative competences and leadership performance and their profile variables namely; age, sex, highest educational attainment and number of years as school principals and evaluate the relationship between the administrative competence and leadership performance of school principals.

3. Methodology

This study was conducted in the Division of Northern Samar.

This study covered 24 central schools in Northern Samar, having 24 principals, supervisors, Mayors, General Parents-Teacher Association President and 168 teachers in the Division of Northern Samar.

The Respondents

The respondents of this study were 24 school principals in the central schools in the Division of Northern Samar. The principals were asked to accomplish the questionnaires on administrative competencies and leadership performance.

The Variables

The independent variables are; *Age*. This refers to the age of school principals measured through a checklist, *Sex*. This variable refers to the gender of the principals and was measured through a checklist.

Research Design

This study used the descriptive normative and correlational survey research method. This is descriptive because it looked into the problems that affected the performance of principals with could possibly influences the teachers performance.

Research Instrument

The research instrument which was used to answer specific problems and to test the hypotheses postulated in this study were collected through the use of survey questionnaire.

Scoring and Interpretation

To determine the level of administrative competencies and leadership performances, the weighted mean was used.

Population and Sampling

This study involved the central principals, supervisors, teachers, mayors, and the General PTA president from public elementary schools in the Division of Northern Samar.

The supervisors, principals, General Parent-Teachers Association Presidents were identified through complete enumeration from the list secured at the division office. The teacher-respondents were drawn through random sampling using the Sloven's formula to assure higher reliability in appraising the result which was derived from this study. The profile of the elementary school principals were analyzed using frequency counts and percentages with the following formula;

The weighted mean was used to analyze the level of administrative competencies and leadership performance, time;

To determine the relationship between the school principals' administrative competence and leadership performance to their profile in terms of age, sex, highest educational attainment and number of years as school principal, multiple regression analysis was used, hence.

4. Conclusion and Implications

Profile of the School Principals

Age: Table 1 present the age of school principals. Of the school principals involved in the study, ten or 41.7 percent had ages ranging from 56-60; seven or 29 percent had 47-50 age range; five or 20.8 percent had 40-45 age range; and two or 8.3 percent belonged to the 51-55 age range. This means that majority of the school principal respondents were at their vital age.

Table 1: Frequency Distribution of the Profile of the School Principals in Terms of Age

Profile	F	%
56-60	10	41.7
51-55	2	8.3
46-50	7	29.2
40-45	5	20.8
Total	24	100

Sex

The principal sex is shown in Table 2. The data show that 14 or 58.3 percent were female while only ten or 41.7 percent were male. This indicates that a majority of the principals were female.

Table 2: Frequency Distribution of the Profile of the School Principals in Terms of Sex

Profile	F	%
Male	10	41.7
Female	14	58.3
Total	24	100

Educational Attainment

Table 3 show that 14 or 58.3 percent had master's degrees; four (4) or 16.7 percent had master's degree with doctoral units; three or 12.5 percent had master's units only. Generally, the majorities of the school principals have master's degrees and are pursuing doctoral education.

Table 3: Frequency Distribution of the Profile of the School Principals in Terms of Highest Education Attainment

Profile	F	%
Ph.D/Ed.D	3	2.5
M.a. w/ Doctoral Units	4	16.7
M.A	14	58.3
M.A. Units	3	12.5
Total	24	100

Length of Service

As shown in table 4, 11 or 45.8 percent had 1-5 length of service; seven or 29.2 percent had 11-15; and six or 25 percent had 6-10 years of service as school principals. The majority of the principals had at least five years in service as principal.

Table 4: Frequency Distribution of the Profile of the School Principals in Terms of length of Service

Profile	F	%
11-15	7	29.2
6-10	6	25
1-5	11	45.8
Total	24	100

Seminar/Leadership Trainings Attended

Table 5 presents the seminar/leadership training attended by the principals.

Of the 24 principal-respondent, 18 or 75 percent of them had only 1 to 2 leadership trainings and seminars attended; while six or 25 percent had three to four.

Table 5: Frequency Distribution of the Profile of the School Principals in Terms of Relevant Leadership Seminars/ Trainings Attended

Profile	F	%
11-15	7	29.2
6-10	6	25
1-5	11	45.8
Total	24	100

5. Findings

Most of the principals are in their late fifties, female master's degree holder, not so long in the service as such with very limited number of leadership trainings attended.

As to the level of administrative competencies of the public elementary school principals, they are "very highly competent" as assessed by themselves, their teachers, the Parents, Teachers Association president, their supervisor, and their respective municipal mayors. The administrative competencies on how to communicate, in diversity, managing ethics, team work and managing changes are evident.

With regard to the level of leadership performance of the respondents, they have very high performance rating as assessed by their respective teachers and supervisors including the president of the General Parents Teachers Association and the municipal mayors. They have a very high performance as democratic, scientific, intellectual social, creative, work-oriented, humanistic and transformational leaders. These findings confirm with Balabas' on the leadership practices and skills of school administrators on five tertiary institutions in Surigao City.

Age, educational attainment, leadership trainings and seminars attended were found to be significant, while sex and length of service as a school principal were not. This implies that the elementary school principals with higher educational qualifications and have attended more trainings and seminars influenced administrative competencies and leadership performance.

Educational attainment and relevant trainings and seminars attended were found to be significant. It implies that the better leadership performance depends on the educational attainment and leadership training and seminars attended. The higher the principal's educational attainment, the better his/her leadership performance becomes.

Based on this study's conclusions, the following recommendations are advanced: The Department of Education should encourage and provide trainings and scholarship programs to elementary school principals and encourage them to pursue higher educational attainment as they influence higher level of leadership performance; It should conduct regular leadership trainings and seminars in order for the elementary school principals to achieve better performance; It is also recommended that in the

selection of principals, educational qualification, a leadership seminars and trainings attended should be given more weight for they affect their level of administrative competence; It is suggested that the MAED and Ph.D. Educational Management courses should include twelve (12) units of management subjects as preparation for principalship; Annual training plan for principals should be considered by the DepEd for they influence the level of administrative competence; It is highly suggested that Elementary School principals should be sent to UEP Graduate School to upgrade their capability in the management of the school; The principal should maintain and sustain high performance in managing school; That the Congress will provide incentive for principals in terms of their salary increase; It is further recommended that the principals with high performance be sent for scholarship as an incentive for a job well done; A similar study should be conducted comprising private schools and variables other than those treated in this study.

Summary Result on the Relationship between the Level of Administrative Competencies and Profile of the School Principals in Terms, Length of Experience and Leadership Trainings and Seminars

Profile	F Ratio	Significant F	Coefficient of Determination	Interpretation
Age X ₁	0.564	0.46	2.49%	Significant
Sex X ₂	0.092	0.763	0.42%	Not Significant
Educational Attainment X ₃	0.848	0.366	3.71%	Significant
Length of Service as School Principal X ₄	0.215	0.647	0.97%	Not Significant
Leadership Trainings And Seminars Attended X ₅	20.52	0.0011	48.26%	Significant

Summary Result on the Relations between the Level of Leadership Performance and Profile of the School Principals in Terms of Age, Sex, Highest Educational Attainment, Length of School Principals in Terms, Length of Service, and Seminars and Trainings Attended

Profile	F Ratio	Significant F	Coefficient of Determination	Interpretation
Age X ₁	0.153	0.698	0.06%	Not Significant
Sex X ₂	0.21	0.65	0.94%	Not Significant
Educational Attainment X ₃	2.153	0.156	8.91%	Significant
Length of Service as School Principal X ₄	0.025	0.873	0.11%	Not Significant
Leadership Trainings And Seminars Attended X ₅	0.682	0.417	3.00%	Significant

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