

# Administrative Competence of Public Elementary School Principals in the Department of Education Division of Northern Samar

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**Abstract:** *This study generally investigated the administrative competence of public elementary school principals in the Department of Education in the Division of Northern Samar. Specifically, it determined the profile of the respondent; in terms of age, sex, highest educational attainment, length of service, leadership trainings and seminars attended. It tried to find out the levels of administrative competence of the respondents in terms of self-management, communication, diversity, professional ethics, teamwork and work change. The study was conducted in the Department of Education, Division of Northern Samar during the school year 2015-2016. This was participated by a total of 138 principals. In order to ensure impartiality in the results; the General Parents-Teachers Association Presidents, teachers, members of the local school board were asked to evaluate the performance of the principals. It utilized the descriptive-correlational method using standardized questionnaire. As principal instrument with secondary data to back-up significant difference was found between the educational attainment and the performance of the principal. Further, leadership trainings, length of service and seminars attended were found significant in the respondents' performance. As to the administrative competence, the combined responses of the teachers, PTA presidents, and the members of the Local School Board and the self-assessment of the principals. It revealed that majority of the principals were "highly competent". About 27% were "moderately competent" while around 23% were "fairly competent". Most of the respondents, manifested high level of self-management, work as a team, showed high professional ethics, respect diverse opinions, communication skills and were willing to accept challenges. The findings showed that majority of the principals are highly competent, however, the significant correlation implied that leadership trainings, seminars, educational attainment and work experience greatly influence administration competencies.*

**Keywords:** Administrative competence, supervisory skills, administrative styles

## 1. Introduction

The school is one 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 procedure to ensure that all students are supervised in a safe learning environment that meets the approved curricular offerings and mission of the school.

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 members as a whole.

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 for behavior. Manage, evaluates and supervises 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 systems 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.

Many problems confronts school administrators such as absenteeism, tardiness, negative attitude towards teachers, poor physical environment of the school, and unsatisfactory performance of the pupils or even teachers [[www.starteacher.ph.com](http://www.starteacher.ph.com)]. These lead to unsatisfactory performance of the teacher as well as pupils in attaining educational goals.

Why some principals fail on the job, is probably because of their poor personal relations with workers or with management people; individual instability; lack of understanding of the management point of view; lack of skill planning and organizing work; and inability to adjust to new and changing conditions. Sometimes principals are dogmatic in their ways and attitudes.

Society would always desire for a breed of competent school manager who can provide educational leadership with vision, integrity, conviction, fortitude, honesty, and dedication to service; and who can be looked up to as "gods" who can do great things in providing excellence and quality. In other words, there are expectations of what school managers should be and what they could do as leaders.

In the context of the all the foregoing insights, a study on administrative competence and performance of public elementary school managers is indeed an interesting and highly fulfilling area of work. This is especially on the part of the researcher who dared to explore some new parameters of school management competencies and leadership performance, in the context of specific

dimensions and eventually to come up with enlightened theories and concepts to improve the craft of education.

## 2. Objectives of the Study

This study aimed to:

1. Determine the profile of the public elementary school principals in terms of:
  - 1.1 Age;
  - 1.2 Sex;
  - 1.3 Highest educational attainment;
  - 1.4 Length of service as school principal; and
  - 1.5 Number of trainings attended as principals.
2. Find out the level of administrative competencies of public elementary school principals as perceived by themselves and their subordinates with respect to managing:
  - 2.1 Self;
  - 2.2 Communication;
  - 2.3 Diversity;
  - 2.4 Ethics;
  - 2.5 Teams; and
  - 2.6 Change.

## 3. Methodology

This study was conducted in the Division of Northern Samar, particularly the Central Area. It covered 24 central schools, with 24 principals. The principals were asked to accomplish the questionnaires on administrative competencies.

To validate the responses of the principals, the mayors, General PTA Presidents and five teachers in each school were included as respondents. They were asked to accomplish questionnaires.

For the profile of the principals, checklist was used. For the administrative competence, measures Tabilen's questionnaires was used.

The weighted mean was used in analyzing the level of administrative competencies multiple regression analysis was utilized.

In general, the descriptive normative and correlational survey method was employed. To ensure higher reliability, it made use of Sloven's formula for teachers' respondents with complete enumeration as regards to the principal, mayors, General PTA Presidents and the representative of the local school board.

## 4. Conclusion and Implications

### Profile of the School Principals

**Table 1.1:** 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
<b>Total</b>	<b>24</b>	<b>100.0</b>

Table 1 presents the age of school principals. Of the 24 school principals involved in this 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. It can be inferred that the older the principals are, the better they are expected to perform than the younger ones.

**Table 1.2:** Frequency Distribution of the Profile of the School Principals in Terms of Sex

Profile	f	%
Male	10	41.7
Female	14	58.3
<b>Total</b>	<b>24</b>	<b>100.0</b>

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 1.3:** Frequency Distribution of the Profile of the School Principals in Terms of Educational Attainment

Profile	f	%
Ph.D/Ed.D	3	12.5
M.A. w/ Doctoral Units	4	16.7
M.A.	14	58.3
M.A. Units	3	12.5
<b>Total</b>	<b>24</b>	<b>100.0</b>

Table 1.3 shows 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 doctoral degrees; and three or 12.5 percent had master's units only. Generally, the majority of the school principals have master's degrees and are pursuing doctoral education. It can be gleaned that educational qualification is a major criterion in administrative position.

**Table 1.4:** 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	25.0
1-5	11	45.8
<b>Total</b>	<b>24</b>	<b>100.0</b>

As shown in Table 1.4, 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. The findings revealed that there were

principals who were new in the positions.

**Table 1.5:** Frequency Distribution of the Profile of the School Principals in Terms of Relevant Leadership Seminars/Trainings Attended

Profile	f	%
3-4	6	25.0
1-2	18	75.0
<b>Total</b>	<b>24</b>	<b>100.0</b>

Table 1.5 presents relevant seminars/leadership training attended by the principals. Of the 24 principal – respondents, 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. It can be inferred that principals were so busy with their administrative function that at this time they could not attend trainings

**Table 2:** Frequency Distribution on the Level of Administrative Competencies of Public Elementary School Principals as Perceived by Themselves, Teachers, GPTA, School Supervisor and Mayors in Terms of Managing Self, Communication, Diversity, Ethics, Teams And Change

I. MANAGING SELF	Principal	School Supervisor	Teacher	GPTA	Mayor	Average Mean	Interpretation
1. Looks at every opportunity as an exciting and new life experience.	4.5	4.5	4.34	4.38	4.71	4.48	Very highly competent
2. Frequently ask "Who I am doing right now moves me towards my guide?"	4.47	4.45	4.41	4.29	4.33	4.47	Very highly competent
3. Gets into the habit of finishing what I started.	4.54	4.52	4.39	4.21	4.42	4.41	Very highly competent
4. Accepts responsibility rather than look for my scapegoat job successes and failures.	4.54	4.4	4.49	4.42	4.43	4.53	Very highly competent
5. Occasionally, does a self-assessment and failures.	4.33	4.33	4.32	4.54	4.54	4.41	Very highly competent
6. Being open and is ready to make adjustments as things change.	4.54	4.5	4.34	4.44	4.44	4.46	Very highly competent
7. Services to be better today than yesterday and much better than today.	4.58	4.54	4.54	4.58	4.47	4.57	Very highly competent
<b>GRAND MEAN</b>						4.44	Very highly competent

The combined responses of the respondents showed that a majority of the respondents indicated “very highly competent” with a grand mean of 4.46. It can be inferred that school principals have a positive outlook in their job. They are able to handle their job well without compromising their own personal lives.

II. MANAGING COMMUNICATION	Principal	School Supervisor	Teacher	GPTA	Mayor	Average Mean	Interpretation
1. Applies principles to be proactive when receiving and transmitting communication.	4.38	4.3	4.4	4.46	4.54	4.49	Very highly competent
2. Provide constructive feedback to others.	4.47	4.3	4.32	4.38	4.42	4.35	Very highly competent
3. Convey accurate and correct information, ideas, and emotions to others.	4.47	4.46	4.36	4.29	4.42	4.4	Very highly competent
4. Use variety of computer based information resources.	3.47	4	4	4.38	4.38	3.76	Very highly competent
5. Engage in active listening.	4.46	4.32	4.3	4.34	4.46	4.45	Very highly competent
6. Use and interpret verbal and non-verbal communication.	4.42	4.47	4.36	4.46	4.32	4.4	Very highly competent
7. Takes time to apply his/her skills, knowledge and background of staff.	4.29	4.3	4.3	4.38	4.17	4.32	Very highly competent
<b>GRAND MEAN</b>						4.38	Very highly competent

In terms of managing communication by the respondents, their combined responses indicated that they were “very highly competent” with a grand mean of 4.38. This implies that the schools have environment that promote open communication to all personnel for them to convey their ideas, information and are able to share their skills.

III. MANAGING DIVERSITY	Principal	School Supervisor	Teacher	GPTA	Mayor	Average Mean	Interpretation
1. Foster an environment of inclusion, fully tap the potential of all individuals, without discriminating on basis or groups of person.	4.34	4.42	4.26	4.42	4.25	4.44	Very highly competent
2. Appreciate individual differences.	4.34	4.25	4.24	4.25	4.25	4.32	Very highly competent
3. Works with others because of their talents and contribution.	4.42	4.3	4.42	4.25	4.46	4.41	Very highly competent
4. Provide leadership in addressing diversity.	4.34	4.25	4.25	4.21	4.25	4.49	Very highly competent
5. Appreciate the uniqueness of each individual and bring people work regardless of interest and background.	4.34	4.3	4.41	4.29	4.29	4.4	Very highly competent
6. Takes time to apply his/her skills, knowledge and background.	4.46	4.45	4.22	4.25	4.29	4.37	Very highly competent
7. Applies leadership in addressing diversity.	4.38	4.45	4.22	4.22	4.21	4.31	Very highly competent
<b>GRAND MEAN</b>						4.39	Very highly competent

The findings revealed that the respondents rated the school principals “very highly competent” with a grand mean of 4.39. It can be gleaned that the school principals are able to use the potential skills and individual differences of their subordinates to promote school objectives.

II. MANAGING ETHICS	Principal	School Supervisor	Teacher	GPTA	Mayor	Average Mean	Interpretation
1. Assess importance of ethical values.	4.3	4.4	4.32	4.42	4.42	4.41	Very highly competent
2. Discuss and implement ethical laws, regulations, rules with subordinates.	4.38	4.4	4.33	4.42	4.42	4.40	Very highly competent
3. Apply ethical laws, regulations and rules in making decisions and taking others.	4.34	4.3	4.4	4.33	4.3	4.31	Very highly competent
4. Demonstrate dignity respect for all and others.	4.34	4.37	4.33	4.43	4.3	4.31	Very highly competent
5. Address ethical issues and problems in the work place.	4.3	4.38	4.33	4.3	4.38	4.31	Very highly competent
6. Demonstrate honest and open communication.	4.34	4.43	4.33	4.31	4.33	4.37	Very highly competent
7. Incorporate values and principles that distinguish right and wrong in making decisions and choosing alternatives.	4.34	4.3	4.37	4.3	4.3	4.40	Very highly competent
<b>GRAND MEAN</b>						4.44	Very highly competent

The finding showed that the school principals were “very highly competent” in terms of assessing importance of ethical values with a grand mean of 4.46. Generally, these findings meant that principals have high regard in work ethics, dignity of their subordinates and other moral issues concerning the school.

The findings showed that the respondents rated the school principal “very highly competent” with a grand mean of 4.39. This implies that the school principals are able to tap the skills and potentials of their subordinates in the attainment of the school goals and objectives.

The data revealed that the respondents rated their school principals as “very highly competent” with a grand mean of 4.39. This means that the school principals are able to manage and facilitate changes in the school in pursuit of better work environment for his/her subordinates.

Table 2 presents the frequency distribution of the principals’ level of administrative competencies in terms of managing self, communication, diversity, ethics, teams, and change as perceived by themselves, the teachers, the GPTCA, the school supervisors, and the mayor.

The findings showed that the majority of the principal - respondents indicated that they were “very highly competent” in their administrative performance in terms of managing self, communication, diversity, ethics, teams and change.

**Table 3:** Summary Result on the Relationship between the Level of Administrative Competence and Profile of the School Principals in Terms of Age, Sex, Educational Attainment, Length of Experience, and Leadership Trainings and Seminars

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

Table 3 presents the summary result of the test of relationship between the level of administrative competencies and the profile of the school principals in terms of age, sex, highest educational attainment, length of experience as principals and leadership trainings and seminars attended. To test the relationship of the variable involved, the multiple regression analysis was used.

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, educational attainment, leadership trainings were found to be significant.

**5. Conclusion**

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.

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 municipal mayors.

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

Educational attainment and relevant trainings and seminars attended were found to be significant. It implies that 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 performance becomes.

[10] [www.Starteacher.com.ph](http://www.Starteacher.com.ph)

## 6. Recommendation

Based on this study's conclusions, the following recommendations are advanced: 1] 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; 2] It should conduct regular leadership trainings and seminars in order for the elementary school principals to achieve better performance; 3] It is 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; 4] Annual training plan for principals should be considered by the DepEd for they influence the level of administrative competence; 5] It is highly suggested that elementary school principals should be sent to UEP Graduate School to upgrade their capability in the management of school; 6] Should maintain their very high performance in managing school; and 7] A similar study should be conducted comprising private schools and variables other than those treated in this study.

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