

Competency Level of Secondary School Administrators and Their Administrative Performance: Basis for a Training Program in School Management

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Abstract

This study sought to identify the competency level of secondary School Administrators and their administrative performance which a basis for a training program in school management. There were 10 districts included in this study under the Division of Bayawan City. The total number of respondents consisted of 26 school administrators and 260 teachers. The study was a combination of descriptive and correlational research. The statistical tools used were percentage, mean μ , weighted mean μ and Pearson Product-Moment Correlation Coefficient. The study revealed that majority of the school heads' performance evaluation coming from their Key Result areas (KRA) were very satisfactory. The study also found out that there is a significant relationship between the school administrators' competency level (in all areas) and their performance based on RPMS. The data also reflect that all the values of r are classified to be in the moderate category.

Keywords: *competency level, performance based, technical assistance*

I. INTRODUCTION

The role of the principal is rapidly changing from simply encouraging teachers' efforts to leading teachers to produce tangible results. Presently, various research supports the notion that leadership is contributory for improving student achievement. According to the contents under the School Heads Development Program (SHDP) the principal's main responsibility will be "instructional leadership that focuses on strengthening teaching and learning". The contributors for the SHDP concluded that effective principals have the capacity to enhance students' capacity to learn by understanding the technical aspect of education and knowing how and when to widen their perspective about leading (Marzano, & McNulty, 2009). In addition, Fullan, 2016 predicts that leadership will be to this decade what standards-based reform was to the last.

Historically, effective principals have only needed to possess sound managerial and political skills. However, 21st century expectations of schools are now requiring different types of leadership skills from principals. This stems from the fact that in addition to instructional and programming pressures, today's principals are also facing challenges that include budgetary reductions, school safety, contract administration, supervision, data management and marketing. Thus, in addition to effective instructional leadership skills, a principal's effectiveness during this new educational era will also require complex knowledge and skills related to organizational culture and management (The Daily Inquirer, 2010).

According to Elmore this requires not just innovative practices, but a different mindset (cited in Lashway, 2008). In summary, principals are leading schools with higher academic standards and increased accountability measures from those of the past or even the last decade. Based on the external pressure created by NCLB today's principals will clearly require extra ordinary potentials and skills. The fact that current research reports principal leadership a contributory to students' grasp of learning clearly indicates principals

embrace their functions as an administrator. In addition, principals must be skillful to fulfill each of their roles as instructional leaders by effectively utilizing researched based practices. However, considering the constraints, barriers, and realities principals face, their overall effectiveness, as judged by NCLB, will likely depend on their ability to select and implement the leadership practices that will enhance the students' capacity to learn and improved.

This study is hereby conducted to fill in the gaps in which most of the studies conducted were more on school heads knowledge, attitude, and skills pertaining to management without considering their competencies in dealing with school improvement. From the above-mentioned statements, an avenue and opportunity for the researcher to take chance to examine the Competency Level of Secondary School Administrators and Their Administrative Performance: Basis for a Training Program in School Management. Thus, the result will address the gaps being mentioned.

II. METHODOLOGY

Research Design

This study employed the descriptive method of research in unfolding the problems specified in this study utilizing the researcher - made questionnaire as the tool used to gather the data needed. Data are sorted, tabulated, statistically treated and analyzed in order to come up with findings, conclusions and recommendations.

Research Respondents

The respondents of this study were the school administrators and their teachers from 26 secondary schools in the whole division of Bayawan City. Every Administrator will be rated by 10 randomly selected teachers.

District Number	No. of School Administrator	Respondents
1	2	20
2	3	30
3	2	20
4	3	30
5	4	40
6	3	30
7	3	30
8	2	20
9	2	20
10	2	20
Total	26	260

Research Instruments

This study utilized the researcher – made questionnaire. The variables and sub variables were carefully selected and were submitted to the adviser and three experts in the field for validation purposes. Copies of the tool were distributed to the identified respondents after getting the necessary permit from the division and district heads. The researcher will request permit from the division superintendent and district supervisors of Bayawan City to distribute copies of the research tool to the identified respondents. After getting the approval

from them, the researcher will personally distribute copies of the instrument to the identified respondents to ensure reliability of answers. Maximum of one week was allotted to retrieve copies of the instrument from the respondents. Tabulation, computation, analysis, and interpretation of data followed which served as bases in drawing conclusions and recommendations of the study.

Research Procedure

After the design hearing, the researcher will integrate all the corrections and suggestions of the panel members. A letter of request to conduct the study will be sent to the Schools Division Superintendent of the Bayawan City. The signed and approved request will be presented to the Public Schools District Supervisors and Principals. During the distribution, the researcher will explain to the teachers the purpose and importance of the research. The retrieval of the questionnaires will be done right after the students have answered the questions. The results will then be tallied using MS Excel and Megastat software, will be analyzed and interpreted.

III. RESULTS AND DISCUSSION

This section presents the gathered data in tabular form. The table are systematically arranged to suit the sequence of the problem. The data pertain the Competency Level of Secondary School Administrators and Their Administrative Performance: Basis for a Training Program in School Management.

The data relevant to the given problem are presented, analyzed, and interpreted to achieve the main purpose of the study.

Table 1. Performance of the School Administrators based on RPMS

Year	Mean Rating	Verbal Description
2014 – 2015	4.45	Very Satisfactory
2015 – 2016	4.40	Very Satisfactory
2016 – 2017	4.43	Very Satisfactory
Mean	4.43	Very Satisfactory
Legend:	Scale	Verbal Description
	4.50 – 5.00	Outstanding
	3.50 – 4.49	Very Satisfactory
	2.50 – 3.49	Satisfactory
	1.50 – 2.49	Unsatisfactory
	0.00 – 1.49	Poor

Table 1 shows the data on the performance of the school administrators based on the Review Performance Management System (RPMS). School administrators’ performance is very satisfactory for the past three consecutive years. It is manifested by mean rating of 4.45, 4.40, and 4.43 from year 2014 to 2017 respectively. Though a very good indicator that they are really doing great but much has to be done to make it on the “outstanding” level. The higher the level of performance rating by the school administrators the higher expectation of the schools’ success. It could be in academic and other extra-curricular activities, the school administrators’ performance matter. This is supported by the study of Alar (2016) entitled “Knowledge, Skills and Attitudes of School Administrators on School Management” wherein he disclosed that whatever the schools’ image reflects on the administrators’ performance. So the lower performance of the school heads will show also lower impact to the school.

Table 2. Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Instructional Leadership

My principal...	w \bar{x}	Verbal Description	Competency Level
lets everyone follows standard rule	4.47	Always	Very High
Accounts for learning outcomes of schools and centers viz-a-viz goals and targets	4.45	Always	Very High
Performs instructional supervision to achieve learning outcomes	4.45	Always	Very High
Explains the level of performance that is expected	4.44	Always	Very High
Gives clearer explanation what is expected to us	4.42	Always	Very High
Composite	4.45	Always	Very High

Legend: Scale	Verbal Description	Competency Level
4.21 – 5.00	Always	Very High
3.41 – 4.20	Oftentimes	High
2.61 – 3.40	sometimes	Moderate
1.81 – 2.60	Rarely	Low
1.00 – 1.80	Never	Very Low

Table 2 represents the Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Instructional Leadership. All the items under this indicator were rated “very high” as manifested by the school heads as “always”. This is a very good result since it is on the peak of their responses where teachers have the confidence felt by their school head in terms of instructional leadership. From letting everyone follow standard rule, accounts for learning outcomes of schools and centers viz-a-viz goals and targets, performs instructional supervision to achieve learning outcomes, explains the level of performance that is expected and gives clearer explanation what is expected to them with weighted mean of 4.47, 4.45, 4.45 and 4.42 respectively. In general, it has a weighted mean of 4.45 with verbal description of “very high”. In achieving the goal for quality education and for nurturing every learner in school wherein they are equipped with academic, instructional leadership of the school head is very important. In the article written by (Zoe Jacob, 2015) from the book “Administrators at all Times” where he emphasized that a skill of the school head in leading a certain organization matters a lot. It serves as basis for making classes holistic and at the same time instructional technical assistance will be evident in the school.

Table 3. Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Learning Environment

My principal...	w \bar{x}	Verbal Description	Competency Level
Provides safe and child friendly learning and school environment for students/learners	4.55	Always	Very High
Adheres to Child-Friendly environment standards and Programs	4.52	Always	Very High
Institutionalizes child protection mechanisms and processes (per Deped Order 40, s. 2012)	4.43	Always	Very High
Provides ICT facilities /workshop rooms as learning support systems	4.20	Oftentimes	High
Has clear Disaster Risk Reduction Management mobilization plans	4.10	Oftentimes	High
Composite	4.36	Always	Very High

Table 3 shows the table on Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Learning Environment. Items number 1, 2, and 3 were rated “very high” manifested “always by their principal. From providing safe and child friendly learning and school environment for student, adhering to child-friendly environment standards and programs and institutionalizing child protection mechanisms and processes with weighted mean of 4.55, 4.52 and 4.43 respectively. Among all items, only number 4 and 5 pertaining to providing ICT rooms and having a DRRM mobilization plan got only 4.20 and 4.10 respectively. This was rated “high” manifested oftentimes by the school head. Though it is rated high, but still much has to be done with items number 4 and 5 to become very high as manifested by school heads as always. These items play a very important role in the success of the teaching learning process. According to Dr. Erlinda N. Calumpang, CID chief of the Division of Negros Oriental during her session about RPMS-PPST, she made mentioned about quality education and its determinants in achieving those things. For her, becoming a good school head in terms of instructional side, one must consider every aspect of the school’s needs. They must be aligned in the current status of the 21st century where teachers are already computer savvy. At the same time, focusing on the child’s welfare must also the first priority of the school heads under his jurisdiction. From academics down to the extra-curricular activities and of course safety in terms of calamities are only a few out of the many to mention responsibilities. Therefore, a school head must have a DRRM mobilization plan to ensure everybody’s welfare.

Table 4. Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Human Resource Management and Development

My principal...	w \bar{x}	Verbal Description	Competency Level
Maximizes teachers’ positive influence on learning outcomes	4.44	Always	Very High
Creates a school-based professional learning community	4.43	Always	Very High
Provides technical assistance to teachers pertaining to enhancement of classroom management	4.43	Always	Very High
Performs her duty reflecting from the Review Performance Management System (RPMS) processes	4.30	Always	Very High
Presents teacher portfolio containing observation reports for group and individual feedback	4.20	Oftentimes	High
Composite	4.34	Always	Very High

Legend:	Scale	Verbal Description	Competency Level
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Oftentimes	High
	2.61 – 3.40	sometimes	Moderate
	1.81 – 2.60	Rarely	Low
	1.00 – 1.80	Never	Very Low

Table 4 represents the data on the Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Human Resource Management and Development. All items were rated “very high” manifested as always except for item number 5 which is “high” manifested oftentimes. An overall rating of “very high” or always under this indicator. A very good data to look into since school heads were knowledgeable enough when it comes to maximizing teachers influence on learning outcomes which was the

basic components into learning. Furthermore, the result connotes a high quality standard for school heads in the areas of providing technical assistance to teachers. These enable teachers to rate them very high. But what is more important as can be gleaned in this table was on being knowledgeable and expert enough of the school heads pertaining to the RPMS tool. This is one of the most important components they should possess and be aware of since all the functions and duties were enumerated. Thus, if school heads can directly provide appropriate information out from the tool, definitely the teachers see something better from their teaching career. This is supported by the study of Buenaventura, 2016 entitled “Extent of Performance of Elementary School Heads and Schools Learning Development” where he concluded that good relationship of school heads to their subordinates will connect strong commitment to learning new things together for better progress.

Table 5. Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Parents’ Involvement and Community Partnership

My principal...	w \bar{x}	Verbal Description	Competency Level
Establishes school and family and community partnership for school performance	4.51	Always	Very High
Increases parents’ participation in school-related activities	4.43	Always	Very High
Strengthens school-community partnership by supporting community activities	4.37	Always	Very High
Organizes programs with stakeholders, esp. parents for academic and other purposes (esp. Strategic planning)	4.26	Always	Very High
Obtains resources for the school through stakeholders partnership	4.22	Always	Very High
Composite	4.36	Always	Very High

level of significance = 0.05

Legend:	Scale	Verbal Description	Competency Level
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Oftentimes	High
	2.61 – 3.40	sometimes	Moderate
	1.81 – 2.60	Rarely	Low
	1.00 – 1.80	Never	Very Low

Table 5 shows the data on the Competency Level of the School Administrators as Perceived by Their Teachers in Terms of Parents’ Involvement and Community Partnership. All items in this indicator were rated “very high” manifested as “always” in terms of community partnership. Among all others, this indicator has the most evident deeds a school head does in his respective school. Community partnership is very important in sustaining the needs of the school in both academics and extra-curricular activities. Teachers on the other hand see their school heads doing great in this area since it is always evident during turn-over ceremony when there are to be donated in the school. Besides, the dissemination of information to the parents are coming from the school heads to the teachers wherever there are family gatherings and acquaintances. Another thing was on the stakeholders’ forum where some teachers are greatly involved. Therefore, all the statements mentioned above coincide on the rating given by the teachers to their school heads. This is supported by the study of Carpio, 2014 entitled “Stakeholders Participation and School Improvement” where he emphasized on the importance of communication while getting best and appropriate partners in the school improvement. Thus, if it happens the school will likely to have a great improvement.

Table 6. Competency Level of the School Administrators as Perceived by Their Teachers in Terms of School Leadership, Management and Operation

My principal...in the	w \bar{x}	Verbal Description	Competency Level
Monitors, accounted and reported utilization of school fund	4.37	Always	Very High
Allocates/Prioritizes funds for programs and school facilities improvement and maintenance	4.35	Always	Very High
Reports sources and uses of funds	4.32	Always	Very High
Ensures quality standards for facilities given to the school	4.32	Always	Very High
Conducts Learning Action Cell (LAC) session on financial management system for the school	4.20	Oftentimes	High
Composite	4.31	Always	Very High

Legend:	Scale	Verbal Description	Competency Level
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Oftentimes	High
	2.61 – 3.40	sometimes	Moderate
	1.81 – 2.60	Rarely	Low
	1.00 – 1.80	Never	Very Low

Table 6 represents the Competency Level of the School Administrators as Perceived by Their Teachers in Terms of School Leadership, Management and Operation. This indicator was rated “very high” with composite value of 4.31 manifested as always by the teachers to their school heads. All the items were rated “very high” manifested always except for item number 5 which has rating of “high” manifested oftentimes. In the area of leadership, management and operations, the school heads have their priori knowledge in handling each of their tasks. The reason behind good response reflected in the table was that almost all school heads at the moment attended series of seminar workshops pertaining to their key result areas (KRA). One of which is the School Heads Development Program or the (SHDP) where school heads skills in leading were developed. Timely since all the items listed under this indicator were only a few out of the many salient features found during the SHDP training. According to Director John Siena of National Educators Academy of the Philippines (NEAP), school heads must attend series of trainings and workshops to enhance the leadership skills of them and be able to contribute meaningfully to each of their respective schools.

Table 7. Summary Table of the Competency Level of the School Administrators

Variables	w \bar{x}	Verbal Description	Competency Level
Instructional Leadership	4.45	Always	Very High
Learning Environment	4.36	Always	Very High
Human Resource and Management Development	4.34	Always	Very High
Parents’ Involvement and Community Partnership	4.36	Always	Very High
School Leadership, Management and Operation	4.31	Always	Very High
Overall	4.36	Always	Very High

Legend:	Scale	Verbal Description	Competency Level
	4.21 – 5.00	Always	Very High
	3.41 – 4.20	Oftentimes	High
	2.61 – 3.40	Sometimes	Moderate
	1.81 – 2.60	Rarely	Low
	1.00 – 1.80	Never	Very Low

Table 7 shows the data on the summary of the competency level of the school administrators. All the indicators were rated “very high” manifested always. Instructional leadership got first in rank then followed by learning environment, parents’ involvement and community partnership, human resource and management development and school leadership, management and operation with weighted mean of 4.45, 4.36, 4.36, 4.34 and 4.31 respectively. Reflected in the table a positive result of the school heads’ performance. They are bound to their respective duties as school leaders especially when dealing with learning development of the learners. But among all others, though rated very high, management and operation got the least weighted mean. Much has to be done in improving management of finances, MOOE liquidation and other related aspect under this KRA.

Table 8. Relationship between School Administrators’ Competency Level and Their Performance

Variables Correlated to School Administrators’ Performance	Computed r_s	p-value	Decision	Remark
Instructional Leadership	0.340	0.000	Reject H_{o1}	Significant
Learning Environment	0.329	0.000	Reject H_{o1}	Significant
Human Resource and Management Development	0.329	0.000	Reject H_{o1}	Significant
Parents’ Involvement and Community Partnership	0.301	0.000	Reject H_{o1}	Significant
School Leadership, Management and Operation	0.308	0.000	Reject H_{o1}	Significant
Overall	0.357	0.000	Reject H_{o1}	Significant

Level of significance = 0.05

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
	Between ± 0.50 to ± 1.00	± strong relationship
	Between ± 0.30 to ± 0.49	± moderate relationship
	Between ± 0.10 to ± 0.29	± weak relationship
	Between ± 0.01 to ± 0.09	± very weak relationship

The data indicate that all p-values are less than the level of significance (0.05). This finding is enough evidence to reject the null hypothesis. This means that there is a significant relationship between the school administrators’ competency level (in all areas) and their performance based on RPMS. The data also reflect that all the values of r_s are classified to be in the moderate category. These findings connote that the higher the competency level of the school administrators are, the higher also is their performance based on RPMS. Reflected in the table that school heads were rated very high similarly to table 1 pertaining to their performance for the three consecutive years which was also very satisfactory. Their competency in dealing with subordinates help a lot in making the school a better place to learn. If you are less competent in dealing with all people and managing certain organization, it will fluctuate schools’ performance and thus their performance evaluation also. This is supported by the study of Dela Cruz, 2015 entitled “Leadership Management Concept: Impact to School Heads Skills in Management and Operations” where he concluded that competencies of school heads must be developed and organize in order to promote quality impact on the schools’ welfare and to increase their performance rating. He further said that once a school head, he must be dedicated in doing the task and exercising his competencies for better success.

Table 9. Relationship between the Profile of the Administrators and Their Competency Level

Variables	Age	Gender	Administrative Experience
Instructional Leadership	$r_s = 0.006$ $p = 0.930$	$r_{pbi} = 0.015$ $p = 0.813$	$r_s = 0.071$ $p = 0.252$
Learning Environment	$r_s = 0.029$ $p = 0.642$	$r_{pbi} = 0.019$ $p = 0.764$	$r_s = 0.105$ $p = 0.091$
Human Resource and Management Development	$r_s = 0.040$ $p = 0.525$	$r_{pbi} = 0.029$ $p = 0.647$	$r_s = 0.080$ $p = 0.197$
Parents' Involvement and Community Partnership	$r_s = 0.020$ $p = 0.749$	$r_{pbi} = 0.081$ $p = 0.194$	$r_s = 0.049$ $p = 0.433$
School Leadership, Management and Operation	$r_s = 0.026$ $p = 0.672$	$r_{pbi} = 0.025$ $p = 0.685$	$r_s = 0.054$ $p = 0.340$
Overall	$r_s = 0.015$ $p = 0.807$	$r_{pbi} = 0.028$ $p = 0.654$	$r_s = 0.099$ $p = 0.113$

Level of significance = 0.05

Legend:	Value of r	Strength of Relationship (Statistical Correlation, 2009)
	Between ± 0.50 to ± 1.00	\pm strong relationship
	Between ± 0.30 to ± 0.49	\pm moderate relationship
	Between ± 0.10 to ± 0.29	\pm weak relationship
	Between ± 0.01 to ± 0.09	\pm very weak relationship

The data reflect that all p-values are greater than the level of significance (0.05). This finding is not sufficient to reject the null hypothesis. This means that there is no significant relationship between the profile of the school administrators and their competency level. This finding may also imply that administrators who are (a) younger or older, (b) male or female, and (c) novice or have been in the administrative position for a longer time have more or less the same level of competency. It is reflected in the table that regardless of gender, age and experience of being an administrator it will not matter as to their level of competencies. If one has the view to manage and skillful enough in facing the school heads' responsibilities, then he could be one of the chosen few. In fact, in the service there are those who rendered service for how many years but still lack of competence and willingness to learn about the nature of their duties as mandated in the Department of Education.

IV. CONCLUSIONS

In the light of the findings, the following conclusions are hereby drawn:

1. The performance of the school administrators is “very satisfactory” as measured by the five key result areas of the Review Performance Management System (RPMS).
2. There is a very high competency level of the secondary school administrators as perceived by their teachers in terms of instructional leadership, learning environment, human resource and management, parents’ involvement and school leadership, management and operation.
3. There is a significant relationship between the school administrators’ competency level (in all areas) and their performance based on RPMS. The data also reflect that all the values of rs are classified to be in the moderate category.
4. There is no significant relationship between the profile of the school administrators and their competency level.

V. RECOMMENDATIONS

In the light of the findings and conclusions drawn, the following recommendations are offered:

1. DEPED officials may organize team to work with the National Educators Academy of the Philippines (NEAP) for continuous support to school heads development program in terms of enhancing their competency level and giving of technical assistance
2. Curriculum designers may be encouraged to design specific design for school heads to develop their skills in leading a certain organization.
3. Schools may be encouraged to attend series of seminars and workshops for leadership enhancement.
4. An orientation seminar and information dissemination to all teachers pertaining to role clarification in order also to understand the specific task of the school heads.

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APPENDICES

Competency Level of Secondary School Administrator and Their Administrative Performance: A Basis for a Training Program in School Management

I. Profile

Name (Optional) _____

School _____

Directions: Please put a check on the space provided for your answer.

1. Age _____ years
2. Gender _____ male
_____ female
3. Performance Rating for the last 3 years _____
_____ 2014 - 2015
_____ 2015- 2016
_____ 2016- 2017
4. Position _____
5. Number of years as school administrator _____ years

II. Competency Level of Secondary School Administrator in School Performance: A Basis for a Training Program

Directions: Make an honest assessment of the level of competency your school head possesses in terms instructional leadership skills and practices demonstrated as secondary school manager by checking the box that corresponds to your response on each of the item indicated.

Scale No.	Scale Categories	Explanation
5	Always	The competency level manifested by the secondary school administrator is 81% - 100% or "So Very Effective".
4	Oftentimes	The competency level manifested by the secondary school administrator 61% - 80% or "Very Effective"
3	Regularly	The competency level manifested by the secondary school administrator 41% -60% or "Effective".
2	Sometime	The competency level manifested by the secondary school administrator 21% - 40% or "Moderately Effective".
1	Rarely	The competency level manifested by the secondary school administrator 1% - 20% or "Less Effective".

A	Instructional Leadership	Always	Oftentimes	Regularly	Sometime	Rarely
	my principal....					
1	Accounts for learning outcomes of schools and centers viz-a-viz goals and targets					
2	Performs instructional supervision to achieve learning outcomes					
3	lets everyone follows standard rule					
4	Explains the level of performance that is expected					
5	Gives clearer explanation what is expected to us					
B	Learning Environment...my principal					
	my principal....					
1	Provides safe and child friendly learning and school environment for students/learners					
2	Adheres to Child-Friendly environment standards and Programs					
3	Institutionalizes child protection mechanisms and processes (per Deped Order 40, s. 2012)					
4.	Provides ICT facilities /workshop rooms as learning support systems					
5.	Has clear Disaster Risk Reduction Management mobilization plans					
C	Human Resource Management and Development	Always	Oftentimes	Regularly	Sometime	Rarely
	my principal....					
1	Maximizes teachers' positive influence on learning outcomes					
2	Creates a school-based professional learning community					
3	Provides technical assistance to teachers pertaining to enhancement of classroom management					
4	Performs her duty reflecting from the Review Performance Management System (RPMS) processes					
5	Presents teacher portfolio containing observation reports for group and individual feedback					
D	Parents' Involvement and Community Partnership					
	my principal....					
1	Establishes school and family and community partnership for school performance					
2	Increases parents' participation in school-related activities					
3	Strengthens school-community partnership by supporting community activities					
4	Organizes programs with stakeholders, esp. parents for academic and other purposes (esp. Strategic planning)					
5	Obtains resources for the school through stakeholders partnership					
E.	School Leadership, Management and Operation					
	my principal....					
1	Conducts Learning Action Cell (LAC) session on financial management system for the school					
2	Allocates/Prioritizes funds for programs and school facilities improvement and maintenance					
3	Monitors, accounted and reported utilization of school fund					
4	Reports sources and uses of funds					
5	Ensures quality standards for facilities given to the school					

Curriculum Vitae

Personal Profile

Name: ESMOLE C. CANETE
Date of Birth: September 25, 1971

Educational Background

Tertiary: Bachelor of Secondary Education Major in Mathematics
Bayawan College, Bayawan City
March 1995

Secondary: Kalumboyan High School
Bayawan City
March 1990

Elementary: Tayawan Elementary School
Bayawan City
March 1986

Work Experience Education Program Specialist II
DepEd Bayawan City
Villareal, Bayawan City
2016-Present

Head Teacher I
Dawis Elementary School/Matunoy E/S
Dawis, Bayawan City
2015-2016

Elementary School Teacher III/TIC
Bahi-an Elementary School
Bahi-an, Dawis, Bayawan City
20011-2015

Elementary School Teacher I
Dawis Elementary School
Dawis, Bayawan City
2008-2011

Teacher Aide
Villasol High School
Villasol, Bayawan City
2007-2008

Barangay Secretary/Coop Bookkeeper
Dawis, Bayawan City
2002-2007

Teacher Aide
Dawis High School
Dawis, Bayawan City
1996-2000

Awards Received: Most Outstanding School Head
MOOE Liquidation
2014 &2015

Examinations Passed Licensure Examination for Teacher
2007
Special Law Eligibility