

Administrator's Managerial Competencies and Performance in Select Public Central Elementary Schools in Region III: Basis for Enhanced Capacity-Building Program

Jense Canta Gatdula

Doctor of Education Major in Educational Management,
Bataan Peninsula State University

Abstract— School administrators maximize organizational performance and health by setting the direction of schools, managing the system and processes, promoting quality teaching and learning, and engaging stakeholders in initiatives to improve school communities. Despite the well-established importance of managerial competencies, little research identifies the competencies that administrators in public central elementary schools have. With this, the study assesses the managerial competencies of the school administrators at public central elementary schools in Region III, Philippines.

Respondent's profile, managerial competencies, level of managerial performance, significant differences and relationships, and identifying which among the managerial competencies greatly influence the level of performance were identified. These were analyzed using specific statistical tools. From the findings, a capacity-building program has been recommended.

The findings revealed that most administrators were 41-50 years old, female, married, taking their master's degree unit, and had 21 years or above experience. They exhibit a high level of managerial competency, outstanding performance based on the Office Performance Review and Commitment Form (OPCRF) Overall Rating, and an advanced level of performance based on the School-Based Management (SBM) Level of Practice. No significant difference in the managerial competencies among administrators when grouped according to their profile, but a significant relationship between managerial competencies and level of performance was identified. Key influential competencies include focusing on teaching and learning (OPCRF) and building connections (SBM). From this, the research recommends future studies, capacity-building program adoption, and collaboration with schools in Region III, Philippines.

Keywords— building connections, developing self and others, focusing on teaching and learning, leading strategically, managerial competency, managerial performance, managing school operations and resources, OPCRf, SBM.

I. INTRODUCTION

From a global viewpoint, school administrators are acknowledged as being in charge of making sure that students succeed academically through efficient planning, successful administration, creation, and execution of organizational programs. They catalyze change in an institution's teaching and learning culture (Altun and Bulut, 2021). While earlier research suggested that a learning-focused leadership strategy either directly or indirectly influences teachers' instructional quality and students' accomplishment, Sahin (2021) also underlined that establishing a learning school requires strong school leadership. By influencing teacher conduct, supportive schools have a favorable impact on learners' academic progress as well as professional learning communities and collective accountability. As a result, these leaders play a critical

role in helping an institution meet its learning objectives for instructors, students, and the school as a whole.

To better execute educational objectives and make efficient use of school resources, it is vital to strengthen the management competencies of school administrators in public central elementary schools. Gallego and Escobido (2022) state that higher teacher satisfaction, better student achievement, and overall school progress are all positively correlated with school governance. The 'Philippine Department of Education (DepEd)' has responded by enforcing the "Philippine Professional Standards for School Heads (PPSSH)," which are special requirements that must be met to guarantee the existence and operation of high-quality school leadership. As it covers career stages for professional development, PPSSH complements reform activities on

the attributes of teachers and school leaders and is in line with national and international frameworks (Department of Education, 2020).

To address this gap, the present study focuses on evaluating the managerial competencies of school administrators in terms of strategic leadership, managing school operations and resources, focusing on teaching and learning, developing the self and others, and building connections.' It also aims to assess the level of their managerial performance in terms of the 'Office Performance Review and Commitment Form (OPCF) Overall Rating and School-Based Management (SBM) Level of Practice. School-Based Management (SBM) distributes the power to schools on the situation- based choices on curriculum, resources, and improvement strategies.

Lastly, this research points out the need for effective school leadership to improve the standards of education. It aligns with the national and international framework that expose the initiatives for continuous growth and capacity building, like the Philippine Professional Standards for School Heads and the International Society for Technology in Education. The study is therefore intended to offer practical recommendations to increase the effectiveness of school leadership and system change. The study offers data-based methods of enhancing the efficacy of administrators and imagines a system-wide change to provide inclusive and productive learning settings.

II. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To describe the profile of the respondents in terms of age, sex, civil status, highest educational attainment, and number of years as school administrators.
2. To identify the managerial competencies of the administrators in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.
3. To evaluate the level of the administrator's managerial performance in terms of office performance review and commitment form (OPCRF) overall rating and school-based management (SBM) level of practice.
4. To assess any significant difference in the managerial competencies among administrators when grouped according to their profile.
5. To assess any significant relationship between administrators' managerial competencies and the level of performance.
6. To identify which among the managerial competencies greatly influences the level of performance.
7. To propose a capacity-building program based on the findings of the study.

III. METHODOLOGY

Research Design

The current study used a descriptive cross-sectional design to investigate the multivariate relationship between the managerial skills of administrators and their performance achieved by the public central elementary schools. Creswell & Creswell (2020) stated that cross-sectional research studies the prevalence of a condition or variable, characterizes traits, or investigates correlations by analyzing data from a population at one particular point in time.

This type of study can be carried out by researchers because it aims to find out how an administrator's managerial skills influence their performance in public central elementary schools at one specific time. Since this design is descriptive, it is set up to meet the stated goals of describing administrators, listing their competencies, and assessing their achievements.

Participants of the Study

The respondents of this study are 180 total number of public-school principals from Region III, which covers Bataan, Olongapo City, and Zambales. The population consists of a huge number of regional educational leaders, specifically 126 principals from Bataan, 10 from Olongapo City, and 44 from Zambales, thus totaling one hundred eighty (180). Principals are key stakeholders who administrate the landscape of their schools, developing organizational culture and student outcomes. The researchers identify populations by key indicators: level of performance using SBM and OPCRF rating, demographic profile, managerial competencies through PPSSH.

Data Analysis

The statistical analysis of this study followed a systematic, multi-step process to clean, transform, and model the collected data that can yield significant insights for evidence-based decision-making. This study on the managerial competency of administrators and academic achievement focuses on exposing the

relationship between the two variables as exhibited by public central elementary schools in Region III.

The data were ready for statistical analysis after data transformation and cleansing. This stage includes coding responses to surveys and normalizing data from multiple sources so that it is consistent. Categorical responses are numerically coded, and continuous data will be standardized where appropriate. Individual survey items will be used to derive composite scores, such as aggregate managerial competency scores based on PPSSH standards.

The principal theme of this analysis is statistical modeling, which determines the relationships between various managerial competencies and school performance measures among administrators. A detailed snapshot of the data will provide descriptive statistics, including means, medians, standard deviations, and frequency distributions.

Inference-based statistical methods will be used to test the research hypotheses. Correlation analysis — reveals the strength and direction of relationships between managerial competencies and performance outcome variables. Further, multiple regression analysis will evaluate the extent to which different competencies predict academic achievement after adjusting for relevant confounders.

Additionally, to reveal the contextual factors influencing performance outcomes of managerial competencies, Analysis of Variance (ANOVA) was used to compare differences between various categories across an output variable. Conclusions regarding the complex relationships between key variables will be drawn from statistical test results, contributing to a better understanding of where targeted improvement initiatives can occur.

For the high reliability and accuracy of data analysis, SPSS or R statistical software is also employed in each step. Results will be verified in-depth to fit the research questions and hypotheses. Lastly, the findings will be interpreted in light of relevant literature and theory.

In terms of sex, it was found that the majority of the respondents were male, while male respondents were the least numbered. This implies that the school administrators of the research locale are mostly females. This is also consistent with the previous findings by

Vicencio (2023), which indicated that female school administrators mostly excel in the administrative role.

When it comes to the respondents' civil status, the results also revealed that the majority are already married, while the least number of respondents are widowed. Based on the previous findings by Bandojo, Wenceslao, and Gasapo (2021), the majority of the school administrators are married, such that the previous research emphasized that marriage can make Filipino administrators become more stable as leaders.

In terms of the highest educational attainment, the results implied that the majority are taking their master's degree unit, while the least of them are in their doctoral degree. This is consistent with the previous study by which state that a great percentage of school administrators, about 73.08%, undergo professional advancement by being enrolled on master's degree units. Also, when it comes to the years of experience, the results implied that the majority already have 11 to 14 years of experience, while the least of the respondents have 21 years and above experience.

Leading strategically

The managerial competency of the school administrators in terms of leading strategically is high, as reflected in an overall weighted mean score of 4.83. This also implies that the school administrator's competency in managing school planning and implementation (overall mean = 4.82), policy implementation and review (overall mean = 4.81), program design and implementation (overall mean = 4.87), and the monitoring and evaluation (overall mean = 4.83) are all effective and interpreted as "high." The findings align with the earlier research by Leithwood (2021), which highlighted that effective leadership among school administrators is a means of identifying and accomplishing the institution's vision and objectives.

Specifically, in the school planning and implementation, findings revealed that the statement indicating that the school is able to engage with the social community for the development and implementation of school plans aligned with institutional goals and policies have the highest result with a mean score of 4.84, which is interpreted as "strongly agree." This is consistent with the findings by Barola and Digo (2021), emphasizing that school heads provided a satisfactory performance in

articulating to the stakeholders the vision, mission, and core values of DepEd.

On the contrary, although it resulted in the lowest mean score of 4.81, the statements indicated that the administrators are able to demonstrate knowledge and understand the phases of development and implementation, as well as collaborate with other school heads in proposing the best practices in the development and implementation of school plans, ensuring that both statements are aligned with institutional goals and policies, are still interpreted as “strongly agree”. According to Sahin (2021), their highly positive performance in terms of program design and implementation demonstrated that school leaders knew how to develop programs that foster and support students' progress.

Furthermore, in terms of policy implementation and review, the results showed that respondents strongly agreed that school administrators undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations, and issuance, as reflected in the highest mean score of 4.85. According to Alainati, Almonawer, and Al-Hammad (2023), the smooth and successful running of a school is greatly influenced by effective school administrators who carefully take into account all pertinent elements and follow rules and regulations.

The least mean score of 4.76, which is still interpreted as “strongly agree,” indicates that the school administrators recommend the said plan to higher authorities for the enhancement of policies relevant to school operations based on implementation and review. Previous studies indicate that for the creation and execution of strategic plans in line with the national and local laws, regulations, and issuance to be successful, cooperation between basic and higher education institutions is required. Also, in terms of program design and implementation, the findings showed that the respondents strongly agreed that the school administrators were able to consider implementing school programs that can support the development of learners, as reflected in the highest mean score of 4.90.

The lowest mean score of 4.85, which is still interpreted as “strongly agree,” indicates that the school administrators understood the implementation of the programs that can support the development of learners. The outcomes also align with Richardson and Khawaja's

(2025) findings, which show that school administrators have demonstrated their ability and knowledge of how to put programs into effect that enhance students' learning results.

Managing school operations and resources

It was revealed that the managerial competency of the school administrators in terms of managing school operations and resources is high, as reflected in an overall weighted mean score of 4.83. This also implies that the school administrators have high competency in records management (overall mean = 4.80), financial management (overall mean = 4.85), staff management (overall mean = 4.86), and managing school safety for disaster preparedness, mitigation, and resiliency (overall mean = 4.86).

The results align with Victor's (2020) findings, which emphasize that school administrators must possess a variety of skills to effectively guide schools toward attaining educational objectives. This includes their capacity to efficiently oversee personnel, school safety, financial terms, and records. Overseeing the various processes and systems in the school is the responsibility of the head of the institution.

Specifically, in terms of record management, findings revealed that the statement indicating that the school administrators are able to demonstrate the necessary skills in managing school data and information with the effective use of ICT has the highest result, showing a mean score of 4.82 and is interpreted as “strongly agree”. This is consistent with the findings by Kimani, Njat, and Omae (2023), which emphasize that ICT is being used for administrative purposes, particularly to manage student data and financial records. ICT is a tool for better decision-making and higher production.

On the contrary, although it resulted in the lowest mean score of 4.78, the statement indicating that the school administrators are utilizing the best practices in managing school data and information using technology and ICT, ensuring an efficient and effective school operation, is still interpreted as “strongly agree”. According to Timotheou et al. (2022), it is true that secondary school administration has changed as a result of ICT integration into management systems, becoming more accessible, transparent, and efficient.

Then, in financial management, the respondents strongly agreed that the school administrators are

managing finances adhering to school policies, guidelines, and issuance in allocation, procurement, disbursement, and liquidation. This is identified with the highest mean score of 4.86, which implies that the majority of the respondents strongly agree with the said statement, highlighting the competency of the administrators in managing finances. This is consistent with the findings by Merano (2023), which emphasized that school heads are able to manage various financial resources, such that in terms of budgeting, accounting, procurement, and asset management, most school heads are competent.

Also, the statement, which focuses on assessing the school administrator's competency in creating and implementing a checking mechanism to sustain efficient and effective management of finances, results in the lowest mean score of 4.83 but is still interpreted as "strongly agree". Hernandez (2024) argues that school administrators need to be more effective and efficient in their administration and management abilities, especially when it comes to handling financial elements in order to increase school performance. It specifically showed that the respondents were very skilled in the following areas: obtaining financial resources, managing finances, using technology to manage operations, collaborating with others, and professionalism.

In addition, in managing staff, managing staffing such as teaching load distribution and grade level, and subject area assignment in the school has the highest mean score of 4.86 and is interpreted as "strongly agree." Shah (2023) emphasized that school-level administrators may enhance teacher professional development, support teachers in enhancing teaching and learning, assess student performance, and track student progress to enhance academic success by using instructional leadership practices.

Furthermore, when it comes to school safety for disaster preparedness, mitigation, and resiliency, the statement indicating that the school administrators are able to demonstrate knowledge and understanding of laws, policies, guidelines, and issuance on managing school safety for disaster preparedness, mitigation, and resiliency in ensuring continuous delivery of instruction, as well as being competent in managing school safety, have the highest mean scores of 4.82, and are both interpreted as "strongly agree." According to Aydogdu and Bokus (2023), schools prioritize the safety of the

students above anything else, and school officials are important in this situation.

Also, the statements saying that the administrators are working with the wider school community in managing school safety, as well as institutionalizing the effective management of school safety, both have the lowest mean score of 4.79. A safe school protects students' health, safety, and security and is surrounded by a community that is dedicated to safety, according to prior research by Anda et al. (2023).

All in all, the findings highlight the effectiveness of school administrators in managing school operations and resources, possess high managerial competency in records management, financial management, staff management, and managing school safety for disaster preparedness, mitigation, and resiliency, importance of technology in managing school data and information and the need for strategic staffing, orientation, communication, training, supervision, conflict resolution, incentive, discipline, and professional development.

Focusing on teaching and learning

The data reveals that there is a high competency of the school administrators when focusing on teaching and learning as reflected by the overall weighted mean score of 4.81. This shows that the school administrators have a high level of managerial competency when it comes to managing the school-based review, contextualization, and implementation of learning standards (overall mean = 4.81); teaching standards and pedagogies (overall mean = 4.83); and learner environment and other performance indicators (overall mean = 4.79). According to a previous study by Anabo (2024), school leaders have a major role in fostering instructional excellence through their performance management and teaching practices. The study found that to guarantee high-quality instruction in learning, learners' progress, and instructors' professional development, instructional leadership should offer technological support to educators and innovate teaching and learning.

Specifically, in terms of the school administrators' competency in school-based review, contextualization, and implementation of learning standards, the statement indicating that they are demonstrating knowledge and understanding of school-based review, contextualization, and implementation of learning standards has the highest mean score of 4.84, interpreted

as “strongly agree.” This is in line with Jimenez and Galacia's (2023) findings, which show that the instructional leadership abilities of the school heads were regarded as extremely high. This indicates that school heads have extremely high levels of instructional leadership abilities because they encourage teachers to share their best teaching and classroom instruction practices.

On the other hand, the statement saying that the administrators are assisting teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners has the lowest mean score of 4.81, but it is still interpreted as “strongly agree.” Jimenez and Galacia (2023) assert that school heads are leaders who collaborate with colleagues to gather, assess, and disseminate information about how professional learning affects instruction and student learning.

Furthermore, in terms of teaching standards and pedagogies, the statement indicating that school administrators are providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice has the highest mean score of 4.85, which is interpreted as “strongly agree.” This is also consistent with the findings by Nalzarro (2022), indicating that the encouragement of teachers to pursue graduate degrees for professional development is facilitated by school administration.

On the other hand, the statement which shows that the school administrators are exhibiting the best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas has the lowest mean score of 4.80, but still interpreted as “strongly agree.” It is also consistent with the results of Erturk's (2021) study, which indicates that teachers' performance improves when they receive assistance from school administration.

Also, in terms of learner environment and other performance indicators, the statement showing that the school administrators are setting achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators have the highest mean score of 4.82 and is interpreted as “strongly agree.” This is consistent with the previous findings by Khanatri, Ahyano, and Mulyadi

(2024), indicating that a school's activities must be planned, coordinated, carried out, and monitored by the principal. Schools are essential learning environments that support students' general development, enhance their conduct, and encourage academic success.

However, despite scoring the lowest mean score of 4.75, the statement, which indicates that the school administrators are mentoring fellow school heads in sustaining learner achievement and attaining other performance indicators to promote accountability within and beyond school contexts, still has the interpretation of “strongly agree.” This is in line with Duhoe and Segbefia (2023), which shows that building a respectful, inclusive, and cooperative culture among students, instructors, and administrators is crucial to establishing a productive learning environment.

All in all, the findings suggest that school administrators possess high managerial competency in managing the school-based review, contextualization, and implementation of learning standards, teaching standards and pedagogies, and learner environment and other performance indicators. Also highlight the importance of school administrators' technical assistance to teachers, setting achievable learning outcomes, and mentoring fellow school heads to promote accountability, emphasizes the critical role of school administrators in teaching and learning and the need for ongoing professional development.

Developing self and others

The data reveals that there is a high competency of the school administrators when it comes to developing themselves and others as reflected by the overall weighted mean score of 4.83. This shows that the school administrators have a high level of managerial competency when it comes to personal and professional development (overall mean = 4.84), professional development of school personnel (overall mean = 4.82), and leadership development in individuals and teams (overall mean = 4.83). According to a previous study by Riyaphan and Piatanom (2023), the development and improvement of educational quality in accordance with the circumstances that are currently changing requires collaboration between school administrators and other staff members. Specifically, in terms of personal and professional development, the statement indicating that a self-assessment is being conducted using the Philippine Professional Standards for School Heads has the highest mean score of 4.86, interpreted as “strongly

agree.” These findings are in line with those of Sebuyana (2024), wherein, according to the Philippine Professional Standards for School Heads (PPSSH), the majority of school heads have either obtained the necessary credentials for the role or continuously demonstrate a thorough awareness and comprehension of the authority, responsibility, and accountability expected of school heads.

On the other hand, the statement saying that it serves as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads has the lowest mean score of 4.81 but is still interpreted as “strongly agree. According to professional standards for quality school heads—what they should know, be able to do, and value as they advance in their career—the Philippine Professional Standards for School Heads (PPSSH) function as a learning resource with the ultimate goal of improving student learning outcomes (Department of Education, 2020).

Furthermore, in terms of professional development of school personnel, the statement indicating that school administrators have knowledge and understanding of professional development in enhancing strengths and addressing performance gaps among school personnel have the highest mean score of 4.84, which is interpreted as “strongly agree.” This is also consistent with the findings by Mthani (2023), which indicate that school administrators have a major role in guiding and influencing teachers' professional development, especially as it relates to 21st-century education. On the other hand, the statements that show that there are professional development initiatives, monitoring, and evaluation and that administrators model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel have the lowest mean score of 4.82, but are all still interpreted as “strongly agree”. Instructional leadership strategies that promote collaborative learning opportunities and serve as models for good teaching methods should be given top priority by school administrators.

Also, in terms of the leadership development in individuals and teams, the statement showing that the school administrators are providing opportunities to individuals and teams to perform leadership roles and responsibilities has the highest mean score of 4.84 and is interpreted as “strongly agree”.

Building connections

The managerial competency of the school administrators in terms of building connections is high, as reflected by an overall weighted mean score of 4.83. This also implies that the school administrator's competency in managing diverse relationships (overall mean = 4.83), managing school organizations (overall mean = 4.80), strands communication (overall mean = 4.82), and community management (overall mean = 4.83) are all effective and interpreted as “high.” The results are consistent with the findings by Erturk (2021) and Duhoe and Segbefia (2023) emphasizing that to promote harmonious and healthy interactions between students and other school staff, school administrators are essential. To do this, they must have outstanding interpersonal skills and be able to establish genuine relationships with both individuals and groups based on openness, respect, trust, and a shared dedication to the institution's goals.

Specifically, in managing diverse relationships, findings revealed that the statement “building constructive relationships with authorities, colleagues and parents and other stakeholders to maintain an enabling and supportive environment for learners” has the highest result with a mean score of 4.86, which is interpreted as “strongly agree”. This suggests that respondents strongly agreed that school administrators can build constructive relationships with others to create and maintain a supportive environment for learners. This is consistent with the findings by Erturk (2021) because establishing solid bonds between school officials and employees is crucial to creating an environment that promotes academic and social-emotional growth.

On the contrary, although it resulted in the lowest mean score of 4.79, the statement indicating that the administrators are exhibiting exemplary skills in strengthening relationships with authorities, colleagues, parents, and other stakeholders to sustain an enabling and supportive environment for learners are still interpreted as “strongly agree”. According to Gul and Dikbas (2022), when educators and administrators build a solid relationship and run towards the same goal, they will be able to perform better.

Furthermore, in terms of managing school organizations, the results showed that respondents strongly agreed that the school administrators have knowledge and understanding of the policies and guidelines on managing school organizations as

reflected with a highest mean score of 4.82. Meanwhile, the lowest mean score of 4.76, which is still interpreted as “strongly agree,” indicates that the school administrators evaluate the accomplishment of school organizations, such as learner organizations, faculty clubs, and parent-teacher associations, to determine their impact on the attainment of institutional goals. Also, in terms of strands communication, the findings showed that the respondents strongly agreed that the school administrators are demonstrating competent skills in speaking and writing, as well as in utilizing communication platforms in communicating with teachers, learners, parents, and other stakeholders as reflected with a highest mean score of 4.83. According to Salamondra (2021), as a teacher or administrator, effective leadership in education necessitates having strong communication skills and being open to difficult discussions. Meanwhile, the lowest mean score of 4.82, which is still interpreted as “strongly agree,” indicates that the school administrators communicate effectively in speaking and writing to others, mentor school personnel in communicating effectively, and have exemplary skills in communicating effectively in speaking and writing to teachers, learners, parents, and other stakeholders to facilitate information sharing, collaboration, and support, and to ensure positive use of communications platforms.

All in all, the findings suggest that school administrators possess high managerial competency in managing diverse relationships, managing school organizations, strands of communication, and community management.

Summary of the managerial competencies of the administrators

1. Level of the administrator's managerial performance

Level of managerial performance

The data revealed that the average performance of the administrators in terms of Office Performance Review and Commitment Form (OPCRF) Overall Rating is outstanding with a mean score of 4.33, while in terms of the level of School-Based Management (SBM) Level of Practice, (mean = 2.66), it is considered Advanced.

These findings are related to Caballes and Paregrino (2021), who also found from previous research that school heads resulted in an outstanding OPCRf, which shows that the school administrators' performance consistently exceeds expectations,

demonstrating exceptional achievement, commitment, and contributions to the organization.

In conclusion, the study findings indicate that school administrators consistently exceed expectations, demonstrating exceptional achievement, commitment, and contributions to the organization. Significant differences in the managerial competencies among administrators when grouped according to their profile

Age

The result of the analysis using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in leading strategically ($F=0.27$, $p=0.85$), managing school operations and resources ($F=0.38$, $p=0.77$), focusing on teaching and learning ($F=0.48$, $p=0.70$), developing self and others ($F=0.71$, $p=0.55$), and building connections ($F=0.42$, $p=0.74$), considering their age of the respondents.

The findings presented are consistent with the findings by Cherry et al. (2021), which also show no significant difference in school administrators' managerial competencies when grouped according to age.

Sex

The Independent Sample t-test indicates that there is not enough evidence to claim that there exists a significant difference in leading strategically ($t=0.10$, $p=0.92$), managing school operations and resources ($t=0.10$, $p=0.92$), focusing on teaching and learning ($t=0.51$, $p=0.61$), developing self and others ($t=0.47$, $p=0.64$), and building connections ($t=0.81$, $p=0.42$), considering the sex of the respondents. It is further confirmed by the overall t-value of 0.39, which is significant at 0.70 and statistically greater than the alpha of .05, thus failing to reject the null hypothesis.

Civil Status

The result of the analysis using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in leading strategically ($F=0.27$, $p=0.85$), managing school operations and resources ($F=0.17$, $p=0.92$), focusing on teaching and learning ($F=0.15$, $p=0.93$), developing self and others ($F=0.10$, $p=0.96$), and building connections ($F=0.15$, $p=0.93$), considering the civil status of the respondents. It is further confirmed by the overall F-value of 0.11, significant at 0.95, which is statistically

greater than the alpha of .05, thus, failing to reject the null hypothesis.

This is consistent with the findings by Regañon (2023), which also found that there is 'no significant difference in the leadership and managerial competencies of administrators when respondents were grouped by civil status and length of service.

Educational attainment

The result of the analysis using the Analysis of Variance (ANOVA) indicates that there is not enough evidence to claim that there exists a significant difference in leading strategically ($F=1.02$, $p=0.39$), managing school operations and resources ($F=0.94$, $p=0.42$), focusing on teaching and learning ($F=1.08$, $p=0.36$), developing self and others ($F=1.11$, $p=0.35$), and building connections ($F=1.13$, $p=0.34$), considering the highest educational attainment of the respondents. It is further confirmed by the overall F-value of 1.03, significant at 0.38, which is statistically greater than the alpha of .05, thus failing to reject the null hypothesis.

This is consistent with the findings by Regañon (2023), which also found that there is 'no significant difference on the leadership and managerial competencies of administrators when respondents were grouped by educational attainment.'

2. Significant relationship between administrator's managerial competencies and level of performance

Significant relationship between managerial competencies and level of performance

The result of the analysis using Pearson's Correlation shows that leading strategically ($r=0.817$, $p<.001$), managing school operations and resources ($r=0.811$, $p<.001$), focusing on teaching and learning ($r=0.826$, $p<.001$), developing self and others ($r=0.815$, $p<.001$), and building connections ($r=0.805$, $p<.001$), have a positively very strong relationship with the performance of the administrators in terms of OPCRf.

This is further proven by the overall r coefficient of 0.858, significant at $<.001$, thus rejecting the null hypothesis. Similarly, leading strategically ($r=0.747$, $p<.001$), managing school operations and resources ($r=0.715$, $p<.001$), focusing on teaching and learning ($r=0.760$, $p<.001$), developing self and others ($r=0.757$, $p<.001$), and building connections ($r=0.823$, $p<.001$), have a positively strong to very strong relationship with the performance of the administrators in terms of SBM

level. This is further proven by the overall r coefficient of 0.802, significant at $<.001$, thus rejecting the null hypothesis.

These findings are supported by the previous research conducted by Acera, Tan, and Alonsabe (2023), which also found that 'there is a significant relationship between the leadership practices of school administrators and the school performance.' This result suggests that school administrators who demonstrate high levels of managerial competencies tend to perform better in their roles, as reflected in their OPCRf and SBM level ratings.

Managerial competencies toward performance

Multiple linear regression was utilized to predict the influence of managerial competencies on the performance of the administrators in terms of OPCRf. A significant regression equation was found ($F(5,174)=97.09$, $p<.001$), with R^2 of .736. The administrators predicted performance reflected on OPCRf is equal to $-0.956 + .252$ (Leading Strategically) $+ .150$ (Managing School Operation and Resources), $+ .278$ (Focusing on Teaching and Learning) $+ .216$ (Developing Self and Others) $+ .200$ (Building Connections), where Managerial Competencies variables were coded as 4.20-5.00 (High), 3.40-4.19 (Above Average), 2.60-3.39 (Average), 1.80-2.59 (Below Average); and 1.00-1.79 (Low). It can be gleaned that the Performance of the administrators in terms of OPCRf significantly increased .278 ($p=.025$) for each level of competency in terms of Focusing on Teaching and Learning. Moreover, multiple linear regression was utilized to predict the influence of managerial competencies on the performance of the administrators in terms of SBM level. A significant regression equation was found ($F(5,174)=76.57$, $p<.001$), with R^2 of .688. The administrators predicted performance reflected on SBM is equal to $-3.439 + .249$ (Leading Strategically) $-.183$ (Managing School Operation and Resources), $+ .126$ (Focusing on Teaching and Learning) $+ .182$ (Developing Self and Others) $+ .891$ (Building Connections), where Managerial Competencies variables were coded as 4.20-5.00 (High); 3.40-4.19 (Above Average); 2.60-3.39 (Average); 1.80-2.59 (Below Average); and 1.00-1.79 (Low).

It can be gleaned that the Performance of the administrators in terms of SBM significantly increased .891 ($p<.001$) for each level of competency in terms of

Building Connections. Thus, it is considered that Building Connections greatly influences the level of performance of the administrators in terms of SBM.

These findings are supported by previous study highlighted that one major factor influencing performance is managerial and technical competencies, as these deficiencies have a negative impact on teachers' performance in the form of less lesson planning and work scheme preparation, not adhering to the schedule, and many other issues, and vice versa. All in all, the multiple linear regression analysis revealed that managerial competencies significantly predict the performance of school administrators in terms of the Office Performance Review and Commitment Form (OPCRF) and School-Based Management (SBM) level. Specifically, the results showed that Focusing on Teaching and Learning is a significant predictor of OPCRf performance, while Building Connections is a significant predictor of SBM-level performance. This suggests that school administrators who excel in Focusing on Teaching and Learning tend to perform better in terms of OPCRf, while those who excel in Building Connections tend to perform better in terms of SBM level.

3. The most influential managerial competencies in the level of performance

It can be identified that in terms of Office Performance Review and Commitment Form (OPCRF), it is found that focusing on teaching and learning has the most influence on performance level, as proven by the correlation coefficient of 0.826 and the multiple linear regression result of 0.278. This is identified as the most influential due to having the highest coefficients as compared to other managerial competencies. The results obtained are in line with an earlier study by Anabo (2024), which asserts that school leaders' performance management and instructional strategies play a significant role in this.

Furthermore, in terms of the School-Based Management (SBM) level, the managerial competency in terms of building connections has the highest coefficient, which is 0.823 in the significant relationship and 0.891 in the multiple linear regression, thus, implying that building connections is the most influential managerial competency in the level of performance.

This is consistent with the findings by Erturk (2021) because establishing solid bonds between school

officials and employees is crucial to creating an environment that promotes academic and social-emotional growth. Having a positive and trustworthy staff connection may assist instructors in improving their practice and teaching skills in addition to increasing student outcomes.

4. Capacity building program

As part of the output of this research, a capacity-building program intended for public central elementary schools in Region III, Philippines, is recommended, which will highlight the importance of enhancing the managerial competencies of school administrators. In particular, capacity building is a defined process recommended in this research for the development and strengthening of the managerial knowledge and skills of the school administrators so that they can perform better leadership approaches and enhance their overall level of managerial competency.

Specifically, the proposed program is entitled, "Enhanced Competency in Managerial Knowledge and Skills for School Administrators: A Capacity Building Program Plan". Based on the findings, the overall managerial competency of school administrators is high. This indicates that these individuals can effectively perform their roles in managing leadership aspects, school operations and resources, facilitating teaching and learning, developing the self and others, and building connections. This, therefore, suggests the implementation of a capacity-building program that will help in the continuous enhancement of managerial knowledge and skills among school administrators, thus contributing to a positive and higher result of managerial competency.

Specifically, it focuses on enhancing leadership strategies, management approach in school operations and resources, delivery of teaching and learning, advancing the self and others, and building connections. Specifically, it aims to develop a capacity-building program focusing on enhancing the managerial knowledge and skills of the school administrators in terms of leadership aspects, school operations and resources, teaching and learning, developing the self and others, and building connections.

From this, the activities suggested are (1) empowering school leaders through a seminar workshop form effective administrative leadership practices; (2) mentorship program through the collaboration of school

administrators to increase the competency in managing school operations and resources; (3) classroom observation and instructional rounds for enhancing teaching and learning practices; (4) monthly open forum and feedback within the school for assessing and improving oneself and others; and (5) parent-teacher conferences and workshops for building connections.

V. CONCLUSION

Upon addressing the problems identified in this research, the findings revealed that based on the profile of the respondents, most of the school administrators are aged 41 to 50 years old, females, married, with the highest education attainment of having their master's degree units, and already have 11 to 14 years of working experience as a school administrations.

Also, in term of the managerial competencies of the school administrators, based on the findings, it can be concluded that there is a high level of managerial competency among the school administrators in terms of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections. Furthermore, when it comes to the level of managerial performance, it is also concluded that there is a high level of managerial performance and effectiveness among school administrators.

Also, it is concluded that there is no significant difference in the managerial competencies among administrators when grouped according to their profile; however, there is a significant relationship between administrators' managerial competencies and level of performance. From this, it is also identified that the most influential managerial competencies are focusing on teaching and learning (OPCRF) and building connections (SBM). Lastly, a capacity-building program has been suggested to be developed, which enhances the managerial competencies of the school administrators, thus increasing the school's productivity and performance.

VI. RECOMMENDATIONS

1. In terms of the demographic profile, future research related to the topic, which is the evaluation of the managerial competencies of the school administrators, can include other demographic profiles that can describe the distribution of the respondents' characteristics. This mainly includes the address or location of the respondents,

household structure, religion, income, and economic status.

2. To enhance the managerial competency of the school administrators, it is recommended that the respondents actively participate in the suggested capacity-building program so that the current status of high competency can be further improved.
3. The public central elementary schools in Region III, Philippines, can support the implementation of the suggested capacity building program by helping the public elementary schools to adopt the program activities in their school and understand its purpose and benefits, scheduling of the suggested activities in the said program, and providing a budget to be allocated.
4. All school administrators utilize the gained knowledge to develop policies and/or guidelines that can continuously enhance their managerial skills and competencies.
5. Future researchers may investigate similar studies with the consideration of adapting the study's goal to other educational levels or regions in the Philippines.
6. The findings can help create a customized curriculum or policies in collaboration with the recommended capacity-building program that will improve administrators' managerial and leadership abilities. Lastly, enhancing the managerial competencies of the school administrators, it is implied that improved performance can be observed, enhanced productivity, and better educational outcomes.

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