Leadership Capabilities, Management Competence and Performance of Elementary Public Administrators

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Abstract – **The leadership skills of District IV school administrators, Ormoc City Division, Ormoc City in terms of Vision, Customer focus, Integrity, Accountability, Communication, Shared Ownership, Empowerment and Knowledge got Very Good ratings. On the other hand, Speed and Global mind set had a Good. Generally, in this aspect the summary of leadership skills of school administrators of Ormoc District IV, Ormoc City Division, Ormoc City has the rating of 3.49 which is interpreted as Very Good. The management competence of School administrators in all aspects were generally rated as very good. The planning skills, Implementing, Assessment, Communication, Supervision, and Community relations, Staff development, and conflict management generally had an interpretation of very good as rated by the respondents. This implies that the School Administrators in Ormoc District IV has a potential and capacity to management the whole school system. In general, the weighted mean of performance was very satisfactory.**

Keywords – **Leadership Skills; Management Competence; Performance of School Administrators; School Management.**

I. INTRODUCTION

Management competencies and Leadership skill create an important role in different types of organizations. The aim of organization is to move the performance of their employees still further and further. They can make the differences, significance, and create evaluation between average and excellent managers. Perhaps the potential power of an organization is to possess excellent or above average employees, through the elimination of average employees with continual education and the development of their personality. Although there are a lot of theoretical knowledge and concepts, the introduction of a competency approach is not quite a simple process. At first it means a change, with the aim of improving performance across the organization. And these facts require a change for each employee.

This study is significantly important to the field of education because it helps and builds upon the available body of knowledge relating to leadership capabilities, managerial competence and performance of administrators. There is need for school Administrators in Ormoc City Division specifically in Ormoc District IV to consider their Leadership skills, managerial competence and their performance based on their Performance Appraisal System for School Heads, thus there are schools in Ormoc District IV that needs to be evaluated because of the performance they possessed for the past years. This study will go a long way to help principals on ways to enhance their competence in terms of leadership. The study is important to the school system where the study was conducted.

In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal.

Principals' competencies can be measured from various dimensions; from the perceptions of students, teachers, parents, communities and their employers. For instance, Scotti Jr. and William (1997) agreed that teachers' perceptions of their principals' leadership is one of the many variables, which affect a school's productivity. Teachers' perception of principals' leadership behavior is also positively related to teachers' morale Hunter-Boykin and Evans (1995).

Luo (2004) further contended that perceptions about principals as leaders by their teachers indicate an important dimension to evaluate the leaders capacities. According to him, understanding how teachers perceive their principals leadership capacities has a great significance and providing evidence for improvement of school leadership.

II. REVIEW OF RELATED LITERATURE

Multiple models have been proposed to explain the relationship of traits to leader effectiveness. Recently, integrated trait leadership models were put forward by summarizing the historical findings and reconciling the conflict between traits and other factors such as situations in determining effective leadership (Sayo, 2005). In addition to Zaccaro's Model of Leader Attributes and Leader Performance described in the previous section, two other models have emerged in recent trait leadership literature. The Leader Trait Emergence Effectiveness (LTEE) Model, created by Judge and colleagues (2009), combines the behavioral genetics and evolutionary psychology theories of how personality traits are developed into a model that explains leader emergence and effectiveness.

To begin knowing the leadership styles of a principal, a review of the different definitions of leadership has to be considered. Leadership can be defined as the activity of influencing people to strive willingly for group objectives. Tannenbaum et al (1959) defined leadership as interpersonal influence exercised in a situation and directed, through the communication process toward the attainment of specialized goal or goals. Koontz and O''Donnell (1959) explain that leadership is a way of

influencing people to follow 9 achieving of a common goal. Crosby and Bryson (1999) further expound that leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different scholars have argued that there is no precise definition for describing the complex phenomenon of leadership. The most cited definition of leadership came from Bennis and Nanus (1985) that leaders are people who do the right thing. According to Ciulla (2004) leadership is a distinct kind of moral relationship. He explains that leaders cannot empower people unless they have the moral courage to be honest with themselves. He further highlighted that leadership is a distinct kind of moral relationship. According to him, leaders cannot empower people unless they have the moral courage to be honest with themselves. On the other hand, people want leaders who are honest, forward looking, competent and inspiring (Kouzes, Posner, 1995).

Leadership is the inspiration and mobilization of others to undertake collective action in pursuit of common good. Different authors of leadership books argue that there is no precise definition for describing the complex phenomenon of leadership.

The study of Millwee (2001) observed that every organization needs leaders who will take the first step to achieve its goals. Leaders can be easily identified due to their capacity to affect other peoples" lives. These leaders typically further their own personal and professional goals as well, because leadership being a great responsibility is also rewarding. The ability to handle difficult conditions at work influence ones work and performance. Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. According to Schmoker (2001), combination of three concepts constitutes the foundation for positive improvement results: meaningful team work; clear, measurable goals; and the regular collection and analysis of performance data. Principals must lead their school through the goal-setting process in which student achievement data is analyzed, improvement areas are identified and actions for change are initiated. This process involves working collaboratively with staff and school community to identify discrepancies between current and desired outcomes, to set and prioritize goals to help close the gap, to develop improvement and monitoring strategies aimed at accomplishing the goals, and to communicate goals and change efforts to the entire school community.

To understand the leadership styles of a principal, a review of the different definitions of leadership is necessary. Description of leadership can sound very passionate, even evangelical because leading is a human activity. Leadership was defined by Terry (1987) as the activity of influencing people to strive willingly for group objectives while

The role of the principal in schools has been in a constant state of change since its emergence. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. Additionally, there has been discrepancy in the expectations of the principal in regard to curriculum and instruction. The emergence of the

school principal began in the mid-nineteenth century. The lead teacher or principal teacher is the authority in the school, organizes curriculum, is the disciplinarian, and supervises operations (Rousmaniere, 2007).

Into the twentieth century, the principal continued the emergence from teacher to administrator with professional requirements and licensing becoming required for the position of principal. For much of the twentieth century, the role of the principal was that of manager where the principal was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues. As American education moved into a new era of accountability in the Principal later part of the century, leadership, or more specifically effective leadership, is every bit as crucial (if not more so) in African organisations as it is throughout the world. African organisations are no different from others worldwide in terms of striving for performance in order to be globally competitive. The South African situation, however, is incredibly complex as many organisations are caught in the middle of a web of authoritarian hierarchies and traditional leadership approaches, as well as bureaucratic hierarchies mixed with modern approaches to leadership (Grobler, Warnich, Carrell, Elbert and Hatfield, 2002). It is argued that effective leadership has a positive influence on the performance of organisations (Charlton, 2000). Ultimately it is the performance of many individuals that culminates in the performance of the organisation, or in the achievement of organisational goals. Effective leadership is instrumental in ensuring organisational performance (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2004).

As a result, many leadership theories have been proposed in the last fifty years which are claimed to have influenced the overall effectiveness of the organisations where they have been employed. In the competitive world business environment it is vital that organisations employ leadership styles that enable organisations to survive in a dynamic environment (Maritz, 1995; Bass, 1997) According to Chitiavi (2002), there is no doubt that every head teacher"s dream is to get his school ranked among the best in national examinations results. When results are eventually released, schools with good investments reap good results over which they celebrate jubilantly. Statistics reveal that some schools perform exceptionally well while others perform poorly. A closer investigation reveals that good performance does not just happen. It is a result of good teaching and overall effective headship. The quality of leadership makes the difference between the success and failure of a school (Millette, 1988). Further, research and inspection clarify the extent to which the quality of leadership is crucial to improvement. In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement the head teacher sets the pace, leading and motivating pupils and staff to perform to their highest potential. Performance has been defined by Hellriegel, Jackson and Slocum (1999) as the level of an individual's work achievement after having exerted effort. Performance is ultimately an individual phenomenon with environmental variables influencing

performance primarily through their effect on the individual determinants of performance – ability and motivation.

Behling and McFillen (1996) confirmed the link between high performance and leadership in the United States by developing a model of charismatic/ transformational leadership where the leaders" behaviour is said to give rise to inspiration, awe and empowerment in his subordinates. The school performance is an important measure of success or failures for students, teacher and principals. Performance of each individual challenges their mental and physical abilities. The ability to handle difficult conditions at work influence ones work and performance.

Effective principals are strong educators, anchoring their work on central issues of learning and teaching and continuous school improvement. The performance indicators are intended to provide 24 clarity and specificity about the skills, beliefs, and knowledge a principal needs to demonstrate effective leadership in improving student achievement as well as teachers performance (Schmoker, 2001) study by Aidlai and Vadi (2006) explored how the attitude of school administrations towards school performance criteria were related to pupils national examination results in Estonian schools. One important use of the national examination results is that it is a standard for entrance into the universities.

The school administration (principals, head teachers) is responsible for the school performance. The school leadership utilizes both the business and education leadership approaches as supported by the Harvard schools. The attitudes held by such administration are important as quoted by DiPaola et al. (2004) that the principals" attitudes, values, beliefs and personal characteristics can inspire people to accomplish organizational goals and if pupils achievement improve over time it is to a large extend because key stakeholders share the leader"s vision about these goals. Empirical research confirm that schools that perform well have a strong and effective organizational culture, whereas poorly performing schools have a negative organizational culture (Westhuizen et al., 2005).

Lashbrook (1997) stated that leadership style plays a vital role in influencing employees" job satisfaction. Some researchers discovered that different leadership styles will engender different working environment and directly affect the job satisfaction of the employees (Bogler, 2001, 2002; Timothy & Ronald, 2004). Bass (1985) proposed that transformational leadership might intrinsically foster more job satisfaction, given its ability to impart a sense of mission and intellectual stimulation.

Transformational leaders tend to encourage and motivate their followers to take on more responsibility and autonomy (Emery & Barker, 2007) thereby enhancing employees" sense of accomplishment and satisfaction with their job. Transactional and transformational leadership have been widely linked to positive individual and organizational consequences (Bass, 1990). These leadership styles are found to correlate positively with employee perceptions of job, leader and organizational

satisfaction (Felfe & Schyns, 2006).

The concept management strategy can also be defined as the "art of getting things done through people" (Pearson, 2006: 928). The Manager (2002: 4) defines management strategy as an approach related to job opportunities and growth that help an organization meet its goals. This phrase calls attention to the fact that people in management achieve their goals by arranging for others to perform whatever tasks may be necessary and not performing the tasks themselves.

Many theorists associate management strategy with inspirational politicians and humanitarians, with great leaders that share several qualities: vision, passion, commitment, influence, decisiveness, judgment, cooperation and optimism. They create results, attain goals and inspire others. The same seems to appear also in successful school management, where an effective school principal was seen to have: a shared vision for what the school can be and communicate the vision regularly with the educators; strong interpersonal skills and place a high value on people as both assets and resources; uniting power rather than dividing; problem-solving skills and as an avid learner, should always seek answers and solutions; confidence that he/she can make a difference for educators; a focused emphasis on instruction, development, and enablement of his/her educators, and a deep passion to achieve and improve the work environment of his/her educators.

As such Mathibe (2007: 534-538), Mintzberg (1992: 24), Werner (2002: 373) and Hoy and Miskel (1991: 216; 382) contend that one of the most important aspects in emerging and budding in schools as organizations is the appropriate guidance for optimum utilization of human potential. It appears that various activities (personnel planning, staff development and evaluation, appraisal, and maintenance of effective personnel relationships) in a school should be managed to enhance the effectiveness of school's personnel in job performance. Thus, the knowledge of management strategies is of vital importance to school principals because the challenge facing these principals is not only to acknowledge that educators have talents, needs, potentials, aspirations, but they should ensure that these talents, needs, potentials and aspirations are unfurled and utilized for the good of both the school and the educator.

The concept management is a process of planning, organizing, leading and controlling the efforts of organizational members and the use of resources in order to achieve stated organizational goals (Bush & West-Burnham, 1994: 12; Dean, 1995: 21). Shovel (2007: 915) defined management "as the control and operation of an organization". Statt (1999: 98) and Pearson (2006: 928) also agree that management refers to all that is involved in making the most effective use of available resources, whether in the form of machines, money or people. Williams (2008: 4) defines management as getting work done through others. This means management job is to create an environment where people do the job, do it right, can do it right the first time and can do so with some sense of responsibility and pride in what they do. Management

works through others to accomplish tasks that help fulfill organizational objectives as efficiently as possible and individual's job satisfaction (Williams, 2008:5). In this study, management is defined as way in which school principals effectively appropriate human and material resources in order to realize school objectives.

The most common way to define management strategy is to find and describe the meaning of the Management is the art, or science of achieving goals through people. This can be interpreted to mean literally 'looking over' that is, making sure people do what they are supposed to do (Oslum, 2004:2). Koontz and Weihrich (1990:4) state more broadly, management is the process of designing and maintaining an environment in which individuals, working together in groups, efficiently accomplish the selected aims and goals of an organization. In its expanded form, this basic definition would mean several things: first, as managers, people carry out the managerial functions of planning, organizing, staffing, leading, and controlling. Second, management applies to any kind of organization. Third, management applies to managers at all organizational levels. Finally, management is concerned with productivity and this implies effectiveness and efficiency.

Hellriegel, Woodman and Slocum (1998:27) assert that management is regarded as "a dynamic process of obtaining and organizing resources and of achieving objectives through other people". Thus, management refers to the development of bureaucracy that derives its importance from the need for strategic planning, coordination, directing and controlling of large and complex decision-making process. Essentially, therefore, management entails the acquisition of managerial competence and effectiveness in the following key areas: problem solving, administration, human resource management, and organizational leadership.

First and foremost, management is about solving problems that keep emerging all the time in the course of an organization struggling to achieve its goals and objectives. Problem solving should be accompanied by problem identification, analysis and the implementation of remedies to managerial problems.

Second, administration involves following laid down procedures (although procedures or rules should not be seen as ends in themselves) for the execution, control, communication, delegation and crisis management.

Third, human resource management should be based on strategic integration of human resources, assessment of workers, and exchange of ideas between shareholders and workers. Finally, organizational leadership and management should be developed along lines of interpersonal relationships, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills (Oslum, 2004:2-3) Williams (2008:4) also defines management as getting work done through others. This means the manager's job is to create an environment where people do the job, do it right, can do it right the first time and can do so with some sense of responsibility and pride in what they do.

Management therefore comprises working through others to accomplish tasks that help fulfill organizational objectives as efficiently as possible and enhance individual's job satisfaction (Williams, 2008: 5) Brevis, Vrba and De Klerk (1999: 11) maintain that management can be defined as the process of planning, organizing, leading and controlling the resources of an organization to achieve stated organizational goals as efficiently as possible.

Commenting on this definition, Henri Fayol as early as 1916, in his most notable work General and Industrial Management cited in Williams (2008: 5, 9) refers to what he calls management functions: planning which is determining organizational goals and a means for achieving them; organizing which is deciding where decisions will be made, who will do what jobs and tasks, and who will work with whom and for whom; leading which is inspiring and motivating workers to work harder to achieve organizational goals; and controlling which is monitoring progress toward goal achievement and taking corrective action when needed.

Certo (1980: 9) in the early 1980s viewed management as the process of reaching organizational goals by working with and through people and other organizational resources. If one collates all the definitions of management offered by several contemporary management thinkers, it appears as though management has the following three main characteristics: (i) Management is a process or series of continuing and related activities; 41 (ii) Management involves and concentrates on reaching organizational goals; and (iii) Management reaches these goals by working with and through people and other organizational resources. Management can therefore be defined as the process of achieving desired goals through efficient utilization of human and material resources. In other words, management in the context of the school consists of consulting and involving colleagues in decisions on the basis of their skills and experiences, encouraging them to make their contribution towards achieving a common goal (Robbins, 2000: 36; Bell, 1988: 45). This implies that principals should plan and guide the work of other people, generally by organizing and directing their activities on the job.

III. METHODOLOGY

Research Design.

This study utilized the Descriptive Evaluative Survey to evaluate the leadership skills and managerial competence and performance of elementary public administrators in Ormoc City District IV, Ormoc City Division, Ormoc City as a basis for a Management Plan. The researcher asked permission from the Schools Division Superintendent and Public School District Supervisor respectively to conduct the research in all elementary school in District IV using the standardized survey questionnaires for administrators and masters teachers.

Research Environment.

Ormoc District IV was composed of 18 elementary schools and 3 Secondary schools in particular. Most of the

Schools both in the Elementary and Secondary are found in the Western and Eastern part of Ormoc City. The District is composed of 138 teachers as of May 2014 with 12 Elementary School Heads, 3 Secondary School Heads and 1 Public School District Supervisor. Majority of the Schools in Elementary and Secondary are found in the rural areas specifically in mountainous part of the city.

Research Participants.

The respondents of the study were the School Heads of all elementary school of Ormoc City District IV, Division of Ormoc City, which consists of 12 School heads as respondents.

Research Instrument.

The researcher utilized a validated instrument on leadership skills; managerial competence, Performance of school administrators/PASSA.

The Federal Competency Assessment Tool-Leadership (FCAT-L) is a web-enabled leadership assessment and development tool for Federal leaders, developed by the U.S. Office of Personnel Management (OPM). The management competency Tool (Based on Competency Framework for Southeast Asian School Heads) which are standardized instruments. The Performance Appraisal System for School Administrators is the usual instrument utilized to evaluate the performance and productivity of the school heads in the government schools in the Philippines. The tool consists of three indicators the occupational competence, professional and personal characteristics, punctuality and attendance.

Research Procedures.

The researcher formulated the following procedures as guide in gathering data: The researcher asked permission from the public school district supervisor to conduct a research study in the district. The researcher will prepare all school administrators in all elementary schools of District IV to be used as respondents. The researcher distributed the researcher survey questionnaires to all administrators for them to answer. After one month, the questionnaires will be retrieved and consolidated and will be subjected to statistical treatment using coefficient of Contingency.

IV. FINDINGS

I. *Professional Profile of School Administrators in District IV, Division of Ormoc, Ormoc City.*

The result showed that among the 12 school administrators in terms of highest educational attainment, only in Complete Academic Requirements (CAR) had the highest percentage, therefore, majority of the School Administrators in Ormoc City District IV did not finish their Master's Degree. On the other hand in terms of length of service, most of the School Administrators are just new in handling the School and only few are above five (5) years in managing the school.

II. *Leadership Skills of School Administrators.*

The result under the leadership skills of school administrators which is the vision, indicator 1 has developed and communicated a clear, simple, faculty; student-focused vision, direction for the organization the

weighted average is 3.56 interpreted as very good. Indicator 2 Forward-thinking, strengthens horizons, challenges imaginations the weighted average is 3.44 interpreted as very good, inspires and energizes others to commit to vision captures minds leads by example for indicator 3 the weighted average is 3.47 interpreted as very good, indicator 4 as appropriated, updates vision to reflect constant and accelerating change, impacting the business the weighted average is 3.70 interpreted as very good. In general, the weighted average of 4 indicators is 3.54 which is interpreted as very good.

The leadership skills of school administrators as customer or quality focus it can be seen in the table below that indicator 1 listens to her/his people and assigns the highest priority to customer satisfaction, including internal customer the weighted average is 3.60 interpreted as very good, indicator 2 inspires and demonstrates a passion for excellence in every aspect of work the weighted average is 3.70 interpreted as very good, indicator 3 Strives to fulfil commitment to quality in total product/ service offering the weighted average is 3.50 interpreted as very good, indicator 4 lives customer service and creates service mind-set throughout organization the weighted average is 3.56 interpreted as very good. The weighted average of this indicators shows that the school administrators of District IV is very good in terms of customer or quality focus.

Integrity is one of the leadership skills of school administrators, indicator 1 maintains unequivocal commitment to honesty/ truth in every facet of behaviour the weighted average is 3.56 interpreted as very good, indicator 2 follows through on commitments, assumes responsibility for own mistakes the weighted average is 3.33 interpreted as very good, indicator 3 practices absolute conformance with school and DepEd policies embodying commitment to ethical conduct the weighted average is 4.00 interpreted as very good, indicator 4 actions and behaviours are consistent with words, absolutely trusted by others the weighted average is 3.44 as very good. The general weighted average is 3.58 interpreted as very good.

Accountability or commitment of school administrators, indicator 1 shows that administrators sets and meets aggressive commitments to achieve planned objectives the weighted average is 3.66 interpreted as very good, demonstrates courage/self-confidence to stand up for the beliefs, ideas, co-workers as indicator 2 the weighted average is 3.65 interpreted as very good, indicator 3 fair and compassionate yet willing to make difficult decisions the weighted average is 3.74 interpreted as very good, indicator 4 demonstrates uncompromising responsibility for preventing harm to the environment the weighted average is 3.55 interpreted as very good. The weighted average of school administrators' commitment is 3.65 interpreted as very good.

III. *Leadership Skills of School Administrators (Communication, Shared Ownership and Empowerment).*

Communication/influence of school administrators, indicator 1 communicates in open, candid, clear, complete,

and consistent manner - invites response/dissent the weighted average is 3.77 interpreted as very good, listens effectively and probes for new ideas as indicator 2 the weighted average is 3.64 interpreted as very good, uses facts and rational arguments to influence and persuade as indicator 3 the weighted average is 3.74 interpreted as very good, indicator 4 breaks down barriers and develops influential relationships across teams, functions, and layers the weighted average is 3.40 interpreted as very good. Generally, in the aspect of communication it has weighted mean of 3.64 which is interpreted as very good.

Shared ownership of school heads, indicator 1 has the weighted mean of 3.50 which is interpreted as very good where school heads develop self - confidence to share information across traditional boundaries and be open to new ideas, indicator 2 encourages/ promotes shared ownership for Team Vision and goals the weighted mean is 3.60 which is interpreted as very good, trusts others, encourages risk taking and boundary less behavior as indicator 3 the weighted mean is 3.60 which is interpreted as very good, indicator 4 champions work-out as a vehicle for everyone to be heard and open to ideas from anywhere, the weighted mean is 3.39 which is interpreted as very good. The general weighted mean of this indicators is 3.52 which is interpreted as very good.

Empowerment as part of being an administrator, indicator 1 selects talented people; provides coaching and feedback to develop team members to fullest potential the weighted mean is 3.70 interpreted as very good, indicator 2 delegates whole task; empowers team to maximize effectiveness has the highest weighted mean of 3.75 which is interpreted as very good, recognizes and rewards achievement and creates positive/ enjoyable work environment as indicator 3 has the weighted mean of 3.60 interpreted as very good, indicator 4 fully utilizes diversity of team members (cultural, race gender) to achieve success has a weighted mean of 3.54 considered as very good. In general, the empowerment of the school administrators' of District got the weighted mean of 3.65 which is interpreted as very good.

IV. *Leadership Skills of School Administrators (Knowledge, Initiative, and Global Mind set).*

The first indicator on possesses and readily shares functional/ technical knowledge, expertise and constant interest in learning the District IV administrators got the weighted mean of 3.40 which is interpreted as very good, second indicator demonstrates broad knowledge/ perspective with cross-functional/multicultural awareness the weighted mean is 3.20 the lowest among the indicators which is interpreted as good, third indicator makes good decisions with limited data and applies intellect to the fullest the weighted mean is 3.30 which is interpreted as very good, fourth indicator quickly sorts relevant information, grasp essentials of complex issues and initiates action this indicator got the weighted mean of 3.36 which is interpreted as very good. Knowledge/ expertise/ intellect of District IV school heads has the weighted mean of 3.32 and it is interpreted as very good.

Initiative or speed of school heads in District IV, indicator 1 creates real and positive change, sees change as

an opportunity the weighted mean is 3.56 majority of the school heads works on this indicator which is interpreted as very good, indicator 2 anticipates problems and initiates new and better ways of doing things the weighted mean 3.44 it is interpreted as very good, indicator 3 hates/ avoids/ eliminates "bureaucracy" and strives for brevity, simplicity and clarity the weighted mean is 2.90 which is interpreted as good, understand and uses speed as a competitive advantage as indicator 4 the weighted mean is 3.00 which is interpreted as good. Generally, in this aspect of initiative it has a weighted mean of 3.22 which is interpreted as good.

Global mind set of school administrators in District IV, indicator 1 demonstrates global awareness/sensitivity and are comfortable building diverse/global teams it has a weighted mean of 3.20 which is interpreted as good, values and promotes full utilization of global and work force diversity as indicator 2 the weighted mean is 3.00 and interpreted as good, indicator 3 considers the global consequences of every decision and proactively seeks global knowledge the weighted mean is 2.90 which is interpreted as good, treats everyone with dignity, trust, and respect as indicator 4 has a weighted mean of 3.50 which is interpreted as very good. In general, the global mind set of school heads of District IV is good having the weighted mean average of 3.15.

V. *Management Competence of School Administrators (Planning, Implementing, Assessment and Communication).*

In the aspect of planning; indicator 1 organize school structure with defined task and functions with a weighted mean of 4.30 which is interpreted as excellent, in the area of planning where school heads develops plan for effective allocation of school resources and materials which has a weighted mean of 4.00 interpreted as Very Good, strategizes in improving physical facilities of the school it has a weighted mean 4.00 which is interpreted as Very Good, school heads initiate innovative approaches for workplace improvement the weighted mean of this indicator is 3.90 interpreted as Very Good, possess interpersonal styles and methods in taking action of administrative issues has a weighted mean of 4.10 interpreted as Very Good. In general, school heads management competence in terms of planning it has a weighted mean of 4.06 which is interpreted as Very Good.

The school heads way of implementing, indicator 1 and 2 implements a school improvement plan that results in increased student achievement and create a school governing council to link the school to the different sectors of the community has a weighted mean of 4.60 and 4.80 which is interpreted as Excellent. Organize bid and awards committee for the procurement of school physical facilities, implements school policies fully, sets appropriate standards of performance to successfully completing assignments or task has a weighted mean of: 4.00, 3.90 and 3.70 which is interpreted as Very Good.

Indicator 1 for assessment, applies current research related to effective techniques in gathering data it has a weighted mean of 3.90 interpreted as Very Good, the highest was indicator 2 has a weighted mean of 4.60 which

school heads conduct assessment on instructional programs to enhance teaching interpreted as Excellent, indicator 3 selects and evaluates personnel for improvement plan has a weighted mean of 4.00 which is interpreted as Very Good, indicator 4 procure students data base for future reference has a weighted mean of 3.80 which is interpreted as Very Good. In this aspect, the general weighted mean is 4.08 which is interpreted as Very Good.

Communication fourth indicator of management competence of School Administrators, displays the skills necessary to express ideas clearly in writing, establish clear channels of oral communications either formally or informally, equip with knowhow for effective communication and interpersonal relations, provide clear vision through information drive on the goals of the school, convey information and ideas through variety of media in formal and informal setting has a weighted mean of: 4.00, 4.00, 3.80, 4.10 and 3.60 has the same interpretation as Very Good. The total weighted mean of communication is 3.90 which is interpreted as Very Good.

VI. *Management Competence of School Administrators (Supervision, Community Relations, Staff development and Conflict Management).*

Results revealed that school heads supervise the work of the staff and other school personnel in an organized manner as indicator 1 of supervision it has a weighted mean of 4.10 interpreted as Very Good, school heads of District IV shows receptiveness to new and innovative ideas has a weighted mean of 3.80 which is interpreted as Very Good, focus and guides others in accomplishing performance objectives with a weighted mean of 4.00 interpreted as Very Good, achieves a comprehensive technical knowledge in position-related areas with a weighted average of 3.90 interpreted as Very Good, indicator 5 where school heads supervise alignment, coordination and delivery of assigned programs for curricular activities with a weighted mean of 3.80 which is interpreted as Very Good.

Community relations are very important because it deals with parents and community members. Indicator 1 has a weighted mean of 4.30 interpreted as Excellent, where administrators observe interpersonal relations with parents and other community members. Encourages community, parents and school partnership to secure resources has a weighted mean of 3.90 interpreted as Very Good, indicator 3 has weighted mean of 4.00 resulted to Very Good where school heads participates community activities and provide support in different programs, attends parent association and work with collaboration as indicator 4 has a weighted mean of 4.30 Excellent, school heads encourages support system with school and community has a weighted average of 4.00 interpreted as Very Good. 4.10 is the total weighted mean of community relations which interpreted as Very Good.

School heads demonstrates concern on the needs of the faculty and staff, interacts with the staff to guide them in the accomplishment of a task, demonstrates the ability to plan and schedule the work of the staff and send teachers to trainings and seminars. The total weighted mean of staff development is 3.95 which is interpreted as Very Good.

Conflict management is the last indicator of management competence. Indicator 1 observes course of action when conflict arises within the organization with a weighted mean of 3.90 which is interpreted as Very Good, indicator 2 manages and settles disagreements due to competition has a weighted mean of 3.80 interpreted as Very Good, indicator 3 balances results of conflict from both parties with a weighted mean of 3.75 which is interpreted as Very Good, indicator 4 provides professional approach during conflict mediation has a weighted mean of 3.90 interpreted as Very Good, indicator 5 equips oneself with self-control and fair judgment to different types of conflicts has a weighted mean of 4.00 which is interpreted as Very Good. In summary of conflict management, it has a total weighted mean of 3.87 which is interpreted as Very Good.

V. SCHOOL HEADS' PERFORMANCE

The performance indicators are occupation competence, personal and professional characteristics, punctuality and attendance.

Occupational competence had weighted mean of 3.82 which is interpreted as very satisfactory, personal and professional characteristics has weighted mean of 3.90 interpreted as very satisfactory and punctuality and attendance with a weighted mean of 4.10 which is interpreted as very satisfactory. In general, the weighted mean of performance indicator is 3.94 interpreted as very satisfactory.

VI. CONCLUSION

Based from the findings of the study, the School Administrators in Ormoc District IV were efficient in their management and leadership competencies. Furthermore, these have strong impact on the performance of the school administrators.

VII. RECOMMENDATIONS

1. In improving the performance of the School Administrators, the Public School District Supervisor in every District should monitor and evaluate the School in order to maintain its effectiveness.
2. The Schools Division Superintendent should conduct seminar on how to maintain and increase the performance of the School Administrators in managing the School.
3. The Education Program Supervisor should help in evaluating the different strategies and approaches given by the Schools Division Superintendent to have full implementation on whatever methods or strategies to be done by the School Administrators to their respective schools.
4. The Deped Higher Personnel in Ormoc City Division should send school administrators to different seminar workshop inside and outside region VIII in order to

increase their learning competence on how to lead the school system.

5. The school Administrators should treat seriously on the National Competency Based System for School Administrators in order to identify their different strengths and weaknesses to find solutions and maintain the higher percentage domain.

6. The Public School District Supervisor and the rest of the Education Program Supervisor, should check seriously on the NCBSSH so that they can make conclusions and recommendations to help the School Administrators in leading the school.

7. The Education Program Supervisors should conduct in-service training based on the conclusion and recommendations they get from NCBSSH in order to find direct output on how to improve School Administrators performance.

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