Managerial Competency of Laboratory High School Principals of State Universities and Colleges in Region III, Philippines

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Angelo R. Ganaden (EdD)
Laboratory High School Department, College of Teacher Education, President Ramon Magsaysay State University, Main Campus, Iba, Zambales, 2201, Philippines
angelorganaden2020@gmail.com

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Abstract - *This study aimed to analyze principals' managerial competency. The respondents of the study comprised of 11 principals and 110 teachers in the Laboratory High Schools (LHSs) of State Universities and Colleges (SUCs) in Region III, Philippines. The study used the Competency Framework for Southeast Asian School Heads, 2014 Edition formulated by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) to measure the competency of school managers/administrators on aspects such as (1) Strategic Thinking and Innovation, (2) Instructional Leadership, (3) Personal Excellence, (4) Stakeholder Engagement, and (5) Managerial Leadership. The results showed that the laboratory high school principals always exhibit competencies primarily on leadership in instruction, personal improvement and excellence and engagement with the community. However, the study found that there was a need for principals to improve in strategic thinking and innovation and managerial leadership competency aspects. The study found a no significant difference on the perceived attributes of managerial competency when the respondents are grouped according to sex. Moreover, the analysis of variance result established a difference on the perceived principals' personal excellence and managerial leadership competencies when grouped according to respondents' highest educational attainment. The study suggested that the State Universities and Colleges in Region III may design and pursue activities that can help improve the strategic thinking and innovation and managerial leadership competency aspects of principals aimed to adequately address the growing expectations and demands of the students and other stakeholders of the laboratory high schools.*

Keywords: *managerial competency, laboratory high school, principal,SEAMEO INNOTECH, Competency Framework*

INTRODUCTION

Education in its own right is considered in every society with high regard. Education is used a tool for certain society's transformation, growth and development. Thus, management of educational organization is more challenging [1]. To be able to survive, there is a need for schools in the country to handle, to adapt and be able to manage well the changing and challenging school landscape and environment. Moreover, Thapa [2] highly considered quality school leader for providing quality education. The school managers at all levels and at all times are required to function their best most specially in managing the human, financial, tangible and other resources. This has to be emphasized and practiced according to Victor [3] if education system must achieve its national policies and goals.

It is expected from the school principal who acts as administrator, to have a profound knowledge and understanding on management aimed towards the achievement of school goals [3]. Principal's management functions make the school run smoothly [4].Management is the preparation, organization and productive use of available human and material resources towards accomplishing desired goals and objectives [5]. The ultimate goal of management is getting results [6] and this is in extremely essential for organization's sustainability and development. Hence, qualified school principals should possess and show capable managerial skills.

The question of school heads' competencies receives much attention in foreign scientific school literature. For Nkwoh [7], to achieve schools educational goals effectively, school heads (e.g., principals) must possess varied competencies. Competency is the use of one's knowledge, \abilities and appropriate judgment aimed to successfully perform a given task and manage resources for productivity [8]; has an impact on school results [9]; and further encourage higher teacher performance [10]. However, previous researches identified some issues and challenges on school principals' managerial competence. Preparedness of school principals in Asia for their new role and function as school manager is in question [11]. To function effectively and efficiently are deficient [12]. The skills and abilities of principals in secondary school on material resource management and financial allocation [3]; and administrative functions compared to supervisory functions [13]varies. Laboratory high schools in the country cater basic education. Laboratory high schools also have the responsibility to contribute and to ensure the effective implementation of the Kto12 Basic Education Curriculumfor every learner to acquire, accessible, relevant basic education. It is the concern of the educational managers of laboratory high schools in State Universities and Colleges (SUCs) in Region III to function with utmost competence in order to provide the opportunity for learners to acquire and master lifelong learning skills in the 21stcentury, experience learning beyond the classroom and continuity of quality education. The community demands from the principals to work hard to provide the best leadership and instruction possible and to help the students to lead to a better life.

The Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) [14] developed the Competency Framework for Southeast Asian School Heads. The competency framework was envisioned to provide a common foundation for defining what skills and attributes are needed of school heads in order to effectively carry out their roles, and lead their schools to excellence and success. The framework comprised of five general competency domains and specific indicators. The present study utilized this framework to measure the LHS principals' managerial competence. The five general competencies were ranked by the participants as follows:(1) Strategic Thinking and Innovation; (2) Managerial Leadership; (3) Instructional Leadership; (4) Personal Excellence; (5) Stakeholder Engagement.In the research of Loreta [15], principal's position was identified as a significant factor of an effective school. However, there is no previous study conducted on aspect of managerial competency among heads of laboratory high schools of SUCs in Region III.Thus, making this present study more relevant and compelling. The researcher believed that aside from leader behavior, school principals' managerial competency is one of the predictors to attain school's educational goals such as quality learning outcomes and overall school performance. With this undertaking, the researcher hopes to add to the understanding of what an educational leader with exemplary managerial competence can do to secondary laboratory schools. Information collected in this study could be useful in planning staff development opportunities for principals and in re-conceptualizing the content of principal preparation programs in SUCs in Region III.

OBJECTIVES OF THE STUDY

The present study investigated and determined the managerial competency of laboratory school (LHS) principals of State Universities and Colleges (SUCs) of Region III, Philippines. Specifically, the study analyzed principal's managerial competency in terms of:(1) Strategic Thinking and Innovation, (2) Instructional Leadership, (3) Personal Excellence, (4) Stakeholder Engagement, and (5) Managerial Leadership; examined the differencebetween the perception of the two groups of respondents with respect to the managerial competency in terms ofsex;and tested the difference of the perceived principals' managerial competency when grouped according to respondents' age, highest educational attainment and length of service.

METHODS

The study was based on quantitative descriptive design of research. Its analysis was also comparative. Descriptive research for Cruz, et al. [1]describes present events, questions which were posed and/or society's phenomena. Describing the managerial competency of laboratory high school principals of SUCs in Region III was the study's main purpose. The principal-respondents and the instructor/professor respondents under the principals' supervision were identified from the eleven (11) SUCs in Region III, Philippines. One hundred twenty one (principal=11 and instructors/professors=110) or 100% of the total

population of the principals and faculty members of the eleven laboratory high school department of SUCs in Region III were identified as respondents in this study. Population as a research terminology, according to Cruz, et al. [1] is defined as the inclusion or involvement of all the members of a well-determined class or group of people as participant of a scholarly and legitimate research. Table 1 below shows the distribution of the respondents in terms of their profile.

A survey questionnaire was the study's main instrument for data gathering. The competency statements/indicators were based from the Competency Framework for Southeast Asian School Heads, [14] Edition formulated/produced by the Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH). The framework measures the competencies of school principals on aspects such as (1) Strategic Thinking and Innovation, (2) Instructional Leadership, (3) Personal Excellence, (4) Stakeholder Engagement and (5) Managerial Leadership. The adapted survey questionnaire contains 40 key items/indicators. Answers of the respondents are within a point scale of5-Always (A), 4-Often (O), 3-Sometimes (S), 2-Seldom (Sel), and 1-Never (N).

To test the research instrument's reliability and validity. The researcher sought the expertise of Middle Managers of the Ramon Magsaysay Technological University (now President Ramon Magsaysay State University), Iba, Zambalesand some Education Supervisor/ Specialist of DepEd Division of Zambales to review and check the indicators of the research instrument for its clarity, structure and organization. Moreover, a pilot test was also conducted and participated by ten (10) principals of public and private secondary schools in the Municipalities of Iba, Botolan and Paluig (Zone 2), DepEdDivision of Zambales. A pilot test is a way to further improve the research instrument, make it more dependable and sound.

The survey questionnaire was administered by the researcher personally to the respondentsafter securing the approval of the distribution of the said instrument from the University/College Presidents of SUCs in Region III on the second week of January, 2019. As one way of showing ethics in research, the secrecy of their responses was assured.For the analysis of data, descriptive statistical techniques such as frequency counts, simple percentage and mean were utilized. t – Test was utilized to determine the significant difference among the perceptions of the two groups of respondents in terms of sex. Analysis of variance was used to find if there is significant difference in the computed mean when grouped according to variables age, highest educational attainment and length of service. These statistical tools were utilized with an intent toexplore, to interpret the data accordinglyand to discuss the results/findings objectively.

RESULTS AND DISCUSSIONS

Profile of the Respondents

Table 1 presents the data on age, sex, highest educational attainment, length of service/number of years as school head/principal.

Age. Four (4) or 36.36% of the principal-respondents belong to age bracket of 51-55 years, followed by 3 or 27.27% sample who belong to age 36-40 years old. Moving on to the other column, the teacher-respondents exhibited a wider distribution of demographic sample. Teachers who are 25 years old below and36-40 years got frequency of 24 or 21.82% respectively; followed by 22 teachers or 20%, age 26-30 years; and 15 teachers or 13.64% who belong to age range of 31-35 years and 41-45 years respectively. Majority of the respondents belong to age range categorized as middle adulthood.

Sex. The principals' survey revealed a majority 8 or 72.73% are female while 3(27.27%) are male. Moreover, the figures for the teacher-respondents showed a narrow difference in frequency distribution (58female or 52.73% and 52 or 47.27% male).

Highest Educational Attainment. Among the principals, there were 8 or 72.73%who already acquired Masters' degree with Doctorate units along with 3 or 27.27%principals who are holders of Doctorate degree. The data for the teacher-respondents identified 48 or 43.64%teachers having Bachelor's degree with Masters' units; followed by 36 or 32.73%teachers who achieved master's degree; 16 or 14.55% attained Masters' degree with Doctorate units; and 10 or 9.09%who are Bachelor's degree holders. Education is one of the most important characteristics that might affect the person's attitudes and the way of looking and understanding any particular social phenomena. Therefore, the response of an individual is likely to be determined by his educational status and therefore it becomes imperative to know the educational background of the respondents.

Table 1. Frequency and Percentage Distribution of the Respondents alongProfile Variables

Principal (11)			Teachers (110)		
Age	**F**	**%**	**Age**	***F***	**%**
25 Years Below	0	0	25 Years Below	24	21.82
26-30	0	0	26-30	22	20
31-35	0	0	31-35	15	13.64
36-40	3	27.27	36-40	24	21.82
41-45	2	18.18	41-45	15	13.64
46-50	2	18.18	46-50	5	4.55
51-55	4	36.36	51-55	2	1.82
Total	**11**	**100**	**Total**	**110**	**100**
Sex					
Male	3	27.27	Male	52	47.27
Female	8	72.73	Female	58	52.73
Total	**11**	**100**	**Total**	**110**	**100**
Highest Educational Attainment					
Masters' w/ Ed.D. Units	8	72.73	Bachelor	10	9.09
Ed.D.	3	27.27	Bachelor w/ Masters	48	43.64
Post Graduate	0	0	Master's	36	32.73
-	-	-	Masters' w/Ed.D.	16	14.55
Total	**11**	**100**	**Total**	**110**	**100**
Number of Years as School Head/ Principal					
1-3	1	9.09	0-5	35	31.82
4-6	3	27.27	6-10	40	36.36
7-9	4	36.36	11-15	15	13.64
10-12	3	27.27	16-20	10	9.09
13-15	0	0	21-25	1	0.9
16 Years Above	0	0	26-30	6	5.45
-	-	-	31-35	2	1.82
-	-	-	36 Years Above	1	0.9
Total	**11**	**100**	**Total**	**110**	**100**

Number of Years as School Head/Principal and Teachers' Length of Service. Majority of the principal-respondents have been in the service for quite some time thus resulting to the following frequency distribution. There were 4 or 36.36%who were in the service for 7-9 years; and 3 or 27.27% served for 4-6 years & 10-12 years respectively. On the other hand, there were 40 or 36.36%teacher-respondents, serving for 6-10 years, 35or 31.82%served for 0-5 years; followed by 15 or 13.64% with 11-15 years; 10 or 9.09% with 16-20 years, and 6 or 5.45% respondents have been in the teaching profession for 26-30 years. The principal and the teacher respondents have been serving their respective institution from six years to ten years.

Principal's Managerial Competencies
Strategic Thinking and Innovation

The perceived managerial competency of laboratory high school principals in terms of Strategies Thinking and Innovation was illustrated in Table 2. The principals' responses obtained an overall weighted mean of 4.98 with descriptive rating of "always" while the teachers' responses gained an overall weighted mean of 4.46, with descriptive equivalent of "often".

For the principal's data in terms of Strategic Thinking and Innovation competency, the items/indicators which were rated as always (WM=5) include 1, "Works with the school and community stakeholders in developing the strategic plan", 2, "Implements and leads a strategic plan", 3, "Demonstrates the vision and models the values in work and practice", 5, "Implements of new approaches, systems, and structures",8, "Recognizes and rewards those who initiate and sustain change and innovation", 9, "Delegates effectively to achieve objectives set in the plan" and 10, "Implements plan with creativity, innovation and use of technology".

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Table 2. Level of Managerial Competencies in terms of Strategic Thinking and Innovation

No	Strategic Thinking and Innovation Competency	Principals		Teachers	
		WM	DE	WM	DE
1.	Works with the school and community stakeholders in developing the strategic plan	5.00	A	4.40	O
2.	Leads in the implementation of the strategic plan	5.00	A	4.50	A
3.	Demonstrates the vision and models the values in everyday work and practice	5.00	A	4.45	O
4.	Practices regular review of plan/program implementation	4.90	A	4.58	A
5.	Leads change process toward the implementation of new approaches, systems, and structures	5.00	A	4.41	O
6.	Sustains creativity and innovation in the school programs to achieve higher learning outcomes	4.90	A	4.51	A
7.	Maintains an open mind towards ideas to reach solutions	4.90	A	4.35	O
8.	Recognizes and rewards those who initiate and sustain change and innovation	5.00	A	4.60	A
9.	Delegates effectively to achieve objectives set in the plan	5.00	A	4.40	O
10.	Promotes creativity, innovation and the use of technology in the implementation of the plan	5.00	A	4.51	A
	Overall Weighted Mean	**4.98**	**A**	**4.47**	**O**

Furthermore among teacher-respondents, the highest rated item was 8 "Recognizes and rewards those who initiate and sustain change and innovation" (WM= 4.60) followed by 4,"Practices regular review of plan/program implementation"(WM=4.58) both interpreted as always. The respondents of the present studyperceived that the laboratory high school principals have shown abilities categorized under the competency strategic thinking and innovation. Nkwoh [7] pointed out that school principals must possess a wide array of competencies in order to lead schools effectively towards the accomplishment of educational goals.

Revealed from above results that the manifestations of strategic thinking and innovations were always on principals' efforts to serve and achieve the institution's vision and shows what the organization values and practices best; the implementation of a strategic plan and leading new approaches in the system (e.g., reward system, utilization of appropriate technology); the practice of a regular review of plan/program being employed; and sustaining relevant changes and innovations in education. Kefela [16] stressed that strategic leaders have the best perspective because of their position in the organization, to see the dynamics of the school culture as this is the essence of strategic success. The results of the research conducted by Bairašauskienė [17] revealed that the most significant headmasters' competencies which highly influence the results of school activity are their abilities to form the strategic direction and implement effective staff policy. As for management functions, Egwu [4] opined that the principal is a leader who must plan, coordinate and supervise the affairs of the school. This kind of leader has sincere and dedicated commitment to operate the business of the institution.

Instructional Leadership

Table 3 describes the perceived managerial competency of laboratory high school principals in terms of Instructional Leadership. The principals' responses obtained anoverall weighted mean of 4.99 while the teachers' responses gained an overall weighted mean of 4.86, both with descriptive equivalent of "always". The result on the appraised Instructional Leadership competency by the principals shows weighted mean (WM) of 5.00. They believed that they always manage curriculum implementation, promote sensitivity of diversity and differentiated instruction; learner-cantered activities, a healthy, safe, and inclusive learning environment; a culture of peace and respect for diversity; apply appropriate models for supervision and evaluation; manage assessments to improve teaching and learning; implement learning sessions for curriculum improvement; and ensure diversity in instructional planning and delivery of differentiated instruction. For the results on the teachers' perceptions, item 10, "Ensures diversity in instructional planning and delivery of differentiated instruction" obtained the highest weighted mean of 4.98 followed by 9, "Implements learning sessions for curriculum improvement" (WM=4.83) both interpreted as always.

Table 3. Level of Managerial Competencies in terms of Instructional Leadership

No	Instructional Leadership Competency	Principals		Teachers	
		WM	DE	WM	DE
1.	Manages curriculum implementation	5.00	A	4.79	A
2.	Promotes sensitivity of diversity and differentiated instruction	5.00	A	4.76	A
3.	Promotes learner-centered activities	5.00	A	4.8	A
4.	Promotes a healthy, safe, and inclusive learning environment	5.00	A	4.79	A
5.	Promotes a culture of peace and respect for diversity	5.00	A	4.77	A
6.	Applies appropriate models for supervision and evaluation	5.00	A	4.73	A
7.	Nurtures teacher leaders	4.90	A	4.70	A
8.	Manages assessments to improve teaching and learning	5.00	A	4.82	A
9.	Organize regular learning sessions on curriculum implementation and improvement	5.00	A	4.83	A
10.	Ensures that teachers consider diversity in planning and delivering differentiated instruction	5.00	A	4.98	A
	Overall Weighted Mean	**4.99**	A	**4.86**	A

Based from the perceptions of the respondents, it was found out that quality of instruction is also a top priority for the laboratory high school principals.The respondents of the present study approved that their principals excel as instructional leader which implies that they always review and implement curriculum in the basic education relevant to what the learners need. In so doing, the principals always promotes and indorses learner-centered and differentiated instruction, ensures effective instructional planning and assessment techniques, considers and respects diversities of learners inside the classroom and inclusiveness of learning. Instructional leadership therefore is committed to the core business of teaching, learning, and knowledge. Moreover, instructional leadership focuses heavily on coordinating, controlling, supervising, and developing curriculum and instruction in the school.

As mentioned in the article of Leadership Insights [18], the role of the instructional leader should also be expanded to incorporate a shift away from just 'management,' or working in terms of administrative tasks, and move toward an emphasis on leadership in the aspect of instruction. While Achmad[10] stated that a qualified principal shows capable managerial skills in providing sufficient time for instructional process leadership. While Balyer [19]suggests scopes of instructional leadership such as identifying school's mission, supervising instructional program, and maintaining positive and progressive learning environment. In this regard, schools should function towards improvement of student outcomes. Moreover, organizational development is important to Balyer [19] because principals can see teachers' works which can help them establish important processes and relationships that can promote growth and change in school.

Table 4 shows the perceived managerial competency oflaboratory high school principals in terms of Personal Excellence, had achieved outstanding overall weighted mean of 4.99 with a descriptive equivalent of "always" among the principal-respondents while the teachers' perceptions garnered overall weighted mean of 4.90,interpreted as "always".

The result on the assessed managerial competency of principals in terms of Personal Excellence showed that they lead by example; practice a balanced healthy lifestyle; take pride in one's profession; manage priorities and deliver results; exhibit decisiveness in addressing challenges; advocate ASEAN values and perspectives; exhibit an enterprising attitude; address areas for self-improvement which obtained weighted mean score of 5.00 For the result of the teachers' survey, item 10,"Address areas for self-improvement" (WM= 4.97) and item 9, "Exhibits an enterprising attitude"(WM=4.96) and both interpreted as always. The respondents of the present study agreed on the insights that the laboratory high school principals maintain excellent personal attributes and qualities as leader. The competence of the principals revolves around personal attributes such as solid understanding of oneself (e.g., enterprising attitude, awareness of aspect for self-improvement and balanced healthy lifestyle, pride in one's profession and decisiveness in addressing challenges).

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Table 4. Level of Managerial Competencies in terms of Personal Excellence

No	Personal Excellence Competency	Principals		Teachers	
		WM	DE	WM	DE
1.	Leads by example	5.00	A	4.75	A
2.	Demonstrates transparency and accountability	4.90	A	4.80	A
3.	Practice a balanced healthy lifestyle	5.00	A	4.77	A
4.	Takes pride in one's profession	5.00	A	4.73	A
5.	Manages priorities and deliver results	5.00	A	4.77	A
6.	Exhibits decisiveness in addressing challenges	5.00	A	4.80	A
7.	Takes responsibility for lifelong learning	4.90	A	4.80	A
8.	Advocates ASEAN values and perspectives	5.00	A	4.81	A
9.	Exhibits an enterprising attitude	5.00	A	4.96	A
10.	Address areas for self-improvement	5.00	A	4.97	A
	Overall Weighted Mean	**4.99**	**A**	**4.90**	**A**

The laboratory high school principals always lead by example, knows how to prioritize and maintain a clear list of priorities which can improve focus at work and bring in the organization results. Driscoll [20] stressed that the best leaders in the educational system make it a point to lead by example, have a solid understanding of one's capabilities and roles, and maintain confidence in order to accomplish so much more.

Now more than ever, schools need great leaders. The task at hand of school leaders is to develop a continuous practice of a healthy and productive personal excellence. The quantitative surveys conducted by Education Sector Analytical and Capacity Development Partnership [21] identified that personality, managerial and social were mentioned most frequently as areas of strength of principals managerial competencies. In short, school principals should model for fundamental qualities such as organization, efficiency, and communication.

Table 5 presents the perceived managerial competency of the laboratory high school principals in terms of Stakeholder Engagement which had achieved overall weighted mean of 4.97 with a descriptive equivalent of "always" while the teachers' perceptions garnered overall weighted mean of 4.82, interpreted as "always".

The principals believed that they always build trust and lead teams for school improvement; facilitate school community partnerships and activities; they support community-based programs and projects; communicate school performance report to stakeholders; instill a sense of ownership of school programs and projects; employ appropriate multimedia to communicate with different stakeholders. Moving on with the results on the responses of the teachers, they believed that they always instill a sense of ownership of school programs and projects (*WM*=4.93) and employ appropriate multimedia to communicate with different stakeholders (*WM*=4.86).

Table 5. Level of Managerial Competencies in terms of Stakeholder Engagement

No	Stakeholder Engagement Competency	Principals		Teachers	
		WM	DE	WM	DE
1.	Builds trust and lead teams for school improvement	5.00	A	4.67	A
2.	Empowers the community to work for enhancement of school performance	4.90	A	4.68	A
3.	Communicates effectively with different stakeholders	4.90	A	4.68	A
4.	Facilitates school community partnerships and activities	5.00	A	4.68	A
5.	Promotes consensus-building	4.81	A	4.68	A
6.	Manages conflict and practice negotiation skills	4.72	A	4.7	A
7.	Supports community-based programs and projects	5.00	A	4.73	A
8.	Communicates school performance report to stakeholders	5.00	A	4.73	A
9.	Instills a sense of ownership of school programs and projects	5.00	A	4.93	A
10.	Employs appropriate multimedia to communicate with different stakeholders	5.00	A	4.86	A
	Overall Weighted Mean	**4.97**	**A**	**4.82**	**A**

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The respondents approved that the stakeholder engagement functions of the principal always focused primarily on building trust, partnerships and communication network among school community and different stakeholders. Moreover, principals are expected to facilitate school programs and projects/activities which can help develop sense of ownership and will lead to team and school improvement.

The principal as middle manager, their sub-role include interacting with outsiders, interpretation and translation of strategy, filtering the information and networking. Balyer [19] argued that principals are expected by the stakeholders and the whole educational community to have a deep understanding on the school community within the socio-political context of the broader community. For Meador [22], principals should be on the front lines, working with the stakeholders to improve both their community and school. They should be skilled listeners who value feedback and use it to make recognizable changes. On the other hand, Heller [6] claimed the one of the school administrators' functions is community relationship management. For Bratović [23], it is the principal's role to set expectations, roles and responsibilities of the school and the community in providing quality education and create synergy among parents and community members to support school initiatives.

Displayed in Table 6 the perceived managerial competencyof thelaboratory high school principals in terms of Managerial Leadership revealed the respondents' perception as follows: the overall weighted mean of 4.97 with descriptive equivalent of "always" was recorded among principals, on the other hand the teachers' perception indicated an overall mean of 4.49, interpreted as "often".

The principals revealed highest ratings on five (5) items where they believed that they always manage systems and procedures; recognize staff performance; promote sustainable school-based programs and projects; access and mobilizes financial resources for the school; and match facilities and equipment with program needs. Teachers also believed that they often manage systems and procedures (*WM*=4.65) as the highest followed by always supporting the professional development of staff (*WM*=4.64. They also often manage school personnel requirements" obtained (*WM*=4.35). The presented findings suggest that the respondents agreed that the principal's managerial leadership functions and competencies focused more on following appropriate direction for the school/department systems and procedures, the promotion of sustainable school-based programs and projects and the promotion staff/personnel needs and performances.

Table 6. Level of Managerial Competencies in terms of Managerial Leadership

	Managerial Leadership Competency	Principals WM	DE	Teachers WM	DE
1.	Manages financial resources	4.81	A	4.45	O
2.	Manages learning environments	4.81	A	4.57	A
3.	Manages systems and procedures	5.00	A	4.65	A
4.	Manages school personnel requirements	4.90	A	4.35	O
5.	Supports professional development of staff	4.90	A	4.64	A
6.	Recognizes staff performance	5.00	A	4.46	O
7.	Demonstrates program and project management skills	4.90	A	4.51	A
8.	Promotes sustainable school-based programs and projects	5.00	A	4.40	O
9.	Accesses and mobilizes financial resources for the school	5.00	A	4.41	O
10.	Matches facilities and equipment with program needs	5.00	A	4.45	O
Overall Weighted Mean		**4.97**	**A**	**4.49**	**O**

Principal's leadership sets the tone of the school, the learning, the climate and the level of professionalism.Moreover, if principal's managerial leadership will focus to teachers' welfare, the students and other technical aspects of supervision, management and leadership will result to a positive effect on school's performance.

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The school principal is responsible for all the activities conducted in and around the school, making him/her the most important and influential individual in the department/school. Therefore, school manager's functions ranges from planning, development, utilization of all school features and elements, including infrastructure. In this respect, the factors in the organizational development are organizational direction, relations, and procedures. In Mustamin's [24], there are three sections of principal competencies which include school leadership dimension; teaching with dimensions of leadership; and operational leadership. According to Balyer [19] the principal occupies a most strategic position in the school organizational development and change.

Table 7. t-Test on the Perceived Managerial Competencies when grouped according to Sex

	Occupation	Mean	SD	t	Sig.
Managerial Competency	Male	4.35	0.42	0.25	0.80
	Female	4.38	0.31		

**Significant; df=171t*

Table 7 indicates the t-Test result showing the differences in the perceived managerial competencies of LHS Principals when grouped according to sex.

It can be gleaned on the table that the significant value for Managerial Competency (0.80) was higher than the (0.05) alpha level of significance. Hence, the null hypothesis is accepted and the result was not significant. There was no significant difference on attributes of managerial competency when the respondents are grouped according to sex. The variable "sex" is simply not a source of variation on attributes, traits and/or characteristics of laboratory high school principals' managerial competencies. The male and female respondents manifest similarity of responses on different competencies a principal as educational manager should acquire, should have and should apply in the performance of their functions, responsibilities and duties.

Table 8 indicates the analysis of variance result showing the differences in the perceived managerial competencies of LHS Principals when grouped according to variables age, highest educational attainment and length of service.

For the Strategic Thinking and Innovation, the significant values for age (0.09), highest educational attainment (0.13) and length of service (0.16) were higher than (0.05) alpha level of significance. The null hypothesis is accepted, there is no significant difference on the perceived competency of the LHS principals when attributed to the mentioned profile variables. This signifies that irrespective of differences found in the profile, there exists similarity in their understanding, orientation and observation of the different indicators/aspects of strategic thinking and innovation practiced by the head/principal. For the result on the Instructional Leadership, the significant values for age (0.35), highest educational attainment (0.08) and length of service (0.46) were higher than (0.05) alpha level of significance. The null hypothesis is accepted, there is no significant difference on the perceived (observed and practiced) competency of the LHS principals when attributed to the above stated profile variables. The respondents who vary in terms of personal-related profile manifested likeness of perception on the Instructional Leadership competency of the head/principal.

Noted in the result for Personal Excellence, the significant value for highest educational attainment (0.02) was lower than (0.05) alpha level of significance which signifies that the null hypothesis is rejected and there was significant difference on the perceived Personal Excellence aspect of managerial competency when attributed to respondents' highest educational attainment.

Table 8. Difference in the Perceived Managerial Competencies of LHS Principals when grouped according to Profile Variables

Source of Variation	Strategic Thinking and Innovation		Instructional Leadership		Personal Excellence		Stakeholder Engagement		Managerial Leadership	
	F	**Sig.**	F	**Sig.**	F	**Sig.**	F	**Sig.**	F	**Sig.**
Age	1.94	**0.09**	1.45	**0.35**	1.75	**0.21**	0.98	**0.58**	1.36	**0.45**
Highest Educational Attainment	1.81	**0.13**	2.11	**0.08**	3.30	**0.02***	1.92	**0.09**	2.57	**0.04***
Length of Service	1.66	**0.16**	0.37	**0.46**	0.32	**0.28**	0.56	**0.79**	0.95	**0.47**

** Significant*

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The respondents showed unlike observations, insights, and practiced Personal Excellence competency. Kefela [16] argued that the competence of the school head could be attributed to their gained knowledge, experiences and skills as they pursue advanced studies and engage into continuous professional growth and development.

For the result on the Stakeholder Engagement, the significant values for age (0.58), highest educational attainment (0.09) and length of service (0.79) were higher than (0.05) alpha level of significance. The null hypothesis is accepted, there is no significant difference on the perceived and practiced competency of the LHS principals when attributed to the above identified profile variables. The respondents, who differ in terms of age group, achieved highest educational attainment and rendered years of service manifested similarity of knowledge and observed practiced on the different aspects of Stakeholder Engagement competency of principal.

For the Managerial Leadership, the significant value for highest educational attainment (0.04) was lower than (0.05) alpha level of significance which suggests that the null hypothesis is rejected and there was significant difference on the perceived Managerial Leadership aspect of managerial competency when attributed to respondents' highest educational attainment. The respondents have varied extent and level of knowledge and understanding on manifested as well as practicedManagerial Leadership competency asprincipal and this was attributed to their educational attainment. de Guzman [25] stressed the connection of the acquired education of school leaders and theirabilities toperform and utilize managerial functions in achieving institutional objectives.

CONCLUSIONS AND RECOMMENDATIONS

Managerial competency is one of the important and major attributes of principal to guarantee school's overall performance. With the overwhelming responsibility of the principal to manage and supervise the school's unique organization and environment so as that he/she must have the appropriate, efficient and effective management competencies and abilities. The present study was participated by laboratory high school principals and their respective teachers (instructors/professors). Majority of them are female, married, in their middle adult, holders of master's degree and have been in the service for quite some time. Results on the perceptions of the respondents revealed that the LHS Principals manifested managerial competencydistinctively on aspects/ frames of Instructional Leadership (effective and quality teaching and preening process), Personal Excellence (pursuing personal effectiveness and professional development), and Stakeholder Engagement (responsible and collaborative relationship with the stakeholders). However, the teacher-respondents perceived that their respective principal needs more to show and execute competence on frames Strategic Thinking and Innovation (charting strategic direction of the school) and Managerial Leadership (managing school system and resources).The t-Test result found a no significant difference on the perceived attributes of managerial competency of LHS Principals when the respondents are grouped according to sex. Moreover, the analysis of variance result established adifference on the perceived principals' personal excellence and managerial leadership competencies when grouped according to respondents' highest educational attainment.

Taking into account the significant findings of the study and the conclusions derived, it is recommended that the State Universities and Colleges (SUCs) in Region III offering laboratory high school (LHS) may consider the development of a program aimed for the enhancement ofthe performance of LHS principals as school managers and administrators. In the development of theenhancement program for LHS principals, SUCs may prioritize the planning and/or designing of activities that can help improve principal's strategic thinking and innovation and managerial leadership competency aspects to adequately address the growing expectations and demands of the students and other stakeholders of the laboratory high schools.The strategic thinking and innovation dimension of managerial competency may focus on aspects such as effective determination of solution to different school/department concerns, delegation of works as set in the plan, and havinga strategic plan to establish a strong involvement of the community and stakeholders. Managerial leadership competency on the other hand should focus more on the promotion of sustainable school-based programs and projects, staff's professional development and improved management of financial resources and learning environments.

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