

RESEARCH CAPABILITY AND MANAGERIAL COMPETENCE OF PUBLIC SCHOOL ADMINISTRATORS

*Daniel B. Dumdumaya

**Elvie S. Samson

Paper Received: 10.10.2021 / **Paper Accepted:** 01.11.2021 / **Paper Published:** 09.11.2021

Corresponding Author: Daniel B. Dumdumaya; Email: daniel.dumdumaya@deped.gov.ph; doi:10.46360/globus.edu.220212020

Abstract

This study aimed to determine the research capability and managerial competence of public school administrators. Employing a descriptive research design, the respondents of the study were the twenty-five public school administrators in the District of Enrique B. Magalona, Division of Negros Occidental, during the school year 2017-2018. The survey instrument used was validated by experts and undergone reliability testing. The researcher did the administration and retrieval of the instrument. Statistical tools used were the frequency count, percentage, mean and standard deviation. Findings showed that research capability was high when taken as a whole and grouped according to age, sex, position, educational attainment, administrative experience, school category, and training attended. Moreover, managerial competence was very high when taken as a whole and grouped according to the variables mentioned above. The findings provided the basis for proposing an enhancement program that may improve their performance as public school administrators and provide the key to more development programs.

Keywords: Managerial Competence, Research Capability, Public School Administrators, Performance, Enhancement Program.

Introduction

Without excellent leaders, great schools would not exist. School administrators are under pressure to enhance teaching and learning in today's society of high expectations. Educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special program administrators, and expert overseers of legal, contractual, and policy mandates and initiatives are all required [1].

Research is a critical tool for national and international advancement. The goal of the research is a good life, and the purpose of research is to assist man. As a result of research, man advances because he uses the results of research [3]. On the other hand, managerial competencies are the skills, motives, and attitudes necessary to a job. They include such characteristics as communication skills, problem-solving, customer focus, and the ability to work within a team. Skills and knowledge are a part of a manager's competency that can be measured fairly easily, just as intangible assets like effective communication and teamwork [6].

In line with this, the Department of Education as an agency of the government should address problems, particularly the teaching-learning process. In other words, the school administrator should conduct research relative to the solutions to the problems in their schools, which will improve the country's system. To corroborate this concept, the Department of Education issued DepEd Order No. 39, s. 2016 which institutionalizes the Adoption of the Basic Education Research Agenda. This order stipulates that policies in the department should be based on research [4].

In the Philippine educational setting, administrators are expected to develop action research at least once a year. The Office Performance Commitment and Review Form of the department places research outputs as one of the indicators of managerial performance. There appears, however, a shortage of empirical data as to research generation and productivity among school administrators.

Since the school has traditionally been one of the

*E. B. Magalona Elementary School, E. B. Magalona, Negros Occidental, Philippines.

**Carlos Hilado Memorial State College, Talisay City, Negros Occidental, Philippines.

major sources of knowledge and innovations, schools administrators' research capability and managerial competence should be greatly enhanced. Thus, this research had been given premium and conceptualized.

Statement of the Problem

This study sought to determine the research capability and managerial competence of public school administrators in the District of Enrique B. Magalona during the school year 2017-2018.

The study aimed to identify answers to the following questions:

1. What is the profile of public school administrators in the District of Enrique B. Magalona when grouped according to:
 - a. age,
 - b. sex,
 - c. position,
 - d. educational attainment,
 - e. length of administrative experience,
 - f. school Category, and
 - g. relevant trainings attended?;
2. What is the level of research capability of public school administrators when taken as a whole and when grouped according to the aforementioned variables?;
3. What is the level of managerial competence of the public school administrators when taken as a whole and when grouped according to the variables mentioned above?;
4. Based on the results, what enhancement program for research capability and could managerial competence be proposed?

Research Design

The descriptive research design was utilized in this study. The descriptive research design was used in describing the data about the study. According to [7], the descriptive method of investigation is primarily concerned with findings "what is." He also contended that the main objective of a descriptive investigation is to describe the nature of

the present situation and to interpret the function relationship between variables involved. The researcher used a survey questionnaire to determine the research capability and managerial competence of public school administrators of the District of Enrique B. Magalona. This study utilized the total population, which included all the twenty-five school administrators in the district of Enrique B. Magalona.

Statistical Treatment

The following statistical tools were used in presenting, analyzing, and interpreting the data gathered.

In problem number one, which aimed to determine the personal information of the public school administrators of the District of Enrique B. Magalona, frequency count, and percentage were used.

For problem number two on the research capability level of public schools administrators, the mean and standard deviation were used.

For problem number three on the managerial competence level of public schools administrators, the mean and standard deviation were also used.

The responses were converted using the following scale and interpretation:

- 4.20- 5.00, Very Highly Capable/Competent;
- 3.40- 4.19, Highly Capable/Competent;
- 2.60- 3.39, Capable/Competent;
- 1.80- 2.59, Moderately Capable/Competent;
- 1.00- 1.79, Not Capable/Competent.

Results and Discussion

Research Capability and Managerial Competence of Public School Administrators

Table 1: Profile of School Administrators

Variables	f	%
A. As a whole	25	100
B. Age		
Younger (< 49 yrs. old)	12	48
Older (49 yrs. & above)	13	52
C. Sex		
Male	10	40
Female	15	60
D. Position		
Teacher-In-Charge/Head Teacher	11	44
Principal	14	56
E. Educational Attainment		

With Masteral units	21	84
Masters	4	16
F. Administrative Experience		
Shorter (< 9 yrs.)	9	36
Longer (9 yrs. & above)	16	64
G. School Category		
Elementary	21	84
Secondary	4	16
H. Trainings Attended		
Less (<200 hrs.)	10	40
More (200 hrs. & above)	15	60

The total number of public school administrators of Enrique B. Magalona, Negros Occidental is twenty-five (25), and the total population was used. Thirteen school administrators (52%) were older, and twelve or (48%) were younger. As to sex, ten or (40%) were males, and fifteen or (60%) were females. As to the position, eleven or (44%) were teacher-in-charge/ head teachers (I-III), and fourteen or (66%) were principals (I-III). As to educational attainment, four school administrators (16%) have master's degree and twenty-one or (84%) with master's units. As to the length of

administrative experience, nine school administrators or (36%) have shorter years in administrative experience, and sixteen school administrators or (64%) have longer years in administrative experience. As to the school category, twenty-one or (84%) were in elementary, and four (16%) were in high school. As to the relevant trainings attended, ten school administrators (40%) have fewer hours of relevant training attended, and fifteen school administrators or (60%) have more relevant training hours.

Table 2: Research Capability Level of Public School Administrators

Variables	$\bar{x}$	SD	Interpretation
A.As a whole	3.85	0.45	High
B. Age			
Younger (< 49 yrs. old)	3.85	0.29	High
Older (49 yrs. & above)	3.85	0.57	High
C. Sex			
Male	3.83	0.29	High
Female	3.86	0.53	High
D. Position			
Teacher-In-Charge/Head Teacher	3.96	0.61	High
Principal	3.76	0.24	High
E. Educational Attainment			
With Masteral units	3.82	0.47	High
Masters	3.97	0.35	High
F. Administrative Experience			
Shorter (< 9 yrs.)	3.84	0.53	High
Longer (9 yrs. & above)	3.85	0.41	High
G. School Category			
Elementary	3.82	0.47	High
Secondary	3.99	0.47	High
H. Trainings Attended			
Less (<200 hrs.)	3.80	0.58	High
More (200 hrs. & above)	3.88	0.47	High

Note: 4.21- 5.00, Very High; 3.41- 4.20, High; 2.61- 3.40, Average; 1.81- 2.60, Low; 1.00- 1.8, Very Low.

The results indicated that the research capability level of public school administrators was highly capable ($\bar{x}$ = 3.85, SD = 0.45). As to age, sex, position, educational attainment, administrative experience, school category, and training attended, the public school administrators were interpreted as

"Highly Capable," with means ranging from 3.76 to 3.99.

The results implicated that the school administrators have a high level of research capabilities regardless of whatever variables were considered. In contrast to the work of Vaccaro

(2009), as cited by [8], younger educators, females, and those who completed their master's degree have a high level of research self-efficacy though

not high enough to statistically differ from their counterparts.

Table 3: Managerial Competence Level of Public School Administrators in the District of Enrique B. Magalona

Variables	$\bar{x}$	SD	Interpretation
A. As a whole	4.7	0.34	Very High
B. Age			
Younger (< 49 yrs. old)	4.6	0.23	Very High
Older (49 yrs. & above)	4.8	0.39	Very High
C. Sex			
Male	4.6	0.29	Very High
Female	4.8	0.34	Very High
D. Position			
Teacher-In-Charge/Head Teacher	4.72	0.43	Very High
Principal	4.68	0.26	Very High
E. Educational Attainment			
With Masteral units	4.70	0.35	Very High
Masters	4.72	0.28	Very High
F. Administrative Experience			
Shorter (< 9 yrs.)	4.72	0.47	Very High
Longer (9 yrs. & above)	4.69	0.26	Very High
G. School Category			
Elementary	4.71	0.36	Very High
Secondary	4.63	0.19	Very High
H. Trainings Attended			
Less (<200 hrs.)	4.72	0.48	Very High
More (200 hrs. & above)	4.69	0.22	Very High

Note: 4.21- 5.00, Very High; 3.41- 4.20, High; 2.61- 3.40, Average; 1.81- 2.60, Low; 1.00- 1.8, Very Low.

The data revealed that the level of managerial competence of public school administrators in the district of Enrique B. Magalona was very high ($x = 4.70$, $SD = 0.34$). As to age, sex, position, educational attainment, administrative experience, school category, and training attended, the public school administrators were interpreted as "Very Highly Competent" with means ranging from 4.60 to 4.80.

The findings of this study were in unity with the claim that knowledge of competencies which are necessary for efficient, professional performance of a school leader position [2]. Instructional leadership skills as an essential management skill are needed for effective school administration [5].

Conclusion

Given the findings of the study, the following conclusions were advanced: The school administrators had ample knowledge in doing research works. They were able to come up with quality output when it comes to research. In addition, the school administrators should observe properly the ethical standards set for them by the

authority in handling and supervising their school and subordinates.

The results can surmise that school administrators can do well in research if given the opportunity. This conclusion opens more room for improvement to enhance their full potentials in doing research work if they are given more trainings and activities designed for this purpose.

Generally, they were competent and can manage well, although they have to continuously enhance their managerial competence.

Recommendations

Based on the initial findings and conclusions, the following recommendations were formulated:

The school administrators should endeavor to strengthen and sustain their research capabilities and managerial competence in order to respond to their respective clientele's needs and requirements.

The District Supervisor can work on the allocation of funds from the MOOE to help and support the financial aspects of training and seminars in

enhancing the full potential of their administrators in research undertakings to further strengthen their capabilities and managerial competencies.

The Division of Negros Occidental may institutionalize the presentation of research outputs of the school administrators in research fora at various levels to further enhance the administrators' research capability and appreciation of research.

The findings of the study can be submitted to the district supervisor to provide information on the level of research capability and managerial competence of school administrators as the results can be used in formulating enhancement training or program proposed by the researcher.

Future researchers can conduct an in-depth study on public school administrators' research capability and managerial competence using other variables not covered in the study.

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

Works Cited

1. Bartolletti, J. and Connelly, G., (2013). "Leadership Matters: What the Research Says about the Importance of Principal Leadership", Retrieved December 2, 2017 from www.naesp.org.
2. Bittenova, M., Haskova, A. and Pisonova, M., (2014). "School Leaders Competence in Managerial Area", Retrieved November 6, 2017 from <http://www.google.com /1-s2.0-S1877042814048460-main.pdf>.
3. Calderon, J. F. and Gonzales, E. C., (1993). "Methods of research and Thesis Writing", Manila: Great Books Trading.
4. DepEd Memorandum No. 39, (2016). "Adoption of the Basic Education Research Agenda".
5. Ikegbusi, N.G., (2016). "Management Competency Needs of Principals for effective Administration of Secondary Schools in Nigeria", *International Journal of Advanced research in Education & Technology*, 3(3), 61-63.
6. Czaja, J., (2017). "What Does Managerial Competence Mean?". Retrieved from 2018; <http://www.careertrend.com>.
7. Key, J. P., (1997). "Qualitative Research", Retrieved from 2018; <http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage21.htm>.
8. Linaugo, J., (2017). "Research self-efficacy, attitude, motivation, productivity and impact in the Division of Negros Occidental", (Unpublished Doctorate Dissertation). Carlos Hilado Memorial State College, Talisay City.