

**COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS IN THE
DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION
OF BASIC EDUCATION CURRICULUM**

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The Faculty of Graduate School
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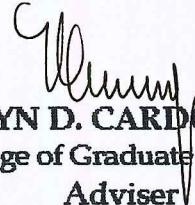
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education (MAEd)
Major in Educational Management

EDGARDO M MONTANCES

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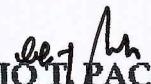
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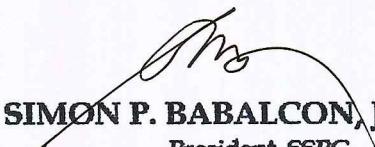


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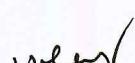
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Edgardo M. Montances

DEDICATION



I would like to dedicate my work to my parents, my
wife Sabeth and my children Mabeth, Lemy, Apply
and Hazel Joy.
For their endless love support
and encouragement.

Edgardo

ABSTRACT

The study assessed the level of competence of the secondary school administrator in the Division of Samar. The result of the study will be used as inputs to the implementation of the Basic Education Curriculum. This study employed the descriptive-survey method of research to assess the level of competence of the secondary school administrators as perceived by the teachers, division key officials and administrators themselves along the various areas of school administration. For establishing the relationship between personal and professional characteristics and the level of competence of secondary school administrators along the areas of school administration. The Fisher's t-test for all these variates were lesser than the critical t-value. This led to the acceptance of the hypotheses that "There is no significant relationship between the level of competence of the SSAs along the aforesaid areas of school administration and their personal/professional characteristics." With regards to the attitude of the SSAs towards the Basic Education Curriculum (BEC), the grand mean of the responses of the administrators was posted at 3.87 or "agree" which indicated that in general, the attitude of these SSAs towards the 2002 BEC was favorable. The division key officials and the teachers, on the other hand, also deemed their administrators as "Very satisfactory" in terms of their level of competence in the aforesaid areas of school administration. Their responses suggest that the SSAs are performing well in relation to their administrative functions. The secondary school administrators in the Division of Samar manifested their strong support to the 2002 Basic Education Curriculum (BEC).

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Education is complex and long-range activity. Today, it has become a big enterprise in all countries. The less-developed countries together with highly advanced ones are appropriating large sums of money for the education of their citizens. The Philippines as a developing country has been investing a large portion of its budget for education. This is recognition of the necessity of educating the people.

One philosophy of education, which should be the ultimate basis of any curriculum design or reform, has to be relevant and responsive to our rapidly changing world. Filipino learners need an educational system that empowers them for lifelong learning or enables them to be competent in learning how to learn anywhere even when they are left to themselves. Lifelong learning “meets the challenges posed by a rapidly changing world”, but it is nearly impossible today for anybody without functional literacy (Delors, 1996:20).

One of the roots of the unsatisfactory and unsteady achievements of our students is our congested curriculum. To help raise the achievement level of our students, we need a refined curriculum whose components have reclustered into (a) fewer learning areas with (b) better integration of competencies and topics within and across these learning areas and with (c) more time not for additional

subject matter that will overload our learners but for the mastery of the essential competencies and for personal analysis and reflection on the major concepts. The outcome will be a restructured, upgraded, and more integrated curriculum where every learning competency is useful and none is superfluous (PCER, 2000: 108).

The DepEd however, recognizes that an overcrowded curriculum and its insufficient relevance do not constitute the sole cause of the unsatisfactory achievements of Filipino learners. Addressing the other major causes had been attempted through past projects such as the Secondary Education Development Program (SEDP), which involved not only curriculum development but also the upgrading of physical facilities, the production of instructional materials, the in-service training of teachers and upgrading of school administrators (NSEC, 1998).

If education is to work for a change, then change must come within the school system, for no external change come without first a change coming from within. Whether education could keep in step with the constantly changing world, will depend on the managerial skills of the school administrators who has the duty to stir and to direct the system in the attainment of its goal (Laya, 1991:4).

The school administrators is perceived by the teachers as one who knows more than they do about school policies, programs and goals. The behavior of the subordinates largely depends on the kind of manager it has. His managerial

styles, the strategy of his communications, the respect of his peers, the degree to which he can be trusted, his human attitudes - all these influence moral of subordinate which in turn reflects his skills in directing them. Undoubtedly, an administrator with good managerial skills believes in the creativeness with the other member of the group by providing climate for the release of potentials of each of them (Lange, 1992:38).

Being in the forefront to meet the challenges of the times implies that our institution of learning must have capable and competent school administrators who are concerned more with giving due attention to carrying out their roles and responsibilities in terms of maintenance and improvement as applied to the various functional areas covered by school administration. In short, we need school administrators who can translate the "efficient-and-effective-administration-and-management-of-the-school" concept into vibrant reality.

But how capable and competent, how efficient and effective are our secondary school administrators in the Division of Samar? It was observed on most of the secondary schools in the division that even if the school administrators have attended several trainings in management and supervision of the school, still the teachers under them were noted to have not improved their instructional competence. There are also instances wherein some school administrator are not aware whether they are effectively managing their school or not, as evidence of their infrequent attendance in the different school activities and even in the division administrators conferences and seminars.

These observations motivated the researcher to conduct a study on the competencies of secondary school administrators in the Division of Samar as inputs to the implementation of Basic Education Curriculum (BEC).

Statement of the Problem

The study assessed the level of competence of the secondary school administrator in the Division of Samar. The result of the study will be used as inputs to the implementation of the Basic Education Curriculum.

Specially, it will sought to answer to the following questions:

1. What are the personal and professional characteristics of the secondary school administrators in the Division of Samar as regards to:

1.1 personal characteristics:

1.1.1 age;

1.1.2 sex;

1.1.3 civil status; and

1.1.4 socio-economic status?

1.2 Professional characteristics:

1.2.1 educational qualification;

1.2.2 field of specialization;

1.2.3 length of service as secondary school administrator;

1.2.4 in-service training attended related to present designation; and

1.2.5 performance rating?

2. What is the level of competence of secondary school administrators as perceived by the administrators themselves, teachers and division key officials on the following areas of school administration:

- 2.1 instructional management;
- 2.2 staff development;
- 2.3 student development;
- 2.4 school-community relation;
- 2.5 physical facilities development;
- 2.6 financial management; and
- 2.7 administrative management?

3 Are the significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators along the aforecited areas of school administration?

4 Is there a significant relationship between the level of competence of the secondary school administrators along areas of school administration and each of the following:

- 4.1 personal characteristics:
 - 4.1.1 Age;
 - 4.1.2 Sex;
 - 4.1.3 Civil status; and
 - 4.1.4 Socio-economic status?

4.2 professional characteristics:

4.2.1 educational qualification;

4.2.2 field of specialization;

4.2.3 length of service as secondary school administrator;

4.2.4 in-service training attended related to present designation; and

4.2.5 performance rating?

5 What is the attitudes' of the secondary school administrators towards the Basic Education Curriculum (BEC)?

6 What are the inputs that can be derived from the study in relations to the implementation of the Basic Education Curriculum (BEC)?

Hypotheses

Based on the questions proposed in this study, the following hypotheses were formulated and tested:

1. There are no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators along the following areas administration:

1.1 instructional management;

1.2 staff development;

1.3 student development;

1.4 school-community relation;

- 1.5 physical facilities development;
- 1.6 financial administration; and
- 1.7 administrative management?

2. There is no significant relationship between the level of competence of the secondary school administrators along the aforesaid areas of school administration and each of the following: age, sex, civil status, socio-economic status, educational qualification, field of specialization, length of service, in service training attended related to present position, and performance rating.

Theoretical Framework

This study is anchored on the system theory of Kersner (1979:25) which attempts to integrate and unify scientific information across many fields of knowledge. A system, is a group of elements, either human or non-human, that is organized and arranged in such a way that the elements can act as a whole towards achieving some common objectives, goals or end. System, if properly organized can provide a synergistic output.

The concept of systems enables the administrator to recognize the importance of the current social scene for the goals and procedures used in the school and help him relate the social program to the ever-changing needs of the society within which it operates.

Considering that there are multiple sources of impetus for change within a school situation, the school administrator may perform a number of optional

roles related to change (initiator, stimulator, implementor, persuader and ombudsman) - to use the classification developed by Culbertson, et. al. (1972:216). These roles are not mutually exclusive and that one of the major determinants of the effectiveness of school administrators' behavior with respect to change process and to fashion a role appropriate to the situation.

According to Katz (1978:33) our "real concern" with regard to the effective administrator is "what a man can accomplish", that when we concentrate on what an executive can do-his-performance we are concerned with "the kinds of skills which (executives) exhibit in carrying out their jobs effectively". These skills can be categorized into administrative skills, technical skills, and human skills. Technical skill pertains to methods, techniques, and process, administrative skills pertain to ability of the administrator to see the organization as an entity and the interrelationship of its various parts and human skills involves the ways of dealing effectively with people.

The administrator must understand certain fundamental concepts of motivations. He must have an insight into the nature of authority and influence. And he must be perceptive to the subtleties of relationships with both superiors and subordinates. Moreover, he must have the ability to analyze specific human problems to carry out his intentions successfully.

Conceptual Framework

The following schema (Figure 1) conceptualizes the entire study. It took into account the important roles of the various variates/variables in attaining the expected outcomes of the study.

The base of the schema represents the research environment of the study which is the secondary schools in the Division of Samar from where the various respondents of the study who are the administrators, faculty and division key officials of secondary schools were taken. Going up the schema are two boxes showing the variables of the study. The leftmost box shows the competencies of secondary school administrators along the following areas; instructional management, staff development, school-community relations, physical facilities development, financial management and administrative management. This is connected to the other box to signify the correlational analysis which was undertaken between the level of competence of secondary school administrators along the aforesaid areas of school administration and personal characteristics which are: age, sex, civil status, socio-economic status and professional characteristics which are: educational qualification, fields of specialization, length of service, in-service trainings and performance rating.

After establishing their relationship, findings were considered as basis for implications/inputs which at the same time can be enhanced by feedback from the school personnel themselves who are directly and/or indirectly involved in

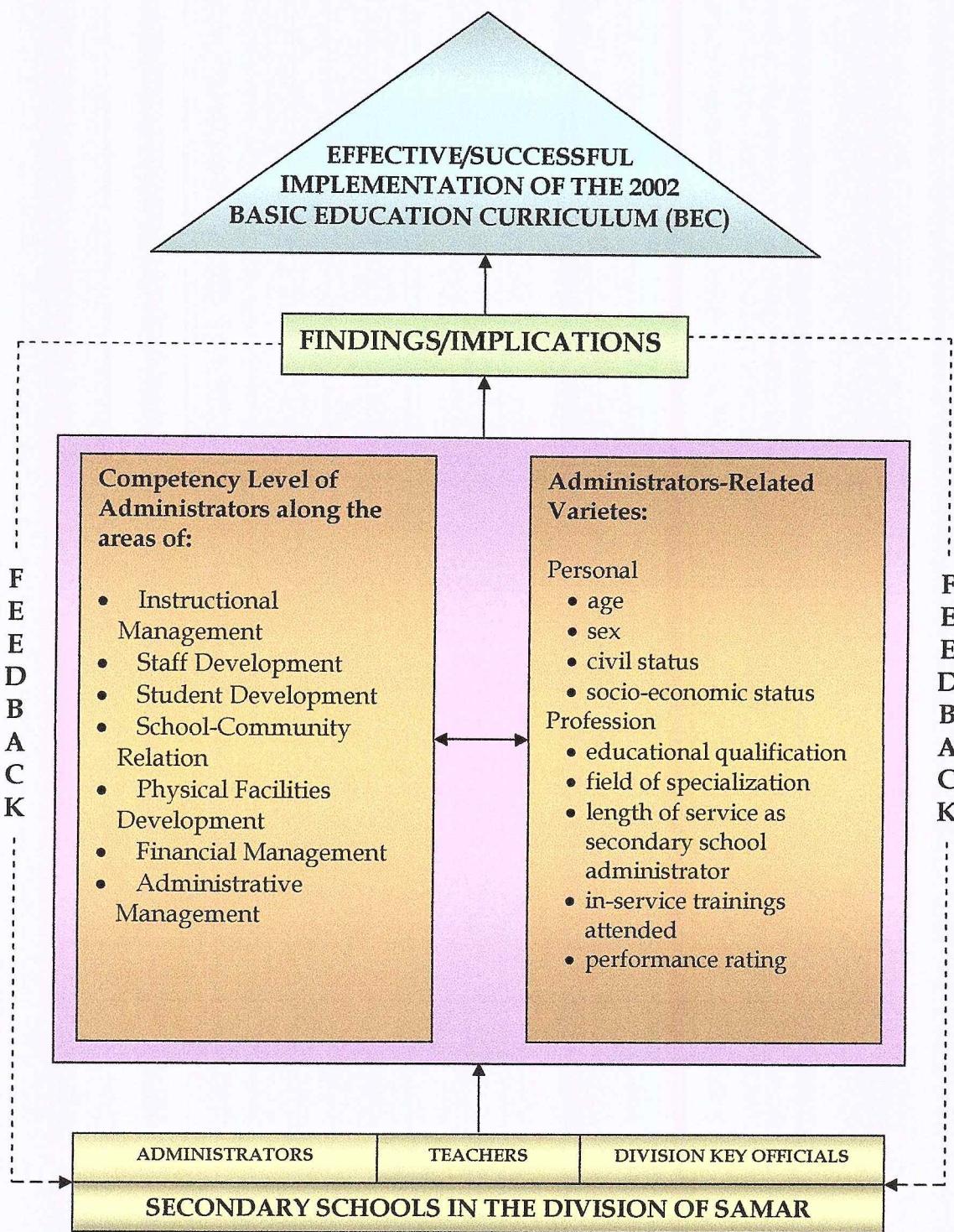


Figure 1. The Conceptual Framework of the Study

the study. All these would lead toward improved and/or effective and successful implementation of the 2002 Basic Education Curriculum (BEC).

Significance of the Study

With the fast changing developments and trends in the field of education, roles and responsibilities of the educational leader are becoming more complex and intricate. Hence, the vital significance of the study cannot be overlooked.

This study would be of great importance to the following persons as follows:

School administrators. The results of the study would serve as ready reference for them of knowing their roles and responsibilities in accordance with the goals and objectives of the school. They would be able to appraise their performance and leadership styles and/or skills from the findings of this study and initiate necessary changes for more effective management, and progressive school personnel relationship.

Teachers. The results of this study would provide teachers better understanding of the role and responsibilities of their school administrators. This would offer opportunities to develop well-adjusted mentors that could contribute to the accomplishment of goals and objectives, work with zeal and confidence and maintain a high morale to make productive and enjoy their work and render quality service.

Division key officials. By establishing the level of competence of secondary school administrators in the various areas of school administration would guide their superiors as to the appropriate measure to be taken in order to remedy the need that would be identified. For instance the higher officials may decide those competency needs in a program for pre-service training for would be administrators and/or training for upgrading the competence of those who are already employed and in the services.

Students. The students would be benefited so much from the result of this study in the sense that application of improved techniques of administration and implementation of 2002 restructured curriculum bring about improved instructional programs and facilities, thereby provide learning experiences that increase the students awareness of and responsiveness to the just demands of society, develop the learner's orientation to the world of work and turning them better graduated who would become instrumental in attaining national progress.

Parents. Their knowledge on the results of this study would make them understand and prepare to extend whatever form of assistance towards the improvement of teaching-learning activities of their children. Maintains the harmonious and strong relationship between the parents and school personnel. Better administration would result to quality education, adequate, facilities, and better atmosphere in the school.

Curriculum developers. As key persons in curriculum development they would be inspired to look into their resent curricula and co-curricular program in

view of redirecting goals placing emphasis on the academic performance of students. They would be able to assess and evaluate the weakness and strength of the people under them through their related _____ and adopt appropriate measure to improve their leadership skills in the field.

Policy makers. This study would give educational policy maker knowledge particularly on the level of competence of school administrators. Such knowledge would be useful for management to redirect its efforts towards job satisfaction and improvement of the managerial skills of the school administrators.

Future researchers. The related literature, studies, instruments and findings involved in this study would be a rich source of materials and become avenue for other researchers to make further investigation in the field of education, specifically instructional innovations, trainings and seminars.

Scope and Delimitation

The study focused on the assessment of the level of competence of the secondary school administrators in the Division of Samar as inputs to the implementation of 2002 Basic Education Curriculum. The respondents were 20 secondary school administrators, 12 division key officials and 222 teachers of the following schools: 1) Basey National High School; 2) Calbiga National High School; 3) Clarencio Calagos Memorial School of Fisheries; 40 Daram National High School; 5) Hinabangan National High School; 6) Independencia National

High School; 7) Jiabong National High School; 8) Marabot National High School; 9) Motiong National High School; 10) Pagsanghan National High School; 11) Pinabacdao National High School; 12) Ramon T. Diaz National High School; 13) Samar National School; 14) Sta. Margarita National High School; 15) Sta. Rita National High School; 16) Taranganan National High School; 17) Villareal National High School; 18) West Cost Agricultural School; 9) Wright National High School; and 20) Wright Vocational School.

These secondary schools were selected on the basis of their geographical conditions. Some were from the carline, coastline and island. The reason for this is that the problems and resources that contribute to school development are different. The specific locations of these school year 2003-2004.

Definition of Terms

The following terms and phrases are defined conceptually and operationally in the context of this study.

Administration. This term refers to performing of the plans of the organization and how such organization is controlled and operated (Gregorio, 1961:1)

Basic Education Curriculum (BEC). The 2002 curriculum for formal basic education aims at raising the quality of the Filipino learners and graduates and empowering them for lifelong learning, which requires the attainment of functional literacy (BEC PRIMER, 2002:iii).

Competence. The quality or state of being functionally adequate or having sufficient knowledge, skills or strength in one's work (Good, 1973:121). In this study, it refers to the managerial skills or abilities of the secondary school administrators along seven areas.

Division educational manager. Refers appointed to manage a major until in an educational institution initiative in adapting programs to educational needs is an division or district (Good, 1974:14).

Financial management. The work of planning organizing, and controlling, the provision and use of the school funds within the limits of delegated responsibility and authority (Good, 1973:349). In this study, this is considered as one of the areas used in assessing the administrators' competence.

Inputs. Something put into a system, an effect or influence resulting from contributing opinions, information, and suggestions (Webster, 1978:654).

Instructional program. An outline of the contemplated procedures, courses, and subject offered by school over a given period of time (Webster, 1987:654). Operationally, this is considered as one of the areas used assessing the administrators' competence.

Level of competence/competency level. This term refers to the level of instructional competence of secondary school administrator as perceived by themselves and their teachers and are scaled into: 5, as "outstanding", 4, as "very satisfactory", 3, as "satisfactory", 2, as "fair", 1, as "poor".

Performance. Conceptually, performance means the outputs and/or accomplishment as distinguish from one's potentials (Good, 1973:320), operationally

Physical facilities development. This means acquiring the needed materials equipment, maintaining and improving school plant as building, playground, water system and others (Good, 1973:176) in this study,

School administrators. It refers to all persons occupying policy-implementing positions having to do with the functions of the school on all levels (Aquino, 1985:3). In this study they are the secondary principals, head teachers, and teacher-in-charge who are managers and leaders of secondary schools.

School-community relations. Mutually helpful relationship among home, school, and community in the interests of child/students welfare (Good, 1973:120). In this study, this is one of the seven areas used in assessing the competence of the administrators.

Socio-economic status. This term refers to income and social position considered as a simple factor (Gove, 1986). In this study socio-economic status is defined operationally as family income.

Staff development. It refers to the improvement of teacher's competencies through in-service training and study leave (Good, 1973:553). In this study, this is one of the areas used as basis in assessing the administrators' competence.

Student development. The specific services exclusive of classroom teaching provided for secondary student (Good, 1973:557). In this study, this is one of the areas used as basis in assessing the administrators' competence.

Supervision. Superior is leadership and development of leader within groups concerned with cooperatively evaluating the educations products in the light of accepted educational objectives (Barr, et al., 1961:234).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter includes a thorough but concise review of topics considered relevant to the present study. This includes related studies in the field of administration and supervision which are the researcher.

Related Literature

Several related literature both foreign and local which are about school administration were reviewed by the researcher which are closely related to the present study.

Administration of educational institutions generally refers to the plans of the organizations and how the organization is controlled and operated. It involves direction, control, and operation of the organization's affairs to achieve desired aims and objectives. School administration refers to our school system as an organization and its functions. It is not an end by itself but as a means to achieve the goals of instruction. It is a vital tool or venue through which the educational aims are realized (Gregorio, 1981:1-5).

The basic Education Act of 2001 provides the general goal of basic education: to develop the Filipino learners by providing them basic competencies in literacy and numeracy, critical thinking and learning skills, and desirable

values to become caring, self-reliant, productive, socially aware, patriotic, and responsible citizens (BEC PRIMER, 2002:1).

The governance of Basic Education Act envisions a curriculum that shall promote the holistic growth of the Filipino learners and enable them to acquire the core competence and develop the proper values. This curriculum shall be flexible to meet the learning needs of a diverse studentry, and is relevant to their immediate environment and social cultural realities (BEC PRIMER, 2002:2).

The DepEd 2002 Curriculum stands on the conviction that functional literacy in its comprehensive meaning is the ability that is most essential for lifelong learning in our risky new world. Filipino learners who attend functional literacy will have acquired sufficient self-discipline, which can lead to sustainable accomplishments when combined with people's innate adaptability to change. With functional literacy, Filipino learners can do self-regulated learning, and with enough motivation, they on their own can seek sources of knowledge (library or the internet), read instructional materials, and conduct explorations on other subject matters on topics that interest them (BEC PRIMER, 2002:8).

The efficient and effective implementation of the curriculum depends a great deal on the support system that is provided to the schools. The school administrators and teachers who implement the curriculum should be trained in order to upgrade their competencies, materials equipment, and facilities should

be made available. Enabling policies and administrative support should be provided to facilities the work of the teacher.

By tradition, the school administrator occupies a strategic position in the educational system – a position whose importance revolves around the fact that it is concerned with total functioning of the school.

The Educational Act of 1982 provides that every school administrator shall: 1) perform his duties to the school by discharging his responsibilities in accordance with the philosophy, goals, and objectives of the school; 2) be accountable for the efficient and effective administrator and management of the school; 3) Develop and maintains a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning and to harmonious and progressive school-personnel relationship; 4) Assume and maintain professional behavior in his work and in his dealings with students, teachers, academic non-teaching personnel, administrative staff, parents or guardians.

Hoy and Miskel (1978:215) stressed that school administrators are typically concerned with and responsible for: 1) curriculum and instruction; 2) negotiation; 3) physical facilities; 4) finance and business; 5) pupil personnel; 6) evaluation and supervision; 7) recruitment, selection, and retention of employees; and 8) public relation. The decision-making process encompasses all of these tasks.

Gibson and Hunt (1965:56) viewed the administrator of an educational organization as involved in the following areas of responsibility: 1) purposing-determining what the organization is to do; 2) maintaining-determining the people who want and will use the services of his organization and seeing to it that there is money to support it; 3) allocating-determining the people who want and will the use of services of his organization and seeing to that there is money to support it; 4) allocating-determining what personnel, facilities, and rewards are necessary so that the organization can carry out what is intended to do; and 5) evaluating-determining how the purposes and the accomplishments of the organization are to be kept in line with each other.

The school administration are responsible on the total administration of an educational institution system, division or district. They are the school leaders upon whom teachers spend on for professional growth and better performance (Gregorio, 1981:271).

According to Salentes (1973:213) these school officials provide the necessary motivation, correction and control of the educational process. Whatever educational problems the teachers may encounter in executing their functions, they have to seek assistance from their immediate administrator. Innovations in our educational system which are to be implemented need directions from the administrators so as to enhance the realization of the educational aims. School administrators play a vital role in the educational set-up. They influence the teachers, school children and the people in the

community. They are on the front line. They are responsible in providing leadership in the program of the school where they are heading.

Aquino (1985:3-5) emphasized that one of the obligations of the school administrator specified in the Educational Act of 1982 is that he or she "shall be accountable for the efficient and effective administration and management of the school". This particular provision is relevant in the context of the great challenges that our schools face today. Ours is a dynamic age characterize by scientific discovery, technology and rapid change in social and cultural aspects. Therefore, our educational system must be in the forefront to meet those challenges.

Aquino further stated that the school, being a forefront to meet the challenges of the time implies that our learning institutions must have capable and competent, as well as effective and efficient school administrators. We need school administrators who not only can lead an organization toward the realization of its objectives but also can emphasize with the needs and disposition of the individual in the organization.

Bradfield (1980:4-9) involved other authorities such as Franseth, Swearerger, Campbell, Beach and Maynard to provide his points in school administration and supervision. Franseth enumerated the qualities of administrators as follows: 1) they must be democratic; 2) they must be people-oriented; 3) they must use and see situations as others do; 4) they must practice

group-centered leadership; 5) they must be informed; 6) they must have a scientific attitude; 7) they must assist others exert energy creatively.

Swearerger said that the qualities administrators should possess are: approachability, perceptiveness, aspiration and faith, attractiveness, imaginative and resourcefulness. That of Campbell was an inquiry conducted wherein the results was made known that teacher value highly those behavior pattern of administrator which tend to exemplify warm, mutual trust friendship and respect. Beach added that teachers consider personal qualities as academic excellence and experience. This finding was substantiated by the findings of Maynard's investigation that leadership is limited with the school wherein intermediate pupil's relationships are healthy and viable.

The organization and administration of the educational program is a primary task of the school administrator. To determine the extent to which the objectives of such an educational program are being achieved and in the pursuance of related purposes, the school administrator adopts and implements a program of supervision (Aquino, 1985:331).

The importance of supervision cannot be taken lightly for it is a means of giving assistance to its teachers in the improvement of teaching - learning situation. Furthermore, it provides leadership that is essential to the development of a unified school program thereby enriching the environment for all teachers and creating an educational atmosphere in which all are accepted

and provided with opportunities for critical thinking and working effectively as a group.

Accordingly, Gellor (1976:67-69), the effective supervisor is responsible for the following: 1) Planning. He helps to develop policies and program in the field; 2) Administration. He makes decisions, coordinates the work of other and issues necessary directives; 3) Supervision. He seeks to improve the quality of instruction through conferences and consultations; 4) Curriculum development. He participates directly in the formulation of objectives, selection of school experiences, preparation of teaching guides and selection of instructional aids; 5) Research. He explores current conditions through systematic survey, experiments and studies and recommends changes in practice.

Gregorio (1981:271) said that supervisors should always remember that they are not just school administrator but persons who have the necessary skills and professional insights to persuade other professional people to change an attitude, a technique to give a learner a better learning opportunity.

A school administrator is a teacher of teachers. Brubacher (1997:590) states that educational leaders have to influence the teachers on the different school activities which are needed in order to meet the challenges of the times.

To meet the demands of the time, Brubacher provided the following supervisory practices: 1) holding teacher's meetings; 2) setting of teacher's institutes; 3) encouragement of the establishment of reading centers for teachers.

School administrators must play a supportive role and help those teachers create opportunities for themselves for their continuous personal and professional development. As a manager, he must be in touch with their needs and strength and assist them in acquiring resources for learning. As a facilitator he enables them to learn with themselves and allow them to make decisions on matters that will affect them. It is the administrators with their supportive attitudes who can influence the teachers for a quality output. It is the sincerity on the job, his positive attitudes and outlook towards work and his colleagues, his leadership style, his public relations and his work especially in terms of supervisory functions and practices (Modern, 1982:99).

Since the scope of the teacher's work is as broad as the entire school program and the demands of their time and talents are numerous and varied as the activities of the school, they need a leader who can improve and develop a school program in which a rich and stimulating environment and a wholesome surrounding is provided for a working atmosphere wherein security and well-being of each individual is assured.

Sagoy (1992:141-142) pointed out that schools call for a high degree of administrative and supervisory leadership. Good administration as well as good supervision is not luxury but necessity. No matter how earnest teachers may be, they are often helpless in some situation if there are places under administrators who cannot guide and supervise them well. The success and failures of any situation rest squarely upon the shoulders of the administrators and supervisors

who are responsible for the activities of the group under their direction and guidance. In a democracy, the rights and worth of the individual and respect for his potentiality are of the major importance. More so, good human relations in all phases and all levels of school administration and supervision must be practices.

Sagay further stressed that it is under these circumstances that the superiors must be aware of teachers to really care for their human dignity and human worth: 1) Teachers want to treated fairly or better; 2) Teacher want to be treated with firmness and understanding; 3) Teachers respond to positive treatment; 4) Teachers want to contribute; and 5) Teachers care about status and recognition.

As Destura (1978:19) citing other authorities like Lendly, Corson, and Iglesia, emphasized that fundamentally, man is the key to organizational problem and not lack of materials. The abundant material resources in the schools can only be organized in attaining organizational goals if school officials have the necessary experience and knowledge in carrying out the manifold administrative and supervisory tasks. Even funds became valuable only when used by trained, experiences and devoted men and women who can accomplish much even with scarcer material resources. Therefore, leadership as the key processing factor in the school, should be facilitative, motivating, and problem-solving. For while, it is universally accepted that teacher's concern and enthusiasm tempered with their wisdom directly influence their teaching effectiveness and consequently the quality of students they produce, it cannot be

denied that human as they are, their concern and enthusiasm will gradually wear off and they will lapse into mediocrity on the job unless educational leaders are quick to recognize this human frailty and assist, facilitate or motivate them to devise better approaches.

Related Studies

The following studies are presented which the researcher believes contain some findings and recommendation that have similarities with the present study.

Quitalig (1993) did a study on "Management System of Newly Nationalized High Schools in Samar: Basis for a Development Plan". In this study, she found out that dishonesty, frequent attendance to seminars and conferences of school heads resulted in laziness, gap among teachers. With these, she stressed that there is a need in coming up with an innovation of something new or an adoption of workable and effective system of management, where there is an improved means and ways in the delivery of management functions of the personnel involved within the system.

The study of Quitalig is related to the present study because both were conducted in Samar Division and focused in the managerial aspects of school administrators for them to lead an organization toward the realization of its objectives. They differed on the period when they were conducted the former was done last 1993, while the present is conducted this year 2003.

The study on "Management Behavior of School Administrators on Northern Samar as perceived by School Administrators Themselves and by their Teachers" (Agda: 1993), revealed that some administrators were competent in management of their schools because they did the following: 1) they developed an action plan for their school; 2) they involved their members of their staff in planning; 3) they develop the school site development plan; 4) submitted to higher offices copies of their action plan; 5) knew the function by their teachers; 6) knew the procedures by which problems were examined and studied; 7) assumed responsibility in the accomplishment of major tasks; 8) had confidence in the performance of their staff; 9) set-up schedule of work; 10) demonstrated to their staff any new method and techniques proven to be effective; 11) were competent and willing to work hard; and 12) coordinated the functions and duties of the school with the staff and parents of school children.

The study of Agda is closely related to the present study in the sense their focus is towards managerial assessment of an aspect of an organization. Their differences lie on the research locale because the former was done in Northern Samar while the present study was conducted here in Samar Division.

In the study on "Management Capabilities of Vocational School Administrators I of Southern Leyte as Perceived by Them and Their Teachers: Implications to Leadership Behavior and Staff Development" (Solis:1995), it was revealed the following: 1) that intelligence show relationship with educational attainment; 2) decisiveness has significant relation with educational attainment

on years of experience; 3) management ability and intelligence are significantly related with each other.

The point of similarity of Solis and the present is that both speak of managerial skillfulness of school administrators which specifically dealt on administrators' educational profile. They, however, differ on the type of subject schools because this study was conducted among the twenty selected general high schools while that one of Solis was for vocational schools.

The study on "Competencies and Policies of Elementary School Administrators: Inputs for Administrative and Supervisory Program Development" (Salazar: 1997), revealed the leadership styles practiced by elementary school administrators as democratic leaders as perceived by the teachers. In this study, he found out that under a democratic leader, they suggested rather than ordered their subordinates and likewise guided teachers to help themselves according to their jobs, capacities, and abilities. Moreover, under democratic managers, teachers highly perceived that their school head carefully and systematically planned with teachers, patiently listened, asked questions, discusses and suggested to come up possible solutions for the betterment of the organization.

The point of similarity of Salazar's study and the present study is on the aspect of managerial skills and styles where they are considered as the topics of the two studies. Also, both involved the same group or respondents, the school administrators and teachers. However, they differed in the research locale.

Panela (1998), in his study "The Management Competencies of Second Level Managers of the 8th Infantry Division, Philippines Army in Eastern Samar", stressed that high performing manager, exercised effective leadership. With the world of work in transition, such leadership required democratic managers to transformed the work through people, beginning with their own self-development. This can simply be stated into: increasing productivity depending primarily upon improved human performance, which can be stimulated by effective leadership in today's organization.

He further emphasized that outstanding performance of subordinates should be organized by giving awards or citations so that they will be inspired more in doing their job. In this way, the other subordinates will also be encouraged to perform productively.

The study of Panela has semblance with the present study considering that both discussed competencies of leaders in an organization as they relate to work performance of subordinates. The difference lies on their specific respondents because Panela's work was on the military personnel while the present research is on the education personnel.

On the study "The Administrative and Supervisory Styles of Secondary School Administrator: Basis for Policy Redirection" of Caveiro (1997), it was pointed out that a school manager who possesses effective administrative skills and employs any of the supervisory styles, still is inadequate, unless he also possess the managerial skill, technical, human, and conceptual.

In his recommendation, Caviero stressed that secondary school administrator must be properly acquainted through trainings, seminars and other related activities, regarding administrative and supervisory styles of a manager so as to effect change in the school system.

Caviero's study is mentioned in this study since the two have something in common, like research environment and research respondents. Also both focused on the administrators, supervisory and other qualities and competencies of the school administrators. They differ on the period when they were conducted. The former was done last 1997, while this study is conducted this year 2003.

Balano (1992), made a study on the "Relationship of Principal's Personal Characteristics, Instructional Leadership and Management Styles to Teacher's Performance in the Division of Eastern Samar". Among her finding were the following: 1) There was no significant relation between instructional leadership and personal qualities of the principal such as sex, educational qualification and experience. Experience was no guarantee for high instructional leadership and age of the principal. Apparently age was the only factor that has significant relationship with instructional leadership; 2) On the management style and personal characteristic of the principal, it was found out that there was no significant relationship, between management styles and personal qualities of the principal, it was found out that there was no significant relationship, between

management styles and personal qualities of the principal such as age, sex, educational qualification and experiences.

The study of Balano is related to the present study because both studies looked into how administrative and personal qualities affect in the performance of the school administrator in carrying out the goals and objectives of the educational system.

Legion (1995) made a research on "Administrator's Tasks and Teacher's Tasks as They Relate to School Effectiveness". The administrator's tasks referred to were planning, organizing work, utilization of resources, problem analysis and decision-making, promptness and accuracy in the submission or required reports, personnel management and community relations. It was found out that performance of administrator's tasks directly influences school performance and that performance of administrator's tasks indirectly through the teachers does not have a meaningful effect in school performance. Generally, performance of the school administrators of these tasks previously mentioned have greater direct effects on school performance rather than indirect effects though the performance of teachers. It was recommended that school administrators and teachers work together to improve the task within their control such that the magnitude of influence of their performance was strongly felt and vividly seen in school effectiveness.

This study is related to the present study because administrator's tasks involve the exercises of leadership styles which are inherent in his position as a

leader of the school system. Both acts in a group which was common interests, purposes, or goals and influences the efforts of the group toward achievement of their goals.

Pada (1995) in his study on the "Extent of Supervision of School Administrators in Area III, Leyte Division: Their Correlated", emphasized that improved techniques and practices of supervision should be adopted by school administrators in the school where they are assigned. This recommendation is intended to improve their supervision and eventually improve the performance of teachers in Area III of Leyte Division.

The study of Pada is similar to the present study since the study is on supervisory practices and functions of school administrators, but the study differ on the research environment the Division of Leyte while this study focused in the Division of Samar.

Codoy (1997), pointed out that the leadership styles of elementary school administrators had no significant effect on the teachers motivational needs. Furthermore, he found out that the level of job satisfaction of the teachers were very satisfactory. (They agreed that the present salary and other benefits were sufficient to meet their needs for food, dwelling). He further stressed that the job satisfaction of teachers was not affected by the leadership styles of school administrators. The leadership style practiced by school administrators were more democratic and humanitarian in their dealing with their subordinates or teachers.

This study is similar to Codoy's study in the sense that they both recommend upgrading of competencies of school administrators for them to carry out the goals and objectives of the educational system. The difference is that the former study focused on the leadership styles of school administrators in elementary level while the present study is on the competencies of school administrators in the secondary level.

Chapter 3

METHODOLOGY

This chapter presents the methods used in the study, research instruments, validation of the instruments, sampling procedures, data gathering procedure and analysis of data.

Research Design

This study employed the descriptive-survey method of research to assess the level of competence of the secondary school administrators as perceived by the teachers, division key officials and administrators themselves along the various areas of school administration. Seven areas were used as basis for assessing the administrator-respondents' competence, namely: 1) instructional management, 2) staff development, 3) student development, 4) school-community relation, 5) physical facilities development, 6) financial management, and 7) administrative management. Implications were drawn from the findings in order to formulate ways of improving management practices among the secondary school administrators.

The main instrument used was questionnaire checklist which was supplemented by documentary analysis to verify the initial responses and information obtain through the questionnaires. Some statistical tools used to

analyze the data were, weighted means, ANOVA, Pearson-Product Moment Correlation Coefficient and Fisher's t-test.

Instrumentation

In order to gather the necessary data to answer the specific questions, questionnaire, and documentary analysis were employed and administered.

Questionnaire. The questionnaire was the principal instrument used in the study. Two sets of questionnaire was constructed by the researcher for three group of respondents; one for the teachers and division key officials and one for the secondary school administrators. There are four parts of the questionnaire. Part I is the personal profile which consist; sex, civil status, age and socio-economic status. Part II the professional characteristics such as; educational attainment, field of specialization, length of service and in-service trainings attended related to present position. Part III consist the competencies of school administrators in the different areas of school administration such as; instructional management, staff/personnel development, student development, school-community relations, physical facilities development, financial management, and administrative management and Part IV the Attitude of secondary school administrators towards 2002 Basic Education Curriculum.

The instrument adopted the five-point scale indicating the degree of competence of the school administrators as perceived by the respondents. The

scale was used as: 5 for excellent, 4 for above average, 3 for average, 2 for below average and 1 for poor.

Documentary analysis. This tool was used the researchers to augment data gathered by Part I of the questionnaire checklist. Records from Educational Management Information System (EMIS) office of the Division of Samar were availed by the researcher to further validate collected data on the school administrators educational attainment, field of specialization, length of service and in-service trainings attended. Moreover, EMIS records was also used to verify the total number of secondary teachers in the respondents secondary schools.

Validation of the Instrument

After the researcher had constructed the questionnaire, it was submitted for expert validation by consulting the adviser and a number of professors who were knowledgeable in instrument development. Comments and suggestions for the improvement of the questionnaire were considered in finalizing the instrument. To ascertain its reliability, the finalized questionnaire was pre tested twice to a principal and a group of teachers randomly sampled at SSPC Mercedes Campus, Mercedes, Catbalogan, Samar last January 2003 at interval of three days. The two sets of responses from the same respondents were analyzed using the reliability coefficient were in the computed value of (r) for administrators and teachers resulted to a very high correlation.

The result of the validation process proved that such instrument was appropriate materials in assessing the level of competence of the secondary school administrators.

Sampling Procedure

There are three groups of respondents in this study: 10 division key officials, 222 teachers and 20 secondary school administrators in the twenty selected secondary schools in the division of Samar. For the administrator respondents, total enumeration was used, this means that 20 administrators were taken as respondents and 10 division officials. For the teachers, the researcher used stratified random sampling where all teachers had equal chances of being chosen as respondents. This fish bowl techniques was applied in the selection where the name of all teachers from each of the 20 schools were written in small paper rolled and placed in a box. The researcher drew from the box on rolled paper at a lime until the desired sample size was completed. The drawn name of teachers were taken as the respondents of the study.

In determining the sample size for teachers respondents for each school, the Sloven's formula (1996:55) was used.

$$n = \frac{N}{1 + Ne^2}$$

Where:

N = refers to the total number of teachers from each 20 sampled schools

n = refers to the sample size or number of respondents

e = refers to the desired margin of error which set at .05

For clearer picture of the number of respondents for each of the 20 secondary schools involved in this study. Table 1 is hereby provided.

Table 1

Respondents' Distribution by Group and by Schools

SCHOOL	No. of Respondents			Total
	Admin.	Key Official	Faculty	
Basey National High School	1		20	21
Calbiga National High School	1		16	17
Daram National High School	1		5	6
Hinabangan National High School	1		5	6
Independencia National High School	1		4	5
Jiabong National High School	1		3	4
Marabut National High School	1		6	7
Motiong National High School	1		5	6
Pagsanghan National High School	1		7	8
Pinabacdao National High School	1		2	3
Ramon T. Diaz National High School	1		9	10
Samar National School	1		74	75
Sta. Margarita High School	1		10	11
Sta. Rita National High School	1		7	8
Tarangan National High School	1		7	8
Villareal National High School	1		10	11
Wright National High School	1		8	9
Clarencio Calagos MS of Fisheries	1		8	9
West Cost Agricultural School	1		7	8
Wright Vocational School	1		9	10
Total	20	10	222	252

Data Gathering Procedure

The researcher, with the permission secured from the Schools Division Superintendent and Administrators of different schools involved in this study, distributed personally to the respondents with the help of the different department heads/head teachers of the respondents schools. The researcher was able to get 100 percent retrieval of the fielded questionnaire during the 3rd week of December 2003.

Responses to the instruments were recorded, tabulated, and analyzed as contained in Chapter IV of this study.

Statistical Treatment of Data

The obtained data through the use of the questionnaire were tabulated, analyzed and interpreted qualitatively and quantitatively using appropriate statistical tools.

For the perceptions of the school administrators themselves, teachers and division key officials on the level of competence of the secondary school administrator along the various areas school administration, weighted mean was used.

To test the differences among the perception of the administrators, themselves, teachers and division key officials on the competencies of secondary school administrators, a One-Way Analysis of Variance was adopted with the following formula according to Montaña and Pagoso (1985).

$$TSS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

X = value of each entry

N = total number of items or entries

$$SSb = \frac{1}{\text{No. of row}} \sum \left(\frac{\text{Sum of each column}}{\text{Sum of each column}} \right)^2 - \frac{(\sum X)^2}{N}$$

Where:

SSb = between column sum of square

SSw = $TTS - SSb$

Where:

SSw = Within column sum of squares

TSS = Total sum of square

SSB = between column sum of square

Total df = $rk - 1$

Where:

Total df = total degrees of freedom

r = rows

k = columns

Between column of df = Number of columns - 1

Within column df = total df - Between Column df

$$MSS_b = \frac{SS_b}{Dfb}$$

Where:

MSS_b = Mean sum of square between column

SS_b = Between Column sum of squares

Dfb = Between column df

$$MSS_w = \frac{SS_w}{dfb}$$

Where:

MSS_w = Mean sum of squares within column

SS_w = Sum of squares within column

dfb = within column df

$$F = \frac{MSS_b}{MSS_w}$$

Where:

F = F-test value (Fisher-test value)

MSS_b = Mean sum of squares between column

MSS_w = Mean sum of squares within column

If significant difference occurs, further testing was resorted using Scheffes' formula as follows:

$$F' = \frac{\overline{(X_A - X_B)^2}}{S_w^2 \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}$$

Where:

F' = refers to the computed Scheffes' F value

\bar{X}_A = refers to the mean of the 1st group

\bar{X}_B = refers to the mean of the 2nd group

S_w^2 = refers to the MS within value from the ANOVA table

n_A = refers to the number of cases for the 1st group

n_B = refers to the number of cases for the 2nd group

For the relationship of the level of competence of the secondary school administrators and their personal and professional characteristics, the test of relationship particularly, Pearson Product-Moment Coefficient of Correlation was used (Downie and Health, 1984:99-101).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = correlation coefficient between x & y

$\sum X$ = sum of the values in the first set of variables

$\sum Y$ = sum of the values in the second set of variables

$\sum XY$ = sum of the product of X and Y

N = number of cases

ΣX^2 = sum of the squared X - values

ΣY^2 = sum of the square Y - values

Σ = summation

To test the significance of the computed correlation coefficient, Fisher's t-test was employed with following formula (Walpole, 1982:382)

$$r_{xy} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

r = correlation coefficient

n = number of pairs

The .05 alpha level of significance was used in all cases of hypothesis testing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the pertinent data gathered, the analysis done as well as the corresponding interpretation. Specifically, the following are herein presented: 1) profile of the administrator-respondents, 2) their level of competence along seven considered areas, and 3) tests of hypotheses.

Profile of the Administrative Respondents

Pertinent information pertaining to the administrator-respondents' profile in terms of their personal characteristics, namely: age, sex, civil status and socio-economic status as well as their professional characteristics, such as educational qualification, field of specialization, length of service as secondary school administrator, in-service trainings attended and performance ratings are herein presented.

Personal characteristics. Table 2 contains information about the age, sex, civil status and socio-economic status of the respondents as indicated by their average monthly income per month. As gleaned from this table, the age of the oldest respondent was posted at 63 years old, followed by one respondent who was 56 years of age. Meanwhile the youngest was found to be 36 years old. Thus, the average age of the administrators involved in the study was pegged at

Table 2
Personal Characteristics Profile of the Administrator-Respondents

School Code	Age	Sex	Civil Status	Average Monthly Income (In Pesos)
1	41	Male	Married	25,000.00
2	52	Female	Married	28,000.00
3	63	Male	Widow/er	14,300.00
4	53	Female	Married	No answer
5	52	Female	Married	No answer
6	52	Male	Married	16,237.00
7	48	Female	Widow/er	15,842.00
8	36	Female	Married	23,000.00
9	40	Female	Married	15,841.00
10	40	Female	Married	12,837.00
11	55	Female	Married	20,000.00
12	50	Female	Married	No answer
13	56	Male	Married	27,643.00
14	51	Male	Married	15,000.00
15	39	Male	Married	27,237.00
16	46	Male	Married	23,980.00
17	54	Male	Married	20,000.00
18	49	Male	Married	15,000.00
19	61	Male	Married	15,800.00
20	55	Female	Married	20,000.00
Mean/Summary	49.65 yrs.	Male = 10 (50.00%)	Married = 18 (90.00%)	Php 19,748.06
SD	7.36 yrs.	Female = 10 (50.00%)	Widow/er = 2 (20.00%)	Php 5,146.21

49.65 years, indicating that in general, the secondary school-administrators in the Division of Samar were in their 50's.

Relative to the respondents' sex distribution, it can be noted from Table 2 that the two sexes were equally distributed with 10 each or 50.00 percent. Moreover, in terms of civil status, majority of the 20 respondents, that is, 18 or 90.00 percent were married and the remaining two or 10.00 percent were widow/widower.

As regards the average monthly income of the respondents, the highest income was pegged at Php28,000.00 per month, followed by 27,643.00 per month. The lowest income was posted at Php 12,837.00 which resulted to mean of Php 19,748.06 per month. This implied that in general, the administrator-respondents were economically well-off inasmuch as their monthly income per month exceeded the poverty threshold set by NEDA for 2002 in the amount of approximately Php 10,712.00 per month.

Professional characteristics. The profile of the secondary school administrators involved in the study along professional characteristics are shown in Table 3. It can be noted that the highest number of the administrator respondents were masteral degree holders with seven or 35.00 percent. This was followed by those who were doctoral degree holders, with four or 20.00 percent. On the other hand, the lowest number, that is, one administrator or 5.00 percent was a holder of a Bachelor of Laws degree.

Furthermore, most of the respondents, that is, 16 or 80.00 percent had educational management as their field of specialization, followed by three or 15.00 percent with administration and supervision as their majors. One of them

or 5.00 percent was a political science major. The data on the educational background and field of specialization of the respondents implied that the secondary school administrators in the Division of Samar were educationally prepared for the position that they were occupying.

Pertaining to the administrator-respondents' length of service as administrators, it can be noted that the longest service was posted at eight years, followed by seven years, while the lowest was found to be 0.5 year. On the average, the administrator-respondents occupied their post for approximately 3.40 years indicating that they were new in their respective posts.

Moreover, it can be gleaned from Table 3 that all of the respondents have attended relevant trainings, where the highest number of hours of training was posted at 388 hours, followed by 332 hours. The least was found to be 24 hours or training. Thus, the average number of hours of training attended by the administrators resulted to 131.80 hours. The implied that the administrator-respondents continued to pursue professional growth through attendance in seminars, trainings and/ or conferences.

As shows in Table 3, majority of the administrators involved in the study obtained a "very satisfactory" rating with 18 administrators or 90.00 percent and the remaining two administrators or 10.00 percent got an "outstanding" rating. This indicated that the respondents were high performing in relation to their administrative functions.

Table 3

Professional Characteristics Profile of the Administrator-Respondents

School Code	Educational Qualification	Field of Specialization	Length of Services	Trainings Attended (hrs)	Performance Rating
1	Bachelor of Laws	Political Sci.	0.5	24	VS
2	MAEd	Educational Mgt.	8	176	VS
3	40 units MAEd	Adm & Supv.	1	24	O
4	Ph.D. (CAR)	Educational Mgt.	7	176	VS
5	21 units MAEd	Adm. & Supv.	2	24	VS
6	Ph.D.	Educational Mgt.	5	176	VS
7	MAEd	Adm. & Mgt.	3	24	VS
8	Ph.D. (CAR)	Educational Mgt.	3	184	VS
9	Doctor of Mgt	Educational Mgt.	2	64	VS
10	30 units MA	Educational Mgt.	2	40	VS
11	MA	Educational Mgt.	5	176	VS
12	MA	Educational Mgt.	0.5	332	VS
13	MA (CAR)	Educational Mgt.	5	332	VS
14	56 units Ph.D.	Educational Mgt.	5	24	VS
15	Ph.D.	Educational Mgt.	4	388	O
16	MAEd	Educational Mgt.	4	176	VS
17	Ph.D.	Educational Mgt.	1	32	VS
18	27 units Ph.D.	Educational Mgt.	2	200	VS
19	MA	Educational Mgt.	3	32	VS
20	MA	Educational Mgt.	5	32	VS
Mean/Summary	Ph.D./DM = 4 (20.00%) Ph.D.(CAR) = 2(10.00%) with Ph.D. units = 2(10.00%) MA?MS = 7(35.00%) MA/MS (CAR) = 1(5.00%) With MA units = 3(15.00%) LLB = 1(5.00%)	Educational Mgt = 16(80.00%) Adm. & Supv. = 3(15.00%) Political Sci. = 1(5.00%)	3.40 yrs	131.80 hr.	VS=18(90.00%) O = 2 (10.00%)
SD	-	-	2.11 yrs	117.87 hrs	-

Level of Competence of the Administrator- Respondents

This section discusses the competence of the secondary school administrative (SSAs) along seven areas, namely: Instructional Management, staff development student development, school-community relation, physical facilities development, financial management and administrative management. Three groups of respondents were made to assess the level of competence of the SSAs - the administrators themselves the division key officials and the teachers.

Instructional management. This area is further divided into three such as:

- 1) Assessing Program Relevance, 2) Planning Program Improvement, and 3)
Implementing School Programs.

Table 4 present the assessment of the three groups of respondents for the level of competence of the SSAs along Assessing Program Relevance. As shown in Table 4, the secondary school administrators assessed themselves "very satisfactory" for all the five listed indicators. The highest weighted mean was posted at 4.10 for "Integrates the goals and objectives of the school with the learning needs of the students. "Meanwhile, the lowest weighted mean of 3.85 referred to "Directs the assessment needs of learners that are flexible to the school and community." The grand mean was pegged at 3.96, indicating that the SSAs considered themselves "very satisfactory" in terms of their competence program relevance.

Table 4

**Level of Competency of Secondary School Administrators
Along Instructional Management (Assessing Program
Relevance) as Perceived by the Three Groups
of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Studies and interprets BEC restructured program in terms its relevance and responsiveness to the demands of society.	3.95	VS	3.80	VS	3.64	VS	VS
2. Delineates the general needs of learners that are basic to the refined instructional program	3.90	VS	3.80	VS	3.60	VS	VS
3. Directs the assessment needs of learners that are flexible to the school and community	3.85	VS	4.00	VS	3.73	VS	VS
4. Integrates the goals and objectives of the school with the learning needs of the students.	4.10	VS	4.00	VS	3.82	VS	VS
5. Conducts formal assessment of the adequacy of current BEC school program for meeting objectives and learner's needs.	4.00	VS	3.70	VS	3.63	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

In the division key officials deemed the competence of SSAs to be "very satisfactory" for all the five indicators, with the highest mean of 4.00 which corresponded to two indicators, as follows: 1) Directs the assessment needs of learners that are flexible to the school and community, and 2) Integrates the goals and objectives of the school with the learning needs of the students. The lowest weighted mean of 3.70 addressed to "Conduct format assessment of the adequacy of current BEC school program for meeting objectives and learner's needs." The grand mean posted at 3.86 signifies a "very satisfactory" assessment by the division key officials regarding the competence of SSAs in assessing program relevance.

The perceptions of the teachers as to the level of competence of their SSAs along assessing program relevance. As depicted on the table, the teachers perceived their SSAs to have "very satisfactory" competence goals and objectives of the school with the learning needs of the students". Meanwhile, the lowest mean of 3.60 referred to "Delineates the general needs of the learners that are basic to the refined instructional program". The grand mean of 3.60, indicated that the teachers perceived their administrators to have "very satisfactory" level of instructional competence of SSAs along assessing program relevance.

Table 5 shows the level of competence of SSAs along Instructional Management (planning program improvement) as perceived by the Three Groups of Respondent. As gleaned from Table 7, the SSAs themselves rated

Table 5

**Level of Competence of Secondary School Administrators
Along Instructional Management (Planning Program
Improvements) as Perceived by the Three
Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean
	Admin.	Key Official	Faculty	
1. Examines and interprets alternative programs procedures and structures for improving the BEC instructional program.	3.80 VS	3.60 VS	3.71 VS	VS
2. Utilizes research and information in formulating viable alternative for change.	3.45 S	3.50 S	3.52 S	S
3. Analyzes the inputs required each alternative.	3.70 VS	3.70 VS	3.56 VS	VS
4. Involves the teachers, parents, students and other important stakeholders in the development of BEC instructional alternatives.	3.95 VS	3.60 VS	3.70 VS	VS
5. Emphasizes a cooperative approach to the planning of BEC instructional improvement.	3.95 VS	4.00 VS	3.70 VS	VS
Total				
Grand Mean				

LEGEND:

4.51 - 5.00	Outstanding (O)	1.51 - 2.50 Fair (F)
3.51 - 4.50	Very Satisfactory (VS)	1.00 - 1.50 Poor (P)
2.51 - 3.50	Satisfactory (S)	

highest items 4 and 5 on "Involves the teachers, parents, students and other stakeholders in the development of BEC instructional alternatives and "Emphasizes a cooperative approach to the planning of BEC instructional improvement", with weighted means of 3.95 described "very satisfactory". Item 2 on "Utilizes research and information in formulating viable alternative for change" was rated lowest by this group of respondents with a weighted mean pegged at 3.77 indicated that the SSAs considered themselves "very satisfactory" in terms of their competence in planning program improvements.

In the division key officials on the other hand considered indicator 5 as their highest with a weighted mean of 4.00, which is even higher than that of the rating given by SSAs themselves, the latter had item 2 as their lowest with a mean of 3.50 also described as "satisfactory". Considering the grand mean of 3.68, the division key officials' overall assessment of their SSAs level of competence along planning program improvement was "very satisfactory" which means that they persisted on their expectations in terms of how they carried out their tasks in school.

The perceptions of teachers on the level of competence of their SSAs along planning program improvement, the highest weighted mean of 3.71 described as "very satisfactory" and this is about "Examines and interprets alternative programs procedures and structures for improving the BEC instructional program". This group of respondents agreed on the assessment made by their lowest SSAs when they gave indicator 2 a weighted mean of 3.52 their lowest

rating, though still described as "very satisfactory". The grand weighted mean 3.64 meant that the teachers perceived the level of competence of their SSA in "planning program improvement as "very satisfactory."

As shown on Table 6, the highest weighted mean is 4.05 or "very satisfactory" addressed to indicator 3 from the perceptions of the SSAs themselves. This corresponded to "Establishes priorities and order specific materials for a program". The lowest rating they gave themselves was 3.70, for "examines and recommends instrumentation for BEC program process and outcomes" described as "very satisfactory", with a grand mean of 3.86, also as "very satisfactory". This further meant that the SSAs were satisfied the way they perform their specific tasks.

As to the perceptions of the division key officials, all indicators fell under "very satisfactory," where the highest weighted mean of 4.00 was referred to "Explains instructional changes based on BEC to parents and community". The lowest weighted mean was registered at 3.70. Thus, the grand mean of 3.82 or "very satisfactory", suggested that the division key officials rated their SSAs highly on their competence along implementing school programs.

For the faculty group, shown on Table 6, the highest rating they gave to their SSAs regarding implementing school programs was 3.74 "Allocates and assigns staff to accomplish BEC instructional goals, which meant "very satisfactory." On the other hand, the lowest weighted mean was pegged at 3.56,

Table 6

**Level of Competence of Secondary School Administrators
Along Instructional Management (Implementing
School Programs) as Perceived by the Three
Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Allocates and assigns staff to accomplish BEC instructional goals.	3.95	VS	3.80	VS	3.74	VS	VS
2. Conducts inventories, acquires materials and equipment and other facilities to accomplish instructional goals.	3.75	VS	3.80	VS	3.61	VS	VS
3. Establishes priorities and order specific materials for a program.	4.05	VS	3.80	VS	3.56	VS	
	3.85	VS	4.00	VS	3.60	VS	VS
4. Explains instructional changes based in BEC to parents and the community.							VS
5. Examines and recommends instruction for BEC program processes and outcomes.	3.70	VS	3.70	VS	3.59	VS	
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

also “very satisfactory” for “Establishes priorities and order specific materials for a program. Thus the grand mean of 3.62 meant that the teachers perceived their SSAs to be as “very satisfactory” in terms of competence along implementing School Programs.

Staff/personnel development. Shown in Table 7, are the perceptions of the SSAs regarding their level of competence along Staff/Personnel Development. As reflected on the table, the SSAs rated themselves highest for indicators 1 and 5 for “Engages in development activities designed to update his professional knowledge and skills related to educational and administrative process” and “Assess group and individual in-service activities and recommends ways in improving them”, both with weighted means of 4.00, described as “very satisfactory”. For their lowest rating of 3.79, referred “Organizes staff improvement activities such as school visitation, professional activities, and in-service trainings”, still described as “very satisfactory”, with a grand mean of 3.91, indicating that the SSA considered themselves “very satisfactory”, with a grand mean of 3.91, indicating that the SSAs considered themselves “very satisfactory” in terms of staff and personnel development.

As can be gleaned from the said table, the division key officials have rated their SSAs with a highest weighted mean of 4.20 which means “very satisfactory” on “Conducts a systematic program of staff development through classroom observation and conference with staff”. While indicators 3 which speaks about

Table 7

**Level of Competence of Secondary School Administrators
Along Staff/Personnel Development as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Engages in development activities designed to update his professional knowledge and skills related to educational and administrative processes.	4.00	VS	4.00	VS	3.80	VS	VS
2. Conducts a systematic program of staff development through classroom observations and conference with staff.	3.95	VS	4.20	VS	3.86	VS	VS
3. Organizes staff improvement activities such as school visitation, professional activities, and in-service trainings.	3.79	VS	3.80	VS	3.74	VS	VS
4. Guides each staff/personnel member toward selective involvement in staff/personnel development.	3.80	VS	4.10	VS	3.70	VS	VS
5. Assesses group and individual in-service activities and recommends ways in improving them.	4.00	VS	3.90	VS	3.73	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 - 5.00	Outstanding (O)	1.51 - 2.50	Fair (F)
3.51 - 4.50	Very Satisfactory (VS)	1.00 - 1.50	Poor (P)
2.51 - 3.50	Satisfactory (S)		

"Organizes staff improvement activities such school visitation, professional activities, and in-service trainings", was rated by them lowest with a weighted mean of 3.80. The grand mean was pegged at 4.00 described as "very satisfactory" level of competence of SSAs along staff and personnel development as perceived by division key officials.

The perceptions of teacher-respondents on the level of competence of their administrators along staff and personnel development are portrayed in Table 7. The indicator 5 that "Conducts a systematic program of staff development through classroom observations and conference with staff", where the teachers rated their administrator highest with a weighted mean of 3.86, which means "very satisfactory". The indicator which earned a lowest weighted mean of 3.70 is that one on "Guides each staff/personnel member toward selective involvement in staff/personnel development". The grand mean of 3.76 or "very satisfactory" indicated that the secondary school administrators involved in this study, are able to project themselves very satisfactory as managers, as assessed by their teachers.

Student development. This was categorized into three such as: 1) Student Values, 2) Student Involvement and 3) Student Guidance Services.

Table 8 provides the perceptions of the three groups of respondents for the level of competence of SSAs along Student Values. As reflected in Table 8 the secondary school administrators rated themselves "very satisfactory" in the five

Table 8

**Level of Competence of Secondary School Administrators Along
Student Development (Student Values) as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Analyzes, assess and describes the value orientation of the students within the school.	3.80	VS	3.90	VS	3.64	VS	VS
2. Reviews and explizates the goals and objectives of the school to enhance students values conference development.	3.90	VS	3.90	VS	3.62	VS	VS
3. Establishes and increases the nature and degree of interpersonal interaction between staff and the students.	3.65	VS	3.90	VS	3.68	VS	VS
4. Analyzes and understands the values of the students as basis for evaluating appropriateness of school programs.	3.95	VS	3.90	VS	3.66	VS	VS
5. Enforces and maintains school rules and policies among the members of the students in school.	4.10	VS	4.11	VS	3.77	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

listed indicators. Among these, the highest weighted mean was 4.10 for "Enforces and maintains school rules and policies among the members of the students in school". The least weighted mean was posted at 3.65 for "Establishes and increases the nature and degree of interpersonal interaction between staff and the students". The grand mean of 3.88 corresponded to qualitative rating of "very satisfactory" which means that the administrators deemed that they are knowledgeable and able to perform said function.

In the division key officials assessed the level of competence of their SSAs to be "very satisfactory" in the five listed indicators. "Enforces and maintains school rules and policies among members of the students in school" obtained the highest mean of 4.11. The lowest weighted mean value of 3.90 corresponded to four indicators: 1) "Analyzes, assesses and described the value orientation of the students within the school", 2) "Reviews and explices the goals and objectives of the school to enhance students values development", 3) "Establishes and increases the nature and degree of interaction between staff and the students" and 4) "Analyzes and understands the values of the students as basis for evaluating appropriateness of the school programs". As a whole, the division key officials considered their SSAs "very satisfactory", in terms of enforcing school rules and policies among students in as much as the grand mean turned out to be 3.94.

Reflected in Table 8 are assessment made by the teacher-respondents on the level of competence possessed by their administrators in enhancing students values development. The teachers rated their SSAs "very satisfactory" in all 5 listed indicators. The highest weighted mean of 3.77 also corresponded to "Enforces and maintains schools rules and policies among the members of the students in school". The lowest weighted mean was pegged at a value of 3.62 about "Reviews and explixates the goals and objectives of the school to enhance students values development. In general, it is evident that the teachers considered their administrators to be "very satisfactory" in terms of their level of competence in maintaining school rules and policies among students in as much as the grand mean resulted to 3.68.

The level of competence of SSAs along student involvement as perceived by themselves is shown on Table 9 that follows. As shown on the table, it is on "Supports the development of operational policies and provides the resources for an effective student government within the school" where SSAs rated themselves "very satisfactory" with the weighted mean of 4.30. For the lowest weighted mean of 3.80, they addressed that to indicator 2 which speaks about "Coordinating the planning, staffing, financing and evaluation of the viable curricular program in the school with the students". The SSAs do really perform their responsibilities as evidenced by their grand mean of 4.03 indicating "very satisfactory".

Table 9

**Level of Competence of Secondary School Administrators Along
Student Development (Student Involvement) as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Makes provision for involving students meaningfully in the decisions concerning the program of the school.	3.95	VS	3.60	VS	3.60	VS	VS
2. Coordinates the planning, staffing, financing and evaluation of the viable curricular program in the viable curricular program in the school with the students.	3.82	VS	3.70	VS	3.63	VS	VS
3. Supports the development of operational policies and provides the resources for an effective student government within the school.	4.30	VS	3.90	VS	3.59	VS	VS
4. Initiates and provides opportunities to the student to increase their understanding of the educational enterprise.	4.15	VS	3.80	VS	3.63	VS	VS
5. Engages and initiates changes in establishing new structure for students participation in decision-making.	3.95	VS	3.60	VS	3.57	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

Table 9 portrays the perceptions of the division key officials on the level of competence of their SSAs along student involvement. As reflected on the table, it suggested that the division key officials rated their SSAs "very satisfactory" in the five listed indicators. The highest weighted mean of 3.90 corresponding to "Supports the development of operational policies and provides the resources for an effective students government within the school". The lowest weighted mean of 3.60 corresponded to indicators 1 and 5 which about "Makes provision for involving students meaningfully in the decisions concerning the program of the school" and Engages and initiates change in establishing new structure for students participation in decision making. The grand mean of 3.72 signifies a "very satisfactory" level of competence which is the way the division key officials have assessed their SSAs regarding this area.

The teachers assessment along student involvement is contained in Table 9. Like the administrators and division key officials the teacher-respondents assessed the five indicators as "very satisfactory". The highest weighted of 3.63 was posted ion indicators 2 and 4 about "Coordinates the planning, staffing, financing and evaluation of viable curricular program in the school with the students", and "Initiates and provides opportunities to the student to increase their understanding of the working of the educational enterprise". It is on "Engages and initiates change in establishing new structure for students participation in decision-making" was considered lowest weighted mean of 3.57. The grand mean of 3.61, just like other numerical values are also described

qualitatively as "very satisfactory" level of competence along student development.

Tables 10 present the different assessment of the three groups of respondents on the level of competence of SSAs along Student Guidance Services. As shown on Table 10, the highest weighted is 4.05 addressed to indicator 2 from the perception of the SSAs themselves. This speaks about the "Places priority on counseling with individual or group of themselves is 3.85, described still as "very satisfactory" which is addressed to indicator 5 about "Studies and understands recent legislation and court decisions having implications for the administration of the school". The grand mean was pegged at 3.97 described as "very satisfactory".

As to the perceptions of the division key officials as reflected on Table 10, the highest weighted mean of 3.90 was addressed to indicators 2, 4 and 6 which are about "Places priority as counseling with individuals or group of students/teachers", "Structures activities that fosters understanding and interaction among students, counselors and other personnel", and "Utilizes Legislative or legal data as basis for effecting goals, objectives, procedures of the school". The lowest weighted mean has registered to 3.80 in indicators 1, 3 and 5 about "Stimulates the development of activities directed toward providing information about students", "Participates in setting policies and procedures in schools and subsequent placement of student" and "Studies and understand

Table 10

**Level of Competence of Secondary School Administrators Along
Student Development (Student Guidance Services) as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Stimulates the development of activities directed toward providing information about students.	4.00	VS	3.80	VS	3.61	VS	VS
2. Places priority on counseling with individual or group of students/teachers.	4.05	VS	3.90	VS	3.62	VS	VS
3. Participates in setting policies and procedures in school and subsequent placement of student	3.95	VS	3.80	VS	3.61	VS	VS
4. Structures activities that fosters understanding and interaction among students, counselors, and other personnel.	4.00	VS	3.90	VS	3.62	VS	VS
5. Studies and understands recent legislation and court decisions having implications for the administration of the school.	3.85	VS	3.80	VS	3.51	VS	VS
6. Utilizes legislative or legal data as basis for effecting goals, objectives, procedure of the school.	3.95	VS	3.90	VS	3.60	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

recent legislation and court decisions having implications for the administration of the school", described still as "very satisfactory". From these indicators the division key officials rated their grand mean of 3.85.

For the teachers group as shown on Table 10, the highest rating they gave to their SSAs is 3.62 for indicators 2 and 4 regarding "Places priorities on counseling with individual or group of students/teachers", and "Structures activities that fosters understanding and interaction among students, counselors and other personnel" which described as "very satisfactory". The lowest weighted mean of 3.51 which about "Studies and understands recent legislation and court decisions having implications for the administration of the school". Consequently, the grand mean value of 3.60 corresponded to a qualitative rating of "very satisfactory".

School-community relation. This area divided into three such as: 1) Community Analysis, 2) Communicating with the community and 3) Utilizing Community Resources. Each processes has several indicators which are commonly practices by secondary school administrators for improvement of school-community relations.

Table 11 pointed out different assessment of the three groups of respondents on the level of competence of SSAs along Community Analysis. As

Table 11

**Level of Competence of Secondary School Administrators Along
Student-Community (Community Analysis) as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Coordinate the work of local advisory councils and other representative citizens, groups, programs and procedures of the school.	4.45	VS	3.90	VS	3.65	VS	VS
2. Conducts a systematic assessment of citizen's perceptions of the needs of and expectations for the school.	3.85	VS	3.90	VS	3.58	VS	VS
3. Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality.	4.10	VS	3.40	VS	3.59	VS	VS
4. Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality.	4.25	VS	4.00	VS	3.66	VS	VS
5. Assesses community needs as an initial step toward establishing a school program relevant to those needs.	4.25	VS	4.00	VS	3.64	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

reflected on Table 11, provides the perceptions of the SSAs themselves relative to their level of competence in this area. It can be observed that the respondents rated themselves in all the five listed indicators "very satisfactory". The highest weighted mean was 4.45 for "Coordinates the work of local advisory councils and other representative citizen's perceptions of the needs of and expectations for school". The administrators relationship with the community as the grand mean turned out to be 4. 18.

The assessment made by the division key officials with regards to their administrators are presented in Table 11. The highest weighted mean of 4.00 correspond to indicators 4 and 5 about "Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality" and "Assesses community needs as an initial step toward establishing a school program relevant to those needs.' The lowest weighted mean was pegged at value of 3.40 which corresponded to "Centers all activities of community life on the school," in general, it is evident that the division that the division key officials considered their SSAs to be "very satisfactory" in terms of School and Community relationship as the grand mean resulted to 3.84.

Table 11 contains the perceptions of the teachers relative to the level of competence of SSAs in the said area. In all five listed indicators the teachers rated their SSAs to be "very satisfactory". It can be observed that the highest weighted mean of 3.66 which about "Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality".

On the other hand, the lowest weighted mean of 3.58 corresponded to "Conducts a systematic assessment of citizen's perceptions of the needs of and expectations for the school". Consequently, it can be said that as far as the teachers are concerned the SSAs in the Division of Samar are considered by teacher-respondents as "very satisfactory". This is because the grand mean resulted to a value of 3.62.

Table 12 stresses the perceptions of the three groups of respondents in the study on the level of competence of SSAs along Communicating with the Community. As shown in Table 12, the SSAs assess themselves "very satisfactory" in the five listed indicators. The highest weighted was 4.45 for "Stresses to teachers, students and school employees implications of their roles". The lowest weighted was posted at 4.10 about "Elicits and systematically analyzes the feedbacks from Communication", and the grand mean resulted to 4.28.

Table 12 expresses the assessment of the division key officials on the level of competence of their SSAs along communicating with the community. As observed the trend of their responses is similar to those given by administrators where they rated "very satisfactory" in the five listed indicators. The highest weighted mean of 4.30 correspond to "Consult with leaders and members of the PTEA to improve its effectiveness". While the lowest weighted mean was pegged at 3.80 for "Elicits and systematically analyzes the feedbacks from

Table 12

**Level of Competence of Secondary School Administrators Along
Student-Community (Communicating with the Community)
as Perceived by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Participants widely in the activities of the community groups and affiliates selectively with community organization.	4.25	VS	3.90	VS	3.68	VS	VS
2. Stresses to teachers, students, and school employees the public relation implications of their roles.	4.45	VS	3.90	VS	3.73	VS	VS
3. Consult with leaders and members of the PTEA to improve its effectiveness.	4.40	VS	4.30	VS	3.86	VS	VS
4. Analyzes informational needs of the school's sub-public and prepares and presents communications to meet those needs.	4.20	VS	3.90	VS	3.67	VS	VS
5. Elicits and systematically analyzes the feedback from communication.	4.10	VS	3.80	VS	3.65	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

communication". The grand mean of 3.96 convicted the division key officials that their SSAs were performing well in maintaining good-relationship with the people in the community.

On the part of the teacher-respondents they rated their SSAs as shown on Table 12 to be "very satisfactory" in the five listed indicators which the highest weighted mean of 3.86 about "Consults with leaders and members in the PTEA to improve its effectiveness". The lowest weighted mean of 3.65 was assigned to "Elicits and systematically analyzes the feedback from communication". The grand mean was pegged at 3.72.

In Table 13 provides the perceptions of the three group of respondents on the level of competence of the SSAs along Utilizing Community Resources. The administrators were made to assess themselves in terms of their level of competence on this area as reflected on Table 13. Of the five listed indicators on this category, the administrators feel that they are "very satisfactory" in the five indicators. Of these, the highest weighted mean was 4.30 of "Participates in community organization and generate funds to supports school projects". The lowest weighted mean was 3.90 corresponding indicators 1 and 3 about "Explores innovative programs and plans for the cooperative utilization of the total resources of the community" and "Develops a database on community resources as basis for innovative programs and plans". The responses of the SSAs speaks that they excelled in this area administration as evidenced by the grand mean of 4.08, described as "very satisfactory".

Table 13

Level of Competence of Secondary School Administrators Along Student-Community Relations (Utilizing Community Resources) as Perceived by the Three Groups of Respondents

Indicator	Respondent's Category			Weighted Mean
	Admin.	Key Official	Faculty	
1. Explores innovative programs and plans for the cooperative utilization of the total resources of the community.	3.90 VS	3.80 VS	3.54 VS	VS
2. Encourages educational practices that utilizes the community as a learning laboratory.	4.10 VS	3.80 VS	3.64 VS	VS
3. Develops a database on community resources as basis for innovative programs and plans.	3.90 VS	3.80 VS	3.50 VS	VS
4. Participates in community organization and generate funds to support school projects.	4.30 VS	4.00 VS	3.66 VS	VS
5. Utilizes and taps a variety of human and physical resources to enrich the instructional program.	4.20 VS	3.90 VS	3.55 VS	VS
Total				
Grand Mean				

LEGEND:

4.51 - 5.00	Outstanding (O)	1.51 - 2.50 Fair (F)
3.51 - 4.50	Very Satisfactory (VS)	1.00 - 1.50 Poor (P)
2.51 - 3.50	Satisfactory (S)	

As gleaned from Table 13 the division key officials assess the level of competence of SSAs in the particular area as "very satisfactory" in the five listed indicators. Among these, the highest weighted mean was 4.00 for "Participated in community organization and generate funds to support school projects". While the lowest rating of 3.80 corresponded indicators 1, 2 and 3 about Explores innovative programs and plans for the cooperative utilization of the total resources of the community", "Encourages educational practices that utilizes the community as a learning laboratory" and "Develops a database on community resources as basis for innovative programs and plans". With a grand mean of 3.86 also described as "very satisfactory".

As reflected on Table 13 are the assessment of teachers on the level of competence of their SSAs along Utilizing Community Resources. The highest weighted mean of 3.66 was obtained at indicator 4 similar to responses given by administrators themselves for "Participates in community organization and generates funds to support school projects". Among the five indicators, it is in indicators 1 got the lowest weighted mean of 3.54 about "Explores innovative programs and plans for the cooperative utilization of the total resources of the community". As a whole, the teacher-respondents assess their administrators to be "very satisfactory" represented by a grand mean of 3.58.

Physical facilities. The table that follows presents how the SSAs in the Division of Samar rated themselves on their level of competence along Physical Facilities Development. Table 14 shows that the highest weighted mean of 4.30

which is "very satisfactory" addresses to the following indicators: "Leads the staff in the determination of the quantitative and requirements of the new instructional spaces", and "Interviews assigns and supervises custodian and maintenance personnel to provide a physical environment that will enhance instruction". The lowest weighted mean is 4.10 which they gave it to indicator 4 which is about "Develops and transmit a complete set of educational specifications to be used in planning new or remodeled facilities". The grand mean of 4.23 signifies a "very satisfactory" level of competence which is the way the SSAs have assessed themselves regarding Physical facilities Development.

As portrayed in Table 14 the division key officials on the other hand had assessed their SSAs "very satisfactory" or indicator 6 and they gave a numerical value of 4.00 considered as highest from among the given indicators. The lowest weighted mean has pegged at 3.50 described as "satisfactory" which is about "Develops and transmits a complete set of educational specifications to be used in planning new or remodeled facilities". The grand mean of 3.85 denotes a "very satisfactory" level of competence of SSAs along this area of school management.

From the teachers' point of view, as presented in Table 14, the teachers perceived their SSAs "very satisfactory" in all the five listed indicators. The highest weighted mean of 3.65 which addressed to indicator 5. This speaks about "Interviews, assigns and supervises that will enhance instruction". The least weighted mean was registered at a value of 3.57 for "Develops and transmits a

Table 14

**Level of Competence of Secondary School Administrators
Along Physical Facilities Development as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category						Weighted Mean
	Admin.	Key Official	Faculty				
1. Coordinates the inputs of teachers, students and citizens in the long range planning of educational facilities.	4.25	VS	3.90	VS	3.64	VS	VS
2. Leads the staff in the determination of the quantitative and qualitative requirements of the new instructional spaces.	4.30	VS	3.90	VS	3.63	VS	VS
3. Determines and describe the nature and arrangement of specialized services areas and facilities when school is being designed.	4.25	VS	3.90	VS	3.64	VS	VS
4. Develops and transmits a complete set of educational specifications to be used in planning new or remodeled facilities.	4.10	VS	3.50	VS	3.57	VS	VS
5. Assess the progress of planning and construction in terms of any subsequent changes needed to provide for instructional utility and flexibility.	4.15	VS	3.90	VS	3.61	VS	VS
6. Interviews, assigns and supervises custodian and maintenance personnel to provide a physical environment that will enhance instruction.	4.30	VS	4.00	VS	3.65	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

complete set of educational specifications to be used in planning new or remodeled facilities". As a whole, the teachers deemed their SSAs to be "very satisfactory" in improving physical resources of the school as evidenced by his grand mean of 3.62.

Financial management. The secondary school administrators' perception of their level of competence under financial management are drawn in Table 15. Among the six listed indicators, "Perhaps a budget that establishes a priority of needs for achieving each objectives" obtained the highest mean of 4.40 or "very satisfactory". The least weighted mean was fastened at 4.15 which corresponded to two indicators - "Identifies analyzes, and cast alternatives for achieving each objectives", and "Conducts and maintains and adequate inventory of equipment, supplies and materials for achieving objectives". Meanwhile, the grand mean value of 4.26 corresponded to a rating of "very satisfactory". This indicates that according to the self-assessment of SSAs they could lead the staff and established priority need of the school.

The division key officials were likewise made to assess their SSAs level of competence along Financial Management. Table 15, speaks that out of six listed indicators, two of these obtained the highest weighted mean of 4.00 which means "very satisfactory". These corresponded to "Identifies, analyzes, and cast alternative for achieving each objective" and "Prepares a budget that establishes a priority of needs for achieving each objectives". The remaining four indicators

Table 15

**Level of Competence of Secondary School Administrators
Along Financial Management as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Ascertsains the needs, goals and objectives of the school and translates them into instructional and support outcomes that are measurable in performance	4.25	VS	3.91	VS	3.60	VS	VS
2. Leads the staff in the development of a program structure and format consistent with the measurable objectives.	4.35	VS	3.90	VS	3.64	VS	VS
3. Identifies, analysis, and cast alternatives for achieving each objective.	4.15	VS	4.00	VS	3.55	VS	VS
4. Prepares a budget that establishes a priority of needs for achieving each objective.	4.40	VS	4.00	VS	3.54	VS	VS
5. Conducts and maintains an adequate inventory of equipment, supplies and materials for achieving objectives.	4.15	VS	3.90	VS	3.61	VS	VS
6. Forecasts the multi-year resource needs of the school.	4.25	VS	3.90	VS	3.55	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 - 5.00	Outstanding (O)	1.51 - 2.50	Fair (F)
3.51 - 4.50	Very Satisfactory (VS)	1.00 - 1.50	Poor (P)
2.51 - 3.50	Satisfactory (S)		

obtained the lowest weighted mean of 3.90 still described as "very satisfactory" these about "Ascertainment the needs, goals and objectives of the school and translate them into instructional and support outcomes that are measurable in performance terms", "Leads the staff in the development of program structure and format consistent with measurable objectives", followed by "Conducts and maintains and adequate inventory of equipment, supplies and materials for achieving objectives" and "Forecasts the multi-year resource needs of the school". In as much as the grand mean turned out to be 3.93 or "very satisfactory". This implies that division key officials have confidence that their SSAs are knowledgeable and able to perform said function.

Presented in Table 15 are assessment made by the teachers on the level of competence possessed by their secondary school administrator in Financial Management. The teacher-respondents rated their SSAs "very satisfactory" in all the six listed indicators. Among these indicators, "Leads the staff in the development of program structure and format consistent with the measurable objectives" had the highest weighted mean of 3.64. The lowest weighted was pegged for achieving each objective". As a whole the teachers deemed their SSAs "very satisfactory" in this particular area of school administration as the grand mean resulted to 3.58.

Administrative management. Table 16 provides the assessment of the SSAs themselves relative to their level of competence in this area of school

Table 16

**Level of Competence of Secondary School Administrators
Along Administrative Management as Perceived
by the Three Groups of Respondents**

Indicator	Respondent's Category			Weighted Mean			
	Admin.	Key Official	Faculty				
1. Performs has duties by discharging his responsibilities in accordance with goals and objectives of the school.	4.50	VS	4.70	VS	3.93	VS	VS
2. Directs and supervises the amazingly complex task of bringing together the necessary teachers, students, and support personnel.	4.40	VS	3.90	VS	3.83	VS	VS
3. Develops and maintains a school atmosphere conducive to the promotion and prevention of academic freedom and effective teaching and learning process of the school.	4.50	VS	4.30	VS	3.77	VS	VS
4. Prepares and evaluates budget that establishes priority needs and approves requisitions for equipment, supplies and materials.	4.60	VS	4.00	VS	3.72	VS	VS
5. Renders adequate reports to school personnel on their actual performance in relation to their expected performance and provides the necessary advice.	4.30	VS	3.80	VS	3.84	VS	VS
6. Maintains adequate records and submits required reports to DepEd higher offices	4.50	VS	4.10	VS	3.98	VS	VS
Total							
Grand Mean							

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

administration. It can be observed that the highest weighted mean of 4.60 described as "outstanding" corresponded to indicator 4 which is about "Prepares and evaluate budget that establishes priority needs and approves requisitions for equipment, supplies and materials. While the lowest weighted mean of 4.30 indicates a "very satisfactory" level of performances is on indicator 5 about "Renders adequate reports to school personnel on their actual performance in relation to their expected performance and provide the necessary advice". The grand mean of 4.47 or "very satisfactory" level of competence.

On the other hand, the perceptions of the division key officials in Table 16, with regards to the level of competence of SSAs along administrative management. They rated the administrators "outstanding" in indicator 1 with weighted mean of 4.70 which about "Performance his duties by discharging his responsibilities in accordance with goals and objectives of the school". The lowest weighted mean of 3.80 described as "very satisfactory" for "Renders adequate reports to school personnel on their actual performance in relation to their expected performance and provides the necessary advice". In general, the division key officials assessed their administrators "very satisfactory" in the said area of school administration as evidenced by the grand mean of 4.13.

In Table 16 states the assessment of the teacher to their SSAs level of competence along administrative management. They rated their administrators "very satisfactory" in all six listed indicators which they gave the highest weighted mean of 3.98 for indicators 6 which described "Maintains adequate

records and submits required reports to DepEd higher offices". The lowest mean was pegged at a value of 3.72 which corresponded to "Prepares and evaluate budgets that establishes priority needs and approves requisitions for equipment, supplies and materials". It is evident that the teachers considered their SSAs to be effective and competent in terms of their skills in as much as the grand mean resulted to 3.85.

Comparison of the Perceptions of the Three Groups
of Respondents on the Level of Competence
of the Administrator-Respondents

This section discusses the results of the comparison made among the perceptions of the groups of respondents along the seven areas of school administration.

Instructional management. Table 17 summarizes the perceptions of the secondary school administrators, division key officials and faculty relative to the level of competence of the administrator-respondents along instructional management. Along this area, the secondary school administrators gave the highest rating of 3.86, followed by the division key officials and the faculty with 3.79 and 3.65, respectively. All these values corresponded to "very satisfactory." Moreover, the analysis of variance result showed that variation of the response between groups - 0.180 was greater than the variation within group - 0.020 which resulted to a computed F-value of 9.043. This was found to be greater

Table 17

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Instructional Management Using One-Way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre-tation	Variance	
Secondary School Administrators	15	57.95	3.86	VS	0.027	
Division Key Officials	15	56.80	3.79	VS	0.026	
Faculty	15	54.71	3.65	VS	0.007	

ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	Df	MS	F	Ferit	Evaluation
Between Groups	0.360	2	0.810	9.043	3.220	Reject Ho
Within Groups	0.835	42	0.020			
Total	1.195	44				

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50	Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50	Poor (P)
2.51 – 3.50	Satisfactory (S)		

than the tabular F-value of 3.220 at $\alpha = 0.05$ and $df = 2$ and 42. Thus, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators (SSA) along instructional management" was rejected. This implied that the administrators, the division key officials and faculty did not

have the same quantitative assessment as regards the level of competency of the SSAs.

To determine where the significant differences existed, the Scheffe's test was undertaken and the results are found in Table 18. As shown in the said table, the highest differences in means was between the administrators and

Table 18

Scheffe's Test of Comparison Along Instructional Management

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key Officials	0.07	1.84	6.44	Not Significant
Administrators & Faculty	0.21	16.54	6.44	Significant
Administrators & Faculty	0.14	7.35	6.44	Significant
Division Key Officials & Faculty				Significant

faculty, followed by division key officials and faculty and the least was between administrators and division key officials with 0.21, 0.14 and 0.07, respectively. Moreover, the F' values are 16.54 for the administrators and faculty; 7.35 for the division key officials which were than the critical F value of 6.44 at .05 level of significance and $df = 2$ and 42. Meanwhile the F' value for the administrators and division key officials was pegged at 1.84 which was lesser than the aforementioned critical F value. Hence, there existed a difference in the

perceptions between the two pairs, viz: 1) administrator and faculty, and 2) division key officials and faculty. On the other hand the administrators and division key officials were found to have more or less the same perceptions.

Staff/Personnel development. It can be gleaned from Table 19 that the highest rating was posted at 4.00, followed by 3.91 and 3.77 for the division key officials, administrators and faculty, respectively. All these values referred to

Table 19

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Staff/Personnel Development Using One-way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre-tation	Variance	
Secondary School	5	19.54	3.91	VS	0.01107	
Administrators	5	20.00	4.00	VS	0.02500	
Division Key Officials	5	18.83	3.77	VS	0.00408	
Faculty						
ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	df	MS	F	Ferit	Evaluation
Between Groups	0.139	2	0.069	5.192	3.885	Reject Ho
Within Groups	0.161	2	0.013			
Total	0.300	14				

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

"very satisfactory." To test whether the perceptions of these three groups of respondents differed, the Analysis of Variance was employed. Results showed that the variation between groupings was greater than the variation within groupings as evidenced by the MS values of 0.069 for the between groups and 0.013 for the within groups. This resulted to a computed F value of 5.192 which was found greater than the critical F value of 3.885 at $\alpha = .05$ and $df = 2$ and 12. This resulted to the rejection of the hypothesis of comparison of the perceptions of the three groups of respondents relative to the level of competence of the SSAs along personnel/staff development. This implied that the respondents' perceived level of competence of the SSAs in differed quantitatively.

To find out where the significant differences existed, the Scheffe's Test was used and the results are found in Table 20. As depicted by this table, the highest difference was 0.23 for the division key officials and faculty, followed by

Table 20

Scheffe's Test of Comparison Along Staff/Personnel Development

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key Officials	-0.09	1.628	7.77	Not Significant
Administrators & Faculty	0.14	3.878	7.77	Significant
Division Key Officials & Faculty	0.23	10.530	7.77	Significant
				Significant

0.14 for the administrators and faculty and 0.09 for the administrators and division key officials. Moreover, the corresponding F-values were: 10.530 for the division key officials and faculty. This value was found to be grater than the critical F' value of 7.77 at .05 level of significance and $df = 2$ and 12. Thus, for this pair, the difference in means was significant. However, the F' value for the administrators and faculty was 3.878 and for administrators and division key officials it was pegged at 1.628. These values were lesser than the aforesaid critical F' value. Thus for these two pairs, the differences in means were found to be not significant.

Student development. Table 21 summarizes the responses of the three groups of respondents and reflects the results of the ANOVA along student development. The highest mean was pegged at 3.96, followed by 3.84 and 3.62 corresponding to the administrators, division key officials and faculty, respectively. All these means corresponded to "very satisfactory".

Moreover, the MS for between groups was posted at 0.466 while for the within groups, it was pegged at 0.141. Correspondingly, the computed F-value was 33.081 which was greater than the critical F value of 3.204 at .05 level of significance and $df = 2$ and 45. Therefore, the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators (SSA) along student development" was rejected. This indicated that the assessments of the administrators, division key officials and faculty varied quantitatively.

Table 21

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Student Development Using One-way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre- ta-tion	Variance	
Secondary School	16	63.35	3.96	VS	0.02307	
Administrators	16	61.41	3.84	VS	0.01619	
Division Key Officials	16	57.96	3.62	VS	0.00298	
Faculty						
ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	Df	MS	F	Ferit	Evaluation
Between Groups	0.932	2	0.466	33.081	3.204	Reject Ho
Within Groups	0.634	45	0.014			
Total	1.565	47				

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

To determine where the differences existed, the Scheffe's test was utilized.

The results are shown in Table 22. The differences in means are as follows: 0.34 for the administrators and faculty with F' value of 64.848, 0.22 for the division key officials with F' value of 8.401. All these F' values were found to be greater than the critical F' value of 6.408 at $\alpha = .05$ and $df = 2$ and 45. This indicated that

Table 22
Scheffe's Test of Comparison Along Student Development

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key	0.12	8.401	6.408	Significant
O f f i c i a l s	0.34	64.848	6.408	Significant
Administrators & Faculty	0.22	26.568	6.408	Significant
Division Key Officials & Faculty				

the existed significant differences in the perceived level of competency of the SSAs as assessed by the administrators, division key officials and the faculty.

School-community relations. Found in Table 23 are the summary and comparison of the responses of the administrators, division key officials and faculty pertaining to the level of competence of the SSAs along school-community relations. The SSAs gave the highest mean of 4.18 followed by the division key officials with 3.89 and the faculty with 3.64. These means have the qualitative equivalent of "very satisfactory." For the quantitative comparison of these means, the ANOVA results showed that the variation between groups was greater than the variation within groups inasmuch as the MD values were 1.096 and 0.026, respectively. Thus, the computed F value was posted at 42.235 and found greater than the critical F value of 3.220 at .05 level of significance and df = perceptions of the three groups of respondents along school-community

Table 23

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along School-Community Relations Using One-Way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre- tation	Variance	
Secondary School	15	62.70	4.18	VS	0.036	
Administrators	15	58.30	3.89	VS	0.034	
Division Key Officials	15	54.60	3.64	VS	0.007	
Faculty						
ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	Df	MS	F	Ferit	Evaluation
Between Groups	2.192	2	1.096	42.235	3.220	Reject Ho
Within Groups	1.090	42	0.026			
Total	3.283	44				

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

relations. This meant that the administrators, division key officials and faculty varied in terms of their assessment of the competency of the SSAs.

To find out which pairs differed quantitatively, the Scheffe's Test was used and the results are reflected in Table 24. The following are the observed differences in means arranged from highest to lowest: 0.54 for the administrators and faculty, 0.29 for the administrators and division key officials, and 0.25 for the

Table 24

Scheffe's Test of Comparison Along School-Community Relation

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key	0.29	24.821	6.44	Significant
O f f i c i a l s	0.54	84.115	6.44	Significant
Administrators & Faculty	0.25	17.551	6.44	Significant
Division Key Officials & Faculty				

division key officials and faculty with F' values of 84.115, 24.821, and 17.551, respectively. These F' values were found to be greater than the critical F' value of 6.44 at .05 level of significance and $df = 2$ and 42. Thus all the observed differences in means were significant. This implied that the administrators, division key officials as well as faculty differed in terms of their perceived competence of the administrators.

Physical facilities development. For the area, Table 25 shows that the ratings given by the administrators, the division key officials and faculty all corresponded to "very satisfactory," where the highest was pegged at 4.23 for the administrators, followed by the division key officials and the faculty with 3.85 and 3.62, respectively. To compare these ratings quantitatively, the results of the ANOVA showed that the means squares between groups was posted at 0.554

Table 25

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Physical Facilities Development Using One-Way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre- tation	Variance	
Secondary School	6	25.35	4.23	VS	0.00675	
Administrators	6	23.10	3.85	VS	0.03100	
Division Key Officials	6	21.74	3.62	VS	0.00087	
Faculty						
ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	Df	MS	F	Ferit	Evaluation
Between Groups	1.108	2	0.554	43.039	3.682	Reject Ho
Within Groups	0.193	15	0.013			
Total	1.301	17				

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

while the mean squares within groups was pegged at 0.013 which resulted to a computed F-value of 43.039. This was found to be greater than the critical F value of 3.682 which led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators (SSA) along

physical facilities development. This indicated that the assessment of the administrators, division key officials and faculty varied quantitatively.

To test where the significant differences existed, Scheffe's test was applied and the results are contained in Table 26. The following are the differences in means arranged in descending order: 1) administrators and faculty - 0.60 with F' value of 83.539, 2) administrators and division key officials - 0.38 with F' value of 32.452, 3) division key officials and faculty - 0.23 with F' value of 11.856. All the F' values proved to be greater than the critical F' value of 7.364 which indicated that all differences that all differences in the means for the three pairs were significant.

Table 26

Scheffe's Test of Comparison Along Physical Facilities Development

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key	0.38	32.452	7.364	Significant
O f f i c i a l s	0.60	83.539	7.364	Significant
Administrators & Faculty	0.23	11.856	3.364	Significant
Division Key Officials & Faculty				

Financial management. Table 27 presents the summary of the responses as well as the results of the ANOVA along financial management. As gleaned from this table, the administrators' group gave themselves the highest assessment

rating of 4.26, followed by the division key officials with 3.93 and the faculty, with 3.58. Moreover, all these means corresponded to "very satisfactory." To compare these values quantitatively, the ANOVA results showed that the MS

Table 27

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Financial Management Using One-Way ANOVA

SUMMARY OF RESPONSES					
Groups	n	Sum	Mean	Interpretation	Variance
Secondary School	6	25.55	4.26	VS	0.01042
Administrators	6	23.60	3.93	VS	0.00267
Division Key Officials	6	21.49	3.58	VS	0.00166
Faculty					
ANALYSIS OF VARIANCE RESULTS					
Source of Variation	SS	Df	MS	F	Ferit
Between Groups	1.374	2	0.687	139.859	3.682
Within Groups	0.074	15	0.005		
Total	1.301	17			

LEGEND:

4.51 – 5.00	Outstanding (O)	1.51 – 2.50 Fair (F)
3.51 – 4.50	Very Satisfactory (VS)	1.00 – 1.50 Poor (P)
2.51 – 3.50	Satisfactory (S)	

between groups was 0.687 while the MS within groups was 0.005. This resulted to a computed F value of 139.859 which was found to be greater than the critical

F value of 3.682 at $\alpha = .05$ and $df = 2$ and 15. Thus, the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the level of competence of the SSAs along financial management" was rejected. In other words, the administrators, division key officials as well as faculty did not have the same quantitative assessments relative to the competence of the SSAs.

To verify where the significant differences existed, the Scheffe's test was applied, where the results are shown in Table 28. The difference in means are as follows: 0.68, 0.35 and 0.33 for administrators and faculty, division key officials and faculty, and administrators and division key officials, respectively.

Table 28

Scheffe's Test of Comparison Along Financial Development

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key	0.33	63.375	7.364	Significant
O f f i c i a l s	0.68	274.727	7.364	Significant
Administrators & Faculty	0.35	74.202	3.364	Significant
Division Key Officials & Faculty				

Furthermore, the corresponding F' values are 274.727 (administrator and faculty), 74.202 (division key officials and faculty), and 63.375 (administrators and division key officials) which were all found to be greater than the critical F'

value of 7.364 at .05 level of significance and $df = 2$ and 15. this meant that all the observed differences in means were significant and thus, the quantitative assessments given by the administrators, division key officials and faculty relative to the competence of the SSAs differed significantly.

Administrative management. Along this area, Table 29 shows that the means of the responses of the administrators - 4.47, division key officials - 4.13 and faculty - 3.85 were equivalent to "very satisfactory." To compare these

Table 29

Summary and Comparison of the Responses of the Three Groups of Respondents on the Level of Competence of the SSA Along Administrative Management Using One-Way ANOVA

SUMMARY OF RESPONSES						
Groups	n	Sum	Mean	Interpre- tation	Variance	
Secondary School	6	26.80	4.47	VS	0.01067	
Administrators	6	24.80	4.13	VS	0.10667	
Division Key Officials	6	23.07	3.85	VS	0.00939	
Faculty						
ANALYSIS OF VARIANCE RESULTS						
Source of Variation	SS	Df	MS	F	Ferit	Evaluation
Between Groups	1.161	2	0.581	13.748	3.682	Reject Ho
Within Groups	0.634	15	0.042			
Total	1.795	17				

LEGEND:

4.51 - 5.00	Outstanding (O)	1.51 - 2.50 Fair (F)
3.51 - 4.50	Very Satisfactory (VS)	1.00 - 1.50 Poor (P)
2.51 - 3.50	Satisfactory (S)	

responses quantitatively, the ANOVA results showed that the variation between groups was greater than the variation within groups as evidenced by the MS values of 0.581 and 0.042 for between groups and within group, respectively. The corresponding computed value of 3.682 at .05 level of significance and $df = 2$ and 15. This led to the rejection of the hypothesis that "There are no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrators (SSA) along administrative management. This implied that the administrators, division key officials as well as faculty did not have the same quantitative assessments of the competence of the SSAs.

To determine where the significant differences existed, Scheffe's test was applied and the results are reflected in Table 30. As shown by this table, the differences in means are 0.62 for the administrators and faculty, 0.33 for the

Table 30

Scheffe's Test of Comparison Along Administrative Management

Groups Compound	Difference in Means	F' value	F crit	Evaluation
Administrators & Division Key	0.33	7.3937	7.364	Significant
O f f i c i a l s	0.62	27.605	7.364	Significant
Administrators & Faculty	0.29	5.938	3.364	Not
Division Key Officials & Faculty				Significant

administrators and division key officials, and 0.29 for the division key officials and faculty. The computed F' values of 27.605 (administrators and faculty) and 7.937 (administrative and division key officials) proved to be greater than the critical F' value of 7.364 at .05 level of significance and $df = 2$ and 15 which implied that the observed differences in means for these pairs are significant. Meanwhile, for the division key officials and faculty, the computed F' value of 5.398 was found to be lesser than the aforementioned critical F' value which meant that this pair had more or less the same quantitative assessments as regards the competence of the SSAs.

Relationship Between the Competence of the SSAs and Their Profile

This part discusses the results of the correlational analysis undertaken between the competence of the SSAs along the different areas, and the administrators profile subdivided into personal characteristics and professional characteristics.

Instructional management. Table 31 contains data on the relationship between the competence of the SSAs and the different variates categorized into two, viz: personal characteristics and professional characteristics.

Relative to the variates under personal characteristics, it can be gleaned from Table 31 that the computed correlation coefficient for age, sex, civil status and socio-economic status were: 0.331, 0.044, 0.011, and 0.063, respectively. The

Table 31

**Relationship Between the Level of Competence of the SSAs Along
Instructional Management and the Different Variates**

Variate	r _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	-0.331	-1.488	18	2.101	Accept H_0
Sex	0.044	0.187	18	2.101	Accept H_0
Civil Status	0.011	0.045	18	2.101	Accept H_0
Socio-Economics Status	0.063	0.269	18	2.101	Accept H_0
Professional Characteristics					
Educational Qualification	0.292	1.295	18	2.101	Accept H_0
Field of Specialization	0.037	0.159	18	2.101	Accept H_0
Length of Service	0.160	-0.686	18	2.101	Accept H_0
Trainings Attended	0.242	1.056	18	2.101	Accept H_0
Performance Rating	0.465	2.226	18	2.101	Accept H_0

corresponding Fisher's t- values were - 1.488 for age, 0.187 for sex, 0.045 for civil status and 0.269 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and df = 18. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along instructional management and their personal characteristics" was accepted. This meant that all the personal characteristics of the SSAs had nothing to do with the competence of the SSAs.

As regards the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.292$ with Fisher's t-value of 1.295, 2) field of specialization: $r_{xy} = 0.037$ with Fisher's t-value of 0.159, 3) length of service: $r_{xy} = -0.160$ with Fisher's t-value of -0.686, 4) trainings attended: $r_{xy} = 0.242$ with Fisher's t-value of 1.056; and 5) performance rating: $r_{xy} = 0.465$ with Fisher's t-value of 2.226. The Fisher's t-value for educational qualification, field of specialization, length of service and trainings attended were all lesser than the critical t-value of 2.101 at .05 level of significance and $df = 18$, while the Fisher's t-value for performance rating was greater than the aforementioned critical t-value. Thus, the hypothesis that "There is no significant relationship between the competence of the SSAs along instructional management and their professional characteristics" was accepted for educational qualification, field of specialization, length of service and trainings attended. This meant that these professional characteristics of the SSAs had nothing to do with the competence of the SSAs along instructional management. Meanwhile for the performance rating variate, the hypothesis was rejected. This meant that SSAs with higher performance rating proved to have higher level of competence along instructional management than those with lower performance ratings.

Personnel/staff development. The results of the correlational analysis along this area are found in Table 32.

Table 32

Relationship Between the Level of Competence of the SSAs Along Personnel/Staff Development and the Different Variates

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	-0.132	-0.564	18	2.101	Accept H_0
Sex	-0.165	-0.709	18	2.101	Accept H_0
Civil Status	-0.126	-0.538	18	2.101	Accept H_0
Socio-Economics Status	-0.177	-0.761	18	2.101	Accept H_0
Professional Characteristics					
Educational Qualification	0.044	0.186	18	2.101	Accept H_0
Field of Specialization	0.082	0.349	18	2.101	Accept H_0
Length of Service	-0.072	-0.308	18	2.101	Accept H_0
Trainings Attended	-0.020	-0.087	18	2.101	Accept H_0
Performance Rating	0.126	0.538	18	2.101	Accept H_0

Relative to the variates under personal characteristics, it can be gleaned from Table 32 that the computed correlation coefficient for age, sex, civil status and socio-economic status were: -0.132, -0.165, -0.126, and -0.177, respectively. The corresponding Fisher's t-values were -0.564 for age, -0.709 for sex, -0.538 for civil status and -0.761 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and df = 18. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along

personnel/staff development and their personal characteristics" was accepted. This meant that all the personal characteristics of the SSAs had nothing to do with the competence of the SSAs.

As regards the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.044$ with Fisher's t-value of 0.186, 2) field of specifications: $r_{xy} = 0.082$ with Fisher's t-value of 0.349, 3) length of service: $r_{xy} = 0.072$ with Fisher's t-value of 0.308, 4) trainings attended: $r_{xy} = -0.020$ with Fisher's t-value of -0.087; and 5) performance rating: $r_{xy} = 0.126$ with Fisher's t-value of 0.538. The Fisher's t-values for all these variates were lesser than the critical value of 2.101 at $\alpha = .05$ and $df = 18$. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along personnel/staff development and their professional characteristics" was accepted. This indicated that all the professional characteristics of the SSAs had nothing to do with their competence along personnel/staff development.

Student development. The results of the correlational analysis between the competence of the SSAs along this area and their personal as well as professional characteristics are shown in Table 33.

Pertaining to the variates under personal characteristics, it can be gleaned from the aforesaid table that the computed correlation coefficient for age, sex, civil status and socio-economic status were: 0.136, 0.063, 0.113, and -0.164, respectively. The corresponding Fisher's t-values were 0.584 for age, 0.266 for

Table 33

**Relationship Between the Level of Competence of the SSAs Along
Student Development and the Different Variates**

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	0.136	0.584	18	2.101	Accept H ₀
Sex	-0.063	0.266	18	2.101	Accept H ₀
Civil Status	0.113	0.484	18	2.101	Accept H ₀
Socio-Economics Status	-0.164	-0.708	18	2.101	Accept H ₀
Professional Characteristics					
Educational Qualification	-0.022	-0.094	18	2.101	Accept H ₀
Field of Specialization	0.025	0.106	18	2.101	Accept H ₀
Length of Service	-0.165	-0.709	18	2.101	Accept H ₀
Trainings Attended	-0.020	-0.084	18	2.101	Accept H ₀
Performance Rating	0.063	0.270	18	2.101	Accept H ₀

sex, 0.484 for civil status and -0.164 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and df = 18. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along student development and their personal characteristics" was accepted. This implied that all the personal characteristics of the SSAs had nothing to do with their competence relative to student development. As regards the professional characteristics of the SSAs the following were the results: 1)

educational qualifications: $r_{xy} = -0.022$ with Fisher's t-value of -0.094, 2) field of specialization: $r_{xy} 0.025$ with Fisher's t-value of 0.106, 3) length of service: $r_{xy} = -0.0165$ with Fisher's t-value of 0.709, 4) trainings attended: $r_{xy} = -0.020$ with Fisher's t-value of 0.084; and 5) performance rating: $r_{xy} = 0.063$ with Fisher's t-value of 0.270. The Fisher's t-value for all these variates were lesser than the critical value of 2.101 at $\alpha = .05$ and $df = 18$. This led to the acceptance of the hypothesis that "There is no significant relationship between the competence of the SSAs along personnel/staff development and their professional characteristics." This indicated that all the professional characteristics of the SSAs had nothing to do with their competence along student development.

School-community relations. Table 34 presents the results of the correlational analysis undertaken to determine whether the personal as well as professional characteristics of the SSAs are significantly related to their competence along school community relations.

Pertaining to the variates under personal characteristics, it can be gleaned from Table 34 that the computed correlation coefficient for age, sex, civil status and socio-economic status were: 0.051, 0.051, -0.022, and -0.245, respectively.

The corresponding Fisher's t-value were 0.216 for age, 0.215 for sex, -0.092 for civil status and -1.070 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. Therefore, the hypothesis

Table 34

Relationship Between the Level of Competence of the SSAs Along School-Community Relations and the Different Variates

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	0.051	0.216	18	2.101	Accept H ₀
Sex	0.051	0.215	18	2.101	Accept H ₀
Civil Status	-0.022	-0.092	18	2.101	Accept H ₀
Socio-Economics Status	-0.245	-1.070	18	2.101	Accept H ₀
Professional Characteristics					
Educational Qualification	0.102	0.434	18	2.101	Accept H ₀
Field of Specialization	-0.015	-0.063	18	2.101	Accept H ₀
Length of Service	-0.179	-0.774	18	2.101	Accept H ₀
Trainings Attended	-0.063	-0.267	18	2.101	Accept H ₀
Performance Rating	0.075	0.318	18	2.101	Accept H ₀

that "There is no significant relationship between the competence of the SSAs along school-community relations and their personal characteristics of the SSAs had nothing to do with their competence in terms of school-community relation.

Relative to the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.102$ with Fisher's t-value of -0.434, 2) field of specialization: $r_{xy} = -0.015$ with Fisher's t-value of -0.063, 3) length of service: $r_{xy} = 0.179$ with Fisher's t-value of -0.774, 4) trainings attended: $r_{xy} = -$

0.063 with Fisher's t-value of -0.267; and 5) performance ratings: $r_{xy} = -0.075$ with Fisher's t-value of 0.318. the Fisher's t-values for all these variates were lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. This led to the acceptance of the hypothesis that "There is no significant relationship between the competence of the SSAs along personnel/staff development and their professional characteristics." This indicated that all the professional characteristics of the SSAs had nothing to do with their competence along student development.

Physical facilities development. Shown in Table 35 are the results of the correlational analysis applied between the competence of the SSAs along physical facilities development and their personal and professional characteristics.

Relative to the variates under personal characteristics, it can be gleaned from Table 35 that the computed correlation coefficients for age, sex, civil status and socio-economic status were: 0.012, 0.003, 0.102 and -0.148, respectively. The corresponding Fisher's t-value were 0.052 for age, -0.011 for sex, 0.433 for civil status and -0.635 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along physical facilities development and their personal characteristics" was accepted. This implied that all the personal characteristics of the SSAs had nothing to do with their competence pertaining to physical facilities development.

Table 35

Relationship Between the Level of Competence of the SSAs Along Physical Facilities Development and the Different Variates

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	0.012	0.052	18	2.101	Accept H ₀
Sex	-0.003	-0.011	18	2.101	Accept H ₀
Civil Status	0.102	0.433	18	2.101	Accept H ₀
Socio-Economics Status	-0.148	-0.635	18	2.101	Accept H ₀
Professional Characteristics					
Educational Qualification	0.014	0.059	18	2.101	Accept H ₀
Field of Specialization	-0.037	-0.156	18	2.101	Accept H ₀
Length of Service	-0.176	-0.759	18	2.101	Accept H ₀
Trainings Attended	-0.089	-0.380	18	2.101	Accept H ₀
Performance Rating	0.127	0.541	18	2.101	Accept H ₀

Regarding the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.014$ with Fisher's t-value of 0.059, 2) field of specialization: $r_{xy} = -0.037$ with Fisher's t-value of -0.156, 3) length of service: $r_{xy} = -0.176$ with Fisher's t-value of -0.759, 4) trainings attended: $r_{xy} = -0.089$ with Fisher's t-value of -0.380; and 5) performance rating: $r_{xy} = 0.127$ with Fisher's t-value of 0.541. The Fisher's t-values for all these variates were lesser than the critical t-value of 2.101 at $\alpha = .05$ and df = 18. This led to the acceptance

of the hypothesis that "There is no significant relationship between the competence of the SSAs along physical facilities development and their professional characteristics." This indicated that all the professional characteristics of the SSAs had nothing to do with their competence along this area.

Financial management. Presented in Table 36 are the results of the correlational analysis applied between the competence of the SSAs along financial management and their personal and professional characteristics.

Table 36

Relationship Between the Level of Competence of the SSAs Along Financial Management and the Different Variates

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	-0.133	-0.568	18	2.101	Accept H ₀
Sex	0.126	0.538	18	2.101	Accept H ₀
Civil Status	0.043	0.184	18	2.101	Accept H ₀
Socio-Economics Status	-0.199	-0.863	18	2.101	Accept H ₀
Professional Characteristics					
Educational Qualification	0.124	0.529	18	2.101	Accept H ₀
Field of Specialization	-0.008	-0.033	18	2.101	Accept H ₀
Length of Service	-0.251	-1.101	18	2.101	Accept H ₀
Trainings Attended	-0.100	-0.428	18	2.101	Accept H ₀
Performance Rating	0.158	0.678	18	2.101	Accept H ₀

Relative to the variates under personal characteristics, it can be gleaned from this table that the computed correlation coefficient for age, sex, civil status and socio-economic status were: -0.133, 0126, 0.043, and -0.199, respectively. The corresponding Fisher's t-value were -0.568 for age, 0.538 for sex, 0.184 for civil status and -0.863 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along financial management and their personal characteristics" was accepted. This implied that all the personal characteristics of the SSAs had nothing to do with their competence pertaining to financial management.

Regarding the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.124$ with Fisher's t-value of 0.529, 2) field of specialization: $r_{xy} = -0.008$ with Fisher's t-value of -0.033, 3) length of service: $r_{xy} = -0.251$ with Fisher's t-value of -1.101, 4) trainings attended: $r_{xy} = -0.100$ with Fisher's t-value of -0.428; and 5) performance rating: $r_{xy} = 0.158$ with Fisher's t-value of 0.678. The Fisher's t-value for all these variates were lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. This led to the acceptance of the hypothesis that "There is no significant relationship between the competence of the SSAs along financial management and their professional characteristics." This implied that all the professional characteristics of the SSAs had nothing to do with their competence along this area.

Administrative management. Shown in Table 37 are the results of the correlation analysis applied between the competence of the SSAs along administrative management and their personal and professional characteristics.

Table 37

Relationship Between the Level of Competence of the SSAs Along Administrative Management and the Different Variates

Variate	R _{xy}	Fisher's t-value	df	Critical t-value at $\alpha = .05$	Evaluation
Personal Characteristics					
Age	-0.197	-0.852	18	2.101	Accept H ₀
Sex	0.060	0.255	18	2.101	Accept H ₀
Civil Status	-0.098	-0.418	18	2.101	Accept H ₀
Socio-Economics Status	-0.180	-0.775	18	2.101	Accept H ₀
Professional Characteristics					
Educational Qualification	0.052	0.220	18	2.101	Accept H ₀
Field of Specialization	0.006	0.027	18	2.101	Accept H ₀
Length of Service	-0.257	-1.129	18	2.101	Accept H ₀
Trainings Attended	0.006	0.024	18	2.101	Accept H ₀
Performance Rating	0.212	0.922	18	2.101	Accept H ₀

In terms of the variates under personal characteristics, it can be gleaned from this table that the computed correlation coefficients for age, sex, civil status and socio-economic status were: -0.197, 0.060, -0.098, and -0.180, respectively. The

corresponding Fisher's t-value were -0.852 for age, 0.255 for sex, -0.418 for civil status and -0.775 for socio-economic status which proved to be lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. Therefore, the hypothesis that "There is no significant relationship between the competence of the SSAs along administrative management and their personal characteristics" was accepted. This meant that all the personal characteristics of the SSAs had nothing to do with their competence pertaining to administrative management. Regarding the professional characteristics of the SSAs, the following were the results: 1) educational qualification: $r_{xy} = 0.052$ with Fisher's t-value of 0.220, 2) field of specialization: $r_{xy} = 0.006$ with Fisher's t-value of 0.027, 3) length of service: $r_{xy} = -0.257$ with Fisher's t-value of -1.129, 4) trainings attended: $r_{xy} = 0.006$ with Fisher's t-value of 0.024; and 5) performance rating: $r_{xy} = 0.212$ with Fisher's t-value of 0.922. The Fisher's t-values for all these variates were lesser than the critical t-value of 2.101 at $\alpha = .05$ and $df = 18$. This led to the acceptance of the hypothesis that "There is no significant relationship between the competence that "There is no significant relationship between the competence of the SSAs along administrative management and their professional characteristics." This indicated that all the professional characteristics of the SSAs had nothing to do with their competence along administrative management.

Based on the correlational analysis undertaken, it is worth noting that only performance rating proved to be a correlate in only one area – instructional management. Thus, those whose were rated outstanding were also those who

were assessed to have higher level of competence in instructional management than those who are rated as "very satisfactory". All other variates in the remaining areas were found to be not significantly related to the competence of the secondary school administrators.

Attitude of the SSAs Towards the Basic Education Curriculum (BEC)

This section discusses the attitudes of the administrator respondents pertaining to the Basic Educational Curriculum (BEC). The weighted means of the administrator-respondents' responses on the eight listed attitude statements corresponded to the qualitative rating of "agree". The highest weighted mean was pegged at 4.15 for the statement "I support the implementation of 2002 Basic Education Curriculum," followed by 4.05 for the "The goals and objectives of BEC 2002 program are attainable." Meanwhile, the lowest weighted mean was posted at 3.60 which referred to two statements, as follows: 1) The specified development of teaching/instructional alternatives of the BEC 2002 are timely and considerate of the present and future scenario, and 2) I appreciate the reclustered component into five learning areas and the increase of time allotment. The grand mean of the responses of the administrators was posted at 3.87 or "agree" which indicated that in general, the attitude of these administrators towards the 2002 BEC is favorable. Furthermore, this implied their receptivity to the educational innovation.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings and the conclusions drawn in relation to the results of the data analysis undertaken. Furthermore, recommendations formulated are presented in relation to enhancing the level of competence of the secondary school administrators along the seven areas of school administration.

Summary of Findings

After the data were interpreted and analyzed, the following are the salient findings of the study.

1. The average age of the administrators involved in this study was pegged at 49.65 years, hence they were already past their middle age and approaching their prime years. Moreover, their sex distribution can be noted that the two sexes were equally distributed with ten each or 50.00 percent.

2. Majority of the administrator-respondents were married. On the other hand the administrator were economically well-off in as much as their monthly income exceeded the poverty threshold set by NEDA for 2002.

3. In terms of the educational background and field of specialization of the respondents implied that the SSAs in the Division of Samar were educationally prepared for the position that they were occupying.

4. On the average, the length of service of the administrators showed that they occupied their post for approximately 3.40 years, indicating that they were new in their respective posts.

5. The administrator-respondents continued to pursue professional growth through attendance in seminars, trainings, and/or conferences. Moreover, they were high performing in relation to their administrative function.

6. The administrators considered themselves "very satisfactory" along the seven areas of school administration such as: 1) Instructional Management with a grand mean of 3.86; 2) Staff Development with a grand mean of 3.91; 3) Student Development with a grand mean of 3.96; 4) School-Community Relation with a grand mean of 4.18; 5) Physical Facilities Development with a grand mean of 4.23; 6) Financial Management with a grand mean of 4.26; and 7) Administrative Management with a grand mean of 4.47.

7. The division key officials also considered their SSAs "very satisfactory" along the areas of school administration as: 1) Instructional Management with a grand mean of 3.79; 2) Staff Development grand mean pegged at 4.00; 3) Student Development with a grand mean of 3.84; 4) School-Community Relation with a grand mean of 3.89; 5) Physical facilities a grand mean of 3.93; 6) Financial Management with a grand mean of 3.85; and 7) Administrative Management a grand mean posted at 4.13.

8. As assessed by the teachers, their SSAs were considered "very satisfactory" along the various areas school administration such as: 1)

Instructional Management with a grand mean of 3.65; 2) Staff Development grand mean pegged at 3.76; 3) Student Development with a grand mean of 3.63; 4) School-Community Relation with a grand mean of 3.64; 5) Physical facilities a grand mean of 3.62; 6) Financial Management with a grand mean of 3.58; and 7) Administrative Management a grand mean posted at 3.85.

9. The computed F-value for comparing the perceptions of the three groups of responding relative to the seven areas of administration were found greater than the critical F-value. This led to the rejection of the hypothesis that "There is no significant differences among the perceptions of the three groups of respondents on the level of competence of the secondary school administrator."

10. For establishing the relationship between personal and professional characteristics and the level of competence of secondary school administrators along the areas of school administration. The Fisher's t-test for all these variates were lesser than the critical t-value. This led to the acceptance of the hypotheses that "There is no significant relationship between the level of competence of the SSAs along the aforesaid areas of school administration and their personal/professional characteristics."

11. With regards to the attitude of the SSAs towards the Basic Education Curriculum (BEC), the grand mean of the responses of the administrators was posted at 3.87 or "agree" which indicated that in general, the attitude of these SSAs towards the 2002 BEC is favorable.

Conclusions

On the basis of the findings, the following conclusions are hereby drawn:

1. The age norm of the administrator-respondents involved in this study were in their 50's, majority were married and no discrimination of the two sexes distributed.
2. In the Division of Samar, there are indications that administrators are given motivation to pursue professional growth and enhancement as evidenced by the presented educational profile and through attendance in seminars, trainings and/or conferences.
3. The administrator-respondents feel that they are capable to supervise and manage their schools as evidenced by the fact that their level of competence along the areas of school administration obtained a value which is equivalent to "very satisfactory."
4. The division key officials and the teachers, on the other hand, also deemed their administrators as "very satisfactory" in terms of their level of competence on the aforesaid areas of school administration. Their responses suggest that the SSAs are performing well in relation to their administrative functions.
5. The administrators themselves, division key officials and the teachers, varied in terms of their quantitative assessment of the level of competence of the SSAs. This could be attributed to the fact that they made their assessment at different perspectives.

6. The secondary school administrators in the Division of Samar manifested their strong support to the 2002 Basic Education Curriculum (BEC).

Recommendations

On the basis of the findings and corresponding conclusions drawn, the following recommendations were made, to wit:

1. There is still a need to improve the competency of the SSAs. An enhancement program for secondary school administrators be made based on their respective competency needs.

2. SSAs should actively submit and should follow strictly a yearly program for staff development.

3. Administrators, teachers and parent should continue to work hand in hand to maintain a harmonious relationship and in order to solve problems they encountered in relation to school and community development.

4. A continuous evaluation of the 2002 BEC program in order to find out strength and weaknesses and even its viability of the present needs and demand of the changing world.

5. To countercheck the findings of this study, the same study should be undertaken in other research environment to validate the result of the present study.

6. Since both the personal and professional variates were found to have no significant relationship with the SSA's competence, a study could be conducted looking into other variates, such as:

- 6.1 school-related variates (location type, etc.)
- 6.2 teacher-related variates

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APPENDICES

APPENDIX A

Samar State Polytechnic College
Catbalogan, Samar

June 21, 2002

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably number 1.

1. COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC EDUCATION CURRICULUM.
2. PERFECTIONS OF STUDENTS AND TEACHERS ON BASIC EDUCATION CURRICULUM IMPLEMENTATIONS (THE/TEPP).
3. THE STATUS OF THE NEWLY-OPENED SECONDARY SCHOOLS IN THE DIVISION OF SAMAR.

Your favorable action on this matter is highly appreciated.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, Graduate Studies

APPENDIX B.

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
 Catbalogan City

COLLEGE OF GRADUATE STUDIES**APPLICATION FOR ASSIGNMENT OF ADVISER**

NAME:	MONTANCES, (Surname)	EDGARDO (First Name)	M. (Middle Initial)
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CANDIDATE FOR DEGREE: Master of Arts in Education

AREA OF SPECIALIZATION: Administration and Supervision

TITLE OF PROPOSED THESIS/DISSERTATION: COMPETENCIES OF THE
 SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF
 SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC
 EDUCATION CURRICULUM.

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
 Dean, Graduate Studies

CONFORME:

(SGD.) MARILYN D. CARDOSO, Ph. D.
 Adviser

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan City

COLLEGE OF GRADUATE STUDIES

October 14, 2002

The Dean
Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to apply for Pre-Oral Defense of my Thesis entitled
COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN
THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE
BASIC EDUCATION CURRICULUM on the date convenient for your office.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Graduate Student

Recommending Approval:

(SGD.) MARILYN D. CARDOSO, Ph. D.
Adviser

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, Graduate Studies

Date: October 19, 2002
Time: 3:00 P.M.

APPENDIX D

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
Catbalogan, Samar

January 15, 2003

The Schools Division Superintendent
DepEd, Division of Samar
Catbalogan, Samar

Madam:

In my desire to come up with reliable data, may I have the honor to request from your good office the permission to field my questionnaire entitled **"COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC EDUCATION CURRICULUM"**, among the division key officials, school administrators and teachers in selected secondary schools in this division.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

APPROVED:

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 10, 2003

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to request permission to field my questionnaire entitled
"COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN
THE DIVISION OF SAMAR INPUTS TO THE IMPLEMENTATION OF THE
BASIC EDUCATION CURRICULUM", during the last two (2) weeks of

February 2003.

I hope for your favorable action on this matter.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

APPROVED:

(SGD.) EUSEBIO T. PACOLOR, Ph. D.
Dean, Graduate Studies

APPENDIX F

QUESTIONNAIRE FOR SECONDARY SCHOOL ADMINISTRATORS

Samar State Polytechnic College
Catbalogan, Samar

January 15, 2003

Dear Sir/Madam:

Greetings:

I am presently gathering data for my thesis entitled "**COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC EDUCATION CURRICULUM**".

You have been selected as one of the respondents in this study. May I therefore solicit for your assistance to supply the data needed by answering the enclosed questionnaire.

Rest assured that your answer to this questionnaire will be treated confidentially and will be used solely for this study.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

**COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS IN THE
DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION
OF BASIC EDUCATION CURRICULUM**

Direction: Please write and/ or check the appropriate responses for every item asked on the space provided.

PART I. PERSONAL PROFILE

1. Name (optional) _____
2. Name of School _____
3. Address of the School _____
4. Present Designation _____
5. Sex: (Please check) Male _____ Female _____
6. Civil Status: (Please check)
 - _____ single
 - _____ married
 - _____ widow/widower
 - _____ separated
 - _____ others (Please Specify) _____
7. Age: _____
8. Socio-economic Status: (monthly family income) _____

PART II. PROFESSIONAL CHARACTERISTICS

1. Educational Attainment: (Please check)
 - _____ Bachelor's Degree (Please indicate) _____
 - _____ MA/MS Degree Completed/Pursued Course and Major (Please indicate) _____
 - _____ Number of Units (Please indicate) _____
 - _____ Post Graduate Education (Please indicate) _____
2. Salary Grade: (Please indicate) _____
3. Basic Monthly Salary: (Please indicate) _____
4. Length of Service in the present position: (Please indicate) _____
5. Performance Rating: (Please indicate) _____
6. Training Attended related to your present designation: (Please indicate)

<u>Name of Training</u>	<u>Training Hours</u>
_____	_____
_____	_____
_____	_____
_____	_____

(Please use additional sheets, if necessary)

PART III COMPETENCIES OF SCHOOL ADMINISTRATORS IN THE DIFFERENT AREAS OF SCHOOL ADMINISTRATION.

Directions: Please rate the level of your competence as school administrator along the different areas of school administration by checking in the appropriate column of the rating scale.

- 5 - Outstanding
- 4 - Very Satisfactory
- 3 - Satisfactory
- 2 - Fair
- 1 - Poor

COMPETENCIES	5	4	3	2	1
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A. INSTRUCTIONAL MANAGEMENT

1. Assessing Program Relevance

- 1.1 Studies and interprets BEC restructured program relevant and responsive to the demands of society.
- 1.2 Delineates the general needs of learners that are flexible to the school.
- 1.3 Directs the assessments needs of learners that are flexible to the school and community.
- 1.4 Integrates the goals and objective of the school with the learning needs of the learners.
- 1.5 Conducts formal assessment of the adequacy of current BEC school program for meeting objectives and learner's needs.
- 1.6 Other's (Please specify) _____

2. Planning Program Improvements

- 2.1 Examines and interprets alternative programs, procedures and structures for improving the BEC instructional program.

COMPETENCIES		5	4	3	2	1
2.2	Utilizes research and information in formulating viable alternative for change.					
2.3	Analysis the inputs required for each alternative.					
2.4	Involves the teachers, parents, students, and others important stakeholders in the development of BEC instructional alternatives.					
2.5	Emphasizes a cooperative approach to the planning of BEC instructional improvement.					
2.6	Others (Please specify) _____					
3.	<u>Implementation Program Improvements</u>					
3.1	Allocates and assigns the staff to accomplish BEC instructional goals.					
3.2	Conducts inventories, acquires materials and equipment and other facilities to accomplish instructional goals.					
3.3	Establishes priorities and other specific materials for a program.					
3.4	Explains the BEC instructional change to parents and the community.					
3.5	Examines and recommends instrumentation for BEC program processes and outcomes					
3.6	Other (Please specify) _____					

B. STAFF/PERSONNEL DEVELOPMENT

1. Engages in development activities designed to update his professional knowledge and skills related to educational and administrative processes.

COMPETENCIES	5	4	3	2	1
--------------	---	---	---	---	---

2. Conducts a systematic program of staff improvement through classroom observation and conference with staff.
3. Organizes staff improvements activities such as school visitation, professional activities, and in-service trainings.
4. Guides each staff/personnel member toward selective involvement in staff/personnel improvement activities.
5. Assess group and individual in-service activities and recommends ways in improving them.
6. Others (Please specify) _____

C. STUDENTS DEVELOPMENT

1. Student Values

- 1.1 Analyzes, assesses and describe the value orientation of the students within the school.
- 1.2 Reviews and explicates the goals and objectives of the school to enhance students values development.
- 1.4 Analyses and understands the values of the students body as basis for evaluating appropriateness of school programs.
- 1.5 Enforces and maintains school rules and policies among the members of the student with in school.
- 1.6 Others (Please specify) _____

2. Students Involvement

- 2.1 Makes provisions for involving students meaningfully in the decisions concerning the program of the school.

COMPETENCIES		5	4	3	2	1
2.2	Coordinates the planning, staffing, financing and evaluation of the viable co-curricular program in the school with the students.					
2.3	Supports the development of operational policies and provides the resources for an effective student government within the school.					
2.4	Initiates and provides opportunities to the student to increase their understanding of the workings of the educational enterprise.					
2.5	Engages and initiates changes in establishing new structures for student participation in decision making.					
2.6	Others (Please specify) _____					

3. **Student Guidance Services**

- 3.1 Stimulates the development of activities directed toward providing the information about and to students.
- 3.2 Places priority on counseling with individual and groups students and teachers.
- 3.3 Participates in setting policies and procedures for in school and subsequent placement of students
- 3.4 Structures activities that foster understanding and interaction among students, teachers, counselors, and other students personnel specialist.
- 3.5 Studies and understands recent legislation and court decisions having implications for the administration of the school.

COMPETENCIES	5	4	3	2	1
3.6 Utilizes legislative or legal data as a basis for effecting goals, objectives, procedures of the school and in the values, roles and behavior of organizational participant.					
3.7 Others (Please specify) _____					

D. SCHOOL-COMMUNITY RELATIONS

1. Community Analysis

- 1.1 Coordinates the work of local advisory councils and other representative citizens, groups, programs and procedures of the school.
- 1.2 Conducts a systematic assessment of citizen's perceptions of the needs and expectations for the school.
- 1.3 Centers all activities of community life about the school.
- 1.4 Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality.
- 1.5 Assesses community needs as an initial step towards the common goal of more effective education in the locality.
- 1.6 Others (Please specify) _____

2. Communicating with the Community

- 2.1 Participates widely in the activities of community groups and affiliates selectively with community organization.

COMPETENCIES		5	4	3	2	1
2.2	Stresses to teachers, students, and school employees the public relation implications of their roles.					
2.3	Consults with leaders and members of the PTEA to improve its effectiveness.					
2.4	Analyzes information needs of the schools' sub-publics and prepares and presents communications to meet those needs.					
2.5	Elicits and systematically analyzes the Feedback from communication.					
2.6	Others (Please specify) _____					

3. Utilizing Community Resources

3.1	Explores innovative programs and plans for the cooperative utilization of the total resources of the community.
3.2	Encourages educational practices that utilizes the community as learning laboratory.
3.3	Develops a database on community resources as basis for innovative programs and plans.
3.4	Participates and involves in community organization and generate funds to support school projects.
3.5	Utilizes and tapped a variety of human and physical resources to enrich the instructional program.
3.6	Others (Please specify) _____

E. PHYSICAL FACILITIES DEVELOPMENT

1. Coordinates the inputs of teachers, students, and citizens in the long range planning for educational facilities.

COMPETENCIES	5	4	3	2	1
<p>2. Leads the staff in the determination of the quantitative and qualitative requirements of the new instructional spaces.</p> <p>3. Determines and describe the nature and arrangement of specialized service areas and facilities when school is being designed.</p> <p>4. Develops and transmits a complete set of educational specifications for the architect to use in planning new or remodeled facilities.</p> <p>5. Assess the progress of planning and construction in terms of any subsequent changes needed to provide for instructional utility and flexibility.</p> <p>6. Interviews, assigns, and supervises custodian and maintenance personnel to provide a physical environment that will enhance instructions.</p> <p>7. Others (Please Specify) _____</p>					

F. FINANCIAL MANAGEMENT
1. Ascertains the needs, goals and objectives of the school and translates them into instructional and support outcome that are measurable in performance terms.
2. Leads the staff in the development of a program format consistent with the measurable objectives.
3. Identifies, analyzes, and cast alternatives for achieving each objective.
4. Prepares a budget that establishes a priority of needs for each objective.
5. Conducts and maintains an adequate inventory of equipment, supplies and materials for achieving objectives.
6. Forecasts the multi-year resources needs of the school.
7. Others (Please specify) _____

COMPETENCIES	5	4	3	2	1
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G. ADMINISTRATIVE MANAGEMENT

1. Performs his duties by discharging his responsibilities in accordance with goals and objectives of the school.
2. Directs and supervises the amazingly complex tasks of bringing together the necessary teachers, students and support personnel.
3. Develops and maintains a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning process of the school.
4. Prepares and evaluates budget that establishes Priority needs and approves requisitions for equipment, supplies and materials to be purchased for the school.
5. Renders adequate reports to teachers, non-teaching personnel or their actual performance in relation to their expected performance and counsel them on ways to improve the same.
6. Maintains adequate records and submits required reports to DepEd higher offices.
7. Others (Please specify) _____

PART IV. ATTITUDE TOWARDS 2002 BASIC EDUCATION CURRICULUM

Direction: Please rate each statement that best expresses your attitude towards the 2002 Basic Education Curriculum by checking in the appropriate column of the rating scale.

- 5 - Strongly Agree
- 4 - Agree
- 3 - Uncertain
- 2 - Disagree
- 1 - Strongly Disagree

Attitude Statement	5	4	3	2	1
1. Attitude towards 2002 Basic Education Curriculum					
1.1 The goals and objectives of BEC 2002 program are attainable.					
1.2 The goals and objectives of BEC 2002 program are relevant to the needs of the clientele/students					
1.3 The specified development of teaching instructional alternatives of the BEC 2002 are timely and considerate of the present and future scenario.					
1.4 I appreciate the reclustered of components into five (5) learning areas and the increase of time allotment.					
1.5 The context and parameters of the BEC 2002 Curriculum are more stimulating among the learners.					
1.6 The process and projected outcome of BEC 2002 are good and interesting.					
1.7 I support the implementation of 2002 Basic Education Curriculum.					
1.8 The implementation of the BEC 2002 will not be difficult.					
1.9 Others (Please specify) _____					

Thank you so much for your cooperation!!!

APPENDIX G

QUESTIONNAIRE FOR DIVISION KEY OFFICIALS

Samar State Polytechnic College
Catbalogan, Samar

January 15, 2003

Dear Sir/Madam:

Greetings:

I am presently gathering data for my thesis entitled "COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC EDUCATION CURRICULUM".

You have been selected as one of the respondents in this study. May I therefore solicit for your assistance to supply the data needed by answering the enclosed questionnaire.

Rest assured that your answer to this questionnaire will be treated confidentially and will be used solely for this study.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

**COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS IN THE
DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION
OF BASIC EDUCATION CURRICULUM**

Direction: Please write and/or check the appropriate responses for every item asked on the space provided.

PART I. PERSONAL PROFILE

1. Name (optional) _____
2. Present Designation _____
3. Sex: (Please check) Male _____ Female _____

**PART II COMPETENCIES OF SCHOOL ADMINISTRATORS IN THE
DIFFERENT AREAS OF SCHOOL ADMINISTRATION.**

Directions: Please rate the level of your competence as school administrator along the different areas of school administration by checking in the appropriate column of the rating scale.

- 5 - Outstanding
- 4 - Very Satisfactory
- 3 - Satisfactory
- 2 - Fair
- 1 - Poor

COMPETENCIES	5	4	3	2	1
--------------	---	---	---	---	---

A. INSTRUCTIONAL MANAGEMENT

1. Assessing Program Relevance
 - 1.1 Studies and interprets BEC restructured program relevant and responsive to the demands of society.
 - 1.2 Delineates the general needs of learners that are flexible to the school.
 - 1.3 Directs the assessments needs of learners that are flexible to the school and community.

COMPETENCIES		5	4	3	2	1
1.4	Integrates the goals and objective of the school with the learning needs of the learners.					
1.5	Conducts formal assessment of the adequacy of current BEC school program for meeting objectives and learner's needs.					
1.6	Other's (Please specify) _____					
4.	<u>Planning Program Improvements</u>					
2.1	Examines and interprets alternative programs, procedures and structures for improving the BEC instructional program.					
2.2	Utilizes research and information in formulating viable alternative for change.					
2.3	Analysis the inputs required for each alternative.					
2.4	Involves the teachers, parents, students, and others important stakeholders in the development of BEC instructional alternatives.					
2.5	Emphasizes a cooperative approach to the planning of BEC instructional improvement.					
2.6	Others (Please specify) _____					
5.	<u>Implementation Program Improvements</u>					
3.1	Allocates and assigns the staff to accomplish BEC instructional goals.					
3.2	Conducts inventories, acquires materials and equipment and other facilities to accomplish instructional goals.					
3.3	Establishes priorities and other specific materials for a program.					
3.4	Explains the BEC instructional change to parents and the community.					

COMPETENCIES	5	4	3	2	1
3.5 Examines and recommends instrumentation for BEC program processes and outcomes					
3.6 Other (Please specify) _____					

B. STAFF/PERSONNEL DEVELOPMENT

1. Engages in development activities designed to update his professional knowledge and skills related to educational and administrative processes.
2. Conducts a systematic program of staff improvement through classroom observation and conference with staff.
3. Organizes staff improvements activities such as school visitation, professional activities, and in-service trainings.
4. Guides each staff/personnel member toward selective involvement in staff/personnel improvement activities.
5. Assess group and individual in-service activities and recommends ways in improving them.
6. Others (Please specify) _____

C. STUDENTS DEVELOPMENT

1. Student Values
 - 1.1 Analyzes, assesses and describe the value orientation of the students within the school.
 - 1.2 Reviews and explicates the goals and objectives of the school to enhance students values development.
 - 1.4 Analyses and understands the values of the students body as basis for evaluating appropriateness of school programs.

COMPETENCIES	5	4	3	2	1
--------------	---	---	---	---	---

1.5 Enforces and maintains school rules and policies among the members of the student with in school.
 1.6 Others (Please specify) _____

4. **Students Involvement**

4.1 Makes provisions for involving students meaningfully in the decisions concerning the program of the school.
 4.2 Coordinates the planning, staffing, financing and evaluation of the viable co-curricular program in the school with the students.
 4.3 Supports the development of operational policies and provides the resources for an effective student government within the school.
 4.4 Initiates and provides opportunities to the student to increase their understanding of the workings of the educational enterprise.
 4.5 Engages and initiates changes in establishing new structures for student participation in decision making.
 4.6 Others (Please specify) _____

5. **Student Guidance Services**

5.1 Stimulates the development of activities directed toward providing the information about and to students.
 5.2 Places priority on counseling with individual and groups students and teachers.

COMPETENCIES	5	4	3	2	1
5.3	Participates in setting policies and procedures for in school and subsequent placement of students				
5.4	Structures activities that foster understanding and interaction among students, teachers, counselors, and other students personnel specialist.				
5.5	Studies and understands recent legislation and court decisions having implications for the administration of the school.				
5.6	Utilizes legislative or legal data as a basis for effecting goals, objectives, procedures of the school and in the values, roles and behavior of organizational participant.				
5.7	Others (Please specify) _____				

D. SCHOOL-COMMUNITY RELATIONS

1. Community Analysis

- 1.1 Coordinates the work of local advisory councils and other representative citizens, groups, programs and procedures of the school.
- 1.2 Conducts a systematic assessment of citizen's perceptions of the needs and expectations for the school.
- 1.3 Centers all activities of community life about the school.
- 1.4 Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality.

COMPETENCIES		5	4	3	2	1
1.5	Assesses community needs as an initial step towards the common goal of more effective education in the locality.					
1.6	Others (Please specify) _____					
2.	<u>Communicating with the Community</u>					
2.1	Participates widely in the activities of community groups and affiliates selectively with community organization.					
2.2	Stresses to teachers, students, and school employees the public relation implications of their roles.					
2.3	Consults with leaders and members of the PTEA to improve its effectiveness.					
2.4	Analyzes information needs of the schools' sub-publics and prepares and presents communications to meet those needs.					
2.5	Elicits and systematically analyzes the Feedback from communication.					
2.6	Others (Please specify) _____					
3.	<u>Utilizing Community Resources</u>					
3.1	Explores innovative programs and plans for the cooperative utilization of the total resources of the community.					
3.2	Encourages educational practices that utilizes the community as learning laboratory.					
3.3	Develops a database on community resources as basis for innovative programs and plans.					
3.4	Participates and involves in community organization and generate funds to support school projects.					

COMPETENCIES	5	4	3	2	1
3.5 Utilizes and tapped a variety of human and physical resources to enrich the instructional program.					
3.6 Others (Please specify) _____					

E. PHYSICAL FACILITIES DEVELOPMENT

1. Coordinates the inputs of teachers, students, and citizens in the long range planning for educational facilities.
2. Leads the staff in the determination of the quantitative and qualitative requirements of the new instructional spaces.
3. Determines and describe the nature and arrangement of specialized service areas and facilities when school is being designed.
4. Develops and transmits a complete set of educational specifications for the architect to use in planning new or remodeled facilities.
5. Assess the progress of planning and construction in terms of any subsequent changes needed to provide for instructional utility and flexibility.
6. Interviews, assigns, and supervises custodian and maintenance personnel to provide a physical environment that will enhance instructions.
7. Others (Please Specify) _____

F. FINANCIAL MANAGEMENT

1. Ascertains the needs, goals and objectives of the school and translates them into instructional and support outcome that are measurable in performance terms.
2. Leads the staff in the development of a program format consistent with the measurable objectives.

COMPETENCIES	5	4	3	2	1
<p>3. Identifies, analyzes, and cast alternatives for achieving each objective.</p> <p>4. Prepares a budget that establishes a priority of needs for each objective.</p> <p>5. Conducts and maintains an adequate inventory of equipment, supplies and materials for achieving objectives.</p> <p>6. Forecasts the multi-year resources needs of the school.</p> <p>7. Others (Please specify) _____</p>					

G. ADMINISTRATIVE MANAGEMENT

1. Performs his duties by discharging his responsibilities in accordance with goals and objectives of the school.
2. Directs and supervises the amazingly complex tasks of bringing together the necessary teachers, students and support personnel.
3. Develops and maintains a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning process of the school.
4. Prepares and evaluates budget that establishes Priority needs and approves requisitions for equipment, supplies and materials to be purchased for the school.
5. Renders adequate reports to teachers, non-teaching personnel or their actual performance in relation to their expected performance and counsel them on ways to improve the same.
6. Maintains adequate records and submits required reports to DepEd higher offices.
7. Others (Please specify) _____

PART IV. ATTITUDE TOWARDS 2002 BASIC EDUCATION CURRICULUM

Direction: Please rate each statement that best expresses your attitude towards the 2002 Basic Education Curriculum by checking in the appropriate column of the rating scale.

- 5 - Strongly Agree
- 4 - Agree
- 3 - Uncertain
- 2 - Disagree
- 1 - Strongly Disagree

Attitude Statement	5	4	3	2	1
1. Attitude towards 2002 Basic Education Curriculum					
1.1 The goals and objectives of BEC 2002 program are attainable.					
1.2 The goals and objectives of BEC 2002 program are relevant to the needs of the clientele/students					
1.3 The specified development of teaching instructional alternatives of the BEC 2002 are timely and considerate of the present and future scenario.					
1.4 I appreciate the reclustered of components into five (5) learning areas and the increase of time allotment.					
1.5 The context and parameters of the BEC 2002 Curriculum are more stimulating among the learners.					
1.6 The process and projected outcome of BEC 2002 are good and interesting.					
1.7 I support the implementation of 2002 Basic Education Curriculum.					
1.8 The implementation of the BEC 2002 will not be difficult.					
1.9 Others (Please specify) _____					

Thank you so much for your cooperation!!!

APPENDIX H

QUESTIONNAIRE FOR FACULTY

Samar State Polytechnic College
Catbalogan, Samar

January 15, 2003

Dear Sir/Madam:

Greetings:

I am presently gathering data for my thesis entitled "**COMPETENCIES OF THE SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF THE BASIC EDUCATION CURRICULUM**".

You have been selected as one of the respondents in this study. May I therefore solicit for your assistance to supply the data needed by answering the enclosed questionnaire.

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Thank you for your valued cooperation.

Very truly yours,

(SGD.) EDGARDO M. MONTANCES
Researcher

COMPETENCIES OF SECONDARY SCHOOL ADMINISTRATORS IN THE DIVISION OF SAMAR: INPUTS TO THE IMPLEMENTATION OF BASIC EDUCATION CURRICULUM

Direction: Please write and/or check the appropriate responses for every item asked on the space provided.

PART I. PERSONAL PROFILE

1. Name (optional) _____
2. Name of School _____
3. Address of the School _____
4. Present Designation _____
5. Sex: (Please check) Male _____ Female _____

III COMPETENCIES OF SCHOOL ADMINISTRATORS IN THE DIFFERENT AREAS OF SCHOOL ADMINISTRATION.

Directions: Please rate the level of your competence as school administrator along the different areas of school administration by checking in the appropriate column of the rating scale.

5 - Outstanding
 4 - Very Satisfactory
 3 - Satisfactory
 2 - Fair
 1 - Poor

COMPETENCIES	5	4	3	2	1
--------------	---	---	---	---	---

A. INSTRUCTIONAL MANAGEMENT

1. Assessing Program Relevance

- 1.1 Studies and interprets BEC restructured program relevant and responsive to the demands of society.
- 1.2 Delineates the general needs of learners that are flexible to the school.
- 1.3 Directs the assessments needs of learners that are flexible to the school and community.

COMPETENCIES		5	4	3	2	1
1.4	Integrates the goals and objective of the school with the learning needs of the learners.					
1.5	Conducts formal assessment of the adequacy of current BEC school program for meeting objectives and learner's needs.					
1.6	Other's (Please specify) _____					
6.	<u>Planning Program Improvements</u>					
2.1	Examines and interprets alternative programs, procedures and structures for improving the BEC instructional program.					
2.2	Utilizes research and information in formulating viable alternative for change.					
2.3	Analysis the inputs required for each alternative.					
2.4	Involves the teachers, parents, students, and others important stakeholders in the development of BEC instructional alternatives.					
2.5	Emphasizes a cooperative approach to the planning of BEC instructional improvement.					
2.6	Others (Please specify) _____					
7.	<u>Implementation Program Improvements</u>					
3.1	Allocates and assigns the staff to accomplish BEC instructional goals.					
3.2	Conducts inventories, acquires materials and equipment and other facilities to accomplish instructional goals.					
3.3	Establishes priorities and other specific materials for a program.					

COMPETENCIES		5	4	3	2	1
3.4	Explains the BEC instructional change to parents and the community.					
3.5	Examines and recommends instrumentation for BEC program processes and outcomes					
3.6	Other (Please specify) _____					

B. STAFF/PERSONNEL DEVELOPMENT

1. Engages in development activities designed to update his professional knowledge and skills related to educational and administrative processes.
2. Conducts a systematic program of staff improvement through classroom observation and conference with staff.
3. Organizes staff improvements activities such as school visitation, professional activities, and in-service trainings.
4. Guides each staff/personnel member toward selective involvement in staff/personnel improvement activities.
5. Assess group and individual in-service activities and recommends ways in improving them.
6. Others (Please specify) _____

C. STUDENTS DEVELOPMENT

1. **Student Values**
 - 1.1 Analyzes, assesses and describe the value orientation of the students within the school.
 - 1.2 Reviews and explicates the goals and objectives of the school to enhance students values development.

COMPETENCIES		5	4	3	2	1
1.4	Analyses and understands the values of the students body as basis for evaluating appropriateness of school programs.					
1.5	Enforces and maintains school rules and policies among the members of the student with in school.					
1.6	Others (Please specify) _____					
6.	<u>Students Involvement</u>					
6.1	Makes provisions for involving students meaningfully in the decisions concerning the program of the school.					
6.2	Coordinates the planning, staffing, financing and evaluation of the viable co-curricular program in the school with the students.					
6.3	Supports the development of operational policies and provides the resources for an effective student government within the school.					
6.4	Initiates and provides opportunities to the student to increase their understanding of the workings of the educational enterprise.					
6.5	Engages and initiates changes in establishing new structures for student participation in decision making.					
6.6	Others (Please specify) _____					
7.	<u>Student Guidance Services</u>					
7.1	Stimulates the development of activities directed toward providing the information about and to students.					

COMPETENCIES		5	4	3	2	1
7.2	Places priority on counseling with individual and groups students and teachers.					
7.3	Participates in setting policies and procedures for in school and subsequent placement of students					
7.4	Structures activities that foster understanding and interaction among students, teachers, counselors, and other students personnel specialist.					
7.5	Studies and understands recent legislation and court decisions having implications for the administration of the school.					
7.6	Utilizes legislative or legal data as a basis for effecting goals, objectives, procedures of the school and in the values, roles and behavior of organizational participant.					
7.7	Others (Please specify) _____					

D. SCHOOL-COMMUNITY RELATIONS

1. Community Analysis

- 1.1 Coordinates the work of local advisory councils and other representative citizens, groups, programs and procedures of the school.
- 1.2 Conducts a systematic assessment of citizen's perceptions of the needs and expectations for the school.
- 1.3 Centers all activities of community life about the school.
- 1.4 Leads and coordinates democratically all community agencies towards the common goal of more effective education in the locality.

COMPETENCIES	5	4	3	2	1
1.5 Assesses community needs as an initial step towards the common goal of more effective education in the locality.					
1.6 Others (Please specify) _____					
2. <u>Communicating with the Community</u>					
2.1 Participates widely in the activities of community groups and affiliates selectively with community organization.					
2.2 Stresses to teachers, students, and school employees the public relation implications of their roles.					
2.3 Consults with leaders and members of the PTEA to improve its effectiveness.					
2.4 Analyzes information needs of the schools' sub-publics and prepares and presents communications to meet those needs.					
2.5 Elicits and systematically analyzes the Feedback from communication.					
2.6 Others (Please specify) _____					
3. <u>Utilizing Community Resources</u>					
3.1 Explores innovative programs and plans for the cooperative utilization of the total resources of the community.					
3.2 Encourages educational practices that utilizes the community as learning laboratory.					
3.3 Develops a database on community resources as basis for innovative programs and plans.					
3.4 Participates and involves in community organization and generate funds to support school projects.					

COMPETENCIES	5	4	3	2	1
3.5 Utilizes and tapped a variety of human and physical resources to enrich the instructional program.					
3.6 Others (Please specify) _____					

E. PHYSICAL FACILITIES DEVELOPMENT

1. Coordinates the inputs of teachers, students, and citizens in the long range planning for educational facilities.
2. Leads the staff in the determination of the quantitative and qualitative requirements of the new instructional spaces.
3. Determines and describe the nature and arrangement of specialized service areas and facilities when school is being designed.
4. Develops and transmits a complete set of educational specifications for the architect to use in planning new or remodeled facilities.
5. Assess the progress of planning and construction in terms of any subsequent changes needed to provide for instructional utility and flexibility.
6. Interviews, assigns, and supervises custodian and maintenance personnel to provide a physical environment that will enhance instructions.
7. Others (Please Specify) _____

F. FINANCIAL MANAGEMENT

1. Ascertains the needs, goals and objectives of the school and translates them into instructional and support outcome that are measurable in performance terms.
2. Leads the staff in the development of a program format consistent with the measurable objectives.

COMPETENCIES	5	4	3	2	1
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3. Identifies, analyzes, and cast alternatives for achieving each objective.
4. Prepares a budget that establishes a priority of needs for each objective.
5. Conducts and maintains an adequate inventory of equipment, supplies and materials for achieving objectives.
6. Forecasts the multi-year resources needs of the school.
7. Others (Please specify) _____

G. ADMINISTRATIVE MANAGEMENT

1. Performs his duties by discharging his responsibilities in accordance with goals and objectives of the school.
2. Directs and supervises the amazingly complex tasks of bringing together the necessary teachers, students and support personnel.
3. Develops and maintains a school atmosphere conducive to the promotion and preservation of academic freedom and effective teaching and learning process of the school.
4. Prepares and evaluates budget that establishes Priority needs and approves requisitions for equipment, supplies and materials to be purchased for the school.
5. Renders adequate reports to teachers, non-teaching personnel or their actual performance in relation to their expected performance and counsel them on ways to improve the same.
6. Maintains adequate records and submits required reports to DepEd higher offices.
7. Others (Please specify) _____

PART IV. ATTITUDE TOWARDS 2002 BASIC EDUCATION CURRICULUM

Direction: Please rate each statement that best expresses your attitude towards the 2002 Basic Education Curriculum by checking in the appropriate column of the rating scale.

- 5 - Strongly Agree
- 4 - Agree
- 3 - Uncertain
- 2 - Disagree
- 1 - Strongly Disagree

Attitude Statement	5	4	3	2	1
1. Attitude towards 2002 Basic Education Curriculum					
1.1 The goals and objectives of BEC 2002 program are attainable.					
1.2 The goals and objectives of BEC 2002 program are relevant to the needs of the clientele/students					
1.3 The specified development of teaching instructional alternatives of the BEC 2002 are timely and considerate of the present and future scenario.					
1.4 I appreciate the reclustered of components into five (5) learning areas and the increase of time allotment.					
1.5 The context and parameters of the BEC 2002 Curriculum are more stimulating among the learners.					
1.6 The process and projected outcome of BEC 2002 are good and interesting.					
1.7 I support the implementation of 2002 Basic Education Curriculum.					
1.8 The implementation of the BEC 2002 will not be difficult.					
1.9 Others (Please specify) _____					

Thank you so much for your cooperation!!!

CURRICULUM VITAE

CURRICULUM VITAE

NAME : EDGARDO M. MONTACES
ADDRESS : Brgy. 6, Ubanon, Catbalogan, Samar
PLACE OF BIRTH : Dao, Oras Eastern, Samar
DATE OF BIRTH : December 9, 1959
PRESENT POSITION : Teacher III
STATION : Samar National School
CIVIL STATUS : Married

EDUCATIONAL BACKGROUND

CIVIL SERVICE ELIGIBILITY

Professional Board Passer Examination for Teachers, November 28, 1972, LSC,
Tacloban City.

IN-SERVICE TRAININGS/SEMINARS ATTENDED

SEDP Mass Training in the L. TSCHI, Tanauan, Leyte, April 16 - May 14, 1990.

SEDP Mass Training in the-III, Leyte National High School, Tacloban City, April 28 - May 12, 1991.

SEDP Mass Training in the-IV, LSSAT, Tanauan, Leyte, 1992.
Regional Echo-Seminar on Coaching and Officiating in Sports, SNS, Catbalogan, Samar, December 7-11, 1992.

JICA-Secondary Equipment Phase I Teacher Training Program Leyte National High School, September 9 - 11, 1992.

Division School In- service Program on Technology and Home Economics, Motiong National High School, Samar, July 21-22, 1995.

Metal Works for Industrial Arts Secondary Education Development Program, National Training Center for Technical Education and Staff Development, Marikina City, September 9-20, 1996.

"1st Faculty Technology Transfer Program" A computer Training Project, DECS Region 8 Training Center, Tacloban City, December 10-19, 1997.

Training of Teacher Trainers in English, Science, Mathematics, and MAKABAYAN, Sarania Manor Hotel and Convention Center, Iloilo City, April 21-25, 2003.

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