International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Managerial Behavioral Functions and Competence of Administrators Among Selected Junior High Schools in Bacoor City: Basis for Training Program Model

Welmina D. Akol

Emilio Aguinaldo College

Abstract

This study was conducted to determine the administrators' managerial behavioral functions and competence among selected junior high schools of Bacoor City during the school year 2022-2023. A descriptive comparative correlation design was employed in this study. The researcher utilized a purposive sampling technique in choosing the respondents for the study which consists of two hundred thirty-three junior high school teachers. To gather the data, a survey questionnaire was utilized via Google Forms and hard copies. The researcher employed Frequency count and Percentage, Weighted mean, T-test, ANOVA test or F-test, and Pearson r-moment correlation. Results revealed that the officers in charge of the selected junior high schools always manifested their managerial competence. There was no significant difference in the assessment of teacher respondents on the behavioral functions of the officers in charge of selected junior high schools across all variables. It doesn't necessarily imply that all administrators were equally effective, but rather that, from the perspective of the surveyed teachers, there were no notable distinctions in the observed behaviors related to these managerial functions. Relationships between the managerial behavioral functions and the level of managerial competence of the officers in charge of selected junior high schools yielded significant findings with each pair of variables. The degree of correlations seemed to be moderate to high. This implied that behavioral functions greatly affect the level of managerial competence of the officers in charge of the selected junior high schools, which means that there is a meaningful and noticeable association between how administrators behave in their roles and their overall competence. The observed behavioral functions of administrators have a substantial impact on their level of managerial competence the way administrators carry out their responsibilities significantly influences how competent they are perceived to be in managing the school. Overall, the null hypothesis was rejected, there is no relationship between managerial behavioral functions and managerial competence. A developmental training program model is recommended to enhance the performance of the administrators.

Keywords: Managerial, behavioral function, competence administrators, training program model

1. Introduction

Education is one of the most crucial pillars in enhancing the quality of human resources. A nation's progress may be gauged by how well its educational system is doing, making education a strategic

weapon to raise a country's standard of living (Azainil et al., 2018). The most important component of successful schools is strong school leadership. The 1987 Philippine Constitution declares the policy of the State to "establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society at large." A strong basic education is the key to this State policy. School heads and teachers, then, play an integral role in ensuring that this policy is carried out. Republic Act 9155 otherwise known as "Governance of Basic Education Act of 2001." provides that a school must be managed by a school head who has **"**the authority, responsibility, and accountability for achieving higher learning outcomes.**"** School heads play a critical role in assuring the quality of education provided by the school, as noted by Peregrino, L et al., (2021). Understanding the managerial behavioral functions and competencies of school heads is of paramount importance, as it directly impacts the overall performance and growth of the school. To provide effective leadership and help the school achieve its objectives, a principal must be managerially competent. Successful schools are a result of skilled competent school administrators. (C K. Leithwood, A. Harris, and D. Hopkins 2020). Competencies for school heads are the most crucial aspect of administration that should be developed to operate the school successfully despite any obstacles they may face while applying mandates, standards, and suitable knowledge and abilities in the direction of the Department of Education's established common goal. The success and growth of any organization lie in competent leadership. Becoming and being a leader is not easy, many leaders are born not made according to Thomas Carlyle's Great Man Theory, which gained popularity in the 1840s, great leaders are born with these qualities and will show them when they are faced with the right circumstances. There is a widespread misconception that some people are born with leadership qualities while others are not. We may all agree that effective leadership requires certain skills. In addition, there is no single definition of what makes the finest leaders, unlike most other skills. Managing a school, even if you are not the certified school head, managing the school is very challenging on our part even though we are educators. The effectiveness of the school is determined by the leadership skills of the administrators (Dellomas and Deri 2022). To improve the quality of education inside an organization, a leader is required, that is directly associated with the learning process (Kartini et al., 2020; Khasanah et al., 2019; Putri et al, 2020). The life of an officer in charge (OIC) as school head is quite difficult and challenging because it requires challenging work and full dedication to the school in all aspects. Concerning Bacoor City specifically junior high schools, most schools managed by an officer -in-charge. Through the increasing population, more annexes were created and were headed by administrators alone supervised by one school head only. Only two are full- pledged principals, and the rest are all head teachers who serve as administrators. This study was guided by combining Taylor's scientific management theory and the classical management theory of Fayol and Urwick. Scientific management theory is a management theory that analyzes workflows to improve work performance while classical management theory is a management approach that prioritizes hierarchy, specialized positions, and single leadership for maximum workplace effectiveness. The current study was based on the study of Akram (2017), Hallinger, and Murphy (1983), (2018) about the leadership behavioral management function PIMRS) and school heads competencies, from DepEd Order No.24 s.2020, Philippine Professional Standards for School Heads (PPSSH). A conceptual framework was created to give direction and emphasis to the investigation based on the idea presented.

Conceptual Paradigm

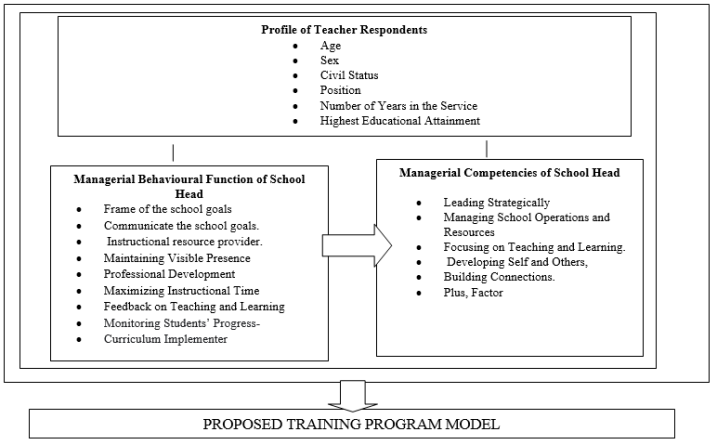


Figure 1: Research Paradigm

The conceptual paradigm depicted in Figure 1 served as the foundational framework for understanding the intricate relationship between managerial behavioral functions and the competence of administrators in junior high schools, with the main goal of enhancing school management. In the first frame, attention is directed toward the profile of teacher respondents, The second frame of the paradigm delves into the managerial behavioral functions of school heads and the third frame shifts the focus to the level of managerial competence among administrators serving as school heads. This competence is assessed based on the standards outlined in Department Order No. 24, series of 2020, specifically referring to the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH). The competencies include leading strategically, managing school operations and resources, prioritizing teaching, and learning initiatives, fostering personal and professional development, building meaningful connections, and incorporating additional advantageous elements. In this study, correlation between the functions of administrators and their managerial competence is crucial for understanding how effective leadership behaviors align with the competencies required for successful management. Essentially, the functions of administrators encompass the practical aspects of their roles, while managerial competence reflects their overall ability to perform these functions strategically and proficiently. The outcomes of this study, grounded in the interplay between teacher profiles, managerial behavioral functions, and managerial competence served as a critical foundation for the development of the training program model. The insights derived from this paradigm inform the curriculum and structure of the training program, tailoring it to the specific needs and challenges identified in the school management context. Ultimately, the training program aims to equip aspiring school heads with the necessary skills and competencies to contribute significantly to improved school management practices.

This study seeks to delve deep into the multifaceted responsibilities and competencies of school heads, exploring how their managerial behaviors influence the daily operations and long-term development of educational institutions. This study was conducted to reveal the managerial behavioral functions and competence of the officer in charge among selected junior high schools of Bacoor City, specifically this study answered the following questions: 1). What is the demographic profile of the officer in charge as a school leader in terms of age, sex, civil status, position, number of years in the service, and highest educational attainment? 2. What is the assessment of the teacher respondents on the managerial behavioral functions of the officer in charge among selected junior high schools in Bacoor City in terms

of a. Frame of the school goals; b. Communicate the school goals; c. Instructional resource provider; d. Maintaining Visible Presence; e. Professional development. Maximizing instructional time; g. Feedback on teaching and learning; h. Monitoring students' progress; and I. Curriculum implementer.3). What is the assessment of the teacher respondents on the managerial competence of the officer in charge among selected junior high schools in Bacoor City in terms of a. Leading Strategically; b. Managing School Operations and Resources; c. Focusing on Teaching and Learning; d. Developing Self and Others; e. Building Connections and f. Plus, factor? 4). Is there a significant difference in the assessment of teachers' respondents on the managerial behavioral functions of school heads when their profile is taken as the test factor? 5). Is there a significant difference in the assessment of the respondents' teachers on the level of managerial competence when the profile is taken as the test factor? 6). What is the significant relationship between the managerial behavioral functions and the level of managerial competence administrators (OIC)? 7). Based on the results of the study, what training program model may be proposed for aspiring school leaders to enhance their managerial competence? This study tested the null hypothesis namely:1. There is no significant difference in the assessment of teachers' respondents on the managerial behavioral functions when the profile is taken as the test factor.2. There is no significant difference in the assessment of the respondents' teachers on the level of managerial competence when the profile is taken as the test factor.3. There is no significant relationship between the assessed level of managerial behavioral functions and the competence of the administrators (OIC). This study scope and delimited to the administrators in selected junior high school at Bacoor City as the subject of the study focuses only on the managerial behavioral functions and competence of the aspiring school leaders during school year 2022-2023 where teachers under their management where the respondents of the study. The researcher wanted to conduct this study because the result of this study will be a good help not only to the school head but specifically to all aspiring school leaders who will serve in managing the school someday.

2. METHODOLOGY

Discussed in this chapter are the methods and procedures used by the researcher in carrying out the research study. It presents the research design, research locale, sample and sampling techniques, research instrument, data gathering procedure, statistical treatment of data, and ethical considerations.

The descriptive comparative correlation design was employed in this study. Given that, it describes the characteristics of the respondents, and the managerial behavioural functions, and competencies used by school administrators, employed by secondary school teachers that are appropriate for this kind of research. The study was conducted at Bacoor City, which is the 1st class component city in the province of Cavite, Philippines. It was conducted during the school year 2022-2023 focusing on the managerial behavioural functions and competence among the selected administrators in junior high school in Bacoor City. Junior high school in Bacoor City consists of ten schools whereas Bacoor National High School is composed of six annexes managed by administrators and supervised by only one certified principal.The researcher utilized a purposive sampling technique in choosing the respondents for the study. Two hundred thirty-three junior high school teachers from the six schools in Bacoor City were the sample of the study with a 5% margin of error. The participants were the teachers under the supervision of aspiring leaders of junior high schools in the City Schools Division of Bacoor during the school year 2022-2023. According to Vijayamohan, (2022), the purposive sampling method is about selecting samples from the overall sample size based on the judgment of the survey taker or researcher.A survey

questionnaire was used in collecting data. It is composed of two parts. The information on the respondents' profiles is in Part 1. The second section of the survey covers managerial behavioural functions and the competence of the administrators which was sent to the respondents via Google forms and hard copies. Survey questionnaires were the instrument used to collect, examine, and interpret data regarding the managerial functions and competencies of the school. Particularly for the Key Result Areas of the school heads, the indicators used in the surveys in terms of managerial competence were adopted from the DepEd Order No. 24, s. 2020 known as the Philippine Professional Standards for School Heads (PPSH) which was used by the school heads, in the Office Performance Commitment and Review Form (OPCRF). The managerial behavioural functions were adopted from the study used by M. Akram, S. Kiran et al. (2017) and from the PIMRS principal's questionnaire of Hallinger (1983) and (2018). The data gathered was assured for research purposes only and kept confidential. The PPSSH Framework adheres to the following principles: a. It is learner-centered, b. It emphasizes building and strengthening a network of stakeholders for school and people effectiveness, c. It reflects the understanding of problems and issues at the school and the need to address them, d. It focuses on developing high-quality instruction, developing a strong school culture, and ensuring job-embedded professional development for school personnel. e. It reflects values and concepts in promoting school success, f. It regards supervision as a crucial organizational behavior in school management, g. It highlights the importance of accountability and transparency of school heads, h. It is anchored on the principles of inclusivity.

There are nine leadership behavioral functions namely: frame of the school goals, communicate the school goals, instructional resource provider, maintaining visible presence, professional development, maximizing instructional time, feedback on teaching and learning, monitoring students' progress, and curriculum implementer. While in managerial competence, there are five domains for professional school heads as indicated in their Office Performance Commitment and Review Form (OPCRF) namely: a. Leading Strategically; b. Managing School Operations and Resources; c. Focusing on Teaching and Learning; d. Developing Self and Others, e. Building Connections, and f. plus factor.

The instrument was pre-tested to find any ambiguities in the questions and to establish the range of potential replies for each one to further support the validity and applicability of the tool. Additionally, it passed a validation process conducted by professionals or education experts. After compiling the pre-survey, statistical analysis is conducted to evaluate the validity and internal consistency of the research instruments. The data were analysed using the rule of thumb given by George and Mallery (2003) indicating the following criteria such as: ≥0.9 – Excellent; ≥0.8 – Good; ≥0.7 – Acceptable, ≥0.6 – Questionable; ≥0.5 – Poor and ≤0.5 – Unacceptable. The mean reliability analysis showed that the instrument was good enough to measure what it intended to measure. The mean reliability analysis of a Four–Point Likert Scale instrument on the assessment of teacher-respondents in the behavioural functions of the Administrators in High School. The data were analysed using the rule of thumb given by George and Mallery (2003) indicating the following criteria such as: ≥0.9 – Excellent; ≥0.8 – Good; ≥0.7 – Acceptable, ≥0.6 – Questionable; ≥0.5 – Poor and ≤0.5 – Unacceptable. The mean reliability analysis showed that the instrument was excellently developed by the researcher through the assistance of her validators to measure what it intends to measure.

To gather the data relevant to the study, the following procedures were undertaken. First, wrote a letter to the Schools Division Superintendent of Bacoor City for a permit to conduct the study. Second, permission was secured from the school principal and target administrators of junior high schools for the

teacher-respondents of the study. Upon approval of the consent requests, the survey instruments were distributed via Google Forms/hard copies to the teacher respondents Then, after the respondents answered the survey instruments, it was collected, tabulated, computed, and performed analysis and interpretation of the obtained information. Upon retrieval of the survey questionnaires, a table for each sub-problem was prepared to summarize and facilitate an easy understanding of the collated data. It was then computed through SPSS 21. To interpret the data effectively, the researcher employed the following statistical treatment. The following statistical instruments were used to define the responses and give resources for the testing of the hypotheses. The researcher employed Frequency count and Percentage, Weighted mean, T-test, ANOVA test or F-test, and Pearson r-moment correlation. Frequency count and percentage were used to determine the assessment on the profile of the school administrators and teachers. Frequency and Percentage. This was used to determine how many of the respondents have determined and assess the demographic profile of the participants when grouped in terms of age, sex, civil status, teaching position, number of years in the service, and highest educational attainment. It was used also to determine the assessments of teacher respondents on the managerial behavioral functions and competence of the administrators in junior high schools in Bacoor City. Weighted Mean. This was used to find out how tightly all the entries in each respective managerial behavioral function and competence are clustered around their respective weighted means. The obtained weighted mean was verbally interpreted with the use of the following range and interpretation. The data was analyzed based on the Likert scale together with the verbal interpretation for managerial behavioral functions and competence. When the range score is 3.51 to 4.00 it is described as “Always” “very competent (VC) “and “highly observed” (HO) respectively. In the case of 2.51 to 3.5 described as “Frequently” with the verbal interpretation of “competent” (C), and “observed (O). When the score ranges from 1.51 to 2.50 it is described as” seldom” with a verbal interpretation of “slightly competent” (SC) and “slightly observed” (SO) while if the range score is 1.00 to 1.50 described as “never” with a verbal interpretation of “not competent” (NC) and “not observed” (NO) respectively. Standard deviation, T-tests ANOVA or F-Test, Pearson’s r-moment correlation were the statistical tools used in this study. This study conformed to the ethical principles in conducting research. According to Bryman and Bell (2007), and Cozby (2001) when conducting a research study that includes human subjects, several ethical concerns must be taken into consideration. The researcher followed the research ethical principles and guidelines. The researcher sought permission to conduct the study and must adhere to the Data Privacy Act of 2012. The researcher sought permission from the administrators and made sure that the data that were collected on the participants were treated with high confidentiality and kept in safe storage. According to Bryman and Bell (2007) and Cozby 2001, participants must not be harmed in any manner throughout the evaluation process, whether intentionally or not. Priority should be given to treating research subjects with respect. Prior to the study, complete consent from the subjects should be obtained. Privacy and anonymity for respondents are of paramount importance. It is necessary to guarantee the anonymity of the people and organizations taking part in the research. The confidentiality of the study data was adequately protected. The conduct of this study did not interfere with or interrupt classes. All information collected were kept private, except for documents that require the permission or cooperation of the individuals involved. Hence, the author in this study certified and guaranteed that the research was original and that all references used were properly cited.

3. Results and Analysis

This chapter presents the salient findings, the analysis, and the interpretation of the research work on " Managerial Behavioral Functions and Competence of Administrators Among Selected Junior High Schools in Bacoor City: Basis for Training Program Model". The results were presented based on the specific problems mentioned.

- Demographic profile of the respondents in terms of age, sex, civil status, number of years in the service, and educational attainment.

Table 1 Demographic Profile of the Respondents

Profile	Frequency	Percentage
Age		
21-25 years old	17	7.0
26-35 years old	118	51.0
36-45 years old	62	27.0
46 years old and above	36	15.0
Total	233	100.0
Sex		
Male	33	14.0
Female	200	86.0
Total	233	100.0
Civil Status		
Single	111	48.0
Married	122	52.0
Total	233	100.0
Teaching Position		
Teacher I-III	226	97.0
Master Teacher I-IV	4	2.0
Head Teacher I-VI	3	1.0
Total	233	100.0
Number of Years in the Service		
0-3 years	64	27.0
4-6 years	74	32.0

7-9 years	32	14.0
10-12 years	23	10.0
13-15 years	12	5.0
16-18 years	10	4.0
19 years and above	18	8.0
Total	233	100.0
Educational Attainment		
Doctorate Degree	**1**	**1.0**
Master's Degree	**40**	**17.0**
Bachelor's Degree	**192**	**82.0**
Total	**233**	**100.0**

As seen in table 1 the demographic profile of the respondents was in terms of age, sex, civil status, teaching position, number of years in the service and educational attainment. In terms of age, seemed to show that most of them belonged to the age range of 26-35 years old which is composed of 51% or 117 teachers followed by 36-45 years old, composed of 27% or 62 teachers. Next is aged 46 years old and above, composed of 15 % or 36 teachers. Only a few were young, whose ages fell under 21-35 years old, composed of 7% or 17 teachers. The findings showed that most respondents were in the age interval 26-35 indicating that this group is categorized as part of Generation Y, also known as the Millennial. They frequently have a more positive view and more entrepreneurial and creative decision-making mentality, according to the Indeed Editor Team (2022). In terms of gender, it is composed of 86% or 200 females while only 14% or 33 teachers were male. The result implies that most of the respondents were female teachers. This result confirmed census data suggesting more women than men are in the country in the Philippines' elementary and secondary public and private schools than male teachers. Regarding civil status, 52%, or 122 teachers were married while 48%, or 111 were male. This implies that most of the respondents were married. In terms of teaching positions, based on the data table 97% or 226 teachers fell on teacher I-III, 2.0% or 4 were master teachers, and 1.0% or 3 were head teachers. So, in terms of teaching positions, most of the respondents belonged to Teacher I – III. Only a few were Master Teachers and Head Teachers. For the number of years in the service, many of them had served their respective schools for 4 to 6 years composed of 32% or 74 teachers followed by 0 – to 3 years which is composed of 27% or 64 teachers, 8.0% or 18 teachers fell for 19 years, and above while 14% or 32 teachers fell for 7-9 years, Only a few were recorded for 13-15 years,5.0% or 12 teachers and 16-18 years composed of 4.0% or 10 teachers respectively. This agrees with Cipriano's (2018) research findings that there are roughly equal numbers of young and experienced teachers in their area. Lastly, in terms of highest educational attainment, 82%, or 192 teachers had a bachelor's degree, followed by 17%, or 40 master's degrees, and only 1.0%, or 1 a Doctorate degree. This means that most of the respondents

obtained a bachelor's degree. Only a few yielded a Doctorate Degree. However, there were good numbers that were indicated for a master's degree.

- Assessment of the teacher respondents on the behavioral functions of the administrators among selected junior high schools in Bacoor City.

Table 2 Assessment of Teachers on the Behavioral Functions of the Administrators in the Junior High Schools

Indicators	Mean	SD	Verbal Description	Interpretation	Rank
Frame of the School Goals	3.53	0.56	Always	Highly Observed (HO)	8
Communicate the School Goals	3.56	0.59	Always	Highly Observed (HO)	7
Instructional Resource Provider	3.52	0.59	Always	Highly Observed (HO)	9
Maintaining Visible Presence	3.64	0.52	Always	Highly Observed (HO)	4
Professional Development	3.63	0.56	Always	Highly Observed (HO)	5
Maximizing Instructional Time	3.72	0.49	Always	Highly Observed (HO)	2
Monitoring Students' Progress	3.58	0.55	Always	Highly Observed (HO)	6
Feedback on Teaching and Learning	3.65	0.53	Always	Highly Observed (HO)	3
Curriculum Implementer	3.74	0.45	Always	Highly Observed (HO)	1
Composite	3.62	0.54	Always	Highly Observed (HO)	--

Scale: 4.00-3.51=Always; 3.50-2.51=Frequently; 2.50-1.51=Seldom; 1.50-1.00=Never

Table 2 displayed the assessment of teachers on the behavioral functions of the administrators in the Junior High school. Of all the variables of behavioral functions, the curriculum implementer was placed on top, ranked 1 obtained the highest mean of 3.74 and 0.45 corresponding standard deviation described as "always" which means that is "highly observed followed by maximizing instructional time which is

ranked 2 obtained a mean score of 3.72 and standard deviation of 0.49 described as “always” which means “highly observed” by the respondents. Next is feedback on teaching and learning which is ranked 3 obtained a mean score of 3.65 and 0.53 corresponding standard deviation describes as “always” which means “highly observed”. Next are maintaining visible presence, and professional development. The lowest rank was evident by instructional resource providers obtained a mean score of 3.53 and 0.56 described as “always” and signified as” highly observed” by the respondents. The overall assessment implied that the selected junior high school officers in charge always manifested their behavioral functions.

Among other things, the school principal's effectiveness is a determining factor in how well the curriculum is implemented. An institution's success is largely dependent on its leadership. To coordinate curriculum-related activities efficiently, the administrator must be fully aware of what the curriculum includes. Every country needs to implement its education policies effectively. We shouldn't overlook the responsibility principals have in ensuring successful curriculum implementation. It is essential to guarantee that the curriculum is implemented properly because education plays a significant role in the overall growth of a country (Marinette, B. 2020).

The effectiveness of the principal, among other things, determines the performance of any secondary school; for this reason, it is important to learn about the tactics principals can use to ensure the successful implementation of the curriculum. As far as the curriculum process is concerned, curriculum implementation is crucial because, no matter how well-developed a curriculum is, if it is not properly applied, the goals it was designed to achieve may never be realized. If the curriculum is poorly executed, the effort spent in its preparation will have been for nothing. Every country must implement its educational system effectively. It is important to not overlook the part principals are supposed to play in ensuring successful curriculum implementation. Since education is crucial to a country's overall growth, it is critical to guarantee that the curriculum is implemented correctly. (Marinette, Bahtilla & Hui, Xu. 2020). On the other hand, according to Apriana et al. (2019), school leaders' visions can steer the institution in a specific way and have an impact on students' academic progress.

In addition, this means that the junior high school officers' assessment or evaluation revealed that they regularly displayed the appropriate behaviors and carried out their tasks in accordance with their roles and responsibilities. These officers consistently and dependably performed the tasks that were given to them and demonstrated the expected behaviors in the context of their roles within the school, according to the assessment.

- Assessment of the teacher respondents on the level of managerial competence of the administrators among selected junior high schools in Bacoor City.

Table 3 Assessment of Teachers on the Level of Managerial Competence of the Administrators in the Junior High Schools

Variables	Mean	SD	Verbal description	Interpretation	Rank
Leading Strategically	3.61	0.52	Always	Very Competent	5
Managing School Operations and Resources	3.66	0.51	Always	Very Competent	4

Focusing on Teaching and Learning	3.73	0.46	Always	Very Competent	1
Developing Self and Others	3.72	0.47	Always	Very Competent	2
Building Connections	3.68	0.51	Always	Very Competent	3
Plus Factor	3.48	0.67	Frequently	Competent	6
Overall	3.65	0.52	Always	Very Competent	--

Scale: 4.00-3.51=Always; 3.50-2.51=Frequently; 2.50-1.51=Seldom; 1.50-1.00=Never

Depicted in table 3 the teacher-respondents revealed that the administrators of the selected Junior high schools "always" manifested their managerial competence which signifies as "very competent "with an overall average mean of 3.65 and 0.52 with the corresponding standard deviation, described as always and interpreted as "very competent" .On top of the variables or rank 1 focusing on teaching and learning yielded a composite mean of 3.43 and 0.46 corresponding standard deviation, described as always that signifies as very competent, followed by developing self & others having a mean of 3.72 with 0.47 corresponding standard deviation. Next is building connections with a mean value of 3.67 and a standard deviation of 3.51 respectively. With regards to managing school operations and resources had a mean value of 3.66 and 0.51 standard deviation while the leading strategically had a mean value of 3.61 with a standard deviation of 0.52. The lowest rank or rank 6 was evident by the plus factor manifested" frequently" by the administrators of the selected junior high schools with a mean value of 3.48 which is described as "frequently", which is interpreted as "competent" with 0.67 corresponding standard deviation. Among all indicators, indicator 3 "assessment of teaching and learning" got the highest average weighted mean of 4.67 with the verbal description of "always" and was signified as "very competent". The results imply that teachers are focused on assessing the teaching and learning process. The results conformed to R.A 9155, otherwise known as the Governance of Basic Education Act of 2001, which empowers school principals to perform instructional and administrative functions. Managerial competencies are applicable in any range of contexts, big or small schools, city or rural schools, and culturally divergent groups, and competencies apply to any school head regardless of position, item, sex, age, experience, and other personal experiences. In addition, it is parallel to Bantolo, et al. (2021) Harmain, J. (2022), Lochmiller and Mancinelli (2019), and Peariso (2019). Salwa (2019), Gurr, and Drysdale (2021 have been identified as a crucial function of school heads, as evidenced by their findings. School heads play a critical role in facilitating a culture of continuous improvement, where teachers are encouraged to enhance their pedagogical skills and employ innovative teaching approaches to maximize student learning outcomes. Thus, school leadership qualities and the learning environment have an impact on teacher and student achievement. (Gamala, J. J., & Marpa, E. P. 2022).

- Significant difference in the assessment of teachers' respondents on the behavioral functions of the school head when their profile is taken as the test factor.

Table 4 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to Sex

Variable	Mean		SD	t-value	Sig	Decision Ho	Interpretation
	M	F	M/F				
Frame of the School Goals	3.52	3.53	.557/.434	-.056	.955	Accept	Not Significant
Communicate the School Goals	3.61	3.56	.512/.498	.598	.551	Accept	Not Significant
Instructional Resource Provider	3.61	3.51	.453/.519	1.096	.274	Accept	Not Significant
Maintaining Visible Presence	3.68	3.63	.441/420	.564	.573	Accept	Not Significant
Professional Development	3.74	3.61	.414/.523	1.376	.170	Accept	Not Significant
Maximizing Instructional Time	3.74	3.72	.417/.444	.283	.778	Accept	Not Significant
Monitoring Student Progress	3.65	3.57	.469/.478	.887	.376	Accept	Not Significant
Feedback on Teaching and Learning	3.76	3.64	.359/.474	1.801	.077	Accept	Not Significant
Curriculum Implementer	3.73	3.75	.421/.380	-.245	.807	Accept	Not Significant
Overall	3.67	3.61	0.449/0.463	.700	.507	Accept	Not Significant

5% level of significance

Using a T-test of Independent Samples as presented in Table19, the overall result on the difference in the assessment of teacher respondents on the behavioral functions of the officers-in-charge of selected junior high schools revealed no significant differences across all variables when grouped according to sex. The overall weighted mean for males is 3.67 and .3.61 for females with a standard deviation of 0.449 for males and 0.463 for females. Since t-value is .700 and sig=.507 which is beyond the 0.05 level of significance, therefore, the null hypothesis is accepted, meaning there is no significant difference in their assessment of their school heads. This implied that whether male or female, the teacher-respondents had similar assessments of how the officers in charge of the selected junior high schools manifested their

behavioral functions. The null hypothesis was accepted at a 5% level of significance. Consistent with the study of Aquino, et al., (2021) Regardless of age, academic achievement, or substantial achievements, teachers perform consistently through the leadership of the school head.

Table 5 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to Civil Status

Variable	Mean		SD		t-value	Sig	Decision Ho	Interpret
	Single	Married	Single	Married				
Frame of the School Goals	3.55	3.51	0.421	.480	.663	.508	Accept	Not Significant
Communicate the School Goals	3.56	3.57	0.496	.504	-.157	.875	Accept	Not Significant
Instructional Resource Provider	3.51	3.53	.505	.520	-.289	.772	Accept	Not Significant
Maintaining Visible Presence	3.64	3.64	.414	431	.100	.921	Accept	Not Significant
Professional Development	3.68	3.58	.466	.544	1.417	.158	Accept	Not Significant
Maximizing Instructional Time	3.74	3.70	.420	458	.762	.447	Accept	Not Significant
Monitoring Student Progress	3.60	3.56	.457	.494	.658	.511	Accept	Not Significant
Feedback on Teaching and Learning	3.64	3.67	.464	.460	-.512	.609	Accept	Not Significant
Curriculum Implementer	3.75	3.74	.391	381	.198	.843	Accept	Not Significant
Overall	3.63	3.61	0.448	0.474	.315	.627	Accept	Not Significant

5% level of significance

Using a T-Test of Independent Samples as displayed in Table 5, the overall result on the difference in the assessment of teacher-respondents on the behavioral functions of the officers-in-charge of selected junior high schools revealed no significant differences across all variables when grouped according to civil status. The overall mean score for single respondents is 3.63 and 3.61 for married with standard deviation of .448 for single and .474 for married respectively. Since the t-value = .315, and sig=.627, therefore the null hypothesis is accepted at 5% level of significance, therefore it is no significant. This

implied that whether single or married, the teacher-respondents had similar assessments of how the officers in charge of the selected junior high schools manifested their behavioral functions. The null hypothesis was accepted at a 5% level of significance. This conformed to the study of Aquino, T. et al. (2018) regardless of age, civil status, educational achievement, or significant contributions.

Table 6 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to Age

Variables	Age	Mean	F-value	sig	Decision Ho	Interpret
Frame of the School Goals	21-25 y/o	3.88	.410	.746	Accept	Not Significant
	26-35 y/o	3.83				
	36-45 y/o	3.80				
	46 y/o & >	3.85				
Communicate the School Goals	21-25 y/o	3.87	1.002	.393	Accept	Not Significant
	26-35 y/o	3.82				
	36-45 y/o	3.81				
	46 y/o & >	3.83				
Instructional Resource Provider	21-25 y/o	3.89	.540	.656	Accept	Not Significant
	26-35 y/o	3.85				
	36-45 y/o	3.84				
	46 y/o & >	3.85				
Maintaining Visible Presence	21-25 y/o	3.90	1.321	.268	Accept	Not Significant
	26-35 y/o	3.88				
	36-45 y/o	3.85				
	46 y/o & >	3.87				
Professional Development	21-25 y/o	3.81	3.011	.031	Reject	Significant
	26-35 y/o	3.68				
	36-45 y/o	3.58				
	46 y/o & >	3.44				
Maximizing Instructional Time	21-25 y/o	3.88	.562	.641	Accept	Not Significant
	26-35 y/o	3.83				

	36-45 y/o	3.81				
	46 y/o & >	3.82				
Monitoring Student Progress	21-25 y/o	3.86	.448	.719	Accept	Not Significant
	26-35 y/o	3.84				
	36-45 y/o	3.82				
	46 y/o & >	3.80				
Feedback on Teaching and Learning	21-25 y/o	3.78	.903	.440	Accept	Not Significant
	26-35 y/o	3.79				
	36-45 y/o	3.80				
	46 y/o & >	3.82				
Curriculum Implementer	21-25 y/o	3.89	2.061	.106	Accept	Not Significant
	26-35 y/o	3.85				
	36-45 y/o	3.83				
	46 y/o & >	3.80				
Overall			1.140	.444	Accept	Not Significant

As shown in Table 6 is the difference in the assessment of teachers on the behavioral functions of the Administrators according to age Using ANOVA or F-Test, the only variable of the behavioral functions of the selected officers-in-charge in junior high schools revealed a significant result evident in professional development had an f-value =3.011, sig=0.31. This implied the different perceptions of teacher respondents regardless of age. On the other hand, the rest of the variables did not show any significant differences which includes the following : The F-value obtained in the frame of the school goals(F=.410,sig=.746) , communicate the school goals (F=1.002,sig.393),instructional resource provider (F=.540,sig=.656),maintaining visible balance(F=1.323,sig=.268), maximizing instructional time(.562,sig.641),monitoring students' progress(F=.448,sig=.719),feedback on teaching and learning(F=.903,sig.440),and curriculum implementer(F= 2.061,sig=.106. The results agreed with a study by Valmores, C, (2018) Roberto, Johnny, Madrigal, D.V., and Sultan, F. (2019). et. al., (2022) found that when teachers were grouped by age, sex, educational attainment, marital status, and work status, there was no significant difference in teaching standards behavior, competence, and performance.

Table 7 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to Highest Educational Attainment

Variables	Highest Educational Attainment	Mean	F-value	Sig	Decision Ho	Interpret
Frame of the School Goals	Doctorate	3.77	1.350	.261	Accept	Not Significant
	Masters	3.76				
	Bachelor	3.79				
Communicate the School Goals	Doctorate	3.75	.529	.590	Accept	Not Significant
	Masters	3.76				
	Bachelor	3.77				
Instructional Resource Provider	Doctorate	3.79	1.686	.188	Accept	Not Significant
	Masters	3.75				
	Bachelor	3.80				
Maintaining Visible Presence	Doctorate	3.79	1.223	.296	Accept	Not Significant
	Masters	3.78				
	Bachelor	3.76				
Professional Development	Doctorate	3.77	4.439	.013	Reject	Significant
	Masters	3.67				
	Bachelor	3.70				
Maximizing Instructional Time	Doctorate	3.78	.040	.961	Accept	Not Significant
	Masters	3.79				
	Bachelor	3.80				
Monitoring Student Progress	Doctorate	3.77	.044	.957	Accept	Not Significant
	Masters	3.75				
	Bachelor	3.73				
Feedback on Teaching and Learning	Doctorate	3.78	.030	.970	Accept	Not Significant
	Masters	3.79				
	Bachelor	3.80				

Curriculum Implementer	Doctorate	3.76	.641	.528	Accept	Not Significant
	Masters	3.75				
	Bachelor	3.74				
		Overall	1.109	.529	Accept	Not Significant

As revealed in Table 7, using ANOVA or F-Test, the only variable of the behavioral functions of the selected officers-in-charge in junior high schools that revealed a significant result was evident professional development obtained an F=4.439, sig.013. This implied the different perceptions of teacher respondents regardless of the highest educational attainment. On the other hand, the rest of the variables did not show any significant differences. For the frame of the school goals obtained (F=1.350,sig. 261), communicate the school goals (F=.529,sig.590),instructional resource provider(F=1.686,sig.188),maintaining visible balance (1.223,sig.296), maximizing instructional time (F=0.040,sig.961), monitoring students' progress(F=.044,sig0.957),feedback on teaching and learning(F=0.030,sig.970), and curriculum implementer(F= .641, sig=.528) wherein all were accepted which means not significant except for the professional development but the overall assessment obtained was F= 1.109, sig =.529 which means that the null hypothesis is accepted , meaning not significant. On the other hand, the researcher was not able to report the post hoc analysis of this variable with significant results since at least one group is fewer than two cases thus the absence of post hoc analysis using Scheffe or LSD.Education requirements must be considered because they are one of the standards that shouldn't be disregarded because they are related to the skills and talents needed to do the work properly. Further, regardless of age, level of education, or noteworthy contributions, teachers consistently do well (Aquino. et al.,2021)

Table 8 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to Teaching Position

Variables	Teaching Position	Mean	F-value	sig	Decision Ho	Interpret
Frame of the School Goals	Teacher I-III	3.82	2.258	.107	Accept	Not Significant
	Master Teacher I-IV	3.80				
	Head Teacher I-VI	3.83				
Communicate the School Goals	Teacher I-III	3.84	2.590	.077	Accept	Not Significant
	Master Teacher I-IV	3.82				
	Head Teacher I-VI	3.80				

Instructional Resource Provider	Teacher I-III	3.83	.485	.617	Accept	Not Significant
	Master Teacher I-IV	3.81				
	Head Teacher I-VI	3.79				
Maintaining Visible Presence	Teacher I-III	3.85	1.749	.176	Accept	Not Significant
	Master Teacher I-IV	3.87				
	Head Teacher I-VI	3.89				
Professional Development	Teacher I-III	3.90	1.206	.301	Accept	Not Significant
	Master Teacher I-IV	3.89				
	Head Teacher I-VI	3.86				
Maximizing Instructional Time	Teacher I-III	3.90	1.368	.257	Accept	Not Significant
	Master Teacher I-IV	3.92				
	Head Teacher I-VI	3.91				
Monitoring Student Progress	Teacher I-III	3.93	.976	.378	Accept	Not Significant
	Master Teacher I-IV	3.92				
	Head Teacher I-VI	3.90				
Feedback on Teaching and Learning	Teacher I-III	3.87	.942	.391	Accept	Not Significant
	Master Teacher I-IV	3.86				
	Head Teacher I-VI	3.85				
Curriculum Implementer	Teacher I-III	3.75	3.396	.035	Reject	Significant
	Master	3.30				

	Teacher I-IV					
	Head Teacher I-VI	4.00				
		Overall	1.663	.260	Accept	Not Significant

Using ANOVA or F-Test as shown in Table 8, the only variable of the behavioral functions of the selected officers-in-charge in junior high schools that revealed a significant result was evident by the curriculum implementer obtained an F value (F= 3.396, sig.391). This implied the different perceptions of teacher respondents regardless of teaching position. On the other hand, the rest of the variables did not show any significant differences. For the frame of the school goals obtained (F= 2.258,sig.107),communicate the school goals(F-2.590,sig.077),instructional resource provider(F=.485,sig.617),maintaining visible balance(F=1.749,sig=.176), professional development (F=1.206 sig.301), maximizing instructional time (F=1.368,sig.257), monitoring student progress F=.976,sig=.378)and feedback on teaching and learning(F=.942,sig.391) respectively and this indicates that the null hypothesis is accepted, which means not significant except for the curriculum implementer ,rejected and not significant but the overall assessment contained an F value equals to 1.663,sig.260, therefore , the null hypothesis is accepted which means that there is no significant difference on the assessment of respondents on behavioral functions in terms of teaching position. The findings reveal that the position of curriculum implementer did not yield statistically significant differences in teacher perceptions of officers-in-charge in junior high schools. This suggests that, in this context, the teaching position may not be a key factor in explaining variations in perceptions among teachers, and further research may be needed to explore other potential determinants of these differences. School leaders need to arm themselves with the following competencies to effectively reform the educational system as schools continue to implement programs relevant to school effectiveness. If a school leader cannot successfully complete the new task, they won't support any school transformation. (Kin, T. M., & Kareem, O. A. 2021). In addition, despite differences in teaching positions (e.g., curriculum implementers), the teachers have similar perceptions regarding the behavioral functions of officers-in-charge. This suggests that teaching position may not be a critical factor influencing these perceptions, and other variables or factors may have a more substantial impact.

Table 9 Difference in the Assessment of Teachers on the Behavioral Functions of the Administrators according to the Length of Years in Service

Variables	Length of Years in Service	Mean	F-value	sig	Decision Ho	Interpret
Frame of the School Goals	0-3 years	3.77	1.892	.083	Accept	Not Significant
	4-6 years	3.74				
	7-9 years	3.76				
	10-12 years	3.73				

	13-15 years	3.70				
	16-18 years	3.72				
	19 & >	3.70				
Communicate the School Goals	0-3 years	3.65	2.185	.045	Reject	Significant
	4-6 years	3.62				
	7-9 years	3.59				
	10-12 years	3.47				
	13-15 years	3.22				
	16-18 years	3.52				
	19 & >	3.36				
Instructional Resource Provider	0-3 years	3.76	1.576	.155	Accept	Not Significant
	4-6 years	3.73				
	7-9 years	3.75				
	10-12 years	3.72				
	13-15 years	3.69				
	16-18 years	3.72				
	19 & >	3.70				
Maintaining Visible Presence	0-3 years	3.79	1.417	.209	Accept	Not Significant
	4-6 years	3.76				
	7-9 years	3.78				
	10-12 years	3.75				
	13-15 years	3.70				
	16-18 years	3.71				
	19 & >	3.70				
Professional Development	0-3 years	3.76	3.258	.004	Reject	Significant
	4-6 years	3.72				
	7-9 years	3.54				
	10-12 years	3.49				

	13-15 years	3.25				
	16-18 years	3.52				
	19 & >	3.44				
Maximizing Instructional Time	0-3 years	3.83	3.012	.007	Reject	Significant
	4-6 years	3.80				
	7-9 years	3.59				
	10-12 years	3.56				
	13-15 years	3.55				
	16-18 years	3.52				
	19 & >	3.63				
Monitoring Student Progress	0-3 years	3.63	2.770	.013	Reject	Significant
	4-6 years	3.71				
	7-9 years	3.46				
	10-12 years	3.41				
	13-15 years	3.32				
	16-18 years	3.46				
	19 & >	3.52				
Feedback on Teaching and Learning	0-3 years	3.72	2.899	.010	Reject	Significant
	4-6 years	3.76				
	7-9 years	3.64				
	10-12 years	3.46				
	13-15 years	3.32				
	16-18 years	3.58				
	19 & >	3.54				
Curriculum Implementer	0-3 years	3.78	2.040	.061	Accept	Not Significant
	4-6 years	3.75				
	7-9 years	3.73				
	10-12 years	3.74				

	13-15 years	3.71				
	16-18 years	3.70				
	19 & >	3.69				
		Overall	2.339	.065	Accept	Not Significant

Using ANOVA or F-Test, the variables of the behavioral functions of the selected officers-in-charge in junior high schools as shown in Table 10 revealed significant results were evident by communicating the school goals, professional development, maximizing instructional time, monitoring student progress, and feedback on teaching and learning. This implied the different perceptions of teacher respondents regardless of the length of years in service. On the other hand, the rest of the variables did not show any significant differences like the frame of the school goals, instructional resource provider, maintaining visible presence, and curriculum implementer.

These differences in perceptions were evident "regardless of the length of years in service." This implies that the number of years that teachers have worked in the field is not a significant factor in explaining the variations in their opinions about these specific aspects of the officers' functions. On the other hand, the statement also notes that there were no significant differences in perceptions for the rest of the variables. This suggests that for these aspects of officers' functions, teacher respondents, regardless of their years of service, have fairly similar perceptions. The findings have implications for the leadership and professional development of officers-in-charge in junior high schools. The specific functions that showed significant differences in perceptions may require targeted efforts to align the perceptions of teachers and officers or address any disparities. It's essential to recognize that not all aspects of officers' functions lead to significant differences in perceptions. This might guide administrators and officers to prioritize certain areas for improvement or clarification.

This conformed to the study of Reganon, A. (2023), Sultan and F. et.al., (2022) that there are no significant differences in the leadership and managerial competencies of administrators when respondents were grouped by sex, age, civil status, length of service, and educational attainment. Other studies have shown that Head teachers are more effective teachers than teachers and master teachers in terms of teaching rank and years of experience. (Aquino, C.et al.,2018). Compared to teachers who spent more time in the educational system, those with less relevant experience demonstrated lower educational quality.

Table 10 Summary of Post Hoc ANOVA Test on the Difference in the Assessment of Teachers on the Behavioral Functions by Length of Years in Service with Significant Result

Variable	Years in Service	Mean	Pairing of Years in Service	Mean Difference	Sig	Decision Ho	Interpretation
Communicate	0-3	3.65	0-3 vs	.43021*	.006	Reject	Significant

the School Goals			13-15				
	4-6	3.62	0-3 vs 19 & >	.29132*	.027	Reject	Significant
	7-9	3.59	4-6 vs 13-15	.40495*	.009	Reject	Significant
	10-12	3.47	4-6 vs 19 & >	.26607*	.041	Reject	Significant
	13-15	3.22	7-9 vs 13-15	.37708*	.024	Reject	Significant
	16-18	3.52					
	19 & >	3.36					
Professional Development	0-3	3.76	0-3 vs 7-9	.21875*	.042	Reject	Significant
	4-6	3.72	0-3 vs 10-12	.26929*	.026	Reject	Significant
	7-9	3.54	0-3 vs 13-15	.50625*	.001	Reject	Significant
	10-12	3.49	0-3 vs 19 & >	.31181*	.019	Reject	Significant
	13-15	3.25	4-6 vs 13-15	.46622*	.003	Reject	Significant

	16-18	3.52	4-6 vs 19 & >	.27177*	.038	Reject	Significant
	19 & >	3.44					
Maximizing Instructional Time	0-3	3.83	0-3 vs 7-9	.24063*	.010	Reject	Significant
	4-6	3.80	0-3 vs 10-12	.27785*	.008	Reject	Significant
	7-9	3.59	0-3 vs 13-15	.28437*	.036	Reject	Significant
	10-12	3.56	0-3 vs 16-18	.31437*	.032	Reject	Significant
	13-15	3.55	4-6 vs 7-9	.20625*	.024	Reject	Significant
	16-18	3.52	4-6 vs 10-12	.24348*	.018	Reject	Significant
	19 & >	3.63					
Monitoring Student Progress	0-3	3.63	0-3 vs 10-12	.22568*	.048	Reject	Significant
	4-6	3.71	0-3 vs 13-15	.31771*	.031	Reject	Significant
	7-9	3.46	4-6	.24831	.012	Reject	Significant

			vs 7-9	*			
	10-12	3.41	4-6 vs 10-12	.30212 *	.007	Reject	Significant
	13-15	3.32	4-6 vs 13-15	.39414 *	.007	Reject	Significant
	16-18	3.46					
	19 & >	3.52					
Feedback on Teaching and Learning	0-3	3.72	0-3 vs 10-12	.25476 *	.021	Reject	Significant
	4-6	3.76	0-3 vs 13-15	.39896 *	.005	Reject	Significant
	7-9	3.64	4-6 vs 10-12	.29589 *	.006	Reject	Significant
	10-12	3.46	4-6 vs 13-15	.44009 *	.002	Reject	Significant
	13-15	3.32	7-9 Vs 13-15	.32708 *	.033	Reject	Significant
	16-18	3.58					
	19 & >	3.54					

*The mean difference is significant at the 0.05 level.

As shown in Table 10 using the Least Significance Difference (LSD), the post hoc analysis of the difference in the assessment of teacher-respondents regarding the behavioral functions of the selected officers-in-charge in the junior high schools in terms of communicating the school goals, professional development, maximizing instructional time, monitoring students' progress, and feedback on teaching and learning.

In communicating school goals only yield significant findings with the assessments between the following pairs of the length of years in teaching such that: 1) 0-3 vs. 13-15; 2) 0-3 vs. 19 & >; 3) 4-6 vs.

13-15; 4) 4-6 vs. 19 & > and 5) 7-9 vs. 13-15. These results further implied that the common denominator on the differences falls under the years range of 0-3; 4-6 and 13-15 versus the other sets of the length of years in teaching. Due to the bulk of pairs of data regarding the length of years in service, the researcher only included those pairs of data with significant results to highlight its findings on the differences in the assessment of teacher-respondents. Thus, those pairs of data with no significant findings were not included in the above table. The findings suggest that when it comes to the specific aspect of "communicating the school goals," there were significant differences in the assessments made by teachers based on the number of years they have been teaching. This finding indicates that the length of a teacher's teaching experience plays a role in how they perceive officers-in-charge in terms of their ability to effectively communicate the goals of the school. In addition, the common denominator in this context implies that teachers within the 0-3 years, 4-6 years, and 13-15 years of teaching experience are more similar in their assessments of officers-in-charge's ability to communicate school goals, and this similarity sets them apart from teachers with different ranges of teaching experience. This finding suggests that there might be a shared perspective or set of expectations among teachers in these specific experience ranges, which influences how they assess the communication of school goals by officers-in-charge. It could also imply that officers-in-charge may need to consider tailoring their communication strategies to better align with the expectations and needs of teachers within these experience ranges to improve their effectiveness in communicating school goals.

For the post hoc analysis of the difference in the assessment of teacher-respondents regarding the behavioral functions of the selected officers-in-charge in the junior high schools in terms of professional development only yielded significant findings with the assessments between the following pairs of the length of years in teaching such that: 1) 0-3 vs. 7-9; 2) 0-3 vs. 10-12; 3) 0-3 vs. 13-15; 4) 0-3 vs. 19 & >; 5) 4-6 vs. 13-15 and; 6) 4-6 vs 19 & >. These results further implied that the common denominator on the differences falls under the year range of 0-3 and 4-6 versus the other sets of the length of years in teaching. Due to the bulk of pairs of data regarding the length of years in service, the researcher only included those pairs of data with significant results to highlight its findings on the differences in the assessment of teacher-respondents. Thus, those pairs of data with no significant findings were not included in the above table. However, the same study discovered that teachers' performance was unaffected by their length of service. (Junsay, Marilou & Armidor, Joey & Dagohoy, Ronel. 2023). The result showed that there is a similar pattern or trend in the notable variations seen, especially among teachers whose teaching experiences lie between the 0–3- and 4–6-year groups. Put another way, compared to teachers with varying levels of experience, those with 0–3 years and 4-6 years of experience tend to evaluate officers-in-charge in different ways about their contribution to professional development. This research indicates that, in contrast to teachers with varying degrees of experience, teachers with 0–3 and 4-6 years of teaching experience have comparable viewpoints or expectations regarding the officers-in-charge's involvement in professional development. The recurring pattern across these categories may suggest that officers-in-charge should modify their strategies for professional development. Given the common trend observed in these groups, officers-in-charge may choose to modify their professional development strategies to better suit the requirements and expectations of teachers working in these experience ranges.

In terms of the difference in the assessment of teacher-respondents regarding the behavioral functions of the selected officers-in-charge in the junior high schools in terms of maximizing instructional time only yielded significant findings with the assessments between the following pairs of the length of years in

teaching such that: 1) 0-3 vs. 7-9; 2) 0-3 vs. 10-12; 3) 0-3 vs. 13-15; 4) 0-3 vs.16-18; 5) 4-6 vs. 7-9 and; 6) 4-6 vs 10-12. These results further implied that the common denominator on the differences falls under the year range of 0-3 and 4-6 versus the other sets of the length of years in teaching. Due to the bulk of pairs of data regarding the length of years in service, the researcher only included those pairs of data with significant results to highlight its findings on the differences in the assessment of teacher-respondents. Thus, those pairs of data with no significant findings were not included in the above table. The results agreed with a study by Roberto, Johnny, Madrigal, D.V., and Sultan, F. (2019). et. al., (2022) found that when teachers were grouped by age, sex, educational attainment, marital status, and work status, there was no significant difference in teaching standards competence, and performance. Among teachers whose teaching experience falls between the years 0–3 and 4-6, the statement finds that there is a consistent trend or pattern in the substantial variances identified. Put another way, when it comes to how officers-in-charge fit into the instructional time equation, teachers with 0–3 years of experience and those with 4-6 years of experience tend to evaluate them differently from teachers with varying degrees of experience. This data implies that, in contrast to teachers with varying degrees of expertise, educators with 0–3 and 4-6 years of classroom experience share comparable viewpoints or expectations on the officers-in-charge's responsibility for optimizing instructional time. Given the common pattern observed in these groups, officers-in-charge may need to modify their time-trial optimization tactics to better accommodate the requirements and expectations of instructors falling into these experience categories.

For the difference in the assessment of teacher-respondents regarding the behavioral functions of the selected officers-in-charge in the junior high schools in terms of monitoring student progress only yielded significant findings with the assessments between the following pairs of the length of years in teaching such that: 1) 0-3 vs. 10-12; 2) 0-3 vs. 13-15; 3) 4-6 vs. 7-9; 4) 4-6 vs.10-12 and 5) 4-6 vs. 13-15. These results further implied that the common denominator on the differences falls under the year range of 0-3 and 4-6 versus the other sets of the length of years in teaching. Due to the bulk of pairs of data regarding the length of years in service, the researcher only included those pairs of data with significant results to highlight its findings on the differences in the assessment of teacher-respondents. Thus, those pairs of data with no significant findings were not included in the above table. Monitoring student progress is crucial to education, and it's not simply for the benefit of learners. The results of regular formal and informal evaluations give teachers important knowledge about the development and accomplishments of their students. Additionally, tracking student development gives teachers the chance to evaluate their teaching and evaluate the effectiveness of the instructional tactics they employ. The result is consistent with a study by Roberto, Johnny, Madrigal, D.V., and Sultan, F. (2019). et. al., (2022) found that there was no significant difference in teaching standards competence, and performance when teachers were grouped by age, sex, educational attainment, marital status, and work status. The result concludes that there is a common trend or pattern in the significant differences observed, especially among teachers with teaching experience falling within the year ranges of 0-3 and 4-6. In other words, teachers with 0-3 years of experience and those with 4-6 years of experience tend to assess officers-in-charge differently regarding their role in monitoring student progress compared to teachers with different levels of experience. This finding suggests that teachers with 0-3 and 4-6 years of teaching experience have similar perspectives or expectations when it comes to the officers-in-charge's role in monitoring student progress. These shared perceptions are distinct from those of teachers with varying levels of experience. The common trend among teachers with 0-3 and 4-6 years of experience indicates

the need for officers-in-charge to tailor their approaches to monitoring student progress to better align with the expectations and needs of teachers within these specific experience ranges.

Lastly , for analysis of the difference in the assessment of teacher-respondents regarding the behavioral functions of the selected officers-in-charge in the junior high schools in terms of feedback on teaching and learning only yielded significant findings with the assessments between the following pairs of the length of years in teaching such that: 1) 0-3 vs. 10-12; 2) 0-3 vs. 13-15; 3) 4-6 vs. 10-12; 4) 4-6 vs.13-15 and; 5) 7-19 vs. 13-15. These results further implied that the common denominator on the differences falls under the year range of 0-3, 4-6, and 13-15 versus the other sets of the length of years in teaching. Due to the bulk of pairs of data regarding the length of years in service, the researcher only included those pairs of data with significant results to highlight its findings on the differences in the assessment of teacher-respondents. Thus, those pairs of data with no significant findings were not included in the above table. This finding suggests that teachers with 0-3, 4-6, and 13-15 years of teaching experience have shared perspectives or expectations when it comes to the officers-in-charge's role in providing feedback on teaching and learning. These shared perceptions are distinct from those of teachers with varying levels of experience. The common trend among teachers within these specific experience ranges indicates the need for officers-in-charge to tailor their feedback and support approaches to better align with the expectations and needs of teachers in these categories. In other words, regardless of the demographic characteristics (sex, age, civil status, length of service, and educational level) of the respondents, the behavior, leadership, and managing abilities of administrators were consistently perceived or assessed in a similar way. This suggests that these specific demographic factors did not have a substantial impact on how administrators were evaluated in terms of their behavior and leadership skills. (Reganon, A.2023 and Junsay, M. et al., 2023). The findings from these studies indicate that administrators' qualities and abilities, as assessed by the respondents, are relatively consistent and not significantly influenced by demographic characteristics. This suggests that qualities such as behavior, leadership, and managerial abilities might be perceived more uniformly across different demographic groups.

- Difference in the assessment of the teacher respondents on the level of managerial competence when their profile is taken as the test factor

Table 11 Difference in the Assessment of Teachers on the Level of Managerial Competence According to Sex

Variable	Mean		t-value	Sig	Decision Ho	Interpret
	Male	Female				
Leading Strategically	3.55	3.62	-.814	.417	Accept	Not Significant
Managing School Operations and Resources	3.69	3.66	.358	.721	Accept	Not Significant
Focusing on Teaching and Learning	3.73	3.73	-.035	.972	Accept	Not Significant
Developing Self and	3.72	3.72	-.035	.972	Accept	Not

Others						Significant
Building Connections	3.71	3.68	.304	.761	Accept	Not Significant
Plus Factor	3.58	3.46	.970	.333	Accept	Not Significant
Overall	3.66	3.64	.125	.696	Accept	Not Significant

Presented in Table 11 shows the difference in the assessment of teachers on the level of managerial competence according to sex. As gleaned from Table 33 using a T-Test of Independent Samples, the overall result on the difference in the assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools revealed no significant differences across all variables when grouped according to sex with a computed t-value of .125, and .696 p-value respectively. This implied that whether male or female, the teacher-respondents had the same assessments on how the administrators of the selected junior high schools carried out their managerial competence. The null hypothesis was accepted at a 5% level of significance. This is parallel to the study of Nwogu and Ebunu (2019) stating that principals in the public secondary schools in Delta State applied technical and conceptual skills to a high extent in the performance of their administrative functions. They suggested that school principals should learn how, when, and where to apply the appropriate leadership styles in varying situations that arise in dynamic school environments. Similar to the result of the study of Sultan, F. et.al., (2022) indicated that there are no significant differences in leadership competence based on gender, age, position held, grade, or educational level.

Table 12 Difference in the Assessment of Teachers on the Level of Managerial Competence According to Civil Status

Variable	Civil Status		t-value	Sig	Decision Ho	Interpretation
	Single	Married				
Leading Strategically	3.61	3.60	.188	.851	Accept	Not Significant
Managing School Operations and Resources	3.63	3.69	-.886	.376	Accept	Not Significant
Focusing on Teaching and Learning	3.72	3.74	-.412	.681	Accept	Not Significant
Developing Self and Others	3.73	3.71	.446	.656	Accept	Not Significant
Building Connections	3.68	3.69	-.158	.874	Accept	Not Significant

Plus Factor	3.50	3.46	.437	.662	Accept	Not Significant
Overall	3.65	3.65	-.064	.684	Accept	Not Significant

Presented in Table 12 the difference in the assessment of teachers on the level of managerial competence according to civil status. Using a T-Test of Independent Samples, as can be seen from the table, the computed t-values(t= - 88 , sig= .851) for leading strategically, (t-.886, sig=.376) for managing school operations and resources,(t=-.412,sig=.681) for focusing on teaching and learning,(t=.446,sig=.656) for developing self and others,(t=-.158,sig=.874) for building connections , and (t=.437, sig=.662) for plus factor respectively with the overall result of (t=-.064, sig=.684) on the difference in the assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools revealed no significant differences across all variables when grouped according to civil status. This implied that whether single or married, the teacher-respondents had similar assessments of how the administrators of the selected junior high schools carried out their managerial competence. The null hypothesis was accepted at a 5% level of significance. The findings were in line with those of a study by Roberto, Johnny, and Madrigal, D.V. (2019), which found that there was no significant difference in teaching standards competence and performance when teachers were grouped by sex, educational attainment, marital status, and employment status.

Table 13 Difference in the Assessment of Teachers on the Level of Managerial Competence according to Age

Variables	Age	Mean	F-value	Sig	Decision Ho	Interpret
Leading Strategically	21-25 y/o	3.87	.203	.894	Accept	Not Significant
	26-35 y/o	3.90				
	36-45 y/o	3.67				
	46 y/o & >	3.50				
Managing School Operations and Resources	21-25 y/o	3.87	.113	.952	Accept	Not Significant
	26-35 y/o	3.91				
	36-45 y/o	3.68				
	46 y/o & >	3.51				
Focusing on Teaching and Learning	21-25 y/o	3.88	.496	.685	Accept	Not Significant
	26-35 y/o	3.89				
	36-45 y/o	3.69				
	46 y/o & >	3.55				

Developing Self and Others	21-25 y/o	3.88	1.752	.157	Accept	Not Significant
	26-35 y/o	3.89				
	36-45 y/o	3.70				
	46 y/o & >	3.54				
Building Connections	21-25 y/o	3.88	1.033	.379	Accept	Not Significant
	26-35 y/o	3.90				
	36-45 y/o	3.67				
	46 y/o & >	3.55				
Plus Factor	21-25 y/o	3.89	1.975	.118	Accept	Not Significant
	26-35 y/o	3.92				
	36-45 y/o	3.67				
	46 y/o & >	3.55				
Overall			.929	.531	Accept	Not Significant

Presented in Table 13 is the difference in the assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools. Using ANOVA or F-Test,975, sig be seen in the table the F-values are (F=.203,sig=.894) for leading strategically, (F=.113, sig = .952) for managing schools operations and resources,(F=.496,sig=.685) for focusing on teaching and learning,(F=1.752,sig=.157) for developing self and others,(F=1.033, sig=.379) for building connections, and (F=1.975, sig=.118) with the overall result of (F= .929,sig=.531) on the difference in terms of age. The assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools revealed no significant differences across all variables when grouped according to age. This implied that regardless of age, the teacher-respondents had comparable assessments of how the administrators of the selected junior high schools carried out their managerial competence. The null hypothesis was accepted at a 5% level of significance. The findings were consistent with those of a study by Roberto, Johnny, and Madrigal, D.V. (2019), Aquino, C. et al., (2021), and Sultan, F. et.al., (2022) which found that there was no significant difference in teaching standards competence and performance when teachers were grouped by age, sex, educational attainment, marital status, and employment status.

Table 14 Difference in the Assessment of Teachers on the Level of Managerial Competence according to Educational Attainment

Variables	Educational Attainment	Mean	F-value	sig	Decision Ho	Interpret
Leading	Doctorate	3.22	.443	.642	Accept	Not

Strategically	Masters	3.21				Significant
	Bachelor	3.18				
Managing School Operations and Resources	Doctorate	3.22	.505	.604	Accept	Not Significant
	Masters	3.20				
	Bachelor	3.19				
Focusing on Teaching and Learning	Doctorate	3.21	.226	.798	Accept	Not Significant
	Masters	3.22				
	Bachelor	3.19				
Developing Self and Others	Doctorate	3.22	.271	.763	Accept	Not Significant
	Masters	3.21				
	Bachelor	3.18				
Building Connections	Doctorate	3.22	.402	.670	Accept	Not Significant
	Masters	3.23				
	Bachelor	3.20				
Plus Factor	Doctorate	3.22	.339	.713	Accept	Not Significant
	Masters	3.21				
	Bachelor	3.20				
Overall			.364	.698	Accept	Not Significant

Table 14 displays the difference in the assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools in terms of educational attainment. Using ANOVA or F-Test, as seen in the table, the computed F values are (F= .443, sig=.642) for leading strategically,(F=.565,sig=.604) for managing school operations and resources, (F=.226, sig=.798) for focusing on teaching and learning,(F=.271,sig=.763) for developing self and others,(F=.402,sig=.670) for building connections, and (F=.339,sig=.713) for plus factor. The overall computed F-value result is F=.364, sig.698 on the difference in the assessment of teacher-respondents on the level of managerial competence of the administrators of selected junior high schools and revealed no significant differences across all variables when grouped according to educational attainment. This implied that irrespective of educational attainment, the teacher-respondents had equivalent assessments of how the administrators of the selected junior high schools carried out their managerial competence. The null hypothesis was accepted at a 5% level of significance.The study is parallel to the study of Roberto, Madrigal, D.V. et al., (2019). Aquino. et al., (2021) that gender, marital status, level of education, and employment position are not factors influencing teachers 'performance.

Table 15 Difference in the Assessment of Teachers on the Level of Managerial Competence according to Teaching Position

Variables	Teaching Position	Mean	F-value	sig	Decision Ho	Interpret
Leading Strategically	Teacher I-III	3.75	1.772	.172	Accept	Not Significant
	Master Teacher I-IV	3.77				
	Head Teacher I-VI	3.74				
Managing School Operations and Resources	Teacher I-III	3.76	1.941	.146	Accept	Not Significant
	Master Teacher I-IV	3.78				
	Head Teacher I-VI	3.72				
Focusing on Teaching and Learning	Teacher I-III	3.73	3.316	.038	Reject	Significant
	Master Teacher I-IV	3.25				
	Head Teacher I-VI	4.00				
Developing Self and Others	Teacher I-III	3.75	2.300	.103	Accept	Not Significant
	Master Teacher I-IV	3.70				
	Head Teacher I-VI	3.76				
Building Connections	Teacher I-III	3.73	1.726	.180	Accept	Not Significant
	Master Teacher I-IV	3.72				
	Head Teacher I-VI	3.70				
Plus Factor	Teacher I-III	3.70	1.566	.211	Accept	Not Significant
	Master Teacher I-IV	3.71				
	Head Teacher I-	3.72				

	VI					
Overall			2.104	.142	Accept	Not Significant

Presented in Table 15 is the difference in the assessment of teachers on the level of managerial competence according to the teaching position. Using ANOVA or F-test the computed F values can be gleaned on the table with (F-1.772, sig=.172) for leading strategically, (F=1.941,sig=.146) for managing schools operation and resources, (F=3.316, sig=.038) for focusing on teaching and learning,(F=2.300,sig=.103) for developing self and others,(F=1.726,sig=.180) for building connections, and (F= 1.566,sig=.211) for plus factor. The only variable of the managerial competence of the selected administrators in junior high schools that revealed a significant result was apparent by focusing on teaching and learning. This implied the different perceptions of teacher respondents irrespective of teaching positions. On the other hand, the rest of the variables did not show any significant differences. This means that the respondents answers have more emphasis on teaching and learning regardless of their position which is parallel to Mislang-Sison, D., & Junio, A. (2019) that principals function as instructional leaders must focus on teaching and learning and to support teachers by providing them with a scheme of work, lesson plans, and lesson notes. Doing so will help to raise teacher performance.

Table 16 Difference in the Assessment of Teachers on the Level of Managerial Competence according to Length of Years in Service

Variables	Length of Years in Service	Mean	F-value	sig	Decision Ho	Interpret
Leading Strategically	0-3 years	3.66	1.874	.086	Accept	Not Significant
	4-6 years	3.69				
	7-9 years	3.70				
	10-12 years	3.71				
	13-15 years	3.67				
	16-18 years	3.68				
Managing School Operations and Resources	0-3 years	3.65	1.132	.344	Accept	Not Significant
	4-6 years	3.68				
	7-9 years	3.69				
	10-12 years	3.70				
	13-15 years	3.66				
	16-18 years	3.67				

Focusing on Teaching and Learning	0-3 years	3.67	1.238	.287	Accept	Not Significant
	4-6 years	3.69				
	7-9 years	3.71				
	10-12 years	3.70				
	13-15 years	3.69				
	16-18 years	3.68				
Developing Self and Others	0-3 years	3.67	1.910	.080	Accept	Not Significant
	4-6 years	3.69				
	7-9 years	3.70				
	10-12 years	3.71				
	13-15 years	3.68				
	16-18 years	3.66				
Building Connections	0-3 years	3.77	2.280	.037	Reject	Significant
	4-6 years	3.73				
	7-9 years	3.67				
	10-12 years	3.64				
	13-15 years	3.28				
	16-18 years	3.50				
Plus Factor	0-3 years	3.66	1.001	.426	Accept	Not Significant
	4-6 years	3.69				
	7-9 years	3.70				
	10-12 years	3.71				
	13-15 years	3.67				
	16-18 years	3.68				
Overall			1.573	.210	Accept	Not Significant

Table 16 presents the difference in the assessment of teachers on the level of managerial competence according to the length of years in service. Using ANOVA or F-test, as seen in the table the computed F-test are (F=1.874,sig=.086) for leading strategically, (F=1.132,sig=.344) for managing schools operations and resources, (F=1.238,sig=.287) for focusing on teaching and learning, (F=1.910,sig=.080)

for developing self and others, (F=2.280, sig=.037) for building connections, and (F=1.001,sig=.426) for plus factor. The overall F =1.573, sig=.210) which means that the null hypothesis is accepted. On the other hand, the only variable of the managerial competence of the selected administrators in junior high schools that revealed a significant result was evident by building connections. This implied the different perceptions of teacher respondents regardless of the length of years of service. On the other hand, the rest of the variables did not show any significant differences. This is congruent to the study of Regaṅon, A (2023) and Aquino, C. et al., (2021) that when respondents were divided by sex, age, civil status, length of service, and educational level, there were no appreciable differences in the leadership and managing abilities of administrators.

- Significant relationship between the managerial behavioral functions and the level of managerial competence of the administrators (OIC).

Table 17 Relationships between the Managerial Behavioral Functions and the Level of Managerial Competence of the Officers-in-Charge in selected Junior High Schools

Managerial Behavioral Functions	Statistical Treatment	Managerial Competence					
		Leading Strategically	Managing School Operations & Resources	Focusing on Teaching & Learning	Developing Self & Others	Building Connections	Plus Factor
Frame of the School Goals	Pearson r	.661**	.688**	.661**	.649**	.593**	.499**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Communicate the School Goals	Pearson r	.634**	.695**	.631**	.684**	.603**	.534**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Instructional Resource Provider	Pearson r	.638**	.652**	.672**	.665**	.607**	.564**
	sig	.000	.000	.000	.000	.000	.000

	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Maintaining Visible Presence	Pearson r	.590**	.633**	.669**	.668**	.643**	.499**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Professional Development	Pearson r	.664**	.648**	.662**	.724**	.641**	.558**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Maximizing Instructional Time	Pearson r	.663**	.708**	.659**	.720**	.663**	.546**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Monitoring Students' Progress	Pearson r	.674**	.673**	.659**	.685**	.616**	.534**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S
Feedback on Teaching and Learning	Pearson r	.597**	.659**	.654**	.710**	.677**	.499**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject

	Interpret	S	S	S	S	S	S
Curriculum Implementer	Pearson r	.677**	.724**	.782**	.773**	.677**	.500**
	sig	.000	.000	.000	.000	.000	.000
	Decision Ho	Reject	Reject	Reject	Reject	Reject	Reject
	Interpret	S	S	S	S	S	S

**Correlation is significant at the .01 level (2-tailed). S means Significant

Using a Pearson r as depicted in Table 17, the relationships between the managerial behavioral functions and the level of managerial competence of the officers-in-charge of selected junior high schools yielded significant findings with each pair of variables. As can be seen from the data table the Pearson r correlation from behavioral functions versus managerial competence of officer in charge are as follows: Comparing the r- value, start from frame of the school goals to Leading strategically(r= .661**,sig=0.000)to managing school operations and resources (r=688**,sig=0.000)to focusing on teaching and learning(r=.661,sig=0.000) to developing self and others (r=.649**,sig=0.000) to building connections(r=.593**,sig=0.000) to plus factor (r=.499**,sig=0.000) ,the null hypothesis is rejected at1% level of significance , therefore it is significant. School goals, leadership activities, and other characteristics of school functioning have strong positive relationships, indicating that when one improves, the others are likely to follow suit. The claim that there is a meaningful and statistically significant relationship between the variables is strengthened by the rejection of the null hypothesis at the 1% significance level. The research presented here lends credence to the notion that concentrating on school objectives and employing efficient leadership techniques is linked to favorable results in terms of overseeing school operations, instructing, and learning, developing professional relationships, and creating a general "plus factor."

In terms of communicate the school goals versus leading strategically the r values are (r= .634**sig=.000) to managing school operations and resources (r=.695**,sig=0.000) to focusing on teaching and learning(r=.631**,sig=0.000) to developing self and others (r=.684**,sig=0.000) to building connections (r=.603**,sig=0.000) to plus factor(r=.534**,sig= 0.000),signifies that it is rejected and significant. The consistently high positive correlations across these variables suggest a strong interconnection between effective communication of school goals, strategic leadership, operational management, teaching and learning focus, professional development, relationship-building, and the overall positive impact ("plus factor") in the school setting. The rejection of the null hypothesis and the high statistical significance (low p-values) strengthen the evidence that these correlations are not likely due to random chance. Educational leaders may use this information to inform their strategic planning, emphasizing the importance of effective communication of school goals and its cascading positive effects on various aspects of school functioning. Ongoing efforts to enhance communication strategies and strategic leadership may contribute to a more cohesive and effective school environment.

For instructional resource provider to leading strategically the Pearson r values are (r=.638**, sig=.000) to managing school operations and resources(r=.652**,sig.000),to focusing on teaching and learning(r=.672**,sig=.000) to developing self and others(r=.665**sig= 000) to building

connections(r=.607**sig=.000) ,and to plus factor (r=564**,sig=.000) respectively which signifies that is rejected and significant. The consistently high positive correlations across these variables suggest that effective instructional resource provision is closely tied to strategic leadership, operational management, teaching and learning focus, professional development, relationship-building, and the overall positive impact ("plus factor") in the school setting. The rejection of the null hypothesis and the high statistical significance (low p-values) strengthen the evidence that these correlations are not likely due to random chance. Instructional resource providers, recognizing their impact on these critical aspects of school functioning, may consider aligning their strategies with broader school goals and leadership initiatives. Collaboration and communication between instructional resource providers and school leaders are essential, as these correlations indicate interconnectedness between instructional support and overall school success.

For maintaining visible presence as compared to leading strategically (r= .590**, sig=.000) to managing school operations and resources (r=.633**,sig=.000) to focusing on teaching and learning(r=.669**,sig=.000) to developing self and others(r=.668**,sig=.000) to building connections (r=.643**,sig=.000) and to plus factor (r=.499**,sig=.000) indicating that is rejected and significant also.

For professional development as compared to leading strategically (r=.664**,sig=.000)to managing operations and resources(r=.648**,sig=.000) to focusing on teaching and learning(r=.662**,sig=.000) to developing self and others(r=.724**,sig=.000) to building connections(r=.641**,sig=.000) ,and to plus factor (r=.558**, sig=.000) and based on that data it is rejected and significant. The consistently high positive correlations across these variables suggest that maintaining a visible presence is closely tied to strategic leadership, operational management, teaching and learning focus, professional development, relationship-building, and the overall positive impact ("plus factor") in the school setting. The rejection of the null hypothesis and the high statistical significance (low p-values) strengthen the evidence that these correlations are not likely due to random chance. Leaders who maintain a visible presence may have a positive influence on various aspects of school functioning, and this visibility may contribute to effective leadership practices. It's important for school leaders to recognize the impact of their visibility and consider strategies to maintain an active and engaged presence in the school community.

For maximizing instructional time compared to leading strategically (r=.663**,sig=.000) to managing school operations and resources(r=.708**,sig=.000) to focusing on teaching and learning(r=.659**,sig=.000) to developing self and others(r=.720**,sig=.000) to building connections (r=.663**,sig=.000),and to plus factor(r=.546**,sig=.000) and that data described as rejected and significant . The consistently high positive correlations across these variables suggest that maximizing instructional time is closely tied to strategic leadership, operational management, teaching and learning focus, professional development, relationship-building, and the overall positive impact ("plus factor") in the school setting. The rejection of the null hypothesis and the high statistical significance (low p-values) strengthen the evidence that these correlations are not likely due to random chance. Leaders who prioritize and maximize instructional time may have a positive influence on various aspects of school functioning, leading to improved strategic leadership, efficient operations, and positive outcomes in teaching and learning. This information supports the idea that time management and strategic decision-making in instructional activities contribute significantly to overall school success.

For monitoring students' progress compared to leading strategically (r=.674**,sig=.000) to managing school operations and resources(r=.673**,sig=.000) to focusing on teaching and learning(r=.659**,sig=.000) to developing self and others(r=.685**,sig=.000) to building

connections(r=.616**,sig=.000) , and to plus factor(r=.534**,sig=.000) which signifies that is rejected and significant. A positive correlation of 0.674 suggests that as the emphasis on monitoring students' progress increases, there is a tendency for strategic leadership to also increase. The low p-value (sig=0.000) indicates high statistical significance, suggesting that this correlation is not likely due to random chance. A positive correlation of 0.673 suggests that as strategic leadership increases, effective management of school operations and resources also tends to increase. The low p-value (sig=0.000) indicates high statistical significance. A positive correlation of 0.659 suggests that as effective management of school operations and resources increases, there is a tendency for a focus on teaching and learning to also increase. The low p-value (sig=0.000) indicates high statistical significance. A positive correlation of 0.685 suggests that as a focus on teaching and learning increases, there is a tendency for efforts in developing oneself and others to also increase. A positive correlation of 0.616 suggests that as efforts in developing oneself and others increase, there is a tendency to build connections. The low p-value (sig=0.000) indicates high statistical significance. A positive correlation of 0.534 suggests that as building connections increases, there is a tendency for the overall "plus factor" to increase. Educational leaders who prioritize and invest in monitoring students' progress may positively influence various aspects of school functioning, leading to improved strategic leadership, efficient operations, and positive outcomes in teaching and learning.

For feedback on teaching and learning compared to leading strategically (r=.597** ,sig=.000) to managing school operations and resources (r=.659**,sig=.000) to focusing on teaching and learning (r=.654**,sig=.000) to developing self and others (r=.710**,sig=.000) to building connections (r=.677**,sig=.000),and to plus factor (r= .499**,sig=.000) .The decision is rejected based on the data gathered and significant . The rejection of the null hypothesis and the high statistical significance (low p-values) strengthen the evidence that these correlations are not likely due to random chance. Educational leaders who actively provide feedback on teaching and learning may positively influence various aspects of school functioning, leading to improved strategic leadership, efficient operations, and positive outcomes in teaching and learning.

Lastly, for curriculum implementer as compared to leading strategically (r=.677**, sig=.000) to managing school operations and resources(r=.724**,sig=.000) to developing self and other(r=.782**,sig=.000) to focusing on teaching and learning(r=.773**,sig=.000) to developing self and others(r=.677**,sig=.000) and to plus factor (r=.500**, sig=.000). Based on the data gathered, it is rejected and interpreted as significant. The high positive correlations across these variables suggest that providing feedback on teaching and learning is closely tied to strategic leadership, operational management, teaching and learning focus, professional development, relationship-building, and the overall positive impact ("plus factor") in the school setting.

Overall, the null hypothesis was rejected at a 1% level of significance. The degree of correlations seemed to be moderate to high. This implied that behavioral functions greatly affect the level of managerial competence of the officers in charge of the selected junior high schools. The rejection of the null hypothesis at a 1% significance level suggests that the observed results are highly unlikely to have occurred by chance alone. In other words, there is strong evidence against the null hypothesis. The term "moderate to high" indicates a meaningful and significant relationship between the variables. The implication is that the behavioral functions (presumably the behaviors or actions of individuals in managerial roles) have a substantial impact on the level of managerial competence. This could include how well these officers perform their managerial duties and responsibilities. Furthermore, the findings

suggest that understanding and possibly modifying behavioral functions could contribute to enhancing the managerial competence of officers in junior high schools. This has practical implications for training, leadership development, and management practices in educational settings.

The results are parallel to Vekemen, et al. (2018 and 2019) and Valmores, C. (2021) there is a significant effect between the school heads‟ managerial and instructional leadership skills and the schools‟ performance. All school heads play a vital role in the development and progress of the institution. Excellent management and instructional leadership skills are good indicators to the teachers‟ performance according to some studies and literature. It asserts that school heads and principals take the lead in enhancing the culture and atmosphere of their institutions by ensuring that the school community upholds a high standard of excellence. This entails encouraging professional growth, retaining visibility, monitoring the progress of teachers and learners, and managerial responsibilities like communicating to school goals, implementing the curriculum religiously and providing and supervising instructional time in the classroom. More so, as mentioned in the study of Khurram. et al. (2022), that (Fullan, 2002), school heads can play a role in the development of teachers' knowledge and skills through their leadership qualities like Communication Skills, Decision Making, Time Management, and Commitment. And Owan and Agunwa (2019), found that teachers' work performance in terms of instruction delivery and attendance is significantly influenced by the supervisory, leadership, and communication skills of their principals.

Based on the results of the study, although the officers- in -charge display managerial competence leadership competencies, they still need to commit to further enhance their responsibilities, and functions as school head, therefore, a training program model may be proposed for aspiring school leaders to enhance their managerial competence and possibly passed in the National Qualifying Examination for School Head.

4. Discussion

A. Summary of Findings

Following are the summary of findings obtained through the conduct of this study including the conclusions and recommendations formulated by the research.

- In the pursuit of understanding the managerial behavioral function and competence of administrators, a comprehensive survey of the teacher respondents was undertaken. This research sought to unravel key insights, patterns, and correlations within the collected data. The ensuing summary encapsulates the salient findings derived from meticulous analysis, shedding light on the teacher respondents on the administrators.
- Based on the findings of the study, the study reveals a predominant demographic of respondents within the age bracket of 26-35, largely comprised of female teachers holding positions in the Teacher I – III categories. A minority of participants held higher-ranking positions as Master Teachers and Head Teachers, boasting an average tenure of 4 to 6 years, representing 32% or 74 teachers. The educational attainment of the majority was at the bachelor's degree level, with only a small percentage having achieved a Doctorate Degree. These findings provide valuable insights into the profile of educators within the surveyed population and underscore the diversity in experience and academic qualifications among them. The comprehensive profile of the educators within the surveyed population, offering insights into their age, gender, teaching positions, tenure, and educational background. The diversity in experience and academic qualifications among the

participants suggests that the study population is heterogeneous, with educators at different stages of their careers and possessing varying levels of educational achievement.

- Behavioral functions collectively contribute to the effective leadership and management of a school, fostering an environment conducive to student success and community engagement. The role of a school head is dynamic and requires a diverse set of skills to navigate the complexities of the educational landscape. Based on the findings it is stated that these functions could encompass a range of responsibilities related to school management, leadership, and interaction with teachers and students. The top-ranked variable is the "curriculum implementer," followed by "maximizing instructional time," "feedback on teaching and learning," "maintaining a visible presence," and "professional development. “The curriculum implementer" is ranked highest, indicating that people value the successful implementation of the curriculum above all other behavioral roles. Ensuring the successful delivery and implementation of the educational curriculum in the classroom setting may fall under this category. Other factors like "maximizing instructional time," "feedback on teaching and learning," "maintaining a visible presence," and "professional development" are also highly regarded, coming in behind the curriculum implementer. This suggests that these roles are thought to be crucial to the efficient operation of junior high school administrators.
- Based on this evaluation, the selected junior high school administrators consistently manifest their behavioral functions, with a particular emphasis on curriculum implementation and other key priorities. However, there may be room for improvement or a perceived lower emphasis on the provision of instructional resources.

B. Conclusions

- The majority of participants fall within the age range associated with Generation Y, commonly known as Millennial, known for their positive outlook and creative decision-making. Additionally, a significant portion of the respondents were identified as female and married. In terms of teaching positions, most respondents held positions in the Teacher I – III categories, suggesting that a substantial part of the surveyed group is composed of educators in the early to mid-stages of their teaching careers. Conversely, a smaller number of respondents occupied higher-ranking roles, such as Master Teachers and Head Teachers.
- The assessment of teachers on the behavioral functions of administrators in Junior High school revealed distinct patterns in their perceptions. The analysis of various behavioral function variables indicated that, according to the respondents, the curriculum implementer emerged as the highest-ranking variable, denoted as always, and interpreted as highly observed. This suggests that teachers perceive a consistent and high level of engagement by administrators in curriculum-related functions. Following closely, maximizing instructional time received the second-highest ranking followed by feedback on teaching and learning.
- Based on the assessment of teacher respondents it has a positive perception of managerial competence: The fact that teacher respondents consistently reported that administrators always manifested managerial competence is a positive indicator. It suggests a general satisfaction and confidence in the leadership's ability to effectively manage and oversee the operations of the selected junior high schools.

  Effective management of operations and resources: The recognition of managerial competence in areas such as managing school operations and resources indicates efficient organizational leadership.

This can have positive implications for the overall functioning of the school, including resource allocation and operational effectiveness.

Potential Area for Improvement - Plus Factor: The lowest rank attributed to the "plus factor" suggests that there may be aspects or qualities perceived as lacking or not clearly defined in the administrators' performance. Further investigation into what constitutes this "plus factor" could provide valuable insights for improvement.

- In addition, the result suggests an overall positive perception of the administrators' managerial competence, with specific strengths in teaching and learning, development, building connections, and operational management. However, the identification of a lower ranking in the "plus factor" highlights an area for potential improvement and warrants further exploration. Overall, these insights can guide future efforts to enhance leadership effectiveness and contribute to a more holistic and supportive educational environment.
- There were no significant differences in the behavioral functions across all variables when grouped according to their demographic profile. Overall, the null hypothesis was accepted. This indicates that, when grouping the data according to demographic profiles (such as age, gender, education, etc.), there were no statistically significant differences observed in the behavioral functions. In other words, the variations in behavior across different demographic groups were not considered meaningful or noteworthy based on the statistical analysis. Null hypothesis was accepted which means that any observed differences or effects are likely due to random chance rather than a meaningful relationship.
- There were no significant differences in managerial competence across all variables when grouped according to their demographic profile, therefore, the null hypothesis was accepted. The results of the study support the theory that any observed variations are probably the consequence of chance rather than systematic differences linked with demographics, as the study was unable to identify any significant differences in managerial ability based on demographic profiles. Practically speaking, it indicates that managerial effectiveness and skills are generally consistent across various demographic groupings within the population under study if there are no appreciable variations in managerial competence depending on demographic characteristics. This finding implies that demographic characteristics might not be very good indicators of managerial skill in the environment under study, which could have an impact on hiring procedures, training initiatives, or other organizational actions.
- In terms of the relationships between the managerial behavioral functions and the level of managerial competence of the officers in charge of selected junior high schools yielded significant findings with each pair of variables. The degree of correlations seemed to be moderate to high. This implied that behavioral functions greatly affect the level of managerial competence of the officers in charge of the selected junior high schools. Therefore, it has a meaningful and statistically significant relationship between the managerial behavioral functions and the level of managerial competence among administrators of selected junior high schools. The nature of this relationship is such that the behavioral functions play a significant role in influencing the overall competence of these administrators in fulfilling their managerial roles. The observed moderate to high degree of correlations between these variables indicates a robust and meaningful connection. Importantly, these findings strongly suggest that the behavioral functions undertaken by the administrators have a substantial impact on their overall managerial competence.

C. Recommendations

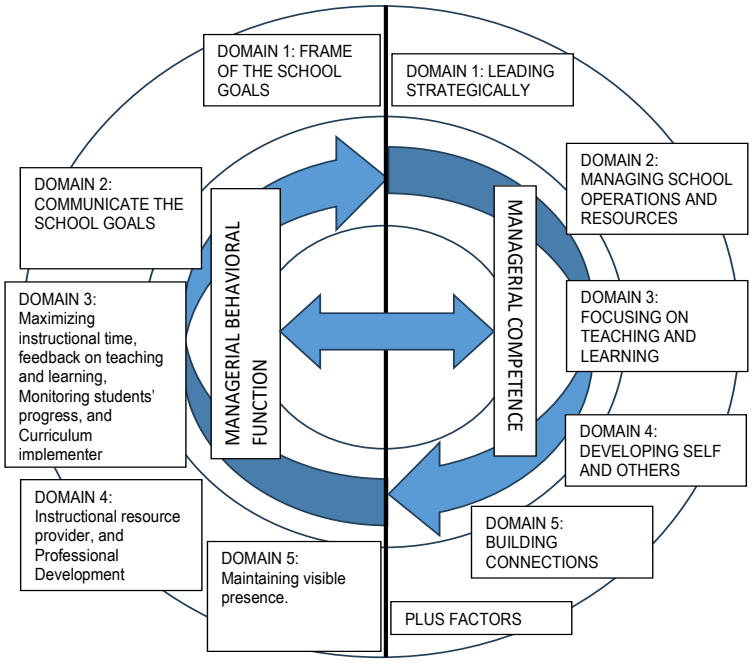
Based on the result of the study on managerial behavioral functions and competence of school heads, we have identified several key recommendations for improving the effectiveness of school leadership. These recommendations are designed to enhance the managerial competence of school principals and, by extension, contribute to the overall success of educational institutions:

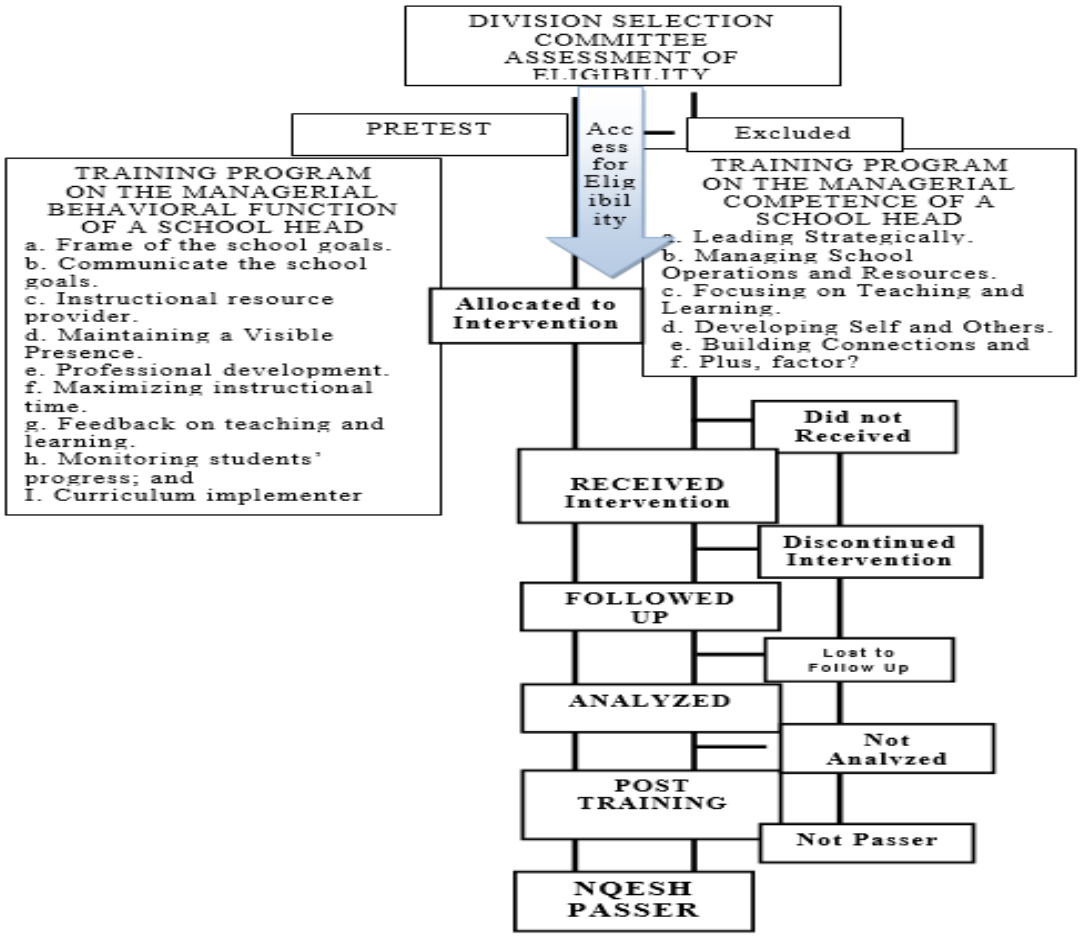
- While these results are valuable, they also raise questions. For example, it would be useful to investigate why these specific pairs (teachers vs. master teachers and master teachers vs. head teachers) yielded significant differences. Further research may delve into the specific aspects or criteria that led to these distinctions in perceptions.
- Encourage school administrators to attend leadership training/seminars, conferences, and training sessions to consistently hone their management abilities and stay current with best practices.
- Another, while this study provided valuable insights, more research could be conducted to understand why certain aspects of officers' functions led to significant differences in perceptions. It could involve exploring the specific factors, communication strategies, or professional development approaches that influence these perceptions.
- Based on the result that professional development at the lowest mean, there is a need for mentoring programs on leadership to help new or less experienced leaders by providing guidance and assistance from experienced school principals and also to refresh their mind on the competencies making them passed in the minds national qualifying examinations for school heads.
- Intensify peer cooperation and networking among school leaders so they can exchange knowledge and best practices and create a culture of ongoing learning and development.
- Since there is a significant effect on the managerial competence of school heads with their behavioral functions, a training program model could be conducted to further enhance their managerial competence and perform their functions well. A further review and revise the school's vision and mission frequently to reflect shifting priorities in curriculum, research, professional development, and local needs.
- If understanding differences in perceptions among teachers is a critical goal, future researchers might consider investigating other variables or conducting more in-depth analyses.

These recommendations are designed to address the findings of the research and help schools and educational authorities improve the competence of school heads in their managerial functions. By implementing these strategies, educational institutions can promote better leadership and contribute to enhance student outcomes and overall school success.

International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

MANAGERIAL BEHAVIORAL FUNCTIONS AND COMPETENCE OF ADMINISTRATORS AMONG SELECTED JUNIOR HIGH SCHOOLS IN BACOOR CITY: BASIS FOR TRAINING PROGRAM MODEL





ACKNOWLEDGEMENT

I want to express my deepest gratitude and appreciation to all those who have supported and contributed to successfully completing this dissertation research. This journey would not have been possible without their invaluable assistance and encouragement.

First and foremost, I extend my heartfelt thanks to my dissertation adviser, Dr. Norita E. Manly, for her unwavering guidance, expertise, and patience throughout this research endeavour. Her insightful feedback and constructive criticism have been instrumental in shaping this work into its final form.

I am also indebted to the chairman of the panel Dr. Lino Reynoso for his constructive suggestions for the improvement of the study. To the members of my dissertation committees, Dr. Sharon Ricamora, Dr. Luvimi Casihan, Dr. Erna Lahoz, and Dr. Juzy Saguil, for their valuable time, invaluable feedback, and suggestions that have significantly enriched the quality of this study.

Furthermore, I extend my appreciation to my school head Dr. Teodoro A. Gloriani, for his pieces of advice and for allowing me to conduct my study, to all administrators of junior high schools in Bacoor City, to our Schools Division Superintendent, Dr. Babylyn M. Pambid for approving my study to conduct in Bacoor City and to all the teacher respondents of this research for generously providing their time and insights, without them this study would not have been possible. Their contributions have added depth and meaning to this dissertation.

I am also grateful to my colleagues and friends for their support, encouragement, and intellectual discussions that have been instrumental in refining my ideas and motivating me to persevere during challenging times.

I must acknowledge Emilio Aguinaldo College for providing the necessary resources and facilities that enabled the smooth execution of this research. A special note of thanks is tendered to the Dean Dr. Lino Reynoso, an inspiration as he heartily provides quality services to the institution.

Finally, I want to thank my family for their unconditional love, understanding, and constant encouragement throughout this journey. Their unwavering support has been the driving force behind my academic pursuits.

Above all, to our Almighty God, His unwavering presence and guidance throughout this research journey. His blessings, grace, and divine wisdom have been my constant source of strength and inspiration.

I am deeply indebted to all the individuals and institutions mentioned above for their assistance and contribution to this dissertation. Their support has been invaluable, and this work would not have reached its completion without them.

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