MANAGEMENT COMPETENCIES AND ORGANIZATIONAL EXCELLENCE OF PUBLIC SECONDARY SCHOOLS OF PANABO CITY DIVISION

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ABSTRACT

The study explored the relationship between management competencies of school heads and organizational excellence. This claim was substantiated. However, this had never been explored specifically in the local setting. With this, the study determined the extent of management competencies of school heads and organizational in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of management competencies of school heads that significantly influenced organizational excellence. With the use of probability sampling, 150 secondary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive management competencies of school heads and an extensive organizational excellence. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of management competencies of school heads were found to have significantly influenced organizational excellence. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to help the school heads in strengthening their management competencies to ensure the attainment of organizational excellence.

KEYWORDS: *Management competencies, organizational excellence, descriptive correlation, Panabo City Division, Philippines*

INTRODUCTION

Organizational excellence is defined as the ongoing efforts to establish an internal framework of standards and processes intended to engage and motivate employees to deliver products and services that fulfill customer requirements within business expectations. It is the achievement by an organization of consistent superior performance—for example, outputs that exceed meeting objectives, needs, or expectations (American Society for Quality, 2023). Organizational Excellence requires the Department of Education (DepED) to employ strategies for its continuous improvement to better serve its stakeholders as a learner-centered public institution. Guided by this long-term vision, it is the team's vision for DepED by 2022 to become a modern, professional, pro-active, nimble, trusted and nurturing institution delivering quality, accessible, relevant and liberating K to 12 Education enabling the learners to be nation-loving, resilient and competent lifelong learners (Nayra, 2019). However, schools are always tested with circumstances delaying its mission to attain organizational excellence.

Organizational excellence at school focuses on performance of the school as a whole. In US, many schools serving African Americans (and Latinos and low-income students) have not been very good. Some are still failing. On average, African Americans, Latinos, and low-income students are still years behind white, Asian, and affluent peers. They are graduating high school in higher numbers than before, but they are not making much progress in college completion (Petrilli, 2016). Education has degraded due to multiple reasons like lack of proper infrastructure, poor pedagogy skills, lack of trained teachers, using theoretical approaches in imparting knowledge, and poor assessment/evaluation of the child's learning (Varthana, 2022).

In the Philippines, despite the promising goals set by the Philippine government, several issues have spurred with the reform's implementation. For instance, it has been found that there are misalignments between established learning pedagogies with the expected outcomes of the K to 12 curriculum guidelines of the Philippines. Likewise, Trance and Trance (2019) revealed a mismatch between the perceptions of teachers and students with the set expectations of the K to 12 curriculum in the country. Moreover, Relucio and Palaoag (2018) found an overall negative response between multiple K to 12 curriculum stakeholders (teachers, students, and parents) regarding the implementation of the K to 12 curriculum in the Philippines. These drawbacks suggest the that performance of the school in the implementation of the K to 12 curriculum is unimpressive. This questions the excellence status of the school.

In the Division of Panabo City, it was observed that the organizational excellence of schools had been tested by several factors. Schools often faced challenges due to insufficient funding, inadequate staffing, outdated technology, and lack of necessary infrastructure, hindering their ability to function at peak performance. More so, insufficient training opportunities for staff impeded growth and innovation, affecting the overall competence and performance of the organization. Also, poor or ineffective leadership demotivated staff, reduced morale, and created a disorganized work environment, ultimately impacting the school's overall performance.

However, it was important to note that the assessment of organizational excellence of schools in the Division of Panabo City had primarily relied on observations and had not been comprehensively investigated through research. Consequently, this study was driven by the desire to delve into the organizational excellence of public secondary schools within the context of school heads' management competencies. Additionally, it examined the correlations between the variables in question and the facets of management competencies that exert a significant influence on organizational excellence among schools.

In the course of this academic pursuit, the researcher aspired to offer valuable insights to policymakers, aiding them in the formulation of policies, programs, interventions, projects, and activities geared towards enhancing both management competencies of school heads and the organizational excellence of schools. Furthermore, this research journey was designed to be beneficial to the broader school community. Additionally, the researcher would present this study in international fora and publish it in a Scopus-Indexed journal.

METHODOLOGY
Research Design
This study was a quantitative research approach utilizing the descriptive correlational approach. Quantitative research is a way to learn about a particular group of people, known as a sample population. Using scientific inquiry, quantitative research relies on data that are observed or measured to examine questions about the sample population. It is used by social scientists, including communication researchers, to observe phenomena or occurrences affecting individuals. The purpose of quantitative research is to generate knowledge and create understanding about the social world (Allen, 2017). Moreover, a descriptive correlation study is a study in which the researcher is primarily interested in describing the relationships between variables without attempting to establish a causal relationship (Noah, 2021).

Meanwhile, in descriptive research, the researcher does not manipulate the variables in the study. It simply intends to describe the nature of the involved variables (Fox, 2007; Korrapati, 2016). On the other hand, correlational research design explores and measures the relationship between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship.

This study was considered as quantitative since it depended on the numerical data when analyzing and interpreting the data. It was descriptive since its purpose was to determine the extent of management competencies and organizational excellence. In addition, this academic pursuit was correlational since its purpose was to measure the connection between management competencies and organizational excellence of public secondary schools in Panabo City Division.

Respondents and Sampling

This study catered the 150 public secondary teachers in the Division of Panabo City. It was claimed that for simple regression analysis, it needed at least 50 samples and generally 100 samples for most research situations (Hair et al., 2018). Hence, the 150 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division was chosen randomly. In the context of the study, all secondary teachers from the public schools in Panabo City Division were considered.

In the inclusion and exclusion criteria, secondary teachers with 2 years teaching experience were chosen in this endeavor since their 2 years stay in the public school would help them to assess the management competencies of their school heads and organizational excellence. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

Research Instruments

As to the form of gathering data, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set was focusing on management competencies of school heads while the second set was about the organizational excellence.

Management Competencies. The management competencies questionnaire was adapted from Neumann and Neumann (1999). This tool had 15 statements. Of which 5 items were intended for each indicator, namely: visionary excellence, focused excellence, and strategic implementation. The alpha coefficient for the 15 items was .74 suggesting that the items have relatively high internal consistency.

Organizational Excellence. The organizational excellence questionnaire was adapted from Al-frijawy (2023). The instrument consisted of 12 items. It had the following indicators, namely: subordinate excellence (1-4), structure characterization (1-4), and strategic excellence (1-4). The questionnaire was subjected to a pilot testing having a result of .73 suggesting that the items have relatively high internal consistency.

The instrument in this study was contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

Weighted Mean. This was used to measure the extent of management competencies of school heads and organizational excellence.

Pearson r. This was utilized to determine the relationships between management competencies of school heads and organizational excellence.
Regression Analysis. This was used to assess the significant influence of management competencies of school heads on organizational excellence.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

Findings

The main focus of the study was to determine the significance of the relationship between management competencies of school heads and organizational excellence in public secondary schools. The study was conducted in the selected secondary schools in Panabo City Division. There were one hundred fifty (150) secondary teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The extent of management competencies of school heads is extensive which means that management competencies of school heads is oftentimes evident. Descriptively labeled as "extensive," this suggests that management competencies of school heads are frequently observable, highlighting their significant role in shaping the overall effectiveness and success of institutions.

Meanwhile, the extent of organizational excellence is extensive which means that it is oftentimes evident. Described as "extensive," this indicates that organizational excellence is frequently observable, underscoring its significant impact on the overall functioning and success of the organization.

It was found out that there is a significant relationship between management competencies of school heads and organizational excellence. The hypothesis of no significant relationship between management competencies of school heads and organizational excellence was rejected. This underscores the importance of effective leadership in driving organizational success within educational institutions, as demonstrated by the correlation between management competencies and organizational excellence.

More so, it was revealed that all the domains of management competencies of school heads significantly influence organizational excellence. The findings highlight the comprehensive impact of management competencies of school heads on organizational excellence. This underscores the collective influence of various leadership skills and attributes in driving organizational success within educational institutions, emphasizing the importance of cultivating strong management competencies across all domains.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The extent of management competencies of school heads means that it is oftentimes evident in the school. In fact, all dimensions are oftentimes evident from the school heads, namely, visionary analysis, focused excellence, and strategic implementation.

Meanwhile, the extent of organizational excellence is oftentimes evident. Apparently, all indicators are found to be oftentimes evident specifically on subordinate excellence, structure's characterization, and strategic excellence.

Based on the findings, management competencies of school heads and organizational excellence are related. All domains of management competencies of school heads are linked to the organizational excellence.

Also, management competencies of school heads significantly influenced organizational excellence. In fact, all domains of management competencies namely, visionary analysis, focused excellence, and strategic implementation significantly influence organizational excellence by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the three domains of management competencies, the organizational excellence will also increase.

The Strategic Leadership model by Hosmer (1982) confirmed the crucial link between management competencies and organizational excellence. According to Rowe (2001), strategic leaders are responsible for shaping the organizational structure, distributing resources, and articulating the goals or vision that the organization aims to accomplish. Darling-Hammond (2007) emphasizes that exceptional organizations require exceptional leaders to lead their employees effectively. Furthermore, Galannes (2003) notes that outstanding leaders continuously seek the optimal approach to guide their followers towards their desired destinations.

Recommendations

The following suggestions were offered based on the conclusions of the study:

DepEd officials may prioritize initiatives aimed at enhancing the leadership skills and capabilities of school heads through targeted training programs, mentorship opportunities, and professional development workshops. Additionally, fostering a supportive environment that encourages collaboration, innovation, and continuous improvement among school leaders may further amplify their impact on organizational excellence. DepEd officials may facilitate the creation of high-performing educational institutions that effectively meet the needs of students, staff, and the wider community, ultimately leading to improved learning outcomes and overall organizational success.

School heads may prioritize ongoing professional development opportunities aimed at honing management skills, fostering effective communication, and promoting a culture of continuous improvement within the school community. Additionally, fostering collaboration and empowerment among staff members may further enhance the impact of management competencies on organizational excellence. By leveraging their leadership abilities and fostering a supportive and inclusive environment, school heads may effectively steer their institutions towards greater success, ultimately leading to improved student outcomes and overall organizational performance.

Teachers may actively engage with and support the initiatives led by school heads aimed at enhancing organizational effectiveness. Additionally, fostering open communication and collaboration with school leadership can help align individual efforts with broader organizational goals. They may embrace a culture of teamwork and embracing opportunities for professional growth. They may also help create a conducive learning environment that promotes student success and organizational excellence.

Future researchers may conduct qualitative research methods such as interviews and focus groups in order to provide deeper insights into the specific management practices and strategies employed by effective school leaders. Future researchers may also explore the potential moderating effects of factors such as teacher morale, parental involvement, and community support on the relationship between management competencies and organizational excellence. By employing a multifaceted approach, future researchers may contribute valuable insights to the field and inform the development of evidence-based practices aimed at enhancing leadership effectiveness and organizational success within educational institutions.

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