



Assessment of Public Secondary School Principals' Management Functions and Student Services in the Division of Romblon: Basis for a Management Handbook

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ABSTRACT

This study assessed the status of student services and the level of management functions of public secondary school principals in the Division of Romblon during the academic year 2009–2010, establishing an empirical basis for a validated school management handbook. Utilizing a descriptive-normative and correlational research design, data were gathered using a validated survey questionnaire administered to 178 stratified respondents, comprising classroom teachers, principals, education program supervisors, and students. To control for self-report bias, multi-rater perspectives were integrated and triangulated across groups. Statistical treatments included frequency counts, weighted means, one-way Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation.

Results revealed that the overall status of student services was perceived as satisfactory, with medical, dental, and sports programs rating higher, while guidance, library, safety, canteen, and spiritual outreach programs exhibited explicit operational gaps. Conversely, the level of principals' execution of operational management functions (operationalized across planning, budgeting, organizing, staffing, leading, motivating, evaluating, and rewarding) was assessed at a high degree.

Significant differences existed in respondents' perceptions across various student services and management functions. Furthermore, correlation analyses demonstrated significant relationships between administrative management functions and student service outcomes, highlighting evaluation and rewarding mechanisms as core drivers for safety, security, and library program efficacy. To bridge the gap between empirical findings and practical utility, a structured four-stage development and validation process was utilized to design a comprehensive school management handbook.

Keywords: Management Functions, Student Services, Educational Administration, Principal Leadership, Validation Process, Romblon

INTRODUCTION

School leadership plays a pivotal role in shaping the operational success of educational institutions and the holistic development of students. In the Philippine public secondary school system, school principals are tasked not only with instructional supervision but also with the effective administration of vital student support services. These services—systematically categorized in this study into health and safety, library systems, guidance and counseling, co-curricular sports, and spiritual-outreach programs—directly influence student welfare, retention, and academic achievement. Despite the crucial mandate of public school leaders, challenges persist in resource allocation, program monitoring, and administrative execution. This study investigated the relationship between public secondary school principals; management functions and the status of student services across the Division of Romblon. Because management functions; and student services represent broad structural constructs, this study established strict operational definitions to prevent conceptual overextension. Furthermore,

recognizing the limitations of single-source evaluations, data were triangulated across multiple respondent groups to ensure objective insights, providing a rigorous empirical foundation for a systematic, expert-validated management handbook.

METHODOLOGY

Research Design: This study employed a descriptive-normative and correlational research design. The descriptive component measured the current baseline extent of principals' management execution and student service implementation without presuming causality, while the correlational component examined relationships between administrative practices and service delivery outcomes.

Operational Definitions Conceptual Framework:

Management Functions were structurally bounded into classical administrative dimensions: planning, budgeting, organizing, staffing, leading, motivating, evaluating, and rewarding. Student Services were explicitly restricted to seven core operational areas: Medical and Dental Services, School Canteen Services, School Safety and Security Services, Library Programs and Services, Guidance and Counseling Services, Sports Programs, and Spiritual and Outreach Programs.

Respondents and Triangulation: A total of 178 respondents participated across the Division of Romblon. To eliminate potential self-report and social-desirability biases inherent to administrative self-assessments, evaluations were gathered via a multi-rater approach incorporating public secondary school principals, division program supervisors, classroom teachers, and students.

Research Instrument; Data Analysis: Data were collected using a validated researcher-Constructed survey questionnaire utilizing a 5-point Likert scale, with internal consistency verified via Cronbach's alpha. Data were processed using frequency distributions, weighted means, ANOVA (to test perceptual differences across stakeholder groups), and Pearson Product-Moment Correlation.

Handbook Development Process: Moving beyond raw assessment findings, the proposed Management handbook followed a rigorous four-stage developmental cycle: (1) empirical gap identification, (2) evidence-informed content drafting, (3) expert content validation via qualified educational supervisors, and (4) usability review.

RESULTS AND DISCUSSION

Status of School Student Services

The overall status of student services in the Division of Romblon was assessed as Satisfactory.

- a. **Strengths:** Medical, dental, and sports programs received very satisfactory ratings, driven by community medical missions, health activity promotions, and mandatory medical clearances for student-athletes.
- b. **Weaknesses:** Canteen operations lacked prominent display of licenses/permits and updated fire safety equipment; safety and security lacked functional alarm systems and regular guard patrols; library programs suffered from infrequent skills lessons and a shortage of full-time professional librarians; guidance programs lacked regular diagnostic testing; and spiritual/outreach programs lacked systematic behavioral tracking.

Level of Principals' Management Functions

Public secondary school principals demonstrated a high level of effectiveness across the eight administrative management functions. **Strengths:** Principals excelled at stakeholder engagement during planning, aligning budgets with Department of Education (DepEd) policies, clarifying organizational rules, securing proper



personnel appointments, and encouraging faculty participation. Weaknesses: Significant operational gaps were noted in utilizing evaluation data to set strategic priorities, presenting transparent school budgets to all stakeholders, providing structured instructional coaching, conducting continuous monitoring, and linking rewards directly to performance data.

Tests of Difference and Correlation

- a. Perceptual Differences (ANOVA): Results revealed no significant differences in perceptions regarding medical and dental services, but showed significant differences across canteen, safety, library, guidance, sports, and spiritual services, as well as across management function domains—indicating that different school stakeholders experience administrative execution from distinct vantage points.
- b. Correlation Analysis: A robust correlation was found between management functions and student services. Specifically, evaluating and rewarding functions showed moderately high correlations with safety, security, and library programs, proving that active administrative oversight and recognition directly dictate support service quality.

CONCLUSION

Public secondary school principals in the Division of Romblon exhibit strong administrative competencies. However, the rating of vital student services indicates that high managerial capability does not automatically translate to optimal student service delivery unless paired with rigorous evaluation, localized financial planning, and continuous multi-rater monitoring. Management functions directly dictate student service outcomes, confirming that structured administrative intervention is indispensable.

Recommendations and Handbook Development Protocol

1. Adoption of the Validated Management Handbook: School principals should adopt the newly structured management handbook to systematically address operational gaps, particularly in safety, security, and library services.
2. Systematic Handbook Validation Cycle: Future institutionalization of administrative toolkits must strictly adhere to a four-phase model:
 - a. Stage 1 (Gap Extraction): Pinpointing specific vulnerabilities from empirical assessments;
 - b. Stage 2 (Drafting): Creating contextualized guidance modules tailored to public secondary schools;
 - c. Stage 3 (Expert Review): Submitting drafts to Division supervisors and educational management experts for content validation using standardized validation rubrics; and
 - d. Stage 4 (Refinement): Finalizing usability features based on pilot feedback.
3. Enhanced Multi-Rater Evaluation and Monitoring: Principals must establish periodic, multi-stakeholder feedback systems involving teachers, staff, and students rather than relying purely on administrative self-evaluations.
4. Program-Based Budgeting and Supervisory Oversight: Educational leaders should transition toward transparent, program-based budgeting to ensure dedicated yearly allocations for every student service component, integrated into regular Division monitoring reports.