



“THE GENDER LENS: MANAGERIAL COMPETENCIES AND ORGANIZATIONAL PERFORMANCE OF FEMALE ADMINISTRATORS

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ABSTRACT

In this regard, institutional leaders are individual who provide vision and significance to their respective institutions. Individual efforts are focused on accomplishing the values that the organization strives to achieve. True leaders were traditionally thought to be genderless, as long as they have extraordinary qualities to guide the organization towards its purpose, as evidenced by their actions. Regardless of this, women have a number of challenges when it comes to protecting themselves as female school administrators. Because little is known about women managers' experiences in higher education institutions, this study was done. The purpose of this study was to determine the personal and professional attributes qualities of female administrators. The primary data source of this study was a survey questionnaire filled out by 84 female school administrators, which was used in a descriptive-correlation methodology. In terms of leadership abilities, instructional leadership, resource management, program monitoring and reporting, professional development practices, and community collaboration, the study found that female administrators possessed exemplary managerial competencies. Similarly, all of the female administrators possessed exceptional abilities, and they consistently carried out their managerial responsibilities of planning, organizing, staffing, directing, regulating and coordinating. Despite the fact that all of the administrators were female, their personal and professional characteristics differed in terms of age, civil status, educational attainment, training received, length of experience, designation, position and agency. These profile qualities, on the other hand, showed no correlation with their work performance. As a role model in the implementation of school programs and projects, it was recommended that school administrators show high level of concern for teachers, employees, and students in order to make them feel important in our educational system, making it easier for them to act in accordance with the standards. To ensure higher results validity, parallel studies on female administrators' administrative competencies and organizational performance could be conducted in other schools, either division or regional in scope.

Keywords: *School Administrators, Leadership, Competencies, Diversity, Gender Equality*

1. INTRODUCTION

Managerial competency usually dictates the performance and efficiency of an organization. The managers, together with their subordinates comprise the institutional sector of the organization. They are considered the sepal of the organization; it is the sector that holds the unit together. It may be assumed that widespread incompetence in this sector results to a systematic organizational downfall. The scope of authority held may vary and the types of problems dealt with may be considerably different. All managers obtain results by establishing an environment for effective group endeavor. Little is known about the experience of being women managers in higher educational establishments. Most researches tend to focus on male managers and ignore the experiences of those women who have made it into this traditionally male territory. According to Klenke (1996) most leadership researches prior to the 1980s were carried out by men and dealt almost exclusively with male leaders. Similarly, virtually all theories of leadership, have been developed by men, and only recently have feminist scholars begun to respond to the androcentrism which permeates study in this field. Because women have been largely absent in the study of leadership, much of our knowledge of leadership has been derived from the description and analysis of male leaders reported by male researchers. A preliminary review of the literature revealed that very few studies are devoted to the leadership of women in education establishments and even fewer to the headship of women in higher education. The obstacles listed in several studies include racism, sexism, culture and class. In Addition, the manager is the dynamic, life-giving element in every business. They lead the organization to its productive state. They usually determine the survival of the group by outclassing others.

2. METHODOLOGY

Descriptive-correlation method was used to carry out this study. The venue of this study was in the Department of Education and Naval State University with female administrators were primarily identified. The study involved 84 female administrators in the Department of Education and Naval State University for the school year 2017-2018. The instrument utilized was adopted from U.S. Department of Education Division of Adult Education and Literacy. In gathering data for this study, the researcher prepared the communications which sought the permission from concerned authorities of the different educational agencies to administer the survey questionnaires to identified respondents within their respective offices. Data gathered were tabulated, analyzed and interpreted using weighted mean as the primarily tools for the data analysis.

3. RESULTS AND DISCUSSION

Personal and professional attributes of female administrators

Personal and professional attributes of female administrators are common variables which were aggregated and probabilistic information about characteristics as to age, civil status, educational attainment, trainings attended, length of experience as administrator, designation, position, and agency. The results are presented in Tables 1, 2 and 3.

Table 1

*Personal and Professional Attributes of Female Administrators
(age, civil status, educational attainment)*

	f	%
Age		
22 – 45 years old (Middle Age)	28	33.3
46 – 59 years old (Old Age)	55	65.5
60 and Above (Senior Citizen)	1	01.2
Total	84	100.0
Civil Status		
Single	4	04.8
Married	78	92.9
Widow	2	02.4
Total	84	100.0
Educational Attainment		
With Masteral Units	8	09.5
Masteral Degree	16	19.0
With Doctoral Units	43	51.2
Doctoral Degree	17	20.2
Total	84	100.0

As provided in Table I, most of the female school administrators were old age or at the age range of 46-59 years old (65.5%). Next group were the middle age or 22-45 years old (33.3%) Only one was a senior citizen or in the age of 60 and above. This denotes that many of the female school administrators have spent quite a number of years in management while the young ones were still new in the management continuum. This would mean that younger version of female administrators will soon rise and will also give way to new management perspectives in the female world.

Table 2

*Personal and Professional Attributes of Female Administrators
(trainings attended and length of experience)*

Training Attended		
Institutional Only	2	02.4
Institutional and Regional	1	01.2
Institutional, Regional, and National	1	01.2
Institutional, Regional, National, and International	23	27.4
Institutional, Regional, and International	1	01.2
Institutional, National, and International	1	01.2
Institutional and International	1	01.2
Regional Only	4	04.8
Regional and National	3	03.6
Regional, National, and International	5	06.0
Regional and International	1	01.2
National Only	11	13.1
National and International	11	13.1
International Only	19	22.6
Total	84	100.0
Length of Service as Administrator		
Below 1 year	1	01.2
1 – 5 years	13	15.5
6 – 10 years	17	20.2
11 – 15 years	24	28.6
16 – 20 years	16	28.6
20 years and above	13	15.5
Total	84	100.0

The table 2 indicates that the greater number of trainings attended by the female administrators were in institutional, regional, national, and international levels (27.4%). This was followed by international with 19 (22.6%). The national level training placed third (13.1%). The data disclose that the female administrators have international exposure to several trainings which benefited them in upgrading their knowledge and skills relevant to their jobs. In this regard, the female administrators are expected to be competent, effective and efficient managers and leaders in the academic settings.

Table 3
Personal and Professional Attributes of Female Administrators (designation, position, and agency)

Designation	f	%
Dean	3	03.6
District Supervisor	1	01.2
Master Teacher	9	10.7
School Head	68	81.0
Supervisor in ESP	1	01.2
Vice President – Admin	1	01.2
Vice President – PREPS	1	01.2
Total	84	100.0
Position		
Administrative Officer V	1	01.2
Assistant Professor 2	1	01.2
Associate Professor 4	2	02.4
ESP-1	1	01.2
EVS	1	01.2
Head Teacher I	9	10.7
Head Teacher II	16	19.0
Head Teacher III	7	08.3
Master Teacher I	4	04.8
Master Teacher II	5	06.0
Principal I	19	22.6
Principal II	12	14.3
Principal III	1	01.2
Professor V	1	01.2
Teacher-in-Charge	4	04.8
Total	84	100.0
Agency		
Dep.Ed	79	94.0
NSU	5	06.0
Total	84	100.0

As shown in the table, more than half of the respondents or 68 of them (81.0%) were school heads; 9 (10.7%) were Master teachers; Deans were only 3 (03.6%). The rest which are higher positions were the least in number such as Supervisors and Vice-Presidents. This means that majority of the administrators' occupied managerial and supervisory positions. This is expected because all of the chosen respondents are administrators which imply their ability in managing and handling people in the organization.

Level of managerial Competencies of Female Administrators in terms of Leadership Skills.

Table 4 presents the level of managerial competencies of female administrators in terms of Leadership skills

Table 4
Level of Managerial Competencies of Female Administrators in terms of Leadership Skills

Indicator	WM	Description
Engages in and promotes ethical conduct.	4.20	Exemplary
Uses and practices a participatory management style open to constructive criticism.	4.19	Proficient
Seeks input from all levels of staff, listens attentively, demonstrates fairness and consistency, and conveys information fully and clearly.	4.33	Exemplary
Uses a variety of modes of communication.	4.25	Exemplary
Encourages and allows opportunity for staff to confer and present issues and problems affecting instruction and other program-related services	4.32	Exemplary
Supports innovative practices to improve program related issues and services.	4.42	Exemplary
Provides opportunities for workers, learners, instructors, and community stakeholders to give feedback before significant program changes are implemented.	4.35	Exemplary
Shows evidence of stakeholder buy-in through such means as meetings of representative groups, and program surveys to the community.	4.14	Proficient
Delegates authority and decision-making to appropriate entities and supports their decisions	4.18	Proficient
Uses collaborative teams and other strategies to in conducting assessments, analyzing results, and adjustments of processes.	4.21	Exemplary
Works to position adult education to ensure that adult education programs mesh with the overall organizational mission.	4.17	Proficient
Establishes benchmarks to show alignment with vision, mission, philosophy, and goals.	4.27	Exemplary
Provides resources and curriculum materials that support anti-bias and multicultural learning.	4.27	Exemplary
Seeks staff who represent the diversity of the students' population	4.20	Exemplary
Respects and honors diversity in everyday interactions.	4.46	Exemplary

Remains current on trends and issues and seeks innovations.	4.17	Proficient
Presents innovations to appropriate staff and makes decisions that are aligned with the feedback.	4.23	Exemplary
Assists staff, workers and learners with implementing change and supports risk taking.	4.20	Exemplary
Involves staff in identification of trends.	4.23	Exemplary
Disseminates information in the community about program accomplishments through the use of technology and other means.	4.27	Exemplary
Participates in professional organizations that advocate for the advancement of adult education in a variety of ways.	4.43	Exemplary
Engages and encourages staff, workers and students to be active advocates for continuing training and education.	4.33	Exemplary
GWM	4.26	Exemplary

In the case of the level of managerial competencies of female administrators in terms of Leadership skills, majority of the indicators generated an “exemplary” rating with a general weighted mean of 4.26. This indicates that they were able to practice their management and leadership skills in positive ways which made them exceptional as well as functional women administrators. Additionally, these female administrators have broken the barriers of the previously long held notion which is gender unequal that only men are leaders and the latter are more competent than women. Hence, this data would imply that female administrators do more than talk which is the kind or brand of management and leadership that distinguish them in the society and organization.

Level of Managerial competencies of female administrators in terms of Instructional Leadership.

Table 5 presents the level of managerial competencies of female administrators in terms of instructional leadership.

Table 5

Level of Managerial Competencies of Female Administrators in terms of Instructional Leadership

Indicator	WM	Description
Guides instructional staff in designing and implementing educational curricula that accommodate diverse learning styles, abilities, and cultures.	4.26	Exemplary
Supports and assists staff in planning instructional programs based on state performance standards, learner data, research on effective practice, community and learner needs, demographics, resources, and economic and technological trends.	4.49	Exemplary
Assists instructors in guiding learners/workers with the development and ongoing review of the learners' educational plan.	4.38	Exemplary
Establishes structures and processes that allow instructors to work together to improve teaching and learning or work output.	4.26	Exemplary
Supports individuality of teacher approaches to implementation of the curriculum.	4.46	Exemplary
Supports staff in integrating into curriculum adults' roles as workers, citizens, and family community members.	4.40	Exemplary
Assists instructors/workers in incorporating technology into instructional practices.	4.31	Exemplary
Provides a system for instructor accountability for student learning.	4.27	Exemplary
Assesses and/or reviews instructor needs on an individual basis through classroom observations, meetings, written goals and plans, and assessment instruments. Facilitates the discussion of outcome with instructors.	4.30	Exemplary
Coordinates procedures for assessment and placement of learners in appropriate educational functioning levels.	4.17	Proficient
Researches and/or conducts community needs assessments to determine service and employment needs and opportunities.	4.01	Proficient
Ensures that the targeted student population has been assessed for special learning and language needs and that appropriate programing is provided.	4.18	Proficient
GWM	4.33	Exemplary

As gleaned from table 5, nine indicators were rated by the majority of the respondents as “exemplary” with a general weighted mean of 4.33. It could be noted that most of these skills in instructional leadership were already at hand and employed by the administrators. This implies that they put high emphasis on this aspect considering that this highly important management function to make the school productive particularly in the context of instruction.

Level of managerial competencies of female administrators in terms of Resource management and allocation.

Table 6 presents the level of managerial competencies of female administrators in terms of resource management and allocation.

Table 6

Level of Managerial Competencies of Female Administrators in terms of Resource Management and Allocation

Indicator	WM	Description
Seeks partnerships with other programs funded under federal regulations and other collaborative partnerships, as appropriate.	4.14	Proficient
Demonstrates resource development at the program level.	4.07	Proficient
Maintains active awareness of and pursues potential grant and funding sources in local, regional, and national community.	4.19	Proficient
Ensures that expenditures are allowable and appropriate and that allocated funds are available throughout the fiscal year.	4.21	Exemplary
Allocates funds equitably to effective programs and sites based on such indicators as attendance, retention, retention, student outcomes, and benchmarks.	4.21	Exemplary
Uses resources to integrate and upgrade technology and provides professional development on effective use of technology for instructors and administrators.	4.17	Proficient
Establishes a safe and non-threatening learning environment that is appropriate for adult learners.	4.14	Proficient
GWM	4.33	Exemplary

As reflected in table 6, the level of managerial competencies of female administrators in terms of resource management and allocation were rated an “exemplary” with a general weighted mean of 4.33. This shows that they are already proficient in resource management and allocation. This finding implies that female administrators are fully equipped with the necessary competencies as far as resource management and allocation are concerned.

Level of managerial competencies of female administrators in terms of human resource management.

Table 7 presents the level of managerial competencies of female administrators in terms of human resource management.

Table 7

Level of Managerial Competencies of Female Administrators in terms of Human Resource Management

Indicator	WM	Description
Provides formal orientation of new staff and learners to the adult education program.	4.37	Exemplary
Provides for a system of instructor observations and evaluations focusing on such areas as: (1) organizing and delivering instruction, (2) managing instructional resources; (3) monitoring and assessing progress, (4) accommodating diverse learning styles, (5) using materials and technology, (6) providing learner guidance and referrals, and (7) helping learners transfer learning to real-life situations.	4.30	Exemplary
Recognizes when staff members are not performing effectively, provides guidance and support to enable attainment of needed competencies, involves appropriate stakeholders and follows required procedures and due process, leading to staff termination when necessary.	4.30	Exemplary
GWM	4.32	Exemplary

Table 7 reveals a general weighted mean of 4.32 showing an “exemplary” level of managerial competencies by the female administrators were effective and efficient in terms of human resource management. This indicates that female administrators have harmonious working relationships with their people in the organization; thus, this implies that the work flow in the organization is smooth and the attainment of organizational goals is quite high.

Level of managerial competencies of female administrators in terms of program monitoring and reporting.

Table 8 presents the level of managerial competencies of female administrators in terms of program monitoring and reporting.

Table 8

Level of Managerial Competencies of Female Administrators in terms of Program Monitoring and Reporting

Indicator	WM	Description
Establishes and monitors a process for collecting, documenting, and reporting secondary or optional measures related to employment and family, in accordance with current government legislation.	4.19	Proficient
Provides and promotes training for data collection to ensure accuracy of outcome data.	4.30	Exemplary
Fulfills legal or program requirements for compliance, record keeping, and reporting.	4.17	Proficient
Maintains confidentiality and limits access to staff and learner files and records.	4.33	Exemplary
Analyzes, identifies dissemination strategies, reports program outcomes and evaluation data for various audiences.	4.27	Exemplary
Ensures data are accessible, in a timely manner, to staff, learners, community members, and other stakeholders.	4.27	Exemplary
Develops and implements an overall program review process that is ongoing, participatory, guided by an articulated evaluation process, and based on a written plan to assess program strengths and areas for improvement.	4.25	Exemplary
Involves representative staff in the development of written plans and data collection.	4.26	Exemplary
Ensures that programs are inclusive of and suitable for students with special language and learning needs.	4.19	Proficient
Coordinates the procedure for the collection and maintenance of relevant up-to-date learner information in order to improve the program based on the needs of the learners.	4.18	Proficient
GWM	4.24	Exemplary

As shown in Table 8, the area on program monitoring and reporting was rated by the respondents as “exemplary” with a general weighted mean of 4.24. The result implies that female administrators constantly follow the standards in the implementation of programs and projects that made them easy for reporting of projects accomplishments. Likewise, this also tells that they are competent enough in program monitoring and reporting which is dependent on their leadership and management in motion. As hands-on leaders and managers they are surely well-versed of their functions and these are well-articulated in their reports of accomplishments.

Level of managerial competencies of female administrators in terms of professional development practices.

Table 9 presents the level of managerial competencies of female administrators in terms of professional development practices.

Indicator	WM	Description
Keeps up-to-date with research on instructional practices, management, and leadership, as well as on effective practices in professional development, and shares those practices with staff.	4.04	Proficient
Engages in variety of activities that foster own learning such as participating in collegial networking and subscribing to journals and listservs.	4.24	Exemplary
Supports the professional development of instructors by relaying specific information about professional development opportunities and by providing release time, stipends, or other types of support in enabling instructors to engage in professional development activities that focus on student and program improvement.	4.48	Exemplary
Encourages instructors to become involved in the identification and planning of their own professional development and to engage in a variety of activities including inquiry research, workshops, institutes, and observation/feedback.	4.45	Exemplary
Designs collaboratively, a staff development program in accordance with program needs based on the results of staff needs assessments, informal conversations, identified state or local needs and mandates, and research	4.25	Exemplary
Supports a variety of professional development activities that reflect the organization’s mission and principles of adult learning	4.39	Exemplary
Acquires and maintains knowledge of technology and applies it to adult learning and professional development	4.27	Exemplary
Shares information on, provides training in, and promotes the use of technology with instructors and other staff	4.42	Exemplary
	GWM 4.31	Exemplary

As illustrated in Table 9, the professional development practices got a general weighted mean of 4.31 interpreted as “exemplary”. This means that the female school administrators had both the skill and competence in motivating employees for educational advancement. This implies that they indeed sustain the good practices they have utilized for the professional development of their faculty and employees in order to meet the demands of stakeholders.

Level of managerial competencies of female administrators in terms of community collaboration.

Table 10 presents the level of managerial competencies of female administrators in terms of community collaboration.

Indicator	WM	Description
Maintains ongoing agency outreach, publicity, and staff recruitment activities to promote the program and secure funding, community expertise, equipment, and other resources.	4.08	Proficient
Establishes partnerships and alliances with businesses, institutions of and higher learning, local educational agencies, child care centers, health centers, employment and job training centers, boards, and other agencies to expand understanding of adult education, assess needs, enhance program resources, and improve services for adult learners.	4.14	Proficient
Seeks and shares information about student/client benefits and potential funding opportunities with business and community organizations	4.24	Exemplary
Informs the community and staff about relevant legal requirements such as those for instructing adults with special needs	4.21	Exemplary
Shares information about available resources, such as community resource guides and web-based information.	4.25	Exemplary
	GWM 4.29	Exemplary

Table 10 demonstrates that the community collaboration of female administrators had a general weighted average of 4.29 described as “exemplary”. This means that they have the skill to link with the community to work collaboratively for the good of the school. Further, this implies that community collaboration is very important to them for the success and progress of the school and that they strongly value on the contribution of the community to the school as a collective effort.

Level of Special Skills of the Female Administrators

Table 11 shows the level of special skills of female administrators in terms of: technical skill, human skill, and conceptual skill. As shown in Table 11, all special skills of the female administrators were rated “very highly skilled” with an average weighted mean of 4.39

Table 11

Level of Special Skills of the Female Administrators

Indicators	WM	Description
A. Technical Skill		
Understanding the performance of the employees/personnel 4.48		Very highly skilled
Giving technical assistance to workers in the organization 4.26		Very highly skilled
Analyzing the output of the workers on their assigned task. 4.29	4.29	Very highly skilled
Imparting techniques and methods to improve performance. 4.52		Very highly skilled
Constant monitoring and evaluation to workers. 4.20	4.20	Very highly skilled
GWM	4.35	Very highly skilled
B. Human Skill		
Motivating people to work with commitment and dedication. 4.61	4.61	Very highly skilled
Facilitating procedures and protocol in the work setting 4.29	4.29	Very highly skilled
Allowing workers to express themselves without fear of ridicule. 4.38	4.38	Very highly skilled
Encouraging participation 4.46	4.46	Very highly skilled
Concerned with the quality of people to ensure organizational success 4.53	4.53	Very highly skilled
GWM	4.53	Very highly skilled
C. Conceptual Skill		
Plan made take into account to a dynamic environment. 4.33	4.33	Very highly skilled
Process information needed by the organization. 4.36	4.36	Very highly skilled
Knowing one department fits into the total organization. 4.26	4.26	Very highly skilled
Adjusting organizations goal to align demands of the community. 4.30	4.30	Very highly skilled
Visioning quality performance of the personnel and the whole organization. 4.26	4.26	Very highly skilled
GWM	4.30	Very highly skilled
AWM	4.39	Very highly skilled

This shows that the female school administrators were highly adept in special skills, human skills and conceptual skills. From this data, it can be implied that they are well-rounded leaders and managers who are highly effective and efficient in varied areas relative to technical, human and conceptual areas. Hence, they have the ability to greatly contribute to good performance of teachers and employees.

Capabilities of the Female administrators in the different**Management functions**

This section gives an account on the capabilities of the female administrators in the different management functions in line with: planning, organizing, staffing, directing, controlling, and coordinating

Table 12
Capabilities of the Female Administrators in the Different Management Functions

Indicators	WM	Description
A. Planning		
Preparation of charts to describe employees duties and functions	4.20	Very Highly Capable
Fixing of standards for instruction work.	4.23	Very highly capable
Defining of tasks/function/job of each employee	4.23	Very Highly capable
Considering the appropriate training and skills before giving task or assignment.	4.38	Very Highly capable
Maintaining good rapport with employees/colleagues	4.57	Very Highly capable
GWM	4.32	Very Highly capable
B. Organizing		
Grouping the people together.	4.27	Very Highly Capable
Guiding the employees to work effectively toward the attainment of a common goal which members of the group desire to achieve.	4.42	Very Highly capable
Allowing individuals/employees to collectively to achieve their individual and collective goals.	4.37	Very Highly capable
Establishing working patterns serving as guide of the employees.	4.21	Very Highly capable
Defining area of responsibility for the performance of each function.	4.27	Very Highly capable
GWM	4.40	Very Highly capable
C. Staffing		
Putting the right person to the right position	4.68	Very Highly Capable
Improving own capacities for the welfare of the organization	4.57	Very Highly capable
Leading and setting an example.	4.63	Very Highly capable
Delegating, giving orders and working through others	4.24	Very Highly capable
Exercising fair judgment on the performance of employees.	4.42	Very Highly capable
GWM	4.60	Very Highly capable
D. Directing		
Conducting in-service trainings/conferences/meetings.	4.25	Very Highly capable
Entrusting of authority to employees who have potentials.	4.29	Very Highly capable
Giving support to employees/personnel to be output oriented.	4.49	Very Highly capable
Modelling for good conduct and behavior among employees	4.49	Very Highly capable
Providing group dynamics among employees	4.35	Very Highly

		capable
GWM	4.37	Very Highly capable
E. Controlling		
Establishing performance appraisal system to employees.	4.35	Very Highly capable
Providing solutions/alternatives which diversely affect the institutions' performance.	4.35	Very Highly capable
Observing time frame in the accomplishment of plans/objectives	4.30	Very Highly capable
Checking of targets according to expected outcomes.	4.32	Very Highly capable
Using criteria/guidelines in monitoring and evaluation of results.	4.32	Very Highly capable
GWM	4.32	Very Highly capable
F. Coordinating		
Coordinating between the institution and higher offices.	4.33	Very Highly capable
Linking with GO's and NGO's.	4.23	Very Highly capable
Keeping effective coordination among school personnel.	4.39	Very Highly Capable
Integrating the community in school activities to realize the objective of the institution.	4.24	Very Highly capable
Maintaining open communication between the institution and the line agency	4.38	Very Highly capable
GWM	4.31	Very Highly capable
AWM	4.39	Very Highly capable

As shown in Table 12, the female school administrators' management functions in planning, organizing, staffing, directing, controlling, and coordinating had an average weighted mean of 4.39 interpreted as "Very Highly Capable". It shows that in all management functions the school administrators were very capable. This implies that these functions are highly regarded by them to make the organizations well-managed, thus, improved performance of the school and organizations are easily achieved.

Work Performance of Female Administrators

As indicated by the results from the Office Performance Commitment and Review Form (OPCRF) the average level of competency of the Female administrators is very satisfactory. Women are capable of leading an organization, this is the promise of gender equality. Opposed to what has been said by other studies, most women who are in leadership positions in the workplace are seen to men as not having the enough ability and capability. The researcher believes that organizations should equalize the representation of both genders in the workplace.

Relationship of Variables

This section presents the hypotheses tested in the study. Spearman's Rho test of correlation were used to determine the relationship among variables.

Personal and Professional attributes of female administrators and their work performance

The personal and professional attributes of female administrators was correlated to their work performance. The relationship between the two variables is presented in Table 13.

Table 13

<i>Relationship between the Personal and Professional Attributes of Female Administrators and their Work performance</i>				
	Variable	r- value	p-value	Decision
Work Performance	Age	0.006	0.962	Accepted
	Civil status	0.090	0.415	Accepted
	Educational Attainment	0.000	0.997	Accepted
	Trainings attended	0.021	0.849	Accepted
	Length of experience as administrators	0.153	0.165	Accepted
	Designation	-0.082	0.456	Accepted
	Academic rank	-0.154	0.170	Accepted
	Agency	0.024	0.829	Accepted

As illustrated in Table 13, the null hypothesis that “personal and professional attributes of female administrators has no significant relationship with their work performance” is accepted. This proves that the personal and professional attributes of female administrators is not correlated with their work performance.

Managerial Competencies and Work Performance the managerial competencies were correlated with the work performance. The relationship between the two variables is presented in Table 14.

Table 14

<i>Relationship between the Managerial Competencies and their Work Performance</i>				
	Variable	r - value	p-value	Decision
	Managerial Competencies Work Performance	-0.014	0.901	Accepted

Table 14 demonstrates that the computed r is equal to -0.014 indicating no correlation between variables. The computed p-value is 0.901. This implies that the null hypothesis is accepted. Therefore, managerial competencies have no relationship with the work performance. The study of Gabriela Kolibačova1 (2014) she also revealed that there is no relationship between competency and employee’s performance. Based on her results, she suggested that when the competency rate of one employee is a unit higher than the competency rate of another employee, she assumed that the performance rate is 7 to 12.5% higher.

Special skills and Work performance.

The special skills of female administrators using the determined statistical tool of correlation was correlated to the work performance as presented in Table 15.

Table 15

<i>Relationship between the Special Skills and Work Performance</i>				
	Variable	r- value	p-value	Decision
	Level of Competence Work Performance	-0.112	0.309	Accepted

Table 15 exhibits that the computed r is equal to -0.112 indicating no marked relationship of variable. The computed p-value is 0.309. This indicates that the null hypothesis is accepted. Thus, the findings imply that special skills has no bearing or effect on the work performance.

Management Functions and Work performance. Using the identified statistical tool of correlation, management functions was correlated to the work performance. Table 10 bares the relationship between the two variables.

Table 16

<i>Relationship between the Management Functions and Work Performance</i>				
	Variable	r- value	p-value	Decision
	Level of Competence Management Functions	-0.050	0.649	Accepted

Table 16 displays that the computed r is equal to -0.050 indicating no marked relationship between variables. The computed p -value is 0.649 . This means that the null hypothesis is accepted. This implies that management functions have no correlation to work performance.

4. CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

Although all administrators were female they have diverse personal and professional profile with respect to age, civil status, educational attainment, trainings attended, length of experience, designation, position, and agency. However, these profile characteristics marked no relationship as correlated to work performance. There was no significant relationship between the personal and professional attributes of female administrators and their work performance. The level of managerial competencies of female administrators had no significant relationship to the work performance. There was no significant relationship between the level of special skills of female administrators and their work performance. The capabilities of female administrators in the different management functions had no correlation to their work performance.

4.2 RECOMMENDATION

Based on the results, school administrators should continue to apply their learned theories and principles in managing a school for them to become a competent leader. Being the role model in the implementation of school programs and projects, school administrators should show high concern to teachers, employees and students to let them feel that they are important in our educational system, thus, it easy for them to act in accordance to the standards. Parallel studies on managerial competencies and organizational performance of female administrators may be undertaken in other schools either division or regional in scope to determine higher results validity.

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