Abstract:
This study attempted to determine the correlates of principalship in Region II. The investigation was undertaken during the school year 1998-1999. This study employed the descriptive and analytic methods. The statistics used were measures of central tendency ex. The mean, mode, standard deviation; percentage, analysis of variance and multiple regressions. The subjects were all the 120 school principals in Region II.

The instruments used in this study were the Questionnaires on the Principals Demographic Characteristics, the School performance Profile, The rating scale on Principals Managerial skills and the principals’ task performance profile.

Results show that there are more male and married principal respondents, and most of their spouses belong to the non-teaching field. Majority are Principal I and are Master of Arts degree holders with an average monthly income of PhP 20,214.50. Their average administrative experience is 19 years and they have stayed in their stations for an average of 5.79 years.

The principals have very good managerial skills. They are very skillful in technical and interpersonal skills and highly skillful in conceptual skills.

The task performance of the principal respondents fall under the outstanding level. They are adept in executing all the six aspects, such as planning and organizing work, promptness and punctuality in the submission of reports, problem analysis and decision-making, leadership and personnel management, public relations and community involvement.

As regards school effectiveness, principals have sufficient holding power and can manage their schools effectively as indicated by the very satisfactory participation rate, survival rate, retention rate, transition rate, and graduation rate of their
schools. Although there are still combination classes in Region II, the present teacher pupil ratio indicates that the classes are ideal. However, the pupil textbook ratio which is 4 pupils to 1 book is very alarming in the region.

Correlational analysis shows that managerial skills affect school effectiveness. Technical skills negatively affect retention rate, while conceptual skills positively affect retention rate and transition rate. Interpersonal skills do not affect school effectiveness; hence, these skills are not correlates of school effectiveness.

Managerial skills when combined with the control variables affect retention, graduation, pupil textbook, drop out and repetition rates.

Some control variables significantly affect school effectiveness particularly dropout rate, when combined with managerial skills. Specifically, occupation of spouse, monthly salary income, and years in present station affect survival rate and pupil-textbook ratio; monthly income negatively affects retention rate; administrative experience positively affects transition and repetition rates; years in present station negatively affects graduation rate; and educational attainment positively affects transition rate.

Only task performance in planning and organizing work negatively affects retention rate. The other aspects of task performance do not affect school effectiveness. However, when combined with the control variables, they significantly affect problem analysis and decision making and leadership and personnel management, two aspects of task performance.

Some control variables when combined with managerial skills significantly affect task performance. Monthly income and civil status positively affect planning and organizing work, and leadership and personnel management, respectively; while years in present station negatively affects leadership and personnel management.