

Financial Management Competence, Stakeholder Engagement Capacity, and Annual Rating of School Heads: Predictors of Strategic Competitive Practices of Secondary Schools in Laguna

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Abstract

This study determined the financial management competence, the stakeholder engagement capacity, and the annual performance rating of school heads as these relate to the strategic competitive practices of secondary schools in Laguna.

The research design used in this study was of the descriptive type. This was coupled with correlational research design. Hence, this is a descriptive-quantitative study where a survey questionnaire, administered in person and via digital means, was utilized as the primary data gathering instrument.

The major findings of this study are the following. The school heads' financial management competence has a partially significant relationship to the school heads' annual performance rating for three consecutive years. Moreover, the school heads' stakeholder engagement capacity was also observed to have a partial significant relationship to the school heads' annual performance rating. The school heads' financial management competence was also found to have a partial significant relationship to the school heads' stakeholder engagement capacity. Hence, the null hypothesis was partially rejected.

The school heads' stakeholder engagement capacity was also found to have an influence in the schools' strategic competitive indicators. Moreover, the performance rating of school heads was discovered to have an effect on the level of School-Based Management of schools. Lastly, the monetary/nonmonetary equivalent support elicited from stakeholders was also revealed to have an influence on the number of enrolments.

Keywords: financial management competence; stakeholder engagement capacity; annual rating; strategic competitiveness

1. Introduction

The school heads and teachers serve as critical actors for formal education to achieve its target goals.

It is said that they must fully accomplish their roles and responsibilities to attain the school's purposes as mentioned in the study of Ampofo (2019). With that in mind, the school head, who serves as the school manager, plays a crucial role in helping the school realize its objectives and aims. Moreover, he/she must be mindful of how to effectively manage the finances of a given school, primarily when inevitable changes in the teaching-learning environment occur.

Among the essential aspects that a school head must keep in mind is the strategic competitiveness of the school. Stanić (2017) reiterated the importance of recognizing the essence of establishing the school's image and the essential role of the headmaster [school head, in the Philippine context]. This highlights why the provision of training in the field of management and strategic communication is necessary for school leaders.

In addition, the teachers also play a huge role in sustaining the strategic competitiveness of a given school amidst the abrupt changes that may take place in the teaching-learning environment. One of these changes is the transition to the new normal setting. According to Dimaculangan, San Luis, and Gabitanan (2021), teachers are prepared for online teaching based on their perceived abilities. This indicates that, generally, teachers can adapt to the ever-changing instructional setting.

With the aforementioned changes, a probable difficulty in managing the school finances may occur. There is also a challenge among school heads as to how they will engage the stakeholders to provide more support and assistance to respond to the school's needs. With these facts in mind, the researcher aimed to analyze the level of the financial management competence and stakeholder engagement capacity of school heads, which were also included in their annual performance rating, gauged based on their Office Performance Commitment and Review, as these relate to the strategic competitive practices of secondary schools in Laguna.

2. Review of Related Literature

The following includes several literature and studies written by various authors across the globe. All of which have significance and relevance to the identified main variables.

Some factors may influence the strategic competitive practices of a given school. This paper studied the participation of stakeholders in school-initiated activities, the competitive nature of school, the active nature of school, and the research engagement of school personnel and learners under the strategic competitive indicators. The School-Based Management level of practice and number of enrolments of the secondary schools were also assessed.

The essence of knowing the relationships among stakeholders was tackled in a paper authored by

Andrioff and Waddock (2017); in their paper, they claimed that revealing stakeholder relationships, specifically the existing processes for stakeholder engagement, can best be known by starting to integrate the corporate social performance/responsibility, stakeholder and the strategic relationship theories.

The competitive nature of the school was also assessed and studied. Taking a look at the context of education, Neves (2018) claims that usually, for better education to be attained, "freedom of choice" and competition among schools are necessary. However, another theory considers competition as opposed to collaboration. Hence, it is considered as an evil element in culture that should be removed (Ericksen, 2011). These indicate that there are different perspectives on the notion of competition among schools which may play a huge role in a school's success.

The active nature of the schools was examined in this paper, as well. It pertains to schools' participation in different activities beyond the school level. The active nature of a given school can be associated with the learners' participation in various extracurricular activities and programs beyond the school. Extracurricular activities are activities that the learners undertake aside from those which are mandatory to pass their academics. These consist of hobbies and social, sports, religious and cultural activities. These offer some advantages, have organization, and structure (Al-Ansari et al., 2016).

Nowadays, the research engagement of the school personnel and learners in a given school has been given much focus and attention that it was considered one of its strategic competitive indicators. Aside from having research-driven learners, it is also essential to have teachers who exert effort in generating research, which dramatically helps improve the quality of instruction. Sunskid (2016) perceive teacher-researchers as innovators, curriculum drivers, agents of school change, and directors of their professional development.

The School-Based Management level of practice of the schools was also determined in this research. Camacho and Farrales (2020) define School-Based Management (SBM) as a strategy to develop education by providing necessary decision-making authority from the state and district offices to the individual schools. The Department of Education public schools have been working hard to have an organized and systematic process of the School-Based Management system in their stations.

The enrollment count difference of a given school can also serve as a strategic competitive indicator of a given school. According to Baker and Halabi (2014), a given population's access to schooling can be measured as school enrollment which refers to the count or the frequency of children who have enlisted in the schools in the country. The public schools here in the Philippines also keep track of their enrollment rates on an annual basis.

The financial management competence of the school heads was also examined in this paper. Salam and Sedik-Salam (2018) described finance as a significant consideration for all organizations and the lifeblood of any institution that uses it to fund its programs and services.

The skill of the school heads in engaging and motivating the stakeholders is also vital in garnering the utmost support and assistance from the external partners and community members, which may help the school to a vast extent. Lane (2015) claims that the art of stakeholder engagement is one of the vital skills that a project manager must keep in mind. Hence, allotment of a period in the identification, studying, and fundamentally improving their soft skills to safeguard that the project stakeholders provide support and assistance, instead of acting as a hurdle to the success of the given project, should be accomplished by a project professional. In the education setting, it is essential that the school heads know how to involve and engage the stakeholders to support a given school.

The annual performance rating of school heads based on the Office Performance Commitment and Review of the school heads for three (3) consecutive years was also taken into account. This was considered one of the independent variables in this study. The Office Performance Commitment and Review Form (OPCRF) is a form that the head of the office shall accomplish. It must reflect his/her office commitments and performance (Department of Education, 2015). Annually, the school heads prepare their OPCRF together with the means of verification attachment which provide support and annotations for the OPCRF rating they have provided. Thus, the Office Performance Commitment and Review Form (OPCRF) guides the school heads as they accomplish their duties and responsibilities in managing and supervising their respective stations more effectively.

These are some of the readings collected and analyzed by the researcher to better understand the underlying concepts behind the independent and dependent variables which were selected to be the main subjects of the study. These studies and literature were of high relevance and importance in seeking a deeper understanding and acquiring further knowledge of the nature of strategic competitive practices among the schools. These studies also provided relevant and timely information about the financial management competence, stakeholder engagement capacity, and the annual performance rating of the school heads.

3. Research Questions

This study aimed to determine the financial management competence, the stakeholder engagement capacity, and the annual performance rating of school heads as these relate to the strategic competitive practices of secondary schools in Laguna.

Specifically, it sought answers to the following problems:

1. What is the mean annual performance rating of the school heads, the mean amount of monetary/nonmonetary support equivalent value elicited from the stakeholders, and the mean number of active stakeholders in the secondary schools for three consecutive years?
2. What is the mean number of enrollment and the mean level of School-Based Management practice in secondary schools for three consecutive years?
3. What is the level of the school heads' financial management competence in terms of:
 - 3.1. Budget Acquisition and Allocation
 - 3.2. Monitoring and Auditing Skill
 - 3.3. Evaluation of Expenditures
 - 3.4. Recording and Reporting of Evidence of Expenditures
4. What is the level of the school heads' stakeholder engagement capacity (perception of school heads and teachers) in terms of:
 - 4.1. Skill in Involving and Coordinating Financial Matters to the Stakeholders
 - 4.2. Linkage-building with Prospective External Stakeholders
5. What is the extent of how the secondary schools carry out the strategic competitive practices (perception of school heads and teachers) in terms of:
 - 5.1. Participation of Stakeholders in School-Initiated Activities
 - 5.2. Competitive Nature of School
 - 5.3. Active Nature of School
 - 5.4. Research Engagement of School Personnel and Learners
6. Is there a significant difference between the perception of the school heads and teachers in the level of the school heads' stakeholder engagement capacity in terms of:
 - 6.1. Skill in Involving and Coordinating Financial Matters to the Stakeholders
 - 6.2. Linkage-building with Prospective External Stakeholders
7. Is there a significant difference between the perception of the school heads and teachers in the extent of how the secondary schools carry out the strategic competitive practices in terms of:
 - 7.1. Participation of Stakeholders in School-Initiated Activities
 - 7.2. Competitive Nature of School
 - 7.3. Active Nature of School
 - 7.4. Research Engagement of School Personnel and Learners
8. Is there a significant relationship between the stated independent variables as follows:

8.1. Financial Management Competence of the School Heads and their Performance Rating

8.2. Stakeholder Engagement Capacity of the School Heads and Performance Rating

8.3. Financial Management Competence of the School Heads and their Stakeholder Engagement Capacity

9. Which among the independent variables (financial management competence, stakeholder engagement capacity, number of active stakeholders, monetary/nonmonetary support from stakeholders, performance rating) singly or in combination predict(s) the dependent variables, strategic competitive practices (strategic competitive indicators, School-Based Management level of practice, number of enrollments)?

4. Scope and Limitations of the Study

This study focused on the financial management competence and stakeholder engagement capacity of school heads, which are also included in their annual performance rating, as these relate to the strategic competitive practices of secondary schools in Laguna. The Slovin Formula was used to identify the number of selected respondents. The respondents of this study were limited to sixty-eight (68) school heads obtained from a population size of eighty-two (82) school heads managing secondary schools in the Division of Laguna. Three hundred fifty-four teachers (354) out of three thousand forty-six (3,046) secondary school teachers in the division were also selected as the study's respondents.

The researcher used the purposive sampling technique to determine the respondents of this study. School heads handling secondary schools in Laguna were requested to answer the questionnaire. This was done to assess the financial management competence, stakeholder engagement capacity, and annual performance rating of school heads as these relate to the strategic competitive practices of their respective schools.

The dimensions considered under the financial management competence of School Heads are their perception regarding skill in Budget Acquisition and Allocation, Monitoring and Auditing, Evaluation of Expenditures, and Recording and Reporting of Evidence of Expenditures.

On the other hand, the dimensions under the Stakeholder Engagement Capacity that were taken into account in the conduct of this study were the Skill in Involving and Coordinating Financial Matters with the Stakeholders, Linkage-building with Prospective External Stakeholders, Number of Active External Stakeholders, and Monetary/Nonmonetary Support from Stakeholders, in particular.

Lastly, under the strategic competitive practices, under the Strategic Competitive Indicators, the Participation of the School Stakeholders in School-Initiated Activities, the Competitive Nature of School, the Active Nature of School, and the Research Engagement of School Personnel and Learners were taken into account. The School-Based Management Level of Practice and Number of Enrolments in the secondary schools were also identified. The data gathered from the samples were used to draw logical conclusions and to answer this study's research questions.

5. Research Methodology

5.1. Sampling Technique

The respondents of the study were sixty-eight (68) school heads obtained from a population size of eighty-two (82) school heads managing secondary schools in the Division of Laguna. Three hundred fifty-four teachers (354) out of three thousand forty-six (3,046) secondary school teachers in the division, as mentioned earlier, were also selected as the study's respondents.

The sampling technique used by the researcher was purposive sampling. This was used because school heads and selected secondary school teachers handling secondary schools in the Division of Laguna were chosen as the respondents of this study. This is to gather the needed data regarding the school head's financial management competence, stakeholder engagement capacity, and annual performance rating for three (3) consecutive years as these relate to the strategic competitive practices of their respective schools or stations. Data from selected secondary school teachers were also used to further assess the strategic competitive approaches of the individual schools they are currently teaching at.

5.2. Data Collection

The researcher first carefully examined the various scenarios faced by the school heads as they supervised and managed their respective stations. Some of the critical characteristics that the school heads may focus on to better improve their leadership and management skills (financial management competence, stakeholder engagement capacity, and the annual performance rating, which was based on their Office Performance Commitment and Review for three (3) consecutive years) were identified. The researcher then developed a questionnaire where the participants' responses were tabulated and accounted for.

The researcher also sought the Division Office's consent to permit the researcher to pursue this study. The researcher also wrote a letter addressed to the school heads, who were selected to be the respondents of this study together with selected secondary school teachers, to seek their permission to answer the developed questionnaire, which was either administered via digital means (via Google Forms) or handed personally to the respondents.

The data elicited from the responses of the selected school heads managing the secondary schools in the Division of Laguna and from the selected secondary school teachers were gathered and examined to make logical conclusions and generalizations to answer the research questions posed in this study.

The main instrument used in this study was the developed questionnaire. The responses were assessed and analysed to draw valid conclusions and to answer the research questions.

The questionnaires were also validated by the researcher's panel members. The developed questionnaire was also administered to twenty-five (25) head teachers/subject group heads/master teachers and twenty-five (25) teachers who were not included in the target respondents.

The data gathered from their responses were tabulated and statistically analysed using Cronbach's Alpha coefficient to establish the internal reliability and validity of the items in the questionnaire. The final copy of the questionnaire was then reproduced and distributed to the selected respondents of this paper.

The computed Cronbach's Alpha coefficient in the questionnaire developed for School Heads is 0.96. On the other hand, the calculated Cronbach's Alpha coefficient in the questionnaire developed for Teachers is 0.92.

These values indicated that the developed questionnaires have excellent internal consistency. The final copy of the questionnaires was then distributed in person or digitally to the selected respondents of this paper.

5.3. Ethical Issues

To address the ethical considerations in this study, the researcher asked the permission of the school heads and teachers who were selected to be the respondents. She asked the respondents' consent to participate in the study through a written letter and by seeking verbal consent. The anonymity of the respondents and the confidentiality of their responses were ensured. The data collected were used solely to answer the posed research questions.

6. Results and Discussion

In all the school years considered, S.Y. 2018-2019, S.Y. 2019-2020, S.Y. 2020-2021, a very satisfactory performance among the school heads was found. The highest mean amount of monetary/nonmonetary support elicited from stakeholders was obtained during the School Year 2020-2021. Similarly, during the said school year, the highest average number of involved stakeholders was also observed. The largest mean number of registrations was computed for the School Year 2018-2019.

The mean School-Based Management level obtained in the school years taken into account all fall under the maturing status. With regards to the financial management competence and stakeholder

engagement capacity of school heads, these were found to be of a remarkable level. The schools also employ strategic competitive practices to a high extent.

Difference Between the Perception of the School Heads and Teachers in the Level of the School Heads' Stakeholder Engagement Capacity

Table 1 summarizes the data needed to create a logical analysis of whether there is a significant difference between the perception of the school heads and teachers in the school heads' stakeholder engagement capacity.

Table 1. Difference Between the Perception of the School Heads and Teachers in the Level of The School Heads' Stakeholder Engagement Capacity

Indicators	Computed t value	Critical t value	p-value	Analysis
Skill in Involving and Coordinating Financial Matters to the Stakeholders	2.459	1.656	0.008	<i>Significant</i>
Linkage-building with Prospective External Stakeholders	2.198	1.658	0.014	<i>Significant</i>

Based on the computed data, there is a significant difference between the perception of the school heads and the teachers regarding the school heads' stakeholder engagement capacity assessed in terms of their skill in involving and coordinating financial matters to the stakeholders and linkage-building with prospective external stakeholders.

Difference Between the Perception of the School Heads and Teachers in the Extent of How the Secondary Schools Carry Out the Strategic Competitive Practices

A significant difference was found between the responses of the school heads and the teachers regarding the extent of how the secondary schools they are working at carry out the strategic competitive practices in terms of the research engagement of school personnel and learners.

Hence, it can be inferred that a partial significant difference was found between the responses of the school heads and teachers regarding the extent of how the secondary schools carry out the strategic competitive practices.

Table 2. Difference Between the Perception of the School Heads and Teachers in the Extent of How the Secondary Schools Carry Out the Strategic Competitive Practices

Indicators	Computed t value	Critical t value	p-value	Analysis
Participation of Stakeholders in School-Initiated Activities	0.693	1.660	0.245	Not Significant
Competitive Nature of School	0.152	1.661	0.439	Not Significant
Active Nature of School	0.913	1.662	0.182	Not Significant
Research Engagement of School Personnel and Learners	2.098	1.662	0.019	Significant

Relationship Between the Financial Management Competence of the School Heads and their Performance for Three Consecutive Years

It can be observed that the school heads' financial management competence has a partially significant relationship to their annual performance rating for three consecutive years.

Table 3. Relationship Between the Financial Management Competence of the School Heads and their Performance for Three Consecutive Years

Indicators	Computed r value	Strength	p-value	Analysis
Budget Acquisition and Allocation	0.240	Weak	0.048	Significant
Monitoring and Auditing Skill	0.115	Very Weak	0.349	Not Significant
Evaluation of Expenditures	0.264	Weak	0.030	Significant
Recording and Reporting of Evidence of Expenditures	0.089	Very Weak	0.468	Not Significant

Legend:

0.80-1.00 *Very Strong*

0.60-0.79 *Strong*

0.40-0.59 *Moderate*

0.20-0.39 *Weak*

0.00-0.19 *Very Weak*

This was based on the p-values obtained from the budget acquisition and allocation and evaluation of expenditures (0.048, 0.030) which were less than the level of significance, alpha, 0.05.

Relationship Between the Stakeholder Engagement Capacity of the School Heads and their Performance for Three Consecutive Years

Analyzing the computed data, the school heads' stakeholder engagement capacity was observed to have a partial significant relationship to the school heads' annual performance rating, based on the school heads' Office Performance Commitment and Review for three consecutive years.

Table 4. Relationship Between the Stakeholder Engagement Capacity of the School Heads and their Performance for Three Consecutive Years

Indicators	Computed r value	Strength	p-value	Analysis
Skill in Involving and Coordinating Financial Matters to the Stakeholders	0.162	Very Weak	0.188	Not Significant
Linkage-building with Prospective External Stakeholders	0.249	Weak	0.040	Significant

Legend:

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

This was based on the resulting p-value of 0.040, taking the school heads' capability in linkage-building with prospective external stakeholders into account, which was less than the level of significance, alpha, 0.05.

Relationship Between the Financial Management Competence of the School Heads and their Stakeholder Engagement Capacity

It can be gleaned that the school heads' financial management competence has a significant relationship to the school heads' stakeholder engagement capacity assessed in terms of their skill in involving and coordinating financial matters with the stakeholders.

This was based on the p-values obtained from the budget acquisition and allocation, monitoring and auditing talent, evaluation of expenditures, and recording and reporting of evidence of expenses which were all less than the level of significance, alpha, 0.05.

Table 5. Relationship Between the Financial Management Competence of the School Heads and their Stakeholder Engagement Capacity in terms of their Skill in Involving and Coordinating Financial Matters to the Stakeholders

Indicators	Computed r value	Strength	p-value	Analysis
Budget Acquisition and Allocation	0.398	Weak	0.001	<i>Significant</i>
Monitoring and Auditing Skill	0.477	Moderate	0.000	<i>Significant</i>
Evaluation of Expenditures	0.428	Moderate	0.000	<i>Significant</i>
Recording and Reporting of Evidence of Expenditures	0.448	Moderate	0.000	<i>Significant</i>

Legend:

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

Carefully examining the computed data presented in Table 6, the school heads' financial management competence was observed to have a partially significant relationship to the school heads' stakeholder engagement capacity assessed in terms of the school heads' skill in linkage-building with prospective external stakeholders.

This was based on the resulting p-values obtained upon studying the school heads' budget acquisition and allocation skills, monitoring and auditing skill, and their capacity to evaluate expenditures that were less than the level of significance, alpha, 0.05.

Table 6. Relationship Between the Financial Management Competence of the School Heads and their Stakeholder Engagement Capacity in terms of their Skill in Linkage-Building with Prospective External Stakeholders

Indicators	Computed r value	Strength	p-value	Analysis
Budget Acquisition and Allocation	0.446	Moderate	0.000	<i>Significant</i>
Monitoring and Auditing Skill	0.424	Moderate	0.000	<i>Significant</i>
Evaluation of Expenditures	0.476	Moderate	0.000	<i>Significant</i>
Recording and Reporting of Evidence of Expenditures	0.174	Very Weak	0.156	Not Significant

Legend:

0.80-1.00 Very Strong

0.60-0.79 Strong

0.40-0.59 Moderate

0.20-0.39 Weak

0.00-0.19 Very Weak

Regression on the Predictors of the Schools' Strategic Competitive Practices

It was revealed in the computed data that the school heads' stakeholder engagement capacity significantly affects the schools' strategic competitive practices.

Table 7. Regression on the Predictors of the Schools' Strategic Competitive Practices

Variables	Beta	t-value	p-value	Analysis
Financial Management Competence	0.076	0.545	0.588	Not significant
Stakeholder Engagement Capacity	0.331	2.842	0.006	Significant
Number of Active Stakeholders	0.039	1.197	0.236	Not significant
Monetary/Nonmonetary Equivalent Support	0.038	1.407	0.164	Not significant
Performance Rating	0.034	0.600	0.511	Not significant
Adjusted R-Square = 0.145 F-Value = 3.278 Sig. = 0.011				

The beta coefficient of 0.331 indicates that for every standard deviation unit increase in school heads' stakeholder engagement capacity, there is a corresponding 0.331 unit increase in the schools' strategic competitive practices level. The t-value of 2.842 is significant, having a p-value of 0.006. The adjusted R-square indicates that 14.5% of the variation in the schools' strategic competitive practices level is explained by the school heads' stakeholder engagement capacity. The F-value of 3.278 is significant at 0.011 level of significance.

This means that the school's strategic competitive practices level was influenced by the school heads' stakeholder engagement capacity. A given school needs to have a school head who is capable of involving and engaging more stakeholders who can support and respond to the needs of the learners. This will ensure a smooth and more effective teaching-learning process in a given school, consequently improving the school's strategic competitive practices in the long run.

Regression on the Predictors of the Schools' School-Based Management Level

Referring to Table 8, it was observed that the school heads' performance rating significantly affects the schools' level of School-Based Management.

The beta coefficient of 0.438 indicates that for every standard deviation unit increase in the school heads' performance rating, there is a corresponding 0.438 unit increase in the School-Based Management level of the schools. The t-value of 2.313 is significant, having a p-value of 0.024. The adjusted R-square indicates that 5.7% of the schools' School-Based Management level variation is explained by the school heads' performance rating. The F-value of 1.810 is significant at 0.124 level of significance.

Table 8. Regression on the Predictors of the Schools' School-Based Management Level

Variables	Beta	t-value	p-value	Analysis
Financial Management Competence	-0.277	-0.601	0.550	Not significant
Stakeholder Engagement Capacity	0.385	0.989	0.326	Not significant
Number of Active Stakeholders	0.049	0.454	0.651	Not significant
Monetary/Nonmonetary Equivalent Support	0.105	1.162	0.250	Not significant
Performance Rating	0.438	2.313	0.024	Significant

Adjusted R-Square = 0.057
 F-Value = 1.810
 Sig. = 0.124

This means that the School-Based Management level of the schools was influenced by the school heads' performance rating. The School-Based Management level of schools is being assessed using many indicators measuring how a given school maintains an organized flow of the school processes. This is hugely affected by the performance of the school heads.

Regression on the Predictors of the Schools' Number of Enrolments

It can be gleaned that the schools' monetary/nonmonetary support elicited from stakeholders significantly affects the schools' number of enrolments.

The beta coefficient of 0.222 indicates that for every standard deviation unit increase in schools' monetary/nonmonetary support elicited from stakeholders, there is a corresponding 0.222 unit increase in the schools' number of enrolments. The t-value of 2.580 is significant, having a p-value of 0.012.

The adjusted R-square indicates that 8.4% of the variation in the schools' number of enrolments is explained by the schools' monetary/nonmonetary support elicited from stakeholders. The F-value of 2.222 is significant at 0.063 level of significance.

Table 9. Regression on the Predictors of the Schools' Number of Enrolments

Variables	Beta	t-value	p-value	Analysis
Financial Management Competence	-0.206	-0.470	0.640	Not significant
Stakeholder Engagement Capacity	0.234	0.634	0.528	Not significant
Number of Active Stakeholders	0.010	0.097	0.923	Not significant
Monetary/Nonmonetary Equivalent Support	0.222	2.580	0.012	Significant
OPCRF Rating	0.266	1.482	0.143	Not significant

Adjusted R-Square = 0.084

F-Value = 2.222

Sig. = 0.063

This means that the schools' number of enrolments was influenced by the schools' monetary/nonmonetary support elicited from stakeholders. Learners tend to enrol in schools with sufficient resources to aid in the delivery of instruction, which results to a more effective teaching-learning process.

Numerous researches were conducted to further investigate the determinants of the number of enrollments in a given school. The study authored by Libo-on and Gadon (2021) discovered that unemployment rates, sex, parental educational attainment, honors, school distance from home, parent's income, parental employment, and government benefits are some important predictors of enrollment.

7. Conclusions

Based on the findings of the study, the following conclusions are made.

- There is a significant difference between the perception of the school heads and the teachers regarding the school heads' stakeholder engagement capacity. Hence, the null hypothesis is rejected.
- A partial significant difference was also found between the responses of the school heads and teachers regarding the extent of how the secondary schools carry out the strategic competitive practices. Hence, the null hypothesis is partially rejected.
- The school heads' financial management competence has a partially significant relationship to their annual performance rating for three consecutive years. Moreover, the school heads' stakeholder engagement capacity was also observed to have a partial significant relationship to the school heads' annual performance rating. The school heads' financial management competence was also found to have a partial

significant relationship to the school heads' stakeholder engagement capacity. Hence, the null hypothesis was partially rejected.

- The school heads' stakeholder engagement capacity was found to have an influence the schools' strategic competitive indicator. Moreover, the performance rating of school heads was discovered to have an effect on the level of School-Based Management of schools. Lastly, the monetary/nonmonetary equivalent support elicited from stakeholders was also revealed to have an influence on the number of enrollments. Hence, the null hypothesis is partially rejected.

8. Recommendations

Based on the findings and conclusions made, the following recommendations were forwarded.

- The school heads must employ ways to further cultivate and strengthen the research knowledge, skills, and engagement of the learners and teachers in their stations.
- The school heads must carry out various means to effectively involve and coordinate financial matters with the school's stakeholders for the promotion of transparency and to engage more stakeholders.
- In terms of the financial management competence of the school heads, they may attend various training focused on properly evaluating the school's expenditures.
- The school heads may develop their skills in linkage building with prospective external stakeholders, which may elevate their leadership skills.
- The school heads must further improve their managerial and supervisory skills which may affect the school's strategic competitive practices.
- The school heads and teachers must be fully aware of the various indicators included in assessing the School-Based Management of the schools to perform their interdependent functions efficiently, ultimately aiming to improve how the schools' processes are being carried out.
- The school heads and teachers must continuously work hand-in-hand to heighten their schools' strategic competitive practices. This may also motivate the school administrators to implement various means to further develop their schools' teaching and learning process.

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