
Management Competence of School Heads and Performance of Teachers

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Abstract —The study aimed to determine the significant relationship between the management competence of school heads and the performance of teachers. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the 24-items researcher-made instrument entitled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor in his study on Analysis of Principal’s Managerial Competencies of School Resources in Secondary Schools in Anambra State, Nigeria and at the same time the researcher collected the Individual Performance Commitment and Review Form (IPCRF) rating of the teachers. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. The researcher found out that the level of management competence of human, material and financial resources is high while teachers' performance is very satisfactory. The data revealed a significant relationship between the management competence of school heads and teachers' performance. Thus, school heads management competence affects the performance of the teachers.

Keywords — *Management Competence, School Heads, Performance, Teacher*

I. Introduction

Developing a teacher is the responsibility of the district supervisor and the responsibility of principals as leaders of learning in schools. The principal's key task, which is an integral part of his competence as the principal, is managerial leadership and instructional leadership. It is to know the whole process of learning, mentoring teachers, and engage in learning activities at school (Arman et al., 2016). The leadership competence of the school principal as part of the school head supports the improvement of performance and motivation of teachers as agents of renewal in the field of education. Performance and motivation of teachers are closely related to the professionalism of teachers (Arman, et al., 2016).

On the other hand, the teachers' performance cannot be separated from the scope of their competence. The mastery of teacher competence is crucial because it can determine the level of

teachers' ability to carry out their duties as educators (Arman et al., 2016). Teacher performance is the result of work that can be demonstrated through the quality of work, punctuality, initiative, speed, and excellent communication.

Teacher performance is a presentation of the work done by teachers in carrying out his duties as a professional educator (Arman, et al., 2016). Professional teachers will largely determine the quality of education because teachers are the people who are always in direct contact with the student in the learning process in the classroom. Realizing teachers who have high performance is determined by the competence of school supervisors and principals and the involvement of the education stakeholders is also needed (Arman et al., 2016).

It is considered that school principals should have professional competency, especially in instructional leadership, organizational development, to create a positive school culture. By having these competencies, they can manage their school more effectively.

One of the basics of a school principal as an instructional leader is to set a vision for the school, translate it into action steps, use innovative approaches to achieve vision, and acquire the resources and support needed to pursue vision. Another important thing for school principals to do is to clearly communicate the vision and action plans to others and build culture within the school. They need to motivate the teachers with a compelling vision; effectively organize them, build the teachers' leadership capacity, and create a distributed and collaborative leadership system to achieve goals; remove barriers and ensure them to have resources.

School heads have crucial roles in the process of creating a positive school culture in their schools. He or she should investigate the human, material, and financial resources in managing the school. They should see to it that every member of the organization is enjoying and achieving job satisfaction. Based on the observation in some schools in the district, there were those teachers who performed well in their performance, yet they were talking against their school principals. With these, the researcher decided to conduct this study to determine the significant relationship between the management competence of the elementary school heads and performance of teachers to achieve educational goals in improving the performance of the pupils. A proposed intervention plan for school heads will be formulated based on the result of the study.

It is in the rationale that the researcher who is currently the school head in the above mentioned local, would like to delve worthy research undertaking that will benefit the school he is currently managing and that of her Graduate Program.

This study determined the significant relationship between teachers' management competence and teachers' performance in Merida District, Leyte Division. A proposed intervention plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of management competence of school heads in terms of the following:
 - a. Human resource management;
 - b. Material resource management; and

- c. Financial resource management?
2. What is the level of performance of teachers based on the Individual Performance Commitment and Review Form (IPCRF) rating?
3. Is there a significant relationship between the level of management competence of school heads and the performance of teachers?
4. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design employing the quantitative data to determine the level of management competence of school heads and performance of teachers and its relationship. Schools in Merida District, Leyte Division is the main locale of the study. The 30 teachers teaching in the said locale are the main respondents of the study and 24-items researcher-made instrument entitled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor in his study on Analysis of Principal’s Managerial Competencies of School Resources in Secondary Schools in Anambra State, Nigeria and at the same time the researcher collected the Individual Performance Commitment and Review Form (IPCRF) rating of the teachers. This research is focused on determining the level of management competence of school heads and performance of teachers and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers involved in this study. The research instruments were distributed personally with consent from the district and school heads.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the School Head and District Supervisor was sought. Orientation of the participants was done personally. Administering of the survey followed. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Intervention Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the level of management competence of school heads and performance of teachers. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Level of Management Competence of School Heads in terms of Human Resources Management (N=30)

| Human Resource Management Items | | Weighted Mean | Description | Interpretation |
|---------------------------------|--|---------------|-------------|----------------|
| 1 | Delegation of tasks to teachers' in order to give them a sense of responsibility | 3.19 | Agree | High |
| 2 | Involving teachers' in decision making for school improvement. | 3.17 | Agree | High |
| 3 | Ensuring teachers' and students' discipline | 3.02 | Agree | High |
| 4 | Organizing seminars and workshops for professional advancement of teachers | 3.14 | Agree | High |
| 5 | Providing incentives for teachers' to increase their motivation to work | 3.16 | Agree | High |
| 6 | Appraising staff in order to improve their job performance | 3.10 | Agree | High |
| 7 | Providing incentives to students to improve academic performance | 3.17 | Agree | High |
| 8 | Orientating new staff and students on school activities and goals | 2.93 | Agree | High |
| 9 | Promoting teachers' welfare to increase their commitment to instructional tasks | 2.98 | Agree | High |

| | | | | |
|----------------|---|-------------|--------------|-------------|
| 10 | Supervising teachers and students in order to render professional guidance. | 2.69 | Agree | High |
| AVERAGE | | 3.06 | Agree | High |

Table 1 presents the level of management competence of school heads in terms of human resources management. It was revealed on the table that the level of human resources management skills of the school head is high with an average mean of 3.06. This means that school heads focused on the welfare of the human resources in his/her organization. This implies that school heads believe that developing human resources will produce positive outcomes.

It was also revealed on the table that supervising teachers' and students in order to render professional guidance got a low mean of 2.69. This means that school heads agree that less time was given to teachers and students' supervision of which this should be opposite. This might happen because of the multitasking work of the school heads with many reports to be submitted in a rush manner.

Likewise, the table also shows that delegation of tasks to teachers in order to give them a sense of responsibility got the highest mean of all the indicators listed. With the mean of 3.19, this means that school heads agree that he/she delegated some of their tasks to the teachers. as part of the management function of the school principals, they must delegate some of their works in order to train teachers to become school heads like them.

Table 2
Level of Management Competence of School Heads in terms of Material Resources Management (N=30)

| Material Resource Management Skills | | Weighted mean | Description | Interpretation |
|--|---|----------------------|--------------------|-----------------------|
| 1 | Procurement of physical and instructional materials for teaching and learning | 2.92 | Agree | High |
| 2 | Ensuring regular school cleanup for conducive leaning environment | 2.95 | Agree | High |
| 3 | Enforcing punishment on teachers and students' who vandalizes school facilities | 3.04 | Agree | High |

| | | | | |
|----------------|---|-------------|--------------|-------------|
| 4 | Maintaining instructional materials for instructional improvement | 3.03 | Agree | High |
| 5 | Proving e-library facilities to aid teachers' and students' research. | 2.83 | Agree | High |
| 6 | Equipping classrooms and offices with needed furniture | 2.99 | Agree | High |
| 7 | Inculcating maintenance culture in school through proper orientation of staff and students' | 2.96 | Agree | High |
| 8 | Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school. | 2.93 | Agree | High |
| 9 | Spearhead in the maintenance and beautification of the school. | 2.91 | Agree | High |
| 10 | Sources materials for the improvement of teaching-learning and physical aspects of the school. | 2.84 | Agree | High |
| Average | | 2.94 | Agree | High |

Table 2 presents the level of management competence of school principals in terms of material resources management. It was revealed on the table that the level of material resources management skills of school principals is high, with an average mean of 2.94. This means that school principals gave more attention on the material resources. He/she make sure that teachers were not deprived of staying in a learning environment conducive to teaching and learning. This implies that School Principals should not only ensure the availability of physical and instructional materials but should equally acquire competencies ineffective material resource management for instructional improvement.

The table also revealed that providing e-library facilities to aid teachers' and students' research got a low mean of 2.83. This means that school principals agree that e-library facilities were seldom given to the teachers due to unstable internet connectivity, and with the number of teachers in the school, internet connection cannot accommodate them. With these, teachers find ways and means to access the learning resource portal for their consumption and usefulness in their teaching career.

Likewise, the table also shows that enforcing punishment on teachers and students' who vandalizes school facilities got the highest mean of all the indicators listed. With the mean of 3.04,

this means that school principals agree that he/she imposed punishment due to vandalism. With these, teachers and pupils will be aware of the proper handling of material resources of the school to preserve its usefulness.

Table 3

Level of Management Competence of School Heads in terms of Financial Resources Management (N=30)

| FINANCIAL RESOURCE MANAGEMENT | | Weighted Mean | Description | Interpretation |
|-------------------------------|--|---------------|--------------|----------------|
| 1 | Prioritizing financial allocation according to school needs | 2.87 | Agree | High |
| 2 | Joint preparation of school budgets with teachers and PTA. | 2.92 | Agree | High |
| 3 | Keeping accurate financial information of the school. | 3.12 | Agree | High |
| 4 | Ensuring accountability in all school expenditures. | 3.09 | Agree | High |
| 5 | Generating funds for school improvement. | 3.06 | Agree | High |
| 6 | Carrying out monthly audit of school budget. | 2.86 | Agree | High |
| 7 | Adopting cost saving strategies. | 2.88 | Agree | High |
| 8 | Possess transparency of school funds, including that of the school MOOE funds. | 2.96 | Agree | High |
| 9 | Responsible in the preparation of liquidation reports. | 2.82 | Agree | High |
| 10 | Maximum utilization of school funds. | 2.81 | Agree | High |
| Average | | 2.94 | Agree | High |

Table 3 presents the level of management competence of school principals in terms of financial resources management skills. It was revealed on the table that the level of financial resources management skills of school principals is high, with an average mean of 2.94. This

means that school principals strongly agree that part of his/her function as school principal is the management of financial resources of the school.

It was also revealed on the table that maximum utilization of school funds got a low mean of 2.81. This means that school principals agree that school funds were not utilized up to the maximum due to unwanted funding of school needs. This implies that there were expenses in the school of which it is not expected. With these, school principals and teachers find ways and means to look for other sources where these school expenses will be addressed.

Likewise, the table also shows that keeping accurate school's accurate financial information got the highest mean of all the indicators listed. With the mean of 3.12, school principals agree that school funds' transparency was exercised in school. With these, teachers, pupils, and stakeholders are aware of the school's financial resources, where it was spent, and who did the procurement and other activities.

Table 4
Performance of Teachers Based on IPCRF

| Range | Description | N | Percentage |
|--------------|--------------------|-----------|-------------------|
| 4.5-5.00 | Outstanding | 0 | 0 |
| 3.5-4.499 | Very Satisfactory | 30 | 100 |
| 2.5-3.499 | Satisfactory | 0 | 0 |
| 1.5-2.499 | Unsatisfactory | 0 | 0 |
| Total | | 30 | 100 |

Table 4 presents the level of teaching performance of teachers based on the Individual Performance Commitment and Review Form (IPCRF). It was revealed on the table that of the 66 teacher-respondents, 66 or 100% had very satisfactory rating. This means that teachers were competent, effective, and efficient in teaching.

Table 5
Test of Relationship

| Variables Correlated | r | Computed value or t | Table Value @.05 | Decision on Ho | Interpretation |
|---|----------|----------------------------|-------------------------|-----------------------|---|
| Human Resource Management Skills and IPCRF | 0.87 | 4.882 | 3.275 | Reject Ho | Significant Relationship (Very Strong) |
| Material Resource Management Skills and IPCRF | 0.83 | 4.261 | 3.275 | Reject Ho | Significant Relationship (Very Strong) |
| Financial Resource Management Skills and IPCRF | 0.83 | 4.261 | 3.275 | Reject Ho | Significant Relationship (Very Strong) |

Table 5 presents the test of the relationship between the management competence of school heads in terms of human resources management, material resources management and financial resources management and performance of teachers based on IPCRF. It was revealed on the table that the computed value or t of 4.882 is greater than the tabular value of 3.275 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the level of management competence of school heads in terms of human resources management and the performance of teachers based on IPCRF. This implies that with the high level of management competence of school principals in terms of human resources will result to very satisfactory teaching performance of teachers. The r-value of 0.87 revealed that there is a very strong significant relationship between the level of management competence of school heads in terms of human resources management and the performance of teachers. This implies further that school principals valued most on the human resources of the school with equal privileges given, that is why these teachers performed very satisfactory.

Moreover, the table also presents the test of the relationship between the management competence of school heads in terms of material resources management and performance of teachers based on IPCRF. It was revealed on the table that the computed value or t of 4.261 is greater than the tabular value of 3.275 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the level of management competence of school heads in terms of material resources management and performance of teachers based on

IPCRF. The r-value of 0.83 revealed a very strong significant relationship between the level of management competence of school heads in terms of material resources management and teachers' performance. This implies that with the high level of management competence of school principals in terms of material resources will result in teachers' very satisfactory teaching performance.

Finally, the table also presents the test of the relationship between the management competence of school heads in terms of financial resources management and performance of teachers based on IPCRF. It was revealed on the table that the computed value or t of 4.261 is greater than the tabular value of 3.275 at .05 level of significance, so the null hypothesis is rejected. This means a significant relationship between the level of management competence of school heads in terms of financial resources management and teachers' performance based on IPCRF. The r-value of 0.83 revealed a very strong significant relationship between the level of management competence of school heads in terms of financial resources management and teachers' performance. This implies that with the high level of management competence of school principals in terms of financial resources will result in teachers' very satisfactory teaching performance.

IV. Conclusion

The data revealed that there is a significant relationship between the level of management competency of school heads in terms of human, material and financial resources and performance of teachers based on IPCRF. This implies that with the very high level of human resources management and high level of material and financial resources management of school heads will result in very satisfactory performance of teachers. Thus, school heads management competence affects the performance of the teachers.

V. Recommendations

1. School principal should implement the proposed intervention plan for the teachers;
2. School principal should see to it that human resources in school is managed accordingly;
3. School principal should provide instructional and learning materials to the teachers and pupils;
4. School principal should see to it that teachers and pupils are staying in a school conducive to teaching and learning;
5. Teachers should make sure that the material resources provided by the school should be taken cared of;



6. School principal, teachers and other stakeholders should look for financial resources which will financed school programs and projects; and
7. Future researchers should replicate this study to include different locale, and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



MR. EDWIN CASIMERO PREDES

The author was born on November 06, 1983 at Brgy. Cabaliwan, Merida, Leyte, Philippines. He is presently residing at Lower proper, Brgy. Cabaliwan, Merida, Leyte. He finished his Elementary Education and graduated as Salutatorian in the year 1997. He graduated his secondary education in Margen National High School bearing the same Honors in the year 2001. He graduated with the degree in Bachelor in Elementary Education at Visayas State University-Main campus, Baybay City, Leyte, Philippines in the year 2005. He earned his Complete Academic Requirement in Educational Management and Supervision in Leyte Normal University – Tacloban City, Leyte yet transferred to Western Leyte College of Ormoc for this writing. He completed his Academic Requirements for his Masteral Degree major in Education Administration and Supervision and is currently working on his thesis at Western Leyte College of Ormoc, Ormoc City, Philippines.

He was assigned as classroom teacher handling Grade Six learners for a good number of years. During those times he earned numerous awards as coach in Science and Araling Panlipunan contests in the District and Division Level. He was also delegated with ancillary tasks as DRRM, EMIS/ICT, Property Custodian, Science and BSP coordinator during his years as a classroom teacher.

He is presently assigned as a School Head of Cabaliwan Elementary School, Merida District, Division of Leyte, Region VIII – Eastern Visayas, Leyte, Philippines.