
Management Competence of School Principals and Performance of Public Elementary Teachers

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Abstract — The study aimed to determine the significant relationship between school principals' job satisfaction with critical roles in creating a positive school culture in their schools. In this regard, the principal should enjoy working with the students, positively reinforcing students, developing appropriate roles and procedures, striving to achieve autonomy for the school, and promoting a feeling of confidence in the school. These are only some of the management competencies that the school principal should possess to achieve its educational goals. And part of the goals are the performance of the teachers and pupils to improve. As observed in some of the schools, school principals failed to perform these management functions, they do not even know their major tasks maybe because of the multi-tasking given to them yet some of their schools perform better and there are also schools of which the school principal focused more on the academic development of the students and teacher development, yet their performance fall behind the expectation. This is why the researcher conducted this study to determine the significant relationship between the management competence of school heads and teachers' performance. It was revealed on the study that there is significant relationship between the management competence of school principals in terms of human, material and financial resources and performance of teachers. The study's result proved that with a very high level of management competence of school principals in terms of human, material and financial resources, teacher performance increased. It is recommended to implement the proposed intervention plan of the school principal.

Keywords — **Job Satisfaction, Teaching Performance, Distance Learning, Teachers**

I. Introduction

Knowledge of competencies necessary for efficient professional performance of a school principal position and knowledge of up-to-date needs and requirements of practicing school leaders represent a headstone to build a relevant training programme of an adequate quality (1;2). People's demands from schools have increased recently. In this regard, schools are supposed to prepare their students approaching the complex and competitive nature of the world to function better. In order to fulfill this expected role effectively, school principals and their professional management approaches become more critical (6). Naturally, this puts a greater emphasis on both schools and their principals.

The concept of competence can be defined as a person's capacity to connect knowledge, skills, attitudes and professional identity that are relevant for a certain profession (3). It is also described as being adequately or well-qualified physically and intellectually to perform duties of any specific profession. These qualities are important for any organization as well as schools. In this manner, their administrative competency can be put as their skills, knowledge and beliefs in their behaviors in instructional leadership, organizational development and creating a positive school culture (4). Having the administrative competency especially in instructional leadership, organizational development and creating a positive school culture, it is considered that principals can function better at schools in terms of student outcomes. It is considered that school principals should have professional competency, especially in instructional leadership, organizational development and creating a positive school culture. By having these competencies, they can administer a school more effectively.

One of the basics of a school principal as an instructional leader is setting a vision for the school, translating it into action steps, using innovative approaches to achieve vision, and acquiring the resources and support needed to pursue vision. Another important thing for school principals is to clearly communicate the vision and action plans to others, build culture within the school. They are supposed 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.

As known, work on organizational development focuses on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management and transformation of organizational norms and values (5). In this sense, school principals have critical behaviors in the process of organizational development. It is important for the principal in that it empowers, develops and equips his staff so that they will execute their duties with efficiency. School principals have critical roles in the process of creating a positive school culture in their schools. In this regard, the principal should enjoy working with the students, positively reinforcing students, developing appropriate roles and procedures, striving to achieve autonomy for the school, and promoting a feeling of confidence in the school. These are only some of the management competencies that the school principal should possess to achieve its educational goals. And part of the goals are the performance of the teachers and pupils to improve.

As observed in some of the schools, school principals failed to perform these management functions, they do not even know their major tasks maybe because of the multi-tasking given to them yet some of their schools perform better and there are also schools of which the school principal focused more on the academic development of the students and teacher development, yet their performance fall behind the expectation. With these, the researcher decided to conduct this study to determine if there is a significant relationship between the management competence of the school principal and elementary teacher performance to achieve educational goals in improving the pupils' performance. A proposed intervention plan for school principals was formulated based on the result of the study.

It is in the aforementioned rationale that the researcher who is currently the District Head of Kananga II District, Leyte Division, would like to delve worthy research undertaking that will benefit the district she is currently working and that of her profession. This study determined the significant relationship between the management competence of school principals and performance of elementary teachers. Specifically, this study sought to answer the following questions:

1. What is the level of management competence of school principals in terms of the following:
 - 1.1 Human resource management;
 - 1.2 Material resource management; and
 - 1.3 Financial resource management?
2. What is the level of performance of elementary teachers based on IPCRF rating?
3. Is there a significant relationship between the level of management competence of school principals and performance of elementary teachers?
4. What intervention plan can be proposed based on the findings of the study?

II. Methodology

Design. This study employed the descriptive-correlational research design. This design was the most appropriate research design for this study because it sought to determine the level of management competence of school principals and elementary teacher performance. Moreover, this design also determined the degree of linear relationship between the variables; level of Management Competence; and Elementary Teachers Performance on Distance Learning. Selected Schools in Kananga II District, Leyte Division are the main locale of the study. The 30 teachers in the said locales are the respondents of the study. The Principals' Managerial Competencies for Effective Management of School Resources Questionnaire and Individual Performance Commitment and Review Form (IPCRF) were utilized. This research determined the level of management competence of school principals and elementary teacher performance and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers involved in this study. A survey questionnaire was administered personally to the respondents.

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 School Head and teachers was secured before the actual gathering of data. The research instrument was administered personally to the teachers in selected schools in Kananga II District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the

survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Intervention Plan.

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 School Principal and Teachers. 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. Descriptive statistics such as frequency counts, percentage and weighted mean were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between the level of management competence of school principals and elementary teacher performance. This proved and disproved the hypothesis of the study.

III. Results and Discussion

Table 1

Level of Management Competency of School Principals in terms of Human Resources Management (N=30)

Human Resource Management Items	Weighted Mean	Description	Interpretation
Delegation of tasks to teachers' in order to give them sense of responsibility	3.76	Strongly Agree	Very High
Involving teachers' in decision making for school improvement.	3.66	Strongly Agree	Very High
Ensuring teachers' and students' discipline	3.65	Strongly Agree	Very High
Organizing seminars and workshops for professional advancement of teachers	3.64	Strongly Agree	Very High
Providing incentives for teachers' to increase their motivation to work	3.56	Strongly Agree	Very High

Appraising staff in order to improve their job performance	3.50	Strongly Agree	Very High
Providing incentives to students' to improve academic performance	3.77	Strongly Agree	Very High
Orientating new staff and students on school activities and goals	3.74	Strongly Agree	Very High
Promoting teachers' welfare to increase their commitment to instructional tasks	3.71	Strongly Agree	Very High
Supervising teachers' and students' in order to render professional guidance.	3.69	Strongly Agree	Very High
GRAND MEAN	3.67	Strongly Agree	Very High

Table 1 presents the level of management competence of school principal in terms of human resources management. It was revealed on the table that the level of human resources management skills of the school principal is very high with an average mean of 3.67. This means that school principals focus on the welfare of the human resources in his/her organization. He/she believes that developing human resources will produce positive outcomes.

Table 2

Level of Management Competency of School Principals in terms of Material Resource Management Skills (N=30)

Material Resource Management Skills	Weighted Mean	Description	Interpretation
Procurement of physical and instructional materials for teaching and learning	3.82	Strongly Agree	Very High
Ensuring regular school cleanup for conducive learning environment	3.65	Strongly Agree	Very High
Enforcing punishment on teachers and students' who vandalizes school facilities	3.00	Agree	High

Maintaining instructional materials for instructional improvement	3.63	Strongly Agree	Very High
Proving e-library facilities to aid teachers' and students' research	2.90	Agree	High
Equipping classrooms and offices with needed furniture	2.93	Agree	High
Inculcating maintenance culture in school through proper orientation of staff and students'	3.06	Agree	High
Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.33	Agree	High
Spearhead in the maintenance and beautification of the school.	3.53	Strongly Agree	Very High
Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.54	Strongly Agree	Very High
Average	3.34	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 3.34. This means school principals gave more attention on the material resources. He/she make sure that teachers will not be 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 in effective material resource management for instructional improvement.

Table 3
Level of Management Competency of School Principals in terms of Financial Resource Management (N=30)

FINANCIAL RESOURCE MANAGEMENT	Weighted Mean	Description	Interpretation
Prioritizing financial allocation according to school needs	3.67	Strongly Agree	Very High
Joint preparation of school budgets with teachers and PTA.	3.62	Strongly Agree	Very High
Keeping accurate financial information of the school.	3.52	Strongly Agree	Very High
Ensuring accountability in all school expenditures.	3.59	Strongly Agree	Very High
Generating funds for school improvement.	3.46	Agree	High
Carrying out monthly audit of school budget.	3.66	Strongly Agree	Very High
Adopting cost saving strategies.	3.58	Strongly Agree	Very High
Possess transparency of school funds including that of the school MOOE funds.	3.66	Strongly Agree	Very High
Responsible in the preparation of liquidation reports.	3.68	Strongly Agree	Very High
Maximum utilization of school funds.	3.49	Agree	High
Average	3.34	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 very high with an average mean of 3.59. This

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

Table 4
Teaching Performance of Teachers Based on IPCRF

Range	Equivalent	N	Percentage
4.5-5.00	Outstanding	4	13
3.5-4.499	Very Satisfactory	26	87
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 30 teacher-respondents, 26 or 87% had very satisfactory rating while 4 or 13% are outstanding. This means that teachers were competent, effective and efficient in teaching.

Table 3
Test of Relationship

Variables Correlated to Parental Involvement	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Human Resource Management Skills and IPCRF	0.82	4.112	2.015	Reject Ho	Significant Relationship (Very Strong)
Material Resource Management Skills and IPCRF	0.60	3.664	2.015	Reject Ho	Significant Relationship (Strong)
Financial Resource Management Skills and IPCRF	0.77	4.012	2.015	Reject Ho	Significant Relationship (Very Strong)

Table 5 presents the test of 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 4.112 is greater than the tabular value of 2.015 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the level of management competence of school heads in terms of human resources management and performance of teachers based on IPCRF. This implies that with the very high level of management competence of school principals in terms of human resources will result to very satisfactory and outstanding teaching performance of teachers. The r -value of 0.82 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 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 and outstanding.

Moreover, the table also presents the test of 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 3.664 is greater than the tabular value of 2.015 at .05 level of significance, so null hypothesis is rejected. This means that there is 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 0.60 revealed that there is a very strong significant relationship between the level of management competence of school heads in terms of material resources management and performance of teachers. This implies that with the very high level of management competence of school principals in terms of material resources will result to very satisfactory and outstanding teaching performance of teachers.

Finally, the table also presents the test of 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 4.012 is greater than the tabular value of 2.015 at .05 level of significance, so null hypothesis is rejected. This means that there is significant relationship between the level of management competence of school heads in terms of financial resources management and performance of teachers based on IPCRF. The r -value of 0.77 revealed that there is a very strong significant relationship between the level of management competence of school heads in terms of financial resources management and performance of teachers. This implies that with the very high level of management competence of school principals in terms of financial resources will result to very satisfactory and outstanding teaching performance of teachers.

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, material and financial resources management of school principals will result to very satisfactory and outstanding performance of 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



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The author is born on May 9, 1973 at Capoocan, Leyte Philippines. She is presently residing at Real St., Poblacion Zone 1, Capocoan, Leyte. She finished her elementary education at Capoocan Central School, Capoocan, Leyte in the year 1986 and continue her quest for education and able to finish her secondary education at Holy Cross Academy, Carigara, Leyte in the year 1990. She enrolled and finished her Bachelor in Elementary Education major in Mathematics at Leyte Normal University, Tacloban City. She finished her Master of Arts in Education major in School Administration and Supervision at Western Leyte College, Ormoc City in the year 2003. She continues her post-graduate study and graduated Doctor of Arts in Education major in Educational Administration and Supervision at Leyte Normal University Tacloban City.

She is currently the District Head of Kananga II District, Leyte Division, Region VIII, Philippines holding a position as Principal III. She has been the school head assigned in the different schools in Capoocan District before she was promoted to her present station. She is also one of the faculty members of Western Leyte College, Ormoc City as Part-Time Professor and handling Comparative Education and Philosophical, Sociological and Psychological Foundation of Education.

She was awarded as the Most Outstanding Principal in Area IIA in the year 2013, During her teaching and administrator's year, she received series of awards and recognition from the District and Division level. She was also one of the Regional and Division Trainer in DepEd Region VIII and Leyte Division. She also attended series of trainings and seminars conducted in the Region, Division and District.