

# Managerial Competencies of Elementary School Principals and Teachers' Performance

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**Abstract** — This study determined the managerial competencies of the nine elementary school principals and teacher performance in District III of Ormoc City Division. Findings of this study will serve as basis for a proposed managerial enhancement plan. This study utilized a descriptive correlational, employing quantitative approach. In terms of gender majority of the school principals are females. On the other hand, females are believed superior in verbal abilities.

The level of managerial competence of the respondents in terms of management style, planning, information/communication, time management, and delegation is excellent. The relationship between the gender profile and the level of managerial competence of school principals is not significant. It appears that only Tambulilid Elementary Schools got the lowest average of 6.55 which interpreted as satisfactory, meaning teacher's performance of this school affects the learner's achievement comparing with the other schools whose average is higher and interpreted as very satisfactory. There is no significant relationship between the gender profiles and the level of managerial competence of schools principals in terms of management style, planning, and information/communication, and time management. There is no significant relationship between the level of managerial competencies of school principals and the teacher's performance.

**Keywords** — *Managerial Competence; Performances; Teachers; Elementary School Principals*

## I. Introduction

Managerial Competence is an important asset of an administrator and managerial competence as well. He must possess broader knowledge about effective management. This arises from the fact that a manager accomplishes work through the efforts of other individuals. School administrators who are able to develop confidence and support of others have an advantage over those who rub people the wrong way.

Every school administrator strives to have an excellent school but he seldom finds fulfillment. The school administrator or manager who finds himself burdened with countless administrative problems which he is incompetent to solve usually gives up in desperation. This incompetent administrator keeps the school running out of improvement.

Leadership skill is the heart of the managerial process as it is valued with initiating actions. The school heads possess the aura of encouraging people to move to actions. This is a technique or an ability of an administrator in leading objectives. It is a factor that helps an individual or group identify its goals, motivates and assess them in achieving the students' goals. Voluntary effort and goal achievement without leadership in the organization will only be in confusion of people and machines, but if there is a leader who leads, everything works systematically as believed by Moehlman (2005). The school head must be transformational leader whose approach will cause CHANGE individually and socially wherein he will possess the four elements: individual consideration (leader act as a mentor); intellectual stimulation (leader stimulates and encourages creativity); inspirational motivation (leader challenges followers), idealized influence (provides role model for high ethical behavior, instill pride, gains respect and trust).

Leadership position involves motivation and a way accomplished an objective through the process of sharing the decision-making. In this regard, people can be become committed and competent.

The school administrator as a leader must be someone who sets direction in an effort and influences people to follow that direction. According to Ogbonnia, (2007) "effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals." All educators whatever position they hold should be considered and expected to be leaders by virtue of the key roles they play in society. School heads in district III of Ormoc City Division have observed that there's a need to enhance the leadership/management skills of school principals and teacher performance in school.

The researcher being a school administrator for 7 years now is very much inspired to make a study on how can a very competent, skillful principal and excellent performer teachers affect an increased/improved school performance.

This study determined the managerial competencies of the nine elementary school principals and teachers performance in District III of Ormoc City Division. Findings of this study served as basis for a proposed managerial enhancement plan.

Specifically, this study sought the following questions:

1. What is the profile of the elementary school principals in terms of:
  - 1.2 age;
  - 1.3 gender;
  - 1.4 civil statuses;
  - 1.5 educational attainments;
  - 1.6 seminars attended related to managerial competencies;
  - 1.7 number of years as elementary school principals
2. What is the level of managerial competence in terms of:

- 2.1 management style;
  - 2.2 planning;
  - 2.3 information/communication
  - 2.4 time management; and
  - 2.5 delegation
3. What is the teacher's performance in terms of learners achievement
    - 3.1 learner's achievement
      - 3.1.1 national achievement test
      - 3.1.2 school based test
    - 3.2 Instructional competence;
    - 3.3 Management of learning environment;
    - 3.4 Professionalism;
    - 3.5 Attitudes and values;
    - 3.6 Punctuality and attendance; and
    - 3.7 Community interaction
  4. Is there a significant relationship between the profile and the level of managerial competencies of school principals?
  5. Is there a significant relationship between the level of managerial competencies and the teacher's performance?
  6. Is there a significant relationship between the level of managerial competencies of the pupils?
  7. What managerial competencies enhancement plan can be proposed based on the findings of the study.

#### Statement of the Null Hypothesis

H0.1. There is no significant relationship between the profile and the level of managerial competencies of school principals?

H0.2 There is no significant relationship between the level of managerial competencies and the teacher's performance?

## II. Methodology

**Design.** This study utilized the descriptive-correlational type of research in gathering the responses employing the quantitative and qualitative approaches. All Schools in Ormoc City District 3 are the main locale of the study. The Nine (9) School Principals and One Hundred Thirty One (131) are the main respondents of the study and the data based on the Teachers' Performance Ratings and Responses of the School Principal based on the Standardized Questionnaires on Managerial Competence of School Principals; Proposed Managerial Enhancement based on the findings of the study.

**Sampling.** There are 131 teachers and Nine (9) School Principals who are included in the study and the primary means of reach is through cell numbers of the teachers and Principals which were randomly selected.

**Research Procedure.** The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the principal was sought. The researcher asked permission to conduct the study, a letter of permission was sent to the Division Superintendent regarding the conduct of the study to District III. The administration of the questionnaire was personally administered by the researcher. After questionnaires were retrieved from the participants and the data was being tabulated for statistical analysis. Tallying of results and treatment of data. Analysis and Interpretation of Data.

**Ethical Issues.** The right to conduct the study was strictly adhered through the approval of the principal, approval of the Superintendent of the Division. Orientation of the respondents both the teachers and the School Principals were done separately.

**Treatment of Data.** The Extent of the implementation of the SHS Immersion on the area focused was treated through a weighted mean and descriptions (refer to appendices for the scoring and description). Person product moment correlation – This will be used to determine the relationship between the level of competencies of school principal.

### III. Results and Discussion

Table 1  
 Profile of School Principals in Terms of Age, Gender and Educational Attainment (N-9)

Category	Frequency	Percentage (%)
<b>Age</b>		
51 and above	3	33
41 - 50	4	44
30 – 40	2	22
<b>Total</b>	9	100
<b>Gender</b>		
Male	3	33
Female	6	67
<b>Total</b>	9	100
<b>Educational Attainment</b>		
Doctor of philosophy/Education	0	0
MA in Education/Other field with Doctoral units	0	0
MA in Education	3	33
MA in Education with 24 MA units and above	6	67
MA in Education with 3 – 23 MA units	0	0

Bachelor's Degree only	0	0
<b>Total</b>	9	100
<b>Years of Experience as Principal</b>		
20 years and above	1	11%
Between 15 – 19 years	3	33%
Between 10 – 14 years	0	0%
Between 5 – 9 years	5	56%
Between 0 – 4 years	0	0%
<b>Total</b>	9	100%

The first problem considered this study dealt with the profile of the school principals in terms of age, gender, civil status, educational attainment seminars attended related to managerial competence and the number of years as school principal. There were nine (9) school principals and one hundred thirty-one (131) teachers who were the subjects of this study. Table 3 presents the profile of school principals. As to their ages, thirty-three percent (33%) are aged 51 and above years old, forty-four percent (44%) are 41 – 50 years old, twenty-two percent (22%) are 30 – 40 years old. According to Harris (2004) in achieving quality managerial competence, the younger principal can still be aided by a more experienced principal. In terms of gender, sixty-seven percent (67%) or majority of the school principals are females and thirty-three percent (33%) are male. On the other hand, females are believed superior in verbal abilities. Personally, more female or male does not matter. What is important is that they must be competent, adequately and appropriately equipped with managerial competence to lead and manage the teachers in his/her school.

**Table 2**  
**Seminars Attended Relevant to Principals Managerial Competencies**

No. of Hours	National		Regional		Division	
	Frequency	%	Frequency	%	Frequency	%
150 hrs and above					1	11%
120 - 149					6	67%
90 – 119					2	22%
60 – 89	1	11%	1	11%		
30 – 59			8	89%		
0 – 29	8	89%				
<b>Total</b>	9	100%	9	100%		

Table 2 shows the Profile of School Principals in terms of seminars attended relevant to managerial competence. For the national seminar, majority of the school principals whom of which are eighty-nine percent (89%) have attended 0 – 29 hours and only eleven percent (11%) has attended 60 – 89 hours. In terms of regional seminars attended, majority or eight-nine percent

(89%) have attended 30 – 59 hours and only eleven percent (11%) has attended 60 – 89 hours. Furthermore, for the division seminars, majority which is sixty-seven percent (67%) have attended 120 – 149 hours, twenty-two percent (22%) have attended 90 – 119 hours and eleven percent (11%) has attended 150 hours.

**Table 3**  
**Managerial Competence of the Respondents in terms of Management Style**

	Mean	Interpretation
1. Understand the reaction of subordinates	3.32	Excellent
2. Finds an appropriate balance between encouragement and pressure	3.37	Excellent
3. Allows subordinates to express ideas and opinions	3.40	Excellent
4. Resolves conflicts in a constructive way	3.37	Excellent
5. Develop a spirit of teamwork among the subordinates	3.49	Excellent
<b>Mean</b>	<b>3.39</b>	<b>Excellent</b>

Table 3 presents the managerial competence of the respondents in terms of management style which has an overall mean of 3.39, interpreted as excellent. As overall mean, table 2.1 also explains the following statement as to: “Understand the reaction of subordinates”, shows a consistent mean of 3.32, interpreted as excellent; “Finds an appropriate balance between encouragement and pressure”, shows a consistent mean of 3.37, interpreted as excellent; “Allows subordinates to express ideas and opinions”, shows a consistent mean of 3.40, interpreted as excellent, “Resolves conflict in a constructive way”, shows a 3.37, interpreted as excellent and “Develop a spirit of teamwork among the subordinates”, shows a consistent mean of 3.49, interpreted as excellent.

**Table 4**  
**Managerial Competence of the Respondents in terms of planning**

	Mean	Interpretation
1. Balances operation in the organization so that the pace of change is neither too routine nor too disruptive	3.50	Excellent
2. Plans meeting in advance	3.43	Excellent
3. Has a written form of the plans to give guidance to others	3.47	Excellent
4. Shows flexibility in making changes to meet the needs of the organization when necessary	3.47	Excellent
5. Rub day-to-day work smoothly	3.50	Excellent
<b>MEAN</b>	<b>3.47</b>	<b>Excellent</b>

Table 4 presents the managerial competence of the respondents in terms of planning which has an overall mean of 3.47, interpreted as excellent. As overall mean, table 2.2 also explains the following statement as to: “Balances operation in the organization so that the pace of change is neither too routine nor too disruptive”, shows a consistent mean of 3.50, interpreted as excellent, “Plans meeting in advance”, shows a consistent mean of 3.43, interpreted as excellent; “Has a written form of the plans to give guidance to others”, shows a consistent mean of 3.47, interpreted as excellent; “Shows flexibility in making changes to meet the needs of the organization when

necessary”, shows a consistent mean of 3.47, interpreted as excellent and “Rub day-to-day work smoothly”, shows a consistent mean of 3.50, interpreted as excellent.

**Table 5**  
**Managerial Competence of the Respondents in terms of Information and Communication**

	Mean	Interpretation
1. Has good sources of information and methods of obtaining information	3.47	Excellent
2. Organizes information so that it is easy to locate and use	3.47	Excellent
3. Has information readily available when needed by the people	3.50	Excellent
4. Puts information in writing so as not to put employees in a disadvantage	3.52	Excellent
5. Spend enough time visiting other areas in the office to observe firsthand results accomplished	3.53	Excellent
<b>MEAN</b>	<b>3.50</b>	<b>Excellent</b>

Table 5 presents the managerial competence of the respondents in terms of information and communication which has an overall mean of 3.50, interpreted as excellent. As overall mean, table 2.3 also explains the following statement as to: “Has good sources of information and methods of obtaining information”, shows a consistent mean of 3.47, interpreted as excellent, “Organizes information so that it is easy to locate and use”, shows a consistent mean of 3.47, interpreted as excellent; “Has information readily available when needed by the people”, shows a consistent mean of 3.50, interpreted as excellent; “Puts information in writing so as not to put employees in a disadvantage”, shows a consistent mean of 3.52, interpreted as excellent and “Spend enough time visiting other areas in the office to observe firsthand results accomplished”, shows a consistent mean of 3.53, interpreted as excellent.

**Table 6**  
**Managerial Competence of the Respondents in terms of Time Management**

	Mean	Interpretation
1. Has a time scheduling system	3.53	<b>Excellent</b>
2. Shows control to the amount of fragmentation and interruption of work	3.50	<b>Excellent</b>
3. Balances current, tangible activities with time for reflection and planning	3.46	<b>Excellent</b>
4. Gives appropriate amount of attention to key problems/priorities	3.47	<b>Excellent</b>
5. Has necessary information readily available at all times to meet deadlines	3.50	<b>Excellent</b>
<b>MEAN</b>	<b>3.49</b>	<b>Excellent</b>

Table 6 presents the managerial competence of the respondents in terms of time management which has an overall mean of 3.49, interpreted as excellent. As overall mean, table 2.4 also explains the following statement as to: “Has a time scheduling system”, shows a consistent

mean of 3.53, interpreted as excellent, “Shows control to the amount of fragmentation and interruption of work”, shows a consistent mean of 3.50, interpreted as excellent; “Balances current, tangible activities with time for reflection and planning”, shows a consistent mean of 3.46, interpreted as excellent; “Gives appropriate amount of attention to key problems/priorities”, shows a consistent mean of 3.47, interpreted as excellent and “Has necessary information readily available at all times to meet deadlines”, shows a consistent mean of 3.50, interpreted as excellent.

**Table 7**  
**Managerial Competence of the Respondents in Terms of Delegation**

	<b>Mean</b>	<b>Interpretation</b>
1. Makes employees understand the objectives and know what is to be done, when and by whom	3.47	Excellent
2. Knows which responsibilities to meet and which responsibilities to delegate	3.50	Excellent
3. Show genuine interest in the work of employees	3.37	Excellent
4. Gives the employees guidance, training and authority needed to make decisions independently	3.44	Excellent
5. Delegates work to employees to help gain new skills and growth in the organization	3.50	Excellent
<b>Mean</b>	<b>3.46</b>	<b>Excellent</b>

Table 7 presents the managerial competence of the respondents in terms of delegation which has an overall mean of 3.46, interpreted as excellent. As overall mean, table 2.5 also explains the following statement as to: “Makes employees understand the objectives and know what is to be done, when and by whom”, shows a consistent mean of 3.47, interpreted as excellent, “Knows which responsibilities to meet and which responsibilities to delegate”, shows a consistent mean of 3.50, interpreted as excellent; “Shows genuine interest in the work of employees”, shows a consistent mean of 3.37, interpreted as excellent.

**Table 8**

Nos.	Indicators	Mean	Interpretation
1	Management Style	3.49	Excellent
2	Planning	3.47	Excellent
3	Information/Communication	3.50	Excellent
4	Time Management	3.49	Excellent
5	Delegation	3.49	Excellent
	<b>Grand Mean</b>	<b>3.49</b>	<b>Excellent</b>

**Summary of Managerial Competence**

Table 8 shows the summary of managerial competence of the respondents which has an overall grand mean of 3.49, interpreted as excellent. As overall grand mean table 2.6 also explains the following: “management style”, shows a consistent mean of 3.49, interpreted as excellent, “Planning” shows a consistent mean of 3.47, interpreted as excellent; “Information and Communication” shows a consistent mean of 3.50, interpreted as excellent; “time management” shows a consistent mean of 3.49; and “delegation” shows a consistent mean of 3.49, interpreted as excellent.



**Table 9**  
**RPAST of Teachers**

School	NAT	SBAT	Instructional competence	Management of learning environment	Professionalism	Attitudes & Values	Punctuality & Attendance	Community Interaction	Average	Interpretation
Linao Central School		89.8	4.03	1.44	4.45	1.72	.9	.46	7.95	VS
BagongBuhay ES		82.8	3.86	1.43	3.16	1.7	.9	.43	7.24	VS
Doña Feliza Mejia ES	81.40	86.78	4.02	1.7	3.15	1.81	.9	.45	7.58	VS
Jica ES		76.77	3.54	1.62	3.45	1.76	.88	.44	7.27	VS
Lao ES		81	3.71	1.61	3.3	1.72	.87	.42	7.60	VS
Naungan ES	74.68	88.30	3.88	1.49	3.77	1.79	.91	.45	7.62	VS
Punta ES	76.19	84.50	4.03	1.86	3.90	1.8	.92	.48	8.08	VS
San Isidro	94.59	86.5	4.01	1.85	3.90	1.8	.92	.48	8.06	VS
Tambulilid ES	76.	81.38	3.51	1.52	2.22	1.7	.84	.43	6.55	S

Table 9 shows the learner's achievements in terms of NAT and SBAT; the instructional incompetence; management of learning environment; professionalism; attitudes and values; punctuality and attendance; and lastly the community interaction towards the teacher's performance in terms of learner's achievement. It appears that only Tambulilid elementary School got the lowest average of 6.55 which interpreted as satisfactory, meaning teacher's performance of this school affects the learner's achievement comparing with the other schools whose average is higher and interpreted as very satisfactory.

**Table 10**  
**Relationship between Age Profile and Level of Managerial Competence of School Principals**

<b>Variables Correlated</b>	<b>Indicators of Managerial Competence</b>	<b>Computed r-value</b>	<b>p-value</b>	<b>Decision on HO</b>	<b>Interpretation</b>
Profile (age) and level of Managerial Competence	Management Style	-.606	.084	Do not Reject HO	Not significant
	Planning	-.604	.870	Do not reject HO	Not significant
	Information and communication	.112	.775	Do not reject HO	Not significant
	Time Management	.114	.711	Do no reject HO	Not significant
	Delegation	-.078	.841	Do not reject	Not significant

Table 10 presents the relationship between the age profile and the level of managerial competence of school principals, as it shows the computed R-value is less than the P-value. Therefore, there is no significant relationship between the age profiles and the level of managerial competence of school principals.

**Table 11**  
**Relationship between Gender Profile and the Level of Managerial Competence of School Principals**

<b>Variables Correlated</b>	<b>Indicators of Managerial Competence</b>	<b>Computed r-value</b>	<b>p-value</b>	<b>Decision on HO</b>	<b>Interpretation</b>
Profile (age) and level of Managerial Competence	Management Style	-.606	.084	Do not Reject HO	Not significant
	Planning	-.604	.870	Do not reject HO	Not significant
	Information and communication	.112	.775	Do not reject HO	Not significant
	Time Management	.114	.711	Do no reject HO	Not significant
	Delegation	-.078	.841	Do not reject	Not significant
<b>*significant at 0.05 level</b>					

Table 11 presents the relationship between the gender profile and level of managerial competence of school principals. Therefore, the table shows that there is no significant relationship between the gender profiles and the level of managerial competence of schools principals in terms of management style, planning, and information/communication, and time management meaning gender profile does not affect the managerial competence of school principals while in terms of

delegation, there is a significant relationship of the gender profile of the school principals affect his/her managerial competence.

**Table 12**  
**Relationship between Highest Education Profile and Level of Managerial Competence**

<b>Variables Correlated</b>	<b>Indicators of Managerial Competence</b>	<b>Computed value</b>	<b>Df</b>	<b>P-value</b>	<b>Decision on HO</b>
Profile (Highest educational level) and level of Managerial Competence	Management Style	9.00	5	.109	Do not reject HO
	Planning	3.00	2	.223	Do not reject HO
	Information and communication	3.60	3	.308	Do not reject HO
	Time Management	2.62	4	.453	Do not reject HO
	Delegation	3.37	4	.497	Do not reject HO

Table 13 presents the relationship between the highest and the level of managerial competence of school principals. Therefore, the table shows that there is no significant relationship between the educational profile and the level of managerial competence of school's principals in terms of management style, planning, and information/communication, time management and delegation, meaning educational profile does not affect the competence of the school principal.

**Table 13**  
**Relationship between years in service Profile and Level of Managerial Competence**

<b>Variables Correlated</b>	<b>Indicators of Managerial Competence</b>	<b>Computed value</b>	<b>P-value</b>	<b>Decision on HO</b>	<b>Interpretations</b>
Profile (Years of Service) and level of Managerial Competence	Management Style	-.272	.479	Do not reject HO	Not significant
	Planning	.205	.597	Do not reject HO	Not significant
	Information and communication	-.028	.944	Do not reject HO	Not significant
	Time Management	.301	.420	Do not reject HO	Not significant
	Delegation	.308	.420	Do not reject HO	Not significant

Table 13 presents the relationship between the years of service and the level of managerial competence of school principals. Therefore, the table shows that there is no significant relationship between the years of service profile and the level of managerial competence of schools principals

in terms of management style, planning, and information/communication, time management and delegation, meaning number of years in the service being the principal does not affects the managerial competence.

**Table 14**  
**Relationship between Number of Hours of Trainings and the Level of Managerial Competence**

<b>Variables Correlated</b>	<b>Indicators of Managerial Competence</b>	<b>Computed value</b>	<b>P-values</b>	<b>Decision on HO</b>	<b>Interpretations</b>
Profile (Number of Hours of Training) and level of Managerial Competence	Management Style	-.370	.327	Do not reject HO	Not significant
	Planning	.164	.673	Do not reject HO	Not significant
	Information and communication	.181	.642	Do not reject HO	Not significant
	Time Management	.272	.479	Do not reject HO	Not significant
	Delegation	-.310	.417	Do not reject HO	Not significant

Table 14 presents the relationship between the number of hours in training and the level of managerial competence of school principals. Therefore, the table shows that there is no significant relationship the number of hours in training and the level of managerial competence of schools principals in terms of management style, planning, and information/communication, time management and delegation, meaning number of years in the service being the principal does not affects the managerial competence.

**Table 15**  
**Relationship between Level of Managerial Competence and Teachers performance in terms of Management Style**

<b>Teachers Performance Indicators</b>	<b>Computed value</b>	<b>P-values</b>	<b>Decision on HO</b>	<b>Interpretations</b>
NAT	.910*	.032	Reject HO	Significant
SBAT	.002	.996	Do not reject HO	Not significant
Instrucational Competence	.164	.673	Do not reject HO	Not significant
Management of Learning Environment	.717	.030	Do not reject HO	Significant
Professionalism	.265	.491	Do not reject HO	Not significant
Attitudes and values	.655	.491	Do not reject HO	Not significant
Punctuality and Attendance	.407	.277	Do not reject HO	Not significant
Community Interaction	.514	.157	Do not reject HO	Not significant
<b>Significant at 0.05 level</b>				

Table 15 presents the relationship between the level of managerial competence and teacher's performance in terms of management style. Therefore, the tables shows that there is no significant relationship between level of managerial competence in the following indicators (SBAT, Instructional Competence, Professionalism, Attitudes and Value, Punctuality and Attendance, and Community Interaction, meaning teacher's performance in terms of management style does not affect the managerial competence of the school principals; while in NAT and Management of learning environment indicators shows that there is a significant relationship between the level of managerial competence and the teacher's performance in terms of management style.

**Table 16**  
**Relationship between Level of Managerial Competence and Teachers performance in terms of Planning**

<b>Teachers Performance Indicators</b>	<b>Computed value</b>	<b>P-value</b>	<b>Decision on HO</b>	<b>Interpretations</b>
NAT	.848	.070	Do not reject HO	Not significant
SBAT	.146	.708	Do not reject HO	Not significant
Instrucational Competence	.349	.357	Do not reject HO	Not significant
Management of Learning Environment	.449	.225	Do not reject HO	Not significant
Professionalism	.570	.109	Do not reject HO	Not significant
Attitudes and values	.203	.600	Do not reject HO	Not significant
Punctuality and Attendance	.237	.539	Do not reject HO	Not significant
Community Interaction	.357	.345	Do not reject HO	Not significant

Table 16 presents the relationship between the level of managerial competence and teacher's performance in terms of planning. Therefore, the table shows that there is no significant relationship between level of managerial competence in the following indicators (NAT, SBAT, Instructional Competence, Management of Learning Environment, Professionalism, Attitudes and Value, Punctuality and Attendance, and Community Interaction, meaning teacher's performance in terms of management style does not affect the managerial competence of the school principals.

**Table 17**  
**Relationship between Level of Managerial Competence and Teachers performance in terms of Information/Communication**

<b>Teachers Performance Indicators</b>	<b>Computed value</b>	<b>P-value</b>	<b>Decision on HO</b>	<b>Interpretations</b>
NAT	-.280	.648	Do not reject HO	Not significant
SBAT	-.456	.217	Do not reject HO	Not significant
Instrucational Competence	.413*	.034	Reject HO	Significant
Management of Learning Environment	-.031	.938	Do not reject HO	Not significant
Professionalism	-.107	.784	Do not reject HO	Not significant
Attitudes and values	.685*	.028	Reject HO	Significant
Punctuality and Attendance	.272	.480	Do not reject HO	Not significant
Community Interaction	.508	.163	Do not reject HO	Not significant
<b>Significant at 0.05 level</b>				

Table 17 presents the relationship between the level of managerial competence and teacher's performance in terms of information/communication. Therefore, the table shows that there is no significant relationship between level of managerial competence in the following indicators (NAT, SBAT, Management of Learning Environment, Professionalism, Punctuality and Attendance, and Community Interaction, meaning teacher's performance in terms of management style does not affect the managerial competence of the school principals; while Instructional Competence and Attitudes and Values affects the relationship of the level of managerial competence and the Teacher's performance in terms of Information/Communication, meaning there is a significant relationship between the two indicators mentioned.

**Table 18**  
**Relationship between the Level of Managerial Competence and Teachers performance in terms of Time Management**

Teachers Performance Indicators	Computed value	P-value	Decision on HO	Interpretations
NAT	.824	.086	Do not reject HO	Not significant
SBAT	.318	.404	Do not reject HO	Not significant
Instrucational Competence	.284	.459	Do not Reject HO	Not Significant
Management of Learning Environment	.326	.391	Do not reject HO	Not significant
Professionalism	.510	.160	Do not reject HO	Not significant
Attitudes and values	-.484	.037	Do no reject HO	Significant
Punctuality and Attendance	.133	.734	Do not reject HO	Not significant
Community Interaction	.039	.920	Do not reject HO	Not significant
<b>Significant at 0.05 level</b>				

Table 18 presents the relationship between the level of managerial competence and teacher's performance in terms of time management. Therefore, the table shows that there is no significant relationship between level of managerial competence in the following indicators (NAT, SBAT, Instructional Competence, Management of Learning Environment, Professionalism, Punctuality and Attendance, and Community Interaction meaning teacher's performance in terms of management style does not affects the managerial competence of the school principals; while Attitudes and Values affects the relationship of the level of managerial competence and the teacher's performance in terms of time management, meaning there is a significant relationship between this indicator mentioned.



**Table 19**  
**Relationship between Level of Managerial Competence and Teachers performance in terms of Delegation**

<b>Teachers Performance Indicators</b>	<b>Computed value</b>	<b>P-value</b>	<b>Decision on HO</b>	<b>Interpretations</b>
NAT	-.056	.929	Do not reject HO	Not significant
SBAT	.168	.667	Do not reject HO	Not significant
Instrucational Competence	-.197	.612	Do not Reject HO	Not Significant
Management of Learning Environment	-.343	.366	Do not reject HO	Not significant
Professionalism	.103	.793	Do not reject HO	Not significant
Attitudes and values	-.639	.034	Do no reject HO	Significant
Punctuality and Attendance	-.117	.764	Do not reject HO	Not significant
Community Interaction	-.262	.497	Do not reject HO	Not significant
<b>Significant at 0.05 level</b>				

Table 19 presents the relationship between the level of managerial competence and teacher's performance in terms of delegation. Therefore, the table shows that there is no significant relationship between level of managerial competence in the following indicators (NAT, SBAT, Instructional Competence, Management of Learning Environment, Professionalism, Punctuality and Attendance, and Community Interaction, meaning teacher's performance in terms of management style does not affects the managerial competence of the school principals; while Attitudes and Values affects the relationship of the level of managerial competence and the teacher's performance in terms of delegation, meaning there is a significant relationship between this indicator mentioned.

#### IV. Conclusion

The managerial competency of the school principal as a whole is generally good, especially the leading skills, management style, planning, time management and delegation of works to her/his teachers. The school principal work easily and efficiently with teachers and in dealing with people. The managerial competencies obviously were associated with the personality traits of the school principals. They are more tolerant in leading teacher and confident in decisiveness when facing problems. In addition, the researcher has recognized for the purposes of the study, that the profile of the school principal does not influence their managerial competency. The performance

of the school teachers affects the learner's achievement of student. High quality teaching is essential in improving student outcomes and reducing gaps in student achievement.

### **V. Recommendations**

Enhancement training on managerial competency of the school principals and teachers of which it was the important aspect that influence their nature of work as teacher that includes (delegation, instructional competence with their respective attitudes and values, Through this enhancement plan the school principal should evaluate individual teachers using various measures of teacher performance on the job in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

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