

Managerial Skills of School Heads, Parents' Involvement and Performance of Pupils

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Abstract —The study aimed to determine the relationship between principals' managerial skills, parents' involvement, and performance of pupils. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the survey on managerial skills of school principals by Francisco and Nuqui (2020), survey which describes involvement of parents in the education of pupils used by Seong Pek and Rita Wong Mee Mee (2020) and average grades of the pupils for the previous school year. Standard Deviation, Weighted Mean, Percentage and Spearman's rho were the statistical tools used. The data revealed no significant relationship between the academic performance of the pupils and principal's managerial skills in terms of adaptability, decision making and planning and implementation. Though the correlation is high, they are not significant because, the sample size for the school principal is small as correlated to the number of pupil-respondents. Moreover, this study also revealed that there is no significant relationship between the academic performance of the pupils and expressed extent of parents' involvement in the education of the children in terms of home, school and home-school conferencing. Thus, the academic performance of the pupils does not define on how high the level of managerial skills of principals and how active the parents in the school and at home.

Keywords — *Managerial Skills, School Heads, Parents' Involvement, Performance, Pupils*

I. Introduction

While significant, COVID-19 pandemic is unlikely to be the last crisis we will face in our lifetime, and it is not the first time that school principals have been called upon to lead through times of ambiguity. Challenges faced by school principals have ranged from rebuilding after environmental disasters through to supporting communities through economic, social, and emotional devastation. During these times, school principals have provided clarity and direction, built resilience and instilled hope as they remained focused on the best possible outcomes for their students and school communities.

So far in 2020 we have experienced bushfires, drought, and COVID-19. During this pandemic, there is evidence emerging across the globe of the critical role that leadership plays in steering communities through the challenges we are all facing. We experienced the new normal education. We fought to enemies of which we cannot see. It is a battle at which people are being

stretched to adjust to a situation where education and money are at stake. Hence, New Normal in Education is defined as a shift of learning space from public space to personal space, shift of delivery (i.e. teaching) methods from one size fits to all to individualized and differentiated learning, shift of responsibility in the teaching and learning process where there is an active participation of household members, and shift in learning evaluations.

Leading through uncertainty can be daunting - there are no easy solutions, and often no clear paths to follow. How do we lead when we can't predict what's going to happen next? Uncertainty requires principals to adapt quickly to a rapidly changing situation, and to draw on different skills of management. When faced with uncertainty, school principals need to deal with the immediate, while remaining focused on the future, to achieve the best possible teaching and learning environment, and outcomes for the learners.

Some activities differentiate effective principals from the rest of the crowd when faced with adversity. They have to manage the school and the personnel working in there. They need to have a harmonious relationship with parents and other stakeholders to gain support from them and to help improve the performance of the learners. During this time, parents' involvement plays a crucial and taxing role. For a child to succeed, parents exert a lot of influence on their child's cognitive development in the early years and thus, the contact between home and school should be maintained, especially during the primary school years. Although family background appears to be a powerful determinant of parental involvement, most parents, if duly encouraged, are able to devote extra time and effort to assisting with their children's education, both in the home and school settings (Ho, 2009). Parent support and participation are well defined if the principal, teachers, and parents go hand in hand in achieving the progress of the pupils and of the total school community (Evangelista, 2008). What is required is a proactive, inclusive, and transparent approach that does not downplay information or delay a response (Kerrissey and Edmonson 2020).

However, while this pandemic still presents in our place, we will not stop innovating to give the best to our clientele. As one school year has passed, we see that there is still something of which we need to improve and enhance most especially on the practices and skills of school principals, teachers, parents, and other stakeholders to continually give the quality education that we dreamed of to our school children while they are learning at home with their learning facilitators. Thus, this study is formulated to determine the relationship between the principals' managerial skills, parents' involvement, and performance of pupils in Kananga II District, Leyte Division. A proposed training plan will be formulated based on the findings of the study.

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

This study determines the relationship between principals' managerial skills, parents' involvement and performance of pupils of Kananga II District, Leyte Division. A proposed training was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What is the level of managerial skills in terms of the following:
 - 1.1 Positive well-being;
 - 1.2 Time management;
 - 1.3 Openness to change;
 - 1.4 Peer mentoring; and
 - 1.5 collaboration?
2. What is the extent of parents' involvement in terms of the following:
 - 2.1 School-based involvement;
 - 2.2 Home-based involvement; and
 - 2.3 Home-school conferencing?
3. What is the level of academic performance of the pupils?
4. Is there a significant relationship between the principals' managerial skills and performance of pupils?
5. Is there a significant relationship between the parents' involvement and performance of pupils?
6. What training plan can be proposed based on the findings of this study?

Methodology

Design. This study employed the descriptive-correlational research design employing the qualitative and quantitative data to determine the relationship between the principals' managerial skills, parents' involvement, and performance of pupils. All schools in Kananga 2 District, Leyte Division are the main locale of the study. The nine (9) school heads, 45 teachers, 316 parents and pupils in the said locale are the main respondents of the study and a survey on managerial skills of school principals by Francisco and Nuqui (2020), survey which describes involvement of parents in the education of pupils used by Seong Pek and Rita Wong Mee Mee (2020) and average grades of the pupils for the previous school year were utilized. This research focused in determining the level of managerial skills of principals, extent of parents' involvement and level of academic performance and its relationship. A Proposed Training Plan based on the findings of the study is the output.

Sampling. There are 9 school heads, 45 teachers and 316 parents and pupils are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the school meeting.

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 Heads was secured before the actual gathering of data. Validation of the instruments through the

School Heads and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Enhancement 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 heads. Orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed and consent to be included in the study were signed.

Treatment of Data. The Standard Deviation, Percentage and Weighted Mean were employed to determine level of managerial skills of principals, extent of parents' involvement and level of academic performance. Spearman's correlation was used to determine the significant relationship between the dependent and independent variables of the study.

Results and Discussion

Table 1A
Level of Managerial Skills of Principals in Terms of Adaptability

	Indicators of Adaptability	Mean	S.D.	Description	Interpretation
1	Adapts to changes especially when necessary.	4.8	0.44	Outstanding	Very High
2	Does not just stick-on traditions but also applies new ideas/strategies in managing the school.	4.6	0.53	Outstanding	Very High
3	Embraces new challenges as part of organizational growth and advancements.	4.7	0.50	Outstanding	Very High
4	Listens to young instructional leaders while keeping important personal values and the essence of the school culture.	4.6	0.53	Outstanding	Very High
5	Even though he or she is less advanced in the utilization of technology, he tries his or her best to learn and to cope	4.4	0.53	Very Satisfactory	High

	up with this trend and necessity.				
	Overall	4.60	0.44	Outstanding	Very High

Table 1A presents the level of managerial skills of principals in terms of adaptability. It was revealed on the table that the level of managerial skills of principals in terms of adaptability has a mean of 4.60 with 0.44 standard deviation which is interpreted as very high. This means that school principals have an outstanding rating on their managerial skills on adaptability. This implies that school principals adapt and embrace changes in the education system and apply new ideas and strategies in managing the school to attain educational goals and objectives. They are advance in technology utilization as it is the demand and necessary in this time of pandemic.

Table 1B
Level of Managerial Skills of Principals in Terms of Decision Making

	Indicators of Decision Making	Mean	S.D.	Description	Interpretation
1	Decides based on factual data.	4.6	0.53	Outstanding	Very High
2	Carefully discusses matters with his or her instructional leaders.	4.8	0.44	Outstanding	Very High
3	Takes responsibility on all his or her decisions.	4.7	0.50	Outstanding	Very High
4	Always decides on what is best for the teachers and learners and not for himself or herself.	4.6	0.53	Outstanding	Very High
5	Scrutinizes every factor to consider before making decisions.	4.7	0.50	Outstanding	Very High
	Overall	4.64	0.42	Outstanding	Very High

Table 1B presents the level of managerial skills of principals in terms of decision making. It was revealed on the table that the level of managerial skills of principals in terms of decision making has a mean of 4.64 with 0.42 standard deviation which is interpreted as very high. This means that school principals have an outstanding rating on their managerial skills on decision

making. This implies that school principals' decision making is for the benefit of everybody in the school system. They always scrutinize every factor to consider before making decisions and see to it that it is for the best of the teachers and pupils.

Table 1C
Level of Managerial Skills of Principals in Terms of Planning and Implementation

	Indicators of Planning and Implementation	Mean	S.D.	Description	Interpretation
1	Sticks on the plan until it is being fully implemented.	4.7	0.50	Outstanding	Very High
2	Has a sense of flexibility to make contingency plans before failing.	4.7	0.50	Outstanding	Very High
3	Is a visionary and at the same time practical and innovative.	4.7	0.50	Outstanding	Very High
4	Thinks of concrete plans that are not yet thought by other leaders.	4.7	0.50	Outstanding	Very High
5	Gives credits on people behind successful plans and excellent outcomes of implementations.	4.7	0.50	Outstanding	Very High
	Overall	4.67	0.50	Outstanding	Very High

Table 1C presents the level of managerial skills of principals in terms of planning and implementation. It was revealed on the table that the level of managerial skills of principals in terms of planning and implementation has a mean of 4.67 with 0.50 standard deviation which is interpreted as very high. This means that school principals have an outstanding rating on their managerial skills on planning and implementation. This implies that school principals carefully make and implement the plan for the school which will give impact to the school personnel and stakeholders. The plan was based on the needs of the school and its personnel to effectively implement the new normal learning.

Table 2A
Expressed Extent of School-Based Involvement of Parents
in the Education of the Children

	Indicators of School-Based Involvement	Mean	S.D.	Description	Interpretation
1	I volunteer in my child's homework.	2.3	0.45	Sometimes	Moderately High
2	I participate in parent and family social activities with the teacher.	2.1	0.37	Sometimes	Moderately High
3	I participate in planning classroom activities with the teacher.	2.5	0.51	Always	Very High
4	I go on class trips with my child.	2.3	0.45	Sometimes	Moderately High
5	I talk with other parents about school meetings and events.	2.3	0.66	Sometimes	Moderately High
6	I participate in planning school trips for my child.	2.2	0.40	Sometimes	Moderately High
7	I meet with other parents from my child's class outside of school.	2.2	0.37	Sometimes	Moderately High
8	I hear teacher tell my child how much they love learning.	2.1	0.22	Sometimes	Moderately High
9	I participate in fund raising activities in my child's school.	2.1	0.29	Sometimes	Moderately High
10	I feel that parents in my child's classroom support each other.	2.1	0.33	Sometimes	Moderately High
	Overall Mean	2.21	0.21	Sometimes	Moderately High

Table 2A presents the expressed extent of school-based involvement of parents in the education of their children. It was revealed on the table that the expressed extent of school-based involvement of parents in the education of their children has a mean of 2.21 with 0.21 standard deviation which is interpreted as moderately high. This means that parents sometimes involve in school activities. This implies that the parents of the pupils are involve in making

the school more attractive and effective learning institutions. They also provide services in the distribution and retrieval of modules. They also help in inviting stakeholders for support and assistance to effectively implement the new learning modality.

Table 2B
Expressed Extent of Home-Based Involvement of Parents
in the Education of the Children

	Indicators of Home-Based Involvement	Mean	S.D.	Description	Interpretation
1	I spend time working with my child on reading/writing skills.	2.2	0.69	Sometimes	Moderately High
2	I bring home learning materials for my child (videos, etc.)	2.3	0.61	Sometimes	Moderately High
3	I spend time with my child working on creative activities.	2.3	0.49	Sometimes	Moderately High
4	I share stories with my child about when I was in school.	2.2	0.45	Sometimes	Moderately High
5	I bring my child to museum, zoo and etc. to learn special thing.	2.2	0.38	Sometimes	Moderately High
6	I maintain clear rules at my home that my child should obey.	2.2	0.44	Sometimes	Moderately High
7	I talk about my child's learning efforts in front of relatives.	2.2	0.53	Sometimes	Moderately High
8	I revise my child's schoolwork.	2.0	0.58	Sometimes	Moderately High
9	I keep a regular morning and bedtimes schedules for my child.	2.4	0.49	Sometimes	Moderately High
10	I praise my child for schoolwork in front of the teacher.	2.0	0.50	Sometimes	Moderately High
	Overall Mean	2.20	0.19	Sometimes	Moderately High

Table 2B presents the expressed extent of home-based involvement of parents in the education of their children. It was revealed on the table that the expressed extent of home-based involvement of parents in the education of their children has a mean of 2.20 with 0.19 standard deviation which is interpreted as moderately high. This means that parents sometimes provide assistance to their children who are learning at home. With the limited knowledge on the lessons presented in the modules, some parents encounter challenges, and these become an avenue to inform other members of the community for help. This implies that parents are resilient in coping with the challenges during this pandemic. As partners in the education of the children, they extended their support, may it financially, personally, materially, and spiritually.

Table 2C
Expressed Extent of Involvement of Parents in the Education of the Children in terms of Home-School Conferencing

	Indicators of Home-School Conferencing	Mean	S.D.	Description	Interpretation
1	I talk to the teacher about how my child gets along with his/her classmates at school.	2.5	0.50	Always	Very High
2	I talk with my child's teacher about classroom rules.	2.1	0.58	Sometimes	Moderately High
3	I talk to my child's teacher about his/her difficulties in school.	2.2	0.40	Sometimes	Moderately High
4	I talk with my child's teacher about schoolwork to practice at home.	2.3	0.47	Sometimes	Moderately High
5	I talk with my child's teacher about my child's accomplishments.	2.5	0.50	Always	Very High
6	I talk with my child's teacher about his/her daily routine.	2.4	0.49	Sometimes	Moderately High
7	I attend conferences with the teacher to talk about my child's learning or behavior.	2.5	0.50	Always	Very High
8	I schedule meetings with administration to talk about problems or to gain information.	2.4	0.49	Sometimes	Moderately High

9	I talk with my child's teacher to gain information.	2.3	0.45	Sometimes	Moderately High
10	I talk with my child's teacher on the telephone.	1.9	0.70	Sometimes	Moderately High
	Overall Mean	2.30	0.28	Sometimes	Moderately High

Table 2C presents the expressed extent involvement of parents in the education of the children in terms of home-school conferencing. It was revealed on the table that the expressed extent involvement of parents in the education of the children in terms of home-school conferencing has a mean of 2.30 with 0.28 standard deviation which is interpreted as moderately high. This means that parents sometimes connect to teachers and give feedback regarding the performance of the child while learning at home. This implies that parents and teachers have open communication for the benefit of the children who are learning at home. They provide feedback and extend their extra time for consultation especially during home visitation.

Table 3
Distribution of Pupils' Level of Academic Performance

Range of Ratings	Level of Performance	No. of Students	Percent
90-100	Outstanding	-	-
85-89	Very Satisfactory	25	7.9
80-84	Satisfactory	291	92.1
75-79	Fairly Satisfactory	-	-
74 & below	Did not Meet Expectations	-	-
	Total	316	100

Table 3 presents the distribution of pupil's level of academic performance. It was revealed on the table that among the 316 pupils, 25 or 7.9% got an average grade of 85-89 which is interpreted as very satisfactory and 291 or 92.1% got a grade of 80-84 which is satisfactory. This means that these pupils passed the grade and promoted to the next higher level. This implies that despite of the new learning modality that they have, still the pupils were able to achieve positive learning outcomes. The result shows concrete evidence that teachers and learning facilitators are working hand in hand to attain quality education despite this pandemic.

Table 4
Spearman’s Correlations Between Academic Performance of Pupils and Principal’s Managerial Skills

Academic Performance and	r	Interpretation	“p value”
Adaptability	.47	Moderate	.197 ^(ns)
Decision-Making	.62	Moderately High	.074 ^(ns)
Planning and Implementation	.55	Moderate	.127 ^(ns)

ns-Not Significant

Table 4 presents the Spearman’s correlation between academic performance of the pupils and principal’s managerial skills in terms of adaptability, decision making and planning and implementation. It was revealed on the table that the Spearman’s correlation between academic performance and adaptability has the r value of .47 which is interpreted as moderate. The p value of .197 shows no significance between academic performance and adaptability of principals. This means that there is no significant relationship between academic performance of pupils and principal’s managerial skills in terms of adaptability. This implies that despite of the very high level of principal’s adaptability, the pupils only achieve a satisfactory rating on academic performance. The technical knowledge of the school principals to easily adapt the changes in the education sector is not correlated to academic performance.

Moreover, this table also shows Spearman’s correlation between academic performance of the pupils and principal’s managerial skills in terms of decision making. It was revealed on the table that the Spearman’s correlation between academic performance and decision making has the r value of .62 which is interpreted as moderately high. The p value of .074 shows no significance between academic performance and decision making of principals. This means that there is no significant relationship between academic performance of pupils and principal’s managerial skills in terms of decision making.

Finally, the table presents the Spearman’s correlation between academic performance of the pupils and principal’s managerial skills in terms of planning and implementation. It was revealed on the table that the Spearman’s correlation between academic performance and planning and implementation has the r value of .55 which is interpreted as moderately high. The p value of .127 shows no significance between academic performance and planning and implementation of principals. This means that there is no significant relationship between academic performance of pupils and principal’s managerial skills in terms of planning and implementation. With the above result, though the correlation is high, they are not significant because, the sample size for the school principal is small as correlated to the number of pupil-respondents.

Table 5
Spearman's Correlations Between Academic Performance of Pupils and Parents' Expressed Involvement in the Education of the Children ($n=316$)

Academic Performance and	r	Interpretation	p-value
School-Based Involvement	-.08	Negligible	.167 ^(ns)
Home-Based Involvement	.01	Negligible	.848 ^(ns)
Home School Conferencing	.04	Negligible	.464 ^(ns)

Ns-Not Significant

Table 5 presents the Spearman's correlation between academic performance of the pupils and parent's expressed involvement in the education of the children in terms of school-based involvement, home-based involvement and home-school conferencing. It was revealed on the table that the Spearman's correlation between academic performance and school-based involvement of parents has the r value of -.08 which is negligible. The p value of .167 shows no significance between academic performance and school-based involvement of parents. This means that there is no significant relationship between academic performance of pupils and parents' expressed school-based involvement in the education of the children. This implies that the involvement of parents in school activities is not correlated with the academic performance of the child. This implies further that parent or learning facilitators must be knowledgeable enough on the lessons presented in the modules to guide and assist them in their home learning activities.

Moreover, the table also presents the Spearman's correlation between academic performance of the pupils and parent's expressed home-based involvement in the education of the children. It was revealed on the table that the Spearman's correlation between academic performance and home-based involvement of parents has the r value of .01 which is negligible. The p value of .848 shows no significant relationship between academic performance and school-based involvement of parents. This means that there is no significant relationship between academic performance of pupils and parents expressed home-based involvement in the education of the children. This implies that parent's involvement at home has no impact on the result of the academic performance of the pupils. There might be some factors that contributes to the satisfactory performance of the pupils.

Finally, the table shows the Spearman's correlation between academic performance of the pupils and parent's expressed involvement in the education of the children in terms of home-school conferencing. It was revealed on the table that the Spearman's correlation between academic performance and involvement of parents in terms of home-school conferencing has

the r value of .04 which is negligible. The p value of .464 shows no significant relationship between academic performance and parent's expressed involvement in the education of the children in terms of home-school conferencing. This means that there is no significant relationship between academic performance of pupils and parents' expressed involvement in the education of the children in terms of home-school conferencing.

IV. Conclusion

The data revealed no significant relationship between the academic performance of the pupils and principal's managerial skills in terms of adaptability, decision making and planning and implementation. Though the correlation is high, they are not significant because, the sample size for the school principal is small as correlated to the number of pupil-respondents. Moreover, this study also revealed that there is no significant relationship between the academic performance of the pupils and expressed extent of parents' involvement in the education of the children in terms of home, school and home-school conferencing. Thus, the academic performance of the pupils does not define on how high the level of managerial skills of principals and how active the parents in the school and at home.

V. Recommendations

1. The proposed intervention plan formulated should be utilized.
2. Teachers should formulate appropriate plans and implement adequate strategies to meet the demands of teaching and learning process in the new normal.
3. Teachers should have a growth mindset towards the situation, embrace changes and explore possibilities by getting out of their comfort zones.
4. The higher offices and school authorities may work with teachers in assisting the teachers and parents as they mitigate to the new normal teaching and learning practices.
5. Parents should see to it that children are learning at home with their guidance and assistance.
6. Teachers and school heads should encourage parents to air out their sentiments and both may agree on the best solution to attain positive learning outcomes of the pupils.
7. Engaging community and partnership to stakeholders should be enhanced by all school personnel to gain support in the implementation of the new learning modality; and
8. 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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The author is born on November 11, 1983 at Tugbong Kananga, Leyte Philippines. She is presently residing also at Tugbong Kananga, Leyte. She finished her elementary education at Tugbong Elementary School, Tugbong Kananga, Leyte in the year 1996 and continue her quest for education and able to finish her secondary education at Kananga National High School, Kananga, Leyte in the year 2000. She enrolled and finished her Bachelor in Elementary Education at Leyte Normal University, Tacloban City. She took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc.

Her first station was Don Felipe Elementary School and is handling grade 1 pupils after 3 years in the said school. She transferred at Montealegre Elementary School handling grade 4 pupils for 6 years. Currently she is a teacher 3 at Tugbong Central School, Kananga II District, Leyte Division, Region VIII Philippines. She attended series of trainings and seminars conducted in Region, Division, District, and school.