

Managerial Skills of School Heads as Correlate of Teacher's Work Performance in Distance Learning

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Abstract —The study aimed to determine the significant relationship between the managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and work performance of teachers in distance learning. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher used the survey on managerial skills of school heads about the Emergence of Situational Leadership during COVID 19 Pandemic called New Normal Leadership which is coined by Francisco and Nuqui (2020) and classroom observation tool (COT) rating of teachers for quarter 2. Simple Percentage, Weighted Mean and Pearson r were the statistical tools used. Results of the study revealed a significant relationship between the extent of managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and performance of teachers based on classroom observation tool for quarter 2. Thus, effective managerial skills of school heads contribute to teacher performance which means that a very good managerial skills, the excellent performance of teachers will be.

Keywords — *Managerial Skills, School Heads, Correlate, Teacher's Work Performance, Distance Learning*

I. Introduction

Education is an important element in determining the quality of a nation. It is expected to produce quality people so that they can compete in global competencies, be responsible and be able to anticipate the future. The school is an educational institution that was established to produce a more qualified human resource, so that with the existence of schools, it is expected to improve the quality of a nation. Schools' quality are schools that produce quality graduates and who are not only capable in the academic field, but also have noble character or good character. Success or failure of a school is determined by the kind of management that the school have and on how the school head manages the school.

The school head's managerial ability plays an important role in developing schools or educational institutions. School Heads should be able to manage educational resources in schools, including educators and teachers, facilities and infrastructure, curriculum, and any opportunities of cooperation with related institution. Good management of all elements will create an effective leadership style to achieve the expected school vision and mission, and to produce qualified graduates, thus, an effective managerial skill can be demonstrated through the leadership of the school head (Kempa, et al., 2017).

Managerial skills possessed by school heads are very important in determining a school's quality, so it requires school heads who have adequate managerial competence. Successful implementation of the school head's leadership in managing school organizations is very dependent on their managerial abilities.

Managers are people who carry out supervision of the activities of others and are responsible for achieving goals in an organization. A manager is also responsible for making decisions, allocating resources, and directing activities to achieve goals, which are consciously coordinated (Robinson & Judge, 2017). Management provides formal coordination in an organization for achieving pre-determined goals. The educational manager particularly performs his duties by using different planning and management techniques. These techniques are equally important for the manager of other sectors. The job of educational institutional head is multi-dimensional including the tasks at various levels of management. In schools the tasks of heads are planning, strategic planning, budgeting, resolving conflicts, disciplining, rewarding improving productivity, managing time, and managing change, managing ethics and leading. The School Head's job is complex in nature (Chuahdhy & Shah, 2012).

Since the spread of COVID-19 in the Philippines, it has changed the educational sector in unimaginable ways. The current situation is preventing the educational sector from performing its primary function to educate children. With recovery plans formulated to get schools on their feet, it is the school heads who are in a challenging position to lead the course of education amid the crisis. As Harris and Jones (2020) expressed, school heads cannot just go back to the educational leadership practices they apply in the former period of certainty, stillness, and predictability. Being a leader in perturbing periods means being able to chart different water and move in a new direction amid ambiguities (Chapay, 2021).

The Department of Education (2020) also acknowledged the important position of the school heads in the continuity of education amidst the COVID-19 crisis. It asserted its obligation to giving professional development to school heads. They were trained to carry out the adoption of an array of learning delivery prototypes based on their preparedness, resources, and plans. They were given an opportunity to be familiar with the range of learning delivery prototypes they can employ depending on the capacity and situation of the community they are located. They were capacitated to lead the continuity of education amid the crisis.

However, despite such efforts to assist school heads lead education during difficult times, educational leadership at present is fraught with many challenges. School heads often encounter problems such as budget shortage and social divides (Kruse et al., 2020) to which they may not necessarily know the best solution. Thus, managerial skills are being challenged on how are they going to cope with the present situation and be able to give the quality education that their clientele is expected from them. Thus, it is in this premise that the researcher decided to conduct this study in order to determine the level of managerial skills of school heads as correlate of teacher's work performance for the effective implementation of distance learning. A proposed intervention plan was formulated based on the findings of the study.

It is in the rationale that the researcher who is currently managing one of the schools 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 he is enrolled at.

This study determined the relationship between the managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and work performance of teachers in distance learning of selected schools in Tabontabon District, Leyte Division for School Year 2021-2022. The findings of the study were bases for the proposed intervention plan.

Specifically, this study sought to answer the following questions:

1. What are the managerial skills of school heads in distance learning in terms of the following:
 - a. technical skills;
 - b. human skills;
 - c. conceptual skills;
 - d. communication skills; and
 - e. supervisory skills?
2. What is the level of work performance of teachers in distance learning based on classroom observation using the Classroom Observation Tool (COT) for quarter 2?
3. Is there a significant relationship between the managerial skills of school heads and of work performance of teachers in distance learning based on classroom observation using the Classroom Observation Tool (COT) for quarter 2?
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 to determine the relationship between the managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and work performance of teachers in distance learning for School Year 2021-2022. Tabontabon CS, San Pablo ES, Jabong ES, Capahuan ES, Aslum ES and Guinguan ES, Tabontabon District, Leyte Division are the main locale of the study. The 6 school heads and 46 teachers teaching in the said locale for School Year 2021-2022 are the main respondents of the study and a survey on managerial skills of school heads about the Emergence of Situational Leadership during COVID 19 Pandemic called New Normal Leadership which is coined by Francisco and Nuqui (2020) and classroom observation tool (COT) rating of teachers for quarter 2 were used. This research is focused in determining the managerial skills of school heads and work performance of teachers and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 6 school heads and 46 teachers are involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol.

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. Orientation of the participants and administration of the survey was done through face-to-face in the respective schools of the respondents. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected it. 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, and School Head. 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 Simple Percentage and Weighted Mean was employed to determine managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and work performance of teachers in distance learning. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Extent of Managerial Skills of School Heads in terms of Technical Skills

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Plan for school improvement.	4.78	Strongly Agree	Outstanding
2	Provided appropriate trainings to teachers for professional growth and development.	4.54	Strongly Agree	Outstanding
3	Reviews the school performance vis-à-vis, mission and goals of the school.	4.78	Strongly Agree	Outstanding
4	Use the appropriate monitoring and evaluation tools to assess the teachers.	4.74	Strongly Agree	Outstanding
5	Allocate funds for the improvement of the school and to provide the needs of the teachers for teaching and learning.	4.74	Strongly Agree	Outstanding
6	Provide technical assistance to teachers to improve teaching performance.	4.74	Strongly Agree	Outstanding
7	Ability to use ICT in making and submitting reports.	4.64	Strongly Agree	Outstanding
8	Ability to use different platforms in aid teachers.	4.65	Strongly Agree	Outstanding
Average Weighted Mean		4.70	Strongly Agree	Outstanding

Table 1 presents the extent of managerial skills of school heads in terms of technical skills. It was revealed on the table that the extent of managerial skills of school heads in terms of technical skills has an average weighted mean of 4.70 which is outstanding. This means that teachers strongly agree that their school heads have an outstanding technical skill in managing the school. This implies that school heads understand and proficient in providing technical assistance to teachers using different methods, techniques and procedures to ensure that quality education is delivered to the pupils through distance learning. They are technologically advance in making and submitting reports and can aid teachers using different platforms. They are expert in using different tools in monitoring the teaching-learning process and outstanding in providing the needs of the teachers for teaching and learning use.

Table 2
Extent of Managerial Skills of School Heads in terms of Human Skills

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Ability to create and motivate a healthy school culture for continual improvement in quality education.	4.78	Strongly Agree	Outstanding
2	Ability to work as a team with other individuals in the school system to achieve set goals.	4.87	Strongly Agree	Outstanding
3	Ability to involve stakeholders in decision making for the effective implementation of distance learning.	4.80	Strongly Agree	Outstanding
4	Engage in self-professional development to update managerial skills.	4.78	Strongly Agree	Outstanding
5	Ability to actively and personally guide specific initiatives to improve pupil's achievement.	4.72	Strongly Agree	Outstanding
6	Ability to create and motivate a healthy school culture for continual improvement in quality education.	4.78	Strongly Agree	Outstanding
Average Weighted Mean		4.79	Strongly Agree	Outstanding

Table 2 presents the extent of managerial skills of school heads in terms of human skills. It was revealed on the table that the extent of managerial skills of school heads in terms of human skills has an average weighted mean of 4.79 which is interpreted as outstanding. This means that teachers strongly agree that their school heads are outstanding in managing the human skills. This implies that school heads create an atmosphere where teachers are motivated to work. They involve all members in the organization in decision making and lead in developing strategies and methods to improve the school performance and that of the teachers and pupils.

Table 3
Extent of Managerial Skills of School Heads in terms of Conceptual Skills

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Prepare strategic and long-term goals for the school and its personnel.	4.76	Strongly Agree	Outstanding
2	Led in conducting innovative projects which will help teachers and pupils in the effective implementation of distance learning.	4.84	Strongly Agree	Outstanding
3	Set the specific objectives and outcomes of the school activities.	4.80	Strongly Agree	Outstanding
4	Craft school policies in the implementation of distance learning.	4.58	Strongly Agree	Outstanding
5	Encourage teachers to really give their best commitment to deliver instruction to the most important client in the department in the new normal.	4.85	Strongly Agree	Outstanding
Average Weighted Mean		4.75	Strongly Agree	Outstanding

Table 3 presents the extent of managerial skills of school heads in terms of conceptual skills. It was revealed on the table that the extent of managerial skills of school heads in terms of conceptual skills has an average weighted mean of 4.75 which is interpreted as outstanding. This means that teachers strongly agree that their school heads are outstanding in conceptual skills. This implies that school heads acknowledge the importance of each member of the organization. They recognize how different functions of organization depend on one another and change in each part necessarily influences other parts.

Table 4
Extent of Managerial Skills of School Heads in terms of Communication Skills

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Establish appropriate channel of communication that will help him to relate effectively with subordinates, keep them properly informed of school plans, policies and programs.	4.80	Strongly Agree	Outstanding
2	Communicate information clearly without ambiguity.	4.87	Strongly Agree	Outstanding
3	Choose appropriate words to use in communicating with personnel.	4.67	Strongly Agree	Outstanding
4	Design the medium he uses so that personnel receive the information without distortion.	4.63	Strongly Agree	Outstanding
5	Use different platforms to communicate with the teachers and other stakeholders.	4.67	Strongly Agree	Outstanding
Average Weighted Mean		4.69	Strongly Agree	Outstanding

Table 4 presents the management skills of school heads in terms of communication skills. It was revealed on the table that the extent of managerial skills of school heads in terms of communication skills has an average weighted mean of 4.69 which is interpreted as outstanding. This means that teachers strongly agree that their school heads are outstanding in communication skills. This implies that school heads able to exchange ideas and disseminate information to their subordinates in a timely and accurate manner. They have the listening ears to the members of staff and they use clear, brief and straight forward language. They effectively communicate with their stakeholders using any platforms.

Table 5
Extent of Managerial Skills in terms of Supervisory Skills of School Heads

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Supervise the teachers in the school to work as a team towards achievement of school goals.	4.89	Strongly Agree	Outstanding
2	Supervise instructional activities to the learners.	4.84	Strongly Agree	Outstanding
3	Provide solutions to teaching problems of teachers.	4.82	Strongly Agree	Outstanding
4	Guide and assist teachers to use innovative approaches to teach in order to enhance instructional improvement.	4.86	Strongly Agree	Outstanding
5	Work with teachers to improve the entire teaching and learning process in the new normal.	4.93	Strongly Agree	Outstanding
Average Weighted Mean		4.87	Strongly Agree	Outstanding

Table 5 presents the management skills of school heads in terms of supervisory skills. It was revealed on the table that the extent of managerial skills of school heads in terms of supervisory skills has an average weighted mean of 4.87 which is interpreted as outstanding. This means that teachers strongly agree that their school heads are outstanding in supervisory skills. This implies that school heads supervise or monitor teachers and provide technical assistance for the improvement of teaching and learning in the new normal.

Table 6
Performance of Teachers using the Classroom Observation Tool (COT)

Score Range	Description	COT PERFORMANCE	
		Frequency	%
6.10-7.00	Excellent	46	100
5.20-6.09	Very Good	0	0
4.30-5.19	Very Good	0	0
3.40-4.20	Good	0	0
2.50-3.39	Good	0	0
1.60-2.49	Fair	0	0
1.00 1.59	Poor	0	0
Total		46	100
Weighted Mean		6.84	Excellent

Table 6 presents the performance of teachers using the Classroom Observation Tool (COT) in quarter 2. It was revealed on the table that among the 46 teacher-respondents, all of them or 100% got a rating of 6.10-7.00 which is interpreted as excellent. The weighted mean of 6.84 shows an excellent teacher performance in their classroom observation using the Classroom Observation Tool (COT) in quarter 2. This means that despite of the new learning modality, teachers can still perform their task with excellent performance and can easily adopt change. This implies that with the proper motivation and guidance by the school heads and with the support provided to them to continuously perform and provide quality education to the pupils, teachers do not stop making their best and serving their clientele with passion and dedication.

Table 7
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Technical Skills and Performance	0.80	3.143	0.629	Reject Ho	Significant Relationship (Very Strong)
Human Skills and Performance	0.81	3.622	0.629	Reject Ho	Significant Relationship (Very Strong)
Conceptual Skills and Performance	0.82	3.265	0.629	Reject Ho	Significant Relationship (Very Strong)
Communication Skills and Performance	0.81	3.522	0.629	Reject Ho	Significant Relationship (Very Strong)
Supervisory Skills and Performance	0.82	3.665	0.629	Reject Ho	Significant Relationship (Very Strong)

Table 7 presents the test of relationship between the managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and performance of teachers based on the Classroom Observation Tool (COT) for quarter 2. It was revealed on the table that extent of managerial skills of school heads in terms of technical skills has a computed value or t of 3.143 which is greater than the table value of 0.629 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the managerial skills of school heads in terms of technical skills and performance of teachers based on COT for quarter 2. The r value of 0.80 shows a very strong significant relationship between the variables. This implies that having an outstanding technical skill where school heads can use technology in monitoring and supervising teachers using any platforms, provided teachers with appropriate trainings for professional development and allocate funds for the construction of learning materials resulted to an excellent performance. This implies further that when teachers are provided with their teaching and learning needs and they are motivated to work; their performance will improve so as with their pupils.

Moreover, the table also shows the test of relationship between the managerial skills of school heads in terms of human skills and performance of teachers based on COT for quarter 2. It was revealed on the table that the extent of human skills of school heads and performance of teachers has a computed value or t of 3.622 which is greater than the table value of 0.629 at .05

level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of managerial skills of school heads in terms of human skills and performance of teachers based on COT for quarter 2. The r value of 0.81 shows a very strong significant relationship between the variables. This implies that school heads focus in providing a school which is conducive to teaching and learning where teachers are motivated to work with the vision of achieving educational goals.

Furthermore, the table shows the test of relationship between the managerial skills of school heads in terms of conceptual skills and performance of teachers based on COT for quarter 2. It was revealed on the table that the extent of conceptual skills of school heads and performance of teachers has a computed value or t of 3.265 which is greater than the table value of 0.629 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of managerial skills of school heads in terms of conceptual skills and performance of teachers based on COT for quarter 2. The r value of 0.82 shows a very strong significant relationship between the variables.

Additionally, the table shows the test of relationship between the managerial skills of school heads in terms of communication skills and performance of teachers based on COT for quarter 2. It was revealed on the table that the extent of communication skills of school heads and performance of teachers has a computed value or t of 3.522 which is greater than the table value of 0.629 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of managerial skills of school heads in terms of communication skills and performance of teachers based on COT for quarter 2. The r value of 0.81 shows a very strong significant relationship between the variables. This implies that clear, proper and appropriate communication skills of school heads resulted to an excellent performance of teachers. Effective communication creates a harmonious relationship and improved teacher performance.

Finally, the table shows the test of relationship between the managerial skills of school heads in terms of supervisory skills and performance of teachers based on COT for quarter 2. It was revealed on the table that the extent of supervisory skills of school heads and performance of teachers has a computed value or t of 3.265 which is greater than the table value of 0.629 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the extent of managerial skills of school heads in terms of supervisory skills and performance of teachers based on COT for quarter 2. The r value of 0.82 shows a very strong significant relationship between the variables. This implies that constant supervision and regular conduct of monitoring in the teaching-learning process help teachers to improve their performance. Supervision of teachers' instructional activities is very important as it helps to guide, direct and stimulate growth with the aim of improving teaching and learning so as it improves teacher's performance.

IV. Conclusion

Results of the study revealed a significant relationship between the extent of managerial skills of school heads in terms of technical, human, conceptual, communication and supervisory skills and performance of teachers based on classroom observation tool for quarter 2. Thus, effective managerial skills of school heads contribute to teacher performance which means that a very good managerial skills, the excellent performance of teachers will be.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. School Heads should make exhibit a behavior of an effective school manager to school;
3. School Heads should be more accommodating to feedback and criticism from teachers about the managerial skills;
4. School Heads should involve the teachers and stakeholders in decision-making in school;
5. School Heads should provide an open communication with the teachers, pupils, parents and other stakeholders;
6. School Heads should make sure that the school is conducive to teaching and learning;
7. School Heads should allocate funds for the production of learning materials for the pupils and teachers;
8. School Heads should conduct regular monitoring and supervision activities;
9. Teachers should make sure that they can provide an effective and efficient services to their pupils amidst pandemic;
10. Teachers should conduct home visitation to their pupils to monitor their activities at home;
11. Teachers should encourage parents to provide feedback regarding the implementation of modular distance learning modality; and
12. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

ACKNOWLEDGMENT

This study is in partial fulfillment of the requirements for the Degree Master of Arts in Education major in School Administration and Supervision. Special thanks are extended: To Dr. Jasmine B. Misa, thesis adviser; Dr. Bryant C. Acar, Dr. Annabelle A. Wenceslao, Dr. Elvin H. Wenceslao, panel of examiners; his wife, Wilma P. Melo and kids, Venice Joyce, Vince Rover and Vhon Francis, for their love, prayers, care and sacrifices and all support they provided; Dr. Ma. Grace Marbibi, District Head, School Head and teachers of Tabontabon CS, San Pablo ES, Jabong ES, Capahuan ES, Aslum ES and Guingauan ES, pupils and his mother, Margarita C. Melo, mother-in-law, Vilma R. Polea and the whole community of Tabontabon District; his siblings, Clifford W. Logan and Evangeline Melo-Logan, relatives, friends, and all people whom he asks for advices and prayers and To God, her deepest and sincerest gratitude.

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The author was born on December 1, 1975 at Tabontabon, Leyte, Leyte Philippines. He is presently residing at B4 L6 Kolin St., Lolita Homes Subdivision, Brgy. Guindapunan, Palo, Leyte. He finished his elementary education at Tabontabon Central School, Tabontabon, Leyte, in the year 1989 and continue his quest for education and able to finish his secondary education in Tanauan School of Craftmanship and Homes Industries, Tanauan, Leyte in the year 1993. He enrolled and finished her Bachelor of Elementary Education in Leyte Normal University, Tacloban City, Leyte in the year 1997. He took up his Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College, Ormoc City, Leyte.

His first station was at Mohon Primary School, a multi-grade school for 3 years. Then was transferred to another school at Balingasag Primary School handling grades 3 & 4 classes for 3 years and transferred again to Tabontabon Central School, Tabontabon, Leyte handling a grade 6 advisory class for almost 10 years. In March 17, 2017, he was assigned in Amandangan Elementary School, Tabontabon District as Officer In-Charge (OIC) for 6 months and another 9 months as Teacher In-Charge (TIC) serving in the same school. In January 3, 2019 he was transferred to a mono grade school, in Guingauan Elementary School, Tabontabon District, Leyte Division, Region VIII, Eastern Visayas, Philippines and promoted as full pledge school head, handling the position of Head Teacher I up to the present. He attended series of trainings, seminars and workshops which were conducted in International, National, Region, Division, District, and school level.