

Management Competence of School Heads and Performance of Junior High School Teachers in the Implementation of Modular Distance Learning Modality

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Abstract —The study aimed to determine the significant relationship between the level of management competence of school heads in terms of human, material and financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor and 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 level of management competence of school heads in terms of human, material and financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 on modular distance learning modality. Thus, effective and efficient management of human, material and financial resources of the school by the school heads results to an excellent teacher performance.

Keywords — *Management Competence, School Heads, Performance, Junior High School Teachers, Modular Distance Learning Modality*

I. Introduction

Developing a teacher is not only the responsibility of district supervisor but also the responsibility of school heads as leaders of learning in schools. The key task of the school head which is an integral part of his competence as the principal are managerial leadership and instructional leadership. It is to know the whole process of learning, mentoring teachers, and engage in learning activities at school (Arman, et al., 2016). The leadership competence of school principal as part of the school head supports the improvement of performance and motivation of

teachers as agents of renewal in the field of education. Performance and motivation of teachers are closely related to the professionalism of

The mastery of teacher competence is a crucial part because it can determine the level of teachers' teachers (Arman, et al., 2016).

On the other hand, the teachers' performance cannot be separated from the scope of their competence ability to carry out their duties as educator (Arman, et al., 2016). Teacher performance is the result of work that can be demonstrated through the quality of work, punctuality, initiative, speed, and excellent communication.

Teacher performance is a presentation of the work done by teachers in carrying out his duties as a professional educator (Arman, et al., 2016). Professional teachers will largely determine the quality of education because teachers are the people who are always in direct contact with the student in the learning process in the classroom. Realizing teachers who have high performance is not only determined by the competence of school supervisors and school heads but also the involvement of the education stakeholders is also needed (Arman, et al., 2016).

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

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

School heads have crucial roles in the process of creating a positive school culture in their schools. He or she should look into the human, material and financial resources in managing the school. They should see to it that every member of the organization is enjoying and achieving job satisfaction. Nowhere has the role of school heads been more visible than during the coronavirus (COVID-19) pandemic, with generalized lockdowns and school closures in countries all over the world. Not only did they have to coordinate measures to maintain learning continuity during the lockdown and school closures, but they were also responsible for ensuring a safe learning environment when schools were allowed to reopen.

Good leadership in schools fosters nurturing learning environments that help children grow and develop. To cultivate such an environment, school heads must navigate and promote collaboration across the often-complex network of stakeholders: education authorities, teachers,

students, parents and local communities. In a sense, school heads are the glue that holds everyone together.

During the COVID-19 crisis, school heads are expected to be more flexible in managing school resources to keep up with frequently changing guidelines and circumstances. School heads have various areas of responsibilities including human resources, financial resources, educational activities of students and teachers, external relations, well-being of students and teachers, and teaching students. During the COVID-19 crisis, they are also expected to make more complex decisions that were not needed before.

It is in the above premise that the researcher decided to conduct this study in order to determine the level of management competence of school heads and how it affects the performance of the teachers amidst this pandemic. A proposed intervention plan for school heads will be formulated based on the result of the study.

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

This study determined the relationship between the management competence of school heads and performance of Junior High School teachers in the implementation of distance learning modality in Isabel 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 is the level of management competence of school heads in terms of the following:
 - a. human resources;
 - b. material resources; and
 - c. financial resources?
2. What is the performance of the Junior High School teachers in the implementation of modular distance learning modality?
3. Is there a significant relationship between the extent of technical competencies of teachers and performance of pupils in Filipino on distance learning?
4. Is there a significant relationship between the management competence of school heads and performance of Junior High School teachers in the implementation of modular distance learning modality?
5. 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 management competence of school heads and performance of Junior High School teachers in the implementation of distance learning modality. Bilwang NHS, Matlang NHS, Isabel National Comprehensive HS, Isabel NHS, San Francisco NHS, and PCCC ST. Filomena NHS District, Leyte Division are the main locale of the study. The 6 School Heads and 68 teachers teaching in the said locale for School Year 2021-2022 are the main respondents of the study and a validated instrument entitled “Principals’ Managerial Competencies for Effective Management of School Resources Questionnaire (PMCEMSRQ)” used by Akinfolarin Akinwale Victor in his study on Analysis of Principal’s Managerial Competencies of School Resources in Secondary Schools in Anambre State, Nigeria and 2nd quarter classroom observation using the Classroom Observation Tool (COT) were used. This research focused in determining the management competence of school heads and performance of Junior High School teachers in the implementation of distance learning modality and its relationship. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 6 School Heads and 68 teachers 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 Heads was secured before the actual gathering of data. Orientation of the participants and administration of the survey was done through face-to-face. 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 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 Simple Percentage and Weighted Mean was employed to determine the management competence of school heads and performance of Junior High School teachers in the implementation of distance learning modality. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Level of Management Competence of School Heads in Terms of Human Resources

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Delegation of tasks to teachers' in order to give them sense of responsibility	3.69	Strongly Agree	Very Good
2	Involving teachers' in decision making for school improvement.	3.79	Strongly Agree	Very Good
3	Ensuring teachers' and students' discipline	3.76	Strongly Agree	Very Good
4	Organizing seminars and workshops for professional advancement of teachers	3.76	Strongly Agree	Very Good
5	Providing incentives for teachers to increase their motivation to work	3.62	Strongly Agree	Very Good
6	Appraising staff in order to improve their job performance	3.78	Strongly Agree	Very Good
7	Providing incentives to students' to improve academic performance	3.61	Strongly Agree	Very Good
8	Orientating new staff and students on school activities and goals	3.76	Strongly Agree	Very Good
9	Promoting teachers' welfare to increase their commitment to instructional tasks	3.76	Strongly Agree	Very Good
10	Supervising teachers' and students' in order to render professional guidance.	3.82	Strongly Agree	Very Good
Average Weighted Mean		3.74	Strongly Agree	Very Good

Table 1 presents the level of management competence of school heads in terms of human resources. It was revealed that the level of management competence of school heads in terms of human resources has an average weighted mean of 3.74 which is interpreted as very good. This means that teachers strongly agree that their school heads are very good in managing the people in the organization. They provide their needs to deliver the lesson appropriately and properly to their clientele to improve the performance. This implies that school heads are aware that teachers and other personnel in the school are important elements in attaining success of their educational goals and objectives.

Moreover, the indicators shown in the table all are rated very good but the indicator with mean of 3.82 states that "Supervising teachers' and students' in order to render professional guidance", got the highest. This means that school heads are very good in monitoring and supervising their teachers and students to see to it if they are doing or going in the right track. This implies that school heads are very much particular in the professional growth of teachers and welfare of the students to attain positive learning outcomes.

Additionally, the indicator which states that “Providing incentives for teachers to increase their motivation to work” got the lowest rating of 3.62. This indicator is still in the range of the highest range between 3.50-4.00 but rated the lowest by the raters because there are cases that teachers are not contented with their awards. This means that there are those deserving teachers to receive such but failed to comply the necessary documents for validation. This implies that school heads should see to it that all deserving teachers will be given awards for them to strive for more and achieve the best performance expected from them. But with the present data, the school heads are very good in providing incentives to teachers like rewards to motivate them to work for the best of their clientele.

Table 2
Level of Management Competence of School Heads in Terms of Material Resources

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Procurement of physical and instructional materials for teaching and learning	3.78	Strongly Agree	Very Good
2	Ensuring regular school cleanup for conducive leaning environment	3.76	Strongly Agree	Very Good
3	Enforcing punishment on teachers and students' who vandalizes school facilities	3.42	Agree	Good
4	Maintaining instructional materials for instructional improvement	3.67	Strongly Agree	Very Good
5	Proving e-library facilities to aid teachers' and students' research	3.30	Agree	Good
6	Equipping classrooms and offices with needed furniture	3.63	Strongly Agree	Very Good
7	Inculcating maintenance culture in school through proper orientation of staff and students'	3.72	Strongly Agree	Very Good
8	Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school.	3.84	Strongly Agree	Very Good
9	Spearhead in the maintenance and beautification of the school.	3.81	Strongly Agree	Very Good
10	Sources materials for the improvement of teaching-learning and physical aspects of the school.	3.82	Strongly Agree	Very Good
Average Weighted Mean		3.68	Strongly Agree	Very Good

Table 2 presents the level of management competence of school heads in terms of material resources. It was revealed on the table that the level of management competence of school heads in terms of material resources has an average weighted mean of 3.68 which is interpreted as very good. This means that teachers strongly agree that their school heads are very good in managing the material resources of the school. This implies that school heads are following the proper procurement process prescribed by the department and distributed the materials equally to the teachers for use by them in the delivery of the lesson. They also see to it that the school buildings, equipment and furniture are properly taken cared and maintained to remain it usable and useful.

Moreover, the indicator which states that “Ensuring inclusion in school budget the repairs and maintenance of school buildings and other facilities and furniture in school”, got the highest rating of 3.84 which is interpreted as very good. This means that school heads strongly agree that part of the Maintenance and Other Operating Expenses (MOOE) downloaded to them are for the maintenance of the school buildings, furniture and equipment to make it useful and usable by the teachers and students. This implies that school heads are managing the material resources entrusted to them in the school.

Furthermore, the indicator which states that “Providing e-library facilities to aid teachers and students’ research” got the lowest mean of 3.30 which is good. This means that school heads agree that not all of the school in the Junior High School can provide the e-library for some areas have unstable internet connectivity. This implies that school heads are trying to give the best service to the teachers and students.

Table 3
Level of Management Competence of School Heads in Terms of Financial Resources

NO.	STATEMENT	Weighted Mean	Description	Interpretation
1	Prioritizing financial allocation according to school needs	3.85	Strongly Agree	Very Good
2	Joint preparation of school budgets with teachers and PTA.	3.77	Strongly Agree	Very Good
3	Keeping accurate financial information of the school.	3.78	Strongly Agree	Very Good
4	Ensuring accountability in all school expenditures.	3.81	Strongly Agree	Very Good
5	Generating funds for school improvement.	3.68	Strongly Agree	Very Good
6	Carrying out monthly audit of school budget.	3.78	Strongly Agree	Very Good
7	Adopting cost saving strategies.	3.78	Strongly Agree	Very Good
8	Possess transparency of school funds including that of the school MOOE funds.	3.85	Strongly Agree	Very Good
9	Responsible in the preparation of liquidation reports.	3.84	Strongly Agree	Very Good
10	Maximum utilization of school funds.	3.87	Strongly Agree	Very Good
Average Weighted Mean		3.82	Strongly Agree	Very Good

Table 3 presents the level of management competence of school heads in terms of financial resources. It was revealed on the table that the level of management competence of school heads in terms of financial resources has an average weighted mean of 3.82 which is interpreted as very good. This means that teachers strongly agree that their school heads are very good in managing the financial resources of the school. This implies that financial resources of the school are properly managed and spend based on the needs of the school, teachers and students and transparency of resources is of most significant and stakeholders are informed regarding this matter.

Moreover, the indicator which states that “Maximum utilization of school funds”, got the highest rating of 3.87 which is interpreted as very good. This means that teachers strongly agree that their school heads utilize the school funds in a maximum level. This implies that teachers and

students are provided with their needs in making learning to happen. The financial resources that the school received is manage and spend wisely based on the budget prepared by the school.

Further, the indicator which states that “Generating funds for school improvement”, got the lowest mean of 3.68 which is very good. The indicator being the lowest in the highest range of 3.50-4.00 but rated the lowest because some schools are not prioritizing this indicator for the fact that the world is facing crisis by this time due to pandemic. More so, expenses for the maintenance of electricity and water is minimal for there are no students in the school. This implies that school heads are relying only on the MOOE allocation to the school and they spend based on the amount downloaded to them and no fund-raising activities was done by some schools.

Table 4
Performance of Teachers in Classroom Observation Tool (COT)

Score Range	Description	COT PERFORMANCE	
		Frequency	%
6.10-7.00	Excellent	232	94
5.20-6.09	Very Good	16	6
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		248	100
Weighted Mean		6.54	Excellent

Table 4 presents the performance of teachers in the Classroom Observation Tool (COT) for quarter 2. It was revealed on the table that among the 248 teacher-respondents, 232 or 94% got a rating of 6.10-7.00 which is interpreted as excellent and 16 or 6% got a rating of 5.20-6.09 which is very good. The average weighted mean of 6.54 indicate excellent performance on classroom observation based on COT for quarter 2. This means that Junior High School teachers are doing their task and teaching the students excellently despite the fact that all of the school are implementing distance learning. This implies that Junior High School teachers are resilient and can easily adopt the new normal learning modality and always doing their best to make learning to happen.

Table 5
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Human Resource and COT	0.78	4.332	3.993	Reject Ho	Significant Relationship (Very Strong)
Material Resource and COT	0.71	4.001	3.993	Reject Ho	Significant Relationship (Very Strong)
Financial Resources and COT	0.81	7.116	3.993	Reject Ho	Significant Relationship (Very Strong)

Table 5 presents the test of relationship between the level of management competence of school heads in terms of human, material and financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. It was revealed on the table that the level of management competence of school heads in terms of human resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality has a computed value or t of 4.332 which is greater than the table value of 3.993 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the level of management competence of school heads in terms of human resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. The r value of 0.78 shows very strong significant relationship. This implies that school heads are very good in managing the people in the organization. They provide conducive teaching and learning environment where people in the organization are happily working with the same vision to improve the performance of the students and teachers. This implies further that teachers are involve in decision making process with constant communication to increase their commitment and dedication to school goals and objectives.

Moreover, this table shows the level of management competence of school heads in terms of material resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. It was revealed on the table that the level of management competence of school heads in terms of material resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality has a computed value or t of 4.001 which is greater than the table value of 3.993 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the level of

management competence of school heads in terms of material resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. The r value of 0.71 shows very strong significant relationship. This implies that with the proper and very good management of material resources through the provision of learning material needed by the teachers to properly deliver the lessons to their clientele, professional growth and improved teacher performance will be attained. This implies further that school heads effectively and efficiently utilize the physical facilities and instructional materials for school improvement.

Finally, this table shows the level of management competence of school heads in terms of financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. It was revealed on the table that the level of management competence of school heads in terms of financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality has a computed value or t of 7.116 which is greater than the table value of 3.993 at .05 level of significance, so null hypothesis is rejected. This means that there is a significant relationship between the level of management competence of school heads in terms of financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 in the implementation of modular distance learning modality. The r value of 0.81 shows very strong significant relationship. This implies that school heads carefully and effectively handle educational resources particularly money, material and machines including computers, teaching technology and internal facilities put under the custody for proper management of fund. School heads shows transparency of funds and other resources of the school.

IV. Conclusion

Results of the study revealed a significant relationship between the level of management competence of school heads in terms of human, material and financial resources and performance of Junior High School teachers on classroom observation using the COT for quarter 2 on modular distance learning modality. Thus, effective and efficient management of human, material and financial resources of the school by the school heads results to an excellent teacher performance.

V. Recommendations

1. The proposed intervention plan formulated should be utilized;
2. School Heads should provide the teachers with the materials needed I the preparation of learning materials to be provided to the students o modular distance learning modality;
3. Schools Heads should provide a school conducive to teaching and learning where harmonious relationship of people in the organization is felt and acquired;
4. School Heads should be transparent in all financial and material resources and provide fair treatment and sharing among members in the organization;
5. Teachers should provide the quality and appropriate learning to the students;

6. Teachers should be more innovative and resilient in adopting change in the learning modality; and
7. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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His first station was Matlang National High School. He taught English subjects in Junior High School and Senior High School during his 12 years' stint in school. Currently, he is a Head Teacher at Bilwang National High School, Isabel II District, Leyte Division, Region VIII Philippines. He attended series of trainings and seminars conducted in National, Region, Division, and District level.