

Analysis of Head Teachers' Managerial Competencies and Teachers' Teaching Performance

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Abstract — During this covid 19 pandemic, there were challenges and trials to all teachers and school administrators. The face to face classes was suspended and the Department of Education implement Distance Learning Modality. Parents were the facilitators and teachers of their children. It was very hard to all School Heads to cater our young learners. With this, the study aims to determine the School Heads managerial skills and its effect on teacher's teaching performance.

Keywords — *Head Teachers, Competencies, Teachers' Teaching Performance, Covid 19 pandemic, Decision making, Learners, Distance Learning Modality, highly competent, Instructional Curricula, Innovations.*

I. Introduction

In every organization, management competencies and the ability to influence as a leader is vital. The aim of organization is to keep its employees at far from what is expected and allow them to professionally grow. Wenceslao, Misa & Tugonon, (2018) Often times, the success for educational change and effectiveness of the teachers to deliver instruction is crucial to their success.

In Sibuco II District, Zamboanga Del Norte Division, principals and teachers are provided with equal opportunity to grow in their career that they support trainings on management and administration, up skilling and reskilling teachers and given the permission to aim for higher education. However, based on the researcher's observation, many head teachers are less likely to perform their managerial skills in their respective school because they are being governed under the supervision of the school principals. Most of the time, planning and managing the schools is the work of the principal and head teachers becomes the assistant principal. In terms of decision making, the head teachers cannot fully impose and exercise managerial decisions which makes the researcher wonder as to how the school heads developed their competencies in managing the school if and then they are not allowed to decide for the school. Another issue is, the assistance of the school heads to teacher's teaching competency is somehow being questioned because at the end of the day, the final say will be on the administrator's palm.

Literature Review

One of the most challenging tasks to aid achieving organizational goal is finding a perfect person to lead the organization. It's like putting the right person on the right job.

Competencies is a behavioral composition which includes knowledge, skills and attributes which is a requirement for successful performance. In addition to intelligence and aptitude, the underlying characteristics of a person, such as traits, habits, motives, social roles, and self-image, as well as the environment around them, enable a person to deliver superior performance in a given job, role or situation. Hayat, M.,Awan, M.,Ishaq, B.,&Khuram, S., 2010).

Management is the preliminary measures of what is available within the context of a certain scenario. It is the study and application of availability of human material resources for the achievement of desired goals and objectives. (Nwune, Nwogbo & Okonkwo, 2016).

According to Ekanem (2014), meaningful education transform individual into human beings who are productive and asset when involved in management of educational system. This is necessary for sustainable growth in both administrators and teachers.

II. Methodology

Pursuant to DepEd Order 16, s. 2016, the Department of Education requires every researcher to strictly follow the Research Management Cycle. In view of this cycle, the researcher sought permission from the Department of Education, Division of Zamboanga Del Norte thru to conduct research.

In crafting the study, the researcher embedded the need to investigate the competence of the head teachers who are currently managing schools for better performance of teachers and school operations. The intention of this study is not to find fault among head teachers but to scaffold and make intervention whenever it is applicable. It is also within the intention of the researcher to craft or proposed a program that could help the head teachers in the field considering that the educational process is consumed by technology due to pandemic.

Upon the approval of the study from the Office of the Schools Division Superintendent, the researcher proceeds immediately to the implementation of data collection.

The researcher secured both informed consents. This is to ensure that every right of the participants will be upheld. Likewise, school head will be notified through a letter of permission in the conduct of the data collection. Upon the approval of the principal to gather data, a letter will be sent to the concerned teachers.

In preparation of data gathering, the researcher will develop a structured questionnaire which will be validated by three experts in the field of managerial skills or competencies. In terms

of its reliability, the researcher will conduct a reliability test using Cronbach's Alpha yielding a result of not less than 0.7.

III. Results and Discussion

This section presents the data analysis and interpretation of the study.

Problem 1: What is the managerial competency of Head Teachers in terms of: Facilitating Learning in school, Innovations, Supervising Curricular / co-curricular activities, and Preparing Action Plan?

Table 2
Managerial Competency of Head Teachers in Terms of Facilitating Learning

<i>Statement</i>	<i>Mean</i>	<i>Verbal Description</i>
1. <i>Equal distribution of work designation to teachers to enable sense of responsibility.</i>	3.00	<i>Moderately Competent</i>
2. <i>Organizing school-based seminars and workshops for professional advancement relative to the common weakness in the delivery of instruction during class observation.</i>	3.80	<i>Competent</i>
3. <i>Recognizes teachers hard work to increase commitment and dedication to service.</i>	3.50	<i>Competent</i>
4. <i>Supports classroom instructional approach and resources.</i>	4.50	<i>Highly competent</i>
5. <i>Promoting teachers' welfare to raise keep them motivated in teaching.</i>	3.00	<i>Moderately Competent</i>
6. <i>Supervising teachers' and students' in learning by providing professional guidance.</i>	4.40	<i>Highly Competent</i>
7. <i>Conducts monitoring and update on the recommendations made for instructional support.</i>	3.80	<i>Competent</i>
8. <i>Providing teachers with appropriate tools and equipment for educational activities.</i>	3.60	<i>Competent</i>
9. <i>Encourages and guiding teachers to continue their higher studies in various degrees.</i>	4.00	<i>Competent</i>
10. <i>Assisting teachers in the conduct of educational researches that serves as an innovation to address gaps in teaching-learning process.</i>	4.00	<i>Competent</i>
<i>Over-all mean</i>	3.76	<i>Competent</i>

Legend:
 5.00-4.20 Highly Competent
 4.19-3.40 Competent
 3.39-2.60 Moderately Competent
 2.59-1.80 Less Competent
 1.79-1.00 Not Competent

Table 2 presents the Managerial Competency of Head Teachers Competencies in terms of Facilitating. It was found that Head Teachers are “*Highly Competent*” (4.50) in “supporting classroom instructional approach and resources” and “*Supervising teachers’ and students’ in learning by providing professional guidance*” (obtained mean of 4.40). This means that each school is properly funded by the government and the procurement of resources for instruction is being supported. This also implies that Head Teachers has the ability to generate resources from the community to capacitate the needs of the school particularly in the instruction.

Further, the data revealed that Head Teachers are “*Competent*” in areas such as “*Organizing school-based seminars and workshops for professional advancement relative to the common weakness in the delivery of instruction during class observation*” and “*Conducts monitoring and update on the recommendations made for instructional support*” as shown in the mean of 3.80 respectively.

In the Philippines, teacher’s professional development is also one of the mandates of the government so that high quality education will be achieved. Teachers are also encouraged to pursue their Masters and Doctorate degrees at their own expense. Yet there are also teachers who are privileged enough who gets scholarship in pursuing higher education using the governments scholarship. Thus, Head Teachers are significant in this aspect. As shown in the above table, Head Teachers are also “*Competent*” in “*Encouraging and guiding teachers to continue their higher studies in various degrees*” and “*Assisting teachers in the conduct of educational researches that serves as an innovation to address gaps in teaching-learning process*” with a mean of 4.00 respectively. This is because of the fast-changing educational system that we are facing today. Teachers in support of their Head Teachers shall prepare themselves as uncertainties and ambiguity becomes a natural threat to every institution.

In the same manner, Head Teachers was found to be “*Competent*” in “*Providing teachers with appropriate tools and equipment for educational activities*” with an attained mean of 3.60 followed by “*Recognizing teachers hard work to increase commitment and dedication to service*” with a mean of 3.50. This implies that Head Teachers are inspiring and they manage their teachers well. Gupta in (2008) said that a good leader has the ability to influence and motivate people’s behavior and transform into something better than before to achieve organizational goal. It’s a matter of leading the people by example to increase their commitment and dedication towards work.

Consequently, the data shows that among the mentioned competencies, head Teachers was found to be “*Moderately Competent*” in the aspect of providing “*Equal distribution of work designation to teachers to enable sense of responsibility*” and “*Promoting teachers’ welfare to raise keep them motivated in teaching*” with an obtained mean of 3.00.

Table 3
Managerial Competency of Head Teachers in Terms of Innovation

<i>Statement</i>	<i>Mean</i>	<i>Verbal Description</i>
1. <i>Providing required facilities for innovative teachers to render success to the instructional process</i>	3.00	<i>Moderately Competent</i>
2. <i>Promoting the competitive spirit among teachers in work.</i>	4.00	<i>Competent</i>
3. <i>Avoiding scorning of strange ideas that are presented in the work environment</i>	4.00	<i>Competent</i>
4. <i>Encouraging teachers to enrich instructional curricula through creative activities</i>	4.30	<i>Highly competent</i>
5. <i>Develops a program of exchanging visits among teachers</i>	3.00	<i>Moderately Competent</i>
6. <i>Providing support to the innovative ideas makers</i>	4.50	<i>Highly competent</i>
7. <i>Adopts new methods in the workplace.</i>	3.70	<i>Competent</i>
8. <i>Transmits innovative ideas into real projects</i>	3.30	<i>Moderately Competent</i>
9. <i>Utilizes teacher's experiences to enhance innovations and work environment.</i>	3.40	<i>Competent</i>
10. <i>Supporting the employment of computer and communication sets in producing computerized lessons</i>	4.30	<i>Highly competent</i>
<i>Over-all mean</i>	3.75	<i>Competent</i>

Legend:
 5.00-4.20 Highly Competent
 4.19-3.40 Competent
 3.39-2.60 Moderately Competent
 2.59-1.80 Less Competent
 1.79-1.00 Not Competent

Table 3 shows the Managerial Competency of Head Teachers in Terms of Innovation. It was found that Head Teachers are “Highly Competent” in three areas. First is “*Encouraging teachers to enrich instructional curricula through creative activities* (obtained mean of 4.30)”. This result supports the findings in table 2 whereby Head Teachers are Highly Competent in supporting classroom instructional approaches and resources as well as supervising teachers’ and students’ in learning by providing professional guidance. Apparently, Head Teachers are doing well giving the teachers a driving force to creatively perform well.

Second, “*Providing support to the innovative ideas makers which obtained a mean of 4.50*. This means that whenever educational process needs transformation or shift from one phase to the other, Head Teachers are bound to provide appropriate assistance to make it effective and efficient.

Lastly, “*Supporting the employment of computer and communication sets in producing computerized lessons*” with an obtained mean of 4.30. According to Almcharfi, (2003), the evolution of education is unstoppable in all aspects. By these, researchers mean that the roles of

the Head Teachers in a creative context are no longer routine, aiming at performing the conduct of the schoolwork according to specific rules and instructions, but it became a function characterized by innovation and creativity to provide appropriate conditions directed to students' mental, spiritual, social and physical growth, and to prepare them to assume future responsibilities of the modern era teachers (Otaiwi).

Moreover, it appears that Head Teachers are “Competent” in “*Promoting the competitive spirit among teachers in work*” and “*Avoiding scorning of strange ideas that are presented in the work environment*” which obtained a mean of 4.00 respectively.

Head Teachers are also found to be “Competent” in “*Adapting new methods in the work place*” (3.70 mean) and “*Utilizes teacher’s experiences to enhance innovations and work environment*”. To upgrade management in combating and dealing with challenges, leaders must be creative in management.

On the other hand, the data shows that Head Teachers are “Moderately Competent” in “*Providing required facilities for innovative teachers to render success to the instructional process*” which obtained a mean of 3.00. This could probably mean that some of the Head Teachers are constrained by the government funds and making priority expenditures. Another angle that can be considered as to why Head Teachers self-rated this aspect as Moderately Competent is that they were not able to generate extra funds to procure facilities needed for innovation, not included in their AIP or too expensive. On the issue where Head Teachers obtained a mean of 3.00 which is “*Developing a program of exchanging visits among teachers*” and “*Transmits innovative ideas into real projects*” which obtained a mean of 3.30, this is an indication that Head Teachers knowledge and skills in developing program among teachers is limited and that the Department of Education shall conduct more trainings focusing on this area.

Table 4
Managerial Competency of Head Teachers in Terms of Supervising Curricular and non-Curricular Activities

<i>Statement</i>	<i>Mean</i>	<i>Verbal Description</i>
1. Support students with sufficient financial resources needed to develop their skills in co-curricular and curricular activities.	3.00	Moderately Competent
2. To send my teachers for relevant training whereas skills are developed and enhanced for a specific program.	3.80	Moderately Competent
3. Encourage teachers to hone the knowledge and skills of the students where their expertise belongs.	3.70	Competent
4. Promotes equal opportunities for all teachers in engaging specific programs and activities.	4.20	Highly competent
5. Promotes Classroom integration of activities which allows an open opportunity for all students in the class regardless of the level of learning.	3.00	Moderately Competent
6. Manage co-curricular activities with adequate knowledge	4.40	Highly competent
7. Manage and ensure resources of school are well utilized in the co-curricular and curricular activities.	3.40	Competent
8. Encourages the students to engage more in co-curricular than curricular activities.	3.50	Competent
9. Procure equipment's to train students for specific purposes	3.40	Competent
10. Provide teachers with adequate continuous training in a specific co-curricular and curricular activities	4.00	Competent
Over-all mean	3.64	Competent

Legend:
 5.00-4.20 Highly Competent
 4.19-3.40 Competent
 3.39-2.60 Moderately Competent
 2.59-1.80 Less Competent
 1.79-1.00 Not Competent

Table 4 presents the Managerial Competency of Head Teachers in Terms of Supervising Curricular and Non-Curricular Activities. It appears that Head Teachers are found to be “Highly Competent” in the context of “Promotes equal opportunities for all teachers in engaging specific programs and activities” with an obtained mean of 4.20 and “Manage co-curricular activities with adequate knowledge” with 4.40 mean. This means that Head Teachers utilizes teachers’ competence for school improvement and learner’s welfare by way of ensuring that teachers who participates in the activities works within their specialization or forte. When managers decide within this context, chances are very high in attaining good results.

Furthermore, Head Teachers rated themselves as “Competent” in area where they “Provide teachers with adequate continuous training in a specific co-curricular and curricular

activities” (4.00); “Encourage teachers to hone the knowledge and skills of the students where their expertise belongs” (3.70) and “Encourages the students to engage more in co-curricular than curricular activities” obtaining a mean of 3.50. This means that Head Teachers are knowledgeable enough on the teacher’s potential and capable of utilizing such potential to encourage student’s outcome.

Additionally, Head Teachers are self-rated that they are “Moderately Competent” in terms of “To send my teachers for relevant training whereas skills are developed and enhanced for a specific program” obtaining a mean of 3.80. This means that the empowerment of the Head Teachers to send teachers for training is limited.

Moreover, the Head Teachers are found to be “Moderately Competent” in term of “Supporting students with sufficient financial resources needed to develop their skills in co-curricular and curricular activities

The data also reveals that Head Teachers are “Moderately Competent” in the context of “Promoting Classroom integration of activities which allows an open opportunity for all students in the class regardless of the level of learning”. This means that the monitoring of curriculum integration of activities is weak, and that curricular and co-curricular activities are most preferred by students who can afford to join the activity.

Table 5
Managerial Competency of Head Teachers in Terms of Preparing Action Plan

<i>Statement</i>	<i>Mean</i>	<i>Verbal Description</i>
1. Evaluate each key issue against its main finding and report section	3.00	Moderately Competent
2. Recognize the school’s present capabilities and its capacity to move ahead with external support	4.00	Competent
3. Use the teacher’s expertise in practical ways	4.10	Competent
4. Draw strengths from teachers and acknowledge shortcomings	4.80	Highly Competent
5. Designating working committees to ensure action was taken efficiently	3.00	Moderately Competent
6. To make preliminary measures according to the availability of human and material resources	4.00	Competent
7. Setting of timescales	4.10	Competent
8. To communicate and disseminate information about the plan	3.90	Competent
9. Monitor the progress of the plan and assessment	3.30	Moderately Competent
10. Make plan a living organism/ realize	4.40	Competent
Over-all mean	3.86	Competent

Legend:
 5.00-4.20 Highly Competent
 4.19-3.40 Competent
 3.39-2.60 Moderately Competent
 2.59-1.80 Less Competent
 1.79-1.00 Not Competent

Table 5 presents the Managerial Competency of Head Teachers in Terms of Preparing Action Plan. It was found that the Head Teachers are “Highly Competent” to “*Draw strengths from teachers and acknowledge shortcomings*” as shown in the obtained mean of 4.80. Which implies that Head Teachers perform better when teachers perform well and accepts mistakes. This further implies that Head Teachers promotes collative work among teachers to gain better results. With this, it can be implied that Head Teachers for this matter are good leaders.

This finding was validated by Ekanem (2014), which states that meaningful education transform individual into human beings who are productive and asset when involved in management of educational system.

In the course of the data analysis, It was also revealed that Head Teachers are “Competent” in terms of the following: *Recognize the school’s present capabilities and its capacity to move ahead with external support with an obtained mean of (4.00); use the teachers expertise in practical ways (4.10); To make preliminary measures according to the availability of human and material resources (4.00); Setting of timescales (4.10); Make plan a living organism (4.40); and To communicate and disseminate information about the plan (3.90)*. This means that Head Teachers in Sibuco are equipped to perform administrative task which contributes to the school improvement and learning outcomes.

However, Head teachers also self-rated that in the context of “*Evaluating each key issue against its main finding and report section*”; “*Designating working committees to ensure action was taken efficiently*” and “*Monitor the progress of the plan and assessment*”, they are “*Moderately Competent*”.

Problem 2: What is the Teachers' Teaching Performance?

Table 6
Teacher's Teaching Performance

<i>Statement</i>	<i>Mean</i>	<i>Verbal Description</i>
1. Applies knowledge of content within and across curriculum teaching areas	4.10	Very Satisfactory
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.35	Outstanding
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.00	Very Satisfactory
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration discovery and hands-on activities within a range of physical learning environment.	4.05	Very Satisfactory
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments.	4.05	Very Satisfactory
6. Uses differentiated, developmentally appropriate learning experiences to address learner's gender, needs, strengths, interest and experiences.	4.25	Outstanding
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.55	Outstanding
8. Selects, develops, organizes and uses appropriate teaching and learning resources, including ICT to address learning goals	4.60	Outstanding
9. Designs, selects, organizes and uses diagnostic, formative, summative assessment strategies consistent with curriculum requirements.	4.47	Outstanding
Over-all mean	4.26	Outstanding

Legend:

5.00-4.20 Highly Competent	3.39-2.60 Moderately Competent
4.19-3.40 Competent	2.59-1.80 Less Competent
	1.79-1.00 Not Competent

Table 6 presents the Teacher's Teaching Performance. Data shows that teachers obtained an "Outstanding" teaching performance in areas such as "Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" with 4.35 mean score; "Uses differentiated, developmentally appropriate learning experiences to address learner's gender,

needs, strengths, interest and experiences” with an obtained mean of 4.25; “Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts” with an obtained mean of 4.55; “Selects, develops, organizes and uses appropriate teaching and learning resources, including ICT to address learning goals” with 4.60 and “Designs, selects, organizes and uses diagnostic, formative, summative assessment strategies consistent with curriculum requirements”. The findings of this study reaffirm the data shown in Table 2 whereby Head Teachers are “Competent” in terms of Facilitating Learning. This means that when schools have Competent Head Teachers, they tend to have outstanding teachers because they know how to provide assistance to their teachers and act appropriately as to how they can improve educational process.

With regards to “Applies knowledge of content within and across curriculum teaching areas” (4.10); “Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills” (4.00); “Manages classroom structure to engage learners, individually or in groups, in meaningful exploration discovery and hands-on activities within a range of physical learning environment” (4.05); and “Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning focused environments”, teachers performance was found to be “Very Satisfactory”. To allow teachers perform well, head teachers must have an in-depth knowledge as the experience of the teachers and challenges encountered in teaching.

Nevertheless, the Teacher’s Teaching Performance appears to be “Outstanding” as shown in the over-all mean of 4.26. This means that if the Head Teachers have high competencies in the structure of administration and instruction, teachers teaching performance also increases.

Problem 3: Is there a significant relationship between the Head Teachers Managerial Competency and Teachers’ Teaching Performance?

Table 7
Significant Relationship Between Managerial Competency of Head Teachers and Teacher’s Teaching Performance

<i>X</i>	<i>Y</i>	<i>R-value</i>	<i>p-value</i>	<i>Decision</i>	<i>Interpretation</i>
<i>Managerial Competency</i>	<i>Teaching Performance</i>	<i>-.101</i>	<i>.709</i>	<i>Not Significant</i>	<i>No correlation</i>

The table 7 revealed the results of the correlation between managerial competence of head teachers and teacher’s teaching performance. As revealed in the findings, managerial competence of head teachers are not directly correlated to the teacher’s teaching performance with (*r-value*= .101). The data described that there is no correlation which is greater than assumed alpha of $\alpha = 0.05$ level of significance. Therefore, the posited hypothesis that there is no significant relationship

between managerial competence of head teachers and teacher's teaching performance is accepted since the variables tested in the study are not statistically correlated.

Problem 4: Is there a significant difference in the Head Teachers Managerial Competencies and teachers teaching performance when the variables is grouped according to: Length of Service, School Size and Number of Relevant Trainings attended?

Table 8
Significant Difference in the Managerial Competency of Head Teachers when Data Are grouped into Service

<i>Variable</i>	<i>Service</i>	<i>Mean</i>	<i>F-value</i>	<i>p-value</i>	<i>Interpretation</i>
<i>Managerial Competency</i>	<i>1-3 years</i>	<i>4.25</i>	<i>1.015</i>	<i>.420</i>	<i>Not Significant</i>
	<i>4-6 years</i>	<i>4.03</i>			
	<i>7-9 years</i>	<i>4.01</i>			
	<i>10 years and above</i>	<i>3.98</i>			

Table 8 presents the result of One-way Analysis of Variance (ANOVA) in the significant difference in the managerial competency of head teachers when data are grouped into length of service. The findings revealed that significant difference does not exist in the managerial competency of head teachers ($F\text{-value}=1.015$) with the probability of occurrence under the null hypothesis greater than assumed alpha of $\alpha = 0.05$ level of significance, therefore, the posited hypothesis that there is no significant difference in the managerial competency of head teachers when data are analyzed into length of service is accepted since there is no statistically significant difference among the variables tested in the study. The data indicates regardless of the length of service rendered as head teachers their managerial competency of head teachers do not vary. The overall weighted mean ratings indicate that all groups have yielded almost the same mean ratings as reflected in table.

Table 9
Significant Difference in the Managerial Competency of Head Teachers when Data Are grouped into Trainings Attended

<i>Variable</i>	<i>Training</i>	<i>Mean</i>	<i>F-value</i>	<i>p-value</i>	<i>Interpretation</i>
<i>Managerial Competency</i>	<i>0-2</i>	<i>3.79</i>	<i>.378</i>	<i>.771</i>	<i>Not Significant</i>
	<i>3-5</i>	<i>3.75</i>			
	<i>6-8</i>	<i>3.89</i>			
	<i>9 and above</i>	<i>3.78</i>			

Table 9 presents the result of One-way Analysis of Variance (ANOVA) in the significant difference in the managerial competency of head teachers when data are grouped into trainings attended. The findings revealed that significant difference does not exist in the managerial

competency of head teachers (F -value=.378) with the probability of occurrence under the null hypothesis greater than assumed alpha of $\alpha = 0.05$ level of significance, therefore, the posited hypothesis that there is no significant difference in the managerial competency of head teachers when data are analyzed into trainings attended is accepted since there is no statistically significant difference among the variables tested in the study.

Problem 5: On the basis of the findings, what intervention can be designed to help improve/develop the Head Teachers' Managerial Skills?

Based on the findings of the study, the researcher proposes an intervention that would empower head teachers to manage schools and make decisions. Training is just one way to advance their skills yet the acquired skills or knowledge from these trainings will slowly diminish when not practiced.

IV. Conclusion

Based on the findings, researcher concludes the following.

1. of the study, the Managerial Competencies of Head Teachers are “Competent” in terms of Facilitating Learning, Innovation, Supervising Curricular and Non-curricular Activities, and Preparing Action Plan.
2. The Teacher’s Teaching Performance is “Outstanding”.
3. There is no significant correlation between Head Teachers managerial Competence and Teacher’s Teaching Performance.
4. There is no significant difference in the Managerial Competency of Head Teachers when data are grouped according to length of service and trainings attended.

Provide a policy that would empower Head Teachers over managerial work in school.

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