

School Heads' Competencies And Teachers' Performance

Marjorie Gican Ngo^a, Nick C. Pañares^b

^amarjorie.gican@deped.gov.ph, ^bnick.pañares@deped.gov.ph
Southern de Oro Philippines College – Graduate School, Cagayan de Oro City, Philippines

Abstract

This research investigated the correlation between school heads' competencies and teachers' performance. The study used the descriptive correlational method. An adapted questionnaire was used to gather data. The teacher IPCRF rating for the School Year 2021-2022 was used to determine the teachers' performance. A total of one hundred(100) elementary teachers from the sixteen (16) schools in the 1st Legislative District of Cagayan de Oro City took part in the study. Mean, standard deviation, and Pearson r correlation, were used to treat the data. The school heads' competencies have an overall description Agree. The teachers' performance based on the IPCRF rating indicates that they are outstanding. Building connections has a significant relationship to teachers' performance while leading strategically, managing school operations and resources, focusing on teaching and learning, and developing self and others have no significance. School heads' may further improve their communication skills and strategize on how to create more connections and attract stakeholders who will be a great help not only for school improvement but also for learners, teachers, and the community.

Keywords: *school heads' competencies, leading strategically, school operations and resources, focusing on teaching, teachers' performance.*

1. Introduction

School heads are responsible for the school's authoritative and instructional supervision. In today's world, school leaders must embrace challenging tasks with enthusiasm and think strategically in order to achieve the organization's goals. They must meet the Department of Education's competency requirements. These competencies are divided into two categories: leadership and core behavior. These abilities must be demonstrated in order to achieve outstanding results (DepEd, 2015).

School principals play an important role in student achievement and school improvement. In rapidly changing and improving social conditions, determining their competencies is critical. The more these competencies are acquired by school leaders, the higher the student achievement (Zdemir et al., 2019).

Brissom et al. (2021) made the claim that school leadership matters for school outcomes, including student achievement. As a result, school principals play an important role in efforts to raise standards and expectations in teaching and learning (Rester, 2020). A large body of research from peer-reviewed literature demonstrated that effective leadership can influence school performance. School leaders should be trustworthy administrators who encourage collaboration and teacher leadership, as well as hiring Of educators who're simply enthusiastic in teaching.

The DepEd Order No. 24, s.2020 otherwise known as Guidelines on The National Adoption and Implementation of The Philippine Professional Standards For School Heads (PPSSH). This issuance is in line with the Department of Education's (DepEd) commitment to supporting school heads so they can better perform their roles in schools, including improving teacher quality. The Department of Education recognizes the importance of professional standards in continuing professional development. The Department of Education believes that quality student learning is dependent on quality teachers who are supported by quality school leaders. Changes brought about by various national and global frameworks, such as the K–12 Basic

Education Program, ASEAN Integration, globalization, and the development of the character of 21st-century learners demand a call for the rethinking of the National Competency-Based Standards for School Heads (NCBSSH).

In addition, this policy formalizes the PPSSH as a public statement of professional accountability for school leaders to use as they aspire for and pursue professional development. This policy is in accordance with the implementation of the Philippine Professional Standards for Teachers, as adopted by DepEd Order No. 42, Section 1. In 2017, the National Educators Academy of the Philippines was transformed in accordance with DO 011, s. 2019 and the implementation of the Philippine Professional Supervisory Standards.

The PPSSH was developed and validated by the Bureau of Human Resource and Organizational Development and the National Educators Academy of the Philippines (NEAP), in collaboration with the Philippine National Research Center for Teacher Quality (RCTQ) has ensured that this set of standards is K to 12 aligned, internationally comparable, and responsive to school principals' career aspirations. PPSSH aims to set clear expectations of school leaders along well-defined career stages of professional development from beginning to exemplary practice, engage school leaders in an ongoing effort to achieve high levels of proficiency, support professional learning and development, identify development needs, and facilitate the uniform assessment of performance.

Furthermore, as stewards of schools, school heads play an important role in ensuring an enabling and supportive environment for effective teaching and learning. However, teachers alone cannot effect substantive change without effective leadership. The quality of an education system is determined by the quality of its teachers; however, the quality of the policies that shape their work environment in school and guide their selection, recruitment, and development cannot exceed the quality of the teachers' quality (Organisation for Economic Co-operation and Development, 2018).

2. Methodology

This study employed a descriptive-correlational research design, particularly the descriptive correlational research method. It was descriptive because it is intended to discover relationships among variables and allowed the prediction of future events from present knowledge. A correlational study aims to determine if two or more variables are connected (Katzukov, 2020). In this study, the researcher decided to utilize the descriptive-correlational research method considering that the major concern of the study was to assess the competencies of school heads' and teachers' performance.

Weighted Mean and Standard Deviation was used to determine the assessment of the challenges and performance of the respondents. Pearson Correlation Coefficient was utilized to establish the significant difference between the school heads' competencies and teachers' performance.

3. Results and Discussion

Problem 1: What is the perceived level of School Heads' Competencies in terms of:

- 1.1 Leading Strategically;
- 1.2 Managing School Operations and Resources;
- 1.3 Focusing on Teaching and Learning;
- 1.4 Developing self and others; and
- 1.5 Building Connections?

Table 1 presents presents the areas of School Heads competencies on leading strategically; managing school operations and resources; focusing on teaching and learning; developing self and others and building connections. It has an Overall Mean of 3.79 with SD=0.63, which is described as as Agree. Among the school

heads competencies, managing schools operations and resources, got the highest Mean of 3.92 with SD=0.66, which is described as Agree. This means that teachers believe that school heads are equipped with the skills needed to become an effective leaders. Teachers are confident that their school's goals will be met under the leadership of their principal, and that school and learner performance will improve with proper guidance, motivation, and strategic skills. According to Shulhan, 2018, leadership is the ability to motivate and influence people to be willing to act to achieve common goals by giving them the courage to make decisions on the activities to be undertaken

Table 1

Overall School Heads' Competencies	Mean	SD	Description
<i>Leading Strategically</i>	3.87	0.71	Agree
<i>Managing School Operations and Resources</i>	3.92	0.66	Agree
<i>Focusing on Teaching and Learning</i>	3.76	0.66	Agree
<i>Developing Self and Others</i>	3.78	0.60	Agree
<i>Building Connection</i>	3.64	0.50	Agree
	3.79	0.63	Agree

Note: 4.50-5.00= Strongly Agree 3.50-4.49= Agree 2.50-3.49= Neither Agree nor Disagree 1.50-2.49= Disagree 1.00-1.49= Strongly Disagree

However, building connections is the lowest with a Mean of 3.64 with SD=0.50, which is described as Agree. This means that school leaders must dedicate extra effort in connecting not only with teachers but also with stakeholders. Furthermore, it is obvious that teachers require professional guidance and strategic leadership in order to become more effective and guided in their teaching. It has been observed that when teachers are overburdened with workloads and are not properly guided by school leaders, poor performance results, which has a negative impact on the school and learners' performance. However, when teachers are well guided and recognized, they are motivated to work hard and achieve goals not only for their self-interest, but also for the growth of the students and the school.

Positive leadership can be described as strength-based, with an emphasis on building connections and sustaining positive relationships facilitated by positive communication and the appreciation of virtuous human capacities such as caring, kindness, forgiveness, and gratitude, among many others (Cameron, 2012; Murphy & Louis, 2018)

Problem 2: What is the teachers' performance for S.Y 2021-2022?

Table 2 presents the frequency and percentage distribution of Teacher's performance based on IPCRF rating. It has a total Mean of 4.52, which is described as Outstanding. This means that teachers demonstrate a high standard quality of teaching performance and show great dedication to their field of work.

Table 2

IPCRF Rating	Range	Frequency	Percentage
	4.500 – 5.000	68	68%
	3.500 – 4.499	32	32%
	2.500 – 3.499	0	0.00
	1.500 – 2.499	0	0.00
	Below 1.499	0	0.00
Overall		4.52	Outstanding

Note: 4.50-5.00= Outstanding 3.50-4.49=Very Satisfactory 2.50-3.49=Satisfactory 1.50-2.49=Unsatisfactory 1.00-1.49= Poor

Furthermore, according to Kad Tong et al. (2017), good teachers are essential to the efficient operation of the educational system and to the enhancement of learning quality. Effective learning occurs when teachers believe that their students are capable of learning. This is similar contention to Punzalan (2019) that a good teacher is one who strives for student success. Learners have varying levels of development and are capable of achieving success. Teachers' commitment and dedication toward learners are the most important factors in the growth of passion for teaching. Passionate teachers are dedicated to their profession and greatly inspire their students. There is a wide belief that highly qualified, quality, and competent teachers are essential for improving education students' academic performance (Thakre et al., 2017).

Problem 3: Is there a significant relationship between the perceived level of school heads' competencies and teachers' performance?

Table 3

Correlation Analysis Between School Heads' Competencies and Teachers' Performance

SCHOOL HEADS' COMPETENCIES	Leading Strategically		Managing School Operations and Resources		Focusing on Teaching and Learning		Developing Self and Others		Building Connections	
	r	P	r	P	r	P	r	P	r	P
IPCRF	0.05	0.598	0.07	0.504	-0.04	0.689	0.00	0.994	0.20	0.042*

Note: *r* = Pearson *r* correlation; *P* = probability value; *S* = Significant; *NS* = Not Significant; Significant at 0.05 level.

Table 3 presents the relationship between school heads competencies and Teachers performance. Pearson Moment Correlation is explored to determine whether a significant relationship exists between the variables. The result of the analysis reveals that school heads' competencies in terms of building connections are statistically significant to the teachers' performance, as indicated in the computed $r = 0.20$ ($p = 0.042$). This means that the null hypothesis was rejected since the *p*-value was lesser than the set level at 0.05. This means a highly significant association between school heads' competencies on Building Connections and teachers' performance exists.

Paul Karuthi (2022) stated that it is assumed that effective communication by leaders encourages employees to stay engaged and perform their duties efficiently. Good communication requires a well-planned strategy. Uneffective communication, will lead to confusion about teachers roles for instance, if a school head fails to keep the teachers informed about new school policies, teachers may unintentionally violate rules or miss out on benefits that are due to them. As a result, distrust, frustration, and conflict may arise among the parties involved.

However, leading strategically has a p-value of 0.598, managing school operations and resources has a p-value of 0.504, focusing on teaching and learning has a p-value of 0.689 and developing self and others has a p-value of 0.994 and were not significantly related to the teachers' performance. This depicts that the null hypothesis was accepted. They did not directly influence the teachers, learners and the school performance as well.

Developing long-term, future focus plans and taking into account how actions will affect the organization is true essence of a strategic leaders. According to Altman and Tushman, (2017), leaders use a range of ways to guarantee that their followers have the motivation and comprehension of their purpose that is essential to achieve their goals.

Moreover, managing school operations and resources, the School heads ensure that the school operations are aligned with the standard given, as well as school authority policy, directives and initiatives. Aspinall et al. R.(2021) stated that school heads typically perform interchangeable roles at the same time. They are concerned with the management and control of human, physical, and financial resources. As leaders, they drive the institution's vision and focus on organizational development and school improvement, whereas administrators deal with day-to-day operational issues and alternate between leadership and management functions

Subsequently, the smooth and efficient operation of all administrative duties in schools is the responsibility of the school heads. They are responsible in ensuring the overall stability of school. Teachers and other professional staff look up to school heads as role models who advance their ethical and professional development. Khaleel et al.(2021) emphasized that, through meeting students' variety of needs and talents as well as building and enforcing school procedures and policies, school heads' have a subtle but important impact on how well learners learn.

Building a professional learning community that is collaborative and supportive is the goal of school heads and emphasizes constant enhancement to both teaching and learning. Having a broad perspective on talent, resulting in a wide range of individuals interest to self-development and showcasing the talent and skill for self-growth. According to Andriani et al. (2018) teachers perform well when they know that they have the guidance from their superiors. They have the drive and enthusiasm when they feel a positive and open relationship with their colleagues, students and parents. They give their best output when they are encouraged and motivated.

4. Conclusions and Recommendations

Based on the findings, the following conclusions have been drawn:

1. School Heads competencies is not significant to teachers performance except for building connections.
2. Teacher performance entails fundamental knowledge that enables them to provide high-quality instruction to their students.
3. School heads are knowledgeable enough when it comes to meeting the teachers' needs, but more than that, they need to exert more effort in inviting stakeholders that would be helpful for the school.

Based on the findings and conclusions, the following recommendations are given:

1. School heads may further improve their communication skills and strategize how to create more connections and attract stakeholders who will be helpful for school improvement and learners, teachers and community.

2. Teachers' should be given learning opportunities like, SLAC, INSET and exposure to informal learning communities to sustain and continually improve their performance.

3. School heads are encouraged to develop a contingency plan to increase parental involvement, participation, and support for school programs and activities.

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