School Heads Management Practices and Elementary Teachers Performance in Calauan District, Division of Laguna

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Abstract

This study aimed to find out the relationship between school heads management practices and elementary teachers performance in Calauan District, Division of Laguna. In this study the school head and teachers rated the management practices of the school heads in terms of leadership, monitoring, people, training and development and elementary teachers performance in terms of teaching and learning process, student's outcomes, community involvement, professional growth and development, awards/ recognition and special assignment/ designation.

The researcher used the descriptive research in testing the hypothesis and systematically analyzed the data gathered from school heads and teachers as respondents of the study from Calauan District, Division of Laguna were the. The statistical tools used were the weighted mean, standard deviation, and Pearson's r.

Based on the data given, school heads and teachers revealed that management practices of school heads in terms of leadership, monitoring, people, training and development were interpreted as great extent. The elementary teachers' performance in terms of teaching and learning process, student's outcomes, community involvement and awards/ recognition was interpreted as very high while elementary teachers performance in terms of professional growth and development and special assignment/ designation was interpreted as high. The data given by the school heads and teachers on the school heads management practices had a significant relationship with regards to the performance of elementary teachers. This result led to rejection of the research hypothesis since most of the computed Pearson's r correlation coefficient is less than the level of significance α = .05 or (all p's < 0.05).

Based on the findings and conclusions drawn the following were hereby recommended: School heads should be firm when making decisions and delegating tasks to their teachers by getting the best out of people. In this regard, there is a need for them to recognize the need of their teachers, to be valued and to prove their worth as professionals. School heads have needs to conduct regular observations and meetings to discuss matters that affect teachers and students for general effectiveness. School heads can create opportunities for understanding the needs, aspirations and frustrations of each faculty members through effective communication, collaboration, mutual trust and openness among all the members of the school. School heads may create activities and programs that will share the values, norms and climate of the school that will make communities aware of the school goals and strengthen the bonds of coordination and cooperation between school and community. Future researchers are encouraged to utilize the same instruments or similar study on a larger scale studying how management practices relate to teachers performance.

Keywords: Management Practices; Leadership; Monitoring; People; Training and Development; Teachers Performance; Student Outcomes; Community Development; Professional Growth and Development; Awards and Recognition; Special Assignment

1. INTRODUCTION

Over the years, as the world of education continues to change at a rapid pace, heads of the schools and teachers have also experienced sweeping changes in their workplace. With these, in a nutshell, good management needs to be established. Management of school and people has become a priority in education agendas since it plays a key role in improving school outcomes by influencing the motivation and capabilities of teachers, as well as the school climate and environment. Effective management practices of the school and its people are essential to improve the efficiency and equity of schooling.

According to Cruz, et.al (2016), the school heads as managers and leaders set the direction the schools are going. They are basically responsible in the overall operation of the school. The tremendous changes in scope, variety of competencies, and necessary skills of managing the school make their functions more complex, diverse, and challenging. The thrust of the DepEd to empower school heads has increased and intensified. This major trend of practice in current education reform aims at improving the quality of education services by the government and schools.

But, the main challenges for the school heads are to create and promote the conducive atmosphere for teaching and learning: efforts in undermine teachers in decision making, immutable communication with teachers and delegation of duties at schools is considered as the most influential of the employee's performance within entire school atmosphere that not applying efficient management practices (Moore, Cheng and Dainty, 2007).

The aforementioned concepts showed the crucial role of the school head as in-charge of the school. As stated in the Republic Act No. 9155, Chapter 1 Section No. 7, Letter E that consistent with the national educational policies, plans and standards, the school heads shall have the Authority, Responsibility and Accountability in managing all affairs of the school. Thus, the success and failure of the school depends of school head it has.

For these reasons and situations, the researcher was motivated to conduct the study to give insights on different management areas and practices where school heads are expected to know and perform as manager/leader. For the purpose of this study, the researcher purposely focused on the relationship of school heads management practices on the performance of elementary teachers in Calauan District, Division of Laguna.

2. Literature Review

2.1 School Heads Management Practices
2.1.1. Leadership

According to Satyendar (2015), leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. In fact, leadership is an essential part and a crucial component

of effective management. In this regard, the link between leadership and decision making and delegation is extraordinarily strong. Great leaders delegate; push decision making to the lowest levels in organization so they can focus on different activities and developing strategies (Enners, 2012).

2.1.2. Monitoring

According to Bartle (2011) monitoring is the regular observation and recording of activities taking place in a project, program or even one's performance. It is a process of routinely gathering information on all aspects of the project or performance. Monitoring also involves evaluating how the activities or performance are progressing. It consists of giving of feedback about what you observed or if the project or program is well utilized.

2.1.3. People

Employees or staffs are the biggest asset an organization has. Their performance and attitude can result in the success or failure of the organization. The most difficult part of any managers is people management. In line with this, according to Goldsmith (2010) part of building an empowering and collaborating environment is dependent on the school leader's ability to run interference on behalf of the organization.

2.1.4. Training and Development

School heads need specific training and development to respond to broadened roles and responsibilities. Strategies need to focus on developing and strengthening skills related to improving school outcomes and provide room for contextualization. (OECD, 2008). In this regard, Lauber (2012), states that most often, organizations and individual engage in mentoring or coaching relationship for professional development purposes. Coaching is a formal relationship where the coach assists the client in changing thinking and behaviors to develop new competencies and ways of being towards their goals. Mentoring is usually informal where the mentor gives advice on the road he/ she taken to assist the mentee in achieving their development goals. Both mentoring and coaching are powerful tools for professional growth which gives leaders powerful distinctions as to the application and expected outcomes from each discipline.

2.2 Elementary Teachers Performance
2.2.1. Teaching and Learning Process

Bilbao and Atienza (2008) states that teachers should use emerging strategic that follows principles and theories that enhance learning outcomes they should understand the pedagogical content of each strategies and utilize them in their classroom. Teachers cannot improve if they do not know which aspects of the teaching are not effective. Having another person act as the eyes and ears to look at what occurs or does not in class gives a basis for effecting change where needed.

2.2.2. Student Outcomes

Adam (2007) states that learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning. They are explicit statements about the outcomes of learning – the results of learning. They are usually a mixture of knowledge, skills, abilities, attitudes and understanding that an individual will attain as a result of his or her successful engagement in a particular set of higher education experiences. In reality, they represent much more than this.

2.2.3. Community Development

According to Roekel (2008) community involvement in education correlates with higher academic performance and school improvement, when schools, parents, families, and communities work together to

support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs. Successful school-parent community partnerships are not stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals. Parent-school-partnerships improve schools, strengthen families, and build community support, and increase student achievement and success.

2.2.4. Professional Growth and Development

Yoon, Duncan, Lee, Scarloss, & Shapley (2007) states that professional growth and development should focuses on improving the ongoing practice of teaching and learning for those already serving in the schools. In order to impact student learning, professional development must first enhance teacher knowledge and skills, then create improved classroom teaching, which finally raises students achievement. Professional development can potentially serve a variety of purposes such as remediating weaknesses in the skills and knowledge of incoming teachers, keeping teachers up to date on emerging developments in the field.

2.2.5. Awards and Recognition

According to Zamir (2013), most of the school heads is not taking interest in the professional growth of the teachers. This thing reduces the motivation level of the teachers. Rewards based on recognition appreciation, gratitude, acknowledgement etc., if the employee gets the regular appreciation from the manager or supervisor, it plays a vital role in the performance and motivation of the employees. Zamir indicates that the teachers do not get the regular appreciation from their head. It decreases the performance level of the teachers. They do not recognized or acknowledge for the contribution they make for the organization. However, According to Hopkins (2012) all school heads are eager to recognize their star teachers and staff members. Recognizing those stars in public ways can help school leaders highlight the qualities they value most. Rewarding teachers can help them set the standard – or even raise the bar – of staff performance. Upper-level management in an organization like the school head should take interest in the professional growth to increase the performance level of the teachers. They should develop sense of responsibility among their teachers; it will lead the school toward success.

2.2.6. Special Assignment

school leaders can maximize the effectiveness of teachers by assigning them to classes for which they are best suited and through which provides the most benefit to their school. Schools are likely to vary in their capacity to engage in each of these practices (Loeb, 2012). In addition, according to Young (2015), special assignment is committed to teacher management, leadership and development of others to positively impact student achievement. Teachers on special assignment provide targeted professional learning, support site or district planning and work directly with individual and teams of teachers.

2.3. Conceptual Framework

The major concept of this study is on the relationship of schools heads management practices on the performance of elementary teachers in Calauan District, Division of Laguna.

In order to conceptualize the relationship of the variables in the study, the research paradigm is hereby presented below.
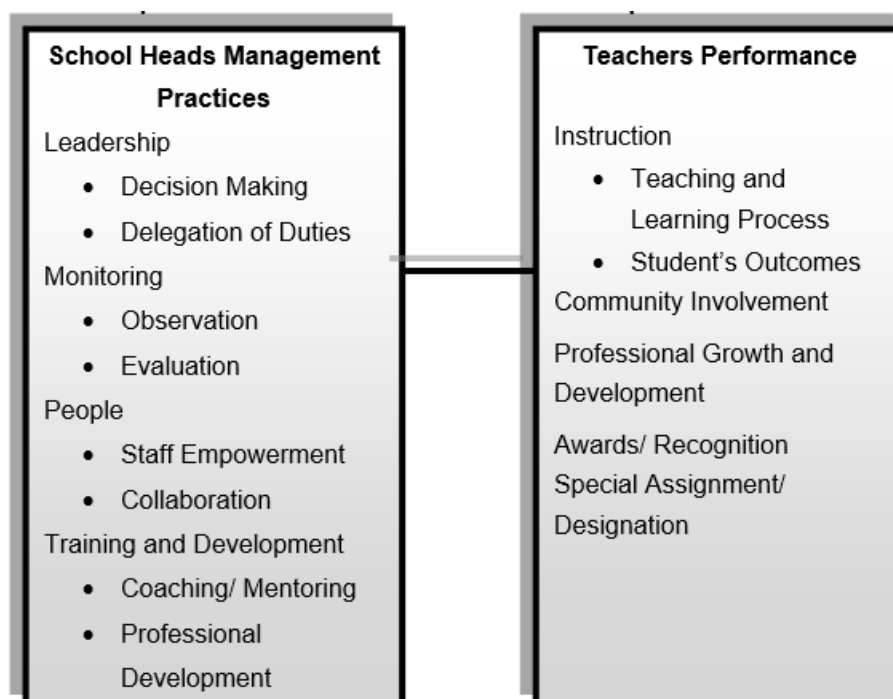
Figure 1: Research Paradigm of the Study

3. Hypothesis

There is no significant relationship between the school heads management practices in relation to the performance of elementary teachers in Calauan District, Division of Laguna.

4. Methodology

This study used descriptive research design to describe record, analyzes and interprets conditions that exist. Moreover, descriptive design was used in this study because it deals with the relationship between the school heads management practices and elementary teachers performance in Calauan District, Division of Laguna. In this study, stratified sampling technique was used as the sampling technique. The respondents of the study were composed of twenty (20) school heads and hundred fifty (150) teachers from Calauan District, Division of Laguna. Because of their prior experiences, they provided the necessary information required by the study. The researcher used questionnaires as research instruments. The researcher sought the approval of the division superintendent of the Division of Laguna to allow the researcher to conduct the study. After the approval of the superintendent, the researcher also sought for the approval of the district supervisor in Calauan. Then, the

researcher produced copies of the main questionnaire to the chosen respondents. The number of the questionnaire depended on the number of respondents. However, extra copies were reproduced if some respondents misplaced their questionnaires. The respondents were given two to three days allowance to answer the questionnaire. Once the deadline arrived, the researcher retrieved all the questionnaires completely. The questionnaires gathered contained all the needed data from the study and then organized, summarized, analyzed and interpreted.

5. Result

Table 1 Relationship between School Heads Management Practices and Teachers Performance in terms of Teaching and Learning Process

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.276	0.031	Significant
• Delegation of Duties	0.228	0.019	Significant
Monitoring			
• Observation	0.221	0.027	Significant
• Evaluation	0.230	0.035	Significant
People			
• Staff Empowerment	0.234	0.004	Significant
• Collaboration	0.278	0.001	Significant
Training and Development			
• Coaching/Mentoring	0.321	0.000	Significant
• Professional Development	0.309	0.001	Significant

Note: $p<0.05$ is statistically significant

As seen in the table, school heads management practices had a significant relationship to teachers performance in terms of teaching and learning process since the computed r-values of decision making, delegation of duties, observation, evaluation, staff empowerment, collaboration, coaching/ mentoring and professional development were 0.276, 0.228, 0.221, 0.230, 0.234, 0.278, 0.321 and 0.309 and the p-values 0.031, 0.019, 0.027, 0.035, 0.004, 0.001, 0.000, 0.001 respectively, were less than the level of significance $\alpha = .05$ or (all p's < 0.05).

Relatively, research shows that one of the factors that can influence the quality of teaching and learning in schools is the nature of leadership in management. It has been identified as the driving force behind the principal to ensure that effective teaching and learning take place in a school. Principals who possess

instructional leadership qualities show concern for the students and what teachers do by being visible, they walk around the school to observe how teaching and learning are occurring and when there is something good occurring, they will praise the teachers (Kabetaet.,al. 2013)

In addition, according to Coggshall, Behrstock-Sherratt, and Drill (2011) principals must be familiar with curriculum goals and how teachers are facilitating teaching and learning process in their classrooms to master student learning objectives. In this regard, teachers must receive feedback regularly on teaching and learning process that is supported by student performance and perception data. Teachers are continuously improving their craft and looking for information to help guide that process, so timely feedback is generally welcomed.

Table 2 Relationship between School Heads Management Practices and Teachers Performance in terms of Student's Outcomes

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.233	0.039	Significant
• Delegation of Duties	0.252	0.045	Significant
Monitoring			
• Observation	0.421	0.000	Significant
• Evaluation	0.430	0.000	Significant
People			
• Staff Empowerment	0.334	0.004	Significant
• Collaboration	0.278	0.011	Significant
Training and Development			
• Coaching/Mentoring	0.351	0.000	Significant
• Professional Development	0.389	0.000	Significant

Note: p<0.05 is statistically significant

As seen in the collected data, school heads management practices had a significant relationship to teachers performance in terms of student's outcomes since the computed r-values of decision making, delegation of duties, observation, evaluation, staff empowerment, collaboration, coaching/ mentoring and professional development were 0.233, 0.252, 0.421, 0.430, 0.334, 0.278, 0.351 and 0.389 and the p-values 0.039, 0.045, 0.000, 0.000, 0.004, 0.011, 0.000 and 0.000 respectively, were less than the level of significance α = .05 or (all p's < 0.05).

According to Timperley, Wilson, Barrar, & Fung (2007) teachers play an instrumental role in improving learning outcomes, and it is important that they are aware of the impact their practice has on student learning.

Teachers need support from their principals to be able to perform maximally. To this end what teachers teach their students is judged by them to be worthwhile. Teachers performance can be taken to be synonymous with teacher commitment and is valid construct in school growth. One way a teacher is judged is if he/ she is judicious in disciplining his/ her students and evaluating learning outcome (Onuma, 2015).

Table 3 Relationship between School Heads Management Practices and Teachers Performance in terms of Community Involvement

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.301	0.003	Significant
• Delegation of Duties	0.268	0.007	Significant
Monitoring			
• Observation	0.072	0.384	Not Significant
• Evaluation	0.049	0.551	Not Significant
People			
• Staff Empowerment	0.333	0.004	Significant
• Collaboration	0.311	0.007	Significant
Training and Development			
• Coaching/Mentoring	0.234	0.035	Significant
• Professional Development	0.231	0.047	Significant

Note: p<0.05 is statistically significant

As seen on the table, based on the following indicators: Decision Making (r=0.301, p=0.003); Delegation of Duties (r=0.268, p=0.007); Staff Empowerment (r=0.333, p=0.004); Collaboration (r=0.311, p=0.007); Coaching/Mentoring (r=0.234, p=0.035) and Professional Development (r=0.231, p=0.047). The probability values in all the indicators are lower than 0.05 level. On the other hand, Observation (r=0.072, p=0.384) and Evaluation (r=0.049, p=0.551) were found out not significantly related to teachers performance as manifested by the p-values are greater than 0.05 level.

Effective schools have principals who keep close ties with. Principals can play an effective role in the promotion of school family ties. Principals and parents need to know that parental involvement is essential for social, emotional and intellectual development of children (Anderson and Minke, 2007).

In addition, principals may keep high expectations for the parents so that students grow under the guidance and support of parents and teachers alike. This will help in instilling feelings of collaboration between parents and teachers (Wherry, 2007).

Table 4 Relationship between School Heads Management Practices and Teachers Performance in terms of Professional Growth and Development

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.279	0.038	Significant
• Delegation of Duties	0.298	0.035	Significant
Monitoring			
• Observation	0.051	0.536	Not Significant
• Evaluation	0.003	0.973	Not Significant
People			
• Staff Empowerment	0.223	0.040	Significant
• Collaboration	0.216	0.044	Significant
Training and Development			
• Coaching/Mentoring	0.319	0.009	Significant
• Professional Development	0.334	0.003	Significant

Note: p<0.05 is statistically significant

Table 4 reveals that school heads management practices is significantly related to teachers performance in terms of professional development based on the following indicators: Decision Making (r=0.279, p=0.038); Delegation of Duties (r=0.298, p=0.035); Staff Empowerment (r=0.223, p=0.040); Collaboration (r=0.216, p=0.044); Coaching/Mentoring (r=0.319, p=0.009) and Professional Development (r=0.334, p=0.003). The probability values in all the indicators are lower than 0.05 level.

On the other hand, Observation (r=0.051, p=0.536) and Evaluation (r=0.003, p=0.973) were found out not significantly related to teachers performance as manifested by the p-values are greater than 0.05 level.

According to Holland (2008), principals must be mindful not only of the needs of teachers in general but also as individuals in order to have a meaningful and productive role in the professional development. They must also carefully monitor the structures such as mentoring and staff development to which they delegate responsibility for meeting teachers' professional development need in order to ensure that these structures are, in fact, meeting those needs.

Aminudin (2012) providing teachers with adequate time to consolidate their new knowledge into practice and to apply it into the classroom is said to be more effective and helps to boost teachers' confidence with their own practice. New practices can further be reinforced through professional learning communities where the teachers are encourage to share their knowledge and experiences with each other and to support their

professional learning experience. The teachers also stress that professional development for teachers need to address their specific needs so that the experience becomes more meaningful and not viewed as a burden.

Table 5 Relationship between School Heads Management Practices and Teachers Performance in terms of Awards and Recognition

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.251	0.033	Significant
• Delegation of Duties	0.235	0.039	Significant
Monitoring			
• Observation	0.100	0.223	Not Significant
• Evaluation	0.121	0.141	Not Significant
People			
• Staff Empowerment	0.341	0.000	Significant
• Collaboration	0.316	0.000	Significant
Training and Development			
• Coaching/Mentoring	0.208	0.011	Significant
• Professional Development	0.201	0.014	Significant

Note: $p<0.05$ is statistically significant

Table 5 reveals that school heads management practices is significantly related to teachers performance in terms of awards and recognition based on the following indicators: Decision Making (r=0.251, p=0.033); Delegation of Duties (r=0.235, p=0.039); Staff Empowerment (r=0.341, p=0.000); Collaboration (r=0.316, p=0.000); Coaching/Mentoring (r=0.208, p=0.011) and Professional Development (r=0.201, p=0.014). The probability values in all the indicators are lower than 0.05 level.

On the other hand, Observation (r=0.100, p=0.223) and Evaluation (r=0.121, p=0.141) were found out not significantly related to teachers performance as manifested by the p-values are greater than 0.05 level.

Providing teachers with thoughtful appraisal and recognizing them for their work are powerful tools that can shape, develop and promote effective teaching. Teachers who do receive this view it positively. If the recognition made by the principal can impact teachers' performance, a great chance that it can also happens in the classroom between their students. In this regard, teachers encourage themselves to feel more efficacious in their teaching, student performance improves. Effective recognition to teachers promotes innovative teaching practices. (Teaching and Learning International Survey, 2012).

Table 6 Relationship between School Heads Management Practices and Teachers Performance in terms of Special Assignment/Designation

Indicator	r-value	p-value	Analysis
Leadership			
• Decision Making	0.329	0.045	Significant
• Delegation of Duties	0.321	0.004	Significant
Monitoring			
• Observation	0.309	0.022	Significant
• Evaluation	0.225	0.031	Significant
People			
• Staff Empowerment	0.285	0.029	Significant
• Collaboration	0.289	0.002	Significant
Training and Development			
• Coaching/Mentoring	0.306	0.001	Significant
• Professional Development	0.497	0.000	Significant

Note: p<0.05 is statistically significant

As seen in the collected data, school heads management practices had a significant relationship to teachers performance in terms of special assignment/ designation since the computed r-values of decision making, delegation of duties, observation, evaluation, staff empowerment, collaboration, coaching/ mentoring and professional development were 0.329, 0.321, 0.309, 0.225, 0.285, 0.289, 0.306 and 0.497 and the p-values 0.045, 0.004, 0.022, 0.031, 0.029, 0.002, 0.001 and 0.000 respectively, were less than the level of significance $\alpha = .05$ or (all p's < 0.05).

According to Loeb (2012) school leaders can maximize the effectiveness of teachers by assigning them to classes for which they are best suited and through which provides the most benefit to their school. Schools are likely to vary in their capacity to engage in each of these practices.

6. Discussion

This study aimed to find out the relationship between school heads management practices and elementary teachers performance in Calauan District, Division of Laguna. Specifically, it sought answers to the following questions. 1. What is the mean level of school heads management practices in terms of leadership as to decision making and delegation of duties, monitoring as to observation and evaluation, people as to staff empowerment and collaboration and training and development as to coaching/ mentoring and professional development? 2. What is the mean level of elementary teachers' performance in terms of instruction as to

teaching and learning process and student's outcomes, community involvement, professional growth and development, awards/ recognition, special assignment/ designation? 3. Is there a significant relationship between School Heads Management Practices and performance of elementary teachers in Calauan District, Division of Laguna? The researcher used the descriptive research in testing the hypothesis and systematically analyzed the data gathered from the responses of school heads and teachers. School heads and teachers from Calauan District, Division of Laguna were the respondents of the study. The statistical used were the weighted mean, standard deviation, and Pearson's r.

7. Conclusion

As observed in the treatment done in the study, the conclusion had resulted that there is significant relationship between the school heads management practices and elementary teachers' performance. Hence, the null hypothesis indicated that there is no significant relationship between the school heads management practices and elementary teachers performance therefore, it is rejected.

8. Recommendation

Based on the findings and conclusions drawn the following were hereby recommended:

1. School heads should be firm when making decisions and delegating

tasks to their teachers by getting the best out of people. In this regard, there is a need for them to recognize the need of their teachers, to be valued and to prove their worth as professionals. Rewards and promotions can give teachers the necessary recognition for their achievement.

2. The school head ought to supervise teachers and students closely for effective teaching and learning in the classroom and for students to consistently do well in schools. School heads have needs to conduct regular observations and meetings to discuss matters that affect teachers and students for general effectiveness. Hence, use of training and workshops for discussions and to exchange information on successful strategies and adopt the best practices to improve the outcome of the school.

3. School heads can create opportunities for understanding the needs, aspirations and frustrations of each faculty members through effective communication, collaboration, mutual trust and openness among all the members of the school. Thus, there should be proper and free flow of information in the school hence better teachers and students performance.

4. School heads may create activities and programs that will share the values, norms and climate of the school that will make communities aware of the school goals and strengthen the bonds of coordination and cooperation between school and community.

5. Future researchers are encouraged to utilize the same instruments or similar study on a larger scale studying how management practices relate to teachers performance.

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