

School Management System to the Teachers' Competency and Performance

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Abstract

This study investigates the school management system's impact on teacher's competency and performance. This study aimed to identify level of the school management system of public-school teachers regarding goal setting, feedback and coaching, rewards and incentives, employee satisfaction, and training and development and to identify the level of teachers' competency of public teachers regarding subject mastery, teaching methodology, personal characteristic, and classroom environment. This also aimed to identify the level of teachers' performance in terms of teachers' Result – based Performance Management System/ Classroom Observation Rating. This also aimed to have determine the significant relationship between school management system and teachers' competency. Also, it determined the significant relationship of the school management system and level of teacher's performance.

A descriptive survey method was employed to assess various aspects of the school management system, teaching competency, and teacher performance. The respondents comprised 163 randomly selected public elementary school teachers. Data were collected using a survey questionnaire checklist and analyzed using statistical tools such as Mean, Standard Deviation, Frequency and Percentage and Pearson-r Correlation.

The findings reveal a high level of competency among public school elementary teachers in goal setting, feedback and coaching, rewards and incentives, employee satisfaction, and training and development within the school management system. Similarly, teachers demonstrate a very high level of competency in subject mastery, teaching methodology, personal characteristics, and classroom environment. Majority of proficient teachers also very satisfactory ratings in the RPMS/ Classroom Observation Rating. Moreover, the study identifies a significant positive relationship between various components of the school management system and teachers' teaching competency, as well as the level of teacher performance.

Based on the findings, the following conclusions were formulated. There is no relationship between school management systems and teaching competency. In addition, there is no relationship between exists between the school management system and teaching performance based on the result – based performance management system/ classroom observation rating.

In light of the findings and conclusions, several recommendations are proposed. Educational leaders may provide support and resources to further enhance goal-setting practices among public school elementary teachers. This could involve offering training sessions on setting SMART goals to ensure clarity and effectiveness in goal setting processes. Schools may also encourage interdisciplinary collaboration among teachers to foster a holistic approach to teaching and learning. This could involve creating opportunities for teachers from different subject areas to collaborate on curriculum development and cross-disciplinary teaching strategies. Lastly, for future researchers, it is highly suggested that may they include other variables not covered in the present study.

Keywords: school management system; impact; teacher's competency

1. Introduction

The education system has been continuously evolving for the past years. In the 21st century, the education sector has become one of the most important and influential areas of business. A School Management System can play a crucial role in enhancing teaching competency and improving teachers' performance through classroom observation. By integrating observation tools within the system, administrators can efficiently conduct and track classroom observations, providing valuable feedback to teachers on their instructional practices. This data-driven approach allows educators to reflect on their teaching methods, identify areas for improvement, and implement targeted professional development strategies. Additionally, the School Management System can facilitate collaboration among teachers, enabling them to share best practices, receive peer feedback, and collectively work towards enhancing teaching competency. Using classroom observation features in a School Management System, schools can effectively support continuous growth and development among their teaching staff, ultimately leading to improved teachers' performance and enhanced student outcomes.

Teaching competency is a involved concept that encompasses the knowledge, skills, and abilities required for effective teaching practices. In today's dynamic educational landscape, the demand for highly competent and skilled educators has never been greater. Teaching competency goes beyond subject matter expertise; it involves the ability to engage students, adapt teaching strategies to diverse learning styles, and create a supportive and inclusive learning environment. Educators who possess strong teaching competency are better equipped to meet the diverse needs of their students, inspire a love for learning, and drive academic success. This introduction explores the importance of teaching competency in education and the impact it has on student learning outcomes and overall educational excellence.

Teachers play an important role in the education system. They are responsible for imparting knowledge to students, and teaching competency can help teachers to have a performance and ability to impart the right knowledge at the right time. A good teacher should be able to motivate his/her students and make them understand the subject they teach. Teachers also need to be able to deal with various problems that may arise during classroom observation or in a regular class schedule.

The importance of school management system to the teaching competencies and teachers performance using classroom observation in school is well-known. However, the topic is still rarely discussed and has not been studied in depth. This study aimed to examine the school management system to the teachers' competency and performance.

1.1 Statement of the Problem

Specifically, this study sought to answer to the following questions:

1. What is the level of the school management system of public school elementary teachers with regard to:
 - 1.1. goal setting;
 - 1.2. feedback and coaching;
 - 1.3. reward and incentives;
 - 1.4. employee satisfaction; and
 - 1.5. training and development?
2. What is the level of teachers' competency of public school elementary teachers as to:
 - 2.1 Subject mastery;
 - 2.2 Teaching methodology;
 - 2.3 Personal characteristic; and

2.4 Classroom environment?

3. What is the level of teachers' performance in terms of teachers' Result – based Performance Management System/ Classroom Observation Rating?
4. Does the school management system have significant relationship to teachers' competency?
5. Does the school management system have significant relationship to the level of teacher performance?

2. Methodology

The study used descriptive research design since it wanted to know “what is” the prevailing conditions particularly how assessments differ. It dealt with assessing the level of school management system, teaching competency and teacher's performance using RPMS/ classroom through a survey questionnaire which was the source of data.

Moreover, descriptive design was used in this study because it deals with the relationship between the school management system and teaching competency the same as the relationship of school management system and RPMS/ classroom observation rating.

3. Results and Discussion

This chapter presents, analyses, and interprets the data on the areas of investigation which were gathered from the selected public elementary school teachers.

Data were collected using a survey questionnaire checklist and analyzed using statistical tools such as Mean, Standard Deviation, and Pearson-r Correlation and presented using tables.

Level of the School Management System

The level of the school management system of public-school elementary teachers with regards to goal setting, feedback and coaching, reward and incentives, employee satisfaction and training and development.

A management system for schools is an all-inclusive program that is designed for the purpose of simplifying a range of administrative duties in educational organizations.

The level of the school management system was revealed in the following tables which shows the statement, mean, standard deviation, remarks and verbal interpretation.

Table 1. Level of the School Management System with Regards to Goal Setting

The teacher	MEAN	SD	REMARKS
<i>...identify clear and measurable goal.</i>	4.67	0.49	Strongly Agree
<i>...create action plan for each goal.</i>	4.45	0.64	Strongly Agree
<i>...identify the successes and obstacles in managing the plan for specific goal.</i>	4.52	0.54	Strongly Agree
<i>...monitor the progress to see if he/she is on the right track of a goal plan.</i>	4.58	0.57	Strongly Agree
<i>...organize and document the accomplishment and outcomes of a goal.</i>	4.53	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

Table 1 shows the level of the school management system of public-school elementary teachers with regards to goal setting.

The teachers identify clear and measurable goal. The mean ($M = 4.67$ and $SD=0.49$) suggests a high level of the school management system of public school elementary teachers. On the other hand, teachers create action plan for each goal. While the mean is slightly lower ($M = 4.45$ and $SD=0.64$), it still indicates a high level of the school management system of public school elementary teachers by the teachers.

The level of the school management system of public school elementary teachers with regards to goal setting attained a weighted mean score of 4.55 and a standard deviation of 0.55 and was verbally interpreted as *very high* and it shows that the respondents is homogenous.

In summary, the importance of effective goal setting within the school management system of public elementary schools helps in increasing productivity, enhancing performance, fostering accountability, and promoting continuous improvement. Although goal setting is recognized as a vital component of teacher effectiveness and student success, there are challenges that need to be addressed. By providing adequate training, aligning goals with institutional objectives, and allocating resources effectively, public elementary schools can enhance their management systems and promote a culture of continuous improvement and achievement.

It was in accordance with the study of Leithwood and Seashore (2019) which emphasized the critical role of goal setting in a collaborative school environment, emphasizing its importance in developing effective leadership. Their research showed that setting clear and challenging goals, together with regular feedback, leads to improved performance levels.

The table 2 shows the level of the school management system with regards to the feedback and coaching

Table 2. Level of the School Management System with Regards to Feedback and Coaching

The teacher	MEAN	SD	REMARKS
<i>...improve his/her teaching performance on the suggestions made after the post conference from his/her rater.</i>	4.66	0.69	Strongly Agree
<i>...follows or seek different teaching strategies for his/her rater to be able to fulfill agreement.</i>	4.69	0.56	Strongly Agree
<i>...communicate for strength and weaknesses that his/her rater discussed during post conference.</i>	4.63	0.57	Strongly Agree
<i>...execute the new strategies with the guidance of his/her rater to lead her in fulfilling their agreement.</i>	4.68	0.57	Strongly Agree
<i>...present the data of his/her improvement together with the pupil's performance showing increasing progress.</i>	4.56	0.64	Strongly Agree
Weighted Mean	4.64		
SD	0.61		
Verbal Interpretation	Very High		

Table 2 reveals the level of the school management system of public-school that was categories as a proficient elementary teacher in Lumban and Kalayaan Sub - offices with regards to feedback and coaching. Feedback and coaching are critical components of personal and professional growth, as they provide

individuals with useful insights and assistance for improving their abilities and performance. Constructive feedback helps people recognize their own strengths and areas for improvement, whereas coaching provides specialized support and goal-setting tools. Feedback and coaching work together to create an environment conducive to continued learning and progress.

The teachers follow or seek different teaching strategies for their rater to be able to fulfill agreement. The mean ($M = 4.69$ and $SD=0.56$) suggests a high level of the school management system of public school elementary teachers. On the other hand, teachers present the data of their improvement together with the pupil's performance showing increasing progress. While the mean is slightly lower ($M = 4.56$ and $SD=0.64$), it still indicates a very high level of the school management system of public school elementary teachers.

The level of the school management system of public school elementary teachers with regards to feedback and coaching attained a weighted mean score of 4.64 and a standard deviation of 0.61 and was verbally interpreted as *very high* and it shows that the respondents is homogenous.

The table shows positive results for a school management system focused on feedback and coaching for public elementary school teachers. Teachers actively participate by seeking feedback through the guidance of their mentors or ratee in various teaching strategies and by demonstrating their improvement alongside student progress. Overall, the system is rated very high, indicating it successfully encourages teachers to engage with feedback and coaching with their ratee to fulfill their agreement and enhance their teaching skills.

One of the most important tools for enabling effective operations in educational institutions is a school management system. In terms of incentives and rewards, the system can expedite the process of praising and awarding employees and students for their accomplishments and efforts. Schools can effectively encourage and engage stakeholders, promoting a positive learning and working environment, by including reward and incentive mechanisms into the system. In the end, this improves general performance and morale within the school community by guaranteeing that recognition is prompt, transparent, and in line with the school's objectives.

The level of the school management system was revealed in the following tables which shows the statement, mean, standard deviation, remarks and verbal interpretation.

Table 3 shows the level of the school management system of public-school elementary teachers with regards rewards and incentives.

Table 3. Level of the School Management System with Regards to Reward and Incentives

The teacher	MEAN	SD	REMARKS
<i>...develop a good routine and receive formal recognition for an effort.</i>	4.53	0.69	Strongly Agree
<i>...acknowledge for his/her outstanding performance in and outside the school/sub-office.</i>	4.49	0.77	Strongly Agree
<i>...select and collect evidences of his/her hardship to meet the goals and being awarded accordingly.</i>	4.37	0.73	Strongly Agree
<i>...receive financial incentives according to the performance being performed in a present school year.</i>	4.13	0.99	Agree
<i>...recognize in their dedicated years of service to the institution.</i>	4.53	0.69	Strongly Agree
Weighted Mean	4.41		
SD	0.77		

Verbal Interpretation	Very High
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The teachers developed a good routine and receive formal recognition for an effort and recognized in their dedicated years of service to the institution. The means of both indicators ($M = 4.53$ and $SD=0.69$) suggest a high level of the school management system of public school elementary teachers. On the other hand, teachers less likely received financial incentives according to the performance being performed in a present school year with mean, $M = 4.13$ and $SD=0.99$. A high level of the school management system of public school elementary teachers in this category was observed.

The level of the school management system of public school elementary teachers with regards to rewards and incentives attained a weighted mean score of 4.41 and a standard deviation of 0.77 and was verbally interpreted as *very high* and it shows that the respondents is homogenous.

The use of rewards and incentives in a school management system for public elementary teachers can be quite effective in encouraging and rewarding their accomplishments. Schools can recognize and reward teachers for their dedication, hard work, and accomplishments by putting in place a systematic incentives program. Rewards and incentives might include monetary prizes, professional development opportunities, recognition ceremonies, and increased resources or support. These approaches not only promote teacher morale and job satisfaction, but also help to improve performance, engagement, and, ultimately, student outcomes.

The table highlights the school management system's use of rewards and incentives for public elementary teachers. Teachers appreciate the system's recognition of their efforts through established routines and acknowledgement of their dedication. While financial incentives based on current performance seem less frequent, the overall system is still perceived very highly. This suggests that teachers value recognition beyond just financial rewards.

Table 4 shows the level of the school management system with regards to employee satisfaction

Table 4. Level of the School Management System with Regards to Employee Satisfaction

The teacher	MEAN	SD	REMARKS
<i>...develop professional and personal growth for doing a job that is related in teaching and learning process.</i>	4.63	0.65	Strongly Agree
<i>...support the institution projects that promote teamwork from the school faculty to build a harmonious relationship (Ex. GAD).</i>	4.65	0.63	Strongly Agree
<i>...organize an In service – training opportunities in order to lengthen the expertise and knowledge in teaching and learning process.</i>	4.56	0.66	Strongly Agree
<i>...execute the learning and strategies inside the classroom from the training.</i>	4.58	0.69	Strongly Agree
<i>...use different trainings in promotion opportunities that are available in the institution.</i>	4.53	0.71	Strongly Agree
Weighted Mean	4.59		

SD	0.67
Verbal Interpretation	Very High

The teachers supported the institution projects that promote teamwork from the school faculty to build a harmonious relationship. The mean ($M = 4.65$ and $SD=0.63$) suggests a high level of the school management system of public school elementary teachers. At the bottom of the indicators, the teachers used different trainings in promotion opportunities that are available in the institution with mean, $M = 4.53$ and $SD=0.71$. Hence, this indicator still posed very high significant level of school management system of the public school teachers.

The level of the school management system of public school elementary teachers with regards to employee satisfaction attained a weighted mean score of 4.59 and a standard deviation of 0.67 and was verbally interpreted as *very high* and it shows that the respondents is homogenous.

The findings indicated strong support among public school elementary teachers for institution projects promoting teamwork and harmonious relationships within the school faculty. Overall, the school management system is perceived to be highly effective. While satisfaction with promotion opportunities within the institution is slightly lower, it still remains significant within the assessment.

Additionally, public school elementary teachers express very high levels of satisfaction with regards to employee satisfaction, indicating a positive perception of their work environment and overall experience within the institution. These findings collectively suggest a positive outlook on the school management system, with a strong emphasis on teamwork and employee satisfaction among teachers.

Table 5 shows the level of the school management system with regards to training and development.

Table 5. Level of the School Management System with Regards to Training and Development

The teacher	MEAN	SD	REMARKS
<i>...attend in an organization training and development policy that helps his/her to grow professionally.</i>	4.68	0.61	Strongly Agree
<i>...attend organization that has full- pledge training and development department manned with competent professionals.</i>	4.53	0.67	Strongly Agree
<i>...resources are available on the job to support what employees learned in the training.</i>	4.47	0.76	Strongly Agree
<i>...share and use their training immediately to discuss how the new learning help the school and the pupils.</i>	4.43	0.70	Strongly Agree
<i>...increases his/her work productivity at work with the new learning they learned in a training sessions.</i>	4.48	0.71	Strongly Agree
Weighted Mean	4.52		
SD	0.69		
Verbal Interpretation	Very High		

It was shown that teachers attended in an organization training and development policy that helped them grow professionally. The mean ($M = 4.68$ and $SD=0.61$) suggests a high level of the school management system of public school elementary teachers. At the bottom of the indicators, the teachers shared and used their training immediately to discuss how the new learning help the school and the pupils, with mean, $M = 4.43$ and $SD=0.70$. Hence, this indicator still posed very high significant level of school management system

of the public school teachers.

The level of the school management system of public school elementary teachers with regards to training and development attained a weighted mean score of 4.52 and a standard deviation of 0.69 and was verbally interpreted as *very high* and it shows that the respondents is homogenous.

The findings revealed that public school elementary teachers have actively engaged in organizational training and development policies, which have facilitated their professional growth. The mean score suggests a high level of satisfaction with the school management system. Despite slightly lower scores for the indicator related to immediate application of training learnings in school discussions, the overall level of satisfaction with training and development remains very high among public school elementary teachers.

This indicates a positive perception of the effectiveness of training initiatives in enhancing teacher skills and improving school outcomes. Overall, the findings underscore the importance of ongoing training and development opportunities in fostering a strong school management system and supporting teacher professional growth.

The study found a positive correlation between teacher engagement in professional development activities and their job satisfaction. Teachers who actively participated in training opportunities may have reported higher levels of job contentment compared to those who were less engaged in professional development. This suggests that investing in ongoing training and development programs could contribute to enhancing teacher job satisfaction levels.

Level of Teaching Competency

The level of teaching competency of public-school elementary teachers as to subject mastery, teaching methodology, personal characteristic and classroom environment.

The level of teaching competency were revealed in the following tables which shows the statement, mean, standard deviation, remarks and verbal interpretation.

At the topmost indicators, teachers demonstrated a strong commitment to constructing lesson exemplars and plans for every subject weekly (mean = 4.67, SD = 0.49), demonstrating a careful approach to lesson planning. Conversely, the indicator related to designing reading materials based on pupils' literacy levels falls slightly lower, yet still reflects a very high level among educators (mean = 4.53, SD = 0.54), highlighting efforts to tailor educational resources to individual learning needs.

Table 6 reveals findings regarding level teaching competency with regards to subject mastery.

Table 6. Level of Teaching Competency with Regards to Subject Mastery

The teacher	MEAN	SD	REMARKS
<i>...construct lesson exemplar/ lesson plan in every subject in each week.</i>	4.67	0.49	Strongly Agree
<i>...formulate summative test with TOS (Table of Specification).</i>	4.45	0.64	Strongly Agree
<i>...organize performance task test with rubrics.</i>	4.52	0.54	Strongly Agree
<i>...discuss activity worksheets with pupils to answer the task easier.</i>	4.58	0.57	Strongly Agree

<i>...design different reading materials according to pupils' level of literacy.</i>	4.53	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

The weighted mean of 4.55 with a standard deviation of 0.55 portrays a consistent dedication to effective instructional practices, affirming a very high level of teaching competency in subject mastery, it shows that the respondents is homogenous.

The findings demonstrated a strong commitment on the part of educators to create detailed lesson plans for every subject every week, indicating a careful approach to lesson planning. Educators also demonstrate a commendable degree of skill, slightly lower, in creating reading materials that are appropriate for the literacy levels of their students, demonstrating a dedication to individualized learning experiences. Together, these results show a persistent focus on successful teaching techniques and confirm that the instructors in the survey possess a very high level of subject-matter expertise.

Table 7 shows the level of teaching competency with regards to teaching methodology.

Table 7. Level of Teaching Competency with Regards to Teaching Methodology

The teacher	MEAN	SD	REMARKS
<i>...select contents and prepares appropriate instructional materials</i>	4.67	0.49	Strongly Agree
<i>...formulate/adopts objectives of lesson plan</i>	4.45	0.64	Strongly Agree
<i>...select teaching methods/strategies (like games, group activity, video lesson, etc)</i>	4.52	0.54	Strongly Agree
<i>...relates new lesson with precious knowledge/skills</i>	4.58	0.57	Strongly Agree
<i>...utilizes the art of questioning to develop higher thinking skills.</i>	4.53	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

Table 7 assesses the teaching competency with regards to teaching methodology.

Among the topmost indicators, educators demonstrated a very high level of competency (mean = 4.67, SD = 0.49) with the selection of contents and preparation of appropriate instructional materials. Similarly, teachers express a very high level of competency (mean = 4.58, SD = 0.57) in relating new lessons

with previous knowledge or skills, highlighting efforts to facilitate meaningful connections in learning experiences. Conversely, the indicator concerning the utilization of questioning to develop higher thinking skills receives slightly lower but still a very high level of competency (mean = 4.53, SD = 0.54), indicating proficiency in fostering critical thinking among students. Overall, the weighted mean of 4.55 with a standard deviation of 0.55 reflects a very high level of teaching competency in teaching methodology, it shows that the respondents is homogenous.

Based on the result, educators exhibit very high competencies in selecting appropriate instructional materials and relating new lessons to previous knowledge, emphasizing a thorough approach to lesson planning and fostering meaningful learning experiences. While slightly lower, educators still demonstrate proficiency in utilizing questioning to develop higher-order thinking skills. Overall, the findings affirm a very high level of teaching competency in teaching methodology among the surveyed educators, underscoring their dedication to effective instructional practices.

The emphasis on methodology selection and implementation provided important insights into the practical implications of professional development initiatives. The result showed how training influences the choices teachers make in their instructional approaches and how effectively they implement these methods had significant implications for student learning outcomes.

Table 8 shows the level of teaching competencies with regards to personal Characteristics.

Table 8. Level of Teaching Competency with Regards to Personal Characteristic

The teacher	MEAN	SD	REMARKS
<i>...has good relationship with students and teachers</i>	4.67	0.49	Strongly Agree
<i>...show smartness, confidence, and firmness in making decisions</i>	4.45	0.64	Strongly Agree
<i>...imposes proper discipline and is not lenient in following prescribed rules</i>	4.52	0.54	Strongly Agree
<i>...has an appealing personality with good sense of humor.</i>	4.58	0.57	Strongly Agree
<i>...is open to suggestions and opinion and is worthy of praise.</i>	4.53	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

In Table 8, the teaching competency related to personal characteristics is evaluated.

Among the topmost indicators, educators strongly agree (mean = 4.67, SD = 0.49) with the notion of having good relationships with both students and fellow teachers, highlighting the importance of positive interpersonal dynamics within the educational environment. Similarly, educators express a very high level (mean = 4.58, SD = 0.57) in possessing an appealing personality with a good sense of humor, suggesting the significance of fostering a positive and engaging classroom atmosphere.

Conversely, the indicator concerning the imposition of proper discipline and adherence to prescribed

rules receives slightly lower but still very high level (mean = 4.52, SD = 0.54), indicating the importance of maintaining order and structure within the classroom setting. Overall, the weighted mean of 4.55 with a standard deviation of 0.55 reflects a very high level of teaching competency in personal characteristics and it shows that the respondents is homogenous.

Educators strongly agree on the necessity of building excellent relationships with both students and colleagues, highlighting the need to create a friendly and collaborative educational environment. They also indicated a great commitment to maintaining discipline and sticking to established norms, emphasizing the need of establishing order and structure in the classroom.

Furthermore, they displayed expertise in maintaining an appealing personality and a strong sense of humor, highlighting attempts to create an engaging and positive environment conducive to effective teaching and learning. Overall, the data showed that educators had a very high level of teaching competency in personal qualities, demonstrating their commitment to creating positive interpersonal dynamics and promoting a conducive learning environment.

Table 9 shows the level of teaching competency with regards to the classroom environment.

Table 9. Level of Teaching Competency with Regards to the Classroom Environment

The teacher	MEAN	SD	REMARKS
<i>...encourages students to be respectful to one another.</i>	4.67	0.49	Strongly Agree
<i>...promotes students' responsibility inside the classroom.</i>	4.45	0.64	Strongly Agree
<i>...teaches students to work together cooperatively toward academic goal.</i>	4.52	0.54	Strongly Agree
<i>...helps students to become aware of their own thinking.</i>	4.58	0.57	Strongly Agree
<i>...helps student to develop their ability to make decisions by themselves.</i>	4.53	0.54	Strongly Agree
Weighted Mean	4.55		
SD	0.55		
Verbal Interpretation	Very High		

In Table 9, the teaching competency related to classroom environment is evaluated.

When teachers manage stress effectively, they can create a supportive and positive classroom, which in turn reduces student stress and fosters student well-being. Ultimately, this positive environment can improve student engagement and achievement. Their study suggested a cyclical relationship: teacher resilience promotes student well-being, which can then contribute to teacher satisfaction and further strengthen their resilience. In essence, investing in teacher resilience has a ripple effect, benefiting both educators and students.

Educators showed a very high level of competency (mean = 4.67, SD = 0.49) with the encouragement of respectful behavior among students, emphasizing the promotion of a positive and

supportive classroom culture. Similarly, educators express strong agreement (mean = 4.58, SD = 0.57) in helping students become aware of their own thinking, highlighting efforts to foster metacognitive awareness and reflection among learners.

Indicator related to promoting students' responsibility inside the classroom receives slightly lower but still interpreted as very high level of competency (mean = 4.52, SD = 0.54), underscoring the importance of instilling a sense of accountability and autonomy among students.

Overall, the weighted mean of 4.55 with a standard deviation of 0.55 reflects a very high level of teaching competency in creating a conducive classroom environment and it shows that the respondents is homogenous.

Teachers demonstrated strong agreement in fostering respectful behavior among students, highlighting the importance of promoting a positive and supportive classroom culture. Additionally, they exhibited proficiency in helping students become aware of their own thinking, emphasizing the cultivation of metacognitive skills and reflective practices among learners. Furthermore, they expressed a commitment to promoting students' responsibility inside the classroom, underscoring efforts to instill a sense of accountability and autonomy among students.

The findings that indicated a very high level of teaching competency in creating a conducive classroom environment among the surveyed educators, reflected their dedication to fostering an enriching and supportive learning environment for students.

Level of Teachers' Performance

The level of teachers' performance in terms of teachers' Result – based Performance Management System/ Classroom Observation Rating.

It shows the data from classroom observation 1 and 2 was treated statistically using the rating, frequency, percentage, and verbal interpretation.

The table 10 shows the level of teachers' performance in terms of teachers' result- based performance management system/ Classroom Observation.

Table 10. Level of Teacher Performance in Terms of teachers' Result – based Performance Management System/ Classroom Observation Rating

Rating	Frequency	Percentage	Verbal Interpretation
7	68	41.72%	Outstanding
6	95	58.28%	Very Satisfactory
5	0	0.00%	Satisfactory
4	0	0.00%	Unsatisfactory
3	0	0.00%	Poor
Total	163	100%	

The table shows the level of teacher performance in terms of teachers' Result – based Performance Management System/ Classroom Observation Rating. Also shows the grades, frequency, percentage and remarks.

Out of 163 teachers, the rating "6" received the highest frequency, with ninety-five (95) respondents accounting for 58.28% of the total sample population and remarked as *very satisfactory*. This was followed by

the rating "7" with a frequency of sixty-eight (68) respondents, comprising 41.72% of the total sample population, and remarked as *outstanding*. Meanwhile, the rating "5, 4 and 3" received zero (0) responses, making up 0.00% of the total sample population, and were remarked as *satisfactory, unsatisfactory and poor*.

The findings from the table depict a predominantly positive assessment of teacher performance through the Result-based Performance Management System/Classroom Observation Rating. Majority of teachers were rated as very satisfactory, reflecting a commendable level of performance. Notably, no instances of poor performance were recorded based on the observed criteria. Overall, these findings highlight the effectiveness of the performance management system in recognizing and acknowledging teacher performance, with the majority of teachers meeting or exceeding expectations.

Significant Relationship between School Management System and Teachers' Teaching Competency

To test the significant relationship between school management system and teachers' teaching competency in terms of subject mastery, teaching methodology, personal characteristic and classroom environment.

It shows the data was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between school management system and teachers' teaching competency. A positive correlation indicates that as school management system increase, teachers' teaching competency also tends to increase.

Correlations were computed among five school management system on data for 163 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.16 to 0.52, indicating a very weak to moderate positive relationship between school management system and teachers' teaching competency. This implies that as school management system increases, there is a greater teachers' teaching competency in these areas.

The table 11 shows the significant relationship between School Management System and teacher's teaching competency

Table 11. Significant Relationship between School Management System and Teachers' Teaching Competency

School Management System (IV)	Teachers' Teaching Competency (DV)			
	Subject Mastery	Teaching Methodology	Personal Characteristic	Classroom Environment
Goal Setting: Pearson Correlation	0.52**	0.35**	0.53**	0.26**
Significance(2-Tailed)	<.001	<.001	<.001	<.001
N	163	163	163	163
Feedback And Coaching: Pearson Correlation	0.44**	0.36**	0.48**	0.24**
Significance(2-Tailed)	<.001	<.001	<.001	.001
N	163	163	163	163

Reward And Incentives:	0.40**	0.42**	0.33**	0.16**
Pearson Correlation	<.001	<.001	<.001	<.001
Significance(2-Tailed)	163	163	163	163
N				
Employee Satisfaction:	0.22**	0.42**	0.30**	0.13
Pearson Correlation	<.001	<.001	<.001	.111
Significance(2-Tailed)	163	163	163	163
N				
Training and Development:	0.27**	0.36**	0.32**	0.23**
Pearson Correlation	<.001	<.001	<.001	.003
Significance(2-Tailed)	163	163	163	163
N				

The significance of comprehensive school management systems in promoting teachers' teaching competency was observed. By integrating components such as goal setting, feedback and coaching, reward and incentives, employee satisfaction, and training and development, educational leaders can create supportive environments conducive to professional growth and instructional excellence among teachers.

On the other hand, there is no significance relationship between school management system in terms of *employee satisfaction* and teachers' teaching competency in terms of *classroom environment*. This implies that there may be instances where a non-significant relationship is observed between these factors concerning the classroom environment. External factors, teacher professionalism, and the complexity of teaching competency may influence the relationship between employee satisfaction and teaching effectiveness within the classroom context.

The study was aligned with the findings of the correlation coefficients between school management systems and teachers' teaching competency. They emphasized the importance of supportive management practices, such as goal setting, feedback, reward systems, employee satisfaction, and professional development, in fostering a conducive environment for teacher growth and instructional excellence. Additionally, the complexity of the relationship between management practices and teaching effectiveness, highlighting the influence of external factors and teacher professionalism on classroom dynamics was acknowledged.

Significant Relationship between School Management System and Result – Based Performance Management System

To test the significant relationship between school management system and Result – Based Performance Management System/ Classroom observation Rating.

It shows the data was treated statistically using Real Statistics Data Analysis Tools using the Pearson correlation coefficient.

The correlation coefficients measure the strength and direction of the relationship between school management system and Result – Based Performance Management System/ Classroom observation Rating. A positive correlation indicates that as school management system increase, Result – Based Performance Management System/ Classroom observation Rating also tends to increase.

Correlations were computed among five school management system on data for 163 teachers. A correlation coefficient of 1 indicates a perfect positive correlation, while a coefficient of -1 indicates a perfect negative correlation.

The correlation coefficients range from 0.17 to 0.20, indicating a very weak to weak positive relationship between school management system and Result – Based Performance Management System/

Classroom observation Rating. This implies that as school management system increases, there is a slightly increase in the Result – Based Performance Management System/ Classroom observation Rating of the teachers.

Table 12 shows the Significant Relationship between School Management System and Result – Based Performance Management System

Table 12. Significant Relationship between School Management System and Result – Based Performance Management System

School Management System (IV)		Result – Based Management Performance System Classroom Observation (DV)
Goal Setting:	Pearson Correlation	0.13
	Significance(2-Tailed)	.100
	N	163
Feedback And Coaching:	Pearson Correlation	0.12
	Significance(2-Tailed)	.119
	N	163
Reward And Incentives:	Pearson Correlation	0.17**
	Significance(2-Tailed)	0.035
	N	163
Employee Satisfaction:	Pearson Correlation	0.20**
	Significance(2-Tailed)	.010
	N	163
Training And Development:	Pearson Correlation	0.18**
	Significance(2-Tailed)	.022
	N	163

A supportive school management system that prioritizes these components can foster an environment conducive to professional growth and instructional excellence among educators. By implementing effective reward systems, fostering employee satisfaction, and investing in ongoing training and development, educational leaders can enhance teachers' teaching competency and ultimately contribute to improved student learning outcomes.

On the other hand, while goal setting and feedback are important components of school management systems, their direct relationship with teachers' teaching competency may not always be statistically significant. Factors such as the complexity of instructional goals, variability in the quality and frequency of feedback, and individual differences among teachers can influence the strength of this relationship.

4. Conclusion and Recommendations

Based on the foregoing findings, the following conclusions were drawn:

The study reveals a very weak to moderate positive relationship between various components of the school management system and teachers' teaching competency. The researcher concludes that there is "no relationship exists between school management systems and teaching competency" is rejected.

The study's results are interesting despite showing a weak to moderate positive connection between school management features and teacher competency. While the strength is low to moderate. This suggests that the school's management systems might have some positive influence on teacher competency, but it's not an overwhelming effect. There could be other factors playing a larger role in teacher development. This finding encourages further investigation into how specific aspects of the school management system can be strengthened to support teacher growth more effectively.

The study also shows that a relationship exists between school management system and the teaching performance based on the result – based performance management system/ classroom observation rating. Therefore, there is "no relationship exists between the school management system and teaching performance based on the result – based performance management system/ classroom observation rating" is also rejected.

This implies that the way the school is run has a direct impact on how effective teachers are in the classroom. It highlights the importance of creating a supportive and well-managed school environment for teachers. Schools should carefully consider how their management practices can be improved to further enhance teacher performance.

Based on the drawn conclusions, the following recommendations are introduced:

1. Educational leaders should provide support and resources to further enhance goal-setting practices among public school elementary teachers. This could involve offering training sessions or workshops on setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to ensure clarity and effectiveness in goal-setting processes.

2. Schools should encourage interdisciplinary collaboration among teachers to foster a holistic approach to teaching and learning. This could involve creating opportunities for teachers from different subject areas to collaborate on curriculum development and cross-disciplinary teaching strategies.

3. Lastly, for future researchers, it is highly suggested that they include other variables not covered in the present study.

Reference:

- Leithwood, K., & Seashore, K. H. (2019). *Developing Leaders for Collaborative Schools* (3rd ed.). Corwin. (This book, though not solely on rewards, discusses the importance of recognizing teacher contributions within a collaborative school culture)
- Leithwood, K., & Seashore, K. H. (2019). *Developing Leaders for Collaborative Schools* (3rd ed.). Corwin. (This book, though not solely on satisfaction, discusses the importance of creating a supportive school environment that contributes to teacher well-being)