

School Heads' Management Roles and Teachers' Performance

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ABSTRACT

This study examined the relationship between school heads' management roles and teachers' performance in public elementary schools in Gerona South District, Tarlac Province, during School Year 2024-2025. A quantitative-descriptive-correlational design involved 24 school heads and 230 teachers. A researcher-constructed questionnaire measured management roles in professional development, instructional supervision, and classroom resources, while teacher performance was assessed across the domains of the Philippine Professional Standards for Teachers. Weighted mean and Spearman's rho were used. School heads practiced their management roles to a great extent overall ($M = 3.57$), with instructional supervision receiving the highest rating ($M = 3.77$), followed by professional development ($M = 3.71$), while classroom resources were practiced to a moderate extent ($M = 3.23$). Teachers' performance was very satisfactory overall ($M = 3.70$), with the highest ratings in personal growth and professional development ($M = 3.94$) and community linkages and professional engagement ($M = 3.82$).

Significant relationships were found between the management roles of school heads and teachers' performance, with p-values below .05. A teacher development program focusing on instructional competence, classroom management, teaching strategies, learner outcomes, and digital resources was proposed.

Keywords: *School Heads' Management Roles and Teachers' Performance*

Source note: The submitted source did not include a standalone abstract; this abstract was condensed exclusively from the study methodology, summary of findings, conclusions, and recommendations.

INTRODUCTION

The importance of education is greatly recognized as one of the ways to attain success in life. It opens many opportunities and helps people to think, feel and behave in a way that contribute to their success. Education is a tool that provides people with knowledge, skills, technology, and information that enables them to know their rights and duties towards their families, community and the country. It extends vision and outlook in order to see the future.

For this reason, countries all over the world continuously strengthen the education systems and ensure

that every citizen receives quality education. Quality education is at the heart of both personal and community development; its mission is to enable every learner without exception, to develop all their talents to the full and to realize their creative potential, including responsibility for their own lives and achievement of personal aims.

According to Peregrino and Pasion (2021), quality education is always a demand of the modern world. The ability of educational undertaking to have practical learning opportunities for learners have driven schools to become responsive to the 21st century education which requires excellence in preparation of learners in the basic education and to be equipped with essential skills, knowledge, values, and attitudes.

If learners in the basic education have strong foundation for learning, they will become more innovative and competitive when they get to higher education, and ultimately, they will become successful contributors for national development. More so, the school must have an internal environment consisting of its physical set-up, management, quality of teachers, effective teaching methods, positive social and learning conditions, and strong home-school link which constitute everything.

It is emphasized that the heart of education are the learners whose full potentials must be developed to thrive in a fast-challenging world. Numerous factors

significantly influence the quality of education and one of those is the role of school heads.

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, good management needs to be established. Management of school and people has become a priority in education agenda 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 (Borgoños, 2022).

This study determined the relationship between the school heads' management roles and their teachers' performance in the public elementary schools in Gerona South District, Tarlac Province during the school year 2024-2025.

METHODS

Research Design

This chapter presents the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

Participants and Locale

This chapter presents the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

Sampling and Data Collection

This chapter presents the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

Data Analysis

Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument. The researcher personally administered the questionnaires to the respondents for easy retrieval. The researcher immediately retrieved the accomplished questionnaires, tabulated the responses of the respondents and interpreted these based on appropriate statistical tools.

Ethical Considerations

This chapter presents the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

RESULTS AND DISCUSSION

1. This study examined the relationship between school heads' management roles and teachers' performance in public elementary schools in Gerona South District, Tarlac Province, during School Year 2024-2025.

2. A quantitative-descriptive-correlational design involved 24 school heads and 230 teachers.
3. A researcher-constructed questionnaire measured management roles in professional development, instructional supervision, and classroom resources, while teacher performance was assessed across the domains of the Philippine Professional Standards for Teachers.
4. Weighted mean and Spearman's rho were used.
5. School heads practiced their management roles to a great extent overall ($M = 3.57$), with instructional supervision receiving the highest rating ($M = 3.77$), followed by professional development ($M = 3.71$), while classroom resources were practiced to a moderate extent ($M = 3.23$).
6. Teachers' performance was very satisfactory overall ($M = 3.70$), with the highest ratings in personal growth and professional development ($M = 3.94$) and community linkages and professional engagement ($M = 3.82$).
7. Significant relationships were found between the management roles of school heads and teachers' performance, with p-values below .05.
8. **RESULTS AND DISCUSSION** This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

9. **Management Roles Practiced By School Heads** This section presents the extent of practice of the management roles of the school heads in the public elementary schools in Gerona South District, Tarlac Province along professional development, instructional supervision and classroom resources to answer sub-problem number 1.
10. **Professional Development** Professional development is composed of management roles that measure the extent of the school heads' perceived capacity to perform tasks related to providing teachers with professional development opportunities, expanding teachers' role to include curriculum development and fostering a professional learning community among teachers.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions were drawn:

Generally, the school heads practiced their management roles to a great extent which indicates they are efficient.

Generally, the public elementary school teachers have very satisfactory level of performance which indicates their performance exceeded expectations and all goals and objectives and targets were achieved above established standards.

The practice of the school heads' management roles affect the level of performance of the teachers.

The proposed teacher development program focused on instructional competence, classroom management, teaching strategies, learners' learning outcomes, and digital resources.

Recommendations

1. Based on the conclusions drawn, the following recommendations were offered:
2. The proposed teacher development program should be considered for implementation to enhance the teachers' level of performance.
3. There should be regular evaluation of the development program for its improvement.
4. School administrators should continuously strengthen their monitoring and professional development activities for the teachers for their professional growth.
5. Future researches are encouraged to conduct a similar study to validate the findings of the study.
6. Teacher development programs are crucial for improving the quality of education by enhancing teachers' skills, knowledge, and overall effectiveness. These programs equip teachers with the latest teaching methodologies, technological advancements, and pedagogical approaches, enabling them to create more engaging and effective learning experiences for their

students. Ultimately, well-structured professional development contributes to better student outcomes, fosters a growth mindset among teachers, and strengthens the overall educational environment.

7. Instructional competence | To improve instructional competence in creating gender/learner-sensitive learning environment | Read professional books Mentoring/Coaching Surfing internet/educational websites Confer with co-teachers for support | The teacher creates an environment that promotes fairness
8. Classroom management | To improve classroom management skills in dealing with learners' behavior | Online study about current classroom management Mentoring/Coaching Surfing internet/educational websites | The teacher establishes and maintains consistent standards of learners' behavior

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