



MANAGERIAL COMPETENCY OF SCHOOL HEADS AND TEACHING PRODUCTIVITY OF PUBLIC SECONDARY TEACHERS IN PANABO CITY DIVISION

Jesielyn S. Maonio¹

¹Student, Graduate School, Rizal Memorial Colleges, Inc.

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ABSTRACT

The study explored the relationship between managerial competency of school heads and teaching productivity of teachers in public secondary schools of Panabo City Division. Also, it investigated the association of the involved variables and the domains of managerial competency of school heads that significantly influence teaching productivity of teachers. With the use of probability sampling, 166 public Grade 10 teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high managerial competency of school heads and a high teaching productivity of teachers. Furthermore, there was a significant relationship between managerial competency of school heads and teaching productivity. Moreover, all domains of managerial competency of school heads, strategic thinking and innovation competency, instructional leadership competency, personal excellence competency, stakeholder engagement competency, and managerial leadership competency, were found to have significantly influence the teaching productivity of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education may identify means on how to further increase the managerial competency of school heads which would heighten the teaching productivity of teachers. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS- Managerial Competency, Teaching Productivity of Teachers, Panabo City Division, Philippines

INTRODUCTION

Teacher productivity indicates teachers' ability to address students' learning needs and unlock their full potential. If teachers get more time to help students, they can create a deeper impact on students' learning journey. Teaching productivity is essential for maximizing learning outcomes and efficiently utilizing time and resources to benefit students. When teachers are productive, they can better plan, implement, and assess effective instructional strategies, fostering a more engaged and successful learning environment. However, teachers' teaching productivity tends to be neglected due to significant load of administrative tasks, lack of upskilling opportunities, and the lack of accessibility to proper tools to manage the changing trends.

In the global context, teaching productivity is a nagging issue in education. In Nigeria, the education system is plagued by a myriad of problem – low productivity on the part of the teachers, poor performance of students, unavailability of learning materials, ill-behaved students and decline in the quality of education to mention but a few. Nigeria lays little or no emphasis on the welfare or wellbeing of teachers. People of the teaching profession – especially preschool and primary school teachers – are widely regarded as paupers or scapegoats of the society (Prince-Ifoh, 2022).

In Latvia, low teacher productivity was mainly related to veteran teachers who have gone through an external or internal shift in their careers. A second major factor was teachers going through a crisis in their own lives that affected their professional career performance and productivity. Lack of good management skills and incompetent supervision are critical external causes of poor performance. Some principals are not influential leaders and fail to deal effectively with the needs of their teachers. Poor performing teachers fail to improve their performance through structured feedback, so they attempt to function without it, thus causing the situation to worsen progressively (Mammadzada, 2021).

In India, teachers are often blamed for the deteriorating state of public schools in the country. The unproductivity of teachers is blamed to poor quality of teacher education, administrative shortcomings, lack of teacher accountability, and the systematic elimination of teachers' agency within the educational system. The professional authority of teachers appears to be gradually eroding over time. Being at the bottom of the educational hierarchy, they have minimal influence over policies and regulations that substantially affect their lives. Despite teachers still being viewed as gurus in popular discourse, they are often held responsible for poor academic performance in public schools. Teachers often find their time and energy consumed by non-teaching workloads and targets (Apat & Swain, 2023).



In the Philippines, the chronically overworked state of public school teachers is well-known (Esguerra 2018). In reality, several additional administrative or student support roles are assigned to each teacher. These include paperwork on seminars and trainings they are tasked to attend and additional designations in line with student guidance, budget, disaster response, and health. Given this workload, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. World Bank study found that 66% of teachers observed in the Philippines had a "medium-low" use of effective teaching practices, 19% had "low" use, and only 15% had "medium-high" use of effective teaching practices. No share of teachers was observed having a "high" use of effective pedagogy (Chi, 2023). Teachers tend to be productive in other things but unproductive in their main task which is teaching.

In Mindanao, teaching productivity of teachers need to be further improved. Teachers are relatively skilled at creating a supportive learning environment and maximizing opportunities to learn. However, they are less effective at setting positive behavioral expectations. Moreover, these teachers score around the medium range in facilitating the lesson, checking for understanding, and providing feedback. They are less likely to encourage students to think critically. Lastly, Mindanao teachers are poor at promoting student autonomy, fostering perseverance, and at promoting social and collaborative skills.

With the circumstances presented, teaching productivity is a growing concern, as many teachers face challenges such as increasing administrative tasks, large class sizes, and limited resources, all of which detract from their ability to focus on instruction. Additionally, without sufficient support and professional development opportunities, teachers struggle to adapt to new instructional methods and technologies, further impacting their productivity and ultimately affecting student outcomes. While numerous studies examined factors influencing teaching productivity, few specifically explored the impact of school heads' managerial competencies on this area. This gap highlighted the need for research that examined how school heads' managerial competency influence teaching productivity. In particular, this study aimed to explore the level of managerial competency of school heads and teaching productivity of teachers. It also examined the association of the involve variables.

The finding of this study served as key factors that can enhance educational outcomes in schools. It could also inform school leadership practices ultimately benefiting both teachers and students. In this academic journey, the dissemination plan included presenting the results to educational stakeholders through division, regional, national, and international conferences, enabling broader discussions and applications of the findings. Additionally, the study aimed for publication in a peer-reviewed, Scopus-indexed journal, ensuring that the insights reach both academic and professional audiences.

LITERATURE REVIEW

The related literature and studies of this study provided inputs about the managerial competency of school heads and teaching productivity of teachers. Also, it presented varied studies showcasing the association of the involved variables in this study. The independent variable is managerial competency of school heads. It has five indicators namely: strategic thinking and innovation competency, instructional leadership competency, personal excellence competency, stakeholder engagement competency, and managerial leadership competency (Ganaden, 2020). Meanwhile, the dependent variable is teaching productivity of teachers. It has five indicators namely: personal, academic, curriculum planning and instruction, classroom management, and social (Ramos and Galleto, 2020).

Educational management is foreseen to elevate quality education and to promote effective and improved school leadership towards a better school. Effective and improved level of management competency gives a length of desired outcome and radiates positive effect in the whole academe in general. (Aguilar, 2023). In running the schools smoothly, the school head must plan, coordinate, and supervise the affairs. The quality of teaching service and the quality of the administrative service provided in the school are equally important. Moreover, they emphasized that it involves the control of human and material resources for the achievement of the school goals and objectives. Management is the arrangement of available human and material resources for the achievement of desired goals and objectives. Competency is however looked at in terms of skills. It is the state of being functionally adequate in the performance of one's duty (Aquino, 2022).

The school heads must be able to operationalize the vision, goals, and objectives of the school. He must dream of what the school of the future should be and how he can bring this dream into reality in terms of curriculum, programs and activities, faculty and administrative services, and facilities. Furthermore, he must be willing to take risk and face the consequences of whatever decision he makes. This is because the changes and innovations that he will introduce to the school may be unacceptable to some members who are afraid to "paradigm shift" or are afraid of the consequences of the changes (Nhlanhla & Buthelezi, 2020).

Umar (2019) cited functions of school administrators as including management of instructional programs, staff personnel administration, students' personnel administration, finance and physical resource management and community relationship management. Effective management of human, material, time and financial resources is highly crucial for institutional sustainability and the development of school action plan. Successful school managers should be interested in developing and adopting necessary skills to create the best teaching and learning environment. The evolving needs of the school organization grow out of the never-ending pressure from the



different stakeholders in the educational system. The capacity to perform both as leaders and managers shapes the school organization as a whole (Agyeman & Aphane, 2024).

The call for enhancing the leadership and managerial competencies of school heads as the most influential person in promoting reform, change, and innovations in performing these functions challenges educational leaders. The emerging changes in leading and managing organizations should be dealt with by discovering new opportunities and threats attached to these and at the same time reconciling these with essential management processes. One must understand the changes in school environment, but the application of proven fundamentals of planning, organizing, leading and controlling remain unchanged. They are as relevant as they were years ago but their form continuously evolves (Caballes & Peregrino, 2021).

Successful school heads' leadership and management can be developed and expanded over time. Their ability to reflect on their actions, their own perceptions and the perceptions of others are necessary to complete the challenges of one's endeavor to be effective and efficient. What schools need now is not just putting the right person in the position but training them on competencies that will enhance and sustain an environment of efficient and effective leadership and management (Sahlin, 2023).

School principals with effective management skills will foster quality and competition. They need to have an understanding of administrative obligations; the ability to maximize the school's social potential; the power of teaching and leadership; an appreciation of the symbolic significance of their position; and a strong work ethic and a value-based culture. In school administration, the principal is responsible for planning (planning), organizing (organizing), executing (doing), and managing (managing) (controlling) (Paturusi & Achmad, 2017 cited by Songcayawon et al., 2022).

Statement of the Problem

This study determined the relationship between the managerial competency of school heads and teaching productivity of public schools secondary teachers in Panabo City Division. More specifically, it sought to answer the following questions:

1. What is the level of managerial competency of school heads as perceived by public secondary teachers in terms of:
 - 1.1 strategic thinking and innovation competency;
 - 1.2 instructional leadership competency;
 - 1.3 personal excellence competency;
 - 1.4 stakeholder engagement competency; and
 - 1.5 managerial leadership competency?
2. What is the level of teaching productivity of public secondary teachers in terms of:
 - 2.1 personal;
 - 2.2 academic;
 - 2.3 curriculum planning and instruction;
 - 2.4 classroom management; and
 - 2.5 social?
3. Is there a significant relationship between managerial competency of school heads and teaching productivity of public secondary teachers?
4. Which domains of managerial competency of school heads significantly influence the teaching productivity of public secondary teachers?

METHODOLOGY

Research Design

This research employed a quantitative approach, specifically utilizing the descriptive correlational method. Social scientists, including communication researchers, often use quantitative research to explore phenomena that affect individuals. This method emphasizes the analysis of a particular group referred to as a sample population. By utilizing scientific inquiry, quantitative research depends on data that are either observed or measured to answer questions related to the sample population. The primary aim of quantitative research is to generate knowledge and deepen the understanding of the social environment (Allen, 2017; University of Texas Arlington Libraries, 2024).

Meanwhile, descriptive correlational research is commonly used when a researcher seeks to identify the characteristics of particular groups or investigate the relationships among different variables. This approach entails analyzing a single group to comprehend how two variables interact with one another. The goal of employing a descriptive correlational design is to highlight its importance in exploring the relationships between various variables (Brodowicz, 2024).

This research fell within the quantitative realm, utilizing numerical data for both analysis and interpretation. It adopted a descriptive method to evaluate the managerial competencies of school heads and the teaching productivity of educators. Furthermore, it was classified as correlational, as it explored the relationship between the managerial competency of school heads and the teaching productivity of teachers in public secondary schools within the Panabo City Division.



Research Respondents

This study focused on 166 public Grade 10 teachers within the Panabo City Division, taking into account both resources and statistical guidelines to determine the sample size. Utilizing the Slovin Formula with a margin of error of 0.05, the calculation was based on 285 public secondary school teachers with two years of teaching experience. Van Voorhis and Morgan (2007), as referenced by Lakens (2022), recommended a minimum of 50 participants for correlation or regression analyses, with larger samples necessary for additional independent variables (IVs). Furthermore, the number of participants should exceed the number of predictors by at least 50. For regression models involving six or more predictors, a minimum of 10 participants per predictor is suggested, although aiming for approximately 30 participants per variable is ideal for effectively detecting small effect sizes. As a result, the researcher selected 166 respondents, surpassing the minimum requirement for a study utilizing regression analysis.

To select the sample, the researcher utilized a probability sampling technique known as cluster random sampling. This method involves dividing a large population into clusters and then randomly choosing these clusters to form the sample. Cluster random sampling is commonly applied when dealing with large populations and sample sizes (Simkus, 2023). In this study, the researcher ensured equal representation of each school during the sample size determination process.

The criteria for participant selection in this study involved choosing secondary teachers who possess at least two years of teaching experience. This time frame was believed to equip them with adequate understanding of the managerial competency of school heads and the teaching productivity of educators. It was crucial to note that participants had the option to withdraw from the survey at any point if they felt uncomfortable or hesitant, and their decision to do so was fully honored. This approach underscored the commitment to prioritizing the well-being and comfort of all participants throughout the research process.

Research Instrument

To collect data, this study utilized an adapted survey questionnaire specifically designed for this research. The questionnaire was organized into two distinct sections to effectively address the study's objectives: the first section assessed the managerial competency of school heads, while the second section concentrated on the teaching productivity of teachers.

The managerial competency of school heads questionnaire was adapted from Ganaden (2020). The instrument consisted of 25 items. It was composed of five (5) indicators, namely: strategic thinking and innovation competency (1-5), instructional leadership competency (1-5), personal excellence competency (1-5), stakeholder engagement competency (1-5), and managerial leadership competency (1-5). The questionnaire was subjected to a pilot testing having a result of .79 suggesting that the items have relatively high internal consistency.

The teaching productivity questionnaire was adapted from Ramos and Galleto (2020). The instrument consisted of 25 items. It had the following indicators, namely: personal (1-5), academic (1-5), curriculum planning and instruction (1-5), classroom management (1-5), and social (1-5). The questionnaire was subjected to a pilot testing having a result of .80 suggesting that the items have relatively high internal consistency.

The research instrument utilized in this study was revised to closely align with its objectives and goals. Content validity was established for the survey questionnaire by engaging three expert validators to evaluate it. The researcher incorporated feedback, suggestions, and insights from the advisor, panel members, and expert reviewers through a comprehensive iterative process. Additionally, the instrument underwent pilot testing with forty (40) public secondary teachers who were not part of the selected respondents to ensure the reliability of the survey questionnaire. This approach was crucial for improving the instrument's capacity to accurately measure the intended constructs.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used to answer the statement of the problem and the hypotheses.

Mean. This was used to measure the level of managerial competency of school heads and teaching productivity. It answered the statement of the problem 1 and 2.

Pearson Product-Moment Correlation Coefficient. This was utilized to determine the relationships between managerial competency of school heads and teaching productivity. It was used to answer the statement of the problem 3 and the first hypothesis.

Regression Analysis. This was employed to determine the significant influence of managerial competency of school heads and teaching productivity. It answered the statement of the problem 4 and the second hypothesis.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.



The main focus of the study was to determine the significance of the relationship between managerial competency of school heads and teaching productivity of Grade 10 teachers in public secondary schools. The study was conducted in the selected public schools of Panabo City Division. There were one hundred sixty-six (166) Grade 10 teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of managerial competency of school heads is high. This indicates that school heads effectively carry out functions such as planning, decision-making, resource management, and team coordination. This high competency level contributes to the smooth operation of school activities and supports the achievement of institutional goals. Effective managerial leadership also fosters a stable and organized environment conducive to both teaching and learning.

Meanwhile, the level of teaching productivity of teachers is high. This indicates that teachers are consistent in the delivery of quality instruction and effective classroom management. This suggests that teachers are meeting performance standards, maximizing instructional time, and contributing positively to student learning outcomes. High teaching productivity also supports overall school effectiveness and promotes academic excellence.

It was found out that there is a significant relationship between managerial competency of school heads and teaching productivity of teachers. Moreover, all domains of managerial competency of school heads are linked and significantly influence the teaching productivity of teachers. This indicates that effective school management directly supports teacher performance. All domains of managerial competency were found to be significantly linked to and influential in enhancing teaching productivity. This suggests that competent school leadership plays a crucial role in creating conditions that enable teachers to perform at a high level.

Conclusions

Based on the findings of this study, the following conclusions were offered:

The level of managerial competency of school heads is high which means that it is oftentimes evident. Apparently, instructional leadership competency and managerial leadership competency are always evident while strategic thinking and innovation competency, personal excellence competency, and stakeholder engagement competency are oftentimes evident.

Meanwhile, the level of teaching productivity of teachers is high. Specifically, academic and curriculum planning and instruction are always evident while personal, classroom management and social are oftentimes evident.

Based on the findings, managerial competency and teaching productivity are related. All domains of managerial competency of school heads are linked and significantly influence teaching productivity of teachers. This leads to the rejection of the null hypothesis.

The significant and positive correlation between school heads' managerial competence and teachers' teaching productivity aligns with the core principles of Transformational Leadership Theory as proposed by Burns (1978 as cited in Cherry, 2024). This leadership approach emphasizes inspiring and motivating individuals to innovate, pursue growth, and contribute to the long-term success of the organization. Within this framework, school principals are encouraged to enhance their transformational leadership practices to support school improvement. They are expected to foster an environment that boosts the morale of school personnel through strong leadership—motivating, respecting, and building trust among staff, thereby increasing satisfaction and aligning everyone with the school's overarching goals. In the educational setting, principals who exhibit transformational leadership can effectively enhance teacher productivity by empowering educators, promoting continuous professional development, and cultivating a collaborative and supportive school culture.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings, DepEd officials may consider reinforcing and further developing the managerial competencies of school heads, particularly in the areas of strategic thinking, innovation, personal excellence, and stakeholder engagement. These competencies are closely linked to the high levels of teaching productivity observed in the schools. By providing targeted training and professional development opportunities for school heads in these areas, it could lead to improved teacher performance across academic, curriculum planning, and classroom management domains. Additionally, ensuring that school heads are equipped with the necessary skills to foster a supportive and innovative environment will contribute to sustained improvements in teaching productivity. Implementing regular assessments and feedback loops for school heads' managerial competencies may further enhance the overall quality of education provided to students.

Moreover, school heads may continue to prioritize the development of their managerial competencies, particularly in areas such as instructional leadership, strategic thinking, innovation, and stakeholder engagement, as these competencies are strongly related to increased teaching productivity. Providing teachers with clear guidance,



fostering collaborative environments, and supporting professional development in curriculum planning and academic instruction will likely further enhance their productivity. Additionally, school heads may aim to leverage their personal excellence and leadership skills to create a positive and motivating work environment, which can help improve teachers' performance in areas like classroom management and social interactions with students. Regular reflection on and refinement of their managerial practices, based on feedback and outcomes, will ensure sustained improvements in teaching productivity.

Furthermore, teachers may engage with and support the managerial efforts of school heads, as the high level of managerial competency demonstrated by school leaders has a significant impact on their own teaching productivity. By aligning with the instructional leadership and strategic goals set by school heads, teachers can benefit from a more focused and supportive school environment that fosters academic success. Teachers should also take advantage of professional development opportunities provided by school leaders to enhance their personal excellence and classroom management skills. Collaboration with school heads in areas like curriculum planning and social interactions will further strengthen their teaching productivity, creating a more dynamic and effective learning environment.

Lastly, future researchers may further explore the specific mechanisms through which the various domains of managerial competency, such as instructional leadership and stakeholder engagement, influence different aspects of teaching productivity. Additionally, investigating how school heads' competencies in strategic thinking and innovation contribute to long-term teacher development and student outcomes would provide a deeper understanding of the relationship between leadership and teaching effectiveness. It would also be valuable to examine how the personal and classroom management competencies of teachers interact with managerial leadership to create a more cohesive and productive school environment. Finally, expanding the research to different educational contexts and school settings may offer insights into the generalizability of these findings.

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