

Management Competencies and Supervisory Practices of School Heads

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Abstract

This descriptive-correlational study aimed to assess and find out the relationship of management competencies and supervisory practices of non-principal school heads in public schools in Tarlac Province. The study found out that the domains of management competence in Planning, Organizing, Staffing, Leading, Controlling, Decision-making, and Motivation have significant relationship to their supervisory practices. Based on the findings of the study, the level of management competencies and supervisory practices among non-principal school heads in the public secondary schools in Tarlac Province is Proficient which makes them competent in managing and supervising the teachers. The limited trainings on new trends of management and supervisory practices and Lack of funds and resources to support the implementation of projects, programs, and activities, were Often found the most common problem encountered by the school heads. An action plan was proposed to help the non-principal school heads improve and enhance their teaching competence. It is recommended that the Department of Education may conduct different trainings to improve the management competencies and supervisory practices of the school heads. For future researchers, the results of the study could also be used as reference for parallel studies.

Keywords: Supervisory Practices, Supervision, Management Competencies, Competency, Curriculum, Planning, Controlling, Staffing, Motivating, Decision Making

Introduction

Effective school heads are great educators who focus their efforts on critical concerns such as learning and teaching and continual school improvement. As a leader, the school's head must exert influence over others.

The school must have a unified vision and a strategic development plan. School heads are required to lead faculty and other school stakeholders in collaboratively formulating strategies. These plans must be carried out and updated on a consistent basis. According to Holman (2012), "the governing body should prioritize functions related to the techniques that will give direction, requiring the school head to accept responsibility for the school's improvement." Assuring financial stability, integrity, and exceptional value.

Most researchers believe that school heads play an important role in encouraging employees to be more productive and committed, leading to the organization's success. The non-principal school heads in this study oversaw a school's administrative management and instructional supervision. They have not yet taken or passed the National Qualifying Examination for School Heads (NQESH). Those who are usually designated as school heads are as follows: Head Teachers I–VI, Master Teachers I–IV, and others. Because of the three-year suspension of the NQESH, the demand for non-principal school heads has increased. Some of the main functions of school heads are to bring out the best potential of every employee. School heads must be able to motivate others to change in response to the exigencies of the situation (Andriani et al., 2018). School heads are increasingly being held accountable for educational excellence on a global scale. It is considered that the way a school is managed determines whether

pupils succeed or fail. Since there are theories claiming that a leader's communication, decision-making, management, and supervisory practices affect the organization, the researcher wants to prove it in the local context.

The researcher will explore and assess the various perceptions, obstacles, and coping mechanisms of non-principal school heads' management and supervisory procedures. Therefore, the researcher was determined to conduct a study to describe the management competence and supervisory practices of non-principal school heads. The researcher sought to enhance the administrative and supervisory practices of the non-principal school heads. The findings of this research will contribute to the existing body of knowledge regarding the different practices and skills of school heads and other educational administrators in the pursuit of excellent education.

As a result, it is hoped that the findings of this study will raise awareness and attention among schools, community, parent, teacher, and other stakeholders, with the goal of improving the schools' educational quality.

Objectives of the Study

This study attempted to analyze the management and supervisory practices of non-principal school heads of the Tarlac City Schools Division and Division of Tarlac Province. This increases the management competencies and supervisory practices of the non-principal school heads for better school management.

Specifically, this study sought to answer the following questions:

1. To describe the management competency of the non-principal school heads' self-assessment and teachers' assessment on the following domains:
 - 1.1. Planning;
 - 1.2. Organizing;
 - 1.3. Staffing;
 - 1.4. Leading;
 - 1.5. Controlling;
 - 1.6 Decision-making; and
 - 1.7 Motivating.
2. To describe the supervisory practices of the non-principal school heads' self-assessment and teachers' assessment on the following domains:
 - 2.1. Supporting Curriculum Management and Implementation;
 - 2.2. Strengthening Shared Accountability;
 - 2.3. Fostering a Culture of Continuous Improvement;
 - 2.4. Developing Self and Others.
3. To identify the significant relationship between management competencies and supervisory practices.
4. To identify the problems encountered by the non-principal school head.
5. To propose a plan of action to address the problems encountered.
6. To identify the implications of this study in Educational Management.

Methodology

Research Design. The descriptive design was employed in this study. The researcher described the management competence and the supervisory practices of the non-principal school heads.

Sampling Design and Participants. The primary participants of the study were the school heads from the Division of Tarlac City and Tarlac Province for the last three School Years (2019-2020, 2020-2021, and 2021-2022). Only those school heads who have not yet taken the National Qualifying Examination for School Heads (NQESH) and passed it are the interest of this study. There are 128 school heads both in Tarlac City Schools

Division and Tarlac Province, among these 128 School Heads, the researcher considered 51 randomly selected school head and randomly selected 130 teachers as the participants of the study.

Research Instruments. In order to gather the necessary data, the researcher administered a google form questionnaire and a hard copy survey questionnaire which the participants answered.

The first part of the instrument was adapted from the School-Based Management Manual (SBM 2006, DepEd Order No. 25, s. 2020). It was divided into seven domains of management competence Each area contains its own set of indicators for addressing the study's concerns, which will be scored on a five-point Likert scale as follows: 5 - Advanced, 4 – Proficient, 3 – Approaching Proficient, 2 - Developing, and 1 - Beginning.

The second part of the survey questionnaire was adapted from DepEd Order No. 25, s. 2020 in order to assess non-principal school heads' supervisory practices. Each domain has its own indications for addressing the study's concerns and will be graded on a five-point Likert scale: 5 - Advanced, 4 – Proficient, 3 – Approaching Proficient, 2 - Developing, and 1 - Beginning. This study also adapted the problems from Ubaldo (2013) in order to assess the problems encountered by the school heads. Each problem has its own indications for addressing the study's concerns and will be graded on a five-point Likert scale: 5 - Always, 4 – Often, 3 – Sometimes, 2 - Rarely, and 1 - Never.

Meanwhile, the instrument that was used for the teacher-participants was also identical to the instrument that was used for the school heads, with the exception that the items was adjusted to fit the participants' characteristics.

Results and Discussions

1. Summary of Management Competencies

Table 1
Summary of Management Competencies

Management Competencies	School Heads		Teachers		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Planning	3.97	Proficient	4.14	Proficient	4.06	Proficient
Organizing	4.07	Proficient	3.80	Proficient	3.93	Proficient
Staffing	4.11	Proficient	4.13	Proficient	4.12	Proficient
Leading	3.99	Proficient	4.17	Proficient	4.08	Proficient
Controlling	4.16	Proficient	4.05	Proficient	4.11	Proficient
Decision-making	4.07	Proficient	4.04	Proficient	4.05	Proficient
Motivating	4.00	Proficient	4.07	Proficient	4.03	Proficient
GRAND MEAN	4.05	Proficient	4.06	Proficient	4.05	Proficient

Table 1 reveals the summary of the management competencies of School Heads. It shows that the school heads were Proficient in controlling competency with a grand mean of (4.05), as it was shown above. In accordance with Henri Fayol Control management in school because it assists in detecting problems and implementing corrective action, minimizing deviation from standards, and keeping project management on schedule.

Further, the results on the decision-making and motivating competencies are Proficient at the same rate (4.07), these competencies. It shows that the school heads are skillful in these competencies.

Moreover, the result reveals that school heads' leading competency were Proficient with a mean of (4.05).

The result shows that the school heads were Proficient in staffing competency (4.04). Staffing is the management function that is responsible for obtaining personnel, as well as training, evaluating, and rewarding them. In practice, all school heads are also responsible for managing human resources.

It shows on the results that the school heads were Proficient in organizing competency (4.0). As a school head it might be difficult, in properly organizing the resources and teachers within a school or throughout an entire organization can be extremely rewarding for the firm in a variety of different ways. Most importantly, when resources are arranged in a manner that is both structured and assessed, it is possible to achieve goals in a more timely and successful manner. Based on the results school heads are capable to organize the school.

Based on the data presented the school heads planning competency was Proficient, (3.97) it reveals that the school heads are good in managerial skill. A person who possesses a vision is able to articulate a distinct and compelling strategy for achieving predetermined goals. Leaders who are successful develop a long-term perspective and communicate it to their followers. They motivate the other members of the team to take actions that bring the group closer to achieving its objectives. They are the driving force behind the organizational transformation by doing this.

2. Summary of Supervisory Practices of the School Heads

Table 2
Summary of Supervisory Practices of the School Heads

Supervisory Practices	School Heads		Teachers		Composite Mean	Verbal Description
	Mean	Verbal Description	Mean	Verbal Description		
Supporting Curriculum Management and Implementation	4.01	Proficient	3.91	Proficient	3.96	Proficient
Strengthening Shared Accountability	3.93	Proficient	3.91	Proficient	3.92	Proficient
Fostering A Culture of Continuous Improvement	3.90	Proficient	3.91	Proficient	3.91	Proficient
Developing Self and Others	3.77	Proficient	3.74	Proficient	3.76	Proficient
Grand Mean	3.90	Proficient	3.87	Proficient	3.89	Proficient

Based on the data above it shows that Supporting Curriculum has a highest weight mean (4.01) it means that the curriculum that utilizes supplemental teaching aids, academic resources, and experiential learning opportunities located both inside and outside of traditional schools has the full support of school heads.

Furthermore, the data above reveals that school heads were Proficient in strengthening shared accountability with a mean of 3.93.

Those in need of technical assistance (TA) are required to receive it from the principal of the school. As a matter of fact, TA is one of his or her Key Result Areas (KRAs). It is offered in particular to those who have just joined the faculty. It may take the shape of mentorship, coaching, the direction of a team, the exchange of viewpoints, the editing and revising of proposals and correspondences, and so on.

In addition, school heads were Proficient in Developing Self and others (3.91). School heads should emphasize the appropriate and high personal regard that teachers should have for their profession by emphasizing the maintenance of qualities that support the dignity of teachers.

Lastly, data shown above that School heads were Proficient in fostering a culture of Continuous improvement with a mean of 3.90. Continuous improvement culture is essential because it assists in the orchestration of good leadership behavior, improvement methodologies, and enabling technologies into a purposeful force that can be used for iterative lean practices. Initiatives geared toward continuous improvement clearly result in the refinement of processes, an improvement in the quality of completed items, and a rise in productivity achieved by producing a bigger output with the same amount of input.

3. Correlation Matrix Among the Supervisory Practices of the School

Table 3

Correlation Matrix Among the Management Competencies and Supervisory Practices of the School Heads

Management Competencies		Domains Of Supervisory Practices			
		1. Supporting Curriculum Management and Implementation	2. Strengthening Shared Accountability	3. Fostering a Culture of Continuous Improvement	4. Developing Self and Others
1. Planning	r	0.992*	0.973*	0.968*	0.961*
	sig	0.000	0.000	0.000	0.000
2. Organizing	r	0.821*	0.783*	0.773*	0.789*
	sig	0.000	0.000	0.000	0.000
3. Staffing	r	0.867*	0.799*	0.787*	0.800*
	sig	0.000	0.000	0.000	0.000
4. Leading	r	0.986*	0.945*	0.943*	0.939*
	sig	0.000	0.000	0.000	0.000
5. Controlling	r	0.814*	0.748*	0.746*	0.752*
	sig	0.000	0.000	0.000	0.000
6. Decision-Making	r	0.891*	0.856*	0.865*	0.869*
	sig	0.000	0.000	0.000	0.000
7. Motivating	r	0.913*	0.875*	0.877 *	0.880*
	sig	0.000	0.000	0.000	0.000

Further, scrutiny of the table reveals that in terms of *Organizing* and the four domains of supervisory practices, the data revealed that the computed probability value (p-value) in all values is 0.000 and is interpreted to be *statistically significant* in Domains 1 to 4. This means that the organizing competence of the school head has a significant relationship with the school head's supervisory practices across the four domains.

The data revealed that the computed probability value (p-value) in all values is 0.000 and is interpreted to be *statistically significant* in terms of *Staffing* and the four domains of supervisory practices. This means that the staffing competence of the school head has a significant relationship with the school head's supervisory practices across the four domains.

Meanwhile, in terms of *Leading* and the four supervisory practice domains, the data revealed that the computed probability value (p-value) in all values is 0.000 and is interpreted to be *statistically significant* in all four domains. This means that the school principal's leading competence is significantly related to the principal's supervisory practices across the four domains.

Furthermore, all four domains have p-values of 0.000, which is interpreted as *statistically significant* in the context of *Controlling* and the four supervisory practice domains. This means that the school head's ability to control the school's four domains has a significant impact on the school head's supervisory practices.

In terms of *Decision-making* and the four domains of supervisory practices, the data revealed that the computed probability value (p-value) in all values is 0.000 and is interpreted to be *statistically significant*. This means that the school heads' decision-making competence has a significant relationship with the school head's supervisory practices across the four domains.

Likewise, when it comes to *motivating* teachers and the four domains of supervisory practices revealed that the computed probability value (p-value) in all values is 0.000, which is interpreted as *statistically significant*. This means that the school head's motivating competence is related to the principal's supervisory practices in all four domains.

In general, since the obtained p-value in all domains of management competencies and supervisory practices is that 0.05 which is the level of significance set by the researcher, *the null hypothesis is rejected*. In other words, there is a significant positive relationship between the management competencies of the school heads and their supervisory practices. It means that there is a direct relationship between the school heads' seven domains of management competencies and their supervisory practices in which as once increases, the other can be expected to increase. That is why to have a better level of supervision, school heads should be competent in school management.

4. Problems Encountered by the School Heads

School heads Often encountered problems with limited training on the new trends of management and supervisory practices. Sometimes school heads encountered poor time management. Overall, findings revealed that school heads rarely encountered problems in school and these problems seldom disrupted the management competencies and supervisory practices.

5. Proposed Educational Management Plan

Based on the findings, the following plan of action was proposed in order to address the problems encountered by the school heads and improve the management competencies and supervisory practices. The plan of action could serve as guide in improving the management competencies and supervisory practices of the school heads.

Conclusions

Based on the results and findings, the following conclusion derived.

1. The school heads were evaluated as proficient in terms of their management competencies along the following competencies, planning, organizing, staffing, decision-making, motivating, leading, and controlling, and supervisory practices but need improvement.
2. There is a significant positive relationship between the management competencies of the school heads and their supervisory practices.
3. Some of the problems encountered by the school heads are the following poor time management and limited training on the new trends of management and supervisory functions.
4. In general, there is still room for improvement. The school heads must undergo different trainings that will enhance their supervisory practices to attain the advanced competencies in management and supervisory practices.
5. Based on the results a plan of action was proposed.

Recommendations

Based on the findings and conclusions, the following recommendations are hereby presented.

1. The school heads should be updated with the new trends in education especially in supervisory and management competencies. They must attend series of trainings that will update them with the new trends in supervisory and management competencies.
2. The school heads should be competent in time management and be wise in leading the school by properly applying the supervisory practices and management competencies. Series of Technical Assistance with supervisors will help the school heads to manage their time wisely
3. The Department should conduct different trainings to improve the management competencies and supervisory practices of the school heads. These different trainings will surely help the school heads uplift their skills.
4. The Department should think of ways or strategies to lessen the burden of the school heads to be more effective in managing the school. The DepEd should minimize external task given to school heads.
5. School heads need more encouragement in supervising and managing the school. In this part supervisory assistance will help them to improve their skills
6. Future researchers should be conducted research related to the management competencies and supervisory practices of the principal.

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