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## **Managerial Skills and Organizational Performance among School Heads: A Contingency Management Action Plan**

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### **ABSTRACT.**

This study aimed to determine the managerial skills toward school-based policies and the organizational performance among school heads in term of the profile of the school heads; the level of managerial skills of the school heads; the level of organizational performance of the school heads; the relationship between the profile of the school heads and their managerial skills and organizational performance; and the relationship between the level of managerial skills and organizational performance. Quantitative research was employed in order to gather quantitative data to answer the research questions. Specifically, both descriptive and inferential statistics were used to treat the data gathered. This study was conducted for the benefit of the school in terms of the quality and efficiency in collaboration and partnership of the school personnel and stakeholders in the realizations of the different programs, projects and activities (PPAs) for the holistic development of the learners. The data gathered from 30 school heads. The Enhanced Evaluation Checklist was used to determine the respondent's profile and the level of managerial skills among school heads. This study concludes that for the level of managerial skills, the result was highly evident wherein the school heads had delivered the desired and expected managerial skills needed in managing the school operations. Overall, in terms of the level of organizational performance, school heads were able to meet very satisfactorily the targets set by the organization/agency in accordance to their functions, duties and responsibilities. With Chi-square test, it was found that there was no significant relationship between the profile of the school heads and their managerial skills and organizational performance through the .05 (two-tailed) level of significance. On the other hand, using Pearson r at 0.05 level of significance, it was found out that there was no significant linear correlation between the level of managerial skills and organizational performance. This study recommends that a) for the school heads to utilize the Contingency Management Action Plan as part of their managerial practice; b) for the division to issue a memorandum encouraging school heads to initiate or introduce new innovations in their management in schools; and c) for the future researchers, research studies are recommended such as the procurement process of schools, building the school and community relationship to increase the outputs and projects in schools, and the significant teacher and school head training needs.

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**Keywords:** *Managerial skills, school-based policies, organizational performance, contingency management action plan*

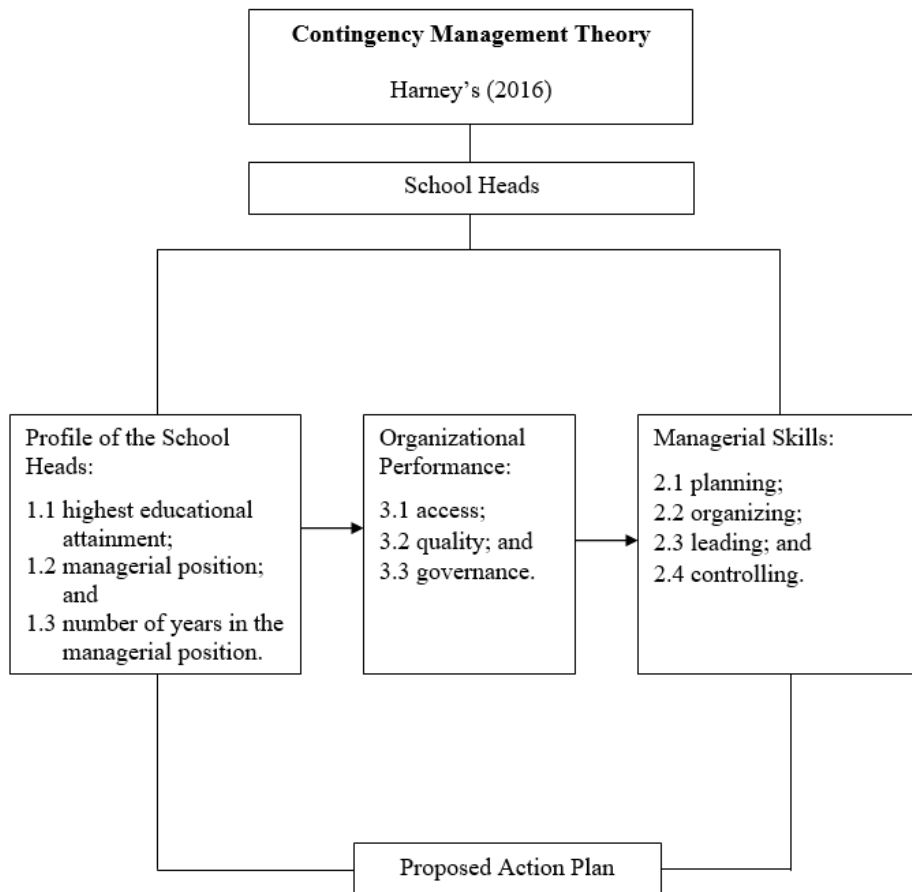
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### **Introduction**

Managerial abilities and leadership competencies for an academic organization are links that cannot be separated between the quality of education and school management and operations relative to the school head's performance and managerial skills in school. The quality of education can be seen from the achievements of the students as a mirror of organizational performance of an academic institution. This performance is largely influence of teachers. The school head's managerial and leadership skills are very important factors in order to effectively lead the organization for both academic and management goals. In this study, managerial skills are defined as the capacity to control, direct, lead and organize which include the ability of the school head to influence his/her members to lead and to be equipped with leadership competencies including right attitude, knowledge and skills that maintain the core values of education.

Good managerial skills and the ability of school heads to manage their schools will create effectiveness and efficiency. In order to be effective and efficient school managers, school heads need to understand how they are going to manifest their managerial duties relevant to the current situations. School heads need to strengthen their social relationship among the school personnel, parents and stakeholders in the community. Also, they need to pursue innovations in order to provide the learners access to quality education with good leadership and governance. At the same time, they need to exercise authority, responsibility and accountability consistently and accordingly. School heads must know how to direct, lead and delegate the different tasks and functions to the teaching and non-teaching personnel in realizing the crafted goals, objectives and policies including the budget allocation using the school funds and/or MOOE funds through the conduct of staff meeting, conference, learning action cell, feedbacking and focus group discussions. Therefore, school heads as the school managers must possess the desired knowledge and competence with so much dedication, hard work and commitment in order to realize and implement the different programs, projects and activities in the conduct of quality and effective school management operations and school-based policies for the welfare of our clientele, the learners as well as the satisfactions of our stakeholders who provided us the additional resources and services.

Speaking of organizational performance, every organization has its own measured standards in determining the performance of every individual working in the organization in reference to their positions which include the scope of their functions, duties and responsibilities, and the trust and confidence given to them by their superior or the head of office as basis for promotion, benefits and incentives. It is the responsibility of every employee to understand, follow and obey the existing standard rules, regulations and policies of the organization. In an organization such as a school, the role of the school head is very important to address the needs of the school focusing on the different areas of concerns in terms of access, quality and governance. The School-Based Management is an avenue to showcase and test the level of skills, knowledge and competence of the school head in managing the school operations, programs and services concerning the learners, school personnel and stakeholders.



*Figure 1. Schematic Diagram of the Theoretical Framework*

## Statement of Purpose

This study determined the managerial skills toward school-based policies and the organizational performance among school heads of Consolacion District, Division of Cebu Province for the School Year 2018-2019. Specifically, this study sought to answer the following questions:

1. What is the profile of the school heads in terms of:
  - 1.1. Highest educational attainment;
  - 1.2. Managerial position; and
  - 1.3. Number of years in the managerial position?
2. What is the level of managerial skills of the school heads in terms of:
  - 2.1. Planning;
  - 2.2. organizing;
  - 2.3. leading; and

- 2.4. controlling?
3. What is the level of organizational performance of the school heads in terms of:
  - 3.1 Access;
  - 3.2 Quality; and
  - 3.3 Governance?
4. Is there a significant relationship between the profile of the school heads and their:
  - 4.1. Managerial skills; and
  - 4.2. Organizational performance?
5. Is there a significant relationship between managerial skills and organizational performance?
6. Based on the findings, what action plan can be proposed from the findings of the study as basis for improving the quality of managerial skills and the level of organizational performance among school heads?

Statement of the Null Hypothesis:

Ho<sub>1</sub> There is no significant relationship between the profile of the school heads and their managerial skills;

Ho<sub>2</sub> There is no significant relationship between the profile of the school heads and their organizational performance; and

Ho<sub>3</sub> There is no significant relationship between managerial skills and organizational performance.

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## Research Methodology

The study on the managerial skills towards school-based policies among school heads is a quantitative correlational study to be conducted in the District of Consolacion, Division Cebu Province. The study aims to identify the managerial skills of school heads in terms of planning, organizing, leading and controlling as well as their organizational performance in terms of access, quality and governance which will be correlated if there is a proven significant relationship as to their personal profile. This research study utilized descriptive-correlational research to determine the significant relationship between the profiles of the school heads and their managerial skills and organizational performance wherein their responses are compared and correlated to establish if there are connections and influences for each correspondent. This study sought the significant relationship between managerial skills and organizational performance wherein a correlational approach will be understood and interpreted what kind of relationships naturally occur and how it influences one another with the use of the statistical procedures. This study was conducted in the District of Consolacion, Division of Cebu Province entitled "Managerial Skills and Organizational Performance among School Heads" which is timely and relevant as the Municipality of Consolacion as a thriving community takes its huge steps to apply and gain its cityhood in the coming years. The success of this research endeavor and initiative would surely help the school heads in making recollections, realizations and adjustments on their quest toward service, excellence and advancement. The respondents are specifically identified as the school heads in the elementary and secondary levels in the District of Consolacion, Division of Cebu Province (1.) who are currently holding a position as principal, head teacher or teacher-in-charge regardless of tenure from the date of the study; (2.) who voluntarily participate in the study; and (3.) who are physically and emotionally capable.

The study utilized an enhanced evaluation checklist from DepEd Order No. 83, s. 2012 dated November 27, 2012 on the Revised School-Based Management Assessment Tool (RSBMAT) to match with the study on the level of managerial skills among school heads. This adopted, modified and enhanced RSBMA Tool has a content of planning, organizing, leading and controlling in which each category has sub-variables to be administrated with mean using the parametric interpretations and descriptions of 0.00–0.75 – Not Evident; 0.76–1.50 – Slightly Evident; 1.51–2.25 – Evident; and 2.26–3.00 – Highly Evident. The researcher sought the approval from the Dean's office of the Graduate School of Education, University of the Visayas and from the Schools Division Superintendent (SDS) of Cebu Province Division to conduct the study through proposal hearing. After the successful review during proposal hearing, the study was reviewed by the Institutional Review Board (IRB); upon the submission of the manuscript and before the actual evaluation to ensure that the tool questionnaire is valid and reliable for utilization. Upon approval of all designated offices for research, gathering of initial data and feasibility to conduct the study, the researcher asked the consent from the respondents within the week in the administration of the questionnaire; the undersigned researcher through transmittal letters were processed to get all the permits needed to conduct the study. Furthermore, IRB approval is secured to proceed with the next research procedure by securing approval from the district where the study is to be conducted. Wherein, approval from the Schools District Supervisor has been acquired thereof, the tool questionnaire is validated to match and or localized its content based on its actual utilization in the intent of the researcher's objectives. However, school heads' managerial skills recorded scores was done through data mining from the tool questionnaire using the enhanced evaluation checklist from DepEd Order No. 83, s. 2012 dated November 27, 2012 on the Revised School-Based Management Assessment Tool (RSBMAT). After the tool validity, identifications of its potential respondents, approval to conduct the evaluation; an implementation to conduct an evaluation using the enhanced evaluation checklist to the respondents were organized for orientation with the discussion of its ethical terms and signing of waiver; this is followed with the data mining of the respondent's record. Each respondent was given within 10 minutes to accomplish the instrument; a collection of duly filled-up questionnaires was being retrieved. This was followed with collation or tallying of the data which were submitted for statistical treatments which include the descriptive and inferential statistics.

The profiles of the school heads were collated based on their highest educational attainment (undergraduate degree and postgraduate units or degree); managerial position from lowest to highest positions available; and number of years in the managerial position based on their current years from lowest to highest using a 8-year inclusion gap. The level of managerial skills of school heads were collated based on their responses in the different components, strands and indicators. While the level of organizational performance of school heads were collated based on the performance indicators of the different major final outputs, key result areas and objectives.

After gathering numerical data, the researcher used the following statistical tool: frequency distribution and percentage were utilized to determine the profile of the school heads in terms of highest educational attainment, current managerial position and respondent's tenure of service related to his/her current position.

For the levels of managerial skills, they were determined using mean and standard deviation (SD) which each school head will evaluate the components of managerial skills such as planning, organizing, leading and controlling according to the different indicators using parametric interpretations and descriptions as to 0.00–0.75 – Not Evident; 0.76–1.50 – Slightly Evident; 1.51–2.25 – Evident; and 2.26–3.00 – Highly Evident.

Mean and standard deviation (SD) were employed in analyzing the level of organizational performance among school heads per major final output (MFO) such as access, quality and governance. Next, the school heads' responses on each questions per category were statistically treated with Chi-square test for independence ( $X^2$ ) to check the significant relationship between the school heads' profiles and managerial skills which include planning, organizing, leading and controlling as well as organizational performance which include access, quality and governance at 0.5 (two-tailed) level of significance.

However, Pearson r Correlation Coefficient (r) was being used to validate the significant relationship between managerial skills and organizational performance. This was tested using alpha level of significance at 0.05.

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## Results, Analysis and Discussion

This part presents the results, analysis and discussions of the research data.

### Summary of the Overall Level of Managerial Skills of the School Heads

School heads excelled greatly in leading (FM=2.76; SD=0.68) their own respective schools wherein evidence indicated practices and procedures which satisfied quality standards as empowered and highly skillful school managers. On the other hand, skills such as planning (FM=2.49; SD=0.70), organizing (FM=2.47; SD=0.57) and controlling (FM=2.45; SD=0.56) showed evidences which indicated planned practices and procedures were fully implemented and aligned wherein the school heads were highly skillful in planning, organizing, leading and controlling. Overall, respondents were highly skillful (GM=2.51; SD=0.58) needed in managing the school operations and in managing the different areas of concerns such as leadership, governance, curriculum, instruction, management, facilitation, accountability and continuous improvement in which evidences have indicated practices and procedures that satisfied quality standards accordingly.

### Summary of the Overall Level of Organizational Performance of the School Heads

Table 12 showed the summary of the organizational performance of school heads wherein school heads performed best in Access (FM=4.46; SD=0.29), followed by Quality (FM=4.21; SD=0.94), and the least in Governance (FM=3.52; SD=1.29), respectively. Moreover, they performed very satisfactorily as prescribed under the components of RPMS-OPCRF for School Heads comprising the key result areas and objectives which were determined by the performance indicators (quality, efficiency and timeliness). This also meant that their performance exceeded the expectations, goals and objectives of the organization and were achieved above the established standards. Overall, they were able to meet the targets set by the organization/agency which is DepEd across all levels (GM=4.10; SD=0.97). School heads performed effectively and efficiently according to their functions, duties and responsibilities attached to their position.

### Relationship between the Profiles of the School Heads and Managerial Skills

The relationship between the profiles of the school heads and managerial skills such as planning, organizing, leading, and controlling through a multivariate analysis. With that, it was stated in the table that through a corrected model, the managerial skills of the respondents were found to have no significance to their profile as the 0.05 (two-tailed) significance failed to meet the alpha level of significance higher. For the educational attainment, the p-value (0.07) is higher than the level of significance alpha (0.05), thus, not significant and the hypothesis has to be rejected. There is no strong evidence that the highest educational attainment correlates with managerial skills. For managerial promotion, the p-value (0.09) is greater than the level of significance alpha (0.05). This rejects the hypothesis because this is not significant. There is no strong evidence that a higher managerial position entails higher managerial skills of the school heads. Somehow, the school heads are following the same evaluation tool and are similarly guided. With that being said, the school heads regardless of managerial position can achieve the same requirements and levels for the evaluation. This is contrary to certain beliefs about managerial positions and skills. For the number of years in the managerial promotion, the p-value (0.04) is lesser than the level of significance alpha (0.05). This failed to reject the hypothesis because this is significant. There is strong evidence that a higher managerial position entails higher managerial skills for the school heads.

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### ***Relationship between the Profiles of the School Heads and Organizational Performance***

When the educational attainment of the school heads was correlated with the organizational performance, the level of significance ( $\alpha = 0.05$ ) was greater than the p-value (0.42) of the educational attainment. This entails that the hypothesis has to be rejected because it is not significant. There was no evidence of educational attainment to organizational performances. When the managerial position of the school heads was correlated with the organizational performances the result was not significant since the level of significance ( $\alpha = 0.05$ ) was lesser than the p-value (0.08). There was no evidence that a managerial position is related to organizational performance as expressed in terms of access, quality, and governance. When the number of years in the managerial position of the school heads was correlated with the organizational performances in terms of access, quality, and governance, the result was not significant since the level of significance ( $\alpha = 0.05$ ) was lesser than the p-value (0.20). There was no evidence that the number of years in the managerial position was related to organizational performances in terms of access, quality, and, governance.

### ***Relationship between Managerial Skills and Organizational Performance***

The relationship between accessing and making use of the school heads' managerial skills and their organizational performances using Pearson r correlation. Managerial skills are slightly related to organizational performance. The relationship further shows that it is not significant with the p-value (0.11) greater than the level of the significance alpha (0.05). The result contradicts the managerial skills of the school heads. Managerial skills include planning, leading, organizing, and controlling.

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## **Summary of Findings**

This study found that measuring the educational attainment upon hiring positions in a school is a very essential component of many sociological analyses and are also considered as powerful predictors of a diverse range of social outcomes. The higher the educational attainment, the higher the position an employee can get. Moreover, the result also stated that school heads in the managerial positions tend to have a shorter span of years because of the complexity of it and of the need for consistency of skills and attitude within the field. School heads are in constant battle in coping with the different tasks and functions which require lots of preparations, planning and decision making. With the individual differences, different opinions and understanding among the school personnel within the school which bring unceasing pressure, school heads must learn to exercise their authority with confidence, conviction and firmness. Furthermore, the study found out that the school performance is in accordance to the level of organizational performance of the school heads which includes the necessity of the relationship between the school and the benefits of the stakeholders. Building good relationships and good governance with the community are the best bonds since teachers are one of the key instruments in building and creating a better world and peace in the nation. However, it was found that there was no significant relationship between the respondents' profiles and their managerial skills and organizational performance using Chi-square test of Independence through the .05 (two-tailed) level of significance. There is no significant linear correlation between the managerial skills and the organizational performance, in other words the correlation is not statistically significant. Yet, ideally, the managerial skills and the organizational performance are correlated and significant for a more efficient and effective way of managing and organizing the school and the stakeholders. This means the peculiarity of the respondent's managerial skills towards their performance is trivial. Managerial abilities are fundamental among school heads and such are the qualifications to achieve the marginal disposal of duties and responsibilities based on the concept of the Contingency Management Theory. Truly, the school heads are able to accomplish according to the standards and the requirements set by the department. Managerial skills in planning, organizing, leading and controlling become common among them though they differ in their managerial positions, number of years of being in that position and educational attainment. Furthermore, in terms of organizational performance as to access, quality and governance, the school heads have been too confirmative with the performance indicators of the evaluation in which the tendency to conform but least to make innovations and to think of something new out of the box which is evident in the plus-factor part. The plus-factor part has not been achieved by many which means that there is still a big space for improvement and there are still many things that the school heads can do.

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## **Conclusion**

The findings showed that school heads became well-oriented about their duties, responsibilities and accountabilities. In terms of managerial skills in planning, organizing, leading and controlling, school heads were highly skillful though they differ in the educational attainment, managerial position, and tenure of service. Furthermore, in terms of organizational performance as to access, quality and governance, the school heads performed very satisfactorily but needed to work out on areas such as innovations, action research and plus-factor. Finally, the findings implied that the school heads' profiles, positions, skills, and performance are not significant to each other. The researcher confirmed based on the findings that in order to become effective, school managers must be responsible for the organizational workforce and professional management consistent with other aspects of the school organization and/or school community. Therefore, school heads can make a difference at their own pace, time and initiatives for a successful school management aligned to the concept of Contingency Management Theory in the execution of consistent and continuing development of efficient school-based policies for the benefits of the entire school community. Based on the results of the study, the following are recommended: a) Utilization of the Contingency Management Action Plan (CMAP) as part of the managerial practice. This action plan is designed to help the school heads in realizing their full potential; guide them in reaching their short-term and long-term goals, objectives and timelines; and assess them in acquiring more achievements and accomplishments to become effective and efficient school managers consistent to DepEd Vision, Mission and Core Values. b) Integration of the following policies: DepEd Order No. 024, s. 2020 dated 07 September 2020 titled National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSH); DepEd Memorandum No. 059, s. 2020 dated 04 May 2020 titled DepEd Professional Development (PD) Priorities for Teachers and School

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Leaders; DepEd Order (DO) No. 001, s. 2020 titled Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders; DepEd Order No. 45, s. 2015 titled Guidelines on School-Based Management (SBM) Grant for Fiscal Year (FY) 2014; DepEd Order No. 2, s. 2015 titled Results-based Performance Management System – Office Performance Commitment and Review Form (RPMS-OPCRF) of School Heads; DepEd Order No. 41, s. 2016 titled Revised Guidelines on the Allocation and Reclassification of School Head Position; DepEd Order No. 42, s. 2007 titled The Revised Guidelines on Selection, Promotion and Designation of School Heads; and Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001