School Head's Managerial Roles as Correlates of Organizational Performance

[1]Cherylyn Devanadera & [2]Delon Ching

Abstract

The advent of the "new normal" undeniably introduced challenges that permeate educational environments where uncertainty has become prevalent leading schools to make significant adjustments to their plans. School leaders must now contemplate various scenarios to find solutions, as these undoubtedly aid in the continuity of effective learning delivery and assist educators in navigating through challenging period. Hence, this study explores the school head's managerial roles as correlates of organizational performance of public elementary schools employing descriptive-correlational design. The study utilized survey questionnaires to examine their proficiency with interpersonal, decisional, and informational roles. The findings suggest a clear and positively significant relationship between school heads' managerial roles and school performance. The school heads fulfillment of managerial duties has a notable impact on the overall performance and outcomes of the school. Likewise, the same result was obtained regarding the correlation between school heads' managerial roles and teachers' performance. This paper argues that effective school heads play a crucial role in supporting and developing their teachers and the entire school community.

Keywords: *managerial roles, teachers' performance, School-based Management, school performance*

About the authors:
[1]Corresponding author. Elementary School Teacher II, Sto. Cristo Elementary School- DepEd San Pablo City

[2]Research Advisor, Instructor I, Laguna State Polytechnic University- San Pablo City Campus

1. Introduction

In today's educational landscape, schools encounter numerous challenges that require the attention of school heads. In the Philippines, the most pressing problem faced by the schools is the lack of facilities and educational resources (Palatino, 2023; Hernando-Malipot, 2023; Magsambol, 2022; Durban & Catalan, 2012; Chanco, 2022), which becomes the responsibility of the school heads (Mbunde, 2017; Lapuz & Pecajas, 2022; Nhlapo, 2020). Similarly, basic education institutions frequently face recurring internal and external operational difficulties, and the resolution to these issues heavily relies on the school head's personal qualities as manifested through their management style (Harris, 2022; Tobin, 2014; Visone, 2018). As the leader of the institution, the school head assumes additional responsibilities and accountability within the organization (Tansiongco & Ibarra, 2020). Undoubtedly, they play a crucial role in implementing programs and initiatives within the school.

To promote a healthy learning environment, professional growth, self-efficacy, effective leadership, and decision-making among all members of the school community, the Department of Education (DepEd) has established various programs and activities. In response, the Philippine national government has prioritized the implementation of School-Based Management (SBM), which is rooted in the decentralization movement of the 1970s. SBM, an initiative led by DepEd, transfers decision-making authority from the Central Office and field offices to local schools and learning centers. This decentralization allows them to adapt more effectively to their specific education requirements. According to Skhosana et al. (2023), decentralized strategic planning influence leadership for improved performance and capable school leaders promote better performance.

Studies showed that management practices influence teacher performance (Cantos & Callo, 2022; Macatangay & Callo, 2022; Kirana et al., 2021; Tijani et al., 2019; Waseem, 2013; Jagero et al., 2021; Acido & Kilongkilong, 2022) as well as organizational performance (Kasyadi & Virgana, 2022; Metz et al., 2019; Jashari & Kutllovci, 2020; Paul & Anantharaman, 2003). In this regard, effective collaboration between school leaders and teachers is a crucial aspect of high-performing schools, with the school leader assuming a significant role in this dynamic setup. Teachers, being vital contributors to the educational process, necessitate substantial attention from both government bodies and school

administrators to fulfill their diverse responsibilities and tasks in translating educational objectives, policies, and programs into reality. Therefore, teachers require continuous support through training opportunities, active involvement in decision-making processes, and fair compensation, all of which contribute to their sense of belonging and enhance their overall job performance, ultimately driving the achievement of school goals and objectives. Giami and Obiechina (2019) refer to the various responsibilities undertaken by teachers to accomplish organizational goals within the school system as their work performance.

The functional approach to management provides insights into the daily activities carried out by managers within their respective organizations. For the efficacy of this function, Wahab and Mahmood (2015) emphasize that education administrators need a distinct combination of management and leadership skills to ensure efficiency. In the study of Mintzberg (1973), there is a correlation between managerial competence and performance, leading administrators to classify themselves into three primary roles: interpersonal roles, information roles, and decisional roles.

While there are studies on the correlation between managerial practices and organizational performance (i.e. Aquino, 2023; Melo, 2021; Uwazurike & Ezenwa-Adiuku, 2021; Amuche & Saleh, 2013; Silamine & Rodrigue, 2019; Dypiangco, 2022), majority of which include teacher performance, student performance or school performance as variable. There are few studies that tested teacher performance and school performance as variables (i.e. Mulford, 2003; Lemos et al., 2021) but they used different indicators and criteria. Thus, the main objective of this study is to investigate the school head's managerial roles as correlates of organizational performance in public elementary schools. Specifically, the study intends to determine the extent to which teachers evaluate the interpersonal roles, decisional roles, and informational roles of a school leader, and describe the school's performance in leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Moreover, the study seeks to describe the level of performance of teachers in public elementary schools regarding content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, as well as community linkages, professional engagement, personal growth, and professional development. Furthermore, the study aims to determine whether a significant relationship exists between the school head's managerial roles and school performance, as well as the teachers performance.

2. Literature Review

2.1. Managerial Role

Saah (2017) acknowledged Mintzberg's managerial role as a structured set of behaviors associated with managerial positions and the day-to-day work of individual managers. Mintzberg categorizes these roles into three categories: interpersonal, informational, and decision-making. In the context of education institutions, academic leaders' performance of these managerial roles has implications for employee satisfaction (Kim & Cho, 2020; Mehrad & Fallahi, 2014; Zulfakar et al., 2021; Dubey et al., 2023; Elrehail et al., 2020; Cherif, 2020; Sypniewska et al., 2023; Martinez et al., 2019; Ramada, 2020) and talent management (Baltrunaite et al., 2023; Bolander et al., 2017; Jyoti &Rani, 2015). Therefore, comprehending the managerial roles of academic leaders, including their leadership styles, can serve as a valuable resource for the overall development of any educational institution.

2.2. School Performance

According to DepEd (2010), the growth and development of teachers and school administrators involve both individual practice and reflection, as well as exposure to the experiences and theories of others. A key factor in this process is the concept of growth, which can be facilitated through reflective practices and open learning environments where individuals can engage as critical friends. In response, the School-Based Management (SBM) was introduced as a crucial component of the Basic Education Sector Reform Agenda (BESRA) to enhance the Department of Education's efforts in promoting quality education through a decentralized system. SBM empowers schools to formulate localized policies that address specific improvement needs within their educational contexts.

Within the current context of the "new normal," SBM is guided by four key principles that drive the SBM processes: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources (RM no.53, s.2021). These principles form the basis for the school system's implementation of SBM. In 2001, SBM was officially implemented as a governance framework of DepEd with the passage of RA 9155, providing the necessary legal support. Subsequently, SBM was implemented in all public schools throughout the Philippines, ensuring its widespread adoption.

2.3. Teachers Performance

Performance refers to the attainment or demonstration of achievements and abilities by individuals or organizations in order to fulfill their objectives and targets. In the context of

teachers' performance within a school organization, teachers play a crucial role in the education and learning process, equipping students with the necessary competencies outlined (Parker et al., 2022; Gamage et al., 2021; Silva, 2021; Khine, 2022). Thus, teacher performance can be understood as the outcome or achievement of teachers' work in striving towards the goals of the school organization. The criteria for evaluating teachers' performance extend beyond mere competence, as outlined in Government Regulations No. 19 of 2005 concerning National Education Standards. Teacher performance encompasses four key competencies: pedagogic competence, personality competence, professional competence, and social competence. These competencies collectively contribute to assessing and determining the effectiveness of teachers' performance.

The DepEd introduced the Individual Performance Commitment Review Form (IPCRF) for Filipino teachers in 2015. This form serves as a comprehensive task plan that provides guidance to teachers. It is designed to be prepared before the start of classes, implemented throughout the school year, and evaluated at the end of the year. The IPCRF serves as a tool for assessing the performance of teachers. DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) states that the IPCRF is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC). It provides detailed guidelines for the adoption of the SPMS in DepEd. The IPCRF aims to ensure that teachers fulfill their actual duties and responsibilities diligently, efficiently, and within the designated timeframe (Canoma, 2017). It serves as a tool for evaluating whether teachers are performing their duties effectively.

3. Methodology

3.1. Research Design

The study employed a descriptive correlational research design to determine the relationship between the school head's managerial roles and the organizational performance of select school district in the Philippines. Similarly, this method was also used to determine if there is a significant association between the extent of the school head's managerial roles and the organizational performance of the teachers. Correlational research, as described by Ary et al. (2010), is a type of non-experimental study in which the researcher uses data generated from pre-existing factors. In this type of research, no factors were manipulated.

3.2. Respondents of the Study

The respondent pool was composed of 142 public elementary teachers. The sampling technique used in this study was simple random sampling technique that selected the required number of respondents from the ten (10) public elementary schools in the district. This sampling technique is usually applied when the researcher is interested in the explicit capability profiles of the respondents. The online survey questionnaire (Google Form) was distributed to the teachers.

3.3. Instrumentation and Data Collection

The main instrument used to gather the necessary data for the study was a modified survey questionnaire adapted from the Philippine Professional Standards for Teachers (PPST) and SBM key principles of RM No. 53, S. 2021. This method was used to simplify data gathering. As a result of their reliability test, it was found that the sub-variables for managerial roles, school performance, and teacher performance posted good, excellent, and acceptable internal consistency. The data was collected through an online survey that lasted for a month. The study received 142 usable surveys with a response rate of 94% from the total number of teachers in the district.

3.4. Data Analysis

Descriptive statistics such as mean and standard deviation were used in this study. The school heads' managerial roles and school performance were tested using the Pearson-Product Moment Correlation Coefficient. It is also used to determine the significant association between managerial roles and teacher performance.

4. Results and Discussion

It is observed in table 1 that the school head interpersonal roles are performed when it comes to figurehead, leader and liaison with an overall mean of 3.67. As a figurehead, the school head serves as a representative of the school to the wider community and often embodies the values, principles, and vision of the institution. Since the results showed relative performance of this role, the school heads clearly understood the school's values, vision, and mission, and able to effectively communicate these to all stakeholders. According to Kapur (2021), school leaders and educators must take on the role of figureheads as they are expected

to serve as genuine mentors who effectively lead and guide students toward the right path. However, their responsibilities extend beyond helping students or subordinates achieve their goals and objectives. They also play a vital role in instilling qualities such as diligence, resourcefulness, and conscientiousness, thereby helping students develop into responsible and effective citizens of the country.

Table 1

Extent of School Head Interpersonal Roles

Indicators	Mean	SD	Interpretation
Figurehead	3.68	0.24	Performed
Leader	3.65	0.28	Performed
Liaison	3.68	0.26	Performed
Overall	**3.67**	**0.26**	**Performed**

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

In their role as a leader, they perform wide range of responsibilities and tasks aimed at guiding, managing, and inspiring the school community towards achieving its educational objectives. The primary skill they possess is the capability to garner substantial industry support in order to fulfill the school's mission. Kalargyrou (2012) emphasizes the significance of cultivating personal connections within the school and establishing robust and engaged relationships with alumni, as these factors were identified as vital components of effective leadership.

As a liaison, they establish and maintain communication with external stakeholders, collaborating with them to address concerns, promote community involvement, and advocate for the school's interests. This is important because parents and guardians are key stakeholders in the education system and have a significant impact on the success of the school. They liaise with parents and guardians to ensure that they are informed about the school's activities, their child's progress, and any issues that may arise. They also build and maintain relationships with other schools and educational organizations. This can help to ensure that the school is up-to-date with the latest developments in education, and can also help to provide opportunities for collaboration and sharing of resources. Building and maintaining networks of contact with stakeholders is crucial for managers to accomplish their responsibilities (Laud et al., 2016).

Table 2

Extent of School Head Decisional Roles

Indicators	Mean	SD	Interpretation
Negotiator	3.62	0.25	Performed
Resource Allocator	3.59	0.27	Performed
Disturbance Handler	3.58	0.21	Performed
Overall	**3.60**	**0.24**	**Performed**

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

It is presented in the table 2 that the school heads performed their decisional roles as negotiator, resource allocator and disturbance handler with an overall mean of 3.60. It implies that school heads are competent in decision-making processes that impact the school, its teachers, and its students as negotiator. The school head might negotiate with teachers or staff about scheduling, resources, or other issues that impact the school's operation. By acting as a mediator and working to find solutions that are in the best interests of the school, the school heads help to create a positive and productive work environment for everyone involved. Saah (2017) observes that the decisional function of negotiating is related to conflict resolution and encompasses actions such as engaging with both internal and external partners of the organization. Aside from bargaining, additional actions under the negotiating function might include vendor bid activities or any other activity where the organization would be best represented by the official authority (the recognized leader of the institution).

As resource allocators, the school heads determine the most effective and efficient way to allocate resources to ensure that the goals are achieved. They attend a seminar for the preparation of budget proposal for a certain fiscal year which aims to provide guidance on the policies, processes and timelines that need to be observed regarding the preparation of budget proposal. Mace (2013) pointed out that in the resource allocation managerial role, managers are primarily responsible for making informed judgments regarding the timing, location, and circumstances under which resources should be distributed, as well as determining the appropriate recipients of these resources.

As disturbance handlers, school heads are responsible for addressing any disruptive issues or crises that may arise within the school. They are also involved in identifying and addressing issues that may be causing stress or conflict within the organization. School heads

that act as leader of School Grievance Committee or SGC in DepEd should establish an effective mechanism for identifying and addressing the specific underlying cause or causes of the grievance and facilitate positive and desirable employee relations within the Department while proactively preventing employee discontent and dissatisfaction. This demonstrates addressing interpersonal conflicts between staff members, creating clear policies and procedures for addressing concerns and grievances, and providing support and resources to individuals who are experiencing personal or professional challenges. This can include a wide range of issues, such as student behavior problems, conflicts among staff members, natural disasters, or other unexpected events. They act quickly and decisively to address the issue and minimize any negative impact on the school community. According to Robbins and Judge (2013), a manager's job as a disturbance handler includes dealing with unforeseen problems and complication that can impair the system's effectiveness. It is the job of managers to take corrective action to address unforeseen and unpredictable issues that may develop in the organization, ensuring that business operations run smoothly.

It can be gleaned from table 3 that the school head informational roles are performed when it comes to monitor, disseminator, and spokesperson for promoting the school's image and achievements with an overall mean of 3.64.

Table 3

Extent of School Head Informational Roles

Indicators	Mean	SD	Interpretation
Monitor	3.63	0.26	Performed
Disseminator	3.65	0.24	Performed
Spokesperson	3.63	0.23	Performed
Overall	**3.64**	**0.24**	**Performed**

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

This shows that school heads intend to monitor and gather information about the internal and external environment of the school organization. This includes keeping track of changes in policies, regulations, and trends that may affect the school's operations and overall success. As a monitor, they collect and analyze data on various aspects of the school organization, such as student performance, staff performance, and financial performance. They

also keep track of changes in the external environment, such as new government regulations, emerging trends in education, and changes in the local community that may affect the school's operations. According to Oliveira et al. (2015), the monitoring role of a manager involves gathering internal and external information about issues that could potentially impact the organization. This includes assessing the department's success, identifying areas for improvement, and evaluating internal operations. The manager needs to maintain and organize all the information collected during this process.

School heads as disseminators have strong communication skills who tailor their messages to different audiences. This can be achieved by regularly conducting meetings with the stakeholders, such as State of the School Address or SOSA, Program/ Project Implementation Review or PIR, and General Assembly. They use a variety of channels to reach their intended audience, such as email, newsletters, social media, and in-person meetings. In this manner, stakeholders are informed about what is happening in the school and build a sense of community engagement among staff, students, and parents. Altamony et al. (2017) agreed on Mintzberg managerial role that the disseminator internally conveys facts that are obtained from both internal resources and stakeholders. This function necessitates managers carefully selecting factual and valuable internal and external information and communicating it to everyone inside the organization.

The spokesperson role requires the school head to communicate important information about the school to these stakeholders, which include updates on school programs and initiatives through SOSA or School Summit and providing School Report Card (SRC) that discussed the changes in policies or procedures, MPS results, performance of the school and student achievements and events. This is supported by the work of Altamony et al. (2017) that spokesperson plays a crucial role in conveying factual information about the company to its stakeholders. They act as a representative of the company's public relations (PR) team and fulfill responsibilities such as lobbying on behalf of the company and keeping key stakeholders informed about the enterprise's operations.

As revealed in table 4, it is observed that schools demonstrate a very good performance in leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources with an average mean of 3.72. As effective leaders, they provide direction and support for the school, ensuring that it operates efficiently and effectively to achieve its goals and objectives. According to the Department of Education's

Revised School-Based Management Assessment Tools (2012), a network of leadership and governance must guide the education system to achieve its common vision, purpose, and goals, making them responsive and relevant to the context of various contexts.

Table 4

Evaluation of the School Performance

Indicators	Mean	SD	Interpretation
Leadership and Governance	3.74	0.24	Very Good
Curriculum and Learning	3.74	0.25	Very Good
Accountability and Continuous Improvement	3.73	0.23	Very Good
Management of Resources	3.65	0.25	Very Good
Overall	**3.72**	**0.24**	**Very Good**

Legend: 4.50-5.00 Strongly Agree/ Excellent; 3.50-4.49 Agree/Very Good; 2.50-3.49 Moderately Agree/ Good;1.50-2.49 Disagree/ Fair; 1.00-1.49 Strongly Disagree/ Poor

In terms of curriculum and learning, this means that a school's performance is determined by how well its instructional techniques and educational programs suit the requirements of its pupils. Students can be assured of receiving a high-quality education that will position them for success in postsecondary education and in their future employment by following a well-designed and implemented curriculum. This aspect of school-based management, particularly in curriculum and learning, where ongoing curriculum improvement is necessary to ensure both the level of learning of the students and the working conditions of the schools, is highlighted by a study by The Board of Regents of the University of Wisconsin (2012).

Based on the results, teachers feel that school performance involves holding schools responsible for the academic achievements of their students and the effective use of resources. For example, Continuous Improvement or CI is a methodology that offers opportunities to learn from their strengths and weaknesses and make necessary adjustments to enhance student learning outcome. This foster a culture of ongoing growth and development within schools, ensuring that they constantly strive to improve their educational practices for the benefit of students. Argon (2015) emphasizes the significance of prioritizing accountability as a crucial criterion in the selection of administrators within the education system. Hence, they should possess a strong sense of accountability in their roles and responsibilities.

Resources in a school context can encompass a wide range of elements, including financial resources, human resources, facilities, technology, instructional materials, and community partnerships. Managing these resources effectively involves careful planning, allocation, monitoring, and evaluation to ensure that they are used optimally to support teaching, learning, and overall school operations. According to the Revised Assessment Tool for SBM of DepEd (2012), the fourth dimension of SBM, which focuses on the resources that are collectively and prudently mobilized and managed with transparency, effectiveness, and efficiency by schools, particularly public schools.

Table 5

Evaluation of the Teachers' Performance

Indicators	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.77	0.22	Very Good
Learning Environment	3.79	0.20	Very Good
Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	3.72	0.24	Very Good
Community Linkages and Professional Engagement & Personal Growth and Professional Development	3.79	0.20	Very Good
Overall	**3.77**	**0.22**	**Very Good**

Legend: 4.50-5.00 Strongly Agree/ Excellent; 3.50-4.49 Agree/Very Good; 2.50-3.49 Moderately Agree/ Good;1.50-2.49 Disagree/ Fair; 1.00-1.49 Strongly Disagree/ Poor

As revealed in table 5, teachers demonstrate very good performance in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, and community linkages and professional engagement and personal growth and professional development with an overall mean of 3.77. This suggests that teachers possess a deep understanding of the subject matter they teach and effectively apply instructional strategies and techniques to facilitate student learning. They demonstrate expertise in their subject area, effectively communicate complex ideas, and respond to student questions and inquiries with accuracy and depth. They also demonstrate a deep understanding of teaching principles, learning theories, and instructional practices that promote student engagement, critical thinking, and active learning. Silver (2016) emphasizes the importance of teachers having a solid understanding of the material they are teaching. Teachers in elementary schools need to be very knowledgeable in the fundamentals of science, social studies, literacy,

and numeracy. They also need to understand how students learn. Additionally, they must be familiar with a range of instructional and disciplinary methods.

The learning environment encompasses the various ways in which teachers create and maintain a conducive atmosphere for learning in their classrooms. This involves establishing a welcoming and safe physical space where students feel comfortable and motivated to engage in the learning process. Teachers arrange the classroom layout, incorporate visually appealing displays, and provide appropriate resources to support learning activities. Lundberg and Stigmar (2022) stated that universities are asked to develop their learning environment in accordance with contemporary trends and quality standards in light of internationalization, globalization, and, last but not least, rapidly advancing digitalization.

The teachers create an inclusive environment where all students feel valued, respected, and supported. Similarly, effective teachers ensure that assessments are aligned with learning goals and are fair, valid, and reliable. According to Middelkoop and Meerman (2014), each student's needs differ due to individual differences, which has an impact on the demands made on teachers' capacity to efficiently manage the classroom. As a result, when it comes to classroom management, diversity must be considered. Gay (2018) emphasized the significance of appreciating and comprehending cultural diversity in the classroom and offers insights into the theoretical underpinnings of culturally responsive teaching, as well as how it can improve student engagement, academic performance, and overall educational outcomes.

Moreover, the teachers understand the importance of connecting with the community and involving external stakeholders in the educational process. They actively seek opportunities to collaborate with parents, guardians, community organizations, and local businesses to enrich the learning experiences of their students. Their outstanding performance reflects their dedication to providing high-quality education and meeting the diverse needs of their students. According to Ingersoll et al. (2018), effective school leaders emphasize cooperation because they understand how important it is to create a collaborative learning environment that fosters trust, shared responsibility, and a school-wide focus on raising student achievement.

It can be gleaned from table 6 that there is a positive significant relationship between school heads' managerial roles and school performance. This implies that when school heads are highly competent this would contribute to school performance which is leadership and

governance, curriculum and learning, accountability and continuous improvement and management of resources.

Table 6

Test of relationship between school heads' managerial roles and school performance

School Heads' Managerial Roles	School Performance			
	Leadership and Governance	Curriculum and Learning	Accountability and continuous improvement	Management of resources
Interpersonal Roles				
Figurehead	.548**	.489**	.549**	.523**
Leader	.594**	.578**	.669**	.600**
Liaison	.590**	.531**	.613**	.570**
Decisional Roles				
Negotiator	.365**	.296**	.348**	.331**
Resource Allocator	.586**	.607**	.671**	.636**
Disturbance Handler	.614**	.560**	.651**	.587**
Informational Roles				
Monitor	.577**	.623**	.685**	.606**
Disseminator	.599**	.618**	.662**	.679**
Spokesperson	.590**	.622**	.698**	.666**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Effective school leaders, who actively engage in their managerial roles and responsibilities, have the ability to positively influence various aspects of the school's performance. These leaders play a crucial role in shaping the teaching and learning practices within the school, actively collaborating with teachers, providing guidance on curriculum development, and supporting professional development opportunities. Additionally, effective school leaders make informed decisions regarding resource allocation, including finances, materials, and technology, ensuring equitable access to educational opportunities. This efficient and effective allocation of resources creates an environment that is conducive to teaching and learning, thereby positively impacting school performance. Furthermore, these

school leaders establish systems for accountability, regularly monitoring progress towards school goals, and evaluating the effectiveness of instructional practices. Through this process, they are able to identify areas for improvement and provide the necessary support to teachers, resulting in continuous growth and improvement in school performance.

In support, Labobar and Gaite (2022) mentioned that the success of an organization heavily relies on the role of its manager, specifically the principal. Effective managers play a crucial role in achieving the goals of their respective organizations, which ultimately contributes to the success of the organization as a whole.

Table 7

Test of relationship between school heads' managerial roles and teachers' performance

School Heads' Managerial Roles	Teachers Performance			
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	Community Linkages and Professional Engagement & Personal Growth and Professional Development
Interpersonal Roles				
Figurehead	.368**	.332**	.371**	.362**
Leader	.350**	.327**	.351**	.382**
Liaison	.332**	.238**	.275**	.360**
Decisional Roles				
Negotiator	.233**	.197*	.226**	.238**
Resource Allocator	.280**	.333**	.350**	.390**
Disturbance Handler	.278**	.298**	.305**	.338**
Informational Roles				
Monitor	.440**	.399**	.353**	.413**
Disseminator	.356**	.361**	.379**	.384**
Spokesperson	.316**	.352**	.362**	.425**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As indicated in table 7, there is a positive significant relationship between the school heads' managerial roles and teacher performance. It shows that when school heads are highly competent this would contribute to teachers' performance which are content knowledge and

pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, and community linkages and professional engagement and personal growth and professional development.

Based on the table, it is suggested that the effective execution of school heads' managerial roles directly influences teachers' performance. School heads who fulfill their managerial roles effectively contribute to creating an environment that supports and enhances teacher performance. They establish clear expectations and goals, provide guidance and support, and foster a positive and collaborative school culture. Additionally, school heads engage in classroom observations, provide feedback, and support teachers in their professional development. By offering constructive guidance and mentoring, they help teachers refine their teaching practices, adopt innovative strategies, and continuously improve their performance. Furthermore, effective communication and collaboration between school heads and teachers are vital for teacher performance. School heads who maintain open lines of communication, actively listen to teachers' concerns, and provide support and recognition create a conducive working environment.

According to Hope (2012), the implementation of an effective management system within an organization, which includes the proper execution of supportive roles, can significantly improve employees' working conditions. This, in turn, has a positive impact on their performance, leading to overall enhancement. Employees often have high expectations from their leaders, seeking high-quality services and support. Academic leaders have defined deliverable outcomes that aim to positively influence the lives of employees and their performance, striving to provide excellent services.

5. Conclusion

When examining the correlation between school heads' managerial roles and school performance, a clear and significant positive relationship was observed. The same result was obtained when examining the correlation between school heads' managerial roles and teachers' performance. This indicates that the manner in which school heads fulfill their managerial duties has a notable impact on the overall performance and outcomes of the school, as well as the effectiveness of the teachers within the school. Through effective leadership and management practices, school heads can create an environment that fosters success. They play a pivotal role in establishing a clear vision and goals for the school, which in turn motivates

and inspires both staff and students. They provide guidance, resources, and professional development opportunities that enable teachers to enhance their instructional practices and improve student outcomes. By setting clear expectations and fostering a positive working environment, school heads create a culture that promotes teacher growth and success.

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