

Managerial Competencies and Practices as Predictors of Service Quality of Public Elementary Schools in The Division of Cabuyao, Laguna

¹Donna D. Melgar & ²Delon A. Ching

Abstract

This study employed the descriptive and correlational method of research in determining the relationship between school heads' managerial practices and the service quality of public elementary schools in the Division of Cabuyao, Laguna. The respondents were two hundred sixty-seven (267) which is the sample size of the teachers who are currently associated with the five (5) public elementary schools in the Division of Cabuyao City. As laid out by the correlation between managerial competencies to the school service quality, positive significant relationship was manifested. Same result was obtained between the correlation of managerial practices to the school service quality. A multiple linear regression analysis was conducted with managerial competencies on the school service quality. The multiple regression analysis revealed that the community involvement and open management style of managerial competencies contributed significantly to the regression model. This suggests that the community involvement and open management style of managerial competencies significantly predict the service quality which produces the final regression. Also, a multiple linear regression was conducted with the managerial practices on school service quality. The multiple regression analysis revealed that the human, material, and training of managerial practices contributed significantly to the regression model. This suggests that the human, material, and training of managerial practices significantly predict the service quality which produces the final regression.

Keywords: *Managerial Competencies, Managerial practices, School Service Quality*

Article History:

Received: August 30, 2022

Accepted: November 15, 2022

Revised: September 30, 2022

Published online: December, 6 2022

Suggested Citation:

Melgar, D.D. & Ching, D.A. (2022). Managerial Competencies and Practices as Predictors of Service Quality of Public Elementary Schools in The Division of Cabuyao, Laguna. *The Research Probe*, Volume 2 Issue 1, pp. 132 - 137.

About the authors:

¹First-grade teacher in Bigaa Elementary School Division of Cabuyao City Laguna

²Research Advisor.

**This paper is a finalist in the International Research Competitions 2022, Category 3 Graduate*



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Introduction

School head's capacity to achieve the goals of a school academic institution is greatly dependent on his or her talents and leadership strategies. In collaboration with community school governing bodies, other institutions, and stakeholders, the school head is responsible for running the school organization as well as regulating and controlling all sources, organizations, and existing stakeholders. The school's needs, including those of teachers, students, and other school members, must be considered by the school head's leadership in building and operating the school. Professional school heads will always encourage all school components to enhance their skills for students to grow and flourish. School heads and teachers, as professional educational experts, not only understand science, teaching materials, and procedures, but they can also motivate students to develop wide skills and perspectives in education. (Rohiat, 2013). Technical competence is the understanding of an individual's mastery of tasks or duties, interpersonal competence is the ability to interact with others, and conceptual competence is the ability to put ideas and concepts into action. A school head might set the school's vision and strategic strategy in this case. Furthermore, conceptual competence refers to the school head's ability to understand the organization as a whole and solve problems in a holistic manner (Katz in Sidek & Mohamad, 2014).

The study aimed to determine the school heads' managerial competencies in performing the different functions of school heads such as problem solving skills; communication skills; community involvement; leading by example; setting and demanding realistic goals; open management style; strategic planning and effective managerial practices in improving service quality of public elementary schools. This includes Human Resources Management, Material Resources Management, Financial Resources Management, Training, Empowering Staff, Introducing Schemes for Improving Quality, and Introducing Various Forms of New Technology. The study also aimed to find-out whether there is a significant relationship between school heads' managerial competencies and the service quality of Public Elementary Schools such as tangibility, reliability, responsiveness, assurance, and empathy. Lastly, it is the intention of the study to find-out whether there is a significant relationship between school heads' managerial practices and the service quality of Public Elementary Schools.

Methodology

The study utilized the descriptive and correlational method of research in determining the relationship between school heads' managerial practices and the service quality of Public Elementary Schools in the Division of Cabuyao, Laguna. The researcher-made online survey questionnaire was used as the primary instrument to gather data. The questionnaire is divided into four parts (respondent's profile, school heads' managerial competencies, school heads' effective management practices, and school service quality).

Findings

As laid out by the correlation between managerial competencies to the school service quality, positive significant relationship was manifested. Same result was obtained between the correlation of managerial practices to the school service quality. A multiple linear regression analysis of school service quality on managerial competencies was conducted. The multiple regression analysis revealed that the community involvement and open management style of managerial competencies contributed significantly to the regression model. This suggests that the community involvement and open management style of managerial competencies significantly predict the school service quality which produces the final regression. Also, a multiple linear regression of school service quality on managerial practices was conducted. The multiple regression analysis revealed that the human, material, and training contributed significantly to the regression model. This suggests that the human, material, and training significantly predict the school service quality which produces the final regression.

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Conclusion

The Department of Education may consistently find ways to make opportunity to develop the competencies of school heads through school heads development program. School heads may be persistent in developing and capacitating themselves as well as in implementing the mandates and prescribed practices to sustain their well appreciated overwhelming level of competencies. They may lead and manage the school accordingly to increase the level of their school service quality. Future researchers may be encouraged to conduct further studies embedded in local setting to justify the idea that the mentioned variables may predict the managerial competencies and managerial practices of DepEd school heads in the district, division level or even in the regional level. Another study with a larger scope and more variables may be added in relation to school heads' competencies and practices.

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