

# Management Role Performance Appraisal of State Elementary School Heads in Northern Samar, Philippines

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## ABSTRACT

Management role performance appraisal is very essential to gauge the success and whereabouts of any organization. Using descriptive-evaluative-correlational method this study sought to determine the management role performance of state elementary school heads in the province of Northern Samar, Philippines. A total of 100 school heads and 300 teachers were selected as participants for this study.

This study bank on Minstzberg's management role conceptual categories, to wit: interpersonal (managing through people); informational (managing be information); and decisional (managing through action).

Data revealed that the appraisals made by the school heads themselves and their teacher-constituents are both outstanding. It can be noted however, that the appraisal rating performed by the teacher-constituents is way higher than the self-administered appraisals of the school heads.

**KEYWORDS:** *management role, interpersonal role, informational role, decisional role, performance appraisal, state elementary heads, Northern Samar*

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## 1. INTRODUCTION:

Management role performance is crucial to whatever organization. The making and unmaking of the latter embeds in the kind of a leader and in the leadership management styles it has. Thus, it is but essential to conduct appraisals on management role performance.

Performance appraisal entails the purpose of helping the management towards the implementation of control in the organization (deNisi & Smith, 2014). On the one hand, it can also strengthen the communication and working relationship among employees, seniors, and management (Deepa, Palaniswamy, & Kuppasamy, 2014).

In an academic institution, basically led by school principal, should embrace and uphold the culture of bringing about excellence by improving the teaching and learning environment landscape. However, this key to understanding how a good principal supports high levels of teaching and learning — it is neither teachers alone nor principals alone who improve schools, but teachers and principals working together (Schmidt-Davis & Bottoms, 2011).

A role is to be attributed as a set of expectation for a principal's management. Minstzberg's observations and subsequent researches indicate that diverse manager's activities can be organized into 10 roles. These roles are divided into three (3) conceptual categories, namely, interpersonal (managing through people); informational

(managing be information); and decisional (managing through action). Each role represents activities that school principal-managers undertake to ultimately accomplish the functions of planning, organizing, leading, and controlling (Daft 2003).

It was found out in the study of Sindhvad (2009) that in Asia many school principals were not prepared for their new role and function in school management. Scotti Jr. and William (1997) agreed that teachers' perceptions of their principals' leadership is one of the many variables, which affect a school's productivity. It is in this context that the researchers conceived this study to appraise the management role of state elementary heads in Northern Samar, Philippines.

## 2. Objectives

The study sought to:

- determine the management role of the state elementary school heads as appraised by them;
- identify the management role of the state elementary school heads as appraised by their teacher-constituents; and
- Ascertain the significant difference of the state elementary school heads' management role as appraised by them and by their teacher-constituents.

### 3. Review of Literature

Like any other organization, state elementary schools need an administrator with effective leadership manifested through outstanding management. Leadership is all about organizational improvement; more specifically, it is about establishing agreed-upon and worthwhile directions for the organization in question, and doing whatever it takes to prod and support people to move in those directions (Louis et al, 2010).

Johnson (2006) agreed and viewed the principal as the broker of workplace conditions — someone whose influence on the school as a workplace for teachers extends well beyond being in charge of the school.

In a successful school management, an effective school principal is seen to have: a shared vision for what the school can be and communicate the vision regularly with the educators; strong interpersonal skills and place a high value on people as both assets and resources; uniting power rather than dividing; problem-solving skills and as an avid learner, should always seek answers and solutions; confidence that he/she can make a difference for educators; a focused emphasis on instruction, development, and enablement of his/her educators, and a deep passion to achieve and improve the work environment of his/her educators (Wenceslao, A., Misa, J., & Tugonon, T., 2018).

A skilled and well-supported leadership team in schools can help foster a sense of ownership and purpose in the way that teachers approach their job. Conferring professional autonomy to teachers will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice (OECD, 2002, p. 14).

Organizational improvement in schools lies in the kind/type of administrator they have. Conducting appraisal on management role performance is deemed essential. Buckingham and Goodall (2015) highlighted that performance appraisal provides clarity of role to employees for the responsibilities and expectations of the workplace.

### 4. Methodology

This academic inquiry employed descriptive-evaluative-correlational method. Research participants were composed of 100 selected state elementary school heads in Northern Samar, Philippines and 300 teacher-constituents.

Interview-questionnaire was used as the main data gathering tool.

### 5. Results and Discussion

**Table 1: Management Role Performance of State Elementary School Heads as Appraised by Them**

Management Role Performance	Weighted Mean	Interpretation
Interpersonal Roles	4.23	Outstanding
Informational Roles	4.24	Outstanding
Decisional Roles	4.05	Outstanding
Total Weighted Mean	4.17	Outstanding

Table 1 indicates that with a total weighted mean of 4.17, the management role performance of state elementary school heads in Northern Samar, Philippines, as appraised by them, is outstanding. This data finds support from the study of Wenceslao, A., Misa, J., & Tugonon, T. (2018) conducted among school administrators in Ormoc City District IV, Leyte, Philippines.

The table further shows that the state elementary school heads' informational roles (4.24) accumulated the highest appraisal. Thus, it can be deduced that they bank on reading professional journals and research reports for updates in teaching and learning practices and processes; update teachers by sharing with them timely and highly significant information; and maintain personal contact with the staff, teachers, parents, and the community.

The data on interpersonal roles (4.23) suggests that they represent the school in sessions and both internal and external programs and activities; sign documents, and other pertinent legal papers; and always cordially welcome school visitors and representatives from higher offices.

Lastly, decisional roles (4.05). This goes to show that they initiate activities to renovate/improve classroom facilities and equipment to maintain school climate conducive for effective teaching and learning environment; very open to suggestions for the improvement of the latter; and embrace the practice of delegating officials on their absence.

**Table 2: Management Role Performance of State Elementary School Heads as Appraised by their Teacher-Constituents**

Management Role Performance	Weighted Mean	Interpretation
Interpersonal Roles	4.46	Outstanding
Informational Roles	4.31	Outstanding
Decisional Roles	4.34	Outstanding
Total Weighted Mean	4.37	Outstanding

It is vividly shown in Table 2 that the over-all appraisal of the teacher-constituents on their respective state elementary school heads in Northern Samar, Philippines is outstanding (4.37).

The table further denotes that it is the interpersonal roles (4.46) of the state elementary school heads which has gained the highest appraisal. It can be gleaned from the data that the school heads exercise their authority to present and/or bring over the problems, concerns, and issues of their respective schools to higher Department of Education offices or any town officials; always treat their subordinates with courtesy and utmost respect; and provide avenues for professional growth by allowing the teacher-constituents to attend in-service training, seminars, workshops, and other trainings sponsored by other agencies. The study of Nadeem, Arif, and Naeem (2020) that the chief outcome of Performance Appraisal of School (PAS) would be a comprehensive plan of teachers' professional development at the district level. Most of the principals stated that their teachers need training for innovative teaching methods, especially for lesson planning and assessment.

Next to interpersonal roles – the decisional roles (4.34). It can be inferred that the school heads can resolve conflicts among their constituent-teachers and other members of the educational community; provide precautionary measures to protect the pupils, teachers, and the entirety of the school; and, vouch to involve teachers in preparing the school in case of calamities and disasters.

Ultimately, the informational roles (4.31). The data suggests that the school heads relay information from memos, orders, letters, and reports as guidelines for teachers on time; regularly call assembly meetings with the parents and the teachers to disseminate important information and

collectively discuss matters pertaining to the school and the community; and deliberately maintain an open communication with the pupils, teachers, parents, and other stakeholders. The study of Cruz, Villena, Navarro, Belecina &

Garvida (2016) strongly considers establishing rapport with parents and guardians of learners as a very important component in school-community relations.

**Table 3: Significant Difference in the Assessment of the principals and Teachers on the Principals' Management Roles Performance**

Management Role Performance	t-stat	t-critical	Mean P-Value	Interpretation	Principals	Teachers
Interpersonal Roles	-4.99	1.98	0.00	S	4.23	4.46
Informational Roles	-2.21	1.97	0.03	S	4.24	4.31
Decisional Roles	-5.80	1.97	0.00	S	4.05	4.34
Over-all Appraisal	-7.44	1.96	0.00	S	4.19	4.37

Table 3 deduces that the t-stat values of interpersonal roles (-4.99); informational roles (-2.21); decisional roles (-5.80); and the over-all management roles performance (-7.44) had their respective P-value lesser than .05 indicating that there was a significant difference in the assessment of the management roles performance of the principals as assessed by themselves and their teachers. As shown further in the table, the assessment of the teachers on the issues was higher than the assessment of the principals themselves. This denotes that teachers have felt or have seen that their principals performed higher in their management tasks.

## 6. Conclusions

This study sought to determine the management role performance of state elementary school heads in the province of Northern Samar, Philippines. Data revealed that as appraised by the school heads themselves, their management role performance is outstanding. The appraisal of their teacher-constituents on their management role performance is also outstanding. It can be noted however, that although both appraisals turned out outstanding, the appraisal rating performed by the teacher-constituents is way higher than the self-administered appraisals of the school heads.

## 7. Recommendations

On the basis of the highlights of the study, the hereunder recommendations are set forth.

1. The school heads should uphold their management role performance and should continue to venture on boosting the morale of their teacher-constituents by recognizing their efforts, milestones, and contributions. They have to work well, more especially on their decisional roles to better equate with their interpersonal and informational roles.
2. Teachers should continue to appraise the management role performance of their respective school heads. They need to extend support on the leadership needs of the latter.
3. Replicate the study with wider setting and broader scope.

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