

Perceived Management Competence and Faculty Norms of Elementary School Teachers in Sta. Maria West District, Davao Occidental

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Publication Date: 2025/03/12

Abstract: This study aimed to determine the relationship between the perceived school leaders' management competence and faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental. This study utilized the descriptive-correlational design with one hundred fifty elementary school teachers chosen using complete enumeration sampling design. In gathering data, the researcher adapted a survey questionnaire both for the perceived school leaders' management competence and faculty norms. Ethical considerations were adhered in data collection. Statistical tests such as mean, Pearson's r and multiple linear regression were used to analyze the data gathered. Findings showed that the extent of perceived school leaders' management competence is extensive, which means that the perceived school leaders' management competence is oftentimes observed. The extent of faculty norms of teachers is moderately extensive, which means that their faculty norms is sometimes observed. There was a moderate significant relationship between the perceived school leaders' management competence and faculty norms. The domains of school leaders' management competence that influenced the faculty norms were innovation and change, and job mastery. With this, the Department of Education may enhance the policies that improve teachers' well-being and mental health, such as stress management training, wellness programs, and access to mental health resources.

Keywords: Faculty Norms, Perceived School Leaders' Management Competence, Innovation and Change, Job Mastery, Elementary School Teachers.

How to Cite: Jessviel L. De Guzman; Dr. Remigilda D. Gallardo (2025) Perceived Management Competence and Faculty Norms of Elementary School Teachers in Sta. Maria West District, Davao Occidental. *International Journal of Innovative Science and Research Technology*, 10(2), 1954-1959. <https://doi.org/10.5281/zenodo.14987734>

I. INTRODUCTION

A positive faculty norms is critically related to school success, it has beneficial effects on a wide range of adjustment variables in youth, including academic achievement, mental health, school attendance and graduation, and school-based behavior. Faculty norms has many aspects. Defining a framework for understanding faculty norms can help educators identify key areas to focus on to create safe and supportive environment in their schools. Hence, the benefits of a faculty norms is broad and has an impact to students. In contemporary times, a positive faculty norms built through caring and supportive relationships is perhaps more critical than ever. Teachers must establish a positive faculty norms as they move forwards towards models of learning centered on creativity and critical thinking. Positive faculty norms is necessary for improving students' passion and open-mindedness in learning.

The school operations including the implementation of policies, resources, curriculum and planning, continuous improvement, and the professional and personal development of teachers are under the control and directive of the school administrator, particularly the school principal. Many studies have explored the factors that influenced the faculty norms of the education organization, yet no study that directly link to the management competence of the school leaders especially in the Division of Davao Occidental setting. Therefore, it is in the above context that the researcher is opted to conduct this study with the intention of determining whether management competence of school leaders would influence the faculty norms of elementary school teachers, making this study a contribution to new knowledge.

This study, titled "Perceived Management Competence and Faculty Norms Of Elementary School Teachers In Sta. Maria West District, Davao Occidental" aimed to determine the extents of perceived school leaders' management competence and faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental

during the school year 2023-2024. Specifically, this study aimed to determine if relationship exists between the perceived school leaders' management competence and faculty norms, as well as the degree of their relationship. Moreover, this study sought to determine which domains of perceived school leaders' management competence significantly influence the faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental.

In conclusion, this study provides valuable insights into the relationship between the perceived management competence of school leaders and the faculty norms of elementary school teachers in Sta. Maria West District, Davao Occidental. Understanding this relationship is crucial as it highlights the significant role that effective school leadership plays in fostering positive faculty norms that contribute to a supportive and productive school environment. The findings suggest that enhancing school leaders' management competence can directly influence the establishment of positive faculty norms, which, in turn, positively impacts teachers' attitudes, behaviors, and overall effectiveness.

II. METHOD

This research used a quantitative research approach, which includes a number of methodologies for conducting a systematic investigation of social phenomena using statistical and numerical data. It requires measurement and hypothesizes that the phenomenon being investigated can be measured. This type of design was suited for this study since it sought to evaluate the association between perceived school leaders' management competence and faculty norms among public elementary school teachers. The quantitative component of this study was also an effective technique to gather the data required to ask the target respondents questions. The questionnaires used served as the basis for data gathering.

This study used a descriptive-correlational design to examine the relationship between the variables rather than identifying a coincidental connection. The survey involved the collecting of data relevant to the current investigation. In this study, a descriptive methodology was used to assess the levels of perceived school leaders' management competence and faculty norms among public elementary school teachers in St. Maria District, Davao Occidental. Furthermore, a correlational design was used to investigate the relationship between perceived school leaders' management competence and faculty norms, as well as to identify the domains of perceived school leaders' management competence (strategic thinking, teamwork and networking, innovation and change, empowerment, and job mastery) that influence public elementary school teachers' faculty norms.

The respondents to this study were 150 public elementary school teachers from ten (10) primary schools in Sta. Maria West District, Division of Davao Occidental, who were classroom teachers. The respondents to the survey

are teachers who teach Grades 1 through 6 and have more than 10 years of experience; hence, they were chosen because they have set norms in the faculty as being regarded seasoned teachers and have seen the management competency of school leaders. Furthermore, the inquiry did not contain information regarding the respondents' gender, age, civil status, position, highest level of education, or length of service. This study, on the other hand, utilized a complete enumeration design, which allowed all members of the population to participate in the study, also known as a census design.

This study used primary data from ten selected elementary schools in Sta. Maria West District, Division of Davao Occidental. The two variables in this study were measured using two instruments: the scales used in the Perceived School Leaders' Management Competence domains were adapted from the original instrument created by Komalasari, Arafat, and Mulyadi (2020). This instrument included items that described how a teacher viewed the management competence of school leaders. It is a self-report questionnaire with a Likert scale designed to assess management competence in terms of strategic thinking, teamwork and networking, innovation and change, empowerment, and job mastery.

In conclusion, this study employed a quantitative, descriptive-correlational research design to investigate the relationship between the perceived management competence of school leaders and the faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental. By utilizing a census approach and collecting primary data from experienced teachers, the study provided valuable insights into how various domains of school leadership competence—such as strategic thinking, teamwork, innovation, empowerment, and job mastery—impact the establishment and maintenance of faculty norms. The findings emphasize the importance of effective school leadership in shaping positive faculty norms, which can lead to a more conducive and supportive teaching environment.

III. RESULTS AND DISCUSSIONS

The first theme presents the perceived school leaders' management competence in terms of strategic thinking, teamwork and networking, innovation and change, empowerment, and job mastery. The overall mean value on the extent of perceived school leaders' management competence is 3.63, which is described as "extensive". This indicates that the school leaders oftentimes observed strategic thinking, teamwork and networking, innovation and change, empowerment, and job mastery as perceived by the respondents. This implies that the school leaders' management competence is oftentimes observed as perceived by the public elementary school teachers in Sta. Maria West District, Davao Occidental.

The second theme presents the extent of faculty norms of public elementary school teachers in terms of institutional vulnerability, collegial leadership, professional behavior, and achievement press. The overall mean value on the extent of faculty norms of public elementary school teachers is 3.39, which is described as “moderately extensive”. This indicates that the achievement press is oftentimes observed by the public elementary school teachers. However, their institutional vulnerability, collegial leadership and professional behavior are sometimes observed. This implies that the faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental is sometimes observed.

The third theme focused on the test of relationship between the perceived school leaders’ management competence and faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental. Lastly, the result of the regression analysis shows that innovation and change, and job mastery are the domains of perceived school leaders’ management competence that influenced the faculty norms of public elementary school teachers in Sta. Maria West District, Davao Occidental.

The extent of perceived school leaders’ management competence is extensive. This manifests a room for improvement to make their management competence outstanding, through appropriate intervention program. The extent of faculty norms of public elementary school teachers is moderately extensive. This manifests a need to strengthen their faculty norms to ensure a competent and harmonious learning environment among colleagues and school administrators.

Moreover, it is evident that those school leaders who are highly competent in innovation and change, and job mastery would result to an increase in faculty norms among public school elementary teachers. Effective school leaders able to develop a collaborative school environment, where teachers shared ideas and beliefs, work together and support each other towards the attainment of a common goal.

IV. CONCLUSION

In conclusion, the findings of this study provide valuable insights that can guide the Department of Education in enhancing policies focused on teachers' well-being, mental health, and professional development. By establishing systems for consistent evaluation of school leaders and fostering a supportive professional community among teachers, schools can improve the overall teaching environment and effectiveness. Additionally, active involvement from parents can reinforce positive faculty norms and contribute to a stronger school community. Future researchers may build on these findings to explore faculty norms and teacher aspirations in more depth, using qualitative approaches to further understand the factors that influence teacher motivation and performance.

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