

# Principals' Relationships towards Teachers: Its Impact to Schools' Management and Success

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**Abstract:** This paper aimed to determine the impact of principals' relationships towards teachers. Specifically, this study necessarily deemed to answer how principals' relationships towards teachers affect instruction, performance, and the school community. Review of related literatures and studies have been considered in the realization, understanding, analysis and interpretation of this attempt. A descriptive method of research was used with seven principals and 210 teachers from selected public schools in the Philippines. A self-made questionnaire and a set of guide questions were utilized to gather data. Results show that there is disparity on the perceptions on the relationships between the principals and teachers like discussion of some points after classroom observation, immediate discussion about the lessons presented, complete duration of observation, relationships between the principals and the teachers. The teachers also revealed that they are stressful and depressed from such activities, reports, and other paper works, which make them desperate as they find their principals without care, or insensitive to what they feel and experience every day. Since there are unhealthy relationships in the school community, Fullan (2000) recommended that there should be teachers and principals' seminar and development, and a forum for the benefits of both groups of respondents and for the schools' reform.

**Keywords:** Instruction, Management, Performance, Principals, School, Success, Teachers.

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## Introduction

All academic institutions are said to be the second homes, where members of the group or organization stand together as one family. The heads of the family are the father and mother, and sometimes either only a mother or a father. As heads of the family, they are certain and capable of knowing about their children's needs, strengths, weaknesses, and individual differences. They guide their children towards the correct directions and destinations. They teach or coach their children to do right things, not to do things right. They correct their children's mistakes in a way that their children would reflect to accept faults and realize to do the right things without being embarrassed and offended.

This scenario is also expected in schools, as academic institutions, where heads or principals are trusted to do right things for the benefits of every teacher as member of the group or organization—the school where they are working together as one family. A father, a mother, and a principal are words associated to heads. This term has significantly and duly respected

and followed because of such morally good approach and responsibility towards constituents known as teachers. Schools without teachers are paralyzed. Principals without teachers are still paralyzed.

Pupils with their principals will never be operational. So, teachers are really instrumental in the success of school management. However, teachers are desperate and down because of their stress and depression in their school community. They experience some problems regarding their instruction, pupils, and parents; most especially with their heads or principals. Several studies reveal that this situation is very rampant, especially in public schools. Edgeron *et al.*, (2006) emphasized that working hard together at bringing about improvements and assessing their worth is one of the key challenges for collaborative working and professional development in the future. They added that if success today exists in school cultures of family—school campuses across this great land of ours, synergy occurs, productivity increases, and students excel.

### Objectives of the Study

This study was an attempt at objectively and critically determining the impact of principals' relationships towards teachers. Specifically, this study necessarily deemed to answer how principals' relationships towards teachers affect instruction, performance, and the school community. Aside from the survey questionnaire, review of related literatures and studies had been considered in the realization, understanding, analysis and interpretation of this attempt.

### Significance of the Study

The result of this study will be of great help to teachers, heads/principals, and supervisors. To the teachers, this study will give them the idea and concrete knowledge that teaching is a noblest profession, as they shoulder tough responsibility in nurturing the young minds in the school; that through this study, they can find how they must be morally uplifted and boosted along their skills, knowledge and characters as mentors and individuals in the group; that they should be respected as they respect others regardless the status or position in the organization.

To the heads/principals, this study would help them reflect and re-evaluate their leaderships towards teachers, and how effective and efficient are they in guiding and coaching their teachers towards schools' management and success; that this can be instrumental to call the attention of all heads or principals to ethically, professionally, and virtuously relate themselves to the teachers without pressure and degradations of ones' rights privileges, and uplift individuals through responsive support, love, and concern.

### Methods and Materials

**Research Design:** Descriptive method of research was utilized to determine the principals' relationships towards teachers and its impact to schools' management and success. This study focused only to the principals and their teachers in Calamba Cluster 3, Laguna, during the school year 2014-2015.

**Participants:** The respondents of this study were seven principals and 210 teachers from selected public schools in the Philippines, namely: Sampiruhan, San Juan, Looc, Lecheria, Uwisan, Lingga, and JRMS-Central I. No sampling method was used in this study.

**Instrument:** A self-made survey questionnaire and interview guide of questions had been utilized to gather data for presentation, analysis, and interpretation. The *questionnaire* consists of three components that deal with the impact of principals-teachers' relationship to

their instruction, performance, and school community. *Interview Guide* consisting of five questions was utilized to have a follow-up of necessary information from the respondents; to have justifications to the responses provided in the survey-questionnaire by the two groups of respondents.

**Procedure:** The researchers sought permission from the respondents through social media, messenger chat and emails to participate in the study about the principal-teacher relationship in the setting. A survey was also made possible through unsolicited talk with the respondents in their respective schools, and through some gathering in the seminars, and celebrations held in certain area cluster.

**Data Analysis**

Likert Scale 1-5 was used to analyze and interpret the data gathered.

Scale	Mean Ranges	Verbal Interpretation
5	4.20-5.00	Highly Observed
4	3.40-4.19	Often Observed
3	2.60-3.39	Fairly Observed
2	1.80-2.59	Least Observed
1	1.00- 1.79	Never Observed

Mean was used to determine the perceptions of the respondents on the impact of principals’ relationships towards teachers. Thus, the means scores from the responses of both group of respondents were compared.

**Results**

The findings of the study are presented in Tables 1 and 2.

**Table 1. Perception of Teachers on the Impact of Principal-Teachers Relationship to Instruction, Performance, and School Community**

Statements	Teachers n=210	VI	Rank
<b>Instruction</b> The principal...	<b>1.51</b>	<b>Never Observed</b>	<b>3</b>
1. immediately discusses to the teacher about the lesson or topics being observed for some clarification, suggestion, good remark, or improvement of the teaching performance	1.55	Never Observed	
2. comes on time and observes the teaching procedures from the beginning up to the end	1.53	Never Observed	
3. demonstrates a lesson for effective teaching delivery of master teacher/teacher	1.43	Never Observed	
4. provides approaches and strategies that may be used for individual teaching practices in the classroom	1.48	Never Observed	
5. supports the teacher on how to boost the learners’ self-confidence and active participation	1.55	Never Observed	
<b>Performance</b>	<b>2.03</b>	<b>Least Observed</b>	<b>2</b>

The principal...			
6. promotes democracy and equality in evaluating the teachers' performance	2.37	Least Observed	
7. creates an atmosphere that motivates individual teachers to perform well	2.17	Least Observed	
8. monitors the teachers' progress as classroom manager	2.55	Least Observed	
9. gives an award or reward for those who met the standards, quality services, productions, achievements, and success	1.65	Never Observed	
10. reminds individual teachers to prepare documents for promotion, and awards	1.43	Never Observed	
<b>School Community</b>	<b>2.38</b>	<b>Least Observed</b>	<b>1</b>
11. There is a positive principal-teacher in the organization.	1.54	Never Observed	
12. The school community is a stress-free and conducive for teaching-learning.	1.72	Never Observed	
13. There is a positive teacher-student relationship, as well as mutual respect for each other.	3.37	Fairly Observed	
14. There is a positive principal-teacher-parent relationship that promotes the learners' academic performance and success.	3.45	Often Observed	
15. The school community members, principals, teachers, students hold together and share good plans to meet the vision and mission, goals and objectives of the school.	1.83	Least Observed	

**Table 2. Perception of Principals on the Impact of Principal-Teachers Relationship to Instruction, Performance, and School Community**

Statements	Principals n=7	VI	Rank
<b>Instruction</b> The principal...	<b>4.27</b>	<b>Highly Observed</b>	<b>3</b>
1. immediately discusses to the teacher about the lesson or topics being observed for some clarification, suggestion, good remark, or improvement of the teaching performance	4.22	Highly Observed	
2. comes on time and observes the teaching procedures from the beginning up to the end	4.34	Highly Observed	
3. demonstrates a lesson for effective teaching delivery of master teacher/teacher	4.21	Highly Observed	
4. provides approaches and strategies that may be used for individual teaching practices in the classroom	4.35	Highly Observed	
5. supports the teacher on how to boost the learners' self-confidence and active	4.25	Highly Observed	

participations			
<b>Performance</b> The principal...	<b>4.47</b>	<b>Highly Observed</b>	<b>1</b>
6. promotes democracy and equality in evaluating the teachers' performance	4.53	Highly Observed	
7. creates an atmosphere that motivates individual teachers to perform well	4.47	Highly Observed	
8. monitors the teachers' progress as classroom manager	4.45	Highly Observed	
9. gives an award or reward for those who met the standards, quality services, productions, achievements, and success	4.46	Highly Observed	
10. reminds individual teachers to prepare documents for promotion, and awards	4.44	Highly Observed	
<b>School Community</b>	<b>4.40</b>	<b>Highly Observed</b>	<b>2</b>
11. There is a positive principal-teacher in the organization.	4.33	Highly Observed	
12. The school community is a stress-free and conducive for teaching-learning.	4.37	Highly Observed	
13. There is a positive teacher-student relationship, as well as mutual respect for each other.	4.44	Highly Observed	
14. There is a positive principal-teacher-parent relationship that promotes the learners' academic performance and success.	4.52	Highly Observed	
15. The school community members, principals, teachers, students hold together and share good plans to meet the vision and mission, goals and objectives of the school.	4.34	Highly Observed	

## Discussion

Based on the analysis and interpretation of data, the teacher-respondents never observed that their principals discussed with some points of the lessons presented in class, and become supported by the principals to boost the learners' self-confidence and active participations as indicated in both mean scores of 1.55 as *Never Observed*, but contrary to the principals' who believed that they highly observed the said matter with a mean of 4.22 as *Highly Observed*, as well as they supported their teachers to boost the learners' self-confidence and active participations with a mean of 4.25 as *Highly Observed*. The teachers believed that they can be better in their instructions if their principals immediately discussed some points for improvement or changes if any. According to Fraser (2000 in Tshabalala, 2013), most teachers preferred immediate discussion with their supervisors (heads/principals) about the lessons observed. Enderson *et al.*, (2006) stated that teachers also expected the principals to be caring, understanding, and helpful. This means that there was no constant oral communication between the principals and teachers after the observation. On the other hand, the principal-respondents revealed that they *observed* immediate discussion with their teachers about the lessons in class. They perceived that talking with the teachers regarding

the lessons observed is supported by their evaluation form in which their comments and suggestions are incorporated. This situation seems to be questionable on the part of the teachers because some principals as revealed by the teachers never completed the hour of observations, only some portion of the discussion, and sometimes the introduction or the portion was just observed as indicated to the mean of 1.53 as *Never Observed*. In contrast, the principal-respondents revealed that they come to classroom on time and observe the teaching procedures from the beginning up to the end with a mean of 4.34 as *Highly Observed*. Lowest in rank, the teacher-respondents believed that the principals were not demonstrating a lesson for effective teaching delivery of master teacher/teacher with a mean of 1.43 as *Never Observed*, different to principal-respondents' opinion with a mean of 4.21 as *Highly Observed*. It can be observed that there is really misunderstanding between the teachers and principals.

With regard the performance, the teacher-respondents believed that their principals were monitoring the teachers' progress as classroom manager with a mean of 2.55 as *Least Observed*, unlike the principal-respondents' with a mean of 4.44 as *Highly Observed*. It can be gleaned that there was a mismatch of the opinions between the two groups of respondents. It is clearly noticed that they have individual reasons and expectations of what things to be in the academe, being the teachers and being the principals. As the lowest statement was reminding individual teachers to prepare documents for promotion, and awards was *Never Observed* by the teacher-respondents with a mean of 1.43, away from the principal-respondents' with a mean of 4.44 as *Highly Observed*. It can be explained that according to the teachers they were not reminded about preparation of documents for promotion as they also shared that teachers who were reminded of the matter are those closest to the heads/principals. Then, the principal-respondents also revealed in a conference, meetings, and seminars that they certainly announced the preparations of documents for promotions.

As to school community, the teacher-respondents believed that there was a positive principal-teacher-parent relationship that promotes the learners' academic performance and success with a mean of 3.45 as *Often Observed*, while the principal-respondents also believed that there was a positive relationship between and among with a mean of 4.52 as *Highly Observed*. There can be found that both opinions of the two groups of respondents were very closed as the statement was formed in general sense. The lowest statement, however was that there was a positive principal-teacher in the organization as perceived by the teacher-respondents with a mean of 1.54 as *Never Observed*, but for the principal-respondents' with a mean of 4.33 as *Highly Observed*. Very evident that there was not good relationship, and there found to have misunderstanding or mismatch between the two groups.

Another reason is that the teacher-respondents found to experience unhealthy relationship with the principals. Ceyanes and Slater (2005) stressed that if principals focus on developing trusting relationships with their teachers, they are more likely to reduce burnout. This situation appears to be alarming on the schools' management and success because good relationship cultivates a culture of peace and success not only in instruction but also in their performance, and their connection to the community. However, according to the principal-respondents they have a good relationship with their teachers which obtained a mean of 3.52 as observed. They believed that they have good relationships with their teachers, though it is in contrast to the teachers perception and observations. Arlestig (2008) pointed out that communication process to a higher extent support long-term work towards positive school outcomes. The teachers also revealed that they are stressful and depressed from such activities, reports, and other paper works, which make them desperate as they find their



principals without care, or insensitive to what they feel and experience every day. While the principal-respondents revealed that the school community is well-organized, healthy, comfortable, and environmental friendly. Lineburg (2010) stated that teachers lose their temper as they are sometimes emotional. They also cry on one's shoulder as they find that they are nothing even they made their best.

Based on the results, analyses and interpretations, the composite mean scores as perceived between the two groups of respondents— for the teacher-respondents: School Community (2.38, 1<sup>st</sup> as Least Observed); Performance (2.03, 2<sup>nd</sup> as Least Observed); and Instruction (1.51, 3<sup>rd</sup> as Never Observed); for the principal-respondents: Performance (4.47, 1<sup>st</sup> as Highly Observed); School Community (4.40, 2<sup>nd</sup> as Highly Observed); and Instruction (4.27, 3<sup>rd</sup> as Highly Observed).

According to Schoetzau (1998) this problem also made teachers reluctant to perform their duties, i.e. instruction, seminars, and studies, for their personal growth and development because of their low self-esteem caused by too much pressure at work and unhealthy working place, a place that is considered to be conducive for learning, growth, and development not only the pupils, but also the teachers and principals—as one happy big family.

### Conclusion

The study concluded that principals' relationships towards teachers negatively affect instruction, performance, and the school community.

### Recommendation

Since there are unhealthy relationships in the school community, Fullan (2001) recommended that there should be teachers and principals' seminar and development, and a forum for the benefits of both groups of respondents and for the schools' reform.

That negotiating, allocating, and completing of points must be observed between and among the groups and members of the organization, where request for information, instructions, directives, order, complaints, proposal, and suggestion can be arranged (Aceron, 2015).

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