

TEAM LEADERS' AND WORKERS' MANAGERIAL EFFECTIVENESS WORKPLACE COMPETENCE AND PERFORMANCE

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Abstract

This research determined the significant relationship and influence between the school heads' managerial effectiveness and school performance. It also determined the significant relationship and influence between the teachers' competence and school performance. Furthermore, it examined the challenges encountered by the school heads in terms of managerial work in school, and actions suggested to resolve the problems. This research utilized quantitative and qualitative designs to analyze the data from the 120 teacher respondents and 30 school heads obtained by simple random sampling. It used mean and weighted, to describe the level of indicators. Besides, it utilized Pearson R and linear regression analysis to test the hypotheses. The school heads' managerial effectiveness on implementation, monitoring, and evaluation is significantly linked to curriculum and instruction, and resource management. Also, implementation had significantly influenced the curriculum and instruction of the teachers. Finally, the teachers' competence and school performance, like pedagogy had a significant relationship with the school performance on the curriculum and instruction. Pedagogy established a significant influence on curriculum and instruction. Also, learning environment showed a significant influence on management of resources. The result shows that the school head's managerial effectiveness as well as teachers' competence contribute to the increase of school performance.

Keywords: Managerial effectiveness, teacher's competence, school performance, school-based management, leadership and governance

1. INTRODUCTION

Changes are evident in many schools both in the local and global setting, as the result of the various educational reforms implemented by the government. From these changes, it is imperative to gain deeper insights as to what particular aspects in school management should be strengthened regardless of whether it has been considered as old practice, what should be considered obsolete and be replaced with the new ones, and what should be modified from the old practice with the integration of the new practices based on context. All of these are vital towards the attainment of the quality education that every educational institution is working for.

In managing the school, school heads are beset with the challenge of ensuring that the education reforms are targeted towards better school outcomes specifically, better learning among the students. In doing so, there is a need to have shared vision, responsibility and decision making in planning and implementing programs, projects and activities. Engagement of the teachers and the stakeholders is a key ingredient in ensuring success of school reform agenda where parents and learners do not have concerns about it (Buckner, 2020).

With the school heads are teachers whose leadership in school is unparalleled. They have diverse talents and skills which can be utilized for the school. They have the power to institutionalize practices which are proven effective in improving learning and in helping their colleagues to

better perform their tasks in school (Harrison & Killion, 2007). The teachers and the school heads have collective responsibility of providing learners with appropriate and responsive learning contexts aiming for higher and better performance in school. They are also accountable for ensuring that diversity of learners is considered when facilitating learning.

With the partnership of school leaders and teachers in working together for school outcomes, the school heads play the role as managers who have major influence towards teachers who have the primary tasks of fostering learning. The managerial tasks of the school heads include planning, organizing, implementing, monitoring, and evaluating various facets of the school operation.

Gleaning from the idea of Nwune, Nwogbo and Okonkwo (2016), managers are primarily tasked to arrange the human resources and material resources in order to achieve the goals and objectives of the institution. In the school setting, the human resources that the school heads manage are the teachers and staff. In managing the teachers, school heads have to guarantee that teachers' competencies are adequate, appropriate and strengthened for better school performance. The competencies of teachers in employing effective pedagogy, managing

learning environment, implementing curriculum innovation, assessment, and reporting of learning outcomes are all necessary; hence, school heads should be able to manage all of these aspects. Fundamentally, leaders in school should be able to foster a culture where teachers can have strong sense of purpose and meaning of their profession by continuously improving their teaching practice (Mulford, 2003).

The practices of the school heads in managing their human resources may vary. In this study, the relationship of school heads' managerial effectiveness and teachers' competence on the school performance in terms of school-based management was determined. This is for the purpose of establishing empirical evidence on how school leaders' knowledge, skills and attitude to plan, organize, implement, monitor, and evaluate can be linked to teachers' competence.

2. STATEMENT OF THE PROBLEM

This study determined the relationship of managerial effectiveness of school heads and teachers' competence on school performance in terms of school-based management in Kidapawan City Division and Cotabato Division.

Specifically, it sought to answer the following questions:

1. What is the level of school heads' managerial effectiveness in terms of planning, organizing, implementation, monitoring, and evaluation?
2. What is the level of teachers' competence in terms of pedagogy, learning environment, curriculum innovation, assessment, and reporting?

3. What is the level of school performance on school-based management (SBM) in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources?
4. Is there a significant relationship between school heads' managerial effectiveness and school performance?
5. Does the school heads' managerial effectiveness significantly influence school performance (SBM)?
6. Is there a significant relationship between teachers' competence and school performance?
7. Does the teachers' competence significantly influence school performance (SBM)?
8. What are the challenges being encountered by the school heads in terms of managerial work in your school?
9. How do school heads cope up with the challenges they have encountered in managing a school?
10. What actions do you suggest to resolve the problems you have encountered?

3. CONCEPTUAL FRAMEWORK

The schematic diagram showed the conceptual framework of the study. The Independent Variables (IV) includes the School Heads' Managerial Effectiveness such as planning, organizing, implementation, monitoring and evaluation and Teachers' Competence such as pedagogy, learning environment, curriculum innovation, assessment, and reporting.

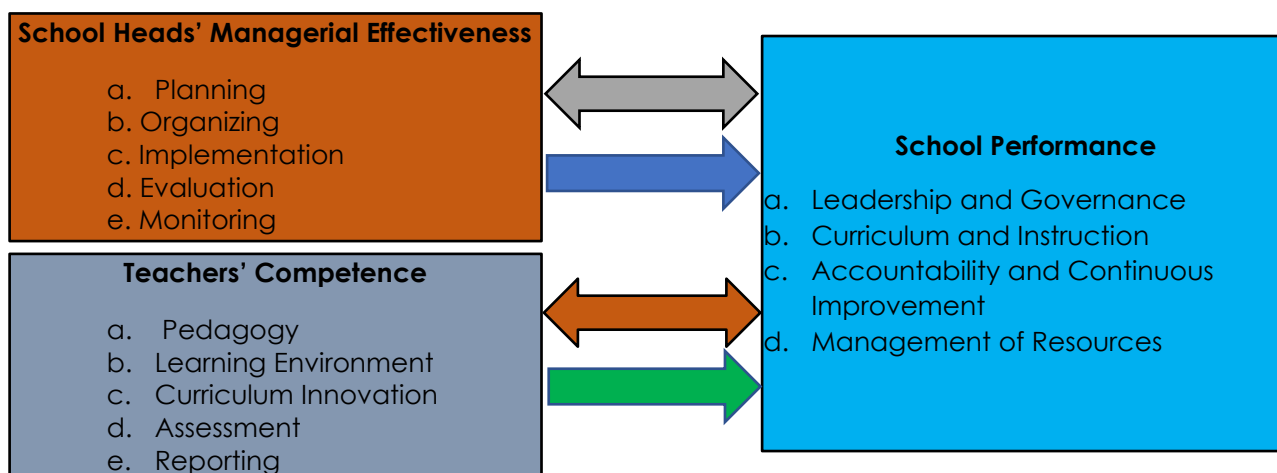


Figure 1 Schematic presentation of the independent variables and the dependent variables

In like manner, the Dependent Variable (DV) in this study is the school performance measured in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management and resources. The study conceptualized the relationship and influence of managerial effectiveness of school heads and teachers' competence on school performance.

The first assumption of the study is that the school heads' managerial effectiveness such as planning, organizing,

implementation, evaluation, and monitoring affects the performance of the school. The second assumption is that the managerial effectiveness of the school head influences the school performances.

The third assumption of the study is that the teachers' competences such as pedagogy, learning environment, curriculum and innovation, assessment, and reporting affect the school performance. The fourth assumption is that teachers' competence greatly influences the school performance.

Bungkac and Salma (2016) research study found out that SBM influenced the leadership styles of school heads which require them to play new roles and face challenges. Schools being considered as learning organization, the stakeholders need to be empowered and collaboratively work together. School leadership is all about empowering others as partners in achieving its vision, mission and objectives.

4. METHODOLOGY

Research Design

This study explored both the quantitative design and qualitative design or mixed method. It is to combine the findings of quantitative and qualitative studies with a single systematic review (Harden, 2010). For quantitative design, descriptive-correlation was used. Descriptive method was employed in determining the level of managerial effectiveness of school heads and level of teachers' competence (Stangor, 2011). Correlation method was used to determine the relationship and influence of managerial effectiveness of school heads and teachers' competence on the school performance (Stangor, 2011). Moreover, qualitative design was employed in order to address the questions related to common experiences of the participants being studied (Creswell, 2013). Focus group discussion (FGD) was employed to gather the issues and challenges confronted by school administrators in financial management and their coping mechanisms and plans of actions to manage and resolve those issues and challenges. The responses of the FGD participants were transcribed, analyzed and categorized thematically. The analyzed results served as inputs in the preparation of Action Plan on managerial effectiveness of school heads and teachers' competence which will be made an official document and basis in addressing the issues and challenges identified by the respondents.

Locale of the Study

The study covered two (2) schools division offices in Region XII SOCCSKSARGEN namely: Cotabato Division and Kidapawan City Division. A total of 30 school principals and 120 secondary school teachers or a total of 150 were included in the study.

Respondents of the Study

The respondents of the study were the school principals and teachers from selected secondary schools of the two school's division offices. A total of 30 school principals and 120 secondary school teachers totaling to 150 respondents were included in the study. 100 respondents from the Cotabato Division and 50 respondents from Kidapawan City Division.

Sampling Procedure

To determine the sample size per division, purposive sampling was employed because it obtains a representative in a group of respondents (Black, 2010). After which, the names of the schools were written in pieces of paper and place in a jar for draw lots. The researcher draws the number of lots according to the sample size to determine the schools included in the study. For focus group discussion (FGD), five (5) teachers of the

school-Based Management Team from each division, from the large schools were invited to join the discussion.

Research Instruments and Data Gathering

This study used a standard questionnaire with the variables based from the school-Based Management Manual was used in obtaining the needed data. The said questionnaire was validated by a pool of experts. Result of the validity and reliability test using Cronbach's Alpha 9 (UCLA institute of digital research and education; statistical consulting, 2016) had 0.847 which means that the instrument was highly reliable. Part I, the survey questionnaire composed of questions pertaining to the School Heads Managerial Effectiveness in relation to School Performance. The first part of the questionnaire required the respondents to tick their answers using the Likert Scale (McLeod, 2019). Part II, the survey questionnaire comprised questions regarding the teachers' competence in relation to School Performance. Part III is the Checklist which accounts for the school-Based Management practices in schools as stipulated in DepEd Order No. 83 s. 2012 or Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT).

Questions for FGD were also included in the survey instrument. These were questions which gathered the responses of the participants on the account of the practices, issues and challenges related to the school heads' managerial effectiveness and level of teachers' competence on the school performance.

Permission letters were sent to the Schools Division Superintendent and to the school principals. The questionnaires distributed to the identified respondents of the study. The raw data tabulated through spread sheets so it is ready for statistical analysis. The data in spread sheet submitted to the statistician for analysis. The data tabulated and the findings were presented. After gathering the results and findings, a Plan of Action was prepared. This served as the blueprint to strengthen the school heads' managerial effectiveness and teachers' competence on school performance.

Statistical Analysis of Data

For quantitative data, the statistical tools give meaning to the meaningless data (Ali, 2016), that were used in the study were the frequency distribution, percentage, mean and weighted mean.

To test the relationship of financial management and decision-making practices of school administrators and school improvement, Pearson Product Moment of Correlation was used. To determine the significant influence of financial management and decision-making practices of school administrators on school improvement, Multiple Linear Regression was utilized.

For the quantitative method involves the collection of data that can be quantified or numerical analysis (Creswell, 2013) and qualitative analysis is a holistic approach that involves discovery (Creswell, 2013) were used. The recorded data in the focused group discussion were transcribed in a verbatim manner and analyzed by the theme to come up with core ideas about issues and

challenges of school heads' managerial effectiveness and teachers' competence on school performance.

5. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

School Heads' Managerial Effectiveness: Planning

Table 1 presents the level of managerial effectiveness of school heads in terms of planning, The result shows that the school heads are highly effective in providing a framework by giving priority to the students' educational achievement with direction according to created goals.

They are very effective in preparing the school plan with the created committee; as well as in articulating a shared vision, mission, and values of the department of education in the school. They also have a systematic activity which programs regarding future courses of action. Further, they formulate more detailed plans to achieve the optimum balance of needs or demands with the available resources very effectively.

The result indicates that school heads are very effective in planning, which coincides with what Juneja, (2015) suggests that working out the best way to meet the need entails identification of priorities of planning.

Table 1 Managerial effectiveness of school heads in terms of planning.

No.	Statement	Mean	Description
1	Provides framework for the achievement of improved learning performance	4.87	Highly Effective
2	Creates goals and identify direction	4.30	Very Effective
3	Articulates shared vision, mission and values of the department of education in the school.	4.17	Very Effective
4	Makes all staff accountable in their action in implementing and communicating plan.	4.03	Very Effective
5	Aids the school board in decision making and in planning.	4.00	Very Effective
6	Plans a direction involving and creating a roadmap of the school.	4.80	Highly Effective
7	Drafts and implements intervention plan.	4.13	Very Effective
8	Has periodic assessments and monitoring of the reports on planning.	4.10	Very Effective
9	Plans and supports advocacy campaigns of all activities of the school	4.03	Very Effective
10	Creates the school planning committee that plans the school activities.	4.20	Very Effective
Weighted Mean		4.26	Very Effective

<i>Scale</i>	<i>Description</i>
4.50-5.00	Highly Effective
3.50-4.49	Very Effective
2.50-3.49	Effective
1.50-2.49	Less Effective
1.00-1.49	Least Effective

Organizing

Table 2 presents the level of managerial effectiveness of school heads in terms of organizing. The result shows that the school heads are very effective in organizing, that includes; initiating information dissemination programs to the extent of utilizing print and non-print media, and cautiously structure and coordinate organizational resources to achieve the organization's purpose.

Moreover, they allocate resources across the organization; and they direct, control, and coordinate the various activities in the school very effectively.

This means that school heads are very effective in organizing which indicates that school heads are properly managing the school resources in order to achieve better school outcomes. Further, they facilitate administration as well as the functioning of the organization. They organize their plans to what is best for the students, teachers, and the school community, which is viewed that it is consistent to the statement of Barnard (1938) cited by McNally (2018) that organizing is the harmonization three important resources such as human resources, physical resources and financial resources.

Table 2 Managerial effectiveness of school heads in terms of organizing

No	Statement	Mean	Description
1	Initiates Information dissemination programs and utilize print and non-print media.	4.50	Highly Effective
2	Organizes activities for the welfare of the teachers and students.	4.03	Very Effective
3	Organizes the school working committees to handle programs, projects, activities of the school.	3.93	Very Effective
4	Delegates' authority and allocating resources across the organization.	4.20	Very Effective
5	Defines the role positions, the jobs related and the co-ordination between authority and responsibility	3.87	Very Effective
6	Makes provision for the structuring of activities and relationships within the school.	4.10	Very Effective
7	Arranges teachers and resources to work toward the goal.	3.97	Very Effective
8	Develops an organizational structure and allocating human resources to ensure the accomplishment of objectives.	3.93	Very Effective
9	Directs, controls, and coordinates the various activities in the school.	4.27	Very Effective
10	Deliberates structures and coordinates organizational resources to achieve the organization's purpose.	4.37	Very Effective
Weighted Mean		4.12	Very Effective

<i>Scale</i>	<i>Description</i>
4.50-5.00	Highly Effective
3.50-4.49	Very Effective
2.50-3.49	Effective
1.50-2.49	Less Effective
1.00-1.49	Least Effective

Implementation

The level of managerial effectiveness of school heads in terms of implementation is shown in Table 3, which is very effective. The result shows that the school heads, places the people in the position according to their abilities, (4.90); and implements the school-based programs, projects, and activities in accordance to the DepEd thrusts, (4.50). They are also considered very effective on these aspects. The results indicate that school heads are very effective in implementing the plans, programs, and projects of the school (4.26). They also prepare financial statements, train employees, and perform other school tasks.

Table 3 Level of managerial effectiveness of school heads in terms of implementation.

No.	Statement	Mean	Description
1	Implements the school-based program, project and activities in line to the Dep-Ed thrust.	4.50	Highly Effective
2	Implements school activities or events that raise awareness of stakeholders.	3.90	Very Effective
3	Places appropriate people in the position.	4.90	Highly Effective
4	Enhances, preserves and maintains teachers' psychological, and emotional health at all times.	4.30	Very Effective
5	Provides teachers' good and wholesome educational and teaching materials.	4.20	Very Effective
6	Strategic in ensuring that teachers are given proper training on pedagogies.	4.33	Very Effective
7	Spends the allocation of the school in line to the annual procurement procedures.	4.20	Very Effective
8	Call or invites the presence of concerned school personnel and parents to solve the problem.	3.97	Very Effective
9	Conducts sessions, trainings and seminars on positive peer relationship.	4.43	Very Effective
10	Inculcates the respect and obedience and employs positive discipline.	3.90	Very Effective
Weighted Mean		4.26	Very Effective

Scale Description
 4.50-5.00 Highly Effective
 3.50-4.49 Very Effective
 2.50-3.49 Effective
 1.50-2.49 Less Effective
 1.00-1.49 Least Effective

Monitoring

Table 4 presents the level of managerial effectiveness of school heads on monitoring. This has a weighted mean of 4.11 with a description as very effective. The school heads are rated highly effective in developing and implements a school-based referral and monitoring system.

They are very effective in monitoring the teachers in their instructional performance through observation, (4.33); in carrying out school activities properly, (4.27); and utilization of project inputs. They likewise keep and update teachers' records and individual performance commitment and review (IPCR). They analyze the situation of projects in the community and project; monitor and evaluate the implementation of the policy; Identify problems facing the community or project and find solutions.

The result implies that monitoring in all the phases of management function were undertaken by the school managers. They manifest very effective management with the way they collect, analyze and report data which are relevant in managing the school operation. Through monitoring in schools, good leadership is put into practice and accountability which leads to school improvement.

The implication on the result of managerial effectiveness of school heads in terms of monitoring in Table 5 is consistent with what Miller (2017) asserts that monitoring has to be systematic and has to reflect continuous process for assessment of the progress of the activities in school over some time. There must be a school management tool for identifying strengths and weaknesses in a program to

help the entire school organization system involve, make the appropriate and timely decision that will improve the quality of intervention

Table 4 Table 4. Managerial effectiveness of school heads in terms of monitoring.

No.	Statement	Mean	Description
1	Develops and implements a school-based referral and monitoring system.	4.50	Highly Effective
2	Determines whether the inputs in the project are well utilized.	4.10	Very Effective
3	Keeps and updates teachers' records and the individual performance commitment and review (IPCR).	4.03	Very Effective
4	Analyses the community situations and community projects.	4.03	Very Effective
5	Monitors and evaluates the implementation of the policy.	4.00	Very Effective
6	Identifies problems of the community and finds solutions to such.	3.87	Very Effective
7	Ensures activities are facilitated appropriately by people who have the capacity to take change.	4.27	Very Effective
8	Learns from the previous experiences.	3.90	Very Effective
9	Determines whether the project is ready to be implemented as planned.	4.07	Very Effective
10	Monitors performance of teachers who have poor result in instructional observation.	4.33	Very Effective
Weighted Mean		4.11	Very Effective

Scale Description
 4.50-5.00 Highly Effective
 3.50-4.49 Very Effective
 2.50-3.49 Effective
 1.50-2.49 Less Effective
 1.00-1.49 Least Effective

Evaluation

Table 5 presents the level of managerial effectiveness of school heads in terms of monitoring. The data indicate that the performance of school heads in monitoring shows a highly effective performance in Initiating periodic review and evaluation of teachers' performance as well as the rest of the indicators were rated very effective (4.24), or very effective.

The results indicate that the school administrators are very effective in evaluating the school plans, projects, and programs of the school. They have continuous management function to assess if the projects are implemented as planned, account the strengths and weaknesses and find out if the project serves the purpose. The evaluation is intended to aid decision-making towards the explicit goal and facilitates learning from past successes and challenges encountered during the implementation.

Martinez (2005) asserts that evaluation has to be done periodically to find out if the planned activities to achieve its stated objectives and anticipated results are in place. Program evaluation, conducted regularly, can greatly improve the management and effectiveness of the organization and its programs.

Table 5 Managerial effectiveness of school heads in terms of evaluation.

No.	Statement	Mean	Description
1	Initiates periodic review and evaluation of teachers' performance.	4.73	Highly Effective
2	Supervises and directs the development of the teachers' performance relevant and responsive to the school's goals and mission.	4.27	Very Effective
3	Consolidates reports on the performance of the teachers and submit to division.	4.13	Very Effective
4	Provides constructive feedback on teachers' performance.	4.40	Very Effective
5	Develops performance appraisal and compensation policies to stimulate individual creativity & teamwork.	4.27	Very Effective
6	Discusses, administers & interprets results of different types of indicators to evaluate teachers' performance.	4.33	Very Effective
7	Coordinates to the concern leaders of the school in regards to the activities conducted for future reference.	3.87	Very Effective
8	Conducts survey to evaluate the strength and weaknesses of the teachers in regards to instruction.	4.00	Very Effective
9	Checks the developmental needs of teachers in their IPCR as basis of making OPCR.	4.10	Very Effective
10	Promotes sound education principle, fulfilment of instructional missions and effective performance.	4.27	Very Effective
Weighted Mean		4.24	Very Effective

<i>Scale</i>	<i>Description</i>
4.50-5.00	Highly Effective
3.50-4.49	Very Effective
2.50-3.49	Effective
1.50-2.49	Less Effective
1.00-1.49	Least Effective

Level of Teachers' Competence: Pedagogy

In Table 6, the data on the level of teachers' competence in terms of pedagogy shows a 4.44 weighted mean. The teachers showed competence in giving students' opportunity to perform hands-on activities to enhance mastery of the lesson with a mean of 4.58; as well as in using peer-tutoring, collaborative, & cooperative learning to develop learners' self-confidence, self-esteem and the value of cooperation; and in developing the concept from one grade to the next with an increasing level of complexity and sophistication. The teachers were rated by the school heads as competent in terms of pedagogy where their teachers have different strategies to employ to address the different needs of the students.

Learning can be better facilitated with appropriate pedagogies. Indeed, there are several teaching strategies to choose from and teachers need to choose the most appropriate depending on the context of the learners.

As opined by Scott (2013), the choice of pedagogy matters and that the appropriateness of one pedagogy largely depends on the objectives of the lesson in a particular content; and the kind of learners the teachers will deal with since learners are diverse and are always affected by the learning environment.

Table 6 Level of competence of the teachers in terms of pedagogy.

No	Statement	Mean	Description
1	Uses discovery, inquiry learning, and experimentation to develop proficient reasoning and HOTS.	4.38	Competent
2	Provides lab. instruments and hands-on experiments to increase students' interest in the science subjects.	4.30	Competent
3	Designs instructional activities requiring student collaboration to accomplish a joint product.	4.44	Competent
4	Develops concept from one grade to the next with an increasing level of complexity and sophistication.	4.56	Highly Competent
5	Provides more integrative and multi-disciplinary learning activities.	4.40	Competent
6	Monitors report in periodic assessment of the students' performance.	4.45	Competent
7	Uses experiential teaching to heighten students' performance in the application of concepts & observation.	4.34	Competent
8	Gives students' opportunity to perform hands-on activities to enhance mastery of the lesson.	4.58	Highly Competent
9	Uses peer-tutoring, collaborative, & cooperative learning to develop learners' self-confidence, self-esteem and the value of cooperation.	4.58	Highly Competent
10	Provides opportunity to students to engage learning environment.	4.33	Competent
Weighted Mean		4.44	Competent

<i>Scale</i>	<i>Description</i>
4.50-5.00	Highly Effective
3.50-4.49	Very Effective
2.50-3.49	Effective
1.50-2.49	Less Effective
1.00-1.49	Least Effective

Learning Environment

Table 7 presents the level of teachers' competence in terms of the learning environment. All indicators that describe the competence of teachers in the preparation of the learning environment for learners were competent having a 4.34 weighted mean. The result indicates that the teachers were competent in structuring a learning environment as observed by the school heads.

Table 7 Competence of the teachers in terms of learning environment.

No.	Statement	Mean	Description
1	Initiates Information dissemination programs and utilize print and non-print media.	4.29	Competent
2	Supports activities serving as protection for children from abusive instances.	4.27	Competent
3	Integrates education sessions on the policy during the PTA general assembly.	4.28	Competent
4	Implements parenting seminars and other activities.	4.25	Competent
5	Employs means in integrating and teaching children's rights in the classroom.	4.36	Competent
6	Encourages and supports initiatives of students	4.40	Competent
7	Integrates children's rights to education in the lesson.	4.36	Competent

8	Implements school activities and programs aiming to promote the children's rights awareness.	4.45	Competent
9	Disseminates programs in relation to gender awareness and development.	4.39	Competent
10	Provides one corner in the classroom that reflects the child friendly school system.	4.37	Competent
Weighted Mean		4.34	Competent

Scale
 4.50-5.00 *Highly Effective*
 3.50-4.49 *Very Effective*
 2.50-3.49 *Effective*
 1.50-2.49 *Less Effective*
 1.00-1.49 *Least Effective*

Curriculum Innovation

Table 8 presents the level of teachers' competence in terms of curriculum innovation. It shows that the respondents rated all indicators as competent with a weighted mean of 4.34, described as competent. This indicates that the teachers as observed by the school administrators were competent in terms of curriculum innovation where the teachers can competently give definition of the target learning outcomes, evaluate learning, and choose the right content and the corresponding pedagogies for better learning experiences. It also shows that teachers work collaboratively with colleagues for the enhancement of their professional knowledge and skills. The sequence lessons conform with the learning programs which are contextually relevant, responsive to learners' needs, and incorporate a range of teaching and learning resources.

This goes with the emphasis of Glenn, (2018) on the effectiveness of the curriculum. This author highlights that when the curriculum is effective, it enables the teachers and the stakeholders to plan and structure the most effective way of delivering education.

Table 8 Level of competence of the teachers in terms of curriculum innovation

No.	Statement	Mean	Description
1	Disseminates information about the curriculum.	4.34	Competent
2	Assists teachers in evaluating the utility of the curriculum being implemented.	4.17	Competent
3	Coordinates research projects which are related to curriculum.	4.39	Competent
4	Assists developing educational standards.	4.43	Competent
5	Employs the findings of researches that have something to do with curriculum implementation.	4.37	Competent
6	Initiates online resources as their teaching materials	4.42	Competent
7	Provides technical assistance on the use and application of educational technology.	4.33	Competent
8	Utilizes the library or computer laboratory for the students for their educational research.	4.23	Competent
9	Uses higher order thinking skills in asking questions.	4.11	Competent
10	Provides assistance in research projects initiated based on research agenda.	4.43	Competent
Weighted Mean		4.32	Competent

Scale
 4.50-5.00 *Highly Effective*
 3.50-4.49 *Very Effective*
 2.50-3.49 *Effective*
 1.50-2.49 *Less Effective*
 1.00-1.49 *Least Effective*

Assessment

Table 9 presents the level of teachers' competence in terms of assessment. It shows that respondents rated all indicators as competent having a weighted mean of 4.37, described as competent. This indicates that the teachers are competent in terms of assessment where the teachers involve gathering, interpreting, and using information about the processes and outcomes of learning.

The result presented in Table 9 implies that the school administrators always assess their teachers to determine how competent they are in their teaching practices and all other areas related to it, which concurs to what Lynch (2016) said that assessment to gather relevant information about teachers and students' performance or progress is necessary as the basis in determining students' interests to make judgments about the learning process.

Table 9 Level of competence of the teachers in terms of assessment.

No.	Statement	Mean	Description
1	Uses quality assurance instrument to monitor the achievements of students.	4.38	Competent
2	Provides students' grades or marks.	4.38	Competent
3	Emphasizes formative or developmental purpose of quality assurance of students' learning.	4.40	Competent
4	Provides feedbacks to students.	4.48	Competent
5	Reports the progress of the students to the parents.	4.35	Competent
6	Assesses presented nomenclature for the students to reach the content and performance standards of the curriculum.	4.35	Competent
7	Diagnoses students' learning problems.	4.44	Competent
8	Uses the quality assurance tool in promoting students' accountabilities to learn.	4.31	Competent
9	Updates in making daily lesson plan.	4.25	Competent
10	Uses quality assurance tool to provide a basis for the profiling of students' performance.	4.41	Competent
Weighted Mean		4.37	Competent

Scale
 4.50-5.00 *Highly Effective*
 3.50-4.49 *Very Effective*
 2.50-3.49 *Effective*
 1.50-2.49 *Less Effective*
 1.00-1.49 *Least Effective*

Reporting

Table 10 presents the level of teachers' competence in terms of reporting, which obtained a 4.28 weighted mean score. The result indicates that teachers were observed competent in providing information, reports in the implementation of the programs, plans, and activities undertaken by the teachers to the school administrators.

This implies that the teachers are doing their part in reporting to the school heads as part of management practices to address all the problems encountered and to

resolve with the aid of the school administrators, which corresponds to what Bryson & Cunningham (2002) affirmed that one of the greatest concerns of teachers is determining and reporting student performance.

A flow of communication between the school and the students with the parents in the interest of providing feedback and guidance to allow the child to develop their talents according to their capabilities have to be established.

Table 10 Level of competence of the teachers in terms of reporting

No.	Statement	Mean	Description
1	Provides information and guidance to the students to facilitate planning and decision making.	4.33	Competent
2	Identifies, refers and reports to the appropriate offices the misbehavior of the students.	4.28	Competent
3	Gives updated information to students about the new concept of the programs, projects and activities of the school.	4.33	Competent
4	Offers a general introduction to report writing and take accounts of specific instructions provided.	4.28	Competent
5	Monitors, evaluates and reports the implementation of the programs, projects and activities under his/her care.	4.09	Competent
6	Consolidate reports on the progress of the students.	4.23	Competent
7	Provides feedback to students and to higher offices for decision making.	4.38	Competent
8	Gives conclusion and recommendation on the students' report.	4.03	Competent
9	Has proper reporting template as a guide for monthly or quarterly report.	4.34	Competent
10	Provides positive statements report instead of negative ones.	4.48	Competent
Weighted Mean		4.28	Competent

<i>Scale</i>	<i>Description</i>
4.50-5.00	Highly Effective
3.50-4.49	Very Effective
2.50-3.49	Effective
1.50-2.49	Less Effective
1.00-1.49	Least Effective

Level of School Performance

For leadership and governance, the respondents rated indicator 2 as always observed while the rest they rated as oftentimes observed and the weighted mean is 4.41, described as oftentimes observed. This means that the school administrators take the lead to organize the structure of work and ensure responsibilities of promoting shared leadership and governance. Bantolo (2018) stated that a school should organize a structured and highly understandable arrangement in work through shared leadership and governance. Leaders should be able to work hand in hand with the teachers and stakeholders so the school can effectively address the learning demands and needs of the learners.

The data on school performance in terms of school-based management on curriculum and instruction indicate that the participants frequently witnessed teachers employing materials and procedures in classroom, at home, as well as

in the society to foster critical, creativity, and problem-solving in a learning community, and that these materials and practices provided the desired outcome. This implies that school administrators continue to strive for excellence in education. The implication corresponds with the emphasis of Caldweel (2005) that the growing realization among SBM proponents is the achievement of better students' results.

Furthermore, the level of school performance in terms of school-based management on accountability and continuous improvement indicated always observed results. This is evident through the conduct of assessment integrating the school-community for improved monitoring and evaluation of school system, and providing technical assistance. The results imply that school heads are employ managerial abilities which aimed at strengthening and improving the accountabilities systems of the school. Principals, according to Lam (2006), must guarantee that schools establish an accountability model that provides a reasonable staff appraisal, the development of yearly school profiles, and other data for families, learners, and the public as a whole.

In terms of management of resources, the result shows that the respondents rated indicator 5 as always observed while the rest of the indicators were rated oftentimes observed. Management of resources obtained a weighted mean of 4.41, described as oftentimes observed. This indicates that the school administrators oftentimes observed about the management of resources in schools. With the effective school management of school administrators and the collaboration with the stakeholders, the schools' plans, projects, and programs may be sustained with the resources coming from internal and external sources.

The result is consistent with the idea of resource management, which entails obtaining, assigning, and finding resources for a project, such as people and their abilities, finance, equipment, materials, machines, and natural resources. Internal and external resources are employed effectively, on schedule, and within budget, thanks to resource management. (Bird 2018).

Table 11 Level of School Performance

School Performance	Mean	Description
Leadership and Governance	4.41	Oftentimes Observed
Curriculum and Instruction	4.25	Oftentimes Observed
Accountability and Continuous Improvement	4.42	Oftentimes Observed
Management of Resources	4.41	Oftentimes Observed

<i>Scale</i>	<i>Description</i>
4.50-5.00	Always Observed
3.50-4.49	Oftentimes Observed
2.50-3.49	Sometimes Observed
1.50-2.49	Seldom Observed
1.00-1.49	Rarely Observed

Relationship of School Heads' Managerial Effectiveness and School Performance

Table 12 shows the significant relationship between school heads' managerial effectiveness and school performance. As shown in the table, the level of school performance was greatly affected mostly by implementation and monitoring. A negative correlation was shown in the implementation of the school heads' managerial effectiveness to the school performance

particularly on curriculum and instruction (P correlation = -0.259*, Sig. = 0.047).

The result means that managerial effectiveness is high, but the level of school performance practices in terms of curriculum and instruction is low as reflected in Table 13 that the school administrators were oftentimes observed in the implementation of the curriculum and instruction of their teachers. It also means that some teachers are not yet ready to embrace the K to 12 curricula, and the additional 2 years in basic education that is manifested burden to the parents and teachers (KI # 8).

Further, the school administrators must give more time to focus on the curriculum and instruction by monitoring the class through constant religious observation so that they can give technical assistance to their teachers (Instructional Supervision Procedures and Scheduled, Deped Memo no. 138, S. 2018).

A positive significant relationship is also established between monitoring and management of resources (P correlation = 0.245*, Sig. = 0.046) which means that the school administrators always monitor regarding the activities of the school whether internal and external affairs. The financial aspect of the school should be verified and practiced transparency all-time for the teachers and the stakeholders.

Muraina (2006) showed a strong link between leadership abilities and the administrative performance of secondary head teachers in selected secondary schools in Oyo State's Itesiwaju Local Government Area. Similarly, in order to attain administrative effectiveness, principals must have enough and strong managerial skills.

Table 12 Correlation matrix showing the relationship of the school heads' managerial effectiveness and school performance

Managerial Effectiveness		Leadership & Governance	Curr. & Instruction	Account & Cont. Improve	Mgt. of Resources
Planning	Pearson r	0.154	-0.175	0.090	0.140
	Probability	0.410	0.345	0.629	0.453
	N	31	31	31	31
Organizing	Pearson r	0.033	0.004	-0.045	0.076
	Probability	0.862	0.985	0.809	0.683
	N	31	31	31	31
Implementation	Pearson r	-0.047	-0.259*	-0.115	0.057
	Probability	0.803	0.047	0.539	0.760
	N	31	31	31	31
Monitoring	Pearson r	0.062	-0.097	-0.162	0.245*
	Probability	0.740	0.603	0.383	0.046
	N	31	31	31	31
Evaluation	Pearson r	-0.064	0.010	-0.086	0.090
	Probability	0.731	0.956	0.644	0.630
	N	31	31	31	31

Influence of the School Heads' Managerial Effectiveness on the School Performance

School Heads' Managerial Effectiveness and Leadership and Governance

It is shown in Table 13 that school managerial effectiveness did not significantly influence the school performance in terms of leadership and governance (F – value = 0.329, Probability = 0.0891ns). Since the probability value is significantly higher than the set 0.050

level of significance, the hypothesis of the study was accepted. The gleaned data reflect that the school heads' managerial effectiveness did not significantly affect their leadership and governance roles in terms of planning, organizing, implementation, evaluation, and monitoring. This tells that the planning, organizing, implementation, evaluation, and monitoring skills of the school administrators do not influence as to whether or not the leadership and governance are being implemented or practiced.

Since the teachers have more on investing the pupils, the school administrators implement the program. Castro (2019) found that to become a highly performing school, the school head, teachers and stakeholders should work collaboratively in defining their duties and responsibilities. The school head leads the teachers and other stakeholders in enhancing the school development plan to involve internal and external stakeholders in planning for school improvement about school matters.

Table 13 Influence of the school heads' managerial effectiveness on the school performance in terms of leadership and governance.

Managerial Effectiveness	Coef. β	Std. Error	t - value	Probability
(Constant)	4.066	0.912	4.460	0.000
Planning	0.204	0.196	1.037	0.310
Organizing	-0.041	0.154	-0.264	0.794
Implementation	-0.086	0.110	-0.781	0.442
Evaluation	0.102	0.155	0.659	0.516
Monitoring	-0.096	0.163	-0.589	0.561

Multiple R = 0.062 F – Value = 0.329
 Probability = 0.891^{ns} ^{ns} = Not Significant

School Heads' Managerial Effectiveness and Curriculum and Instruction

The result in Table 14 reveals that the combined effect of school managerial effectiveness significantly influenced school performance in terms of curriculum and instruction (F – value = 2.570, Probability = 0.047*). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.050.

However, 20.20% of the variation of the school performance in terms of curriculum and instruction was accounted for by the implementation. The remaining 79.80% was accounted for by some school management not involved in the study.

Table 14 Influence of the school heads' managerial effectiveness on the school performance in terms of curriculum and instruction.

Managerial Effectiveness	Coef. B	Std. Error	t - value	Probability
(Constant)	5.062	1.178	4.298	0.000
Planning	-0.164	0.254	-0.646	0.524
Organizing	0.179	0.199	0.904	0.375
Implementation	-0.155	0.142	-1.092	0.045*
Evaluation	-0.088	0.200	-0.443	0.662
Monitoring	0.041	0.211	0.195	0.847

Multiple R = 0.202 F – Value = 2.570
 Probability = 0.047* * = Significant at 5% level

Among the management functions included in the study, implementation appeared to be the predictor of the school performance on curriculum and instruction. It implies that implementation greatly affected curriculum and

instruction which means that the implementation of the managerial practices of school administrators like the constant observation of the class contribute to the teachers to become competent on the curriculum and instruction by giving technical assistance to areas where the teachers need more assistance. The findings confirm the statement of Birkland (2016) that policies contain clearly defined goals against which performance can be measured.

School Heads’ Managerial Effectiveness and Accountability and Continuous Improvement

It can be gleaned from the results that accountability and continuous improvement as part of SBM are not significantly affected by the school heads’ managerial effectiveness, the planning, organizing, implementation, evaluation, and monitoring. This means that the planning, organizing, implementation, evaluation, and monitoring skills of the school administrators do not influence as to whether or not the accountability and continuous improvement are being implemented or practiced. Since teachers are the main actors to invest more on the pupils, the principals will only be the implementers of the programs.

The findings contradict Craft's (2012) study, which revealed that instructors are being compelled to modify technique in their classes and with their colleagues via continuous improvement methods (often characterized as professional learning communities). To be successful, the systems in which teachers operate must likewise be committed to constant improvement. Schools and districts must transform into learning institutions. Many systems face this inherent difficulty, which is exacerbated by the several layers of governance.

Table 15 Influence of the school heads’ managerial effectiveness on the school performance in terms of accountability and continuous improvement.

Managerial Effectiveness	Coef. β	Std. Error	t - value	Probability
(Constant)	4.497	1.334	3.370	0.002
Planning	0.223	0.288	0.776	0.445
Organizing	0.019	0.225	0.085	0.933
Implementation	-0.100	0.161	-0.625	0.538
Evaluation	-0.123	0.226	-0.544	0.591
Monitoring	-0.041	0.239	-0.171	0.866

Multiple R = 0.058 F - Value = 0.308
 Probability = 0.903^{ns} ns = Not Significant

School Heads’ Managerial Effectiveness and Management of Resources

In Table 16, the result revealed that the combined effect of school managerial effectiveness significantly influenced the school performance in terms of management of resources (F – value = 1.482, Probability = 0.046*). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.050 level of significance.

However, 18.80% of the variability in the school performance in terms of management or resources was attributed to evaluation. The remaining 81.20% are not part of this study.

Among the management functions of school heads included to measure their managerial effectiveness in the study, the evaluation was found to be the best predictor on

the school performance pertaining to the management of resources. It implies that the evaluation of the school administrators greatly affected the management of resources which means that the evaluation of the managerial effectiveness of school administrators like evaluating the programs and projects ensure the transparency of the principals on how they manage the resources of the school. School heads have to employ internal evaluations in getting the information about the school programs, projects, and activities so that they can make sound decisions regarding the implemented programs.

The result's implication is most likely consistent with the Center Point Institute's (2005) assertion that well-run businesses and effective initiatives are those that can show results. Good management yields positive results. Good decision-making is the foundation of good leadership. Effective information is essential for making good decisions. Good data and careful data analysis are required for good information. All of these aspects of appraisal are crucial.

Table 16 Influence of the school heads’ managerial effectiveness on the school performance in terms of accountability and continuous improvement.

Managerial Effectiveness	Coef. β	Std. Error	t - value	Probability
(Constant)	4.497	1.334	3.370	0.002
Planning	0.223	0.288	0.776	0.445
Organizing	0.019	0.225	0.085	0.933
Implementation	-0.100	0.161	-0.625	0.538
Evaluation	-0.123	0.226	-0.544	0.591
Monitoring	-0.041	0.239	-0.171	0.866

Multiple R = 0.058 F - Value = 0.308
 Probability = 0.903^{ns} ns = Not Significant

Relationship of the Teachers’ Competence and the School Performance

Teachers’ Competence and School Performance

Table 17 shows the significant relationship between school teachers’ competence and school performance. As shown in the table, the level of school performance was greatly affected mostly by pedagogy and learning environment. A negative correlation was shown in the teachers’ competences to the school performance particularly on the management of resources (P correlation = -0.179*, Sig. = 0.049). This means, that when the teachers’ competence is high, the lower is the level of practices of management of resources as reflected in Table 13 that the school administrators have oftentimes observed the implementation of the management of resources of their teachers.

It also means that the aspect of developing the learning environment of the school is not in the priority lists of some school heads (KI# 8). Further, even though the teachers have limited resources and most of the time they are adversely affected, they get financial resources from their pocket for buying some instructional materials to ensure that the learning environment will be not be compromised.

A positive significant relationship with low correlation is also established between pedagogy and curriculum and instruction (P correlation = 0.397*, Sig. = 0.027) which

means that when the teachers' method and practice of teaching are high, its curriculum and instruction is also high. This indicates that the teachers' knowledge of pedagogy or the subject matter and the appropriate strategy will always compliment the curriculum and innovation.

The findings of this study affirm the findings of Petalla and Madrigal (2017) that there is a significant relationship between teachers' management skills and efficiency of applying professional standards when the teachers are exposed to different skills in the class.

Table 17 Correlation matrix showing the relationship of the teachers' competence and school performance.

Teachers' Competence		Lead. & Gov.	Curr. & Instruction	Account. & Cont. Improve.	Mgt. of Resources
Pedagogy	Pearson r	0.038	0.397*	-0.060	-0.111
	Probability	0.840	0.027	0.749	0.552
	N	31	31	31	31
Learning Environment	Pearson r	0.074	0.024	-0.075	-0.179*
	Probability	0.692	0.899	0.689	0.049
	N	31	31	31	31
Curriculum Innovation	Pearson r	0.026	-0.068	0.134	-0.185
	Probability	0.891	0.718	0.472	0.320
	N	31	31	31	31
Assessment	Pearson r	0.165	-0.143	-0.112	-0.050
	Probability	0.377	0.442	0.550	0.790
	N	31	31	31	31
Reporting	Pearson r	0.019	0.044	-0.200	0.127
	Probability	0.918	0.812	0.282	0.497
	N	31	31	31	31

Influence of the Teachers' Competence on the School Performance

Teachers' Competence and Leadership and Governance

Table 18 shows that teachers' competence did not significantly influence school performance in terms of leadership and governance (F – value = 0.159, Probability = 0.975ns). It can be noted from the results that the leadership and governance rules as part of SBM are not significantly affected by the teachers' competence, such as pedagogy, learning environment, curriculum innovation, assessment, and reporting. This indicates that the pedagogy, learning environment, curriculum innovation, assessment, and reporting competence of teachers do not influence the leadership and governance.

Table 18 Influence of the teachers' competence on the school performance in terms of leadership and governance.

Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	4.645	2.536	1.832	0.079
Pedagogy	0.011	0.215	0.050	0.960
Learning environment	0.054	0.189	0.286	0.777
Curriculum innovation	0.018	0.208	0.086	0.932
Assessment	-0.157	0.208	-0.757	0.456
Reporting	0.023	0.252	0.091	0.928

Multiple R = 0.031
Probability = 0.975^{ns}

F – Value = 0.159
^{ns} = Not Significant

It means that there are other areas where teachers are competent that complement its leadership and

governance. The findings show inconsistency in the study of Castro (2019) which declares that to become a high performing school, school head, teachers and stakeholders should work collaboratively in defining their duties and responsibilities.

Teachers' Competence and Curriculum and Instruction

In Table 19, the result reveals that the combined effect of teacher's competence significantly influenced the school performance in terms of curriculum and instruction (F – value = 1.009, Probability = 0.050*). However, only 16.80% of the variation of the school performance in terms of curriculum and instruction was accounted for by the pedagogy.

Further, among the teachers' competence included in the study, pedagogy was found to be the best predictor of the school performance on curriculum and instruction. It implies that pedagogy greatly affected curriculum and instruction which means that when the teachers' method and practice of teaching are high, its curriculum and instructional practices are also high. This indicates that the teachers' knowledge on pedagogy or the subject matter and the appropriate strategy always compliment the curriculum and instruction.

As per Scott (2015), pedagogical effectiveness often becomes dependent on the subject material to be taught, recognizing the unique requirements of individual learners, and responding to the on climate in the classroom and external setting. The best teachers, in general, trust in their pupils' ability to learn and use a variety of pedagogical tactics to help them do so.

Table 19 Influence of the teachers' competence on the school performance in terms of curriculum and instruction.

Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	2.428	3.104	0.782	0.441
Pedagogy	0.540	0.263	2.053	0.050*
Learning environment	-0.004	0.232	-0.016	0.987
Curriculum innovation	-0.059	0.254	-0.232	0.818
Assessment	-0.110	0.254	-0.434	0.668
Reporting	0.045	0.309	0.147	0.884

Multiple R = 0.168

F – Value = 1.009

Probability = 0.050*

* = Significant at 5% level

Teachers' Competence and Accountability and Continuous Improvement

The teachers' competence did not significantly influence school performance in terms of accountability and continuous improvement (F – value = 0.358, Probability = 0.872ns). Since the probability value is significantly higher than the 0.050 level of significance, the hypothesis of the study was accepted. It can be viewed in the results that the accountability and continuous improvement is not significantly affected by the teachers' competence, such as pedagogy, learning environment, curriculum innovation, assessment, and reporting.

This indicates that the pedagogy, learning environment, curriculum innovation, assessment, and reporting competence of teachers do not influence accountability and continuous improvement.

It means that teachers' competence did not contribute to the school performance on accountability and continuous improvement because there are other areas where teachers are competent that complement its accountability and continuous improvement. Craft (2012) found that educators are adequately compelled to modify technique through continuous improvement processes in their classes and with their colleagues, which are typically referred to as professional learning.

Table 20 Influence of the teachers' competence on the school performance in terms of accountability and continuous improvements.

Competence	Coef. B	Std. Error	t - value	Probability
(Constant)	7.548	3.636	2.076	0.048
Pedagogy	-0.135	0.308	-0.439	0.664
Learning environment	-0.100	0.271	-0.368	0.716
Curriculum innovation	0.028	0.298	0.094	0.926
Assessment	-0.204	0.298	-0.686	0.499
Reporting	-0.309	0.362	-0.855	0.401

Multiple R = 0.067

F - Value = 0.358

Probability = 0.872^{ns}

^{ns} = Not Significant

Teachers' Competence and Management of Resources

In Table 21, the result reveals that the combined effect of teacher's competence significantly influenced the school performance in terms of management of resources (F - value = 1.408, Probability = 0.049*). However, 19.40% of the variation of the school performance in terms of management of resources was accounted for by the environment.

Among the teachers' competence included in the study, the learning environment was found to be the best predictor of the school performance on the management of resources. A negative t-value was established in the learning environment which implies that the school administrators have oftentimes observed the management of resources of their teachers as reflected in Table 13 that even though the teachers have limited resources and most of the time they are affected, they get financial resources from their pocket for the purchase of some instructional materials to ensure that the learning environment will be not be compromised.

The result supports Bird's (2018) assertion that resource planning guarantees that internally and externally resources are used efficiently, on schedule, and within budget. Resources can be accessed either from within the institution or from other sources.

Table 21 Influence of the teachers' competence on the school performance in terms of management of resources.

Competence	Coef. β	Std. Error	t - value	Probability
(Constant)	7.631	3.264	2.338	0.028
Pedagogy	-0.182	0.276	-0.657	0.517
Learning environment	-0.245	0.244	-1.004	0.050*
Curriculum innovation	-0.223	0.267	-0.835	0.412
Assessment	-0.152	0.267	-0.568	0.575
Reporting	0.064	0.325	0.197	0.846

Multiple R = 0.194

F - Value = 1.418

Probability = 0.049*

* = Significant at 5% level

Challenges Encountered in terms of Managerial Work in School

Addressing teachers' differences. Having different perspectives is such an arduous task to fulfill. There are teachers who are sensitive to issues while others are not. It is because of their personal backgrounds such as their values and beliefs. Thus, the school heads cannot easily implement the needed programs since some of them are resistant to change. This is usually true especially to teachers who are already refused to embrace the new ways of teaching because they always believed that theirs are more effective. In the long run, having this kind of co-teachers in school, they have to adjust with their own leadership style to avoid conflicts and chaos in the workplace.

This is further emphasized by the statement of the informant who said that:

“Resolving the differences among the teaching and non-teaching staff in terms of their respective values, culture, beliefs and behavior toward working conditions, educational practices and system” (KI # 1, Q 1).

Addressing relationship with stakeholders. They are considered to be crucial in school's operations. Without them and their total participation, all programs and activities are in total fiasco. Normally, their lack of participation can result to poor performance of their children too. Supposedly, they have the skills and knowledge on SBM endeavor since this is the heart of the school's performance and improvement in all facets. Meanwhile, there are teachers who are very negative towards in accepting responsibilities and perceived these as a burden on their part. Usually, this results to the non-acceptance of coordinator position or the ending is that school heads have to take the responsibilities considering that they too have more to do.

One of the informants validated that:

“Lack of skills of stakeholders on SBM operations- Specifically the PTA Officials who were elected during the first month of the school opening. Others are not really competent and knowledgeable in leading and governing a school. Sometimes, they were elected by chance. They have no idea and skills about school management. Educational problems such as low enrolment, attendance and academic performance and MOOE Disbursements with parental involvement might sometimes create tensions or conflicts. They are part of our school planning team but in reality, they just follow what is being planned by the school. They cannot also spend enough time with the school in doing school development plans. They might have the perception of increased workload for them” (KI #4, Q #1).

Primary and secondary school principals can achieve and sustain positive student results in any setting, but the degree of success is likely to be influenced by the relative advantage/disadvantage of the communities from which their students came from (Connolly & Dunning, 2006).

Addressing gaps between performance and outcomes. Generally, it is a common problem among schools of having financial difficulties. This implies that funds given by the Department of Education cannot suffice the needs of teachers, students, and for the improvement of the school facilities. Eventually, this could create a gap for excellence and in the delivery of quality instructions. Instructional materials are essential in the teaching-learning process. Students have the grasp of the bodies of knowledge being taught to them when all of these are

performed by them Less on the the theories but more on the applications. However, this is not the picture that happens in school because of the scarcity of the necessary instructional materials. In addition, some of the parents cannot even afford to provide even the basics that are highly needed by their children in school.

Furthermore, the informant reiterated that:

“Most of our parents belonged to low income, we cannot expect a hundred percent participation of parents during school related activities because they are only looking some means to earn daily income for their family. They would allow their children of age to represent them” (KI #4, Q #1).

On the other hand, it was said that if educators utilize a universal learner's materials, they presume that all learners have same styles of learning and results, which is not the case as they must accommodate for inclusivity in the classroom. A 21-century class, in order to accept diversity, mandates and supports the development and deployment of varied teaching practices (Olumurin, 2010), which includes producing learner's resources to fulfill students' particular needs.

Addressing teachers' workload. The truth of the matter is that teachers do not only confide themselves in the four corners of their respective classrooms and teach the learners. But because of the increased workloads, like being the coordinator of the different programs implemented by the Department of Education, usually teachers' complaint basically they spent more time in document preparation than in focusing on the general welfare of their learners. More so, this could affect their performance because some of the needed competencies are no longer addressed. Sometimes paper works consumed much of their time than in honing the children becoming productive and competent.

The informant stated that:

“Increased workload for teachers- We often hear teachers murmuring that SBM Implementation is an additional work for them. Preparation of documents for four principles is the hardest thing to do. They often spend more time in the consolidation rather than in attending their classes” (KI #4, Q #1).

From an OECD survey published in 2016, teachers who are overworked have lower job satisfaction. Relative to 8% of those who did not indicate excessive workload, 42% of instructors who answered yes that their volume of work is uncontrollable disagreed that "the benefits of becoming a teacher clearly exceed the negatives."

Addressing Challenges Encountered in terms of Managerial Work in School

Coping to attain desired goals with persistence. As a coping strategy employed by school heads, they emphasized on the strict implementation of the Civil Service Commission policies and regulations that set the standards and norms in the school. In the same vein, to create a better partnership, and relationship between and among the teachers and the community it is indeed a must for them to address differences. Thorough this they have the total awareness of the essentialities of respect. Since money is an important factor, they have exhibited transparency with regards to the finances in order to avoid any clamor and negative feedback coming from the

teachers. To address this, programs and activities are immediately implemented so that they themselves could really see how the money has been spent. On the other hand, technology plays a vital role in the delivery of quality instruction. It is strengthened through the use of different platforms, which ensures that learners can fully understand of the concepts and theories and eventually they themselves can perform independently.

In the same manner, the informant shared that:

“Observance of the rules and regulations prescribed by the department of education and the civil service commission is a must in delivering our respective duties and functions as a public servant. However, as a school administrator, humility is still one of the best virtues in resolve conflicts, issues and concerns amongst school personnel” (KI #1, Q #2). And above all: “Transparency should be the rule particularly in disposing the govt's money. Allow yourself to be under scrutiny” (KI #2, Q #2).

An effective and efficient school requires the dissemination of appropriate managerial skills to school leaders; the activation of suitable measuring systems, assessment and control; the implementation of consistent reporting systems able to ensure transparency in relations between the school and its stakeholders.

Addressing relationship with stakeholders. The community is the life-blood of the school's existence. Without the support of parents and the local government units, there could never be improvements. Hence, school heads usually call for General Assembly meeting where their voices are heard. They can also make suggestions to how schools can improve the performance of the children. As such the role of Parents and Teachers Association is significant at this point and time. As rule-governing body in schools, they are the managers who truly see the total transformation of the school. Without their participation, the school cannot move to the next steps of excellence. Consequently, school heads can also listen and make some considerations on the problems that have to be shared.

“Tapping other stakeholders to support the school system in terms of providing textbooks and other instructional materials, multi – media equipment and even armchairs lessen the burden of the school head and officers of both PTA and SGC. Always inculcate to all stakeholders the essence of who own the school – School Ownership” (KI #1, Q #2).

Willems and Gonzalez-DeHass (2012) defined school–community collaborations as “social connections with key stakeholders, institutions, and companies who are open to ensuring collaborative manner with a collective responsibility to progress the intellectual, social, and emotional growth of learners.” School–community relationships can have a good impact on student achievement and post-secondary results, as well as favorably influence and benefit the community.

Addressing teachers' workload. To address this problem, school heads implement the proper scheduling in order not to sacrifice classes. Sometimes, they are the one who takes the responsibilities in handling the class when the assigned teacher is busy with the reports that have to be submitted. This action is a manifestation of their flexibility to become partners of change. Determined to bring all the students towards their full potentialities. However, it cannot be denied that they too have more

tasks to fulfill yet they have to set themselves as an example to all the teachers to avoid clamor and unnecessary comments.

"If ever a designation is issued. Functions are clearly stated to avoid overlapping" (KI #2, Q #2).

Teachers' workload, according to Smithers and Robinson (2003), is a likely cause why teachers quitting in the field. Several approaches have been implemented to guarantee that teachers' time and energy are concentrated on the critical duties that require their specific professional abilities, knowledge, and skills to minimize overall workload by allocating or eliminating unnecessary responsibilities.

6. SUMMARY

The study entitled: Managerial Effectiveness of School Heads and Teachers' Competence on School Performance was conducted in two (2) schools division offices in Region XII namely: Kidapawan City Division and Cotabato Division.

Specifically, it endeavored to determine the level of school heads' managerial effectiveness in terms of planning, organizing, implementation, monitoring and evaluation, level of teachers' competence in terms of pedagogy, learning environment, curriculum innovation, assessment and reporting, and level of school performance in terms of school-based management (SBM) particularly on leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. Further, it determined the significant relationship between school heads' managerial effectiveness and the school performance, the significant influence of the school heads' managerial effectiveness significantly influence on the school performance. Lastly, it determined the significant relationship between the teachers' competence and school performance, and the significant influence of teachers' competence on the school performance. Further, it found out the challenges being encountered by the school heads in terms of managerial work in your school, how the school heads cope up with the challenges they have encountered in managing a school, and actions do you suggest to resolve the problems you have encountered.

Research design utilized both quantitative and qualitative designs or mixed-method used, simple random sampling employed to determine the sample size per division in identifying the managerial effectiveness of school heads, teachers' competence, and school performance. To get an accurate response, 120 teachers and 30 principals served as respondents and for quantitative results, a total of 5-7 principals were taken for qualitative results. The instrument used was patterned and adopted and validated. Results of the validity and reliability test using Cronbach's Alpha had 0.847 which means that the instrument was highly reliable.

Data gathering procedure by the use of communication addressed to the school's division superintendents and different school heads. The statistical tools utilized mean and description. While in determining the relationship Pearson r was employed and the influence of the study employed by multiple linear regression.

On the school heads' managerial effectiveness in terms of planning, organizing, implementation, monitoring and evaluation were very effective as observed by the teachers on the different managerial practices of the school administrators.

On the level of teachers' competence in terms of pedagogy, learning environment, curriculum innovation, assessment, and reporting were competent in the different practices where the teachers' engaged.

The school-based management (SBM) particularly on leadership and governance, curriculum and instruction, accountability, and continuous improvement and management of resources were oftentimes observed by the teachers.

On the level of relationship school heads' managerial effectiveness such as implementation had a significant relationship to the curriculum and instruction of the teachers likewise a significant relationship was established between the monitoring and management of resources. It meant that the implementation and curriculum and instruction were significantly related. Further, monitoring affects the management of resources. Also, implementation had significantly influenced the curriculum and instruction of the teachers. Moreover, a significant influence was established in the evaluation of the management of resources. It meant that implementation and evaluation are determinants of curriculum and instruction and management of resources, respectively.

On the level of relationship between teachers' competence and school performance, like pedagogy had a significant relationship to the school performance on the curriculum and instruction. On the other hand, a significant relationship was determined between the learning environment and the management of resources. It meant that teachers' competence and school performance were significantly related. Meanwhile, a significant influence was established in pedagogy to curriculum and instruction. Likewise, the management of resources was significantly influenced by the learning environment. It meant that pedagogy and learning environments were the predictors of curriculum and instruction and management of resources, respectively.

7. CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

The school administrators were very effective on the different functions in managing the school as they employed in planning, organizing, implementation, monitoring, and evaluation in all activities that involved management. Teachers were competent enough to involve themselves in pedagogy, learning environment, curriculum innovation, further on assessment, and reporting. The school performance in terms of school-based management (SBM) was oftentimes observed by the teachers and administrators which means that the school community work collaboratively for the betterment of the school operations.

The school heads' managerial effectiveness and the school performance are significantly related. However, the

school heads' managerial effectiveness significantly influenced to school performance. On the other hand, the teachers' competence affects school performance, and further, it contributed to the performance of the schools.

Different strategies were used by the school heads to address the challenges encountered in the school. The schools were managed well by the school heads.

8. RECOMMENDATION

Based on the conclusion of the study, the researcher offered the following recommendations of the study.

1. School administrators may sustain the managerial practices whose goal is to become highly effective in all areas about managerial effectiveness. Also, the school administrators should give more time to focus on the curriculum and instruction by monitoring the class through constant religious observation so that they can give technical assistance to their teachers. Further, the school should sustain school performance in terms of School-based Management practices.
2. Teachers may work harder to become highly competent in the curriculum innovation, assessment, and reporting so they can develop and apply effective pedagogies and work collaboratively with their co-workers.
3. Future researchers are encouraged to conduct a similar study to find out more reliable results using quantitative and qualitative research methods and to have more numbers of targets respondents and wider scope not only in the Region XII considering other regions in Mindanao.
4. Modified Framework shows the interconnections of the indicators used and added to further enhance learning outcomes. In manning the school, there is always the full cooperation between teachers and the school heads. As such, school heads will become lame in their responsibilities unless there is no help coming from teachers as well as the members of the community especially the Parent Teachers Association and the Local Government Units. To provide better opportunities towards every teacher in the school, the school head has to practice all the powers vested upon him.

On the manner of implementation, the school head has to become transparent in all aspects and has the sense of leadership where everyone is part of change and development. In the same manner, in doing the monitoring of teacher's performance, the school head will provide teachers with the wide array of perspectives which will become the tool for their growth and development. In giving the evaluation, it must be within the ability of the teacher and not on the personal judgment. In return teachers would have the better realizations of improving their pedagogical knowledge and skills in honing the minds of the young citizen.

The school as an environment of learning provides learners with better opportunities for them to discover their own full potentialities. The managerial skills of the school head must have to mirror the mission and vision of

the school through close partnership with teachers who have competences to initiate the programs mandated by the Department of Education. To enhance learners' participation in school, teachers have to change the direction of their strategies by engaging into different platforms and modalities that extract rekindle the fire on the hearts of the learners to encourage their own selves to reach the zenith of success.

Learning is an unending cycle. Thus, teachers have to engage themselves into different professional developments whereby they can integrate the bodies of knowledge that they have learned to their respective learners. They have to provide the room for improvements by tickling the minds of their learners to explore the different aspects making the impossibilities possible to reach. Better School Based Management is a cooperation made by the school head, teachers, as well as the PTA, and the LGUs and other non-governmental organizations. Their roles are monumental in bringing development to the standards of the school.

School Based Management allowed schools to make autonomous decisions as well as by becoming responsible in decision-making over different types of school operations that conform to the centrality of determine policies as set by the Department of Education Order. Thus, decentralization is fundamental in school management (Gertler, Patrinos, & Rubino-Codina, 2006).

Furthermore, the school head who has the authority in manning the school will eventually share the responsibility to teachers in order to attain the vision, develop the skills of everyone in the organization, collect enough information for the welfare of the school through partnership with the stakeholders. In the same vein, the school management has to allow learners to do their tasks and responsibilities in dealing with the different aspects of school's development.

Lastly, the diagram implies the gargantuan tasks played by the school heads, teachers, and all the stakeholders. There are the strong relationships of all the indicators in the operation of the school. Generally, this will become the guiding principles in enhancing the academic performance of the learners who are the beneficiaries of this endeavor. Lastly, the school heads will undergo continuing education (Table 28) to be able to enhance their managerial skills with the compassionate heart and with the burning zeal that guides everyone towards the attainment of the common goal.

9. INTERVENTION PLAN

The School Based Management System is the core of the school's operations. School head, teachers, stakeholders, and the learners alike are the instruments in the improvement of the school in its all aspects. It cannot be denied that during the course of its operations there are numerous problems and challenges that each of them experienced. Sometimes, these affected the school.

This intervention plan is designed to help them to become focus on the overall well-being of the school. More so, this ensures that they are gearing towards excellence through competitiveness and their integration in the regional, national and even in the international parlance. To make it into reality, this plan is proposed to tackle different issues

and concerns and eventually come up with better solutions.

Thus, the researcher of this paper who is also a school head can benefit by implementing its efficacy in the school level. Moreover, this will be used by other schools with regards to their School Based Management, and thus will improve the overall operations of the school based on the standards mandated. The intervention plan aims to:

1. Strengthen the operation of the school based on the elements of the School Based Management.
2. Strengthen linkages with the stakeholders and Non-Government Organizations.

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