

# MANAGEMENT SKILLS OF ELEMENTARY SCHOOL MANAGERS IN SELECTED SCHOOLS IN COTABATO PROVINCE



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Publication Partner: IJSRP INC.

5/29/21

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

# MANAGEMENT SKILLS OF ELEMENTARY SCHOOL MANAGERS IN SELECTED SCHOOLS IN COTABATO PROVINCE

Dissertation, Graduate School, University of Southern Mindanao

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Publishing Partner:

**IJSRP Inc.**

**[www.ijsrp.org](http://www.ijsrp.org)**

ISSN 2250-3153



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Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

## Preface

The monograph entitled, “Management Skills of Elementary School Managers in Selected Schools in Cotabato Province,” investigated the management skills of elementary school managers in selected schools in the Cotabato Province. Specifically, this study described the socio-demographic characteristics of the school managers, determined the management skills of elementary school managers, determined whether the socio-demographic characteristics of the school managers significantly influenced management skills, and determined the strengths, weaknesses, problems and recommendations of elementary school managers.

The authors heart is full of gratitude for the people who have helped him on this journey. To his advisory committee members, Dr. Joy Gloria P. Sabutan, Dr. Leorence C. Tandog, and Dr. Palasig U. Ampang for the wisdom, insights, perspectives, and assistance throughout this study. To the examining committee, Dr. Concuelo A. Tagaro and Dr. Riceli C. Mendoza for their critical evaluation of his dissertation; Dr. Concuelo A. Tagaro, his statistician for the data processing; Prof. Araceli S. Estacio, for editing this paper prior to the final defense and Dr. Riceli C. Mendoza, for the final editing.

Ma’am Fatima J. Amilbajar, the graduate school librarian for patiently providing the materials needed in the research and Ma’am Merly M. Cañia, facilitative staff of Graduate School, University of Souther Mindanao for her assistance and guidance;

He wish to express his sincere thanks and gratitude to all supervisors the respondents schools for their approval and tireless effort they put in guiding him on how to go about it. Also, he owes his appreciation to all the teachers and school head of his respondents’ schools for their cooperation and for all the data of this study were obtained;

To Mr. Jayson C. Galo, Arniel C. Quiño, Jina J. Bulaga, and Mary Jane A. Almario for their help and the data gathering data procedures.

To his special and loving Mamang Emie for the unconditional love, moral support, encouragement and understanding. Great thanks to his sisters Cherry Ann and Cherry Mae, his brother-in-law Henry, his cute nephew Justin Rafael and charming niece Janina Karylle, for the inspiration in pursuing his goals. To his best friends, Julius Caesar Padernilla and Michael Paul Ragasa for making life more meaningful.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

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## Abstract

This study entitled, “Management Skills of Elementary School Managers in Selected Schools in Cotabato Province,” investigated the management skills of elementary school managers in selected schools in the Cotabato Province. Specifically, this study described the socio-demographic characteristics of the school managers, determined the management skills of elementary school managers, determined whether the socio- demographic characteristics of the school managers significantly influenced management skills, and determined the strengths, weaknesses, problems and recommendations of elementary school managers.

Respondents involved 100 elementary school managers and 300 elementary school teachers from selected elementary schools in Cotabato Province.

Descriptive statistics involving the use of weighted mean and percentages was used to answer the management skills of school managers while MULTIPLE regression analysis was used to test the hypothesis.

Results revealed that the 100 school managers were female, had masters’ degree, have served as school manager in the present school for 1-5 years and managed a non-central school, and supervised 4-15 teachers and 83-582 pupils. Most were 48-54 years old, had served as school managers for 16-20 years, spent 6-10 years as a classroom teacher, and held the Elementary School Principal I position. For their management skills, school managers did very well in their task and lead others to do the same in terms of school leadership, creating a student-centered learning climate, school management and operation, and personal and professional attributes and interpersonal effectiveness. However, they practiced but needed improvement in their instructional leadership, HR management and professional development, and parent involvement and community partnership.

The socio-demographic characteristics significantly influenced management skills except for parent involvement and community partnership and personal and professional attributes and interpersonal effectiveness. The best predictor for this significant relationship was the school managers’ position.

The school managers’ strengths, were being able to utilize the new approaches, strategies, and innovations in leading school and learning continuously to improve their management skills while their weakness was the mediocrity in the system which they identified as their greatest adversary in improving school. Their problems were lack of ICT training and expertise and poor signal which are very important in doing and submitting reports. Hence, they recommended the

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conduct of trainings in to enhance manipulative skills on ICT and provisions of laptop for each teacher to utilize during teacher-learning process.

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## 1. INTRODUCTION

A school manager is the primary leader in a school building (Adegbemile 2011). Likewise, good leader always leads by example. School managers must be positive, enthusiastic, have their hand in the day to day activities of the school, and listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, think before they act, and put the needs of the school before themselves. An effective leader steps up to fill in holes as needed, even if it is not a part of their daily routine.

Many leaders by nature have a hard time putting things in others hands without their direct stamp on it. However, there is so much that has to be done, that it is vital that a school manager delegate some duties as necessary. Having people around you that you trust implicitly will make this easier. An effective school manger simply does not have enough time to do everything that needs to be done by them. They must rely on other people to assist them with getting things done and trust that they are going to do the job well.

Certain roles are required of all principals, whether they operate elementary, middle, or high schools. A principal does certain things, fulfills certain needs in the school district, has certain responsibilities, and is expected to behave in certain ways (Lunenburg, 2010). According to Derrick Meador, being a school principal is balanced between being rewarding and being challenging. It is a difficult job, and like any job there are people that are just not cut out to handle it.

There are certain characteristics of a principal that some people do not possess. Besides the obvious professional requirements needed to become a principal, there are several traits that good principals must possess to do their job effectively. Each of these characteristics manifests themselves in the daily duties of a principal or being head of the school.

Decision-making among school managers is crucial because every action they make can affect the entire operation of the school. Effective administration lies on every decision made by the school managers. These terms typically are meant to reflect changes in governance structures, and the identification of the school as the primary unit of improvement; redistributing decision-making authority is viewed as a major vehicle for stimulating improvements (Malen, Ogawa, & Kranz, 1990). The new authority for decision making is used to determine programs, personnel, and budget. Further, decisions involve a wide array of actors at the site level: principals, teachers, parents, community representatives, and students.

Decision-making, (Adegbemile, 2011) as an integral of planning is a very crucial and indispensable aspect of management and very essential for the success of instructional management. It is therefore imperative that school principals be knowledgeable in decision making for effective school administration. Ibukun (2003) asserted that communication skills, leadership skills and decision making skills are essential for effective personnel management.

Managing funds is the one of the major tasks of principals. The success of any school program depends very much on the way the financial inputs are managed. Ogbonnaya (2000) stated that the central purpose of financial management is the raising of funds and ensuring that the funds so mobilized are utilized in the most effective and efficient manner.

## 2. RELATED STUDIES AND RESEARCH

In a review of the literature about site-based decision making, Kolsti & Rutherford (1991) as cited by Hansraj (2007) discovered that information about its effects on students seldom appears, with any evidence in the form of testimony. Johnson (1991) as cited by Hansraj (2007) reports that research studies have failed to find a relationship between site-based management and student achievement. (However, she found patterns of directionality in her study of middle schools. In schools where students were achieving, there was a significantly higher level of shared decision making and less central control), Most prevalent in the literature are reports of what was learned when implementing site-based decision making at district and campus levels.

In a four-year longitudinal study of two Minnesota school districts, Jenni (1991) as cited by Hansraj (2007) concluded that issues of power tend to interfere with a school's goal of site-based decision making. Further, whatever their position, individuals in schools tend to resist change. Third, the activities of site councils tend to be observational and discussion rather than advisory and decisional (p. 137).

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In a study of five school systems across the nation (and documentaries of additional communities), Hill and Bonan (1991) as cited by Hansraj (2007) drew conclusions focused on the relationships between the school, district system, and parents.

These authors concluded that site-based decision making is a reform of the whole school system even though it focuses on individual schools; change at the school level will result if site-based decision making is the school system's basic strategy for reform, rather than one of several projects for reform; site-managed schools that have their own unique attributes and operations are likely to develop over time; the balanced relationship of the district system and individual schools that represent variety, not uniformity, will require new thinking about accountability; and parental choice, where parents are free to move among schools, is the ultimate means of accountability for site-managed schools.

Lessons from these authors and others, most clearly articulated by Jenni (1991, p. 149-150) as cited by Hansraj (2007) include the following: Teachers are reluctant to take on new role definitions as decision makers, as they see their primary role in the classroom and the principal as decision maker. Training and retraining are essential but often are nonexistent in site-based decision-making programs. Accountability and decision-making responsibilities are vague, with the principal rather than the school team assuming the ultimate responsibility; if responsibility for decisions rests outside the purview of the decision-making group, what real function does the group serve? Clear purpose and direction must be established for site councils, or school teams, with decision-making parameters clearly delineated; council control of resources also helps.

The literature is mixed in its reports of the motivations for implementing site-based decision making in schools. Some schools adopted the strategy as a pro forma response to increasing external demands for change; others adopted it because it seemed to be a good thing. It would appear in many cases that site-based decision making was introduced as an end in itself. In others, it served as a schema to professionalize the work environment for teachers, as a way to involve parents in the life of the school, or as a way to democratize the school organization. While these latter purposes are worthy, site-based decision making should be explicitly considered as a means to increased learner outcomes. Therefore, the initial emphasis should be on school and classroom improvement, followed by a focus on site-based decision making as a way to strengthen and support the school improvement initiative. This works in the following scenario that was developed in a collaborative effort by nine of the ten U. S. regional laboratories funded by OERI (Office of Educational Research and Improvement), and reported by Corbett and Blum (1992) as cited by Hansraj (2007).

On the study of Jacoby, (2007), the findings indicate that a principal's decision style has no bearing on his/her acceptance and use of technology. A large number of the principals surveyed were characterized as having an analytical decision style. Further, the study did find that the most widely accepted and used technology application by K-12 principals is email. The study concluded that most principals feel comfortable using technology, use it on a daily basis, and attend a variety of technology trainings. Lastly, of the principals surveyed, the majority stated that they use technology the most to make decisions regarding student achievement. Although the findings did not support the research tenets of the study, there are several recommendations to be offered. Technology can be an important tool to assist with data driven decision making. However, educational organizations should support the acceptance and use of technology. Educational leaders should embrace the use of technology and be willing to use it as an assistive tool for decision making. If educational leaders are not affording themselves this opportunity, then they may be inhibiting the ability to provide the most optimal learning environments for their students.

## Organizational Leadership

The concept of leadership has been explored by historians and theorists from earliest times through the present, on an international, national, local and institutional level. The Egyptian pharaohs, the Roman emperors, the leaders of the Renaissance and the Enlightenment, the generals of various modern armies, and the CEO's of various corporations, from Ben and Jerry's to IBM or Chrysler have been researched and written about (Smith and Andrews, 1989 as cited by Hansraj, 2007). The word lead has an Indo-European root that means go forth and die (Heifetz & Linsky, 2002). Although in the context of business or education this definition is not applicable in a literal sense, it is relevant in discussing leadership in the context of taking chances or risks when implementing change. Change is uncomfortable for most people because it challenges their ideals, beliefs, habits, allegiances, and methodologies. Thus, resistance to change is common and can result in the person leading the change to be undermined, sabotaged, or even eliminated, professionally (Heifetz & Linsky, 2002). Furthermore, change results in strong positive and negative

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emotions such as excitement, exhilaration, and energy, and panic, fear, and loss, respectively. It is when these emotions are at their height, that leadership becomes vital (Fullan, 2001).

Several theorists have attempted to organize and define the key elements of effective leadership. For example, Waldman (1993) consolidated Deming's Total Quality Management TQM 14 Points into five key leadership characteristics: change agency, teamwork, continuous improvement, trust building, and eradication of short term goals. Fullan (2001) lists: having moral purpose, creating coherence, understanding the change process, creating knowledge and sharing, and building relationships as being the framework for leadership. James Collins' (2001) work on companies that have gone from good to great describes the Level 5 leader as one who: relies on high standards as opposed to personal charisma; surrounds themselves with the right people to do the job; creates a culture of discipline; honestly looks at facts regarding their company; and is open to difficult questions regarding the future of the company.

Bolman and Deal (2003) posit that leadership is situational and requires the balancing and utilization of the four frames of an organization, which are the structural frame, the human resource frame, the political frame, and the symbolic frame. The effective leader can take a challenge or crisis and reframe it. By reframing, the leader is able to understand and use multiple perspectives in order to solve a problem or deal with a situation.

In contrast to the traditional focus on the importance of leadership in an organization, Sergiovanni (2007) believes that our understanding of leadership is outdated and overemphasized, stating, We think of leadership as direct and interpersonal, and assume that we must have it. But there are many situations in which leadership is not an issue (p.ix). He believes that professionals such as teachers are motivated from within, and do not need a leader to check on them or motivate them.

### **Factors Affecting Leadership Skills of School Managers**

It has been reported that the leadership behavior of a principal and his/her role as an instructional leader has a significant impact on creating more effective schools leading to higher levels of student achievements (Quinn, 2002; Cotton, 2003; Gold et al., 2003; Gamage, 2006b; Gentilucci & Muto, 2007). Cotton (2003) has asserted that the following types of behaviours by a principal have a significant impact on student achievements: The establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students Interactions and cordial relationships with relevant stakeholders with communication and interaction, emotional and interpersonal support, visibility and accessibility, and parent/community participation; Developing a school culture conducive to teaching and learning through shared leadership and decision-making, collaboration, risk taking leading to continuous improvements; Providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and Being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements (Adapted from Cotton, 2003: 2-3).

Moreover, extensive studies demonstrate that particular leadership styles of school leaders could have positive impacts on teaching and learning environments and processes leading to improvements in student performance and academic achievements (Leithwood & Riehl, 2003; Day, 2004; Harris, 2004; Hale & Rollins, 2006; Gurr, Drysdale & Mulford, 2006; Robertson & Miller, 2007; Guskey, 2007; Gentilucci & Muto, 2007).

Thus, it is clear that the school leadership provided and/or shared by a school administrator is one of the key factors in enhancing school performances and student achievements. The school leaders, in this context are those persons, occupying various roles in the school, who work with others to provide direction and exert influence on persons and things in order to achieve the school goals (Leithwood and Riehl, 2003: 9). This definition implies the importance of school principal's role, in collaboration with other stakeholders, in improving student performances and achievements. On the basis of two studies of successful school leadership in the UK, involving parents, pupils, teachers, governors, senior managers, and head teachers, Harris (2004) asserts that successful leadership in schools have resulted in higher levels of both student attainment and achievements, emphasizing the importance of distributed leadership. He also points out that findings from the studies have identified the limitation of a singular leadership approach in securing school improvements.

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### **The Role of School Leadership for Effective School Improvement**

Cotton (2003) asserts that two related lines of research have demonstrated the influence of school leaders in school improvement. The first line of inquiry is what is known as school effectiveness research which identified the characteristics of effective schools that influence the high-achieving schools. The second line of research is what is focused primarily on the principal's role as an instructional leader. In this context, the roles of principals in developing instructional programs have mainly contributed to create more high-achieving schools. Now, let us focus on the first line of inquiry which primarily emphasized on the features of effective schools movement, leading to school improvement. The Coleman Report of 1966 demonstrated how the school had little or no effect on student achievements, concluding that family background was the key factor influencing the student achievements (Coleman, 1966; Austin, 1979; Cuban 1984).

Following this report, many researchers in the 1970s and early 1980s intensively conducted similar studies and reacted sharply to the report (Edmonds, 1979, Walberg & Scott, 1979; Austin, 1979; Cuban, 1984). Consequently, a number of studies have been conducted to develop effective schools towards the achievement of better student outcomes (Purkey & Smith, 1983; Gamage, 1996a, 1998b; Werf, Creemers & Guldmond, 2001; Houtveen, Grift & Creemers, 2004), as well as to identify the relationship between school effectiveness and school improvement (Clark, Lotto & Astuto, 1984; Houtveen, Grift & Creemers, 2004; Luyten & Witziers, 2005, Leithwood, Jantzi & Hopkins, 2006). In contrast to Coleman's Report, Edmonds (1979: 20) argued that school leadership behavior is critical in determining the quality of education.

Further, on the basis of his research on instructionally effective schools in Detroit and a review of previous studies involving effective schools in New York, California, and Michigan, he has concluded that school factors have predominantly contributed towards the creation of instructionally effective schools. These factors are: (1) strong administrative leadership; (2) high levels of expectations in student achievements; (3) an orderly but not oppressive school climate; (4) a focus on pupil acquisition of basic school skills; (5) conducive atmosphere to the instructional process; (6) means of student progress monitoring; and (7) resources that can be focused on the fundamental learning objectives of the school. In line with these findings, Austin (1979) suggests that an effective school which can promote student outcomes need to provide a climate that stimulates ideas and facilitates the exchange of ideas with colleagues.

For instance, case studies conducted by Sun, Creemers and Jong (2007) between 1999 and 2003 in eight European countries i.e. Belgium, Finland, The Netherlands, UK, Greece, Italy, Portugal, and Spain show that several ideas from school improvement research such as setting national goals in terms of school improvement and strong leadership in steering and empowering school improvement efforts have been important. In particular, on the basis of their data collection procedures using interviews, audio and video-tape recordings, Sun, Creemers and Jong (2007: 97) affirm that national goal setting in terms of student outcomes which were reflected in the national curriculum and school text books was a key factor that influenced effective school improvement.

Also, effective school improvement required strong and empowered school leadership. In this context, the word empowered means to give power and authority to the schools, particularly to the school leadership, for personnel (hiring, firing, and promoting teachers and other school staff members), time and financial management, spiritual and human resources support, and school improvement. Thus, it is clear that one of the key factors in creating school effectiveness and improvement is the role of school leadership. The school effectiveness research revealed that the role of leadership contributes to improved school performance and student achievements. However, the previous findings have limited information on the changing roles of school leaders which affect changes to school culture and in turn influence the increased student achievements. The following section examines new challenges confronted by the school principals and how these have resulted in improvements to student performance and achievements.

### **Changing Role of Principals in a Restructuring Context**

In the context of the changing role of the school leadership, Gamage (1990: 99) asserts that it is necessary for a principal to understand where he or she stands along the leadership continuum in leading and managing a school towards improving student achievements. For this purpose, a principal needs to have a clear understanding of the major dimensions of his or her position, including: (a) the aims and goals which his or her school is attempting to achieve; (b) the means or the resources available to achieve these goals; (c) the degree of freedom delegated to him or her by the employing authority to innovate or modify existing educational methods and procedures in order to achieve these goals; (d) the legal, traditional and personal authority vested in the role of the principal; (e) the constraints and

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boundaries likely to limit school-based decisions; and (f) the extent of the principal's responsibility and accountability for funding, staffing and administration of the school.

The principal's role especially in the areas of school leadership, management, entrepreneurialism in resource acquisition and accountability has undergone significant changes. Similarly, Catano and Stronge (2007: 394) believe that the political pressure of high accountability requires principals to improve instruction and student achievements while maintaining facilities, supervising student conduct and managing budgets. Based on a study by Creissen and Ellison (1998); Caldwell (2004) reports some of the changing dimensions within the professional practices of principals in Britain. These dimensions require the principals to: a) Obtain competitive tenders for cleaning and canteen facilities; b) Be responsible for hiring, firing, promotion and dismissal of staff; c) Select, recruit, retain and discipline the students; d) Bid for resources from external funding agencies; e) Install and operate information systems to measure and report on performances; f) Organize school inspections by privatized teams in terms of the Office for Standards in Education (OFSTED) framework; g) Buying training and consultancy services to support staff training and development; and h) Conform to national curriculum, national testing, teacher appraisal (evaluation), site-based financial decision-making, hiring and firing staff, and per-pupil funding and parental choice linked to accountability at the school level for results (Adapted from Caldwell, 2004).

In response to the changing role of principals, Caldwell (2004) believes that training and professional development of the principals are significant in contributing to the quality of schooling. Gamage (2006) points out that the foremost challenge that a principal faces is to understand the changing contexts and improve his/her interpersonal and communication skills with the understanding that s/he is no longer the authority figure but is in a partnership with other stakeholders. Unlike in the past s/he would not be in a position to issue instructions and expect the staff and students to obey.

The altered role of the principal requires him or her to articulate his or her views for a shared vision while expressing the views on policy issues to convince the other members of the partnership in arriving at decisions before instructions could be issued in the capacity of the Chief Executive Officer (CEO) of the school.

Walker and Stott (2000) affirm that the reform initiatives in conformity with prescribed standards have been judged largely as unsuccessful in improving student performance. Those externally imposed prescriptions have created stress-related problems such as feelings of failure, depression, and even explosions of anger on the part of principals and teachers due to increased workloads and lack or inadequacy of resources. However, they believe that performance enhancement through devolution of power and authority through school-based management (SBM) along with resources allocation has been successful in achieving student progress and quality education.

Gamage (1996) and Duhou (1999) assert that Victorian SBM model represents one of the most comprehensive strategies at school decentralization for achieving improved student performance attempted anywhere in the world. Gamage, Sipple and Partridge (1996: 10) report that the Victorian SBM policies have had a positive influence on the teaching and learning environments. Caldwell (2005) has reported that in the Indonesian context, devolution through SBM policies have resulted in dramatic improvements in student achievements notably in the rates of attendance and in test results.

How did Instructional Leadership lead to Student Achievements? The importance of instructional leadership in creating student success and achievements has been supported by many studies (Hallinger and Murphy, 1986; Harchar and Hyle, 1996; Blasé and Blasé, 2000; Quinn, 2002; Fisher and Frey, 2002; Cotton, 2003; Waters, Marzano & McNulty, 2004; Marsh and LeFever, 2004; Fulmer, 2006; Catano and Stronge, 2007; Janerette and Sherretz, 2007; Gentilucci and Muto, 2007). The following section focuses on the findings and the approaches adopted in these studies.

### **Research Findings from Meta-Analysis Studies**

A meta-analysis study exploring the relationship between school principal and student achievements was conducted by Cotton (2003). He reviewed 81 reports, consisting of 49 studies at primary level, 23 at secondary level, five combinations of reviews and studies and four textbook analyses and research-based guidelines on the principals' behaviors.

The sample reports were predominantly from the US low socio-economic status (SES) schools, involving: students, teachers, principals, school council members, community members, and superintendents. Based on these studies, Cotton (2003) concludes that principals who were knowledgeable and actively involved with their school's

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instructional programs had higher numbers of high achieving students than those who managed only the non-instructional aspects of their schools. In particular, the role of high-performing school principals as instructional leaders focused on several elements, including focus was on ongoing pursuit of high levels of student learning.

Waters, Marzano and McNulty (2004) conducted another meta-analytic study on leadership practices that are highly correlated with student achievements.

The study came to be known as Mid-continent Research for Education and Learning (McREL) and investigated whether the focus on the quality of leadership had a significant relationship to student achievements and also sought which specific leadership responsibilities and practices had the greatest impact on student achievements. For this purpose, they reviewed more than 5,000 studies of which only 70 had been published; to identify the effects of leadership on student achievements. The published studies demonstrated standardized, objective and quantitative measures of student achievements, including the state norm-referenced tests, on the basis of teachers' opinions and/or ratings on principal's leadership quality. In total, the 70 studies involved a sample size of 2,894 schools with 14,000 teachers, and more than 1.1 million students. Based on these studies; Waters, Marzano and McNulty (2004) found two key elements that could have positive or negative impact on student achievements. The first factor is whether the principals properly identified the correct focus for schools and classroom improvement efforts that were most likely to have a positive impact on improving student achievements. These included curriculum development, challenging goals and effective feedback, parents and community involvement, a safe and orderly environment, and collegiality and professionalism. At the teacher level, the changes had to address the creation of effective instructional strategies, classroom management, and classroom curriculum designs. At student level, they entailed a positive home environment and motivation in supporting student learning.

However, the second factor that creates successful achievements of students is whether or not school principals properly understand the magnitude or order of changes, along with leading and adjusting their leadership practices accordingly. For example, the changes in terms of new classroom instruction practices and curricular programs could be viewed as the first priority by principals and teachers. However, the same practices and programs are considered as the second priority by policy makers and parents, while the implementation of standards and accountability measures are considered as the first priorities. So, if leaders fail to understand or acknowledge that some changes are second-order for some stakeholders, they may struggle to get support for the successful implementation of these changes. Consequently, their initiatives may fail to improve student achievements.

Apart from establishing a vision and setting goals, effective principals place high emphasis on achieving high levels of student learning and provide resources towards the efforts to improve the achievements and general well-being of the students. In practice, these principals constantly encourage teachers and students to attain higher levels of academic achievements; adopt collaborative planning processes, problem solving and decision-making focus on school improvements while ensuring that all school development programs are geared to make all students learn. Other elements emphasized by the principals in high-achieving schools were: discussion of instructional issues including curriculum and instruction; classroom observations and feedback to teachers; support of teacher autonomy; and risk taking; provision of professional development opportunities together with resources; protecting instructional time; monitoring student progress and sharing findings; using the student progress data for program improvements; and recognition and celebration of student and staff achievements. In this context, Cotton (2003) affirms that these instructional leadership practices of the principals have contributed to high levels of student achievements.

### **Findings from Qualitative Studies**

Harchar and Hyle (1996) investigated instructional leadership strategies and their relationship with achieving high standards by students in Midwestern, USA. For this purpose, grounded theory with a choice of open-ended interviews was employed. The study involved new school administrators, veteran administrators with experience of five years or more, and administrators who had taken up central office positions. These administrators have promoted and demonstrated close and friendly relationships with teachers and students; sharing a keen interest in student achievements; and actively participating in professional organizations. Harchar and Hyle (1996: 26) have concluded that excellent instructional leaders are very important and they are a vital part of effective schools in bringing schools up to high standards of student achievement as expected and demanded by most educators and communities.

Accordingly, instructional leaders need to lead the teachers, students, and the community for creating excellent schools by collaboratively establishing visions, developing trust, earning respect for all in school

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communities. Blasé and Blasé (2000) conducted a study on how the role of principal as an instructional leader promotes teaching and learning in schools, primarily aiming to determine teachers' perspectives on effective instructional leadership that impact on classroom teaching. For the purpose of gathering data, an open-ended questionnaire was used, involving 809 elementary, middle, and senior high school teachers located in the South-Eastern, Mid-Western, and North-Eastern USA.

The data were coded on the basis of inductive-exploratory research guidelines and comparative analysis. The results demonstrate that effective principals encouraged the teachers to critically reflect on their learning and professional practice. During the interaction and or dialog, the principals make suggestions, give feedback and model the use of inquiry and solicit advice/opinions, and give praise to teachers. Blasé and Blasé (2000: 133-34) report that: (1) suggestions made by principals during post-observation conferences and informally at day-to-day interactions had positive effects on increased teacher motivation, satisfaction, self-esteem, efficacy, sense of security, and feeling of support; and (2) the principals' feedback on observed classroom behaviors has increased teacher reflection, innovation/creativity, instructional variety, risk-taking and better planning for instruction.

There were similar positive results from the principals who demonstrated models of teaching techniques in classrooms and during conferences and gave praise to teachers. Findings indicate that the role of principals as instructional leaders need to focus on promoting professional growth emphasizing on research and improvements in teaching and learning environments and supporting collaboration amongst educators include action research to inform instructional decision-making.

A study by Ruff and Shoho (2005) involving a novice principal and two experienced principals in three urban elementary schools at San Antonio, Texas, showed the importance of mental models of principals in constructing their roles as instructional leaders. The mental models refer to: observations, assessments, designs, and implementation, while the principals' practice styles refer to goals, factors to influence, strategies and the nature of decision-making by being reactive, proactive and consistent.

Another qualitative study by Fulmer (2006) explored the role of instructional leadership and its impact on instructional behaviors of teachers, leading to improvement in student achievements. The data was collected from 25 pre-service principals on their reflections in becoming instructional leaders along with secondary data from progress and curriculum intervention reports. The findings indicated that the instructional leadership role was crucial for lasting and productive changes in schools and instructional interventions of principals did impact on the thinking and behaviors of teachers to improve student achievements.

A study by Gentilucci and Muto (2007) focused on the student perceptions on instructional leadership behaviors of principals which most positively influenced their learning and academic achievements. The two key research questions were: (1) Do students perceive that leadership behavior of principals have a direct effect on their learning and academic achievement? (2) If yes, what specific leadership behaviors do students perceive as the most positive influences in their learning and academic achievements? The data were collected from 39 grade eight students who were randomly selected from three schools within the Central Coast of California. A Stratified sampling technique was used to select one school from each district and respondent-driven interviewing technique was employed to elicit information from the students.

The findings demonstrated that instructional leaders positively influenced students' academic achievement and met the students formally and informally for discussions. They also felt that the principals who were approachable motivated the students to work harder and face challenges, and achieve high performances. Further, the principals who visited classrooms regularly for longer periods and did so interactively were perceived as more influential than those who visited less frequently for short periods and were passive. The principals who were comfortable in assuming the role of teachers by assisting individual students or groups while being administrators had a powerful effect.

In Australia a study by Gurr, Drysdale and Mulford (2006) conducted in Victoria and Tasmania on successful principal leadership demonstrated success through achieving individual potential, student engagement, self-confidence and self-direction, a sense of identity, and literacy and numeracy outcomes. The principals for the study were selected on criteria based on the reputation of the schools, the acknowledged success of the principals by peers and evidence of improved student outcomes over time. The outcomes were measured using comparative state-wide tests and examination results, school review reports, and other data such as staff and parents' opinions, student participation, engagement and satisfaction, and student attendance. Deep reflection of the participants was facilitated by open-ended questions and semi-structured interviews.

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They found that values and beliefs of principals and capacity building could contribute to the student outcomes. The principals' values and beliefs were grouped into three main categories: innate goodness and passion demonstrated through honesty, empathy and commitment to equity; being open and flexible believing that all can learn; and dispersed leadership and responsibility. School capacity building was focused on school culture through collegiality, collaboration, support and trust, school structure through shared decision-making, distributed leadership, and school wide professional learning, were built through good communication and a carefully managed change process.

Hale and Rollins (2006: 2) conducted a research project involving principals of Breakthrough High Schools (BTHS) in the USA to identify the strategies used in promoting student achievement. The selected schools had large numbers of students who were potentially at risk of failure, but achieved astonishing results, with upto 90% of those attaining postsecondary education. Based on interviews with stakeholders, the researchers were of the opinion that: (1) successful school leadership made important contributions to the improvement of student learning; (2) the primary sources of successful leadership in schools were principal and teachers; and (3) in addition to principals and teachers, leadership was distributed to others in the school and community. The principals spent considerable time in holding teachers accountable for student performance, while encouraging them to involve in problem-solving meetings, creating collaborative working environments, and peer reviews in order to help teachers build stronger and more trusting relationships. Besides, the principals created higher levels of student participation providing extra support for learning; and creating a strong connection with parents and community.

In addition, Rutherford (2002) conducted a study on the impact of collaborative working environments in enhancing student performance and achievements, involving head-teachers of six high-achieving Catholic primary schools in Birmingham. Based on the data, he concluded that the successful head-teachers promoted collegial approaches while practicing positive, dynamic, and flexible leadership styles. Allen (2007) and Robertson and Miller (2007) affirm that the partnerships in the UK and New Zealand schools have resulted in increased student achievements. Robertson and Miller (2007) demonstrate how equity has resulted from building partnerships between teachers, students, parents, and school leaders in New Zealand primary schools. They employed semi-structured interview schedules to conduct interviews with stakeholders; observations and documentary analyses in three primary schools with high ethnic diversity.

The study concluded that there has been an excellent response to improve teaching and learning process by involving parents and community to help the students during teaching learning-processes. Based on interviews with stakeholders in 12 schools in the UK, Harris (2004) has concluded that distributed leadership has contributed to a sustainable improvement of schools.

### **Combination of Quantitative and Qualitative Approaches**

A study by Hallinger & Murphy (1986: 330) based on a survey, interviews, and documentary analyses at Californian elementary schools assert that strong instructional leadership has consistently been described as a key factor in creating effective schools. However, in the low SES schools, the principals tended to take a very directive role in the selection, development, and implementation of curriculum and instructional programs. In the high-SES effective schools, the principals tended to have a less direct control over classroom instruction, respecting the autonomy of teachers with regard to instructional decision-making. Role of principals as instructional leaders in low-SES effective schools tended to be more task-oriented (emphasizing on the part of the leader with one-way communication that focused on the completion of a given activity), while principals in the high-SES effective schools promoted a stronger relationship orientation with collegial working environments with staff by emphasizing two-way communication where leader positively reinforced the efforts of followers to engage in desired activities. The following section examines studies related to leadership styles that impacted on increased school performances, leading to better student achievements.

An Australian study by Dinham (2004) on principal leadership for outstanding educational outcomes in junior secondary state schools in New South Wales examined two types of school-sites: (1) subject departments responsible for teaching particular subjects; and (2) teams responsible for across the school programs in Years 7-10. The study explored the role of principals in producing outstanding education outcomes in Years 7 to 10. Through triangulation of quantitative and qualitative data from 38 secondary schools across NSW, Dinham (2004: 355) concluded that principal's leadership was found to be the key factor in the achievement of outstanding educational outcomes with both subject departments where teams were responsible for across the school programs. He identified six factors of



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principal leadership contributing to outstanding educational outcomes: (1) external awareness and engagement; (2) a bias towards innovation and action; (3) personal qualities and relationship; (4) vision, expectations and a culture of success; (5) teacher learning, responsibility and trust; (6) student support, common purpose and collaboration; (7) the core category: focus on students, learning and teaching. In 2006, the Department for Education and Skills (DfES) in UK commissioned PricewaterhouseCoopers (PwC) to undertake an independent research study on school leadership.

It was carried out on a recommendation of the School Teacher's Review Body (STRB) for an independent study on the roles, responsibilities, structures and reward systems for school leaders in England and Wales. The primary aim was to provide a comprehensive independent account of the existing, emerging and potential models of school headship and the wider leadership teams which are effective in raising standards for all pupils. In achieving the objectives PwC applied both quantitative and qualitative approaches in research. The empirical survey involved 3,260 school leaders comprising of head-teachers, governors, teaching and support staff members of senior leadership teams followed by interviews and meetings in 50 schools with those groups. Seven interviews in a school and overall 50 meetings and 10 focus groups with around eight participants were also conducted. The key findings indicate that the distributed leadership has impacted on increased student achievement in these schools. The successes in achieving high student performance was affected by leadership behaviors of those who distributed responsibilities effectively throughout the organization and had a strong strategic focus on leadership responsibilities, suggesting greater capacity building through distributed leadership impacting on pupil performance. The wider society believed that head-teachers provided good examples of leadership by implementing a series of major national initiatives leading to increasingly high levels of pupil performance.

### **The Influence of the Leadership Styles of Principals**

Quinn (2002) conducted a study on the role of school principal as an instructional leader and its relationship to changing instructional practices in improving student performances, employing an empirical survey and observations. The survey questionnaire developed between the Seattle School district and the University of Washington with 94 Likert-type items measured schools' organizational characteristics, such as strong leadership; dedicated staff; monitoring of student progress; high expectations; positive learning climate; early identification of learning problems; curriculum continuity; multicultural education; and gender equity. Within the sub-scales instructional leadership of principals as resource providers and instructional support while being in visible presence were included. Achieving Success through School Improvement Site Teams (ASSIST) survey was completed by one-third of the instructional faculty. They were randomly chosen from each of the 24 schools located across Missouri, USA.

Observations were made based on instructional practices inventory (IPI) developed by the University of Missouri to identify the level of classroom engagement for students and teachers, including six types of teacher-student engagements scores on a 1-6 scale from total disengagement to active learning/active teaching. Quinn (2002: 459) based on an analysis of the survey and observation data employed the Pearson-product moment correlation and found that there was a relationship between strong instructional leadership of the principal and students' success and academic achievements. He reported that instructional leadership roles of the principals in terms of providing resources, instructional support, communicating, and being in visible presence at schools were essential to provide an atmosphere in engaging the teachers corresponded with student success and academic achievements.

Indeed, the literature and current studies on transformational leadership have been strongly influenced by Burns. He (1978: 20) contrasted transformational leadership with transactional leadership which promotes personal and mutual interests between individuals and the leader in transactional leadership with that of transformational leadership which primarily seeks common purposes in uniting the group to go beyond individual interests in search of higher goals. Similarly, Yukl (2006) affirms that the essence of transformational leadership is to inspire commitments of the followers to share objectives, increase their social identification even to the extent of developing their skills and collective efficacy. Many scholars found that transformational leadership with empowerment transforming competent staff contributes to commitment, which in turn lead to extra efforts towards greater productivity, ownership, a healthier organizational climate and cultures towards greater effectiveness (Gamage, Sipple, & Partridge, 1996; Leithwood & Jantzi, 1999; Gamage & Pang, 2003; Huber, 2004).

Researchers also found that transformational leadership has impacted in changing the attitudes of subordinates towards school improvement and have altered their instructional behavior (Ingram, 1997; Leithwood, Begley & Cousins, 1992). Distributed leadership recognizes individuals in formal and informal positions to take

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responsibility for leadership activities by a network of interactions (Woods, et al., 2004; Harris, 2004, 2005; Spillane, 2006). Based on empirical studies, Harris (2004) found that distributed leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of both student attainment and achievements. In this context, distributed leadership was characterized by a form of collective leadership in which teachers developed expertise by working together, concluding that engaging many people in leadership activity was the core of distributed leadership in action. Day (2004) asserts that distributed leadership enhanced teacher participation and commitment while Duignan, (2006) asserts the transparency and effectiveness of team management leads to improvement of the processes, content, and outcomes of teaching and learning. On an analysis of how educational leaders should work towards becoming ethical leaders, Starratt (2005) proposed that the principals should (1) enhance humanity towards each individual in the school; (2) provide services for their school communities in a democratic manner; (3) master curriculum material in sufficient depth; and (4) ensure that every student have an opportunity to learn. Authentic leadership is also reported to have a core focus on improved teaching and learning. In the case of moral leadership, Yukl (2006) affirms that the great potential for misuse of power along with the declining public trust in business and public leaders have become a major reason why many scholars are interested in ethical leadership. Duignan (2006) affirms that the ultimate goal of such a leadership is to achieve quality improvements in teaching and learning. In this perspective, the authentic leaders in schools are those who pay attention to the quality and impact of teaching towards student learning with the creation of conditions within which teachers and students take considerable responsibility for the quality of their own teaching and learning.

On the other hand, most school leaders enjoy their role of school leadership with newly found power and authority, recognition and the ability to guide the direction of the school and the satisfaction of achievement when the schools and students achievements are high (Gamage, 2006b; Gamage and Hansson, 2006; Gamage and Pang, 2006; Gamage and Ueyama, 2004; Su, Gamage and Mininberg, 2003). However, with appropriate professional development and inductions to confront the new challenges arising from new trends and challenges, the principals are required to be flexible in their leadership styles, behaviors and managerial practices for the purpose of continuous improvement of schools' and students' successes. In this context, school principals are required to be schools' managing directors, instructional leaders, change agents, marketers, facilitators, mediators and key decision-makers.

Leadership behavior is perceived by Akomolafe (2002) as the observable actions of leaders in the performance of their job. Reddin (1970) in his classification of leadership, identified executive behavior of a leadership, as a leader who exhibits integrated style appropriately, showing high concern for welfare of staff and the task of the organization. Executive behavior is a reflection of a real manager. The leader who manifests this type of behavior sets high standard and knows how to motivate staff to achieve a desired goal. He prefers to work with people as a team, and cherishes high decisional participation. He ensures workers' commitment to organization task through an atmosphere of respect and trust.

Collaboration is the vehicle for sharing responsibility and combining knowledge, creativity, and experience of others. Leaders who believe in the power of collaboration can produce extraordinary results, while maintaining a healthy team environment. Principals can profoundly influence student achievement by working with teachers to shape a school environment conducive to learning (Bottoms & Fry, 2009). First and foremost, the school principal is a human being with personality, character, a set of core values and beliefs. These personal characteristics do indeed matter and form the foundation for all professional interactions and decisions, and thus the school climate. In essence, they are the filter and set the tone for the entire school (Whitaker, 2003).

### **3. Objectives of the Study**

The general objective of this study was to investigate the management skills of school managers in selected schools in Cotabato Province.

Specifically, this study aimed to:

1. describe the socio-demographic characteristics of the school;
2. determine the management skills of elementary school managers in terms of:
  - a. school leadership
  - b. instructional leadership

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- c. creating a student - centered learning climate
  - d. HR management and professional development
  - e. parent involvement & community partnership
  - f. school management and operations
  - g. personal and professional attributes and interpersonal effectiveness
3. determine whether the socio-demographic characteristics of the school managers significantly influence their management skills; and
  4. determine the strength, weaknesses, problems and recommendations.

## 2. RESEARCH METHOD

This chapter deals with the research processes that were employed to achieve the objectives of the study. In particular, it included the design of the study, the research locale, the unit of analysis, sampling procedure, method of data collection and data analysis.

### Research Design

The study utilized a survey design. The descriptive correlational type of research was used to find out the relationship between the demographic factors of school managers and their management skills such as school leadership, instructional leadership, creating a student - centered learning climate, parent involvement and community partnership, school management and operations, personal and professional attributes and interpersonal effectiveness of elementary school managers in the selected schools in Cotabato Province.

### Locale of the Study

The research was conducted in public elementary schools in Cotabato Province, particularly in selected elementary schools located in the 1<sup>st</sup> Legislative District, Province of Cotabato.

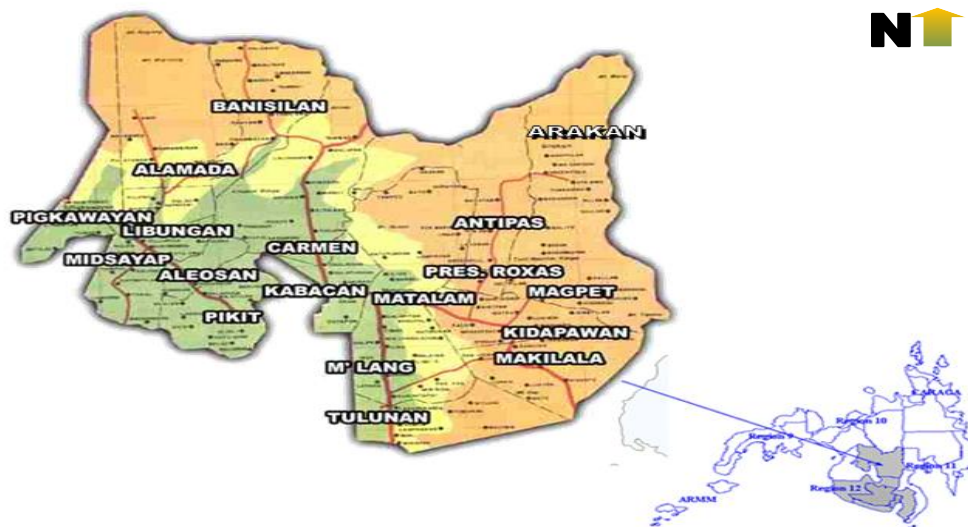


Fig. 2. Location Map of the Study. Province of Cotabato. 2014-2015

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### **Respondents of the Study**

Respondents of this study were public elementary school managers and teachers in the selected schools in Cotabato Province.

### **Sampling Design**

Two – stage sampling was used in this study. In the first stage, the researcher randomly selected 100 schools from among the schools in the districts. Hence, there were considered 100 school managers considered in the study. In the second stage, the researcher did the random selection of three (3) teachers from each of the schools and that resulted to 400 total respondents in the selected elementary schools located in the 1<sup>st</sup> Legislative District, Cotabato Province.

### **Research Instrument**

The researcher used the National Competency Based Standards for School Head (NCBS-SH) of the Department of Education as the main instrument for data collection. The instrument for school manager respondents consisted of three parts: asking for personal data, self-assessment using NCBS-SH and open-ended questions.

For the teacher respondents, the researcher also used the NCBS-HS for them to assess their respective school managers. Purposely, this research tool was used to obtain the necessary data outlined in the objectives of the study.

### **Data Collection**

The researcher sent a letter addressed to the school division superintendent requesting permission to conduct the study in his area of responsibility and a letter asking permission from the concerned district supervisors and channeled through the heads of the school to administer the questionnaire his/her respective school.

The questionnaire was personally administered and collected from the respondents during the conduct of the study. This technique helped the researcher to reduce the chances of the questionnaires being misplaced or unreturned by the respondents. This ensured 100% return rate of the instrument.

### **Data Analysis**

Descriptive statistics involving the use of mean, frequency counts, and percentages was used to analyze data gathered to answer the research questions on the socio-demographic profile and management skills of school managers in selected schools in Cotabato Province.

Multiple regression analysis was used to test the null hypothesis. The level of significance was set at 5%.

## **4. RESEARCH FINDINGS**

### **A. Socio-Demographic Profile**

#### **Gender**

As shown in Table 1, out of 100 school manager-respondents, 39% are male while 61% are female. This finding indicates that females were tapped as school managers. Educational roles according to Law and Glover (2001) were mostly inclined toward people and relationship that are valued by women to fit family life into their careers whereas men preferred task orientation working for money and always looked for career advancement.

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### **Age**

Among the 100 school manager-respondents 35% were in the age bracket of 48-54 years old, followed by 28% from 55-61 years old, 16% from 55-61 years old, 14% were from 34-40 years old, another 4% were above 62 years old and the least number 3% were from 27-33 years old. The data show that school managers in Cotabato province are generally in the middle age.

The data imply that society considered experience; knowledge, talents and everything one acquires as one grows in career are important attributes in determining the capacity of a person to perform his/her social role as school manager (Naire, 2013).

Normally, elementary school principals begin their career paths as teachers. After they have gained classroom experiences and have taken further trainings and education, they are promoted as school heads. Thus, being a principal tends to fall on the middle-age adult years.

### **Highest level of formal education**

For formal education, 52% graduated with a Master's Degree and 34% earned units towards a Master's Degree, 7% with units in Doctoral Degree program, 4% who graduated with a Doctorate Degree, and 3% did not enroll in any Master's Degree program.

It was found out that majority of the school managers pursued their continuing studies as shown in the post graduate profile. Updating knowledge leads one to be motivated and accept change. School managers were faced with constant change that calls to upgrade knowledge and skills (Stoltz, 2000).

### **Length of Experience as School Manager**

Out of 100 respondents, 32% have been in the service as school manager from 16-20 years, followed by 25% have served from 6-10 years, another 25% from 1-5 years, 12% have served as school manager from 16-20 years and the least number was 6% served as school manager from 21-25 years. These findings imply that most of the have served long as a school manager.

### **Length of Experience as School Manager in the Present School**

For length of experience in the present school, 76% have served in the present school from 1-5 years, 13% from 6-10 years, 8% from 11-15 years, 2% from 16-20 years and 1% who has served from 21-25 years. This finding indicates that the Department of Education issued an order with regards to reshuffling of school managers every five years.

### **Years Spent As Class/Subject Teacher**

Thirty-two percent of school managers spent 6-10 years as a class/subject teacher, 22% for 5 years and below, 21% from 11-15years, 15% from 21 years and above.

Normally, elementary school principals began their career paths as teachers. After they gained classroom experiences and took further training and education, they were promoted as school heads. Thus, being a principal tends to fall on the middle-age adult years. This condition ensures that the principals have acquired the necessary administrative and technical skills before they are positioned. The past experience is a good motivation to consider in seeking meaning and accomplishment in one's work (Naire, 2013).

### **Position**

In terms of position, 44% of the respondents held an Elementary School Principal I position, and 22% were Head Teacher I position, followed by 18% as Teacher-in-charge (TIC) or designated as school head and 16% as Head Teacher III.

These findings imply that a greater number of school managers have been promoted to a higher position.

### **Type of School**

Out of the 100 school manager-respondents, 85% managed a non-central school while 15% managed a central school. These findings imply that a greater number of school managers manage a non-central school.

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Table 1. Socio-demographic profile of the school managers in selected schools in Cotabato Province. SY 2014-2015

CHARACTERISTICS	FREQUENCY ( n = 100 )	PERCENTAGE ( % )
Gender		
Male	39	39.0
Female	61	61.0
Age		
27 - 33 yrs	3	3.0
34 – 40	14	14.0
41 – 47	28	28.0
48 – 54	35	35.0
55 – 61	16	16.0
62 – above	4	4.0
Highest Level of Formal Education		
College Graduate	3	3.0
With Earned Units in Master’s Degree Program	34	34.0
Master’s Degree Graduate	52	52.0
With Earned Units in Doctorate Degree Program	7	7.0
Doctorate Degree Graduate	4	4.0
Length of Experience As School Manager		
1 - 5 yrs	25	25.0
6 – 10	25	25.0
11 – 15	32	32.0
16 – 20	12	12.0
21 – 25	6	6.0
Length of Experience As Manager in the Present School		
1 - 5 yrs	76	76.0
6 – 10	13	13.0
11 – 15	8	8.0
16 – 20	2	2.0
21 – 25	1	1.0
Years Spent As Class/Subject Teacher		
5 yrs and below	22	22.0
6 – 10	32	32.0
11 – 15	21	21.0
16 – 20	14	14.0
21 yrs & above	11	11.0

Table 1 Continued

CHARACTERISTICS	FREQUENCY ( n = 100 )	PERCENTAGE ( % )
Position		
Designated school head	18	18.0
Head Teacher I	22	22.0
Head Teacher III	16	16.0
Principal I	44	44.0
Type of School		
Central School	15	15.0
Non-Central School	85	85.0
Number of Teachers Supervised		
4 – 15	81	81.0
16 – 27	13	13.0
28 – 39	3	3.0
40 – above	3	3.0
School Population		
83 – 582	83	83.0
583 – 1082	10	10.0
1083 – 1582	4	4.0
1583 – 2082	1	1.0
2083 – 2582	2	2.0

### **Number of Teachers Supervised**

Majority of school managers, 83% supervised 4-15 teachers, followed by 13% with 16-27 teachers, 3% with 28-39 teachers and another 3% with 40 and above teachers. These findings imply that majority of school managers manage a sizable number of teachers.

### **School Population**

For the school population, 81% supervised 83 - 582 pupils, followed by 10% with 583-1,082 pupils, 4% with 1,083-1,582 pupils, 2% with 1,583-2,082 pupils and 1% with 2,083-2,582 number of pupils.

This finding signifies that there were few schools with a large number of pupils. These schools are usually central or pilot schools located in the most populated municipalities in the province.

## **The Management Skills of Elementary School Managers**

### **The Management Skills of Elementary School Managers in Terms of School Leadership**

Table 2.1 shows that the management skill of the elementary school managers in terms of school leadership was high with average mean score of 3.34. This indicates that the school manager established and exhibited the skills in Strand I.A which included developing and communicating vision, mission, goals, and objectives with the average mean score of 3.36. This means that the school managers did their task well and could lead others to do the same such as involving internal and external stakeholders in formulating and achieving school vision, mission, goals, and objectives; aligning goals and objectives with the school vision and mission; demonstrating co-ownership of and personal responses to identified issues consistent with the school's vision and mission; communicating the school

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Table 2.1. Management skills of the school managers in terms of school leadership in selected schools in Cotabato Province. SY2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 1. SCHOOL LEADERSHIP</b>	<b>3.34</b>	Doing this very well and can lead others to do the same
<b>Strand I.A. Developing &amp; Communicating Vision, Mission, Goals, and Objectives (VMGO)</b>	<b>3.36</b>	Doing this very well and can lead others to do the same
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school's vision and mission	3.35	Doing this very well and can lead others to do the same
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives	3.45	Doing this very well and can lead others to do the same
3. Align goals and objectives with the school vision and mission	3.42	Doing this very well and can lead others to do the same
4. Communicate the school VMGO clearly	3.35	Doing this very well and can lead others to do the same
5. Explain the school vision to the general public	3.26	Doing this very well and can lead others to do the same
6. Revisit and ensure that school activities are aligned with the school VMGO	3.35	Doing this very well and can lead others to do the same
<b>Strand I.B. Data-based Strategic Planning</b>	<b>3.35</b>	Doing this very well and can lead others to do the same
7. Establish E-BEIS/SIS and baseline data of all performance indicators	3.45	Doing this very well and can lead others to do the same
8. Involve all internal and external stakeholders in developing SIP/AIP	3.38	Doing this very well and can lead others to do the same
9. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	3.36	Doing this very well and can lead others to do the same
10. Align the SIP/AIP with national, regional and local education policies and thrusts	3.30	Doing this very well and can lead others to do the same
11. Communicate effectively SIP/AIP to internal and external stakeholders	3.31	Doing this very well and can lead others to do the same
12. Resolve problems at the school level	3.50	Doing this very well and can lead others to do the same
13. Assist teachers and students to understand problems and identify possible solutions	3.42	Doing this very well and can lead others to do the same
14. Analyze cause/s of problems critically and objectively	3.29	Doing this very well and can lead others to do the same
15. Address the causes of the problem rather than the symptoms	3.24	Doing this very well and can lead others to do the same

Mean:

1.00 - 1.75 = Not doing this yet

1.76 - 2.51 = Doing a little of this and need to learn more

2.52 - 3.27 = Practicing this but need to improve

3.28 - 4.00 = Doing this very well and can lead others to do the same



Table 2.1 Continued

VARIABLE	MEAN	VERBAL DESCRIPTION
16. Explore several approaches in handling problems.	3.30	Doing this very well and can lead others to do the same
17. Demonstrate a proactive approach to problem solving	3.30	Doing this very well and can lead others to do the same
18. Involve stakeholders in meetings and deliberations for decision making	3.38	Doing this very well and can lead others to do the same
19. Set high expectations and challenging goals	3.31	Doing this very well and can lead others to do the same
20. Provide opportunities for growth and development of members as team players	3.35	Doing this very well and can lead others to do the same
21. Define roles and functions of each committee	3.34	Doing this very well and can lead others to do the same
22. Monitor and evaluate accomplishment of different committees/teams	3.31	Doing this very well and can lead others to do the same
23. Give feedback on the team's performance using performance – based assessment tool	3.24	Doing this very well and can lead others to do the same
24. Establish a system for rewards and benefits for teachers and staff	3.22	Doing this very well and can lead others to do the same
<b>Strand I.D. Coordinating with Others</b>	<b>3.33</b>	Doing this very well and can lead others to do the same
25. Collaborate with concerned staff on the planning and implementation of programs and projects	3.32	Doing this very well and can lead others to do the same
26. Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)	3.32	Doing this very well and can lead others to do the same
27. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects	3.33	Doing this very well and can lead others to do the same
28. Mobilize teachers/staff in sustaining a project	3.35	Doing this very well and can lead others to do the same
<b>Strand I.E. Leading &amp; Managing Change</b>	<b>3.34</b>	Doing this very well and can lead others to do the same
29. Maintain an open, positive and encouraging attitude toward change	3.43	Doing this very well and can lead others to do the same
30. Assist teachers in identifying strengths and growth areas through monitoring and observation	3.42	Doing this very well and can lead others to do the same
31. Introduce innovations in the school program to achieve higher learning outcomes	3.35	Doing this very well and can lead others to do the same
32. Monitor and evaluate the implementation of change programs included in SIP/AIP	3.33	Doing this very well and can lead others to do the same
33. Observe and apply multi-tasking in giving assignments	3.36	Doing this very well and can lead others to do the same
34. Advocate and execute plans for changes including culture change in the workplace	3.24	Practicing this but need to improve
35. Empower teachers and personnel to identify, initiate and manage changes	3.28	Doing this very well and can lead others to do the same

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Mean:

1.00 - 1.75 = Not doing this yet

1.76 - 2.51 = Doing a little of this and need to learn more

2.52 - 3.27 = Practicing this but need to improve

3.28 - 4.00 = Doing this very well and can lead others to do the same

vision, mission, goals, and objectives clearly; and revisiting and ensuring that the school activities are aligned with the school vision, mission, goals, and objectives.

Moreover, the school manager displayed the skills in Strand I.B which composed of data-based strategic planning with the average mean score of 3.35. The school managers were doing very well and could lead others to do the same in resolving problems at the school level, establishing E-BEIS/SIS and baseline data of all performance indicators, assisting teachers and students to understand problems and identify possible solutions, involving all internal and external stakeholders in developing SIP/AIP, utilizing data, e.g., E-BEIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP, communicating effectively SIP/AIP to internal and external stakeholders, aligning the SIP/AIP with national, regional and local education policies and thrusts exploring several approaches in handling problems, demonstrating a proactive approach to problem solving, analyzing cause/s of problems critically and objectively, and addressing the causes of problem rather than the symptoms.

Furthermore, the school manager established and displayed the skills in Strand I.C which consisted of building high performance teams with the average mean score of 3.31. This indicates that the school managers were doing very well and could lead others to do the same in involving stakeholders in meeting and deliberations for decision making, providing opportunities for growth and development of members as team players, defining roles and functions of each committee, setting high expectations and challenging goals, monitoring and evaluating accomplishment of different committees/teams, giving feedback on the team's performance using performance-based assessment tool, and establishing a system for rewards and benefits for teachers and staff.

Moreover, school manager proved and showed the skills in Strand 1.D which included coordinating with others with the average mean score of 3.33. This means that the school managers were doing very well and could lead others to do the same in mobilizing teachers/staff in sustaining a project, providing feedback and updates to stakeholders on the status of progress and completion of programs and projects, collaborating with concerned staff on the planning and implementation of programs and projects, and ensuring proper allocation and utilization of resources (time, fiscal, human, IMS, etc.).

Furthermore, the school manager proved and showed the skills in Strand I.E which consisted of leading and managing change with the average mean score of 3.34. This means that the school managers were doing very well and could lead others to do the same in maintaining an open, positive and encouraging attitude toward change, assisting teachers in identifying strengths and growth areas through monitoring and observation; observing and applying multi-tasking in giving assignments, introducing innovations in the school program to achieve higher learning outcomes, monitoring and evaluating the implementation of change programs included in SIP/AIP, and empowering teachers and personnel to identify, initiate and manage changes. However, the school managers had the least mean score of 3.24 in advocating and executing plans for change including culture change in the work place. This means the school managers practiced it but they needed to improvement.

These findings conformed to Ibukun (2003) as cited Adegbemile et al. (2011) that no amount of capital injection into educational system without change of attitude, better skill acquisition and overt commitment on the part of teaching force can produce the much desired change in school performance. In addition, Ngoka (2000) as cited by Adegbemile et al. (2011) reported the behavior that demonstrates leadership competency and conflict management skills which include among others setting expectations, modeling behavior expected from others, not taking sides, negotiating to achieve resolution of conflicts, and bringing harmony, cooperation, unity, job satisfaction and good job performance. In this context, it affirmed the idea of Cotton (2003) that these instructional leadership practices of the principals have contributed to high levels of student achievements.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

### The Management Skills of Elementary School Managers in Terms of Instructional Leadership

Table 2.2 shows that the management skill of the elementary school managers in terms of instructional leadership was relatively high with average mean score of 3.26, qualitatively interpreted as being practiced but needed improvement. However, the school managers showed and exhibited the skills in Strand II.A, particularly assessment for learning with the average mean score of 3.36. This means that the school managers were doing very well and could lead others to do the same in assessing the effectiveness of curricular/co-curricular programs and/or instructional strategies, utilizing assessment results to improve learning, managing the processes and procedures in monitoring student achievement, creating and managing a school process to ensure student progress is conveyed to students and parents/guardians regularly, and utilizing a range of assessment processes to assess student performance.

Hence., the school managers exhibited the skills in Strand II.B, like developing programs and/or adapting existing programs with average mean score of 3.11. This is qualitatively interpreted as practicing but improvements are needed in implementing an existing, coherent and responsive school-wide curriculum, addressing deficiencies and sustain successes of current programs in collaboration with teachers and learners, developing a culture of functional literacy, and developing/adapting a research-based school program.

Moreover, the school managers displayed the skills in Strand II.C, particularly implementing programs for instructional improvement with average mean score of 3.18, qualitatively interpreted as practicing but improvement is necessary in enriching curricular offerings based on local needs, managing the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah), managing curriculum innovation and enrichment with the use of technology, and organizing teams to champion instructional innovation programs toward curricular responsiveness. However, under this strand II.C, the school managers exhibited the skill with teachers in curriculum review which is working with a mean score of 3.13, interpreted as doing it very and could lead others to do the same.

On the other hand, the school managers proved the skills in Strand II.D, particularly instructional supervision with average mean score of 3.41, meaning the school managers were doing very well and could lead others to do the same. Evaluating lesson plans as well as classroom and learning management got the highest mean score of 3.51, followed by preparing and implementing instructional supervisory plan, conducting instructional supervision using appropriate strategy, and providing collegial manner timely, accurate and specific feedback to teachers regarding their performance. However, the school managers exhibited the skill of providing expert technical assistance and instructional support to teachers with the mean score of 3.25, interpreted as practicing but needed to improvement.

These findings were anticipated because the success of any human endeavor depends on the competencies and skills possessed by the person who performs the tasks necessary for the achievement of purpose or objectives. Accordingly, instructional leaders need to lead the teachers, students, and the community for creating excellent schools by collaboratively establishing visions, developing trust, earning respect for all in school communities. The findings conformed to the idea of Mgbodile (2003,) as cited by Adegbemile (2011), that school managers must possess and employ planning and decision-making skills, leadership competencies and supervisory skills for effective school administration.

Table 2.2. Management skills of the school managers in terms of instructional leadership in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 2. INSTRUCTIONAL LEADERSHIP</b>	<b>3.26</b>	Practicing this but need to improve
<b>Strand II.A. Assessment for Learning</b>	<b>3.32</b>	Doing this very well and can lead others to do the same
1. Manage the processes and procedures in monitoring student achievement	3.33	Doing this very well and can lead others to do the same
2. Ensure utilization of a range of assessment processes to assess student performance	3.28	Doing this very well and can lead others to do the same

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3. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies	3.35	Doing this very well and can lead others to do the same
4. Utilize assessment results to improve learning	3.34	Doing this very well and can lead others to do the same
5. Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly	3.31	Doing this very well and can lead others to do the same
<b>Strand II. B. Developing Programs &amp;/or Adapting Existing Programs</b>	<b>3.11</b>	Practicing this but need to improve
6. Develop/adapt a research-based school program	2.97	Practicing this but need to improve
7. Assist in implementing an existing, coherent and responsive school-wide curriculum	3.17	Practicing this but need to improve
8. Address deficiencies and sustain successes of current programs in collaboration with teachers and learners	3.16	Practicing this but need to improve
9. Develop a culture of functional literacy	3.14	Practicing this but need to improve
<b>Strand II.C. Implementing Programs for Instructional Improvement</b>	<b>3.18</b>	Practicing this but need to improve
10. Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)	3.16	Practicing this but need to improve
11. Work with teachers in curriculum review	3.28	Doing this very well and can lead others to do the same
12. Enrich curricular offerings based on local needs	3.26	Practicing this but need to improve
13. Manage curriculum innovation and enrichment with the use of technology	3.13	Practicing this but need to improve
14. Organize teams to champion instructional innovation programs toward curricular responsiveness	3.07	Practicing this but need to improve
<b>Strand II.D. Instructional Supervision</b>	<b>3.41</b>	Doing this very well and can lead others to do the same
15. Prepare and implement an instructional supervisory plan	3.45	Doing this very well and can lead others to do the same
16. Conduct Instructional Supervision using appropriate strategy	3.45	Doing this very well and can lead others to do the same
17. Evaluate lesson plans as well as classroom and learning management	3.51	Doing this very well and can lead others to do the same
18. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance	3.40	Doing this very well and can lead others to do the same
19. Provide expert technical assistance and instructional support to teachers	3.25	Practicing this but need to improve

Mean:

1.00 - 1.75 = Not doing this yet

1.76 - 2.51 = Doing a little of this and need to learn more

2.52 - 3.27 = Practicing this but need to improve

3.28 - 4.00 = Doing this very well and can lead others to do the same

**The Management Skills of Elementary School Managers in Terms of Creating a Student-centered Learning Climate**

Table 2.3 reveals that the management skills of the respondents in terms of school leadership were significantly high with an average mean score of 3.31. The school manager exhibited a skill on setting high social and academic expectations with the average mean score of 3.32. This means that the school manager is doing very well and could lead others to do the same in recognizing high performing learners and teachers and supportive parents, supporting learners’ desire to pursue further learning; participating in the management of the learner behavior with the school and other school related activities done outside the school and creating an engaging learning environment. However, their skills in establishing and modeling high social and academic expectations for all and benchmarking school performance with the mean score of 3.25 and 3.23, respectively were interpreted as practicing but needed to. On the other hand, Strand III.B, Creating school environments focused on the needs of the learner had the average mean score of 3.29. This means the school manager showed off and displayed the skills in creating and sustaining a safe, orderly, nurturing and healthy environment. However, providing environment that promotes use of technology among learners and teachers with had a mean of 3.12, interpreted as practicing but needed improvement.

The findings imply that the school managers give importance to both emotional and physical aspects and safety of the pupils at school. The results supported the idea Espinosa (2013) who stated that the educators helping them to feel welcome is another factor that the students describe as an integral in reinforcing a positive tone in schools, whether or not they are provided some input into their own education or experience a sense of ownership. Children as well as adults are more likely to resist an activity that holds little meaning or relevance to them or they feel arbitrarily imposed. In relation, Brooks (2006) added that a major ingredient of resilience is the belief that one controls what transpires in once life. The experience of personal control and ownership is nurtured when one has and is allowed to make certain decisions.

Table 2.3. Management skills of the school managers in terms of creating a student-centered learning climate in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 3. CREATING A STUDENT - CENTERED LEARNING CLIMATE</b>	<b>3.31</b>	Doing this very well and can lead others to do the same
<b>Strand III.A. Setting high social &amp; academic expectations</b>	<b>3.32</b>	Doing this very well and can lead others to do the same
1. Benchmark school performance	3.23	Practicing this but need to improve
2. Establish and model high social and academic expectations for all	3.25	Practicing this but need to improve
3. Create an engaging learning environment	3.28	Doing this very well and can lead others to do the same
4. Participate in the management of learner behavior within the school and other school related activities done outside the school	3.35	Doing this very well and can lead others to do the same
5. Support learners’ desire to pursue further learning	3.35	Doing this very well and can lead others to do the same
6. Recognize high performing learners and teachers and supportive parents and other stakeholders	3.45	Doing this very well and can lead others to do the same
<b>Strand III. B. Creating school environments focused on the needs of the learner</b>	<b>3.29</b>	Doing this very well and can lead others to do the same

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7. Create and sustain a safe, orderly, nurturing and healthy environment	3.46	Doing this very well and can lead others to do the same
8. Provide environment that promotes use of technology among learners and teachers	3.12	Practicing this but need to improve

Mean:

- 1.00 - 1.75 = Not doing this yet
- 1.76 - 2.51 = Doing a little of this and need to learn more
- 2.52 - 3.27 = Practicing this but need to improve
- 3.28 - 4.00 = Doing this very well and can lead others to do the same

### **The Management Skills of Elementary School Managers in Terms of HR Management and Professional Development**

Table 2.4 shows that the management skill of the elementary school managers in terms of HR management and professional development was fairly high with the average mean score of 3.26. This means that the school manager displayed the skills on Strand IV.A which included creating a professional learning community (3.26), which indicated that the school managers were practicing this but needed the improvement, assessing and analyzing the needs and interest of teachers and other school personnel (3.27), ensuring that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP (3.27), recognizing potentials of staff and provide opportunities for professional development (3.27), preparing, implementing, and monitoring school-based INSET for all teaching staff based on IPPDs and the SPPD (3.27), integrating the SPPD in the SIP/AIP (3.25), ensuring that the objectives of the school development plan are supported with resources for training and development programs (3.24), monitoring and evaluating school-based INSETs (3.24), and mentoring and coaching employees and facilitating the induction of new ones (3.22) Under this strand, the school managers showed the skills of doing very well and can lead others to do the same in building a community of learners among teachers (3.33).

On the other hand, the school manager exhibited the skill such as recruitment and hiring with average mean score of 3.20. This shows that school managers practiced it but needed improvement in utilizing the basic qualification standards and adhering to pertinent policies in recruiting and hiring teachers/staff; recommending better ways and means to improve recruitment, hiring and performance of teachers; and creating and train School Committee to train its members.

Moreover, the school managers proved their skill in Strand IV.C like managing performance of teachers and staffs with the average mean score of 3.28. This means the school managers were doing very well and could lead others to do the same in assigning teachers and other personnel to their area of competence, assisting teachers and staff in setting and resetting performance goals, monitoring and evaluating performance of teaching and nonteaching personnel vis-a-vis targets, and delegating specific tasks to help manage the performance of teaching and non-teaching personnel. However, the school manager exhibited the skills under this strand like assisting and monitoring the development of IPPD of each teacher with mean score of 3.21, creating a functional school-based performance appraisal committee (3.20), and coaching deputized staff as needed on managing performance (3.19). These scores were interpreted as being practiced this but needed improvement.

This result implies that the school managers provide opportunities where teachers can enhance their professional growth. According to, Spendlove (2007), professional development is essential for every individual, whether employed or not. It is vital for every business and professional organization to increase the knowledge and skills of their employees. They should strive to enhance the quality of performance, to ensure an improvement on the personal and professional front. A professional development program boosts the individual career, through travel, research, workshops and seminars and by working with professionals who are experienced. Professional Development training courses are not only applicable to people in business or management, but are also important for professionals such as teachers, technicians, nurses and engineers.

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Table 2.4. Management skills of the school managers in terms of HR management and professional management in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 4. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT</b>	<b>3.26</b>	Practicing this but need to improve
<b>Strand IV.A. Creating a Professional Learning Community</b>	<b>3.26</b>	Practicing this but need to improve
1. Build a community of learners among teachers	3.33	Doing this very well and can lead others to do the same
2. Assess and analyze the needs and interests of teachers and other school personnel	3.27	Practicing this but need to improve
3. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP	3.27	Practicing this but need to improve
4. Integrate the SPPD in the SIP/AIP	3.25	Practicing this but need to improve
5. Mentor and coach employees and facilitate the induction of new ones	3.22	Practicing this but need to improve
6. Recognize potentials of staff and provide opportunities for professional development	3.27	Practicing this but need to improve
7. Ensure that the objectives of the school development plan are supported with resources for training and development programs	3.24	Practicing this but need to improve
8. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD	3.27	Practicing this but need to improve
9. Monitor and evaluate school-based INSETs	3.24	Practicing this but need to improve
<b>Strand IV.B. Recruitment &amp; Hiring</b>	<b>3.20</b>	Practicing this but need to improve
10. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff	3.26	Practicing this but need to improve
11. Create and train School Selection and Promotion Committee and train its members	3.16	Practicing this but need to improve
12. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers	3.20	Practicing this but need to improve

Mean:

1.00 - 1.75 = Not doing this yet

1.76 - 2.51 = Doing a little of this and need to learn more

2.52 - 3.27 = Practicing this but need to improve

3.28 - 4.00 = Doing this very well and can lead others to do the same

**The Management Skills of Elementary School Managers in Terms of Parents Involvement and Community Partnership**

Table 2.5 shows that the management skills of the elementary school managers in terms of parents involvement and community partnership were nearly or relatively high as shown by the average mean score of 3.23. This indicates that the school managers practiced it but needed improvement their skills in Strand V.A such as parent involvement in establishing school and family partnerships that promote students’ peak performance and conducting dialogues, fora, training of teachers, learners and parents on the welfare and improving performance of learners. However, the school manager exhibited the skills under Strand V.A, particularly on organizing programs that involve parents and other school stakeholders to promote learning with the mean score of 3.39, which means the school managers were doing this very well and could lead others to do the same.

Moreover, the school manager displayed the skill on external community and partnership with the average mean score of 3.22, which is interpreted as practicing it but need to improve in assisting in promoting the image of the projects. Under Strand V.B, the school managers proved the skill in participating school through school summit, State of the School Address (SOSA) cultural shows, learners’ projects, exhibits, fairs, and etc and conducting dialogues and meetings with multi-stakeholders in crafting programs and actively in community affairs (3.40) and establishing sustainable linkages/partnership with other sectors and agencies and NGOs (3.36).

The results imply that the schools managers usually involved parents through communication, consultation before decision-making, family opportunities at school, and support for home-based learning. This finding conformed to the study of Mueller (2004) that as school leadership supports development of effective parent-school relationships, the benefits are many. With specific attention to communication, trust, collaboration, and parent education, school administrators can foster positive changes in parent engagement and student success.

Table 2.5. Management skills of the school managers in terms of parent involvement & community partnership in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 5. PARENT INVOLVEMENT &amp; COMMUNITY PARTNERSHIP</b>	<b>3.23</b>	Practicing this but need to improve
<b>Strand V.A. Parental Involvement</b>	<b>3.19</b>	Practicing this but need to improve
1. Establish school and family partnerships that promote students’ peak performance	3.24	Practicing this but need to improve
2. Organize programs that involve parents and other school stakeholders to promote learning	3.29	Doing this very well and can lead others to do the same
3. Conduct dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners	3.19	Practicing this but need to improve
<b>Strand V.B. External Community Partnership</b>	<b>3.22</b>	Practicing this but need to improve
4. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners’ project exhibits, fairs, etc.	2.99	Practicing this but need to improve
5. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects	3.14	Practicing this but need to improve
6. Participate actively in community affairs	3.40	Doing this very well and can lead others to do the same



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7. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies	3.36	Doing this very well and can lead others to do the same
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Mean:

- 1.00 - 1.75 = Not doing this yet
- 1.76 - 2.51 = Doing a little of this and need to learn more
- 2.52 - 3.27 = Practicing this but need to improve
- 3.28 - 4.00 = Doing this very well and can lead others to do the same

### **The Management Skills of Elementary School Managers in Terms of School Management and Operation**

Table 2.6 shows that the management skills of the elementary school managers in terms of school management and operation were high as shown by the average mean score of 3.30. The school managers exhibited the skill on Strand VI.A which is managing school operations with average mean score of 3.34. It means that the school managers were doing very well and could lead others to do the same in institutionalizing best practices like managing and monitoring school operations thereby creating a safe, secure and clean learning environment, establishing and maintaining specific programs to meet needs of identified target groups, allocating/prioritizing funds for improvement and maintenance of school physical facilities and equipment, managing the implementation, monitoring and reviewing of the SI/AI and other action plans; and taking the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert or experts. The school managers also showed the skill under strand VI.A such as assigning/hiring appropriate support personnel to manage school operations with mean score of 3.23, interpreted as practicing this but need to improve.

In Strand VI.B, they had skill on fiscal management with an average mean score of 3.30. It shows that the school managers were doing very well and could lead others to do the same like preparing financial reports and submitting/communicating the same to higher education authorities and other education partners, accounting for school funds, monitoring utilization, recording and reporting of funds, utilizing funds for approved school programs and projects as reflected in SIP/AIP, developing a school budget which is consistent with SIP/AIP, generating a school budget which is consistent with SIP/AIP, managing school resources in accordance with DepEd policies and accounting and auditing rules and regulations and pertinent guidelines, and accepting donations, gifts, bequests and grants in accordance with RA 9155. However, the school manager showed a skill on preparing a financial management plan, organizing a procurement committee and ensures that the official procurement is followed (3.24), and managing a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties (3.20). These scores are interpreted as being practiced but needed improvement.

Furthermore, the school managers were skilled in using of technology in the management of operation with the average mean score of 3.23. It is interpreted as being practiced but needed to improvement using IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system), sharing with other school heads the school' experience in the use of new technology, applying Information Technology (IT) plans for online communication, and using IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines.

According to NASSP (2009) as cited by Espinosa (2013), in order to improve teaching students learning in their schools, the assistant principals serve as coaches and mentors to teachers and students. They recognize and celebrate the achievements of students to help ensure the sharing and implementation of their best practices they monitor student achievement goals and progress. They collaborate in data collection and analysis to inform decision making, guide curriculum development, and align assessments with essential learning and student needs. They share leadership within school administrative teams, collaborating with others to translate the school vision and mission into initiatives and daily practice.

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Table 2.6. Management skills of the school managers in terms of school management and operations in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 6. SCHOOL MANAGEMENT AND OPERATIONS</b>	<b>3.30</b>	Doing this very well and can lead others to do the same
<b>Strand VI. A. Managing School Operations</b>	<b>3.34</b>	Doing this very well and can lead others to do the same
1. Manage the implementation, monitoring and review of the SIP/AIP and other action plans	3.36	Doing this very well and can lead others to do the same
2. Establish and maintain specific programs to meet needs of identified target groups	3.28	Doing this very well and can lead others to do the same
3. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s	3.34	Doing this very well and can lead others to do the same
4. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment	3.38	Doing this very well and can lead others to do the same
5. Oversee school operations and care and use of school facilities according to set guidelines	3.38	Doing this very well and can lead others to do the same
6. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	3.39	Doing this very well and can lead others to do the same
7. Assign/ hire appropriate support personnel to manage school operations	3.23	Practicing this but need to improve
<b>Strand VI.B. Fiscal Management</b>	<b>3.30</b>	Doing this very well and can lead others to do the same
8. Prepare a financial management plan	3.25	Practicing this but need to improve
9. Develop a school budget which is consistent with SIP/AIP	3.29	Doing this very well and can lead others to do the same
10. Generate and mobilize financial resources	3.29	Doing this very well and can lead others to do the same
11. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines.	3.29	Doing this very well and can lead others to do the same
12. Accept donations, gifts, bequests and grants in accordance with RA 9155	3.28	Doing this very well and can lead others to do the same
13. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	3.20	Practicing this but need to improve
14. Organize a procurement committee and ensures that the official procurement process is followed	3.24	Practicing this but need to improve
15. Utilize funds for approved school programs and projects as reflected in SIP/AIP	3.31	Doing this very well and can lead others to do the same

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16. Monitor utilization, recording and reporting of funds	3.36	Doing this very well and can lead others to do the same
17. Account for school fund	3.37	Doing this very well and can lead others to do the same

Table 2.6 Continued

VARIABLE	MEAN	VERBAL DESCRIPTION
18. Prepare financial reports and submit/communicate the same to higher education authorities and other education partners	3.38	Doing this very well and can lead others to do the same
<b>Strand VI.C. Use of Technology in the Management of Operations</b>	<b>3.23</b>	Practicing this but need to improve
19. Apply Information Technology (IT) plans for online communication	3.24	Practicing this but need to improve
20. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	3.27	Practicing this but need to improve
21. Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines	3.16	Practicing this but need to improve
22. Share with other school heads the school's experience in the use of new technology	3.25	Practicing this but need to improve

Mean:

- 1.00 - 1.75 = Not doing this yet
- 1.76 - 2.51 = Doing a little of this and need to learn more
- 2.52 - 3.27 = Practicing this but need to improve
- 3.28 - 4.00 = Doing this very well and can lead others to do the same

### **The Management Skills of Elementary School Managers in Terms of Personal and Professional Attributes and Interpersonal Effectiveness**

Table 2.7 presents the management skills of the elementary school managers in terms of personal and professional attributes and interpersonal effectiveness as extremely high as shown by the average mean score of 3.43. This indicates that the school manager exhibited the skill as shown in strand VII.A which is on professionalism having an average mean score of 3.46. It means the school managers were doing very well and could lead others to do the same in maintaining harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders with the highest mean score of 3.52, also in observing and demonstrating desirable personal and professional (RA 6713 and Code of Ethics RA 7836) behaviors like respect, honesty dedication, patriotism and genuine concern for others at all times, maintaining good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs, manifesting genuine enthusiasm and pride in the nobility of the teaching profession, endorsing appointments, promotions and transfers on the bases of merit and needs in the interest of the service, and developing programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel.

Moreover, the school manager also displayed skill shown in Strand VII.B on communication with the average mean score of 3.44. It means that the school managers were doing it very well and could lead others to do the same in communicating effectively to staff and other stakeholders in both oral and written and listening to stakeholders' needs and concerns and responding appropriately in consideration of the political, social, legal and cultural context.

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In addition, the school managers exhibited a skill on interpersonal sensitivity with the average mean score of 3.40. It means the school managers did it very well and could lead others to do the same in demonstrating ability to empathize with others and in interacting appropriately with a variety of audiences.

Table 2.7. Management skills of the school managers in terms of personal and professional attributes and interpersonal effectiveness in selected schools in Cotabato Province. SY 2014-2015.

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>DOMAIN 7. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS</b>	<b>3.43</b>	Doing this very well and can lead others to do the same
<b>Strand VII.A. Professionalism</b>	<b>3.46</b>	Doing this very well and can lead others to do the same
1. Manifest genuine enthusiasm and pride in the nobility of the teaching profession	3.43	Doing this very well and can lead others to do the same
2. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times	3.50	Doing this very well and can lead others to do the same
3. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders	3.52	Doing this very well and can lead others to do the same
4. Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service	3.43	Doing this very well and can lead others to do the same
5. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs	3.49	Doing this very well and can lead others to do the same
6. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel	3.36	Doing this very well and can lead others to do the same
<b>VII. Strand VII.B. Communication</b>	<b>3.44</b>	Doing this very well and can lead others to do the same
7. Communicate effectively to staff and other stakeholders in both oral and written forms	3.46	Doing this very well and can lead others to do the same
8. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context	3.43	Doing this very well and can lead others to do the same

Mean:

1.00 - 1.75 = Not doing this yet

1.76 - 2.51 = Doing a little of this and need to learn more

2.52 - 3.27 = Practicing this but need to improve

3.28 - 4.00 = Doing this very well and can lead others to do the same

Table 2.7. Continued

VARIABLE	MEAN	VERBAL DESCRIPTION
<b>VII. Strand VII.C. Interpersonal Sensitivity</b>	<b>3.40</b>	Doing this very well and can lead others to do the same
9. Interact appropriately with a variety of audiences	3.34	Doing this very well and can lead others to do the same
10. Demonstrate ability to empathize with others	3.36	Doing this very well and can lead others to do the same
<b>VII. Strand VII.D. Fairness, Honesty &amp; Integrity</b>	<b>3.43</b>	Doing this very well and can lead others to do the same
11. Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices	3.37	Doing this very well and can lead others to do the same
12. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions	3.48	Doing this very well and can lead others to do the same
13. Make individuals accountable for their actions	3.45	Doing this very well and can lead others to do the same

Mean:

- 1.00 - 1.75 = Not doing this yet
- 1.76 - 2.51 = Doing a little of this and need to learn more
- 2.52 - 3.27 = Practicing this but need to improve
- 3.28 - 4.00 = Doing this very well and can lead others to do the same

The school managers demonstrated fairness, honesty, and integrity (3.43). This means that the school managers were doing very well and could lead others to do the same in demonstrating integrity, honesty and fairness in all his/her dealings and transactions, observing Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all practices and making individuals accountable for their actions.

The findings imply that the school managers recognize the efforts exerted by teachers and show honesty in dealing with financial matters. Edgeron et al. (2006) mentioned that administrators should encourage teachers in any school undertakings. Teachers feel better about themselves and what their collective missions are as result of the significant interaction with their administrators, they become more effective in the classroom.

**The Relationship of Socio-Demographic Characteristics of School Managers and The Management Skills of Elementary School Managers**

**The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in School Leadership**

Table 3.1 shows the result of multiple regression analysis which reveals that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in school leadership (F – Value = 2.5299, P-value = 0.0099) at 5% level of significance. The coefficient of determination multiple R-square = 0.2213 indicates

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

that 22.13% of the management skills of school managers in terms of school leadership can be attributed to the variation in the socio-demographic characteristics. The remaining 77.87% are explained by factors not included in the model.

Table 3.1. Relationship between the school managers' socio-demographic characteristics and their skills in school leadership. Cotabato Province. SY 2014 - 2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIENT	STD. ERRO	t-VALUE	PROBABILITY
	T	R		Y
<i>Constant</i>	3.079	0.251	12.251	0.000
Gender	0.054	0.067	0.793	0.430
Age	0.003	0.006	0.469	0.640
Highest Level of Formal Education	-0.052	0.041	-1.263	0.210
Length of Experience As School Manager	-0.004	0.008	-0.543	0.588
Length of Experience As Manager in the Present School	0.005	0.008	0.568	0.571
Year Spent as Class/Subject Teacher	0.002	0.006	0.363	0.718
Position	0.037	0.013	2.863*	0.005
Type of School	0.142	0.135	1.053	0.295
Number of Teachers Supervised	-0.004	0.017	-0.217	0.829
School Population	0.000	0.000	0.442	0.660

Multiple R-square = 0.2213  
 F-Value = 2.5299\*\*  
 Probability = 0.0099  
 \*\* significant at 5% level

Among these independent variables, the school managers' position was found as the best significant predictor of their skills in terms of school leaderships ( $\beta = 0.037$ , t-value = 2.863, P-value = 0.005). This result implies that the higher the managers' position is, the more likely they demonstrate and display the skills of a school leader through developing and communicating vision, mission, goals, and objectives, data-based strategic planning, building high performance teams; coordinating with others, and leading and managing change. It also implies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualification prescribed by the DepED as stated in the DepEd Order 39, s 2007 modified qualification standards for the position of head teacher and principal state that subsequent appointees to said positions should meet the herein newly approved qualification standards, subject the guidelines on selection and promotion of school heads, which include the passing of the Principalship test for aspirants to Principal I position. Therefore, the school managers being in the higher position indeed know their duties, roles and functions inherent to the position. They are motivated to perform better because remuneration and security of tenure.

Leithwood and Riel (2003) affirmed that the school leadership provided and/or shared by school administrator is one of the key factors in enhancing school performances and student achievements. The school leaders, in this context, are "those persons occupying various roles in the school who work with others to provide direction and exert influence on persons and things in order to achieve the goals."

**The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in Instructional Leadership**

Results of the multiple regression analysis in Table 3.2 reveal that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in instructional leadership (F – Value = 2.2401, P- value = 0.0221) at 5% level of significance. The coefficient of determination multiple R-square = 0.2011

Table 3.2. Relationship between the school managers' socio-demographic characteristics and their skills in instructional leadership. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIENT		PROBABILITY	
	T	STD. ERRO	t-VALUE	Y
<i>Constant</i>	2.968	0.273	10.865	0.000
Gender	0.069	0.073	0.943	0.348
Age	0.002	0.006	0.289	0.773
Highest Level of Formal Education	-0.045	0.045	-1.002	0.319
Length of Experience As School Manager	-0.003	0.009	-0.325	0.746
Length of Experience As Manager in the Present School	0.006	0.009	0.668	0.506
Year Spent as Class/Subject Teacher	0.006	0.007	0.832	0.408
Position	0.034	0.014	2.394*	0.019
Type of School	0.130	0.147	0.889	0.377
Number of Teachers Supervised	-0.008	0.019	-0.429	0.669
School Population	0.000	0.000	0.705	0.483

Multiple R-square = 0.2011  
 F-Value = 2.2401\*\*  
 Probability = 0.0221  
 \*\* significant at 5% level

indicates that 20.11% of the management skills of school managers in terms of instructional leadership can be attributed to the variation in the socio-demographic characteristics. The remaining 79.89% are explained by factors not included in the model.

Among the independent variables, the school managers' position was found as the best significant predictor of their skills in terms of instructional leaderships ( $\beta = 0.034$ , t-value = 2.394, P-value = 0.019). This result implies that the higher the managers' position is the more likely they demonstrate and display the skills of an instructional leader with respect to assessment for learning, developing programs and/or adopting existing programs, implementing programs for instructional improvement; and instructional supervision.

It also signifies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualification prescribed by the DepED stated in the DepEd Order 39, s 2007 modified qualification standards for the position of head teacher and principal state that subsequent appointees to said positions should meet the herein newly approved qualification standards, subject the guidelines on selection and promotion of school heads, which include the passing of the Principalship test for aspirants to Principal I position. Therefore, the schools managers being in the higher position indeed know their duties, roles and functions inherent to the position. They are motivated to perform better because of remuneration and security of tenure.

Cotton (2003) affirmed that providing instructional leadership through discussions on instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; being accountable for affecting and supporting continuous improvements and processing data for program improvements is essential.

**The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in Creating a Student – Centered Learning Climate**

Results of the multiple regression analysis Table 3.3 reveal that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in creating a student-centered learning climate (F - value = 3. 2284, P - value = 0.005) at 5% set level of significance. The coefficient of determination multiple R-square = 0.2662 indicates that 26.62% of the management skills of school managers in terms of creating a student-centered learning climate can be attributed to the variation in the socio- demographic characteristics. The remaining 73.38% are explained by factors not included in the model. Taken singly, the school managers' position was found as the best significant predictor of their skills in terms of creating a student – centered learning climate ( $\beta = 0.037$ , t-value = 2.859, P-value = 0.019). This result implies that the higher the managers' position is the more likely they demonstrate and display the skills of a creating a student – centered learning climate with respect to setting high social and academic expectations and creating school environments focused on the needs of the learner.

It also signifies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualifications prescribed by the DepED as stated in the DepEd Order 39, s 2007

Table 3.3. Relationship between the school managers' socio-demographic characteristics and their skills in creating a student-centered learning climate. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIEN		t-	PROBABILIT
	T	STD. ERRO	VALUE	Y
	B	R		
<i>Constant</i>	3.022	0.247	12.226	0.000
Gender	0.031	0.066	0.472	0.638
Age	0.000	0.006	0.060	0.953
Highest Level of Formal Education	-0.036	0.041	-0.880	0.381
Length of Experience As School Manager	0.000	0.008	-0.026	0.979
Length of Experience As Manager in the Present School	0.003	0.008	0.362	0.718
Year Spent as Class/Subject Teacher	0.009	0.006	1.443	0.153
Position	0.037	0.013	2.859*	0.005
Type of School	0.160	0.133	1.204	0.232
Number of Teachers Supervised	-0.015	0.017	-0.853	0.396
School Population	0.000	0.000	1.189	0.238

Multiple R-square = 0.2662  
 F-Value = 3.2284\*\*  
 Probability = 0.0014

\*\* significant at 5% level

**The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in HR Management and Professional Development**



Table 3.4 presents the multiple regression analysis which reveals that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in human relation management and

Table 3.4. Relationship between the school managers' socio-demographic characteristics and their skills in HR management and professional development. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIENT	STD. ERROR	t-VALUE	PROBABILITY
	T			Y
	B	R		
Constant	3.091	0.271	11.421	0.000
Gender	0.011	0.073	0.147	0.884
Age	-0.004	0.006	-0.615	0.540
Highest Level of Formal Education	-0.014	0.044	-0.325	0.746
Length of Experience As School Manager	0.000	0.008	-0.023	0.982
Length of Experience As Manager in the Present School	0.009	0.009	1.049	0.297
Year Spent as Class/Subject Teacher	0.009	0.007	1.342	0.183
Position	0.034	0.014	2.4429*	0.017
Type of School	0.138	0.145	0.951	0.344
Number of Teachers Supervised	0.000	0.019	0.027	0.979
School Population	0.000	0.000	0.255	0.800

Multiple R-square = 0.2140  
 F-Value = 2.4227\*\*  
 Probability = 0.0134

\*\* significant at 5% level

professional development (F - value = 2.4227, P- value = 0.0134) at 5% level of significance. The coefficient of

determination multiple R-square = 0.2140 indicates that 21.40% of the management skills of school managers in terms of human relation management and professional development can be attributed to the variation in the socio-demographic characteristics. The remaining 78.60% are explained by factors not included in the model.

Taking singly, among the independent variables, the school managers' position was found as the best significant predictor of their skills in terms of human relation management and professional development ( $\beta = 0.034$ , t-value = 2.4429, P-value = 0.017). This result implies that the higher the managers' position is, the more likely they demonstrate and display the skills in human relation management and professional development with respect to creating a professional learning community as well as recruitment and hiring.

It also signifies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualifications prescribed by the DepED stated in the DepEd Order 39, s 2007 modified qualification standards for the position of head teacher and principal state that subsequent appointees to said positions should meet the herein newly approved qualification standards, subject the guidelines on selection and promotion of school heads, which include the passing of the Principalship test for aspirants to Principal I position. Therefore, the school managers being in the higher position indeed know their duties, roles and functions inherent to the position. They are motivated to perform better because of remuneration and security of tenure.

Sun, Creemers, and Jong (2007) expressed that effective school improvement required strong and empowered leaders give power and authority to the schools, particularly to the school leadership, for personnel (hiring, firing, and promoting teachers and other school staff members time and financial management, spiritual and human resources

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

support, and school improvement).

### The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in HR Management and Professional Development

Table 3.4 presents the multiple regression analysis which reveals that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in human relation management and professional development (F - value = 2.4227, P- value = 0.0134) at 5% level of significance. The coefficient of determination multiple R-square = 0.2140 indicates that 21.40% of the management skills of school managers in terms of human relation management and professional development can be attributed to the variation in the socio-demographic characteristics. The remaining 78.60% are explained by factors not included in the model.

Taking singly, among the independent variables, the school managers' position was found as the best significant predictor of their skills in terms of human relation management and professional development ( $\beta = 0.034$ , t-value = 2.4429, P-value = 0.017). This result implies that the higher the managers' position is, the more likely they demonstrate and display the skills in human relation management and professional development with respect to creating a professional learning community as well as recruitment and hiring.

It also signifies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualifications prescribed by the DepED stated in the DepEd Order 39, s 2007 modified qualification standards for the position of head teacher and principal state that subsequent appointees to said positions should meet the herein newly approved qualification standards, subject the guidelines on selection and promotion of school heads, which include the passing of the Principalship test for aspirants to Principal I position. Therefore, the school managers being in the higher position indeed know their duties, roles and functions inherent to the position. They are motivated to perform better because of remuneration and security of tenure.

Table 3.4. Relationship between the school managers' socio-demographic characteristics and their skills in HR management and professional development. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIEN		t-VALUE	PROBABILIT Y
	T	STD. ERRO R		
<i>Constant</i>	3.091	0.271	11.421	0.000
Gender	0.011	0.073	0.147	0.884
Age	-0.004	0.006	-0.615	0.540
Highest Level of Formal Education	-0.014	0.044	-0.325	0.746
Length of Experience As School Manager	0.000	0.008	-0.023	0.982
Length of Experience As Manager in the Present School	0.009	0.009	1.049	0.297
Year Spent as Class/Subject Teacher	0.009	0.007	1.342	0.183
Position	0.034	0.014	2.4429*	0.017
Type of School	0.138	0.145	0.951	0.344
Number of Teachers Supervised	0.000	0.019	0.027	0.979
School Population	0.000	0.000	0.255	0.800

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Multiple R-square = 0.2140  
 F-Value = 2.4227\*\*  
 Probability = 0.0134

\*\* significant at 5% level

Sun, Creemers, and Jong (2007) expressed that effective school improvement required strong and empowered leaders give power and authority to the schools, particularly to the school leadership, for personnel (hiring, firing, and promoting teachers and other school staff members time and financial management, spiritual and human resources support, and school improvement).

### The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in School Management and Operation

Data on multiple regression analysis in table 3.6 reveal that the combined contribution of the socio-demographic characteristics significantly influenced the managers' skills in school management and operation (F - value = 2.8734, P- value = 0.0038) at 5% set level of significance. The coefficient of determination multiple R-square = 0.2441 indicates that 24.41% of the management skills of school managers in terms of personal and professional attributes and interpersonal effectiveness can be attributed to the variation in the socio- demographic characteristics. The remaining 75.59% are explained by factors not included in the model.

Taken singly, the school managers' position was found as the best significant predictor of their skills in terms of school management and operation ( $\beta = 0.035$ , t-value = 2.391, P-value = 0.019). This result implies that the higher the managers' position is, the more they are skilled in school management and operation with respect to managing school operation, fiscal management, and use of technology in the management operation.

It also signifies that the school managers with higher position like principal I and above, performed better in these skills. They have met the necessary qualifications prescribed by the DepED stated in the DepEd Order 39, s 2007 modified qualification standards for the position of head teacher and principal which states that subsequent appointees to said positions should meet the herein newly approved qualification standards, subject the guidelines on selection and promotion of school heads, which include the passing of the Principalship test for aspirants to Principal I position. Therefore, the school managers being in the higher position indeed knew their duties, roles and functions inherent to

Table 3.6. Relationship between the school managers' socio-demographic characteristics and their skills in school management and operations. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIENT B	STD. ERROR	t-VALUE	PROBABILITY
<i>Constant</i>	3.010	0.285	10.567	0.000
Gender	0.108	0.076	1.408	0.163
Age	0.000	0.007	0.067	0.946
Highest Level of Formal Education	-0.054	0.047	-1.147	0.254
Length of Experience As School Manager	0.005	0.009	0.529	0.598
Length of Experience As Manager in the Present School	-0.001	0.009	-0.146	0.884
Year Spent as Class/Subject Teacher	0.006	0.007	0.920	0.360
Position	0.035	0.015	2.391**	0.019
Type of School	0.218	0.153	1.423	0.158
Number of Teachers Supervised	-0.006	0.020	-0.316	0.753
School Population	0.000	0.000	0.492	0.624

Publication Partner:

International Journal of Scientific and Research Publications (ISSN: 2250-3153)

Multiple R-square = 0.2441  
 F-Value = 2.8734\*\*  
 Probability = 0.0038

\*\* significant at 5% level

the position. They are motivated to perform better because of remuneration and security of tenure.

Cleland et al. (2006) asserted that the job of a school administrator entails the maintenance and coordination of the functions of a school. The school heads take for themselves responsibility for making effective use of all available resources in terms of budgeting the allocated expenses annually. This also includes balancing in every decision and action the planned activities of the school.

**The Relationship between the School Managers' Socio-Demographic Characteristics and Their Skills in Personal and Professional Attributes and Interpersonal Effectiveness**

Table 3.7 presents the multiple regression analysis which reveals that the combined contribution of the socio-demographic characteristics did not significantly influence the managers' skills in personal and professional attributes and interpersonal effectiveness (F - value = 1.5052, P-value = 0.01507) at 5% set level of significance. The coefficient of determination multiple R-square = 0.1469 indicates that 15% of the management skills of school managers in terms of personal and professional attributes and interpersonal effectiveness can be attributed to the variation in the socio-demographic characteristics. The remaining 85% are explained by factors not included in the model. This signifies that the personal and professional attributes and interpersonal effectiveness of school managers in terms of displaying their skills in professionalism, interpersonal sensitivity, fairness, honesty and integrity have nothing to do with age, sexuality, position, or higher the education gained but depends on how they value their work. This finding supported the idea of Iverson et al. (2004) that employees with different work values would have different work styles and values to their employees and their direction is therefore a very important issue.

Table 3.7. Relationship between the school managers' socio-demographic characteristics and their skills in personal and professional attributes and interpersonal effectiveness. Cotabato Province. SY 2014 -2015.

SOCIO-DEMOGRAPHIC CHARACTERISTICS	COEFFICIENT B	STD. ERROR	t-VALUE	PROBABILITY
<i>Constant</i>	3.105	0.271	11.461	0.000
Gender	0.032	0.073	0.446	0.657
Age	0.002	0.006	0.339	0.735
Highest Level of Formal Education	-0.007	0.044	-0.167	0.868
Length of Experience As School Manager	0.000	0.008	0.021	0.984
Length of Experience As Manager in the Present School	0.007	0.009	0.768	0.445
Year Spent as Class/Subject Teacher	0.005	0.007	0.692	0.491
Position	0.023	0.014	1.656	0.101
Type of School	0.224	0.146	1.537	0.128
Number of Teachers Supervised	-0.007	0.019	-0.391	0.696
School Population	0.000	0.000	0.417	0.678

Multiple R-square = 0.1469

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International Journal of Scientific and Research Publications (ISSN: 2250-3153)

F-Value = 1.5324 <sup>ns</sup>

Probability = 0.1411

ns = not significant

\* \*significant at 5% level

Moreover, the result conformed to the study of Davies (1992) as cited by Ibukun et al. (2011) that there was a significant correlation between certain traits and interpersonal effectiveness. Rosenthal and Pittensky (2006), however, maintained that a finite set of traits can distinguish successful from unsuccessful leaders although such aspects as personality appear to be a significant factor. There are only few of the many factors that can contribute to interpersonal effectiveness or the influenced process (Ticehurst & Veal, 2000). A particular leadership pattern may therefore work effectively for one group of workers, but may be totally ineffective for other group of workers. According to Wang & Clegg (2002), interaction among many factors of a situation must be examined before any predictions about interpersonal effectiveness can be made

### **The Strengths, Weaknesses, Problems and Recommendations of the School Managers**

Table 4 reveals the consolidated strengths, weaknesses, problems, and recommendations identified by the respondents that were gathered through written and oral interviews.

#### **Strengths**

Out of the 100 school manager-respondents 45% mentioned that their strength was utilizing the new approaches, strategies, and innovations in leading school and learning continuously to improve their management and leadership skills. There were 15% who mentioned high regard, commitment, and dedication towards work, maintaining good supervision and managing the school for harmonious relationship among teachers and with the community, and effective communication among parents and stakeholders. There were 11% who expressed maintaining high reputation, professionalism, ethics, and exercising transparency while 8% pointed out setting a good example to people around them through desirable behavior, and being a credible and respected leader. One of the respondents said that effective and efficient teachers, competitive pupils, and supportive parents and barangay official are my greatest strength.

#### **Weaknesses**

Out of 100 school manager-respondents 45% mentioned that the mediocrity in the system was their greatest adversary to improve their schools. For other weaknesses 12% mentioned that frequent absenteeism of pupils is common among schools, and 10% mentioned time management in frequently dealing with so many reports and new programs offered by the DeEd was a weakness.

#### **Problems**

Out of 100 school manager-respondents, 49% identified lack of ICT trainings and expertise, and poor internet signal which are very important in doing and submitting reports required by the DepEd, 28% mentioned unavailability of funds for the programs and projects that could hinder the implementation and their minimal output is often expected, 13% expressed natural calamities such as floods and manmade calamities such as human conflicts are common problems encountered by the school managers, and 4% said lack of school buildings and drinking facilities especially in some barangay schools.

Table 4. The strengths, weaknesses, problems, and recommendation of school managers in selected schools in Cotabato Province. SY 2014-2015.

ASSESSMENT	FREQUENCY ( n = 100 )	PERCENTAGE ( % )
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#### **Strengths**

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Utilizing the new approaches, strategies, and innovations in leading school and learning continuously to improve management and leadership skills.	45	45.0
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High regard, commitment, and dedication towards work; maintaining good supervision and managing the school for harmonious relationship among teachers and with the community, and effective communication among parents and stakeholders.	15	15%
---	----	-----

Maintaining high reputation, professionalism, ethics, and exercising transparency.	11	11%
--	----	-----

Setting a good example to people around them through desirable behavior, and being a credible and respected leader.	8	8.0
---	---	-----

**Weaknesses**

Mediocrity in the system hinder improvement	45	45.0
---	----	------

Frequent absenteeism of pupils	12	12.0
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Time management in frequently dealing with so many reports and new programs offered by the DeEd.	10	10.0
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**Problems**

Lack of ICT trainings and expertise, and poor internet signal	49	49.0
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Unavailability of funds for the programs and projects that could hinder the implementation	28	28.0
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Natural calamities such as floods and manmade calamities such as human conflicts	13	13.0
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Lack of school buildings and drinking facilities especially in some barangay schools	4	4.0
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**Recommendations**

Enhancement trainings on ICT and provision of laptop to each teacher to facilitate teacher-learning process	42	42.0
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Having more skills development trainings for teachers	12	12.0
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Minimizing extracurricular activities of pupils	12	12.0
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Increasing the MOOE funds for the pupils to experience free education and sustain their needs	9	9.0
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Training appropriate for multigrade teaching	2	2.0
Improvement of health and sanitation through provisions of clear and safe drinking water in school	2	2.0
Dissemination of research results	1	1.0

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#### 4. CONCLUSIONS

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

1. School managers were effective in managing their respective schools in the areas of school leadership, creating a student-centered learning climate, school management and operation, and personal and professional attributes and interpersonal effectiveness. Despite practicing these management skills but needed to improve their skills in terms of instructional leadership, HR management and professional development, and parent involvement and community partnership.
2. The socio-demographic characteristics were significantly related to their management skills in terms of school leadership, instructional leadership, creating student-centered learning climate, HR management and professional development, and school management and operation. School managers' position best predicted their performance in leading the school.
3. Despite the strength of school managers, they were beset by constraints on attaining a degree of excellence in the system.

#### 5. RECOMMENDATIONS

Out of 100 school manager-respondents, 42% recommended to undergo enhancement training on ICT and to provide of laptop to each teacher to facilitate teacher-learning process, 12% suggested minimizing extracurricular activities of pupils; 12% on having more skills development trainings for teachers, 9% on increasing the MOOE funds for the pupils to experience free education and sustain their needs, 2% wanted to have training appropriate for multigrade teaching, 2% improvement of health and sanitation through provisions of clear and safe drinking water in school, and 1% said DepEd should disseminate results of studies in order to improve their management skills.

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## Glossary

The following terms were defined for clarity :

### A. Terms

**Age** refers to the chronological numbers of years since birth of the public elementary school managers-respondents at the time of the study.

**Creating a Student-Centered Learning Climate** refers to the domain which requires the effective school leaders set high standards and create high expectations for learners at the same time recognizing their achievement.

**Demographic Characteristics** refer to the personal data of the school managers, in this study, these included gender, age, highest level of formal education, length of experience working as school manager, length of working experience as a school manager in the present school, and the years spent as class/subject teacher, type of school, number of teachers, and school population.

**Gender** refers to the respondents' sex identity as male or female.

**Highest level of Formal Education** refers to the respondents' highest level of education earned from formal academic institution.

**HR Management and Professional Development** refers to the domain where an effective school leader develops the skills and talents of those around them. This domain includes the nurturing and supporting of a learning community that recruits teachers based on NCBTS and promotes the continuous growth and development of personnel based on IPPD and SPPD.

**Instructional Leadership** refers to the domain that covers those actions in instructional leadership (e.g. assessment for learning, development and implementation, instructional supervision and technical assistance that school heads take or delegate to others to promote good teaching and high level learning among pupils/students).

**Length of Experience Working as School Manager** refers to the school managers' number of years of working experience as school principal or head.

**Length of Working Experience as a School Manager in the Present School** refers to the school managers' number of years of working experience as school principal or head in his/her present school.

**Management Skills** refer to the capability of the school manager's knowledge, abilities and behavior in terms of school leadership, instructional leadership, creating a student - centered learning climate, parent involvement and community partnership, school management and operations, personal and professional attribute and interpersonal effectiveness.

**Number of Teachers** refers to the head count of teaching personnel including subject and ICT coordinators in school.

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**Parent Involvement and Community Partnership** refers to the domain that covers those actions of an effective school head in engaging in shared decision making with the community in achieving universal participation, completion and functional literacy. This domain covers parent and other stakeholders' involvement to raise learners' performance.

**Personal and Professional Attributes and Interpersonal Effectiveness** refers to the domain showing that effective school leaders are models of professionalism and ethical and moral leadership. This domain includes the development of pride in the nobility of the teaching profession.

**Position** refers to the respondents' current position categorized as principal, head teacher, and teacher-in-charge in their respective school.

**School Leadership** refers to the domain which emphasizes that effective school leaders collaborately create a vision and establish a climate for teachers, non-teaching personnel and learners to reach their highest level of achievement.

**School Management and Daily Operations** refer to the domain that covers the critical role school heads play in managing the implementation and monitoring of their schools' improvement plan/annual implementation plan.

**School Manager** refers to whether the respondent holds an item as a school principal, head teacher, or designated as school head.

**School population** refers to the head count of pupils enrolled from kindergarten up to grade six.

**Type of school** refers to the term of a school, is either central or non-central school.

**Years Spent as Class/Subject Teacher** refer to the school managers' number of years of working experience as regular classroom/subject teacher before becoming a school principal or head.

## B. Acronyms

**AIP (Annual Implementation Plan).** It describes how the key improvement strategies in the school strategic plan, and other significant projects, will be put into operation during the year and how they will be monitored.

**ASSIST (Achieving Success through School Improvement Site Teams).** It is a phrase descriptive of the process used to initiate and support school improvement. The Project is based upon the belief that school-wide change can be fostered by creating within a team of teacher-leaders and the principal the capacity to lead school-wide change.

**BTHS (Breakthrough High Schools).** These are middle and high schools in Breakthrough, New York, USA that serve large numbers of students living in poverty and are high achieving or dramatically improving students in terms of achievement.

**CEO (Chief Executive Officer).** It refers to the most senior corporate officer (executive) or administrator in charge of managing a for-profit or non-profit organization.

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**DepEd (Department of Education).** It is the executive department of the Philippine government responsible for ensuring access to, promoting equity in, and improving the quality of basic education.

**DfES (Department for Education and Skills).** A government department in Ireland formerly called the Department of Education and Science which is responsible for the education system and children's services.

**IPPD (Individual Professional Plan for Development).** A Department of Education program that enables each teacher to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals.

**McREL (Mid-continent Research for Education and Learning).** It is a research organization helping educators do the most essential to improve teaching and learning.

**NCBS-SH (National Competency Based Standards for School Head).** It is basically a self-appraisal tool accomplished by the School Heads themselves that asks them to complete a self-assessment instrument where they identify the behaviors they have consistently demonstrated in their role as a school head across the seven domains.

**OERI (Office of Educational Research and Improvement).** In the U.S. Department of Education, it is the federal government's lead agency for educational research and development.

**OFSTED (Office for Standards in Education).** It is a non-ministerial department that assesses children's services in local areas, and inspects services for looked-after children, safeguarding and child protection.

**PwC (PricewaterhouseCoopers).** It is a multinational professional services network. It is the world's second largest professional services network, as measured by 2013 profits, and also belongs to the Big Four auditors, along with Deloitte, Ernst & Young.

**SBM (School-Based Management).** It is a research based, committed, structured, and decentralized method of operating the school district within understood parameters and staff role to maximize resource effectiveness by transferring the preponderant share of the entire school system's budget, along with the corresponding decision making power, to the local schools.

**SES (Socio-Economic Status).** It is an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation.

**SIP (School Improvement Plan).** It is a plan that defines a school's targeted work for the year to raise achievement for all of its students. It is aimed at measurable goals, and it is monitored throughout the year.

**SPPD (School Plan for Professional Development).** A Department of Education program that develop needs-based Master Plans, training designs and resource packages for identified priority needs to support continuing professional development.

**STRB (School Teacher's Review Body).** It is an organization that makes recommendations and reviews provisions for teachers' pay to raise the status of the profession and contribute to improving the standard of teaching in our schools.

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**TQM (Total Quality Management).** It consists of organization-wide efforts to install and make permanent a climate in which an organization continuously improves its ability to deliver high-quality products and services to customers.

**US (United States).** It is officially United States of America, abbreviations U.S. or U.S.A., byname America, country of North America, a federal republic of 50 states.

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## Appendixes

### MANAGEMENT SKILLS OF ELEMENTARY SCHOOL MANAGERS IN SELECTED SCHOOLS IN COTABATO PROVINCE

#### Confidentiality

*All information collected in this study will be treated confidentially. While results will be made available, you are guaranteed that neither you nor this school and any of its personnel will be identified in any report of the results.*

#### About the Questionnaire

- *This questionnaire asks for information about personal data information and management skills of school managers.*
- *The person who completes this questionnaire should be the principal/school head of this school.*
- *This questionnaire should take approximately 20-30 minutes to answer.*
- *Guidelines for answering the questions are typed in italics. Most questions can be answered by marking the one most appropriate to you.*
- *When you have completed this questionnaire, please feel free to contact the researcher [09471110791]*
- *When in doubt on any items of the questionnaire, or want to clarify items thru this number, you can reach me [09471110791]*

**Thank you very much for your cooperation!**

#### A. BACKGROUND INFORMATION

*These questions are about you, your education and your position as school manager. In respond to the questions, please mark the appropriate box.*

##### 1. What is your gender?

Female                  Male

0

1

2. How old are you? \_\_\_\_\_

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**3. What is the highest level of formal education you have completed?**

*Please mark one choice.*

- 1 College Graduate
- 2 With Earned Units in Masters Degree Program
- 3 Masters Degree Graduate
- 4 With Earned Units in Doctoral Degree Program
- 5 Doctoral Degree Graduate

**4. For how long have you been working as a school manager/principal?**

\_\_\_\_\_

**5. For how long have you been working as a school manager principal in this school?**

\_\_\_\_\_

**6. How many years did you spend as a subject/class teacher before you became a school manager/principal?** \_\_\_\_\_

**7. What is your current position as a school manager?**

*Please mark your choice.*

- 1 Teacher-in-charge
- 2 Head Teacher I
- 3 Head Teacher II
- 4 Head Teacher III
- 5 Head Teacher IV
- 6 Head Teacher V
- 7 Head Teacher VI
- 8 Principal I
- 9 Principal II
- 10 Principal III

**8. Is this school a central or non-central school?**

*Please mark one choice.*

- 0 **Central School** (*Pilot/Center among the School within the district.*)
- 1 **Non-central School** (*Complete elementary/ primary school.*)

**9. How many staff are currently working in this school?**

*Number of persons (in head counts) who work at this school. Please write a number in the row.*



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I \_ I \_ I \_ I \_ I \_ I \_ I \_ I Teachers with Advisory, Subject Teacher, And ICT in the school.

**10. What is the current school enrolment (number in students of all grades)?**

Please write a number *in the row*.

I \_ I \_ I \_ I \_ I \_ I \_ I \_ I Number of students

**B. SELF ASSESSMENT**

**INSTRUCTIONS:**

1. This tool contains a list of competencies covered in the National Competency-Based Standards for School Heads based on DepEd Order No. 32. s. 2010, The National Adoption and Implementation of the National Competency-Based Standards for School Heads. Consider each competency by reflecting on your past and current practices as a School Head.
2. For each competency indicator, there are four possibilities in which you will see your need for professional development. Place a check (✓) under the appropriate column that represents your self-reflection. Do this for each competency.

Competency Domain/Strand	I am not doing this yet.	I am doing a little of this and I need to learn more.	I am practicing this but I need to improve.	I am doing this very well and can lead others to do the same.
<b>DOMAIN 1. SCHOOL LEADERSHIP</b>				
<b>Strand I.A. Developing &amp; Communicating Vision, Mission, Goals, and Objectives (VMGO)</b>				
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school’s vision and mission				

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2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives				
3. Align goals and objectives with the school vision and mission				
4. Communicate the school VMGO clearly				
5. Explain the school vision to the general public				
6. Revisit and ensure that school activities are aligned with the school VMGO				
<b>Strand I.B. Data-based Strategic Planning</b>				
7. Establish E-BEIS/SIS and baseline data of all performance indicators				
8. Involve all internal and external stakeholders in developing SIP/AIP				
9. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP				
10. Align the SIP/AIP with national, regional and local education policies and thrusts				
11. Communicate effectively SIP/AIP to internal and external stakeholders				
12. Resolve problems at the school level				
13. Assist teachers and students to understand problems and identify possible solutions				
14. Analyze cause/s of problems critically and objectively				
15. Address the causes of the problem rather than the symptoms				
16. Explore several approaches in handling problems.				
17. Demonstrate a proactive approach to problem solving				
<b>Strand I.C. Building High Performance Teams</b>				
18. Involve stakeholders in meetings and deliberations for decision making				
19. Set high expectations and challenging goals				

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20. Provide opportunities for growth and development of members as team players				
21. Define roles and functions of each committee				
22. Monitor and evaluate accomplishment of different committees/teams				
23. Give feedback on the team's performance using performance – based assessment tool				
24. Establish a system for rewards and benefits for teachers and staff				
<b>Strand I.D. Coordinating with Others</b>				
25. Collaborate with concerned staff on the planning and implementation of programs and projects				
26. Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)				
27. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects				
28. Mobilize teachers/staff in sustaining a project				
<b>Strand I.E. Leading &amp; Managing Change</b>				
29. Maintain an open, positive and encouraging attitude toward change				
30. Assist teachers in identifying strengths and growth areas through monitoring and observation				
31. Introduce innovations in the school program to achieve higher learning outcomes				
32. Monitor and evaluate the implementation of change programs included in SIP/AIP				
33. Observe and apply multi-tasking in giving assignments				
34. Advocate and execute plans for changes including culture change in the workplace				
35. Empower teachers and personnel to identify, initiate and manage changes				
<b>DOMAIN 2. INSTRUCTIONAL LEADERSHIP</b>				
<b>Strand II.A. Assessment for Learning</b>				

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36. Manage the processes and procedures in monitoring student achievement				
37. Ensure utilization of a range of assessment processes to assess student performance				
38. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies				
39. Utilize assessment results to improve learning				
40. Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly				
<b>Strand II. B. Developing Programs &amp;/or Adapting Existing Programs</b>				
41. Develop/adapt a research-based school program				
42. Assist in implementing an existing, coherent and responsive school-wide curriculum				
43. Address deficiencies and sustain successes of current programs in collaboration with teachers and learners				
44. Develop a culture of functional literacy				
<b>Strand II.C. Implementing Programs for Instructional Improvement</b>				
45. Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)				
46. Work with teachers in curriculum review				
47. Enrich curricular offerings based on local needs				
48. Manage curriculum innovation and enrichment with the use of technology				
49. Organize teams to champion instructional innovation programs toward curricular responsiveness				
<b>Strand II.D. Instructional Supervision</b>				
50. Prepare and implement an instructional supervisory plan				
51. Conduct Instructional Supervision using appropriate strategy				
52. Evaluate lesson plans as well as classroom and learning management				

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53. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance				
54. Provide expert technical assistance and instructional support to teachers				
<b>DOMAIN 3. CREATING A STUDENT - CENTERED LEARNING CLIMATE</b>				
<b>Strand III.A. Setting high social &amp; academic expectations</b>				
55. Benchmark school performance				
56. Establish and model high social and academic expectations for all				
57. Create an engaging learning environment				
58. Participate in the management of learner behavior within the school and other school related activities done outside the school				
59. Support learners' desire to pursue further learning				
60. Recognize high performing learners and teachers and supportive parents and other stakeholders				
<b>Strand III. B. Creating school environments focused on the needs of the learner</b>				
61. Create and sustain a safe, orderly, nurturing and healthy environment				
62. Provide environment that promotes use of technology among learners and teachers				
<b>DOMAIN 4. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT</b>				
<b>Strand IV.A. Creating a Professional Learning Community</b>				
63. Build a community of learners among teachers				
64. Assess and analyze the needs and interests of teachers and other school personnel				
65. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP				
66. Integrate the SPPD in the SIP/AIP				
67. Mentor and coach employees and facilitate the induction of new ones				

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68. Recognize potentials of staff and provide opportunities for professional development				
69. Ensure that the objectives of the school development plan are supported with resources for training and development programs				
70. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD				
71. Monitor and evaluate school-based INSETs				
<b>Strand IV.B. Recruitment &amp; Hiring</b>				
72. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff				
73. Create and train School Selection and Promotion Committee and train its members				
74. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers				
<b>Strand IV.C. Managing Performance of Teachers and Staff</b>				
75. Assign teachers and other personnel to their area of competence				
76. Assist teachers and staff in setting and resetting performance goals				
77. Monitor and evaluate performance of teaching and non-teaching personnel vis-a-vis targets				
78. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel				
79. Coach deputized staff as needed on managing performance				
80. Create a functional school-based performance appraisal committee				
81. Assist and monitor the development of IPPD of each teacher				
<b>DOMAIN 5. PARENT INVOLVEMENT &amp; COMMUNITY PARTNERSHIP</b>				
<b>Strand V.A. Parental Involvement</b>				

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82. Establish school and family partnerships that promote students' peak performance				
83. Organize programs that involve parents and other school stakeholders to promote learning				
84. Conduct dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners				
<b>Strand V.B. External Community Partnership</b>				
85. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.				
86. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects				
87. Participate actively in community affairs				
88. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies				
<b>DOMAIN 6. SCHOOL MANAGEMENT AND OPERATIONS</b>				
<b>Strand VI. A. Managing School Operations</b>				
89. Manage the implementation, monitoring and review of the SIP/AIP and other action plans				
90. Establish and maintain specific programs to meet needs of identified target groups				
91. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s				
92. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment				
93. Oversee school operations and care and use of school facilities according to set guidelines				
94. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment				
95. Assign/ hire appropriate support personnel to manage school operations				
<b>Strand VI.B. Fiscal Management</b>				

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96. Prepare a financial management plan				
97. Develop a school budget which is consistent with SIP/AIP				
98. Generate and mobilize financial resources				
99. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent Guidelines				
100. Accept donations, gifts, bequests and grants in accordance with RA 9155				
101. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties				
102. Organize a procurement committee and ensures that the official procurement process is followed				
103. Utilize funds for approved school programs and projects as reflected in SIP/AIP				
104. Monitor utilization, recording and reporting of funds				
105. Account for school fund				
106. Prepare financial reports and submit/communicate the same to higher education authorities and other education partners				
<b>Strand VI.C. Use of Technology in the Management of Operations</b>				
107. Apply Information Technology (IT) plans for online communication				
108. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)				
109. Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines				
110. Share with other school heads the school's experience in the use of new technology				
<b>DOMAIN 7. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS</b>				



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<b>Strand VII.A. Professionalism</b>				
111. Manifest genuine enthusiasm and pride in the nobility of the teaching profession				
112. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times				
113. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders				
114. Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service				
115. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs				
116. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel				
<b>VII. Strand VII.B. Communication</b>				
117. Communicate effectively to staff and other stakeholders in both oral and written forms				
118. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context				
<b>VII. Strand VII.C. Interpersonal Sensitivity</b>				
119. Interact appropriately with a variety of audiences				
120. Demonstrate ability to empathize with others				
<b>VII. Strand VII.D. Fairness, Honesty &amp; Integrity</b>				
121. Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices				
122. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions				
123. Make individuals accountable for their actions				

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### C. STRENGTHS, PROBLEMS, RECOMMENDATIONS

In your own assessment can you write your:

a. Strengths:

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b. Problems:

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c. Problems:

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d. Recommendations:

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Name of School Head (optional): \_\_\_\_\_

Name of School: \_\_\_\_\_

## MANAGEMENT SKILLS OF ELEMENTARY SCHOOL MANAGERS IN SELECTED SCHOOLS IN COTABATO PROVINCE

### INSTRUCTIONS:

(For Teacher)

1. This tool contains a list of competencies covered in the National Competency-Based Standards for School Heads based on DepEd Order No. 32. s. 2010, The National Adoption and Implementation of the National Competency-Based Standards for School Heads

2. For each competency indicator, there are four possibilities in which you will see that your school head need for professional development. Place a check (✓) under the appropriate column that represents your school head. Do this for each competency.

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Competency Domain/Strand	He/she is not doing this yet.	He/she is doing a little of this and he/she need to learn more.	He/she is practicing this but he/she need to improve.	He/she is doing this very well and can lead others to do the same.
<b>DOMAIN 1. SCHOOL LEADERSHIP</b>				
<b>Strand I.A. Developing &amp; Communicating Vision, Mission, Goals, and Objectives (VMGO)</b>				
1. Demonstrate co-ownership of and personal responses to identified issues consistent with the school’s vision and mission				
2. Involve internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives				
3. Align goals and objectives with the school vision and mission				
4. Communicate the school VMGO clearly				
5. Explain the school vision to the general public				
6. Revisit and ensure that school activities are aligned with the school VMGO				
<b>Strand I.B. Data-based Strategic Planning</b>				
7. Establish E-BEIS/SIS and baseline data of all performance indicators				
8. Involve all internal and external stakeholders in developing SIP/AIP				
9. Utilize data, e.g, E-BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP				
10. Align the SIP/AIP with national, regional and local education policies and thrusts				

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11. Communicate effectively SIP/AIP to internal and external stakeholders				
12. Resolve problems at the school level				
13. Assist teachers and students to understand problems and identify possible solutions				
14. Analyze cause/s of problems critically and objectively				
15. Address the causes of the problem rather than the symptoms				
16. Explore several approaches in handling problems				
17. Demonstrate a proactive approach to problem solving				
<b>Strand I.C. Building High Performance Teams</b>				
18. Involve stakeholders in meetings and deliberations for decision making				
19. Set high expectations and challenging goals				
20. Provide opportunities for growth and development of members as team players				
21. Define roles and functions of each committee				
22. Monitor and evaluate accomplishment of different committees/teams				
23. Give feedback on the team's performance using performance – based assessment tool				
24. Establish a system for rewards and benefits for teachers and staff				
<b>Strand I.D. Coordinating with Others</b>				
25. Collaborate with concerned staff on the planning and implementation of programs and projects				
26. Ensure proper allocation and utilization of resources (time, fiscal, human, IMS, etc.)				
27. Provide feedback and updates to stakeholders on the status of progress and completion of programs and projects				
28. Mobilize teachers/staff in sustaining a project				

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<b>Strand I.E. Leading &amp; Managing Change</b>				
29. Maintain an open, positive and encouraging attitude toward change				
30. Assist teachers in identifying strengths and growth areas through monitoring and observation				
31. Introduce innovations in the school program to achieve higher learning outcomes				
32. Monitor and evaluate the implementation of change programs included in SIP/AIP				
33. Observe and apply multi-tasking in giving assignments				
34. Advocate and execute plans for changes including culture change in the workplace				
35. Empower teachers and personnel to identify, initiate and manage changes				
<b>DOMAIN 2. INSTRUCTIONAL LEADERSHIP</b>				
<b>Strand II.A. Assessment for Learning</b>				
36. Manage the processes and procedures in monitoring student achievement				
37. Ensure utilization of a range of assessment processes to assess student performance				
38. Assess the effectiveness of curricular/co-curricular programs and/or instructional strategies				
39. Utilize assessment results to improve learning				
40. Create & manage a school process to ensure student progress is conveyed to students and parents/guardians regularly				
<b>Strand II. B. Developing Programs &amp;/or Adapting Existing Programs</b>				
41. Develop/adapt a research-based school program				
42. Assist in implementing an existing, coherent and responsive school-wide curriculum				
43. Address deficiencies and sustain successes of current programs in collaboration with teachers and learners				
44. Develop a culture of functional literacy				

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<b>Strand II.C. Implementing Programs for Instructional Improvement</b>				
45. Manage the introduction of curriculum initiatives in line with DepEd policies (e.g. BEC, Madrasah)				
46. Work with teachers in curriculum review				
47. Enrich curricular offerings based on local needs				
48. Manage curriculum innovation and enrichment with the use of technology				
49. Organize teams to champion instructional innovation programs toward curricular responsiveness				
<b>Strand II.D. Instructional Supervision</b>				
50. Prepare and implement an instructional supervisory plan				
51. Conduct Instructional Supervision using appropriate strategy				
52. Evaluate lesson plans as well as classroom and learning management				
53. Provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance				
54. Provide expert technical assistance and instructional support to teachers				
<b>DOMAIN 3. CREATING A STUDENT - CENTERED LEARNING CLIMATE</b>				
<b>Strand III.A. Setting high social &amp; academic expectations</b>				
55. Benchmark school performance				
56. Establish and model high social and academic expectations for all				
57. Create an engaging learning environment				
58. Participate in the management of learner behavior within the school and other school related activities done outside the school				
59. Support learners' desire to pursue further learning				
60. Recognize high performing learners and teachers and supportive parents and other stakeholders				

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<b>Strand III. B. Creating school environments focused on the needs of the learner</b>				
61. Create and sustain a safe, orderly, nurturing and healthy environment				
62. Provide environment that promotes use of technology among learners and teachers				
<b>DOMAIN 4. HR MANAGEMENT AND PROFESSIONAL DEVELOPMENT</b>				
<b>Strand IV.A. Creating a Professional Learning Community</b>				
63. Build a community of learners among teachers				
64. Assess and analyze the needs and interests of teachers and other school personnel				
65. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP				
66. Integrate the SPPD in the SIP/AIP				
67. Mentor and coach employees and facilitate the induction of new ones				
68. Recognize potentials of staff and provide opportunities for professional development				
69. Ensure that the objectives of the school development plan are supported with resources for training and development programs				
70. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD				
71. Monitor and evaluate school-based INSETs				
<b>Strand IV.B. Recruitment &amp; Hiring</b>				
72. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers / staff				
73. Create and train School Selection and Promotion Committee and train its members				
74. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers				
<b>Strand IV.C. Managing Performance of Teachers and Staff</b>				

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75. Assign teachers and other personnel to their area of competence				
76. Assist teachers and staff in setting and resetting performance goals				
77. Monitor and evaluate performance of teaching and non-teaching personnel vis-a-vis targets				
78. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel				
79. Coach deputized staff as needed on managing performance				
80. Create a functional school-based performance appraisal committee				
81. Assist and monitor the development of IPPD of each teacher				
<b>DOMAIN 5. PARENT INVOLVEMENT &amp; COMMUNITY PARTNERSHIP</b>				
<b>Strand V.A. Parental Involvement</b>				
82. Establish school and family partnerships that promote students' peak performance				
83. Organize programs that involve parents and other school stakeholders to promote learning				
84. Conduct dialogues, fora, training of teachers, learners and parents on the welfare and improves performance of learners				
<b>Strand V.B. External Community Partnership</b>				
85. Promote the image of the school through school summit, State of the School Address (SOSA) cultural shows, learners' project exhibits, fairs, etc.				
86. Conduct dialogues and meetings with multi-stakeholders in crafting programs and projects				
87. Participate actively in community affairs				
88. Establish sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/ MOU or using Adopt- a- School Program policies				
<b>DOMAIN 6. SCHOOL MANAGEMENT AND OPERATIONS</b>				



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<b>Strand VI. A. Managing School Operations</b>				
89. Manage the implementation, monitoring and review of the SIP/AIP and other action plans				
90. Establish and maintain specific programs to meet needs of identified target groups				
91. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s				
92. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment				
93. Oversee school operations and care and use of school facilities according to set guidelines				
94. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment				
95. Assign/ hire appropriate support personnel to manage school operations				
<b>Strand VI.B. Fiscal Management</b>				
96. Prepare a financial management plan				
97. Develop a school budget which is consistent with SIP/AIP				
98. Generate and mobilize financial resources				
99. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines				
100. Accept donations, gifts, bequests and grants in accordance with RA 9155				
101. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties				
102. Organize a procurement committee and ensures that the official procurement process is followed				
103. Utilize funds for approved school programs and projects as reflected in SIP/AIP				

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104. Monitor utilization, recording and reporting of funds				
105. Account for school fund				
106. Prepare financial reports and submit/communicate the same to higher education authorities and other education partners				
<b>Strand VI.C. Use of Technology in the Management of Operations</b>				
107. Apply Information Technology (IT) plans for online communication				
108. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)				
109. Use IT to access Teacher Support Materials (TSM), Learning support Materials (LSM) and assessment tools in accordance with the guidelines				
110. Share with other school heads the school's experience in the use of new technology				
<b>DOMAIN 7. PERSONAL AND PROFESSIONAL ATTRIBUTES AND INTERPERSONAL EFFECTIVENESS</b>				
<b>Strand VII.A. Professionalism</b>				
111. Manifest genuine enthusiasm and pride in the nobility of the teaching profession				
112. Observe and demonstrate desirable personal and professional (RA 6713 & Code of Ethics RA 7836) behaviors like respect, honesty, dedication, patriotism and genuine concern for others at all times				
113. Maintain harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders				
114. Endorse appointments, promotions and transfers on the bases of merit and needs in the interest of the service				
115. Maintain good reputation with respect to financial matters such as the settlement of debts, loans and other financial affairs				

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116. Develop programs and projects for continuing personal and professional development including moral recovery and values formation among teaching and non-teaching personnel				
<b>VII. Strand VII.B. Communication</b>				
117. Communicate effectively to staff and other stakeholders in both oral and written forms				
118. Listen to stakeholders' needs and concerns and respond appropriately in consideration of the political, social, legal and cultural context				
<b>VII. Strand VII.C. Interpersonal Sensitivity</b>				
119. Interact appropriately with a variety of audiences				
120. Demonstrate ability to empathize with others				
<b>VII. Strand VII.D. Fairness, Honesty &amp; Integrity</b>				
121. Observe Award System and a system of assistance for teachers staff to sustain integrity, honesty and fairness in all school practices				
122. Demonstrate integrity, honesty and fairness in all his/her dealings and transactions				
123. Make individuals accountable for their actions				

Name of School: \_\_\_\_\_

Name of your School Head (Optional): \_\_\_\_\_

Name of Teacher (Optional): \_\_\_\_\_