Management Practices of School Principals to Enhance Teacher Excellence in Cordillera Administrative Region

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*Abstract-*The effectiveness of educational management practices employed by school principals have been extensively documented for several decades. However, most of the studies had concentrated on the improvement of students' outcomes. The focus of management for teacher excellence as perceived by the school managers and teachers have remained unexplored. The study aimed to determine the extent of effectiveness of the educational management practices employed by school principals to improve teacher excellence and intended to find out if there is a significant difference between the perceptions of school heads and teachers on the extent of effectiveness of the educational management practices employed by the school principals. The data were collected through the use of a survey questionnaire research instrument which had been answered by 150 school heads and 850 public secondary school teachers in the Cordillera Administrative Region. Findings of the study revealed that the school heads and the teachers perceived that the extent of effectiveness of the educational management practices employed by the school principals to grow teacher competence had been very effective as manifested by the over-all mean of 3.50. Hence, there was a significant difference between the perceptions of the school heads and teachers on the extent of effectiveness of educational management practices employed by the school principals in the Cordillera Administrative Region, Philippines as revealed by the computed t value of 2.667 which was higher than the tabular value of 2.101 at 0.05 level of significance for 18 degrees of freedom. Therefore, this rejected the null hypothesis, "There is no significant difference between the perceptions of school heads and teachers on the extent of effectiveness of the educational management practices employed by the school principals.

Index Terms- Management Practices, School Principals, Teachers, Teacher Excellence

I. INTRODUCTION

Globally, teacher excellence has become one of the main issues and concerns of education since this has been linked with the school management practices and the students' outcomes. Studies have shown that the principals' instructional leadership and school management practices have influenced the performance of the teachers and the learners emphasizing that a performing principal produces excellent teachers and excellent teachers produce quality graduates.

The purpose of the study has been to examine the extent of effectiveness of the educational management practices employed by school principals to grow teacher excellence and to determine the significant difference between the perceptions of school heads and teachers on the extent of effectiveness of the educational management practices employed by the school principals.

The rationale behind this study has been on the fact that management, teaching and learning are all interconnected for the attainment of excellence and quality education. Studies have shown that poor management practices of the school principals have resulted to the teachers' poor teaching performance and students' poor learning outcomes; whereas effective management practices have influenced effective teaching and excellent learning.

Among the educational management practices being explored in this study have included the constant observation and assessment on the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials; initiation of innovations, resourcefulness, optimism and creativity to cope with new situations and changes; salary increase for teachers to meet their needs and demands; provision of quality professional development that is research-based, consistent, convenient, relevant and differentiated; use of varied motivational techniques and expect the best among teachers; provision of adequate school facilities; strengthen home school and community relationship; model expectations among teachers; trust on teachers and serve as facilitators; and implementation of educational policies.

Hence, the effectiveness of educational management practices of the school principals has been one of the important topics to be explored since education has been found out to be suffering from deterioration for several decades and one of the factors leading to such issue has been on the management practices employed by school leaders that have influenced both the teachers and students' performance.

Literature Review

1. Classroom Observation and Assessment

Among the educational management practices of the principals is the constant observation and assessment on the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials. Singh et al. (2017) mentions in his study that classroom assessment practice has received a lot of attention in recent years as it is an inseparable aspect of the teaching and learning process. Assessment provides a record of how much new skills and knowledge have been absorbed by the students facilitated by the teachers. The literature on classroom assessment has shown that the content domain in which lecturers are required to develop the assessment skill would encourage educators to focus on the process as well as the products of learning. When a principal conducts regular assessment with teachers, their strengths and weaknesses would be assessed and the result may be used for remediation measures to address their needs.

2. Transformational Leadership

The educational management practices concerning initiation of innovations, resourcefulness, optimism and creativity to cope with new situations and changes have been associated with transformational leadership. Burkus (2010) states that transformational leadership pioneered by James MacGregor Burns is a relatively new approach to leadership that focuses on how leaders can create valuable and positive change in their followers. He says that transformational leadership theory is supported by nearly 30 years of research correlating transformational leadership to positive performance outcomes including individual, group, and organizational level variables.

3. Remuneration

One of the offshoots of management best practices of school administrators has been on such campaign for the salary increase for teachers to meet their needs and demands. Studies show that teachers' salaries in developed countries have higher wage than those in developing countries as mentioned by Born (2015). "Teachers all over the globe have something in common: they share a great responsibility for the future of young people. But what about fair and just remuneration," the vast difference in teachers' salaries are a great source of worry, particularly for poorer countries," he says. Thus, he suggests since the teaching profession is a demanding one, the teacher must impart skills and knowledge, help in character development, manage school routine, and counsel parents and children.

4. Teachers' Professional Development

The educational management practice of providing quality professional development that is research-based, consistent, convenient and relevant as well as differentiated has become an essential part of the teachers' professional development. In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement. For teachers and school and district leaders to be as effective as possible, they continually expand their knowledge and skills to implement the best educational practices. Educators learn to help students grasp the highest levels. Many people may not be aware of their local school system's methods for improving teaching and student learning. Professional development is the only strategy school systems have to strengthen educators' performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement Mizell (2010).

5. Motivation

One of the educational management practices employed by school principals to raise teacher excellence has been on the use of varied motivational techniques and expect the best among teachers. Juneja (2019) defines motivation as the process of stimulating people to actions to accomplish the goals. In the work goal context, the psychological factors stimulating the people's behavior include the desire for money, success, recognition, job-satisfaction, team work and other related factors. One of the most important functions of management is to create willingness among the employees to perform in the best of their abilities. Therefore, the role of a leader is to arouse interest in performance of employees in their jobs. The process of motivation consists of three stages: a felt need or drive, a stimulus and the satisfaction or accomplishment of goals. It is expected that school managers need to use varied motivational techniques as those taken from Abraham Maslow's Theory of Motivation, Alderfer's ERG Theory, McClelland's Achievement Motivation, Herberg's Two-factor Theory including Skinner's Reinforcement Theory, Victor Vroom's Expectancy Theory, Adam's Equity Theory and Lockes' Goal Setting Theory and many other theories of motivation which are applicable in managing the school's human resources.

6. School Facilities

The school management practice of ensuring that facilities are complete, relevant and up-to-date has been one of the issues and concerns in the school for the attainment of quality education. School facilities include the school library, science and ICT laboratories, multi-purpose hall, audio-visual facilities, sports facilities, art room, music room, cafeteria, books and uniform store and Medicare.

Hence, facility quality is an important predictor of teacher retention and student learning. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential (Center for Evaluation and Education Policy, 2015).

7. Home, School and Community Partnership

Strengthening home school and community relationship has been one of the most essential practices to become successful in the school management. According to the Ministry of Education, Guyana (2017) home-school partnerships help teachers develop strong relationships with their students and motivate parents to cooperate with teachers to improve academic performance. Parents also can learn basic teaching concepts, learn with their children and get to know others in the community while contributing to schools by volunteering in various activities for the development of the school.

8. Participative Management

Participative management has become the trend in the educational management. Modeling expectations among teachers is a kind of participative management that involves the upper and lower levels of the educational system. Among the benefits of participative management as Juneja (2019) have enumerated are as follow: innovation and increased efficiency; timeliness; employee satisfaction and motivation; product quality; less supervision requirements; better grievance redressal; and hiring flexibility.

9. Trust and Confidence

Educational management practice of promoting trust on teachers and serving as facilitators can influence teacher excellence. Trust and confidence according to Dickinson (2016) is an implied obligation on both employer and employee not to act in any way that is calculated to, or likely to, breach trust and confidence. The concept of trust and confidence has developed over time through case law and can encompass a wide range of factors. While it is a mutual duty, allegations that trust and confidence have been breached are more commonly raised by an employee about the actions or behavior of their employer. On the other hand, Modoono (2017) has emphasized that trust is the foundation for collaboration, and collaboration is what makes organizations excel. He believes that trust is the most important factor in building a collaborative and positive school culture. Teachers who are trusted take risks and collaborate with their colleagues. They work longer hours. They are committed to maintaining a healthy culture—a place where everyone looks forward to coming to work and most of all, they build on this foundation of trust and collaboration to create engaging, rigorous learning opportunities for their students.

10. Educational Policies

The implementation of educational policies has been one of the educational management practices used by school administrators to improve the performance of teachers. The role of the principal in the implementation of educational policies particularly in relation to teachers' development has become important sine teachers cannot give what they do not have. Supportive school heads can create a school culture of excellence between and among the teachers and students. Reform Support Network (2015) states, "Leadership matters. Principals are the primary drivers of school improvement and the best long-term investment to ensure effective teaching and learning at scale." There are vast state policies supporting the principals improve the education system. State policies prioritize school leaders' roles as instructional leaders, promote models of shared leadership that enable principals to spend their time on the most important activities and build a pipeline of future leaders, encourage better and more targeted professional learning and support for school leaders and state policies are improved through ongoing engagement with the principals who are responsible for implementing reforms.

Research Questions:
1. What is the extent of effectiveness of educational management practices employed by school principals to enhance teacher excellence as perceived by school heads?
2. What is the extent of effectiveness of educational management practices employed by school principals to improve teacher excellence as perceived by the teachers?
3. Is there a significant difference between the perceptions of school heads and teachers on the extent of effectiveness of educational management practices employed by school principals in improving teacher excellence?

II.   METHODOLOGY

The research design of the study was the descriptive-normative survey since it was subjected for the modification or description of some extent the effectiveness of educational management practices employed by school principals to grow teacher excellence. This study used the collection of data through the constructed questionnaire checklist in order to test the hypothesis formulated. The comparative treatment of data was utilized to prove the null hypothesis. Hence, this study has been normative in design because it statistically treated the data gathered using an established formula.

This study was conducted in the Cordillera Administrative Region where the selected number of respondents have currently residing. The Cordillera Administrative Region has been located in the Northern portion of Luzon. It is bounded on the North by the provinces of Ilocos Norte and Cagayan, on the West by Ilocos Sur, on the East by Cagayan Valley and on the South by the province of Pangasinan, Nueva Ecija and Nueva Vizcaya, Abra, Apayao, Benguet, Ifugao, Kalinga and Mountain Province and the chartered City of Baguio all within the Cordillera Mountain range. These provinces are composed of twenty-six municipalities and one thousand one

hundred seventy four barangays. The total land area of the region is seven hundred sixteen thousand eight hundred twenty two and two tenths square kilometers.

The Cordillera Administrative Region is composed of nineteen tribes of ethno linguistic groups. However, other dialects commonly spoken in the region are Ilocano, Tagalog, Pampagueno, and Pangasenenses. Moreover, this study involved 850 Basic Education Teachers and 150 Secondary School Administrators in the public sector or a total of 1,000 respondents. The distribution of the number of respondents was in every school division.

In this particular study, the questionnaire was used as the primary data-gathering tool in order to arrive to the maximum perception of the 1, 000 respondents.

The questionnaire used specifically the fixed alternative or closed-ended questions as a form of restructured type of data-gathering tool, in which each of the respondent has been required to simply select one or more of the specific categories provided by the researcher (Bailey, 2014). The items in the questionnaire were actually based on the specific questions that had been formulated for the study.

The questionnaire dealt with the main inquiry of the study consisting of two categories in providing information on the: (1) extent of effectiveness on the educational management practices employed by school principals to grow teacher excellence in the Cordillera Administrative Region, Northern, Luzon, Philippines and (2) the perceptions of school heads and teachers on the extent of effectiveness on the educational management practices employed by school principals to grow teacher excellence.

The author constructed the questionnaire and allowed the panel of experts to check it carefully. Then, the questionnaire was administered to 30 teachers who were not part of the research. The respondents answered all the items correctly thus, the questionnaire was then finalized after some modifications based on the suggestions of the validators. Eventually, the researcher asked the assistance of some people concerned for the floating of said questionnaire after it has approved valid for administration. Ninety percent of the questionnaire checklists had been efficiently floated and retrieved.

The Likert-type of point scale according to Downie and Heath (2012) has been used to quantify the perceptions of the respondents.

The extent of effectiveness on the educational management practices employed by the school principals to grow teacher excellence as perceived by the school heads and teachers was quantified and interpreted as follows:

Relative Value	Statistical Limit	Verbal Description	Symbol
5	4.21-5.00	Very Effective	VE
4	3.21-4.20	Moderately Effective	E
3	2.61-3.40	Slightly Effective	ME
2	1.81-2.60	Least Effective	LE
1	1.00-1.80	Not Effective	NE

The average weighted mean, frequency and percentage were used in presenting the descriptive statistics. In the computation of the weighted mean, the following formula was used:

$$X = \frac{Wi\ fi}{fi}$$

Where:

X= weighted mean
Wi fi = the summation of the weighted frequencies
fi = the summation of observations

The pre-tested questionnaire checklists were floated to the respondents. The data were gathered, tabulated, analyzed and presented in both textual and tabular forms.

The null hypothesis was tested using the t-Test. This was used to compare significant differences of means between the two groups of respondents.

The statistical tool used in this study was the t-Test intended for independent or uncorrelated data since two independent groups were compared (Emory and Cooper, 2013). This has the following formula:

$$t = \frac{X1 - X2}{\sqrt{s^2/n1 + S^2/n2}} \dots\dots\dots\dots\dots\dots..$$

Where:

X = mean
n = number of cases
S^2 = standard error

$$S^2 = \Sigma X^2 - \frac{(\Sigma X)1^2}{n1} + \Sigma X1 - \Sigma X2^2 - \frac{(\Sigma X2)^2}{n2}$$
$$\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots\dots$$

$$n1 + n2 - 2$$

III.   FINDINGS AND DISCUSSIONS

A.   *Extent of Effectiveness of Educational Management Practices Employed by School Principals to Enhance Teacher Excellence as Perceived by School Heads*

Table 1 presents the extent of effectiveness of educational management practices employed by school principals to grow teacher excellence as perceived by the school heads.

As reflected on the table, the management practice of school principals of increasing teachers' salary and incentives to meet their needs and demands obtained the highest weighted mean of 4.48 interpreted as very effective. This implies that salary and incentives have played an important role to increase teacher excellence. The reason behind this has been obvious, since the financial capabilities of teachers can influence their excellence particularly in executing their obligations. For instance, teachers who are compensated highly would likely increase their competence by all means since they are financially stable as compared to teachers who have low salary in which they need to make use of their extra time in looking for other means to increase their wage such as engaging in various enterprises which can affect their time in preparing their lessons and instructional materials. As a result, they manifest poor teaching quality. Temin (2019) argued in his article, "Low Pay, Low Quality" saying that, "For decades the nation has been able to school its children on the cheap by exploiting a trapped workforce of educated women. Those days are long gone." He agreed that most teachers' salaries are set by the government in a noncompetitive environment. The market for teaching has failed—in the sense that we are paying low salaries for low-quality teachers when we would prefer high-quality teachers. This is the result of two main flaws in the market: the difficulty of identifying who will be a good teacher and the reliance on an obsolete conception of the pool of potential teachers, "he argued.

On the other hand, the management practice of providing adequate school facilities gained the second weighted mean of 4.47 described as very effective. This implies that the working environment has very great impact to teacher excellence. A growing body of research has discovered that the quality of school teaching environment can affect the teachers' teaching performance. In a research conducted by the Center for Evaluation and Education Policy (2015) concerning the importance of school facilities in improving student outcomes, it was concluded that school facilities impact teaching and learning in profound ways. Yet state and local policymakers often overlook the impact facilities can play in improving outcomes for both teachers and students. While improving facilities comes at a financial cost, the benefits of such investments often surpass the initial fiscal costs. Policymakers, thus, should focus greater attention on the impacts of facilities and adopt a long-term cost-benefit perspective on efforts to improve school facilities.

Both the management practices of initiating innovations, resourcefulness, optimism and creativity to cope with new situations and changes as well as strengthening home, school and community relationships garnered the third highest mean of 4.46 interpreted as very effective. This indicates that the school managers' competence in dealing with innovative strategies and their capabilities in terms of fostering collaboration among the school stakeholders have a very great effect on teacher excellence. The reason for this is that when there is a very strong support from the administration, parents and the community, it is most likely that they can boost the performance of teachers and even the students.

Likewise, both the management practices of providing quality professional development that is research-based, consistent, convenient, relevant and differentiated as well as trusting teachers and acting as facilitators gained the fourth highest weighted mean of 4.45 described as very effective. This means that the professional growth and training development including the attitudes of the principals in dealing with their teachers have a great impact on their achieving teaching excellence. This is due to the fact that the higher the educational attainment of the teachers and the more intensified their training involvement, the greater excellence they are in their teaching performance. Also, when there is a trust and confidence of their immediate superiors with them, there is a greater chance that they can excel due to the positive atmosphere in the working place.

The use of varied motivational techniques and expect the best among teachers garnered a weighted mean of 4.43 interpreted as very effective. This implies that motivation and empowerment are some effective tools to be used in heightening excellence in the performance of teachers. Motivation is the process of stimulating people into action to accomplish goals (Juneja (2019); while employee empowerment is a management strategy that aims to give employees the tools and resources necessary to make confident decisions in the workplace without supervision. Empowerment is a long-term, resource-intensive strategy that involves significant time and financial investment from the organizational leaders (n.a., 2019).

Observing and assessing constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials also garnered a weighted mean of 4.43 or very effective. This signifies that regular conduct of classroom observation and evaluation of teachers' performance that would help them enhance their knowledge, skills and attitudes have a very strong influence on the development of excellence among teachers.

Modeling expectations among teachers was the second lowest rated among the management practices of principals obtaining a weighed mean of 4.42 described as very effective. This means that participative management has still been one of the most effective practices to be used by school leaders.

The lowest weighted mean of 4.40 interpreted as very effective was obtained by the management practice of implementing educational practices. This implies that the school principals need to improve their skills and commitment in adhering to policy implementation since educational policies serve as instruments in the curriculum design and as guides on management processes.

As a whole, the extent of effectiveness of educational management practices employed by school principals to grow teacher excellence as perceived by the school heads was very effective as revealed from its total average weighted mean of 4.45. This finding implies that the management practices of classroom observation and assessment, initiation of innovations, creativity and optimism, teachers' salary adjustment, professional growth and training development, motivation and empowerment provision of adequate school facilities, strong collaboration among stakeholders, setting good examples, promoting trust and acting as facilitators not as dictators as well as policy implementation have strong influence to teacher excellence based on the perceptions of the school heads. Hence, the school managers may adopt these practices and continue improving and sustaining other best management practices to enhance the performance of teachers since according to research, excellent teachers beget excellent students.

Table 1
Mean Value on the Extent of Effectiveness of Educational Management Practices employed by
School Principals to Enhance Teacher Excellence as Perceived by the School Heads
n=150

	Management Practices	Extent of Effectiveness	
		Weighted Mean	Interpretation
1.	Observe and assess constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials	4.43	Very Effective
2.	Initiate innovations, resourcefulness, optimism and creativity to cope with new situations and changes.	4.46	Very Effective
3.	Increase teachers' salary and incentives to meet their needs and demands	4.48	Very Effective
4.	Provide quality professional development that is research-based, consistent, convenient, relevant and differentiated	4.45	Very Effective
5.	Use varied motivational techniques and expect the best among teachers	4.43	Very Effective
6.	Provide adequate school facilities	4.47	Very Effective
7.	Strengthen home, school and community relationship	4.46	Very Effective
8.	Model expectations among teachers	4.42	Very Effective
9.	Trust teachers and act as facilitators	4.45	Very Effective
10.	Implement educational policies	4.40	Very Effective
	Total Average Weighted Mean	**4.45**	**Very Effective**

Legend

Arbitrary Value	Statistical Limit	Verbal Description/Interpretation
5	4.21-5.00	Very Effective
4	3.41-4.20	Moderately Effective
3	2.61-3.40	Slightly Effective
2	1.81-2.60	Least Effective

1	1.00- 1.80	Not Effective

B. *Extent of effectiveness of Educational Management Practices employed by School Principals to Grow Teacher Excellence as Perceived by the teachers*

Table 2 expresses the extent of effectiveness of educational management practices employed by school principals to improve teacher excellence as perceived by the teachers.

As reflected in Table 2, the educational management of increasing teachers' salary and incentives to meet their needs and demands gained the highest weighted mean of 4.62 described as very effective. As revealed from the weighted mean, the teachers have shown more eagerness to salary increase which is because they have lower salaries than their school heads. Similar with the perceptions of the school heads, the teachers also agreed that the salary has become the most influential in helping them achieve excellence in their field of specialization due to obvious reasons.

The educational management of providing school facilities gained a weighted mean of 4.60 described as very effective. This indicates that the teachers know very well how important are the teaching facilities for them to become effective and efficient teachers particularly through the use of technology in teaching.

Trusting teachers and facilitating their activities as educational management practices garnered a weighted mean of 4.55 described as very effective. This indicates that teachers who have been managed through trust and confidence and leaving them freely to improve their competence under the supervision of the principals who prefer to use participative not dictatorial management style have a great chance to achieve teaching excellence. Also, this signifies that teachers would really love that their principals trust their capabilities while they act as facilitators not as dictators.

As perceived by the teachers, the educational management practices of modeling an implementing policies have been very effective as revealed from the weighted mean of 4.54. This finding implies that unlike the principals who rated policy implementation as the lowest, the teachers claimed that the principals serving as good examples and implement policies have greatly influenced their teaching performance.

Strengthening home, school and community relationship as management practice was rated as very effective with its weighted mean of 4.51. This indicates that the collaboration of the administration, faculty, parents and the community have strong effect to the achievement of teachers' excellence. In addition, the use of varied motivational techniques and expect the best among teachers gained a weighted mean of 4.48 described as very effective.

Both the management practices of observing and assessing constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials as well as initiating innovations, resourcefulness, optimism and creativity to cope with new situations and changes obtained a weighted mean of 4.47 interpreted as very effective.

The management practice of providing quality professional development that is research-based, consistent, convenient, relevant and differentiated gained the lowest weighted mean of 4.34 described as very effective. This finding implies that the principals need to enhance their schemes for the professional growth of teachers through attendance to trainings and seminars as well as in post graduate studies.

Generally, the extent of effectiveness of educational management practices employed by school principals to grow teacher excellence as perceived by the teachers was very effective as revealed from its total average weighted mean of 4.51. The implication of this finding is that the educational management practices used by the school principals in terms of classroom observation and assessment; innovativeness, resourcefulness, creativity and optimism; salary increase; professional growth and development, motivation and empowerment; school facilities; home, school and community relationship; participative management; modeling; facilitating and implementing policies have a strong influence toward excellence in the performance of teachers.

Table 2

Mean Value on the Extent of Effectiveness of Educational Management Practices employed
by School Administrators to Enhance Teacher Excellence as Perceived by the Teachers

n=850

Management Practices	Weighted Mean	Extent of Effectiveness Interpretation
1. Observe and assess constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials	4.47	Very Effective
2. Initiate innovations, resourcefulness, optimism and creativity to cope with new situations and changes.	4.47	Very Effective

3.	Increase teachers' salary and incentives to meet their needs and demands	4.62	Very Effective
4.	Provide quality professional development that is research-based, consistent, convenient, relevant and differentiated	4.34	Very Effective
5.	Use varied motivational techniques and expect the best among teachers	4.48	Very Effective
6.	Provide adequate school facilities	4.60	Very Effective
7.	Strengthen home, school and community relationship	4.51	Very Effective
8.	Model expectations among teachers	4.54	Very Effective
9.	Trust teachers and act as facilitators	4.55	Very Effective
10.	Implement educational policies	4.54	Very Effective
	Total Average Weighted Mean	**4.51**	**Very Effective**

Legend

Arbitrary Value	Statistical Limit	Verbal Description/Interpretation
5	4.21-5.00	Very Effective
4	3.41-4.20	Moderately Effective
3	2.61-3.40	Slightly Effective
2	1.81-2.60	Least Effective
1	1.00- 1.80	Not Effective

C. *Comparison of Perceptions between the School Heads and Teachers on the Extent of Effectiveness on the Educational Management Practices employed by School Principals to Enhance Teacher Excellence*

Table 3 presents the comparison of perceptions between the school heads and teachers on the extent of effectiveness on the educational management practices employed by the school principals to grow teacher excellence in Northern Luzon, Philippines.

As revealed in Table 3, the perceptions of the two groups of respondents were different. To determine their significant difference, this was subjugated to the t-Test. As a result, the computation yielded a value of 2.101 at 0.05 level of significance with eighteen (18) degrees of freedom as expressed in Table 3a. This rejected therefore the null hypothesis stating that, "There is no significant difference between the perceptions of school heads and teachers on the extent of effectiveness of the educational management practices employed by school principals to grow teacher excellence.

The table had reflected that the extent of effectiveness of the educational management practices employed by school principals to improve teacher excellence as perceived by the school principals and teachers was very effective as shown from the combined weighted mean of 4.50 signifying that the intervention measures of the school principals as reflected on their managerial practices have strongly affected the performance of teachers. However, this does not mean that teachers would just rely on the support of the school principals; instead, they also need to do something to sustain their excellence in the academe to sustain quality education.

Table 3
Comparison of Perceptions between the School Heads and Teachers on the Extent of Effectiveness on the
Educational Management Practices employed by School Principals to Enhance Teacher Excellence
n=150 School Heads
n=150=Teachers
1000 Respondents

	Extent of Effectiveness		
Management Practices	School Heads	Teachers	Combined

	WM	DE	WM	DE	WM	DE
1. Observe and assess constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials	4.43	VE	4.47	VE	4.46	VE
2. Initiate innovations, resourcefulness, optimism and creativity to cope with new situations and changes	4.46	VE	4.47	VE	4.47	VE
3. Increase teachers' salary and incentives to meet their needs and demands	4.48	VE	4.62	VE	4.60	VE
4. Provide quality professional development that is research-based, consistent, convenient, relevant and differentiated	4.45	VE	4.34	VE	4.36	VE
5. Use varied motivational techniques and expect the best among teachers	4.43	VE	4.48	VE	4.47	VE
6. Provide adequate school facilities	4.47	VE	4.60	VE	4.58	VE
7. Strengthen home, school and community relationship	4.46	VE	4.51	VE	4.50	VE
8. Model expectations among teachers	4.42	VE	4.54	VE	4.53	VE
9. Trust teachers and act as facilitators	4.45	VE	4.55	VE	4.53	VE
10. Implement educational policies	4.40	VE	4.54	VE	4.52	VE
Total Average Weighted Mean	**4.45**	**VE**	**4.51**	**VE**	**4.50**	**VE**

Legend

Arbitrary Value	Statistical Limit	Verbal Description/Interpretation
5	4.21-5.00	Very Effective
4	3.41-4.20	Effective
3	2.61-3.40	Moderately Effective
2	1.81-2.60	Least Effective
1	1.00- 1.80	Not Effective
	Weighted Mean	(WP)
	Descriptive Equivalents	(DE)

t comp = 2.667   Result: Significant
    t, 0.05, 18 degrees of freedom (df) = 2.101   Decision: Reject Null Hypothesis

Table 3a
Computation for the Value of T for Table 3
n=150 School Heads
n=150=Teachers
1000 Respondents

	Extent of Effectiveness			
Management Practices	School Heads	Teachers	D	D²

1. Observe and assess constantly the interests and progress including shortcomings of teachers with the purpose of helping them enrich their skills, attitudes and potentials.	4.43	4.47	0.01	0.0016
2. Initiate innovations, resourcefulness, optimism and creativity to cope with new situations and changes.	4.46	4.47	0.01	0.0001
3. Increase teachers' salary and incentives to meet their needs and demands	4.48	4.62	0.14	0.0196
4. Provide quality professional development that is research-based, consistent, convenient, relevant and differentiated	4.45	4.34	-0.11	0.0121
5. Use varied motivational techniques and expect the best among teachers	4.43	4.48	0.05	0.0025
6. Provide adequate school facilities	4.47	4.60	0.13	0.0169
7. Strengthen home, school and community relationship	4.46	4.51	0.05	0.0025
8. Model expectations among teachers	4.42	4.54	0.13	0.0169
9. Trust teachers and act as facilitators	4.45	4.55	0.09	0.0081
10. Implement educational policies	4.40	4.54	0.14	0.0196
Total Average Weighted Mean	**4.45**	**4.51**		
Summation			**0.67**	**0.0999**

t comp = 2.667   Result: Significant
t (0.05, 18df) = 2.101   Decision: Reject Ho

Moreover, the findings imply that the management practices of the school principals to enhance teacher excellence specifically to improve the performance of the teachers in the Cordillera Administrative have been very effective as perceived by both the school heads and the teachers. Their similar perceptions indicate that the aforementioned managerial practices have been proven very effective in the improvement of teacher excellence leading to the efficient attainment of educational vision, mission, goals and objectives.

IV. CONCLUSION

The school heads and the teachers perceived that the extent of effectiveness of the educational management practices employed by the school principals to grow teacher competence had been very effective as perceived by the school heads and teachers as it was supported by the over-all mean of 3.50. Hence, there was a significant difference between the perceptions of the school heads and teachers on the extent of effectiveness of educational management practices employed by the school principals in the Cordillera Administrative Region, Northern Luzon, Philippines as revealed by the computed t value of 2.667 which was higher than the tabular value of 2.101 at 0.05 level of significance for 18 degrees of freedom thereby rejecting the null hypothesis of the study. In this view, it is highly recommended that the principals' managerial practices may be used as baseline study for the construction of educational policies and even the government to extend their support for the continuous enhancement of the principals' competence, teacher excellence and students' academic excellence, efficiency and effectiveness and productivity leading to global competitiveness. Likewise, it is suggested that further study using qualitative design focusing on the lived experiences of school principals in relation to their managerial practices may be conducted to dig deeper into the realities of the enumerated practices and to bring out the best practices which could be used ad basis by school leaders for the sustainable improvement of instruction, research, extension services and production.

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