Correlation of Administrators' Leadership Practices and the Teachers' Performance among Public Elementary and Secondary Schools

Flordemay S. Acera[1], Mark Raymond S.Tan[2], Olga C. Alonsabe[3]

[1,2,3]Capitol University, Cagayan de Oro City, Philippines

ABSTRACT: Educational leadership may be a significant role in determining a school's performance. The study determined to correlate administrators' leadership practices and the teachers' performance in the Division of Bukidnon. It also assessed the significant correlation between teachers' performance and leadership practices of the school administrators under the School-Based Management (SBM). The research design used in this study was descriptive-correlational. Quantitative and qualitative means were employed to achieve the objectives of this research. Stratified random sampling using Cochran's formula determined the sample size of the study with a total of 266 respondents. Descriptive statistics, Pearson r moment correlation coefficient, Analysis of Variance, and T- test were used in the analysis of data.

The findings of the study revealed that in terms of sex, age, number of years as school administrator, and highest educational attainment have significant difference in the performance of the school administrators under the SBM. There was a significant relationship between the leadership practices of school administrators and the school performance. Problems were identified by the school administrators during the focused group discussion. They were the following: lack of stakeholder support, lack of data or resources, lack of financial resources and confusion as to what specific roles to take under the SBM. These problems were addressed in making an action development plan.

The study proved the workings of General System Theory applied to the three variables such as the school administrators' practices, teachers' performance, and the school performance. There is interplay of these three variables in the sense that the practices of the school administrators affected the performance of the teachers and both the school administrators' practices and teachers' performance influenced the overall performance of the school. The study also proved Hallinger's findings there is a strong correlation between leadership practices and teachers' performance in the school.

KEYWORDS: Correlational Study, Leadership Practices, School-Based Management, School Performance, Teacher Effectiveness

INTRODUCTION

Educational leadership may be a significant role in determining a school's performance. Organizational change leaders must have a solid awareness of the procedures and processes that provide the conditions required for advancement.

Leaders who are excellent at foreseeing the future may help others do the same. Building principles must be able to assess how their actions influence others and how they are seen by people around them to be a successful leader. "Only principals who are capable of managing a complicated, continuously changing environment can make reforms that result in sustained improvement in student achievement," stated Friedman (2002).

The relationship between management and leadership is discussed by Diogo et al., (2015). Organizations that are over-managed but under-helmed lose their sense of purpose and spirit in the long term. Organizations that are poorly managed and headed by charismatic people may flourish briefly before collapsing. School performance is the output of the school's administrator's practices and the overall teaching performance. The school performance is therefore dependent on the performance of the school head and the teachers. If the school administrators are performing well and the teachers are also performing well then naturally, the school where they are working will also have a better performance.

The leadership techniques of school administrators in the 3rd legislative district of Bukidnon at both the elementary and secondary levels were investigated in this study. The purpose of this study is to provide a foundation for inference on the value of public-school administrators' leadership practices to the school-based management system in the 3rd legislative district of Bukidnon. The findings of this study will be widely publicized in the study's area, and the findings may influence which leadership practices are most effective in developing more school administrators.

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METHODOLOGY

The research design employed in this study was descriptive-correlational. It is a sort of quantitative study that is not experimental. School administrators' leadership practices, teachers' performance, and school performance are the main variables that were correlated, the results were analyzed by which best fit the descriptive correlational design.

A qualitative method was done by the researcher by using a focused group interview. Qualitative research participants were chosen using a combination of purposeful and random sampling procedures, to ensure that each participant can contribute information relevant to the issue (Suen et al., 2014). They were chosen regardless of their age, religion, profession, language, financial status, or educational level.

The research was conducted in the third legislative district of Bukidnon Located in the province of Bukidnon. The elementary and secondary school administrators are considered the primary respondents of this research.

RESULTS AND DISCUSSION

Demographic Profile of the School Administrators

Table 1 below showcases the respondents' leadership practices under the School-Based Management (SBM) system. Data revealed that the majority of school heads are 31 years old or older, implying that there are certain requirements to becoming a school head, including the number of years of experience, the time spent waiting through ranking to gain skills that require more years to become full-fledged school heads, and the education required for advancement into school principal positions (Aquino, et.al, 2021).

Table 1. Frequency and Percentage Distribution of the School Administrators in terms of Sex and Age

Demographic Characteristic	Specification	Frequency	Percentage
Sex	Female	93	70.0
	Male	40	30.0
	Total	133	100.0
	26-30	13	10.0
	31-40	54	40.0
	41-45	13	10.0
Age	46-50	40	30.0
	61+	13	10.0
	Total	133	100.0

Table 2 below shows the frequency and percentage distribution of the school administrators in terms of length of years of experience. The finding is analogous to the data in the age profile of school heads, which showed that after completing the requisite number of years as a classroom teacher, which began on average at the age of 22, they adopted administrative roles after 11-15 years. As a result, school heads who have worked for many years have sufficient experience interacting with teachers and providing them with direction and aid in administering the school (Santibanez et al., 2014).

Table 2. Frequency and Percentage Distribution of the School Administrators in terms of Length of Years of Experience

Demographic Characteristic	Specification	Frequency	Percentage
	5-10	67	50.0
Length of years of Experience	10+	66	50.0
	Total	133	100.0

Table 3 below shows that the school administrators' highest educational attainment. It is worth noting that having an administrative role necessitates a higher level of education. As a result, they must further their education in order to progress to the position of school principal. Furthermore, the data were compared favorably in a comparable survey, which revealed that just 8.70 percent of school principals possessed other higher degrees (Matthew, 2020).

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Table 3. Frequency and Percentage Distribution of the School Administrators in terms of Highest Educational Attainment

Demographic Characteristic		Specification	Frequency	Percentage
Highest Educational Attainment		M.A. Units	53	40.0
		M.A. Graduate	27	20.0
		PhD/Ed.D Unit	40	30.0
		PhD/Ed.D Graduate	13	10.0
		Total	133	100.0

School Leadership Practices of School Administrators in SBM

Table 4 below shows the mean distribution results of school leadership practices of school administrators in SBM in terms of Leadership and Governance. All indicators belong to excellent qualitative interpretation which imply that both the school administrators and the teachers agree that the leadership practices of the school administrators in SBM are excellent.

Table 4. Mean Distribution Results of School Leadership Practices of School Administrators in SBM in Leadership and Governance

Items	Mean	Std. Deviation	Description	Interpretation
The school leader puts in place a Development Plan developed collaboratively by the stakeholders of the school community.	4.59	0.70	Always Implemented	Excellent
The school leader performs data-based strategic planning and performed School Leadership and Management and Operations functions with evidence.	4.53	0.59	Always Implemented	Excellent
The school leader organizes a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	4.58	0.73	Always Implemented	Excellent
The school leader performs task functions	4.63	0.50	Always Implemented	Excellent
The school leader puts a long-term program	4.53	1.09	Always Implemented	Excellent
Average	4.57	0.75	Always Implemented	Excellent

This finding indicates that the level of leadership practices being exemplified by the school administrators was highly perceived to be excellent and leadership and governance as a key principle in SBM are always implemented in these schools where these respondents are working. This supports the findings of Nanang (2016) which suggests that teachers' professionalism was greatly reinforced by school administrators' leadership qualities as a carriage of their attested autonomy through advocacy of self-decision, which ultimately redound to their affirmative accountability to have positive influences as an act of being responsible with assertive accomplishment as forceful with self-confidence in carrying out decisions.

Table 5 shows the mean distribution results of school leadership practices of school administrators in SBM in terms of Curriculum and Learning.

Table 5. Mean Distribution Results of School Leadership Practices of School Administrators in SBM in Curriculum and Learning

Items	Mean	Std. Deviation	Description	Interpretation
1. The school leader ensures that the curriculum provides for the development needs of all types of learners in the school community	4.61	0.53	Always Implemented	Excellent
2. The school leader ensures that the implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	4.45	0.59	Always Implemented	Excellent

3. The school leader performs instructional supervision to achieve learning outcomes.	4.61	0.50	Always Implemented	Excellent
4. The school leader ensures that the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	4.66	0.50	Always Implemented	Excellent
5. The school leader appropriates assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation for the attainment of relevant life skills.	4.65	0.61	Always Implemented	Excellent
6. The school leader enables learning managers and facilitators (Teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's VMG.	4.43	0.58	Always Implemented	Excellent
7. The school leader ensures that methods and resources are learner and community friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	4.50	0.60	Always Implemented	Excellent
Average	4.56	0.59	Always Implemented	Excellent

In **Curriculum and Learning**, the learning systems were developed collaboratively and continuously improved, with an emphasis on the conditions and goals of the community and the learners. The community monitors the learning system on a regular and collaborative basis, using appropriate approaches, to ensure the learners' and community's holistic growth and development (Amon & Bustami, 2021).

All indicators belong to the excellent category, which implies that both the school administrators and the teachers perceived their leadership practices in curriculum and learning as excellent. This supports the findings of Villanueva & Cruz, (2019), which suggests that leadership practices in curriculum and learning might be excellently implemented when teachers and school administrators, together with the support of the stakeholders.

Table 6 below shows the mean distribution results of school leadership practices of school administrators in SBM in terms of Accountability and Continuous Improvement.

In Accountability and Continuous Improvement, a clear, open, inclusive, and responsive accountability framework is in place.

Table 6. Mean Distribution Results of School Leadership Practices ofSchool Administrators in SBM in Accountability and Continuous Improvement

Items	Mean	Std. Deviation	Description	Interpretation
1. The school leader sets achievement of goals that are recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	4.55		Always Implemented	₂llent
2. The school leader ensures the accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	4.72		Always Implemented	₂llent
3. The school leader ensures that accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. (PROCESS)	4.58		Always Implemented	₂llent

4. The school leader ensures participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	4.38	Always Implemented	
			ellent
Average	4.56	Always Implemented	ellent

All indicators belong to the excellent category which implies that the school administrators and the teachers perceived their level of leadership practices in accountability and continuous improvement to be excellent. This imply that the a clear, open, inclusive, and responsive accountability framework is in place, built collaboratively by community stakeholders to track expected and actual performance, address gaps as they occur, and provide a venue for criticism and redress (DO 45, S. 2015)

Table 7 below showcases the mean distribution results of school leadership practices of school administrators in SBM in terms of Management of Resources.

Table 7. Mean Distribution Results of School Leadership Practices of School Administrators in SBM in Management of Resources

Items	Mean	Std. Deviation	Description	Interpretation
1. The school leader ensures that regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	4.42	0.68	Always Implemented	Excellent
2. The school leader ensures that there is a regular dialogue for planning and resource programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plan.	4.40	0.70	Always Implemented	Excellent
3. The school leader ensures that there is in place a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate and effective use of resource.	4.26	0.59	Always Implemented	Excellent
4. The school leader ensures regular monitoring, evaluation, and reporting process of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators and community stakeholders.	4.53	0.73	Always Implemented	Excellent
5. The school leader ensures that there is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.	4.53	0.50	Always Implemented	Excellent
Average	4.44	0.65	Always Implemented	Excellent

All indicators belong to the excellent category which implies that the school administrators and the teachers perceived their leadership practices in management of resources as excellently done. This could be due to the continuous dialog for planning and resources programming that is accessible and inclusive in order to consistently include stakeholders and encourage the execution of community education programs as supported by Martin, (2019).

Performance of the School in School-Based Management (SBM)
Table 8 below shows the overall school performance characteristics are the following: enrolment rate, drop-out rate, promotion rate, and overall performance under the Curriculum Management Support System (CMSS).

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Table 8. Overall School Performance of Chosen Schools under SBM

Characteristic	Mean	Percentage	Interpretation
ENROLMENT RATE	4.48	91-100 %	Outstanding
DROP-OUT RATE	4.81	91-100 %	Outstanding
PROMOTION RATE	4.17	71-80 %	Very Satisfactory
OVERALL PERFORMANCE (CMSS)	4.69	91-100 %	Outstanding

Based on the data, the general practices in the allocation of Maintenance and Other Operating Expenses (MOOE) for each school is dependent on their enrollment and drop-out rate. The lesser the drop-out rate and the higher the enrollment rate, the school generally receives a higher budget allocation through MOOE. This imply that school administrators do everything in their power to lessen the drop-out rate and to improve their enrollment rate because their school budget would be dependent on these factors. This finding is supported by Korber & Oesch (2019) who stated that the primary task then of the school administrator is to make sure that the pupils in his/her area of responsibilities are 100 percent enrolled.

Performance of Teachers under the SBM Practices of School Administrators

Table 9 below showcases the teacher performance results under SBM in terms of Content Knowledge and Pedagogy.

In Content Knowledge and Pedagogy, this section refers to the application of content knowledge across and within curriculum teaching areas, as well as the positive use of ICT to aid the teaching and learning process and the use of a variety of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills (DO 44, S. 2015).

Table 9. Teacher Performance Results under SBM in terms of Content Knowledge and Pedagogy

Items	Mean	Std. Deviation	Description	Interpretation
1. Showed knowledge of content and its integration within and across subject areas.	4.44	0.59	Most of the times implemented	Very Satisfactory
2. Submitted at least 4 lessons using Mode of Verification (MOV) and supported by any 1 of the other given MOV.	4.28	0.62	Most of the times implemented	Very Satisfactory
3. Facilitated using different teaching strategies that promote reading writing and/or numeracy skills as shown in MOV.	4.53	0.67	Always implemented	Outstanding
4. Submitted at least 4 learner-centered lessons as evidently shown in MOV 1 and supported by any 1 of the other MOV given	4.67	0.50	Always implemented	Outstanding
5. Used different teaching strategies that develop critical and creative thinking skills and/or other HOTS as shown in MOV 1 with a rating of 7	4.63	0.48	Always implemented	Outstanding
6. Submitted at least 4 lessons as evidenced by MOV 1 and supported by any 1 of the other given MOV	4.18	0.85	Most of the times implemented	Very Satisfactory
Average	4.46	0.62	Most of the times implemented	Very Satisfactory

This could mean that teachers are well versed in making lesson plans which focused on learner-centered lessons and were actually outstanding in this practice when it comes to their knowledge of the curriculum and pedagogy. On the other hand, the indicator that has the lowest mean (4.18) is "*Submitted at least 4 lesson ……MOV*", regardless this still belongs to the very satisfactory interpretation which implies that overall, the teachers are performing well in their practices of content and pedagogy as applied in

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SBM. Another implication of this finding is that teachers have deep understanding of the content of their curriculum which is supported by the study of Glenn (2000).

Table 10 below showcases the teacher performance results under SBM in terms of Learning Environment and Diversity of Learners.

In Learning Environment and Diversity of Learners, this section discusses how to create a learner-centered culture by adopting teaching methods that are sensitive to their linguistic, cultural, socioeconomic, and religious backgrounds. Teachers also employ tactics for providing timely, accurate, and constructive feedback in order to help students improve their performance (DepEd Order (DO) 44, S. 2015).

Table 10. Teacher Performance Results under SBM in terms of Learning Environment and Diversity of Learners

Items	Mean	Std. Deviation	Description	Interpretation
1. Managed classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.67	0.57	Always Implemented	Outstanding
2. Managed learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environment	4.64	0.47	Always Implemented	Outstanding
3. Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.18	0.85	Most of the times implemented	Very Satisfactory
Average	4.49	0.64	Most of the times implemented	Very Satisfactory

The result of this finding implies that the school administrators and the teachers agreed in their perception that performance of the teachers in terms of Learning Environment and Diversity of Learners, are very close to outstanding. This could also imply that teachers are able to manage their learners and put them in a very conducive environment for learning and are also able to diversify their strategies in dealing with different kinds of learners. The network of supports from parents is implied in this study that it is strong which is supported by Ceka and Murati (2016), which stated that the providing of homework support is crucial in a conducive learning environment.

Table 14 below showcases the teacher performance results under SBM in terms of Curriculum and Planning.

In Curriculum and Planning, to meet learning objectives, teachers select, design, organize, and employ appropriate teaching and learning resources, including ICT. Teachers can also define attainable and suitable learning outcomes that are linked to learning competencies (DO 45, S. 2015).

The indicator that has the highest mean (4.53) is "*Selected, developed, organized . . .goals*" which has an interpretation of outstanding. This implies that the school administrators and teachers have the general perception that with regards to teaching the students and providing them a conducive learning environment, they use ICT to address this goal.

Table 11. Teacher Performance Results under SBM in terms of Curriculum and Planning

Items	Mean	Std. Deviation	Description	Interpretation
1. Planned, managed and implemented developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts.	4.45	0.59	Most of the times implemented	Very Satisfactory

2. Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.28	0.62	Most of the times implemented	Very Satisfactory
3. Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals.	4.53	0.67	Most of the times implemented	Outstanding
Average	4.45	0.63	Most of the times implemented	Outstanding

The general perception of school administrators and teachers when it comes to the performance of teachers in curriculum and planning is still ranging from very satisfactory to outstanding which could imply that the teachers are performing well in this aspect. This finding supports the finding of Barrot (2021) which stated that before they can successfully convey information to their pupils, teachers must be well-equipped and highly educated in their subject area.

Table 12 below shows the teacher performance results under SBM in terms of Assessment and Reporting.

Table 12. Teacher Performance Results under SBM in terms of Assessment and Reporting

Items	Mean	Std. Deviation	Description	Interpretation
1. Teacher communicates promptly and clearly the learners' needs, progress, and achievement to key stakeholders, including parents/ guardians	4.53	0.53	Always Implemented	Very Satisfactory

In Assessment and Reporting, it refers to teachers forming relationships with parents, guardians, and the rest of the school community in order to enable participation in the educational process.

The lone indicator implies that the school administrators and teachers perceived the performance of the teachers as very satisfactory in terms of reporting to all the school's stakeholders the progress of the pupils' school performance as well as their assessment of the pupils' academic performance.

The Significant Relationship between Teachers' Performance and Administrators' Leadership Practices
Table 13 depicts the significant relationship between the leadership practices of school administrators and the teacher's performance. The data exposed that the leadership practices of school administrators have no significant relationship with the teacher's performance. This is supported with similar study that leadership practices have no significant relationship with teachers' performance (Villa & Tulod, 2021).

However, the result shows that leadership practices of school administrators in terms of curriculum and learning have a positive significant relationship with teachers' performance in terms of assessment and reporting. The *p-value is <0.05*, which means that we have to reject the null hypothesis.

Table 13. Correlation between Teacher's Performance and School Administrators' Leadership Practices under the SBM System

Teacher Performance	Leadership Practices of School Administrators											
	Leadership and Governance			Curriculum and Learning			Accountability and Improvement		Continuous	Management of Resources		
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho
Content Knowledge and Pedagogy	-.074	.399	accept	.029	.738	accept	.129	.139	accept	-.095	.276	accept
Learning Environment and Diversity of Learners	-.096	.270	accept	.037	.673	accept	.053	.547	accept	-.020	.823	accept

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Curriculum and Planning	-.018	.839	accept	.048	.587	accept	.084	.339	accept	-.098	.260	accept
Assessment and Reporting	-.008	.926	accept	.280**	.001	reject	.053	.547	accept	.062	.480	accept

	Teacher Performance	Leadership Practices of School Administrators		
		R	**p-value**	**Decision on Ho**
		0.0551	0.3713	Accepted

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

The Significant Difference in the Leadership Practices of the School Administrators by Demographic Profiles
Table 14 looks at school administrator's leadership practices depending on their backgrounds, including their sex, age, highest degree achieved, number of years in the role, and their designation as a school administrator.   School administrators utilize the same amount of leadership approaches regardless of their age, number of years as an administrator, or sex. These data suggest that when respondents are classified based on the demographic profile listed above reveal that there is a significant difference based on age with a t-value of -13.2 and a p-value of 0.00 and their leadership practices. The ability of a leader to take the initiative, make decisions, and offer incentives for good work are appear to be affected by age. On the other hand, a leader's willingness to change does appear to be influenced by age. There is a constant change on administrative leader practices due to its willingness to innovate and their enthusiasm for change as they age (Larsson & Björklund, 2020).

The same could be said about the variable highest educational attainment and their leadership practices. This means that there is a good chance that above listed demographic profile could make the school administrators perform better in their leadership practices at SBM. Furthermore, it has been demonstrated that school leaders' prior education has an impact on their ability to lead (Thi & Huong, 2020).

Since there are only two choices (male and female), the researcher used a T-test for the sex profile. The sex profiles with a t-value of -49.078 and a p-value of 0.000 shows that there is a significant difference in their leadership practices. This means that age and sex do matter whether they perform better or worse in their leadership practices at SBM. This evidence backs up the claim made by Pihie, Sadeghi, and Elias (2011) that school leaders should learn as much as they can about leadership effectiveness by participating in professional development and demonstrating transformational leadership to deal with organizational change on a regular basis.

Table 14. Significant Difference in the Level of School Administrators' Leadership Practices when they are grouped according to the Demographic Profile

Profile	Leadership Practices of School Administrators											
	Leadership and Governance			Curriculum and Learning			Accountability and Improvement		Continuous	Management of Resources		
	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho	t-value	p-value	Decision on Ho
Sex	-49.708	0.000	reject	-51.755	0.000	reject	-52.214	0.000	reject	-44.319	0.000	reject
Age	-13.2	0.000	reject	-13.177	0.000	reject	-14.246	0.000	reject	-11.836	0.000	reject
Length of Years of Experience	-43.342	0.000	reject	-43.233	0.000	reject	-44.754	0.000	reject	-38.178	0.000	reject
Designation	-15.871	0.000	reject	-17.594	0.000	reject	-16.244	0.000	reject	-15.083	0.000	reject
Highest Educational Attainment	-21.433	0.000	reject	-21.311	0.000	reject	-22.93	0.000	reject	-19.655	0.000	reject

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Profile	Leadership Practices of School Administrators		
	t-value	p-value	Decision on Ho
Sex	-49.708	0.000	reject
Age	-13.2	0.000	reject
Length of Years of Experience	-43.342	0.000	reject
Designation	-15.871	0.000	reject
Highest Educational Attainment	-21.433	0.000	reject

The Significant Relationship Between the Administrators' Leadership Practices and the School Performance

Table 15 presents the significant relationship between the leadership practices of school administrators and the school performance in SBM. The R-value (0.3629) and p-value of the two variables are at 0.000 which makes the results significant therefore the null hypothesis is rejected. This finding supports Amon & Bustami's (2021) assertion that successful performance in schools cannot be achieved without a competent administration style.

The data exposed that the average leadership practices of school administrators have a significant relationship with the average school performance. The *p-values are <0.05*, which means that the null hypothesis is rejected. A direct link exists between leadership and the performance of organizations. Values, culture, openness to change, and employee motivation are all determined by leaders. They influence institutional strategies, including how they are carried out and how well they work. As stated by Tedla et al. (2021), leadership styles have a strong impact on school performance.

On the other hand, the result shows that leadership practices of school administrators in terms of Leadership and Governance, Accountability and Continuous Improvement, and Management of resources have no significant relationship with school performance in terms of drop-out rate. Also, the availability of resources is not guaranteed and significant for student's retention to stay in the institution (Arya et al., 2016).

Table 15. Significant Relationship between the Leadership Practices of School Administrators and the School Performance in SBM

School Performance	Leadership Practices of School Administrators											
	Leadership and Governance			Curriculum and Learning			Accountability and Continuous Improvement			Management of Resources		
	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho	r	p-value	Decision on Ho
Enrolment rate	.344**	.000	reject	.345**	.000	reject	.238**	.006	reject	.322**	.000	reject
Drop-out Rate	.117	.181	accept	.249**	.004	reject	.069	.429	accept	.168	.054	accept
Promotion Rate	.224**	.010	reject	.398**	.000	reject	.240**	.005	reject	.306**	.000	reject

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Quality – School Performance	.217*	.012	reject	.135	.121	accept	.222*	.010	reject	.299**	.000	reject

Significant if p-value <0.05
Legend: Ho   is   rejected   if   Significant
Ho is accepted if Not Significant

School Performance	*Leadership Practices of School Administrators*		
	r	**p-value**	**Decision on Ho**
	0.3629	0.000	Rejected

Significant if p-value <0.05

Legend: Ho   is   rejected   if   Significant
Ho is accepted if Not Significant

The Problems and Challenges Encountered by the School Administrators Under the School-based Management System

Table 16. Thematic Analysis Based on the Problems Encountered by the School Administrators under the School-based Management System

Theme	Sub-theme(statements of participants that belong to this theme)	Participants (Principals and their numbers in the FGD)	Frequency of the theme
Additional workload	Additional burdens	P3,	
	More works	P4	
	More workloads	P5	
	More jobs on the part of the teachers	P7	5
	Additional staff	P10	
Lack of stakeholders' Support	needs an effective system and mechanism to win back the hearts of the school's stakeholders to support the school	P2	
			3
	continuous lack of stakeholder support	P6	
	There must be the accountability of the different stakeholders	P10	
Lack of data/Financial resources	No internet signal, difficulty of accessing information from the Division office	P9	
	Lack of resources and lack of data stored in the office	P6	3
	very minimal budget (MOOE	P1	
Confusion as to what specific roles to take	confusion about new roles and responsibilities	P10	
	there are many hesitations and negative comments because of its tediousness in terms of effects	P8	2

There are four general themes that are generated based from the interview conducted to the 10 principals who participated in the Focused Group Discussion (FGD). These themes are: Additional workload; Lack of stakeholders' Support; Lack of data/Financial resources and Confusion as to what specific roles to take.

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Additional Workload

Principals 3, 4, 5, 7, and 10 are the school administrators who shared their concern of the additional workload in the schools they administer.

Principal 3 stated, "*When teachers hear school-based . . . overtime work without overtime pay.*". Another school administrator (P4) stated, "*Most common problem . . . more manpower are needed.*" The same concern shared by Principal 5 when she stated, "*Majority found it as additional workloads . . . interested in doing their part*". Principal 7 stated "*In our school, we find it challenging task . . . accomplish such requirements needed for the program*". Lastly, Principal 10 vented out his ire on SBM as an additional workload when he said "*Less efficiency, uneven school performance, an increased need for staff development.*"

Based on the findings of this study, SBM has made life difficult for school administrators in some instances by increasing their administrative and management duties at the expense of their function as a pedagogical leader. Furthermore, many management-related choices, particularly those involving finance and employment, are convoluted and difficult to understand (Jones, 2018).

Lack of stakeholder support

Principals 2, 6, and 10 are the school administrators who shared their concern of the lack of stakeholder support in the schools they administer.

Principal 2 said "*The school highly needs . . . delivery of quality basic education among the learners*" while on the other hand, Principal 6 added his concern about the lack of stakeholders' support in his school by saying "*There is a continuous lack of stakeholder support in the current school*" and Principal 10 said "There *must be the accountability of the different stakeholders*"

This finding implies that SBM cannot be successful without the big support on the part of the stakeholders since SBM as mentioned in the previous theme that this is already an added burned on the part of the school administrators and the teachers. This finding is supported by George and and Darling-Hammond (2021) who stated that stakeholders that are actively involved in the project are valuable allies who can provide support and information to assist the school administrators and the team succeed.

Lack of data/Financial resources

Three school administrators have the same theme which the researcher analyzed as Lack of data/Financial resources. They are Principals 1, 6 and 9.

Principal 1 said "*The first (challenge) but the biggest of them all is on money matters, managing a school with a very minimal budget (MOOE), having this GEBS program, etc.*" Principal 9 said "*No internet signal, difficulty in getting updated information from division office, insufficient classrooms, frequent brownouts*". The third Principal said "*Lack of resources and lack of data stored in the office*".

Indeed, the lack of data of information, communication and financial resources are the big hurdles in properly implementing the SBM. This finding is supported by summers (2020) when he said that many school officials say that a lack of time, budget, and training are hurdles to effective implementation, but the absence of data on both inputs and outcomes makes it hard to assess the efficiency of the existing resources.

Confusion as to what specific roles to take

Two school administrators shared their concerns about the confusion as to what specific roles to take under the SBM system

Principal 10 said "*Coordination difficulties, and confusion about new roles and responsibilities*". Principal 8 added the same confusion as to what specific roles she is going to assign to the teachers when she said "*When we implement SBM in our school, there are many hesitations and negative comments because of its tediousness in terms of effects. Some says it's a waste of time and some says it's a copycat of other programs*".

This finding implies that the efficiency and effectiveness of properly implementing SBM could be problematic when school administrators and teachers are confused as to what specific roles they are going to take under SBM since SBM is an added burned to their already burdensome workloads. This could result to some of the problems that SBM stakeholders might encounter include more work for stakeholders, less efficiency, uneven school performance, an increased need for staff development, confusion about new roles and responsibilities, and coordination difficulties as told by Prasch and cited by Fleming (2019).

CONCLUSION

The overall performance of school administrators in terms of the key principles in SBM revealed that they had a better leadership practices which were always implemented. Furthermore, the overall school performance characteristics in terms of enrolment rate, drop-out rate, promotion rate, and overall performance under the CMSS were outstanding.

In this research, the results of the study proved the workings of General System Theory applied to the three variables such as the school administrators' practices, teachers' performance, and the school performance. There is interplay of these three variables in the sense that the practices of the school administrators affected the performance of the teachers and both the school administrators' practices and teachers' performance influenced the overall performance of the school. However, in a school-based
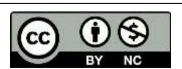
management system, it is vital to pay attention to the school administrators' leadership actions. On the part of the teachers, they were outstanding in their performance under the SBM. The school's administration takes care of the training of both teachers and students. School administrators utilize the same amount of leadership approaches regardless of their age, number of years as an administrator, or gender.

The study also proved Hallinger's findings there is a strong correlation between leadership practices and teachers' performance in the school. The findings further stated teachers perform better when school administrators had good leadership practices.

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