

STRATEGIC MANAGEMENT, ORGANIZATIONAL DIVERSITY OF SCHOOL HEADS AND SCHOOL PERFORMANCE

ERNESTO V. DE LOS REYES III
ernesto.delosreyes001@deped.gov.ph
Laguna State Polytechnic University, Philippines

ABSTRACT

This study aimed to determine the Strategic Management Practices of School Heads and Organizational Diversity of High Performing Public Secondary Schools in the Division of Laguna. A total of 290 public secondary school teachers participated in this research. The self-made questionnaires was used to determine the perceptions of the teachers. The results revealed that the Planning, Leadership and governance, Curriculum and learning, Management resource, Budget allocation and Continuous improvement of the strategic management practices was observed to have a significant relationship to the school performance in selected public secondary schools in the Division of Laguna. This is based on the computed t values obtained from the tests which were greater than the critical t value.

The *Work attitudes, Job commitment, Work experience, and Work involvement* of the strategic management practices was observed to have a significant relationship to the school performance in selected public secondary schools in the Division of Laguna except for the *Roles and responsibilities*. This is based on the computed t values obtained from the tests which were greater than the critical t value.

Keywords: *Strategic Management*

Conclusion

The following were the significant findings of the investigation:

The finding shows the level of strategic management practices among school heads in terms of planning, leadership and governance, Curriculum and learning, Management resource, Budget allocation, Continuous improvement was very great extent. It shows that the strategic management practices is so important.

Then, the level of organizational diversity in terms of Work attitudes, Job commitment, Work experience, Work involvement, and Roles and responsibilities was very great extent. It can imply they bring high value to organizations. And the level of school performance in terms of Management and operations, Basic education services, Learning environment (new curriculum), Human resource management and development, Parent's involvement and community partnership, School's MPS was very great extent.

It shows that can be a positive performance for the school, teachers, students, and stakeholders. And relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna has significant. Lastly, relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna also has significant.

Recommendation

1. It recommends to schools and teachers have seminars, programs and conferences which will provide the school leaders with varied ways of approaching and conceptualizing the benefits and other positive results of valuing a diverse workforce.

2. It suggests to the educator and administrator to make a program proposal that may clarify the extent to which diverse concepts are integrated into the management of the school in the day-to-day operation as implemented by the school leaders. Likewise, educators could gain

insights into the importance of integrating diversity practices into management practice for them to appreciate the beauty of workplace diversity.

3. It recommends for future researchers the results of the study may open up a new avenue of inquiry should there be an opportunity to study further the nature of diversity as observed in education.

INTRODUCTION

Strategic management practices are necessary for building a good organization. It includes a lot of effort and involve critical dimensions of strategic intent, formulation, implementation, control of strategy. Strategic management can analyze and emphasize organizational strengths and weaknesses which are important for handling not only the system itself but also the employees of the organization.

Moreover, strategic management practices have gained importance in recent years. During last century organizations focused on long-term planning. Long-term planning supposed that external and internal environment will remain stable for long period of time and thus they made plans for long duration (Kakunu, 2018).

According to Friedman (2001) twenty first century is often associated with globalization which flattened the world. Globalization influences decision making and strategy due to the way it has created the need to: change leadership style; utilize international diversification as a strategic option; and reduce international trade barriers. In effect, it has increased complexity of decision making and strategy formulation and implementation. This situation brought along with-it countless challenges which require social institutions to render themselves fit to the demands of the fast-changing world. This social institution includes schools and educational

management wherein school heads have to deal with many challenges and problems in terms of the continuous development of their organization.

Likewise, organizations are expected to transform the ways stringent bureaucracies are being implemented in favor of a more novel approaches and designs in management practices. Hence, organizational institutions such as education must embrace the right strategic management practices to attain the desired level of performance. In schools, the shifting demographics are a powerful impetus to address diversity in the workplace.

Additionally, since strategic management is about dynamic management decisions, skills, and competencies which impact directly upon the organization's capacity to survive the travails of the fast-changing milieu, there is an immediate need to address the growing workforce diversity. Most important strategic management success is its human resources which make organizations to possibly achieve success. (Antia, 2019)

The researcher believed that every education stakeholder has a fair share of contribution in the attainment of the school 's vision and mission to carry out its social responsibility. Amid the differences among stakeholders in behavioral or cultural aspects, collaborative efforts of a team must be sought to promote the main purpose of the organization

The purpose of this study may assist the implementers as it also translates into effective delivery of essential services to communities with diverse needs. Education leaders and managers are expected to possess the highest strategic management skills and competencies so that they can practice it as they implement the 21st century programs and processes.

The primary aim of the study was to determine the strategic management practices of school heads, organizational diversity, and the performance of level 3 public secondary schools in the division of Laguna.

Specifically, the study sought to answer the following questions:

1. What is the level of strategic management practices among school heads in secondary public schools in Laguna in terms of:
 - 1.1 Planning;
 - 1.2 Leadership and governance;
 - 1.3 Curriculum and learning;
 - 1.4 Management resource;
 - 1.5 Budget allocation;
 - 1.6 Continuous improvement?
2. What is the level of organizational diversity in terms of;
 - 2.1 Work attitudes;
 - 2.2 Job commitment;
 - 2.3 Work experience;
 - 2.4 Work involvement;
 - 2.5 Roles and responsibilities?
3. What is the level of school performance in terms of;
 - 3.1 Management and operations;
 - 3.2 Basic education services;
 - 3.3 Learning environment (new curriculum);
 - 3.4 Human resource management and development;
 - 3.5 Parent's involvement and community partnership;
 - 3.6 School's MPS?

4. Is there a significant relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna?
5. Is there a significant relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna?

REVIEW OF RELATED LITERATURE

One of the indicators used in the conduct of this research is performance.

According to Yeterlilik Tezi, (2019), when considered in terms of institutions, performance is defined as “the ability to reach the predetermined goals of an organization by using its resources most effectively”.

And according to Anderson, J.C. & Gerbing, D.W. (2018), it is defined as “the evaluation of efforts made to achieve business goals”.

When the relationship between performance and strategic management process is considered, it can be stated that system management is carried out by means of a process comprising the components of data, analysis and action, (Yeterlilik Tezi, 2019).

Strategic management is a dynamic process which plays an effective role in solving performance problems of an organization and in which performance of an organization is constantly evaluated, examined and the stakeholders interact with one another, (Hansen, E. 2019).

Recently, the consistency between competition strategy and human resources strategy and its practices and performance has been an important component regarding the success of an institution, (Toma, J. D., 2020).

Institutional performance management should include the identification of strategic goals by analyzing the current situation of the institution, the formation of plans depending on the

goals and the allocation of necessary resources in accordance with the strategic goals in order to achieve them (Gules, 2020).

According to Erdogan, Z. (2015), academic differences in higher education institutions pose a problem in terms of developing joint evaluation criteria because basic duties undertaken by higher education institutions can be different, or they can also come from different disciplines.

Several performance-based formulas have been used in almost all European countries for the determination of the resources allocated to higher education institutions. Many countries began to use lump-sum budgets and formulas and they associated allowances to performance. Universities in OECD countries are controlled by means of performance-based budget and quality control systems by the centralized governments (Kucukcan & Gur, 2020).

The main purpose of this implementation is to develop opportunities, maintain the difference, provide efficient and effective use of resources, increase and sustain quality and provide consistency in the budget (Toma, J. D.2020).

Institutions should realize the changes happening around them and get important and true information and carry out processes that will be able to manage information in order to successfully deal with the increasing competition. Therefore, higher education institutions should develop a performance management process that can measure and control their institutional performances and the performance of their employees in order to achieve their strategies and vision, (Nayeri, M. D., et al. 2018).

The measurement of institutional performances of universities can be considered as a more important issue in the future and it can be used as a criterion in the determination of resources allocated to universities, (Erdogan, Z. 2015).

A variable found relevant in this research are management at operations.

According to Abu Naem & Abdul Hameid (2018), the importance of the strategic management of the keenness of both organizations to improve and develop their performance to reach the superior performance, and considering that the universities are the main gate from which the contemporary societies go through to the progress in science and technology, and there are many challenges facing the universities, making it imperative upon be operated in accordance with the scientific and clear methodology, and does not waste the time, effort, and money randomly, so as to help it increase its effectiveness and efficiency, as reflected in the quality of services provided.

Another necessary variable used in this study is basic operation services.

Universities are facing a large number of internal and external complex situations, so Abu Naser et al. (2016) think that universities resort to planning before implementing of administrative operations and designing its structures that commensurate with the circumstances surrounding them, and since they have an increased interest in strategic management as an effective tool in helping organizations to invest in internal power factors and avoid external threats, which makes it imperative for these organizations to use contemporary management techniques.

Also, the new normal learning environment in a significant variable considered in this research.

Now that it has been almost a year that we have experienced a change in our way of doing activities due to the Covid-19 pandemic. The term "New Normal" which then makes all sectors that meet the needs of many people must create a new strategy in starting activities in the

current New Normal era. Formulating the strategy of any institution in dealing with the current Covid-19 pandemic situation is not easy. Leaders are required to take strategic steps, in addition to resolving current conditions as well as anticipating what will be done in the future. Likewise, what has happened to educational institutions, for education institutions that are under the auspices of the government so far it can still be said to be safe because everything is the responsibility of the government. However, for Islamic education institutions, which in fact depend on consumers for their livelihoods, this is a serious problem. The “new normal” for education is the effect of the Covid-19 pandemic. The corona virus outbreak is a devastating blow to the world of education. In fact, the National Examination for students of all levels was canceled simultaneously. No exception, education institutions during this pandemic are required to continue providing their services to the community. However, not a few of the existing educational institutions "gave up" with this situation, (Pramitha, D. 2020).

On the other hand, parents feel "bothered" because they have to participate in directing and supervising learning that is held remotely. This condition is understandable, since the “Work from Home” circular, community income has been severely affected. In fact, some are "laid off", either temporarily or permanently. Education must continue, regardless of form and method. The community must be prepared to take unusual "square steps". Current and future conditions are a form of "new normal" that inevitably will occur and be lived, (Akdon, 2019).

The responsibility of education institutions to students is much broader than just providing services. Educational institutions in the era of the Covid-19 pandemic currently have a responsibility in providing services for the online learning process. Cooperation between parents and teachers in the new normal era will greatly influence the success of running education today. Cooperation between parents and teachers is very much needed, even the cooperation must be

greater than before the new normal period. There is an additional task for parents during this new normal period, which is to provide an understanding of how a child behaves at this time, explain what happened and provide an explanation to always think positively about new things that will be done, before the new normal period will understand something more. a lot of done by a teacher at school. By recognizing the characteristics of learning in the New Normal era, there are several alternative learning solutions, namely: The first, school as a home-schooling partner, meaning that students carry out the learning process at home. They determine their own learning resources and how to learn. The role of the school as a partner institution that facilitates them in mentoring curriculum information from schools and conducts assessment of learning outcomes in schools. The second, the school implements an online school/ e-learning school where the learning process is carried out by schools online. The learning material is delivered by the teacher online and is more one-way in nature. Students are more dominant in learning content outside of school. The third, school implements Blended Learning, namely the school organizes offline (face-to-face) and online learning, and practical activities with a learning schedule set by the school. The last, the school implements Flexible School, which means that both students, parents, and schools make an agreement to determine when students learn face-to-face and online. The three parties also agreed when the time for students to conduct face-to-face meetings at school for consultation on student assignments and learning outcomes. The teaching and learning process of each child is determined by the students and parents themselves. In addition to social responsibility for students, Education institutions are also responsible for producing adaptive educators in learning technology, Barney, J. B. & Mackey, A. (2016).

According to the Eisenhardt, K. M. & Martin, J. A. (2020), the ability of educators to design learning strategies is very important because it is a determining factor. successful

implementation of online learning. Among them: designing, organizing, and controlling interactive learning activities and materials to achieve learning goals. In the current New Normal era, many teachers and lecturers only give assignments online without any feedback and consider their work to be done without planning a long-term learning strategy, simply moving one-way learning from what is usually in the classroom. This leaves a bad experience and impression for students doing online learning. Here, the mastery of educators on learning technology, or Technological Pedagogical Knowledge (TPK) in accordance with the learning strategies and facilities possessed by students, becomes an equally important competency. Therefore, Education institutions must provide various training programs according to their needs. The basic thing that is expected is to focus training on the integration of technology in teaching and learning activities, especially for prospective teachers.

Likewise, the researcher used human resources management and development as a significant variable in this study.

The effective application of the HRMD strategies in different situations can help organizations use employees effectively for the completion of organizational targets, (Hashmi, K. 2014).

The process of integrating employee management with the strategic goals of the company in order to boost performance is known as strategic human resource management. It is intended to assist businesses in more effectively addressing the requirements of their workforce while advancing business objectives and directly contributing to the organization's long-term goals, (Bowen, D. E., & Ostroff, C. 2014).

To enhance corporate performance and create an organizational culture that fosters creativity, adaptability, and competitive edge, strategic human resource management entails

aligning skilled personnel with the strategic goals and objectives of the organization. In organizational development, strategic human resource management refers to recognizing and integrating the function of the human resource department as a strategic partner in the creation and execution of the business's strategy via its operations, including hiring, vetting, developing, and recognizing and rewarding employees, (Bassi, L. & Daniel, M. 2017).

The main goals of strategic human resource management are to enhance corporate performance, sustain an innovative culture, and relentlessly pursue competitive advantage. Strategic human resource management is a step above conventional human resources, which solely deals with recruiting and dismissing personnel. Instead, it looks forward and plans strategies to increase employee productivity to obtain a competitive edge with a broader impact throughout the firm, (Chenoweth, K. 2017).

The connection between human resource operations and the achievement of organizational goals. These two methods point to two organizational setup considerations. The first is the human element, their capability and efficiency, while the second is the actualization of objectives. The foundation of a people-centered strategy is the conviction that human resources play a crucial role in the long-term corporate success of businesses. By utilizing its workforce to the fullest, a firm may acquire a competitive edge by utilizing employee innovation and creativity to accomplish well-defined goals. Appropriate measures are necessary to be in place for the incorporation of corporate excess achievement into human competencies and efficiency. In this situation, strategy plays a key role. The management, motivation, and deployment of people as well as the accessibility of skills and expertise will all influence the company's strategy. In order to enable an institution to accomplish its goals and objectives, the institutional

vision of the educational institution necessitates a clear understanding of human resources to boost competence and performance, (Childress, S. 2017).

The role of HRM can be viewed as encompassing little more than the most basic functions of personnel management such as recruitment, selection, training and perhaps labor negotiator to a critical strategic ally (Guest, 2017).

One issue that complicates defining HRM and the functions for which HRM is responsible concerns the increasing decentralization or devolution of practices related to obtaining, training, developing, maintaining and sustaining a competent workforce (Brewster & Soderstrom, 2014).

Therefore, a somewhat broad definition of HRM is considered preferable, such as that offered by Beer et al. (2014) as ‘all management decisions and activities that affect the nature of the relationship between the organization and its employees – the human resources’. Such a definition of HRM would ostensibly include the design and organization of tasks (e.g., job rotation, enrichment, multitasking, group work, quality); staffing (e.g., recruitment, assessment, selection, introduction, career development, education and training, termination, outplacement, retirement); performance measurement and compensation (appraisal, job evaluation, bonuses, employee ownership); and the channels for communication (e.g., performance feedback) and participation in work and decision making (participation, leadership, information and communication).

Further, Beer et al. (2014) contend that HRM can and must strive to positively influence the development of the organizational context as a whole, which is consistent with the understanding of CI as a philosophy for change, rather than simply an isolated change initiative.

It is widely agreed that successful implementation of Continuous Improvement (CI) depends a great deal on involving members of the organization at all levels. However, there is surprisingly little literature on the human aspects of CI. As Human Resource Management (HRM) is generally associated with recruiting and hiring people with the appropriate knowledge and skills to accomplish the work tasks, it seems logical that HRM would also be involved with CI, at least in terms of securing a workforce capable of implementing CI. Moreover, since HRM often participates in the planning of employee training and development, companies should be able to capitalize on this function to continuously enhance individual and organizational CI capability, (Guest, D. 2017).

Moreover, parent involvement and community partnership are relevant variables used in this study.

The main stakeholders are the students themselves, however, students who come to the institutions are due to funding from the parents of these students, so that these two components are the components that most educational institutions must pay attention to, (Barney, J. B. 2018).

Determination of potential stakeholders of education institutions is a very important process in institutional management. Errors in determining potential stakeholders will have an impact on errors in the subsequent management process which will ultimately lead to the absorption of educational products and services in the community, (Helfat, C. E. 2013).

In a Covid-19 pandemic situation like now where the world is entering the New Normal era, education institutions are expected to be able to answer this challenge. Referring to the historical dimension, stakeholders must have a strong will to live on the basis of truth. Then when viewed from the function point of view, the existence of stakeholders is almost the same as

the function of a leader. Thus, the stakeholders, however, must have a high sense of responsibility, (cGahan, A. M. 2020).

In other words, focusing on educational issues, the stakeholders of education institutions must have sufficient knowledge and abilities to realize the ideals of education, (Eisenhardt, K. M. & Martin, J. A. 2020).

Another strategy is the creative and innovative execution of change steps through collaboration with various partnerships or other external parties who care about education. The emergence of the issue of social responsibility when the educational institutions sets its mission. The influence of society on education and vice versa is becoming more and more discussed all the time. Social policy directly affects customers, products and services, markets, technology, profitability, self-image and image in the public eye. The organization's social policy must be integrated in all strategic management activities, including the development of a mission statement. An institution's social policy should be designed and discussed during strategy formulation, defined and managed during strategy implementation, and affirmed or modified during strategy evaluation, (Hitt, M. A; et al 2020).

Dampson DG, (2015), states that research into the ever-changing institutional environment and the dynamic roles of University leadership clearly shows that there is now a far greater focus on their interpersonal skills and capabilities, since they are now required to lead the whole institutional community while facilitating participation and collaboration among stakeholders in decision-making, planning and budgeting, their leadership skills and capacities are critical. This implies that to avoid making sole, arbitrary, and emotional decisions that are detrimental to optimum goal attainment, the University leadership should gather all available data or information concerning institutional related issues to be decided upon and make most

effective use of available data by sharing with staff and all concerned stakeholders. This becomes easier and possible when the leaders tap from the ideas, knowledge, opinions, and suggestions from all stakeholders and make them understand that their inputs count in making administrative decisions.

Another relevant indicator used in this research is strategic management practices.

Over the last years economic and social changes and developments have increased the importance of academic institutions in the social system and a real revolution has been taking place in the field of management (Kocel, 2017).

This process went through four different stages until it reached the concept of “strategic management”, which is frequently used today. These stages are the following: (1) primary financial planning, (2) prediction-based planning, (3) strategic planning (outward-oriented), (4) strategic management (Eren, 2020).

Field, A.P., (2015), sees strategic management as a continuous process comprising three factors conflicting with each other.

Ulgen and Mirze (2020) make a similar definition and state the issues of strategic management have undergone a change over the last fifty years as long-term planning, institutional planning, strategic planning and strategic management, respectively. The concept of “Strategic Management for the Future”, which has come up in recent years, is a new management technique that examines the development, planning, implementation, monitoring and control of effective strategies for the organizations to reach their goals.

According to John M. Bryson, strategic management is “a management technique which shows what an organization does, the reason for its being and its future goals’ (Aktan, 2018).

Toma (2020) defines strategic management as the formulation, implementation, and evaluation of counter-functional decisions which make it possible for an organization to achieve its goals.

Guçlu (2013) expresses the prime task of strategic management by quoting from Peter Drucker's own statement "it is the task of thinking through the mission of the business, that is, of asking the question "What is our business and what should it be?" and this leads to the setting of objectives and the making of today's decisions for tomorrow's results." According to another definition, strategic management involves analyses, decisions and activities an organization undertakes to create competitive advantage and sustain it.

What is aimed by strategic management is to consider organizations together with environmental variables and make managerial decisions considering possible environmental changes (Ereş, 2014).

Strategic management and strategic management process are associated with making decisions about what an organization has to do and where it has to go (Gunay, D. 2017).

No doubt that it is necessary to use strategic management process effectively and pay importance to environmental scanning and analyses because a profound environmental analysis is one of the most important factors of a comprehensive decision-making process (Oyman, B. 2019).

One of its important variables is planning.

The fact that universities are service-oriented requires them to make different planning in their strategic planning than business enterprises do. Strategic planning enables to take full

advantage of the opportunities for the future of the universities and establish a more appropriate relationship with its important stakeholders out of university (Rowley and Sherman, 2014).

Luhanga, M. et al (2013), insistently suggested that strategic planning in the academy was not different from the one in a business enterprise and emphasized the need for participation. They added the shared governance values to the process and encouraged the strategic planners to draw strategic planning methods in the academy.

An academic plan, as suggested by Anderson, J.C. & Gerbing, D.W. (2018), “functions primarily for an integrative planning process” and then each of the administrative and academic planners can start to make plans in their own fields of responsibility as their planning processes. Thus, the final plan comes out plausibly and with a well-adapted agreement of both areas.

The importance of the relationship between strategic planning and evaluation to make the institution efficient has been realized by the administrations of higher education institutions more and more each day, (Nayeri, M. D. et al 2018).

The units supporting management and education are increasingly concerned about how to better achieve annual goals and objectives. In addition, these efforts are not always in harmony with the goals and objectives of the strategic planning of an institution, (Wissema, J.G. 2019).

Porter, L.W., & McKibbin, L.E., (2018), point out “evaluation of management effectiveness is much more difficult than maintaining efficiency of academic units. Today universities are expected to play a leading role in the production and dissemination of information, conduct researches and trainings on the issues that will meet social demands and needs and provide service. Today, offering information produced in universities to the society as a commercial commodity is often argued. However, it is a fact that should not be ignored that

most of the production of scientific results is carried out in universities (Bulbul and Ozbay, 2016).

Globalization and removal of borders between countries led to other and very important reflections in higher education. Emergence of distance education and joint programs, export of higher education services by the countries such as the USA, England and Australia have led to international and intercontinental cooperation among universities. These cooperation and developments indicate how important strategic planning is for universities and therefore it is clear that strategic planning will lead these institutions to a better future by adapting to the environment as well as education policies (Nayeri and Mashhadi and Mohajeri, 2018).

During the policy determination process of the countries, commercialization of the researches conducted at universities came up as a primary trigger in national competition (Bulbul and Ozbay, 2016).

Today, three main parameters - creativity, innovativeness and entrepreneurship - stand out in universities. Therefore, the roles of universities are redefined and new university concepts and models are emphasized (Kucukcan and Gur, 2020).

According to Wissema (2019), there is now a shift to the concept of the third-generation university in the world. He states “the third-generation university model gives more freedom to universities in their options and we think that it is compulsory to start using this model.” Universities have to act in a way to fulfill the expectations considering the concept of strategic management.

Also, leadership and governance are found to be a relevant variable in this study.

The ability to think strategically is essential for individuals and institutions. The real question is how they can continually be more focused on strategic thinking skills in order to

thrive in today's unstable higher education management. The fact is most higher education leaders are now required to be more successful with fewer resources, (Edwards AK, Raheem K, & Dampson DG; 2017).

In Africa, specifically in Ghana, higher educational (universities) leaders have limited resources to varying degrees within their educational institutions. The reality, however, is that not all higher educational leaders are good strategists. In these current times, global competition is forcing tertiary institutions to excel in knowledge-creation that are relevant and innovative to bring solutions to societal problems. Perhaps a new system of thinking will enhance the relevance and sustainability of African universities. In Ghana for example, PNDC Law provides technical leadership, entrepreneurial solutions, and support for industries for national development, (Anamuah-Mensah J; 2019).

At the global frontier of knowledge-creation is the need for change forced by internal and external factors, competition, demand and supply of tertiary education. Institutions of higher learning are advised to examine institutionalized systems, in order to innovate for the twenty-first century (C21st) emerging market and the global competition by thinking strategically, (Appiah-Adu K. & Aning S. 2013).

Strategic thinking is different from strategic planning that most institutions are noted for. Strategic thinking is the construct of “ideas, processes and tools; of finding new and innovative approaches to problem solving and using policy initiatives and approaches that allow for effective implementation, monitoring and refining”, which strategic planning is not, (Stringham S. 2014).

According to Edoho F. (2015), governance has been defined to refer to the institutional structures leadership and processes that are designed to ensure accountability, transparency,

responsiveness, rule of law, stability, equity and inclusiveness, empowerment, and broad-based participation of every staff member. In higher institutions in Africa governance also represents the norms, values and rules of the game through which the institutional affairs are managed in a manner that is transparent, participatory, inclusive and responsive. Undoubtedly, institutional governance therefore can be subtle and may not be easily observable. In a broad sense, governance is about the culture and institutional environment in which citizens and stakeholders interact among themselves and participate in public affairs. It is more than the organs of the government.

According to Giddens A. (2016), trust is analyzed in two categories: trust among individuals, and trust in abstract systems. In its broadest meaning, organizational trust is the dispositional beliefs that employees have for their organizations. Organizational trust also reflects the perceptions of an employee related to the support provided by the organization.

Taylor RG. (2019), points out that organizational trust is a phenomenon developed through harmonious behavior based on mutual respect and courtesy, and is realized over time. This implies that for University leadership to develop organizational trust among staff member, they must respect and give their members the due courtesy and vice versa.

This implies that leadership and staff members who work together in the University ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other. The issues of transparency, openness, accountability and democracy are some of the factors of most successful universities across the globe, (Zaheer A. et al 2018).

Newcombe G, & McCormick J. (2016), points out that the desire to be involved or not to be involved in the decision-making may stem from lack of trust in the decision makers and the

decision-making processes which at the university level is the beginning of successful leadership.

Strategic leadership when it comes to policy implementation is all about moving people with minimal efforts and maximum resources to accomplish expected goals, (Stringham S. 2014).

Leadership becomes strategic with much thinking about relations and tasks, not just directing, especially in higher education, but ownership to the processes. Strategic leadership is a vehicle for controlling systems, planned changes, and moving people to buy-into ideas, following willingly, and sharing a common vision, (Morrill RL. 2020).

Curriculum and learning are also used as necessary variables in this research.

Moreno, J. M. (2016), states that throughout history it has been repeatedly demonstrated that those changes and innovations that are driven by government bodies with responsibility for education rarely succeed. Perhaps one of the key reasons for this is that the needs and interests of each individual learning institution be it school, college or university have not been taken into account, nor those of teaching staff. More recently, in view of this lack of success, there has been something of a change in the way in which innovation is approached. The need for dialogue between the educational institution and society is now starting to be recognized, taking into account the particular context for innovation within each institution and acknowledging that they need to act democratically, with participation and collaboration from society. There is thus a move away from innovation being tied to sweeping institutional reform, and a move towards a relationship between innovation, the professional development of teaching staff, and the learning processes of students. In other words, the focus is shifting towards the particular characteristics and needs of the educational be deemed to be a success.

In this respect there is growing consensus, regarding one particular key factor in achieving sustainable improvement in education namely the strategic management of learning, together with effective educational leadership (Hargreaves & Goodson, 2016).

Also, management of resources is one of the strategic management practices that is used as a variable.

According to Kailos, L. (2020), the school leaders are responsible for ensuring that all students have the opportunity and support to participate fully in learning. This will only be possible if resources are managed effectively and for the explicit purpose of improving learning. By far the most important resource that a school leader will manage is human resources. You have access to a group of people (teachers, other staff, students, parents and community members) who all can contribute skills and knowledge to supporting learning. Alongside human resource management you will also be responsible for managing financial and material resources in order to ensure they are suitable, accessible and used effectively to improve student learning.

According to Barney, (2015), resource-based approach to HRM performance is enhanced through alignment of resources – both human and non-human – with academic objectives.

Likewise, continuous improvement is one of the significant variables used in this research.

Continuous improvement (CI) is a philosophy that described simply as consisting of “Improvement initiatives that increase successes and reduce failures” (Juergensen, 2014).

Another definition of CI is “a company-wide process of focused and continuous incremental innovation” (Bessant et al., 2014).

Yet, Oakland (2019), others view CI as either as an offshoot of existing quality initiatives like total quality management (TQM) or as a completely new approach of enhancing creativity and achieving competitive excellence in today's market.

According to Kossoff (2013), total quality can be achieved by constantly pursuing CI through the involvement of people from all organizational levels.

Berger, A. (2016), defines CI more generally as a culture of sustained improvement targeting the elimination of waste in all systems and processes of an organization. It involves everyone working together to make improvements without necessarily making huge capital investments. CI can occur through evolutionary improvement, in which case improvements are incremental, or through radical changes that take place as a result of an innovative idea or new technology. Often, major improvements take place over time as a result of numerous incremental improvements. On any scale, improvement is achieved through the use of a number of tools and techniques dedicated to searching for sources of problems, waste, and variation, and finding ways to minimize them.

According to Caffyn (2019), CI capability can be defined as “the ability of an organization to gain strategic advantage by extending involvement in innovation to a significant proportion of its members”.

The term Continuous Improvement (CI) is used to refer to an organization-wide change initiative consisting of incremental improvements planned and implemented with existing resources (Boer et al., 2020).

Moreover, organizational diversity is also considered as a relevant indicator in this study.

According to Yoon, B. (2021), diversity brings in new ideas and acts as a pathway to unlock creativity. The business world is no exception. The more an organization is open to

perspectives from people of different backgrounds, the more creative and resilient it becomes. Diversity not only improves performance but also creates positive friction that enhances deliberation and upends conformity. However, it is not as easy to embrace diversity than to merely say. If not deployed carefully, an organization could suffer from friction, uneasiness, and conflicts.

As institutions embedded within broader society, colleges and universities are neither immune to the persistent challenges, nor to the rewards of promoting the values of social diversity, equity, and inclusion. In American higher education, the promotion of these values has not come without resistance, and institutions will continue to face significant internal and external challenges to the project of incorporating diversity into their organizational structures and cultures, (Williams 2013).

In response, scholars and practitioners alike have coalesced around the idea that higher education must undergo transformational change in order to reflect shifting demographic trends, to prepare students for an increasingly globalized economy and diverse workforce, and to embody the values of social and cultural pluralism and equity (Chun and Evans 2019).

Colleges and universities have increasingly come to recognize diversity as a matter of strategic importance (Williams 2013).

Many institutions have developed institutional policy statements, broadly conceived of as diversity agendas, as a means of signaling commitment and organizing their diversity-related strategies. The term ‘diversity agenda’ is loosely defined. Indeed ‘there is no consensus across institutional types concerning an agreed-upon format for a campus diversity plan’ (Anderson 2018).

Kezar and Eckel (2018) offered that some institutions refer to the diversity agenda as encompassing ‘efforts to change the campus to be more inclusive’, and that ‘diversity agenda or initiative is multifaceted and attempts to integrate diversity into the structure, culture, and fabric of the institution so that it is truly institutionalized’.

Iverson (2018) for example suggested that diversity agendas (or action plans) are ‘policy documents [that] are a primary means by which universities advance recommendations regarding their professed commitment to equal access and an inclusive environment for all members of the campus community’.

Williams (2013) defined diversity plans as, ‘any intentionally created document that includes a diversity definition, rationale, goals, recommended actions, assignments or responsibility, timelines, accountability processes, and a budget’. Regardless of name or degree of specificity, diversity agendas ideally function as a blueprint for action, as a guide for members of a campus community and leaders tasked with implementing its recommendations for change, and more importantly, as a signal of institution’s desire to change its culture to become an inclusive organization.

Despite their symbolic significance as institutional policy and strategy artifacts, diversity agendas have high failure rates (Williams, Berger, and McClendon 2015).

Among the reasons for failure described by Williams, Berger, and McClendon (2015) are two connected issues namely, their low rates of success in changing organizational culture, and absent, weak, or insufficient campus leadership.

The degree to which organizational change occurs has been characterized as being either first- or second-order. First-order change accounts for ‘those minor improvements and

adjustments that do not change the system's core, and occurs as the system naturally grows and develops' (Levy and Merry, 2016).

Second-order change represents a fundamental alteration of an organization's 'underlying values or mission, culture, functioning processes, and structure of the organization' (Kezar 2016).

Scholars have identified co-optative and transformational change as two types of change paradigms employed by postsecondary institutions in response to diversity, and have characterized them as representing 'competing organizational strategies' (Aguirre and Martinez 2016).

Co-optative change strategies are a first-order change, and refer to superficial efforts that '[absorb] new elements into the leadership or policy determining structure of an organization as a means of averting threats to its stability or existence' (Selznick 2018).

Aguirre and Martinez (2016) noted that co-optation refers to 'strategies to address discrimination and social justice issues linked to diversity'. Co-optative change is furthermore characterized as a rational-bureaucratic approach, that is managerial in nature, planned low-level change. Co-optation is counter to the aims of the diversity agenda as co-optation 'use[s] diversity dimensions in the organizational culture – minority faculty, multiculturalism in the curriculum, and role models for minority students – as buffers to protect organizational culture rather than to change it'.

In contrast, Aguirre and Martinez (2016) characterized strategies aimed toward engendering deeper, cultural change as transformational change.

Emanating from their half-decade long study of transformation, Eckel and Kezar (2013) defined transformational change 'as affecting institutional cultures, as deep and pervasive, as

intentional, and as occurring over time'. Transformational approaches to organizational change are planned, second-order responses to shifts in the external environment aimed toward changing organizational culture 'without necessarily the whole organization.

In the context of diversity agendas, transformational change aims to interweave principles of social justice and multiculturalism into the fabric of the organization including its culture (Williams 2013).

Organizational change scientists have observed that transformational change is difficult to achieve and sustain owing, in part, to organizations' complexity. Examples of successful transformational change in higher education are scant and in those organizations that experienced transformation, the changes did not meet expectations (Kezar 2013).

Transformational change, including transformational change related to diversity, is possible (Williams 2013).

Here, leaders are expected to outline a shared vision of the organization's future, and to facilitate the necessary structures and processes through which organizational members engage in learning (Kezar 2015).

Work attitude is one of the significant variables in this research.

Workforce diversity has both positive and negative effects on employee performance it depends upon the management of workforce diversity. The effective management of workforce diversity improves the employee's performance. Due to effective management of workforce diversity an organization can avail the ideas, skills, abilities and capabilities of employees The above mention qualities of employees play a vital role in the progress and development of an organization (Erasmus, 2017).

On the other hand, ineffective management of workforce diversity is gives rise to the formation of various groups, this could lead to miscommunication, interpersonal complicit and power struggle (Jehn, 2015).

The mentioned problems arise due to mismanagement of workforce diversity that will bring hurdle for organization to achieve its goal (MAINGI, 2015).

METHODOLOGY

Research Design

Descriptive method was used to determine to determine the strategic management practices of school heads, organizational diversity of high performing public secondary schools in the division of Laguna.

The researcher will use the quantitative/ descriptive survey method of research. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon (Wadsworth, 2017). The method involved range from the survey which described the status quo, the correlation study which investigated the relationship between variables, to developmental studies which seek changes over time (Key, 2017).

Respondents of the Study

Random sampling technique was applied in two hundred ninety (290) respondents. An individual is selected as part of the sample due to good evidence that they are representative of the data population.

Sampling Technique

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

According to Harter (n.d) random sampling refers to a variety of selection techniques in which sample members are selected by chance, but with a known probability of selection. Most social science, business, and agricultural surveys rely on random sampling techniques for the selection of survey participants or sample units, where the sample units may be persons, establishments, land points, or other units for analysis. Random sampling is a critical element to the overall survey research design.

Research Instrument

The instrument used in the study will be a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to identify the relationship between strategic management practices of school heads, organizational diversity of high performing schools in the division of Laguna.

In the questionnaire, a four-point rating scale indicated below will used to determine of the selected respondents.

4	Strongly agree
3	Agree

- | | |
|---|-------------------|
| 2 | Disagree |
| 1 | Strongly disagree |

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire will be presented to professors and panel members for comments and suggestions.

The final form of the questionnaire will be reproduced and administered to respective respondents.

Research Procedure

The following procedures will undertake by the researcher during the conduct of the study. After the researcher read various articles and literature that are connected with this study, the questionnaire will be formulated. Then the researcher will seek permission from the school head and principal of each school to gather the needed data through letter of request for this study. Upon approval the respondents will be oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire will be administered personally by the researcher. The researcher will explain fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data will be gathered, given appropriate statistical treatment, analysed and interpreted.

Statistical Treatment

The responses will be tabulated as basis for statistical treatment of the data.

In order to analyze and interpret the data gathered, weighted mean, standard deviation, pearson r correlation and regression analysis will be utilized in the study.

RESULT AND DISCUSSION

Strategic Management Practices

In the present study of Birinci, M. (2013), strategic management practices of the universities in Turkey were investigated and the effects of these practices on the performance of the universities were analyzed. The research investigated whether strategic management processes were implemented in universities in Turkey or to what extent they were implemented and the effects of these processes on the performance of the universities tested by means of a model which was developed. In the study, it was concluded that the universities operating in Turkey did not closely follow the changes and developments mainly about higher education in Turkey and in the world and that they did not pay enough attention to the competitive conditions and use strategic management practice adequately.

Table 1. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Planning

STATEMENTS	MEAN	SD	REMARKS
<i>Develop mission and vision statement that are possible to achieve.</i>	3.32	0.47	Strongly Agree
<i>Set major initiatives and take into consideration for the needs of the school while making plan.</i>	3.39	0.49	Strongly Agree
<i>Promote future perspectives and incorporate the learnings from the past experiences.</i>	3.19	0.47	Agree
<i>Set SMART goals and objectives, then take a step to attain it.</i>	3.28	0.60	Strongly Agree
<i>Determine priorities and responsibilities of each member of the organization before making a conducive plan.</i>	3.37	0.56	Strongly Agree
Weighted Mean	3.31		
SD	0.36		
Verbal Interpretation	Very Great Extent		

Table 1 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Planning

From the statements above, “*Set major initiatives and take into consideration for the needs of the school while making plan*” yielded the highest mean score ($M=3.39$, $SD=0.49$) and was remarked as Strongly Agree. This is followed by “*Determine priorities and responsibilities of each member of the organization before making a conducive plan*” with a mean score ($M=3.37$, $SD=0.56$) and was also remarked as Strongly Agree. On the other hand, the statement “*Promote future perspectives and incorporate the learnings from the past experiences*” received the lowest mean score of responses with ($M=3.19$, $SD=0.47$) yet was also remarked Agree.

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Planning attained a weighted mean score of 3.31 and a standard deviation of 0.36 and was Very Great Extent among the respondents. The ability of educators to design learning strategies is very important because it is a determining factor. successful implementation of online learning. Among them: designing, organizing, and controlling interactive learning activities and materials to achieve learning goals. In the current New Normal era, many teachers and lecturers only give assignments online without any feedback and consider their work to be done without planning a long-term learning strategy, simply moving one-way learning from what is usually in the classroom. This leaves a bad experience and impression for students doing online learning.

Ulgen and Mirze (2020) make a similar definition and state the issues of strategic management have undergone a change over the last fifty years as long-term planning, institutional planning, strategic planning and strategic management, respectively. The concept of “Strategic Management for the Future”, which has come up in recent years, is a new

management technique that examines the development, planning, implementation, monitoring and control of effective strategies for the organizations to reach their goals.

Table 2. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Leadership and governance

STATEMENTS	MEAN	SD	REMARKS
<i>Facilitates communication between and among school and community leaders for informed decision-making and solving of school community wide-learning problems.</i>	3.52	0.50	Strongly Agree
<i>Control over the education process and take the responsibilities to manage budget, personnel and curriculum.</i>	3.51	0.57	Strongly Agree
<i>Provides better programs for the students based on the available resources that directly match student needs.</i>	3.69	0.46	Strongly Agree
<i>Provide guidance and direction for all the staff and members to achieve common goals.</i>	3.50	0.50	Strongly Agree
<i>Demonstrate actions, practice the same values and behaviors and serve as a role model for other people.</i>	3.59	0.49	Strongly Agree
Weighted Mean	3.56		
SD	0.39		
Verbal Interpretation	Very Great Extent		

Table 2 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Leadership and governance

From the statements above, “*Provides better programs for the students based on the available resources that directly match student needs*” yielded the highest mean score ($M=3.69$, $SD=0.46$) and was remarked as Strongly Agree. This is followed by “*Demonstrate actions, practice the same values and behaviors and serve as a role model for other people*” with a mean score ($M=3.59$, $SD=0.49$) and was also remarked as Strongly Agree. On the other hand, the statement “*Provide guidance and direction for all the staff and members to achieve common goals*” received the lowest mean score of responses with ($M=3.50$, $SD=0.50$) yet was also remarked Strongly Agree.

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Leadership and governance attained a weighted mean score of 3.56 and a standard deviation of 0.39 and was Very Great Extent among the respondents. Leadership becomes strategic with much thinking about relations and tasks, not just directing, especially in higher education, but ownership to the processes. Strategic leadership is a vehicle for controlling systems, planned changes, and moving people to buy-into ideas, following willingly, and sharing a common vision.

Owing to its emphasis on maintaining organizational cultures and diversity, Bensimon and colleagues (2019) suggested college and university leaders are most likely to employ a transactional style of leadership. They argued that a transactional style is most applicable in higher education settings where leadership is more diffuse, and values more likely to be localized than broad and organization-wide. Furthermore, this leadership style most accurately describes the nature of how 'college and university presidents can accumulate and exert power by controlling access to information, controlling the budgetary process, allocating resources to preferred projects, and assessing major faculty and administrative appointments.

Table 3. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Curriculum and learning

STATEMENTS	MEAN	SD	REMARKS
<i>Organize the teaching and learning process taking into account existing curriculum requirements and the resources available.</i>	3.48	0.50	Strongly Agree
<i>Designs instructional materials with highly specific activity focused on methods of teaching and learning.</i>	3.41	0.56	Strongly Agree
<i>Implement programs that are carefully crafted to the attainment of the department's mission, vision and goals.</i>	3.34	0.55	Strongly Agree
<i>Foster a process of school-based planning and shared decision making, involving</i>	3.34	0.50	Strongly Agree

<i>parents, teachers, and administrators, to improve the educational performance of all students.</i>			
<i>Plan and develop curriculum by looking at the standards in each subject area and developing a strategy to break down these standards so teachers can teach students by using various instructional materials according to grade level, subjects taught and available supplies.</i>	3.30	0.53	Strongly Agree
Weighted Mean	3.37		
SD	0.44		
Verbal Interpretation	Very Great Extent		

Table 3 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Curriculum and learning

From the statements above, “*Organize the teaching and learning process taking into account existing curriculum requirements and the resources available*” yielded the highest mean score ($M=3.48$, $SD=0.50$) and was remarked as Strongly Agree. This is followed by “*Designs instructional materials with highly specific activity focused on methods of teaching and learning*” with a mean score ($M=3.41$, $SD=0.56$) and was also remarked as Strongly Agree. On the other hand, the statement “*Plan and develop curriculum by looking at the standards in each subject area and developing a strategy to break down these standards so teachers can teach students by using various instructional materials according to grade level, subjects taught and available supplies*” received the lowest mean score of responses with ($M=3.30$, $SD=0.53$) yet was also remarked Strongly Agree.

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Curriculum and learning attained a weighted mean score of 3.37 and a standard deviation of 0.44 and was Very Great Extent among the respondents. The role of the school as a partner institution that facilitates them in mentoring curriculum information from schools and conducts assessment of learning outcomes in schools. The school implements an

online school/ e-learning school where the learning process is carried out by schools online. The learning material is delivered by the teacher online and is more one-way in nature. Students are more dominant in learning content outside of school.

Aguirre and Martinez (2016) noted that co-optation refers to ‘strategies to address discrimination and social justice issues linked to diversity’. Co-optative change is furthermore characterized as a rational-bureaucratic approach, that is managerial in nature, planned low-level change. Co-optation is counter to the aims of the diversity agenda as co-optation ‘use[s] diversity dimensions in the organizational culture – minority faculty, multiculturalism in the curriculum, and role models for minority students – as buffers to protect organizational culture rather than to change it’.

Table 4. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Management resource

STATEMENTS	MEAN	SD	REMARKS
<i>Plan resources and things needed before doing the project.</i>	3.39	0.49	Strongly Agree
<i>Develop management team and allow them to manage resources for each field they are assigned.</i>	3.37	0.48	Strongly Agree
<i>Continuously evaluate resources for time to time.</i>	3.52	0.50	Strongly Agree
<i>Balance the use of all resources needed for school project and program.</i>	3.42	0.49	Strongly Agree
<i>Utilize variety of resources for every project and program including the use of modern technology.</i>	3.35	0.55	Strongly Agree
Weighted Mean	3.41		
SD	0.40		
Verbal Interpretation	Very Great Extent		

Table 4 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Management resource

From the statements above, “*Continuously evaluate resources for time to time*” yielded the highest mean score ($M=3.52$, $SD=0.50$) and was remarked as Strongly Agree. This is followed by “*Balance the use of all resources needed for school project and program*” with a mean score ($M=3.42$, $SD=0.49$) and was also remarked as Strongly Agree. On the other hand, the statement “*Utilize variety of resources for every project and program including the use of modern technology*” received the lowest mean score of responses with ($M=3.35$, $SD=0.55$) yet was also remarked Strongly Agree.

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Management resource attained a weighted mean score of 3.41 and a standard deviation of 0.40 and was Very Great Extent among the respondents. Workforce diversity has both positive and negative effects on employee performance it depends upon the management of workforce diversity. The effective management of workforce diversity improves the employee’s performance. Due to effective management of workforce diversity an organization can avail the ideas, skills, abilities and capabilities of employees The above mention qualities of employees play a vital role in the progress and development of an organization.

The main goals of strategic human resource management are to enhance corporate performance, sustain an innovative culture, and relentlessly pursue competitive advantage. Strategic human resource management is a step above conventional human resources, which solely deals with recruiting and dismissing personnel. Instead, it looks forward and plans strategies to increase employee productivity to obtain a competitive edge with a broader impact throughout the firm, (Chenoweth, K. 2017).

Table 5. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Budget allocation

STATEMENTS	MEAN	SD	REMARKS
<i>Assess financial resources of the school and allocate proper budget for each project.</i>	3.28	0.53	Strongly Agree
<i>Prioritize the most important project on the list and allocate the budget for it.</i>	3.41	0.56	Strongly Agree
<i>Set budget goals and create a way to achieve it.</i>	3.27	0.65	Strongly0 Agree
<i>Create financial stability for school projects and activities.</i>	3.19	0.73	Agree
<i>Record and track progress of financial statements.</i>	3.38	0.62	Strongly Agree
Weighted Mean	3.30		
SD	0.55		
Verbal Interpretation	Very Great Extent		

Table 5 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Budget allocation

From the statements above, “*Prioritize the most important project on the list and allocate the budget for it*” yielded the highest mean score ($M=3.41$, $SD=0.56$) and was remarked as Strongly Agree. This is followed by “*Record and track progress of financial statements*” with a mean score ($M=3.38$, $SD=0.62$) and was also remarked as Strongly Agree. On the other hand, the statement “*Create financial stability for school projects and activities*” received the lowest mean score of responses with ($M=3.19$, $SD=0.73$) yet was also remarked Agree.

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Budget allocation attained a weighted mean score of 3.30 and a standard deviation of 0.55 and was Very Great Extent among the respondents. Any intentionally created document that includes a diversity definition, rationale, goals, recommended actions, assignments or responsibility, timelines, accountability processes, and a budget’. Regardless of name or degree of specificity, diversity agendas ideally function as a blueprint for action, as a guide for members of a campus community and leaders tasked with implementing its

recommendations for change, and more importantly, as a signal of institution's desire to change its culture to become an inclusive organization.

The main purpose of this implementation is to develop opportunities, maintain the difference, provide efficient and effective use of resources, increase and sustain quality and provide consistency in the budget (Toma, J. D.2020).

Table 6 illustrates the level of strategic management practices among school heads in secondary public schools in Laguna in terms of Continuous improvement

From the statements, *“Programs and activities are collaboratively made by the school head, faculty members and stakeholders to sustain continuous improvement and initiatives”* yielded the highest mean score ($M=3.46$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by *“Provide clear, transparent and inclusive programs for both teachers and learners”* with a mean score ($M=3.45$, $SD=0.65$) and was also remarked as Strongly Agree. On the other hand, the statement *“Monitors expected and actual performance, continually addresses the gaps in education, and ensures a venue for feedback and redress”* received the lowest mean score of responses with ($M=3.33$, $SD=0.61$) yet was also remarked Strongly Agree.

Table 6. Level of strategic management practices among school heads in secondary public schools in Laguna in terms of Continuous improvement

STATEMENTS	MEAN	SD	REMARKS
<i>Monitors expected and actual performance, continually addresses the gaps in education, and ensures a venue for feedback and redress.</i>	3.33	0.61	Strongly Agree
<i>Programs and activities are collaboratively made by the school head, faculty members and stakeholders to sustain continuous improvement and initiatives.</i>	3.46	0.57	Strongly Agree
<i>Provide clear, transparent and inclusive programs for both teachers and learners.</i>	3.45	0.65	Strongly Agree

<i>Improving physical environments, classroom settings and/or virtual classroom to support various kinds of learning.</i>	3.36	0.62	Strongly Agree
<i>Evaluate and measures the outcomes of every activity, programs, services and take responsibilities addressing the feedback.</i>	3.39	0.63	Strongly Agree
Weighted Mean	3.40		
SD	0.56		
Verbal Interpretation	Very Great Extent		

The level of strategic management practices among school heads in secondary public schools in Laguna in terms of Continuous improvement attained a weighted mean score of 3.40 and a standard deviation of 0.56 and was Very Great Extent among the respondents. As regards to the components of strategic educational management, there appear to be three key ingredients: systemic strategic thinking, organizational learning and pedagogical leadership. The creation of effective educational establishments requires pedagogical leaders who maintain a focus on teaching and training processes and who act as change agents to drive continuous improvement in their respective organizations.

It is widely agreed that successful implementation of Continuous Improvement (CI) depends a great deal on involving members of the organization at all levels. However, there is surprisingly little literature on the human aspects of CI. As Human Resource Management (HRM) is generally associated with recruiting and hiring people with the appropriate knowledge and skills to accomplish the work tasks, it seems logical that HRM would also be involved with CI, at least in terms of securing a workforce capable of implementing CI. Moreover, since HRM often participates in the planning of employee training and development, companies should be able to capitalize on this function to continuously enhance individual and organizational CI capability, (Guest, D. 2017).

Organizational Diversity

Organizational change scientists have observed that transformational change is difficult to achieve and sustain owing, in part, to organizations' complexity. Examples of successful transformational change in higher education are scant and in those organizations that experienced transformation, the changes did not meet expectations

Table 7. Level of organizational diversity in terms of Work attitudes

STATEMENTS	MEAN	SD	REMARKS
<i>Go to work early as always as possible using complete uniform and proper attire.</i>	3.23	0.55	Agree
<i>Listen from other opinions, suggestions and take feedback as a constructive criticism.</i>	3.46	0.57	Strongly Agree
<i>Practice self-compassion and not taking things personally.</i>	3.25	0.56	Agree
<i>Shows empathy and concern for other people around.</i>	3.20	0.68	Agree
<i>Shows happiness when other people are being successful and give them support to do better.</i>	3.29	0.53	Strongly Agree
Weighted Mean	3.29		
SD	0.49		
Verbal Interpretation	Very Great Extent		

Table 7 illustrates the level of organizational diversity in terms of Work attitudes

From the statements above, “*Listen from other opinions, suggestions and take feedback as a constructive criticism*” yielded the highest mean score ($M=3.46$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Shows happiness when other people are being successful and give them support to do better*” with a mean score ($M=3.29$, $SD=0.53$) and was also remarked as Strongly Agree. On the other hand, the statement “*Shows empathy and concern for other people around*” received the lowest mean score of responses with ($M=3.20$, $SD=0.68$) yet was also remarked Agree.

The level of organizational diversity in terms of Work attitudes attained a weighted mean score of 3.29 and a standard deviation of 0.49 and was Very Great Extent among the respondents. The process of integrating employee management with the strategic goals of the company in

order to boost performance is known as strategic human resource management. It is intended to assist businesses in more effectively addressing the requirements of their workforce while advancing business objectives and directly contributing to the organization's long-term goals.

Lindberg and Berger (2017) have studied the applicability of CI in various types of organizations. The authors found that a number of Swedish organizations with a relatively low degree of standardization of products and processes had successfully integrated CI in work teams.

Table 8. Level of organizational diversity in terms of Job commitment

STATEMENTS	MEAN	SD	REMARKS
<i>Construct career growth opportunities.</i>	3.45	0.57	Strongly Agree
<i>Create a positive environment for co-workers and for all the employees.</i>	3.35	0.62	Strongly Agree
<i>Take responsibility for every action that do and stay committed on work.</i>	3.31	0.61	Strongly Agree
<i>Do work with utmost integrity and professionalism.</i>	3.35	0.55	Strongly Agree
<i>Foster positive work culture and develop trust with colleagues.</i>	3.29	0.60	Strongly Agree
Weighted Mean	3.35		
SD	0.54		
Verbal Interpretation	Very Great Extent		

Table 8 illustrates the level of organizational diversity in terms of Job commitment

From the statements above, “*Construct career growth opportunities*” yielded the highest mean score ($M=3.45$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Create a positive environment for co-workers and for all the employees and do work with utmost integrity and professionalism*” with a mean score ($M=3.35$, $SD=0.62$, 0.55) and was also remarked as Strongly Agree. On the other hand, the statement “*Foster positive work culture and develop trust with colleagues*” received the lowest mean score of responses with ($M=3.29$, $SD=0.60$) yet was also remarked Strongly Agree.

The level of organizational diversity in terms of Job commitment attained a weighted mean score of 3.35 and a standard deviation of 0.54 and was Very Great Extent among the respondents. The results point to significant paths between diversity and organizational-culture variables and between organizational-culture variables such as fairness, inclusion, stress, and social support to employee outcomes of well-being, job satisfaction, and organizational commitment. Within the context of globalization, implications for social work management practices are drawn, particularly for implementing policies and practices that promote an inclusive organizational culture and a sense of belonging, satisfaction, and positive working experience in employees

Singh, A. (2014), The findings of the study indicated that professional commitment is negatively related with job involvement, affective organizational commitment, normative organizational commitment, and team commitment. Job involvement, affective and normative organizational commitment, and team commitment were positively correlated. Findings suggests that there is a decrease in job involvement, affective organizational commitment, normative organizational commitment, and increase in professional commitment in young generations. Organizations need to take consideration this while designing the HR policies for employees' engagement.

Table 9. Level of organizational diversity in terms of Work experience

STATEMENTS	MEAN	SD	REMARKS
<i>Keep an open channel of communication for people around.</i>	3.32	0.67	Strongly Agree
<i>Support employee's development and professional improvement.</i>	3.35	0.63	Strongly Agree
<i>Equip and enable leaders and managers with sustainable development.</i>	3.46	0.57	Strongly Agree
<i>Reinforce the desired employee experience through all touch points.</i>	3.49	0.57	Strongly Agree

<i>Create space for each employee and give them room to gain more experience with their field.</i>	3.38	0.56	Strongly Agree
Weighted Mean	3.40		
SD	0.53		
Verbal Interpretation	Very Great Extent		

Table 9 illustrates the level of organizational diversity in terms of Work experience

From the statements above, “*Reinforce the desired employee experience through all touch points*” yielded the highest mean score ($M=3.49$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Equip and enable leaders and managers with sustainable development*” with a mean score ($M=3.46$, $SD=0.57$) and was also remarked as Strongly Agree. On the other hand, the statement “*Keep an open channel of communication for people around*” received the lowest mean score of responses with ($M=3.32$, $SD=0.67$) yet was also remarked Strongly Agree.

The level of organizational diversity in terms of Work experience attained a weighted mean score of 3.40 and a standard deviation of 0.53 and was Very Great Extent among the respondents. Today the educational environment is experiencing a very competitive development where it requires educational institutions, especially Islamic education institutions to build more excellence and update the roadmap in a sustainable manner, take strategic steps and mobilize the capabilities and commitment of all organizational members in realizing the future of Islamic educational institutions.

The corona virus outbreak is a devastating blow to the world of education. In fact, the National Examination for students of all levels was canceled simultaneously. No exception, education institutions during this pandemic are required to continue providing their services to the community. However, not a few of the existing educational institutions "gave up" with this situation, (Pramitha, D. 2020).

Table 10. Level of organizational diversity in terms of Work involvement

STATEMENTS	MEAN	SD	REMARKS
<i>Encourage co-workers and employees to have a cooperation with each other.</i>	3.53	0.57	Strongly Agree
<i>Do all possible ways to get involve on every task related to job.</i>	3.44	0.63	Strongly Agree
<i>Take risk and go out on comfort zone to experience new things.</i>	3.52	0.57	Strongly Agree
<i>Encourage everyone to be more committed on their work.</i>	3.54	0.57	Strongly Agree
<i>Ensure accountability and take ownership for actions made regarding the work given.</i>	3.38	0.62	Strongly Agree
Weighted Mean	3.48		
SD	0.52		
Verbal Interpretation	Very Great Extent		

Table 10 illustrates the level of organizational diversity in terms of Work involvement

From the statements above, “*Encourage everyone to be more committed on their work*” yielded the highest mean score ($M=3.54$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Encourage co-workers and employees to have a cooperation with each other*” with a mean score ($M=3.53$, $SD=0.57$) and was also remarked as Strongly Agree. On the other hand, the statement “*Ensure accountability and take ownership for actions made regarding the work given*” received the lowest mean score of responses with ($M=3.38$, $SD=0.62$) yet was also remarked Strongly Agree.

The level of organizational diversity in terms of Work involvement attained a weighted mean score of 3.48 and a standard deviation of 0.52 and was Very Great Extent among the respondents. Capability can be defined as “the ability of an organization to gain strategic advantage by extending involvement in innovation to a significant proportion of its members. Total quality can be achieved by constantly pursuing CI through the involvement of people from all organizational levels

Guest (2017) developed a model that illustrates the link between HRM and business performance through strategic alignment (e.g., differentiation/ innovation, low cost). The general premise underlying these models is that, when linked to the organizational strategy, certain HRM practices, such as selection, training, appraisal, compensation, job design and employee involvement, lead to effects (e.g., motivation, commitment, cooperation, involvement, flexibility, organizational citizenship, reduced turnover and absenteeism) that in turn result in positive business outcomes in the form of increased productivity, quality, profit and customer satisfaction.

Table 11. Level of organizational diversity in terms of Roles and responsibilities

STATEMENTS	MEAN	SD	REMARKS
<i>Discipline and influence goals, policies as well as programs and strategies for procuring and managing the students.</i>	3.38	0.56	Strongly Agree
<i>Set learning goals for students and teachers based on national curricula.</i>	3.34	0.61	Strongly Agree
<i>Enhance cordial relationship as an act of encouraging cooperation and participation in the school activities.</i>	3.43	0.57	Strongly Agree
<i>Mobilizes and coordinates all the school stakeholders and resources towards the achievement of school goals.</i>	3.27	0.59	Strongly Agree
<i>Channel their focus and energy into managing their response and creating an environment in which positive solutions can be found.</i>	3.37	0.56	Strongly Agree
Weighted Mean	3.36		
SD	0.51		
Verbal Interpretation	Very Great Extent		

Table 11 illustrates the level of organizational diversity in terms of Roles and responsibilities

From the statements above, “*Enhance cordial relationship as an act of encouraging cooperation and participation in the school activities*” yielded the highest mean score ($M=3.43$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Discipline and influence*

goals, policies as well as programs and strategies for procuring and managing the students” with a mean score ($M=3.38$, $SD=0.56$) and was also remarked as Strongly Agree. On the other hand, the statement *“Mobilizes and coordinates all the school stakeholders and resources towards the achievement of school goals”* received the lowest mean score of responses with ($M=3.27$, $SD=0.59$) yet was also remarked Strongly Agree.

The level of organizational diversity in terms of Roles and responsibilities attained a weighted mean score of 3.36 and a standard deviation of 0.51 and was Very Great Extent among the respondents. Throughout history it has been repeatedly demonstrated that those changes and innovations that are driven by government bodies with responsibility for education rarely succeed. Perhaps one of the key reasons for this is that the needs and interests of each individual learning institution be it school, college or university have not been taken into account, nor those of teaching staff. More recently, in view of this lack of success, there has been something of a change in the way in which innovation is approached. The need for dialogue between the educational institution and society is now starting to be recognized, taking into account the particular context for innovation within each institution and acknowledging that they need to act democratically, with participation and collaboration from society. There is thus a move away from innovation being tied to sweeping institutional reform, and a move towards a relationship between innovation, the professional development of teaching staff, and the learning processes of students. In other words, the focus is shifting towards the particular characteristics and needs of the educational be deemed to be a success.

Today, three main parameters - creativity, innovativeness and entrepreneurship - stand out in universities. Therefore, the roles of universities are redefined and new university concepts and models are emphasized (Kucukcan and Gur, 2020).

School Performance

Institutions should realize the changes happening around them and get important and true information and carry out processes that will be able to manage information in order to successfully deal with the increasing competition. Therefore, higher education institutions should develop a performance management process that can measure and control their institutional performances and the performance of their employees in order to achieve their strategies and vision

Table 12. Level of school performance in terms of Management and operations

STATEMENTS	MEAN	SD	REMARKS
<i>Carry out effective plans and organize activities according to the needs of the students.</i>	3.49	0.57	Strongly Agree
<i>Shows excellency in the management and operations.</i>	3.29	0.60	Strongly Agree
<i>Provides systems and processes essential to the smooth day-to-day running of the school.</i>	3.34	0.73	Strongly Agree
<i>Ensure that the school meets its aims and objectives through the delivery of the School Development Plan and the strategic and effective use of resources.</i>	3.37	0.73	Strongly Agree
<i>Foster both positive and motivating culture for staff and a high-quality experience for learners.</i>	3.40	0.63	Strongly Agree
Weighted Mean	3.38		
SD	0.58		
Verbal Interpretation	Very Great Extent		

Table 12 illustrates the level of school performance in terms of Management and operations

From the statements above, “*Carry out effective plans and organize activities according to the needs of the students*” yielded the highest mean score ($M=3.49$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by “*Foster both positive and motivating culture for staff and a high-quality experience for learners*” with a mean score ($M=3.40$, $SD=0.63$) and was

also remarked as Strongly Agree. On the other hand, the statement “*Shows excellency in the management and operations*” received the lowest mean score of responses with ($M=3.29$, $SD=0.60$) yet was also remarked Strongly Agree.

The level of school performance in terms of Management and operations attained a weighted mean score of 3.38 and a standard deviation of 0.58 and was Very Great Extent among the respondents. Performance management should include the identification of strategic goals by analyzing the current situation of the institution, the formation of plans depending on the goals and the allocation of necessary resources in accordance with the strategic goals in order to achieve them

According to Abu Naem & Abdul Hameid (2018), the importance of the strategic management of the keenness of both organizations to improve and develop their performance to reach the superior performance, and considering that the universities are the main gate from which the contemporary societies go through to the progress in science and technology, and there are many challenges facing the universities, making it imperative upon be operated in accordance with the scientific and clear methodology, and does not waste the time, effort, and money randomly, so as to help it increase its effectiveness and efficiency, as reflected in the quality of services provided.

Table 13. Level of school performance in terms of Basic education services

STATEMENTS	MEAN	SD	REMARKS
<i>Provide instruction and training in a wide variety of subjects.</i>	3.55	0.50	Strongly Agree
<i>School basic education services aim to support students learning with the aid of modern modalities.</i>	3.60	0.49	Strongly Agree
<i>Provide education that are suitable and conducive for all kinds of learners.</i>	3.72	0.45	Strongly Agree

<i>School can address the gaps between the school and the community by providing basic education with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens.</i>	3.67	0.47	Strongly Agree
<i>School is able to establish and provide instructions and training for variety of subjects/courses.</i>	3.55	0.57	Strongly Agree
Weighted Mean	3.62		
SD	0.44		
Verbal Interpretation	Very Great Extent		

Table 13 illustrates the level of school performance in terms of Basic education services

From the statements above, “*Provide education that are suitable and conducive for all kinds of learners*” yielded the highest mean score ($M=3.72$, $SD=0.45$) and was remarked as Strongly Agree. This is followed by “*School can address the gaps between the school and the community by providing basic education with skills, knowledge, and values to become caring, self-reliant, productive and patriotic citizens*” with a mean score ($M=3.67$, $SD=0.47$) and was also remarked as Strongly Agree. On the other hand, the statement “*Provide instruction and training in a wide variety of subjects and school is able to establish and provide instructions and training for variety of subjects/courses*” received the lowest mean score of responses with ($M=3.55$, $SD=0.50$, 0.57) yet was also remarked Strongly Agree.

The level of school performance in terms of Basic education services attained a weighted mean score of 3.62 and a standard deviation of 0.44 and was Very Great Extent among the respondents. The ability to think strategically is essential for individuals and institutions. They can continually be more focused on strategic thinking skills in order to thrive in today’s unstable higher education management. The fact is most higher education leaders are now required to be more successful with fewer resources.

Globalization and removal of borders between countries led to other and very important reflections in higher education. Emergence of distance education and joint programs, export of

higher education services by the countries such as the USA, England and Australia have led to international and intercontinental cooperation among universities. These cooperation and developments indicate how important strategic planning is for universities and therefore it is clear that strategic planning will lead these institutions to a better future by adapting to the environment as well as education policies (Nayeri and Mashhadi and Mohajeri, 2018).

Table 14. Level of school performance in terms of Learning environment (new curriculum)

STATEMENTS	MEAN	SD	REMARKS
<i>Operate safely and able to follow protocols implemented by the government.</i>	3.56	0.57	Strongly Agree
<i>Adapt in the new normal and capable of implementing new learning modalities.</i>	3.54	0.57	Strongly Agree
<i>Manage effectively virtual classroom behavior and different learning modalities.</i>	3.58	0.57	Strongly Agree
<i>Sustain education by supporting the students' needs despite of the new normal.</i>	3.68	0.47	Strongly Agree
<i>Assess student learning amidst the rapid shift of evaluation and teaching process.</i>	3.56	0.57	Strongly Agree
Weighted Mean	3.58		
SD	0.49		
Verbal Interpretation	Very Great Extent		

Table 14 illustrates the level of school performance in terms of Learning environment (new curriculum)

From the statements above, “*Sustain education by supporting the students' needs despite of the new normal*” yielded the highest mean score ($M=3.68$, $SD=0.47$) and was remarked as Strongly Agree. This is followed by “*Manage effectively virtual classroom behavior and different learning modalities*” with a mean score ($M=3.58$, $SD=0.57$) and was also remarked as Strongly Agree. On the other hand, the statement “*Adapt in the new normal and capable of implementing new learning modalities*” received the lowest mean score of responses with ($M=3.54$, $SD=0.57$) yet was also remarked Strongly Agree.

The level of school performance in terms of Learning environment (new curriculum) attained a weighted mean score of 3.58 and a standard deviation of 0.49 and was Very Great Extent among the respondents. Number of individual, group and organizational CI capabilities that are consistent with the competencies, with the addition of behavioral routines associated with learning, cross-functional cooperation and organizational culture. Providing the organization with these competencies.

Indeed, Pearn, Roderick & Mulrooney, (2015), study have supported the notion that HRM can support organizational development, for example through encouraging learning and the establishment of learning environments conducive to change and development.

Table 15. Level of school performance in terms of Human resource management and development

STATEMENTS	MEAN	SD	REMARKS
<i>Attract and develop positive motivation to achieve school's mission.</i>	3.65	0.48	Strongly Agree
<i>Empowering the whole school organization in achieving common goals.</i>	3.70	0.47	Strongly Agree
<i>Supports onboarding and ongoing training and development.</i>	3.52	0.50	Strongly Agree
<i>Manage interpersonal relationships with teachers and other school staffs.</i>	3.48	0.57	Strongly Agree
<i>Supports programs and activities of teachers, SGPTA and students.</i>	3.54	0.50	Strongly Agree
Weighted Mean	3.58		
SD	0.38		
Verbal Interpretation	Very Great Extent		

Table 15 illustrates the level of school performance in terms of Human resource management and development

From the statements above, “*Empowering the whole school organization in achieving common goals*” yielded the highest mean score ($M=3.70$, $SD=0.47$) and was remarked as Strongly Agree. This is followed by “*Attract and develop positive motivation to achieve school's mission*” with a mean score ($M=3.65$, $SD=0.48$) and was also remarked as Strongly Agree. On

the other hand, the statement “*Manage interpersonal relationships with teachers and other school staffs*” received the lowest mean score of responses with ($M=3.48$, $SD=0.57$) yet was also remarked Strongly Agree.

The level of school performance in terms of Human resource management and development attained a weighted mean score of 3.58 and a standard deviation of 0.38 and was Very Great Extent among the respondents. The role of HRM can be viewed as encompassing little more than the most basic functions of personnel management such as recruitment, selection, training and perhaps labor negotiator to a critical strategic ally.

Therefore, a somewhat broad definition of HRM is considered preferable, such as that offered by Beer et al. (2014) as ‘all management decisions and activities that affect the nature of the relationship between the organization and its employees – the human resources’. Such a definition of HRM would ostensibly include the design and organization of tasks (e.g., job rotation, enrichment, multitasking, group work, quality); staffing (e.g., recruitment, assessment, selection, introduction, career development, education and training, termination, outplacement, retirement); performance measurement and compensation (appraisal, job evaluation, bonuses, employee ownership); and the channels for communication (e.g., performance feedback) and participation in work and decision making (participation, leadership, information and communication).

Table 16. Level of school performance in terms of Parent’s involvement and community partnership

STATEMENTS	MEAN	SD	REMARKS
<i>School is able to encourage the parents and communities to actively involved in every activity and program.</i>	3.30	0.72	Strongly Agree
<i>Parents and community are involved in identifying issues, problems and locating solutions for it.</i>	3.29	0.71	Strongly Agree

<i>Enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have.</i>	3.39	0.68	Strongly Agree
<i>Engage the teachers and other staffs with the community programs and activities.</i>	3.34	0.70	Strongly Agree
<i>Schools, parents, families, and communities are open to work together for the enhancement of school programs.</i>	3.51	0.57	Strongly Agree
Weighted Mean	3.36		
SD	0.61		
Verbal Interpretation	Very Great Extent		

Table 16 illustrates the level of school performance in terms of Parent's involvement and community partnership

From the statements above, "*Schools, parents, families, and communities are open to work together for the enhancement of school programs*" yielded the highest mean score ($M=3.51$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by "*Enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have*" with a mean score ($M=3.39$, $SD=0.68$) and was also remarked as Strongly Agree. On the other hand, the statement "*Parents and community are involved in identifying issues, problems and locating solutions for it*" received the lowest mean score of responses with ($M=3.29$, $SD=0.71$) yet was also remarked Strongly Agree.

The level of school performance in terms of Parent's involvement and community partnership attained a weighted mean score of 3.36 and a standard deviation of 0.61 and was Very Great Extent among the respondents. This will only be possible if resources are managed effectively and for the explicit purpose of improving learning. By far the most important resource that a school leader will manage is human resources. You have access to a group of people (teachers, other staff, students, parents and community members) who all can contribute skills and knowledge to supporting learning. Alongside human resource management you will also be

responsible for managing financial and material resources in order to ensure they are suitable, accessible and used effectively to improve student learning.

The main stakeholders are the students themselves, however, students who come to the institutions are due to funding from the parents of these students, so that these two components are the components that most educational institutions must pay attention to, (Barney, J. B. 2018).

Table 17 illustrates the level of school performance in terms of School's MPS

From the statements above, "*Most of the teachers attending various seminars for their professional growth*" yielded the highest mean score ($M=3.54$, $SD=0.50$) and was remarked as Strongly Agree. This is followed by "*Teachers continue their education through masteral degree*" with a mean score ($M=3.47$, $SD=0.57$) and was also remarked as Strongly Agree. On the other hand, the statement "*School provides programs for teacher's continuous development*" received the lowest mean score of responses with ($M=3.34$, $SD=0.55$) yet was also remarked Strongly Agree.

Table 17. Level of school performance in terms of School's MPS

STATEMENTS	MEAN	SD	REMARKS
<i>Most of the teachers attending various seminars for their professional growth.</i>	3.54	0.50	Strongly Agree
<i>Teachers continue their education through masteral degree.</i>	3.47	0.57	Strongly Agree
<i>Most of the teachers have a masteral or doctorate degree.</i>	3.46	0.57	Strongly Agree
<i>School provides programs for teacher's continuous development.</i>	3.34	0.55	Strongly Agree
<i>School gives priority for each field so that teachers can improve their personal and professional abilities.</i>	3.38	0.68	Strongly Agree
Weighted Mean	3.44		
SD	0.51		
Verbal Interpretation	Very Great Extent		

The level of school performance in terms of School's MPS attained a weighted mean score of 3.44 and a standard deviation of 0.51 and was Very Great Extent among the respondents.

Every organization needs to adopt workforce diversity due to which diverse work team every member has different skills, abilities and capabilities to improve organizational performance.

Recently, the consistency between competition strategy and human resources strategy and its practices and performance has been an important component regarding the success of an institution, (Toma, J. D., 2020).

Table 18. Significant relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna

Strategic Management Practices	School Performance	Beta	t-stat	p-value	Analysis
Planning	Management and operations	.035	.771	.442	<i>Not Significant</i>
	Basic education services	-.179	-2.826	.005	Significant
	Learning environment (new curriculum)	-.116	-1.976	.049	Significant
	Human resource mgt and development	.100	1.585	.114	<i>Not Significant</i>
	Parent's involvement and community partnership	-.246	-4.128	.000	Significant
	School's MPS	-.274	-4.537	.000	Significant
Leadership and governance	Management and operations	.122	2.668	.008	Significant
	Basic education services	-.091	-1.427	.155	<i>Not Significant</i>
	Learning environment (new curriculum)	-.307	-5.193	.000	Significant
	Human resource mgt and development	-.363	-5.708	.000	Significant
	Parent's involvement and community partnership	-.295	-4.912	.000	Significant
	School's MPS	-.309	-5.072	.000	Significant
Curriculum and learning	Management and operations	-.350	-5.509	.000	Significant
	Basic education services	.584	6.562	.000	Significant
	Learning environment (new curriculum)	.283	3.445	.001	Significant
	Human resource mgt and development	.549	6.219	.000	Significant
	Parent's involvement and community partnership	.287	3.436	.001	Significant
	School's MPS	.366	4.311	.000	Significant
Management resource	Management and operations	.427	8.078	.000	Significant
	Basic education services	-.193	-2.611	.009	Significant
	Learning environment (new curriculum)	.156	2.280	.023	Significant
	Human resource mgt and development	-.103	-1.396	.164	<i>Not Significant</i>
	Parent's involvement and community partnership	.066	.947	.344	<i>Not Significant</i>
	School's MPS	-.083	-1.178	.240	<i>Not Significant</i>

Budget allocation	Management and operations	.450	7.304	.000	Significant
	Basic education services	.057	.662	.508	<i>Not Significant</i>
	Learning environment (new curriculum)	.422	5.296	.000	Significant
	Human resource mgt and development	.444	5.179	.000	Significant
	Parent's involvement and community partnership	.379	4.683	.000	Significant
	School's MPS	.567	6.894	.000	Significant
Continuous improvement	Management and operations	.251	4.573	.000	Significant
	Basic education services	.610	7.939	.000	Significant
	Learning environment (new curriculum)	.281	3.962	.000	Significant
	Human resource mgt and development	.040	.520	.603	<i>Not Significant</i>
	Parent's involvement and community partnership	.444	6.154	.000	Significant
	School's MPS	.312	4.257	.000	Significant

Table 18 presents the significant relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna

The *Planning, Leadership and governance, Curriculum and learning, Management resource, Budget allocation and Continuous improvement* of the strategic management practices was observed to have a significant relationship to the school performance in selected public secondary schools in the Division of Laguna. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, majority of the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. The universities resort to planning before implementing of administrative operations and designing its structures that commensurate with the circumstances surrounding them, and since they have an increased interest in strategic management as an effective tool in

helping organizations to invest in internal power factors and avoid external threats, which makes it imperative for these organizations to use contemporary management techniques.

Table 19. Significant relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna

Organizational Diversity	School Performance	Beta	t-stat	p-value	Analysis
Work attitudes	Management and operations	-.297	-6.170	.000	Significant
	Basic education services	.344	3.924	.000	Significant
	Learning environment (new curriculum)	.202	2.306	.022	Significant
	Human resource management and development	.421	4.809	.000	Significant
	Parent's involvement and community partnership	-.344	-4.030	.000	Significant
	School's MPS	-.021	-.272	.786	<i>Not Significant</i>
Job commitment	Management and operations	.355	7.158	.000	Significant
	Basic education services	-.246	-2.719	.007	Significant
	Learning environment (new curriculum)	-.208	-2.301	.022	Significant
	Human resource management and development	-.530	-5.858	.000	Significant
	Parent's involvement and community partnership	.324	3.672	.000	Significant
	School's MPS	-.305	-3.816	.000	Significant
Work experience	Management and operations	-.217	-4.548	.000	Significant
	Basic education services	-.268	-3.076	.002	Significant
	Learning environment (new curriculum)	-.175	-2.004	.046	Significant
	Human resource management and development	.096	1.105	.270	<i>Not Significant</i>
	Parent's involvement and community partnership	.227	2.678	.008	Significant
	School's MPS	.244	3.173	.002	Significant
Work involvement	Management and operations	.456	10.642	.000	Significant
	Basic education services	.947	12.124	.000	Significant
	Learning environment (new curriculum)	.830	10.623	.000	Significant
	Human resource management and development	.725	9.292	.000	Significant
	Parent's involvement and community partnership	.607	7.981	.000	Significant
	School's MPS	.877	12.705	.000	Significant
Roles and responsibilities	Management and operations	.629	14.202	.000	Significant
	Basic education services	-.142	-1.759	.080	<i>Not Significant</i>
	Learning environment (new curriculum)	.060	.742	.459	<i>Not Significant</i>
	Human resource management and development	-.034	-.422	.674	<i>Not Significant</i>

	Parent's involvement and community partnership	-.052	-.662	.509	<i>Not Significant</i>
	School's MPS	-.043	-.604	.546	<i>Not Significant</i>

Table 19 presents the significant relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna

The *Work attitudes, Job commitment, Work experience, and Work involvement* of the strategic management practices was observed to have a significant relationship to the school performance in selected public secondary schools in the Division of Laguna except for the *Roles and responsibilities*. This is based on the computed t values obtained from the tests which were greater than the critical t value. Furthermore, majority of the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. Institutions embedded within broader society, colleges and neither immune to the persistent challenges, nor to the rewards of promoting the values of social diversity, equity, and inclusion. Education must undergo transformational change in order to reflect shifting demographic trends, to prepare students for an increasingly globalized economy and diverse workforce, and to embody the values of social and cultural pluralism and equity.

CONCLUSION

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

From the findings the null hypothesis “There is no significant relationship between strategic management practices and school performance in selected public secondary schools in the Division of Laguna” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

From the finding the second null hypothesis “There is no significant relationship between organizational diversity and school performance in selected public secondary schools in the Division of Laguna” is also rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. It recommends to schools and teachers have seminars, programs and conferences which will provide the school leaders with varied ways of approaching and conceptualizing the benefits and other positive results of valuing a diverse workforce.
2. It suggests to the educator and administrator to make a program proposal that may clarify the extent to which diverse concepts are integrated into the management of the school in the day-to-day operation as implemented by the school leaders. Likewise, educators could gain insights into the importance of integrating diversity practices into management practice for them to appreciate the beauty of workplace diversity.

3. It recommends for future researchers the results of the study may open up a new avenue of inquiry should there be an opportunity to study further the nature of diversity as observed in education.

ACKNOWLEDGEMENTS

The researcher would like to extend his gratitude to the following people who have motivated and inspired him to pursue this study

Hon. MARIO R. BRIONES, EdD., University President, for his leadership, his acumen and support in educational research;

Rosario G. Catapang, PhD., Dean of Teacher Education-Graduate Studies and Applied Research, for her very accommodating responses and feedbacks;

Freddie S. Javina, EdD., the researcher's adviser for his brilliant suggestions and comments;

Julie Rose P. Mendoza, EdD., researcher's subject specialist for her wonderful support and encouragement;

Rosario G. Catapang, PhD., technical adviser for her highly valued support, consideration, understanding, and enlightenment;

Evelyn A. Sunico, EdD., the researcher's statistician, for his unselfishness in sharing his expertise in the field and constant motivation;

., the researcher's external panel for his generous support.

DNHS Heads and Faculties, for their unconditional support.

“The Reasearcher”

REFERENCES

- Abu Naem & Abdul Hameid, (2018), Strategic management (preparing strategic director), second edition, Dar Arab culture Almtbdian, Cairo, Egypt, 2018.
- Abu Naser SS, Al Shobaki MJ, Abu Amuna YM, (2016), Promoting Knowledge Management Components in the Palestinian Higher Education Institutions - A Comparative Study, *International Letters of Social and Humanistic Sciences*. Sci Press Ltd., 2016; 73:42-53.
- Aguirre, A., and R. O. Martinez (2016). Diversity Leadership in Higher Education. ASHE-ERIC Higher Education Report 32 (3). San Francisco, CA: Jossey-Bass.
- Akdon. (2019), Strategic Management for Educational Management. Bandung: Alfabeta.
- Aktan,C.C. (2018), Strategic Management and Strategic Planning. 18.10.2018.
<http://www.ceis.org.tr/dergiDocs/makale132.pdf>.
- Ali, A. (2019), The Role of Leadership in Human Resource Management a Comparative Study of Specific Public and Private Sectors in Pakistan, *Journal of Management and Social Sciences*, 5(2), 180-194.
- Alpkan, L., & Dogan, T. (2018), The Effects of the Components of Strategic Planning Process on the Company Performance) *Kocaeli University Journal of Social Sciences Institute*, (16) 2, 21-47. 08.01.2018. Asos Social Sciences index.
<http://asosindex.com/journal-article-fulltext?id=290&part=1>.
- Anamuah-Mensah J; (2019), A Sustainable Approach to Teacher Education in Sub-Saharan Africa. Accra, Ghana: Association of African Universities; 2019.
- Anderson, J. A. (2018), Driving Change through Diversity and Globalization: Transformative Leadership in the Academy. Sterling: Stylus Publishing.
- Anderson, J.C. & Gerbing, D.W. (2018), Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103, 411-423.
- Appiah-Adu K. & Aning S. (2013), Enhancing government's policy management and decision-making system: The case of Ghana's central governance reforms project. *Canadian Public Administration*. 2013;55(1):125-147.
- Barney, J. (2015) Looking Inside for Competitive Advantage. *Academy of Management Executive*, 9, 49–61.
- Barney, J. B. & Mackey, A. (2016), 'What would the strategic management field look like if it took stakeholder theory seriously? Oxford: Oxford University Press.
- Barney, J. B. (2018). 'Why resource-based theory's model of profit appropriation must incorporate a stakeholder perspective'. *Strategic Management Journal*, 39, 3305–25.

- Bassi, L. & Daniel, M. (2017), Maximizing Your Return on People. Harvard Business Review, March 2017.
- Beer, M., Lawrence, P.R., Mills, D.Q. and Walton, R.E. (2014) Managing Human Assets. The Free Press, New York
- Benligiray, S. et al. (2020). An Analysis on the effects of strategic orientation of Human Resources Management on Financial Performance). Anadolu University Journal of Social Sciences.
- Bensimon, E. M. (2013). "New Presidents' Initial Actions: Transactional and Transformational Leadership." Journal for Higher Education Management 8 (2): 5–17.
- Berger, A. (2016), "Perspectives on manufacturing development – discontinuous change and continuous improvement", PhD thesis, Chalmers University of Technology, Go'teborg.
- Bessant, J. and Caffyn, S. (2017) High Involvement Innovation. International Journal of Technology Management, 14, 7–28.
- Bhuiyan, N. & Baghel, A. (2015), "An overview of continuous improvement: from the past to the present", Management Decision, Vol. 43 Iss 5 pp. 761 - 771:
<http://dx.doi.org/10.1108/00251740510597761>.
- Birinci, M. (2013), The Effects of Strategic Management Practices on The Performance of The Universities In Turkey, Journal of Global Strategic Management | V. 7 | N. 1 | 2013-June | isma.info | 17-33 | DOI: 10.20460/JGSM.2013715673.
- Blumentritt, T. (2016), Integrating strategic management and budgeting, [Journal of Business Strategy](#), ISSN: 0275-6668.
- Boer, H., Berger, A., Chapman, R. and Gertsen, F. (eds.) (2020) CI Changes: From Suggestion Box to Organizational Learning, CI in Europe and Australia. Ashgate, Aldershot.
- Bowen, D. E., & Ostroff, C. (2014), Understanding HRM-firm Performance Linkages: The Role of the Strength of the HRM System. Academy of Management Review, 29(2), 203–221.
- Brewster, C. and Soderstrom, M. (2014) Human Resources and Line Management. In Brewster, C. and Hegewisch, A. (eds.), Policy and Practice in European Human Resource Management: The Price Waterhouse Survey. Routledge, London.
- Bulbul, Y. & Ozbay, R.D. (2016), Techno-parks: Commercialization of Technological Information. İstanbul: Publications of Istanbul Chamber of Commerce, Publication No, 2011-111.

- Caffyn, S. (2019), "Development of a continuous improvement self- assessment tools", *International Journal of Operations & Production Management*, Vol. 19 No. 11, pp. 1138-53.
- cGahan, A. M. (2020), 'Where does an organization's responsibility end? Identifying the boundaries of stakeholder claims. *Academy of Management Discoveries*, 6, 8–11.
- Chenoweth, K. (2017), *It's Being Done. Academic Success in Unexpected Schools*. Cambridge: Harvard Education Press.
- Childress, S. (2017), *Managing School Districts for High Performance*. Cambridge: Harvard Education Press.
- Chun, E. B., and A. Evans. (2019). *Bridging the Diversity Divide: Globalization and Reciprocal Empowerment in Higher Education*. ASHE Higher Education Report 35 (1). San Francisco, CA: Jossey-Bass.
- Dampson DG, (2015), *Teacher participation in decision-making in Ghanaian basic schools: A study of some selected schools in the Cape Coast metropolitan area and the Mfantseman municipality in the Central Region of Ghana [unpublished thesis]*. Submitted to the School of Education, University of Northampton, UK for an Award of PhD. 2015
- Darwin, J. (2016), *The Effects of Work Force Diversity on Employee Performance in Singapore Organizations*, *International Journal of Business Administration*, <https://doi.org/10.5430/ijba.v6n2p17>.
- Edoho F. (2015), *Entrepreneurship paradigm and economic renaissance in Africa*. *African Journal of Economic and Management Studies*. 2015;6(1):2-16.
- Edwards AK, Raheem K, & Dampson DG; (2017), *Strategic thinking and strategic leadership for change: Lessons for technical universities in Ghana*. *Malaysian Online Journal of Educational Management*. 2017;6(1):53-67.
- Eisenhardt, K. M. & Martin, J. A. (2020), 'Dynamic capabilities: What are they?'. *Strategic Management Journal*, 21, 1105–21.
- Elmore, R. F. (2014), *Bridging the gap between standards and achievement: The imperative for professional improvement*. Washington, DC: Albert Shanker Institute.
- Erasmus, L. (2017), *The management of workforce diversity and implications for leadership at financial asset services*. University of Johannesburg.
- Erdogan, Z. (2015), *Analysis of Information Management Infrastructure in the Determination of Business Strategy*. *Journal of Social Sciences*, 2, 89-112.
27.05.2015, https://www.anadolu.edu.tr/arastirma/hakemli_dergiler/sosyal_bilimler/pdf/2005-2/sos_bil.7.pdf.

- Eren, E. (2020), Strategic Management and Business Policy, (8th Edition), Istanbul: Beta Publications.
- Ereş, F. (2014), Planning in Education Management, Gazi University, Journal of Faculty of Education, 15, s.21-29. 01.02.2014.
http://www.esef.gazi.edu.tr/html/yayinlar/15_pdf/15-b.pdf.
- Field, A.P., (2015), Discovering statistics using SPSS (2nd edition), Sage Publication.
- Findler, L. (2018), The Challenge of Workforce Management in a Global Society Modeling the Relationship Between Diversity, Inclusion, Organizational Culture, and Employee Well-Being, Job Satisfaction and Organizational Commitment,
https://doi.org/10.1300/J147v31n03_05.
- Giddens A. (2016), Sociology. 2nd ed. Cambridge: Polity Press; 2016.\
- Güçlü, N. (2013), Strategic Management, G.U. Gazi University, Journal of Faculty of Education, 23 (2), 61-85.
- Guest, D. (2017), Human Resource Management and Performance: A Review and Research Agenda. The International Journal of Human Resource Management, 8, 263–76.
- Güleş, H.K. (2020), Strategic Management in Business Enterprises, Istanbul: Gazi Bookstore.
- Gunay, D. (2017), University in the 21st Century, Higher Education in the Transformation Age, (1st Edition) (pp.77-88). Istanbul.
- Hansen, E. (2019), Understanding Customer Quality Requirements: Model and Application, Industrial Marketing Management. Volume 28, Issue 2, 2019, 119-130.
- Hargreaves, A., & Goodson, I. (2016). Educational change over time? The sustainability and non-sustainability of three decades of secondary school change and continuity. Educational Administration Quarterly, 42(1), 3-41.
- Hashmi, K. (2014), Human Resource Management Strategies and Teacher's Efficiency within Schools: A Co-relational Study.
- Helfat, C. E. (2013), 'Corporate effects and dynamic managerial capabilities. Strategic Management Journal, 24, 1011–25.
- Hitt, M. A; et al (2020), 'Institutions, industries and entrepreneurial versus advantage-based strategies: How complex, nested environments affect strategic choice'. Journal of Management and Governance. 10.1007/s10997-020-09504-2.

- Hyland, P., Decker, K., Sloan, T. and Jorgensen, F. (2018), CI in the Workplace: Does Involving the HRM Function make any Difference? *International Journal of Technology Management*.
- Iverson, S. V. (2018). "Capitalizing on Change: The Discursive Framing of Diversity in U.S. Land-Grant Universities." *Equity & Excellence in Education* 41 (2): 182–199.
- Jehn, K. A. (2015). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative science quarterly*, 256-282.
- Jha, S., Michela, J. and Noori, H. (2016), "The dynamics of continuous improvement: aligning organizational attributes and activities for quality and productivity", *International Journal of Quality Science*, Vol. 1 No. 1, pp. 19-47.
- Jorgensen, F. (2013), A Journey through Self-Assessment, Group Learning, and Continuous Improvement. PhD thesis, Center for Industrial Production, Aalborg University, Denmark.
- Jorgensen, F., Boer, H. and Laugen, B. (2016), CI Implementation: An Empirical Test of the CI Maturity Model. *Creativity and Innovation Management*, 15, 328–37.
- Jorgensen, F., Nielsen, J. and Kofoed, L. (2015) (Human) Resourcing for Continuous Improvement. *Proceedings from the 4th International Conference of Technological Change*, Chania, Greece.
- Juergensen, T. (2020), Continuous Improvement: Mindsets, Capability, Process, Tools and Results, The Juergensen Consulting Group, Inc., Indianapolis, IN.
- Kailos, L. (2020), Transforming teaching-learning process: managing resources for effective student learning,
<https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57513&printable=1>.
- Kezar, A. J. (2013) "Understanding Leadership Strategies for Addressing the Politics of Diversity." *The Journal of Higher Education* 79 (4): 406–441.
- Kezar, A. J. (2015) "What Campuses Need to Know about Organizational Learning and the Learning Organization." *New Directions for Higher Education* 2015 (131): 7–22.
- Kezar, A. J. (2016). Understanding and Facilitating Organizational Change in the 21st Century: Recent Research and Conceptualizations. ASHE-ERIC Higher Education Report 28 (4). San Francisco, CA: Jossey-Bass.
- Kezar, A. J., and P. D. Eckel, (2018), "Advancing Diversity Agendas on Campus: Examining Transactional and Transformational Presidential Leadership Styles." *International Journal of Leadership in Education* 11 (4): 379–405.
- Kocel, T. (2017), *Business Management* (11th Edition). Istanbul: Arıkan Publications.

- Kossoff, L. (2013), "Total quality or total chaos?", *HR Magazine*, Vol. 38 No. 4, pp. 131-4.
- Kucukcan, T. & Gur, B.S. (2020), *A Comparative Analysis of Higher Education in Turkey* (2nd Edition). Ankara: Publications of the Foundation for Political, Economic and Social Researches (SETA).
- Kunze, F., BOEHM, S., & Bruch, H. (2019), *AGE DIVERSITY, AGE DISCRIMINATION, AND PERFORMANCE CONSEQUENCES--A CROSS ORGANIZATIONAL STUDY*. Paper presented at the Academy of Management Proceedings.
- Levy, A., and U. Merry. (2016) *Organizational Transformation: Approaches, Strategies, Theories*. Westport, CT: Praeger.
- Lindberg, P. and Berger, A. (2017), "Continuous improvement – design, organization and management", *International Journal of Technology Management*, Vol. 14 No. 1, pp. 86-101.
- Luhanga, M. et al (2013), *Strategic Planning and Higher Education Management in Africa: The University of Dar es Salaam Experience*. Tanzania: Dar Essalaam University Press.
- Lundy, O. (2016), *From personnel management to strategic human resource management*, <https://doi.org/10.1080/095851994000000054>.
- Magoshi, E. & Chang, E. (2017), *Diversity management and the effects on employees' organizational commitment: Evidence from Japan and Korea*, *Journal of World Business* 44 (2017) 31–40.
- MAINGI, J. W. (2015). *Effect Of workforce diversity on employee performance in Kenya: A case of Kenya School of Government*. *Strategic Journal of Business & Change Management*, 2(2).
- Medina J. (2013), *Strategic Management as Key to Improve the Quality of Education*, 1st World Congress of Administrative & Political Sciences (ADPOL-2013).
- Middel, R., de Weegh S., Gieskes, J. and Schuring, R.W. (2014) *Continuous Improvement in the Netherlands: A Survey-Based Study into the Current Practices of Continuous Improvement*. Proceedings from the 5th International CINet Conference on Continuous Innovation: Strategic Priorities for the Global Knowledge Economy, Sydney, Australia, 22–25 September.
- Moreno, J. M. (2016), *Between transaction and transformation: The role of school principals as education leaders in Spain*. *Journal of Educational Change*, 7(1-2), 19-31.
- Morrill RL. (2020), *Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities*. Lanham: Rowman & Littlefield Publishers; 2020.

- Nayeri, M. D. et al (2018), Universities Strategic Evaluation Using Balanced Scorecard. World Academy of Science, Engineering and Technology 37.
- Nayeri, M. D., et al. (2018). Universities Strategic Evaluation Using Balanced Scorecard. World Academy of Science, Engineering and Technology 37.
- Nayeri, M. D., Mashhadi M. M. and Mohajeri, K. (2018). Universities Strategic Evaluation Using Balanced Scorecard. World Academy of Science, Engineering and Technology 37
- Newcombe G, & McCormick J. (2016), Trust and teacher participation in school based financial management. Educational Management Administration and Leadership. 2016; 29(2):181-195.
- Oakland, J. (2019), Total Organizational Excellence – Achieving World-Class Performance, Butterworth-Heinemann, Oxford.
- Oyman, B. (2019), Performance Measurement and Balanced Scorecard Implementation in Strategic Management Process.
- Pearn, M., Roderick, C. and Mulrooney, C. (2015) Learning Organizations in Practice. McGraw-Hill, London.
- Porter, L.W., & McKibbin, L.E., (2018), Management Education and Development: Drift or Thrust Into the 21st Century? New York: McGraw-Hill, Inc.
- Pramitha, D. (2020), Strategic Management of Islamic Educational Institutions in The New Normal, November 12th, 2020 P-ISSN 2477-3638 / E-ISSN 2613-9804 Volume: 5 Year 2020.
- Riley, K., Heneveld, W., & Harris, A. (2013). Big change questions: Are school effectiveness measures suspect in helping us identify what is needed to transform teaching and learning. Journal of Educational Change, 3(3-4), 407-415.
- Rowley, D.J., Sherman, H. (2014). Academic Planning: The Heart and Soul of The Academic Strategic Plan. University Press of America.
- Selznick, P. (2018), “Foundations of the Theory of Organization.” American Sociological Review 13 (1): 25–35.
- Shobaki, M. & Abu Nazar, S. (2016), Decision support systems and its role in developing the universities strategic management: Islamic university in Gaza as a case study, International Journal of Advanced Research and Development ISSN: 2455-4030, Impact Factor: RJIF 5.24 www.advancedjournal.com Volume 1; Issue 10; October 2016; Page No. 33-47.

- Singh, A. (2014), Job involvement, organizational commitment, professional commitment, and team commitment A study of generational diversity, www.emeraldinsight.com/1463-5771.htm.
- Sohail, A. (2017), The Effect of Workforce Diversity on Employee Performance in Higher Education Sector, *Journal of Management Info* 6(3); 1-8, DOI: 10.31580/jmi.v6i3.515.
- Stringham S. (2014), *Strategic Leadership and Strategic Management: Leading and Managing Change on the Edge of Chaos*. Bloomington: iUniverse; 2014.
- Taylor RG. (2019), The role of trust in labor-management relations. *Organization Development Journal*. 2019; 7:85-89.
- Toma, J. D., (2020), *Building Organizational Capacity: Strategic Management in Higher Education*. Baltimore: The Johns Hopkins University Press.
- Tzovara, A. (2021), Embracing diversity and inclusivity in an academic setting: Insights from the Organization for Human Brain Mapping, <https://doi.org/10.1016/j.neuroimage.2021.117742>.
- Ulgen, H. & ve Mirze, S.K. (2020), *Strategic Management in Business Enterprises*, İstanbul: Beta Publications.
- Webb, S. (2014), “Rediscovering continuous improvement”, *Technovation*, Vol. 14 No. 1, pp. 17-29.
- Williams, D. A. (2013), *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling: Stylus Publishing.
- Williams, D. A., J. B. Berger, and S. A. McClendon. (2015) *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions* [Online]. Washington, DC: Association American Colleges and Universities. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.129.2597&rep=rep1&type=pdf>.
- Wissema, J.G. (2019), *Towards the Third Generation Universities: Managing Universities in Transition*, İstanbul: Ozyegin University Publications. (Original study printing date:2016).
- Yeterlilik Tezi, (2019), *An Evaluation for the Turkish Central University. Thesis for Competency in Specialization*, <http://www.tcmb.gov.tr/kutuphane/TURKCE/tezler/sumruoyman.pdf>.
- Yoon, B. (2021), Why diversity within your organization matters – Lessons from 11 entrepreneurs, <https://www.weforum.org/agenda/2021/11/why-diversity-within-your-organization-matters/#:~:text=The%20more%20a%20organization%20is,enhances%20deliberation%20and%20upends%20conformity>.

Zaheer A. et al (2018), Does trust matter? Exploring the effects inter-organizational and interpersonal trust on performance. *Organization Science*. 2018; 9:141-159.