

School Head's Governance in Managing School Operations and Resources as Correlate of Public Elementary School's Performance

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Abstract

This study was conducted to determine the relationship between school head's governance in managing school operations and resources as correlate of public elementary school's performance. Descriptive-correlational research design was employed and the statistical tools such as Pearson r, mean and standard deviation were utilized to test the relationship of the independent and dependent variables. Hypothesis was tested and the findings revealed the following information: the null hypothesis stating that there is no significant relationship between the perceived level of school heads governance in school operations and resource management and that of the performance of the school in terms of access, quality and efficiency is not sustained. Having all those findings, this study suggests that schools focus on enhancing the skills and knowledge of school heads through professional development opportunities, particularly in areas such as financial management and school facilities and equipment. To ensure gender diversity and equal opportunities for male and female educators, the recruitment process for school heads may also be considered. Schools may allocate resources to support school heads' governance in areas where improvements are needed, such as financial management and school facilities and equipment. Assessment strategies that are aligned with curriculum requirements may improve the quality of education, and schools may consider diagnostic, formative, and summative assessment strategies. The study highlights record management as having the highest correlation with access, financial management with efficiency, and diagnostic, formative, and summative assessment strategies with quality. Further research may investigate the factors that influence school head governance in school operations and resource management, such as leadership style, personality traits, and education and training.

Keywords: governance; school operations; resources, school performance

1. Introduction

Every organization necessitates effective and efficient management. Being practical is visible when one performs a specific activity correctly, whereas efficiency is evident when the task is completed accurately. Management realizes an organization's vision, mission, and goals through the efforts of employees who travel in one direction to achieve the intended purpose.

In every organization, including schools, management is required to deliver outcomes. These results don't happen right away. They need a lot of work from the leaders responsible for directing the organization's operations. Leaders have complete control over decisions that affect others' futures or are capable of making

decisions on their own on the operating structure of their companies, organizations, or institutions. A mixture of morality and duty that aims to save people, organizations, and the world from itself is what is known as leadership (Torlak et al., 2021).

In general, followers view leaders as superior individuals who improve their quality of life (Budur, 2018). Authentic leadership is far simpler to comprehend, and true leaders can be found in practically every small group of individuals. Some people naturally possess the leadership trait, or we could say they are born leaders, while others acquire it through hard effort and being active and visible (Budur & Demir, 2019; Naz & Rashid, 2021).

It is difficult to carry the weight of an entire organization alone; therefore, exercising leadership demands substantial knowledge and self-improvement on the leader's side (Poturak et al., 2020). Success inevitably follows a leader's support and encouragement from others, not only for the leader but for everyone impacted by their efforts (Demir & Budur, 2019). People are involved in leadership, and leaders need followers (Torlak et al., 2021). A true leader possesses particular well-developed abilities, strengths, and experience and does not view their followers as merely an underprivileged group but instead works to open up new opportunities and support them in achieving specific goals (Budur, 2020).

A school principal's administrative leadership is essential to successfully and efficiently administer and deliver the high-quality education that all parties expect. The strategies for achieving educational goals were developed by the organization's management, which is the school principal. The school's principal is responsible for managerial tasks such as organizing, coordinating, and supervising operational activities (Curi & Lozano-Vivas, 2020).

In every enterprise, management must be effective and efficient. Being practical is evident when work is correctly finished, whereas efficiency is visible when the task is perfectly accomplished. An organization's vision, mission, and goals are fulfilled through management by moving on the intended path.

Moreover, building an environment that encourages everyone to perform at their best is a goal of leaders in workplaces. Their attitude and sense of responsibility for the work they execute are improved by effective leadership. Leaders motivate those who report to them to work together to succeed in a career. The organizational structure benefits from having strong leaders because it makes employees responsible for every area of their work and encourages them to work to overcome their weaknesses. Leadership also aids in planning and managing various duties. The team's skills were developed and expanded by an outstanding and extraordinary leader (Zeb et al., 2020).

According to Republic Act 9155, also known as the Basic Education Act of 2001, school administrators are recognized as the managers of the schools. It required them to be responsible for their entire business. A school head is a person in charge of a school or a collection of schools' administrative and instructional oversight, as defined by RA 9155. These people can decide how the school will run in collaboration with internal and external stakeholders, develop a learning environment, and administer or manage the school's staff, facilities, and resources.

School administrators have the power, responsibility, and accountability to establish the school's mission, vision, goals, and objectives following national educational policies, plans, and standards. They were in charge of selecting a teaching and learning atmosphere. Their duties include managing the curriculum, holding themselves accountable for better learning outcomes, and developing an improvement strategy and school education program.

According to Jahari (2020), the effectiveness of the teachers and the principal has a significant

impact. In particular, they are responsible for managing and developing schools. Given the importance of the principal in school administration, especially in terms of quality improvement, this is understandable. The position of the principal, the top in a school system, is crucial to the institution's growth.

These individuals are in charge of administering an organization as stewards of schools, which includes overseeing the school system and its procedures. They must be competent and skilled in handling obligations. The leaders and stakeholders—students, teachers, and the learning community—will gain from these management skills.

Following DepEd Order No. 42 s. 2017 the Department of Education issues the National Adoption and Implementation of the Philippine Professional Standard for Teachers (PPST) which support teachers to deliver quality teachers who can raise holistic learners with 21st-century skills and the values of a real Filipino through excellent leadership and administration by competent classroom leaders.

Moreover, the Department of Education continues to drive the standards for school heads by issuing DepEd Order 24 s 2020, which was based on the idea of effective leadership techniques nationally and internationally. This document is a public declaration outlining what school heads must know, understand, and accomplish to thrive in their jobs. These standards also create a shared vocabulary for high-impact school leadership and a profile of the ideal school leader in terms of administration, learning, and leadership.

1.1 Background of the Study

The five leadership domains required to be exhibited by the school heads demonstrate the 21st-century qualities of a school leader. These include leading strategically, managing school operations and resources, focusing on teaching and learning, building connections, and developing self and others.

One of these domains, which is very relevant in the present situation, is "Managing School Operations and Resources." It focuses on the school heads' role in managing schools' systems and processes. It emphasizes the school head's commitment to ensuring efficiency, effectiveness, and fairness in discharging functions toward maximizing organizational health.

In this domain, the school heads understand and implement laws, policies, guidelines, and issuances relating to managing human, financial and material resources. They should support establishing a culture of transparency and accountability in the continuous delivery of primary education (DO 24 s.2020).

The six strands under this domain include records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation, resiliency, and emerging opportunities and challenges.

The school head's competence in managing the school operations and resources plays a vital role that can benefit the teachers. All of these things will happen depending on how well a school leader improves its internal capacity in implementing policies and guidelines for the betterment of its stakeholders.

The San Pablo City Division comprises 65 public elementary schools, each of which is governed by a school principal or a head teacher who painstakingly manages and supervises teaching and non-teaching personnel.

In this regard, this study was focused on the governance of a school leader in public elementary schools in managing resource management and operations as correlate of teachers' performance in Fule Almeda District, Division of San Pablo City.

1.2 Theoretical Framework

According to Republic Act 9155, also known as the Basic Education Act of 2001, school administrators are regarded as the managers of the schools. As a result, they had to take ownership of and accountability for the schools' overall operations. According to RA 9155, a school head is in charge of a school or group of schools' administration and instructional oversight. These individuals are empowered to make choices regarding school operations in consultation with internal and external stakeholders, develop a learning environment, and administrate or manage all of the school's human, physical, and financial resources.

The formal models of educational management served as this study's foundation and theoretical underpinnings. Bush, Bell, and Middlewood (2019) assumed that the organizational structure was hierarchical and that set goal were pursued using a logical approach. The official positions that heads hold provide them authority and power, and managers are answerable to sponsoring bodies for the operation and execution of established policies in their organizations.

This study also considered the set of criteria for school administrators in the Philippines that describe what constitutes effective school leadership. The Department of Education's acceptance of the abovementioned requirements through DepEd Order 24, series of 2020, introduced them to school leadership. The traits of a school leader in the twenty-first century are presented through the five leadership domains that school heads must demonstrate. The learner is at the center of educational monitoring, according to the PPSSH framework. It means that rigorous curricula, teaching, and evaluation methods are expected of school leaders in addition to creating safe, loving, and supporting learning communities.

For school leaders to be successful in the 21st century, they must possess five leadership competencies: strategic leadership, management of school operations and resources, emphasis on teaching and learning, self-and other-development, and relationship-building.

Managing school operations and resources is one of those domains that is pertinent in the current circumstances. It stresses the school head's dedication to maintaining efficiency, effectiveness, and justice in carrying out duties to maximize organizational health by focusing on the school head's role in managing school systems and processes.

Also this study is anchored on several DepEd policies, the Department of Education (DepEd) in the Philippines has implemented specific policies to address the important aspects of access, quality, and efficiency in education. These policies serve as guiding principles to promote equitable access to education, enhance the quality of instruction, and optimize the utilization of resources within the educational system. DepEd Order No. 55, s. 2013 focuses on the implementation of the Senior High School (SHS) Program, aiming to provide access to quality education by establishing and operating senior high schools. DepEd Order No. 42, s. 2016 provides guidelines for daily lesson preparation, emphasizing the alignment of lessons with the curriculum and the integration of formative assessment practices to enhance teaching and learning efficiency. The comprehensive water, sanitation, and hygiene policy outlined in DepEd Order No. 13, s. 2018 highlights the importance of providing access to clean water, sanitation facilities, and hygiene practices in schools to create a safe and healthy learning environment. Furthermore, DepEd Order No. 66, s. 2017 focuses on kindergarten education, aiming to provide equitable access to quality early childhood education through age-appropriate practices and inclusive education. Lastly, DepEd Order No. 48, s. 2018 addresses healthy

food and beverage choices in schools and DepEd offices, promoting access to nutritious meals through the implementation of food and beverage standards, nutrition education, and proper menu planning. These DepEd policies reflect the commitment of the department to ensure access, quality, and efficiency in education, thereby striving for improved educational outcomes for all learners in the Philippines.

1.3. Findings

This tables which present the findings of this study with their corresponding interpretations. The data are analyzed and interpreted so that conclusions and recommendations can be drawn from the result of the study

Table 1. Summary of perceived level School head's Governance in School Operations and Resource Management

Indicators	Mean	Std. Deviation	Verbal Interpretation
Record Management	4.54	0.53	Highly Proficient
Financial Management	4.49	0.57	Proficient
School Facilities and Equipment	4.49	0.57	Proficient
Staff Management	4.55	0.53	Highly Proficient
School Safety	4.55	0.55	Highly Proficient
Emerging Opportunities and Challenges	4.52	0.59	Highly Proficient

Legend: 4.50 – 5.00 Highly Proficient; 3.50 – 4.49 Proficient; 2.50 – 3.49 Moderately Proficient; 1.50 – 2.49 Slightly Proficient; 1.00 – 1.49 Not Proficient

The table presents data on the Perceived Level of School Head's Governance in School Operations and Resource Management as to Emerging Opportunities and Challenges. According to the data, the overall mean score for the perceived level of school head's governance in school operations and resource management as to emerging opportunities and challenges is 4.52 with a standard deviation of 0.59. This indicates a highly proficient performance of the school head in managing emerging opportunities and challenges in addressing the needs of the learners, school personnel, and other stakeholders.

The highest mean score was obtained in promoting equality and equity in addressing the needs of the learners, school personnel, and other stakeholders by capacitating the school personnel ($M=4.55$, $SD=0.56$), while the lowest mean score was obtained in recognizing the emerging opportunities and challenges in addressing the needs of the school ($M=4.45$, $SD=0.59$).

The standard deviation values for all statements range from 0.56 to 0.61, indicating that the responses were relatively consistent across all responses. The verbal interpretation for all statements was either "Proficient" or "highly Proficient," indicating that the perceived school head's governance in school operations and resource management as to emerging opportunities and challenges is generally proficient on the part.

In a study by Esmaeili, Yaghoubi, and Hejazi (2018) on the relationship between leadership styles and school effectiveness, they found that transformational leadership, which involves recognizing opportunities and challenges and encouraging equality and equity, is positively related to school effectiveness.

This finding supports the data presented in the table, particularly in statements 1, 6, 7, and 8, which are related to recognizing emerging opportunities and challenges and promoting equality and equity.

In conclusion, the data presented in the table suggest that the perceived school head's governance in school operations and resource management as to emerging opportunities and challenges is effective, with a highly Proficient performance across all indicators. The findings are consistent with previous research that highlights the importance of transformational leadership in promoting school effectiveness.

Table 2. Summary Table on the Level of School Performance

Indicators	Mean	Std. Deviation	Verbal Interpretation
Access	4.23	0.67	Very Satisfactory
Efficiency	4.41	0.58	Very Satisfactory
Quality	4.50	0.52	Outstanding

Legend: 4.50 – 5.00 Outstanding; 3.50 – 4.49 Very Satisfactory; 2.50 – 3.49 Satisfactory; 1.50 – 2.49 Unsatisfactory; 1.00 – 1.49 Poor

Table 2 presents data on the school's performance in terms of quality based on three indicators: access, efficiency, and quality. The mean scores for access, efficiency, and quality are 4.23, 4.41, and 4.50, respectively. The standard deviation for access is relatively high at 0.67, while the standard deviation for efficiency and quality are 0.58 and 0.52, respectively.

The verbal interpretation of the mean scores suggests that the school's performance is "very satisfactory" for access and efficiency, and "outstanding" for quality. This implies that the school is able to provide adequate access to education and operate efficiently while delivering high-quality education to its students.

However, the relatively high standard deviation for access indicates that there may be some variability in the school's performance in terms of providing access to education, which could potentially be an area for improvement. It is also important to note that while the school's performance in terms of quality is outstanding, it is essential to determine which factors are contributing to this high level of quality and whether these factors can be sustained in the long run. Overall, the data suggest that the school is performing well in terms of quality, access, and efficiency, but there may still be room for improvement in some areas.

Table 3. Correlation Between School Head's Governance in School Operations and Resource Management and School Performance

School Heads' Governance	Access	Efficiency	Quality
Record Management	0.495*	0.714**	0.630**
Financial Management	0.461*	0.769**	0.599**
School Facilities and Equipment	0.459*	0.741**	0.629**
Staff Management	0.421*	0.752**	0.671**
School Safety	0.439*	0.737**	0.693**
Emerging Opportunities and Challenges	0.490*	0.819**	0.688**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

SUMMARY FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions, and recommendations based on the gathered, analyzed, and interpreted data.

Summary of Findings:

1. Profile of the Respondents

The profile of the respondents based on their age reveals that out of the 130 respondents, the majority are within the age range of 41 to 50 years old, comprising 38.46% of the total respondents. Specifically, 36.15% of the respondents are within the 31 to 40 age range. The data also shows that 10% of the respondents are within the age range of 21 to 30 years old, while 15.39% are within the 51 to 60 age range. This suggests that the respondents are fairly evenly distributed across different age ranges. As regard to sex, the data indicates that, the majority of the respondents are female, comprising 85.38% of the total respondents. Meanwhile, only 14.62% of the respondents are male. As regard to type of schools, the majority attend medium-sized schools, which comprises 100 or 76.92% of the total respondents. On the other hand, 26 or 20% of the respondents attend small schools, while only 4 or 3.08% attend large schools. Lastly, the largest proportion of respondents has more than 19 years of teaching experience, comprising 47 or 36.16% of the total respondents. Meanwhile, 19.23% of the respondents have 15-19 years of teaching experience, 16.15% have 10-14 years, 20.77% have 5-9 years, and only 7.69% have less than 5 years of teaching experience.

2. Perceived level of school head's governance in school operations and resource management in terms of record management, financial management, school facilities and equipment, staff management, school safety, and emerging challenges and opportunities.

The level of school head's governance in school operations and resource management in terms of record management, staff management, school safety, and emerging challenges and opportunities are "highly proficient" on the part of the school head while financial management and school facilities and equipment are performed by the school head as "Proficient".

3. Performance Level of the School

In the performance level of the school in terms of access and efficiency are "very satisfactory" while quality of education is "outstanding".

4. Significant Relationship between the Perceived Level of School Heads' Governance in school operations and resource management and that of the performance of the school in terms of access, quality and efficiency. The study conducted revealed a positive correlation between school heads' governance in school operations and resource management and school performance in terms of access, efficiency, and quality. The data showed that the highest correlation in terms of access was found in record management. In terms of efficiency, the highest correlation was found in financial management. The highest correlation in terms of quality was found in the use of diagnostic, formative, and summative assessment strategies consistent with curriculum requirements.

Conclusions

Based on the abovementioned findings, the following conclusion is formulated:

The null hypothesis stating that there is no significant relationship between the perceived level of

school heads governance in school operations and resource management and that of the performance of the school in terms of access, quality and efficiency is not sustained.

Recommendations

Based on the findings listed, the following recommendations are suggested:

Schools may prioritize the professional development of school heads to enhance their skills and knowledge in managing school operations and resources, especially in financial management and school facilities and equipment.

The recruitment process for school heads may consider gender diversity to ensure that both male and female educators have equal opportunities to become school heads.

The school may allocate resources to support the implementation of school heads' governance in school operations and resource management, particularly in areas where improvements are needed, such as financial management and school facilities and equipment.

Schools may consider using diagnostic, formative, and summative assessment strategies that are consistent with curriculum requirements to improve the quality of education.

The study may suggest that record management has the highest correlation with access, financial management with efficiency, and diagnostic, formative, and summative assessment strategies with quality. Schools may focus on these areas to improve school performance.

Further research may be conducted to investigate the factors that influence school head governance in school operations and resource management, such as leadership style, personality traits, and education and training.

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