

Internal and External School Management Factors and Schools Performance

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Abstract

The study tried to identify the relationship between school performance and internal and external forces management. Staff, finances, and modern technology fall under the management of internal elements, whilst the economic, social, policy, and political environments fall under the management of external forces. It is assumed that the independent variable will have a major impact or shift on how well the school performs in terms of curriculum, accountability, leadership, and resource management.

Eleven schools in the San Francisco District, Division of San Pablo City, implemented it. The study's participants were the 230 instructors in the San Francisco District for the school year 2021–2022, with a survey questionnaire serving as the primary data collection tool. The respondents' person-related characteristics and perceptions were described using straightforward descriptive statistics including frequency, percent, mean, and standard deviation, and the link between them was determined using the Spearman Rho correlation. At a 0.05 probability level, the hypothesis was tested.

Most responders are female, at least 36 years old, married, have completed their bachelor's degrees with M.A. units, and are older than 36. The respondents' perception of the effectiveness of internal variables in school management, including staff, finances, and technology is "very effective". The aggregate mean of the respondents' perceptions of how well schools manage external issues in terms of the economy, the social environment, policy, and politics is 3.82 and 0.3 standard deviation, which is "very effective." Teachers perceive their school performance in terms of curriculum, accountability, and resource management are described as "extremely fascinating."

The study's findings have concluded the following: The results demonstrated a substantial relationship between internal school management parameters and academic achievement; thus, the null hypothesis is refuted. The results demonstrated a substantial relationship between school administrations and outside circumstances and academic achievement; thus, the null hypothesis is not accepted. The findings showed the school management factors is significantly related to school performance. Therefore, the hypothesis stating that there is no significant relationship between the school management factors and school performance is not supported.

Keywords: school performance; internal and external factors; school management

1. Introduction

The world believes that change is the essence of time. Scientists, scholars, and others think we will be experiencing monumental change at the turn of the century. The pervasive forces of change that shape the environment in which we live include management, leadership, organization, attitude, resources, work environment, and policies. Nielsen (2006), as cited by Banayo, A. (2015).

During the presidential term of the late President Benigno "Noy" Aquino III, he signed and pushed the K-12 curriculum last 2013, which resulted in a significant change in the Philippine Education system.

Likely, due to the Pandemic brought by the virus called Covid-19, which happened from 2019 until now, sudden changes in education's rules and policies occurred. It was called the new normal education. Following the various modes of education, educators are during one of the most challenging and overwhelming times in the profession's history. Due to the ever-changing conditions of the pandemic, teachers and schools are continuously forced to adapt to educate the students safely.

Because of the above statement, school administrators, teachers, learners, and the community express their deep desire to achieve the highest standard of performance in education (G. Bandojo, 2021). One of the various ways to attain the said objectives is to find out the internal and external related factors of school management contributing to school performance.

School is an institution under the supervision of the Department of Education that needs to comply with its mission to promote the right of every Filipino to quality, equitable, culture-based and complete primary education. As stated in the 1987 Philippine Constitution, the mission states the duty as stewards of education to uphold the right of all citizens. The school promotes and teaches the vision and mission statement of the department to the students. It is an institution designed for teaching students under the direction of conduct.

Thus, the researcher would like to conduct a study aiming to recognize the relationship between school management's internal and external factors and school

performance. The researcher believes this will help the school principals and the school to gain the best result and arrive at the target goals, vision and mission.

2. Literature Review

2.1 School Management in Terms of Staff

One of the characteristics that are expected from school staff is professionalism. According to an article, Professionalism is a quality that every educator and school employee should possess. Administrators and teachers represent their school district and should do so at all times in a professional manner. This includes being mindful that you are still a school employee even outside school hours (Why It's Important to Maintain Professionalism in Schools, 2019).

2.2 School Management in Terms of Finance

School financial management comprises planning and implementing a financial plan, accounting, reporting, and protecting assets from loss, damage, and fraud. Schools can regulate their financial management with internal rules. If the school does not have internal regulations, there is a risk that internal controls are not set. The school leader is accountable for setting the internal controls and internal auditing (Horvat, 2022).

2.3 School Management in Terms of Current Technology

Using technology in school governance and administration would enable the individuals to carry out their job duties in a manageable manner and incur job satisfaction. In management and administration functions, the individuals must prepare documents, letters, notices, and other paperwork (Kapur, 2019).

2.4 School Management is influenced by the Economic Environment

According to brokings.edu (2022), in an article entitled fourteen economic facts on education and economic opportunity, it is emphasized that it is a fact that average performance among low-income students declines as their population share increases. The salary of public-school teachers has declined relative to other career options. For K to 12, an additional year of schooling increases earnings and reduces the likelihood of an individual being unemployed, on welfare, or in poverty. Filipinos and Americans who did not attend college form a larger share of those who lived below the poverty line (Schanzenbach, 2022).

2.5 School Management is influenced by the Social Environment

There are accusations about the lack of connection between the school environment and the real-life experience. The practice of education engages children with meaningful and necessary discontinuities in their intellectual, social, and linguist backgrounds. Formal education confronts children with many demands that are not a regular or frequent characteristic of their everyday experience outside the classroom.

But according to Bernstein, children from 'the middle-class social background find it easier to accommodate the school system than working class because the school's language and social norm serve better their comprehension. At different times and in other parts of the world, teachers have had the role of being guardians of culture and vicars of morality. More recently, schools have been tasked with achieving social equality, overcoming material disadvantage, and eradicating prejudice. Teachers and education instructional designers need to be capable of diagnosing the needs of the individual learner and know how to meet these when discovered.

2.6 School Management as influenced by Policy

As a school administrator, it's your job to ensure that you provide students with a safe and secure learning environment. A student's background can affect the ability to learn and retain information. Take the time to transform the uninspiring hallways and classrooms into a location that a student can not only thrive in (Companies, 2018).

2.7 School Management is influenced by Politics

Politics is both a study and skill as to how power is exercised and by whom (and for whose benefit), through the administration of public authority, to manage people's affairs. Politics is an integral part of the operation of public education (Ulla M, 2021b).

2.8 Conceptual Framework

The elements, factors, and supporting agencies that give chances and facilities for the seamless management of educational programs from an external perspective are referred to as external management of educational programs. External administration of educational programs relates to the people or components indirectly involved in its management from a humanitarian standpoint.

On the other hand, Internal Educational Management refers to the management of any educational program entrusted to those actively and internally involved in the program's management. It refers to the institution's or school's headmaster/principal, other teaching employees, students, and non-teaching staff. It refers to the factors within the school that can influence a student's achievement in contrast to external factors such as material or cultural deprivation (Limited, 2018).

Thus, the goal of school or academic achievement or simply school performance is to attain an educational purpose: learning. Intellectual level, personality, motivation, abilities, interests, study habits, self-esteem, and the teacher-student connection all have a role in academic performance.

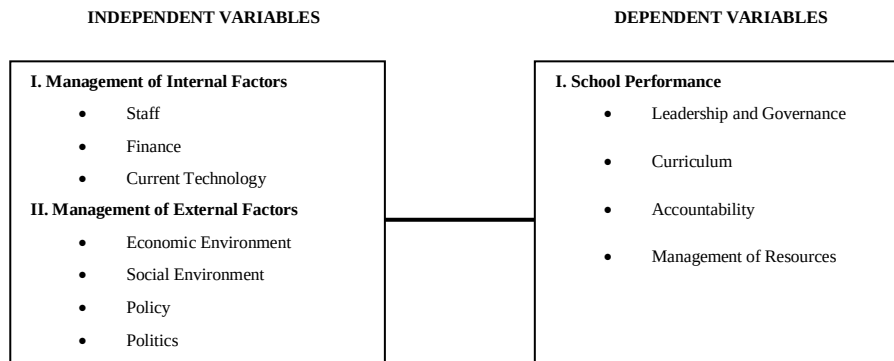


Figure 1. Research Paradigm

3. Hypotheses

The following were the hypotheses of the study:

1. There is no significant relationship between the school management of internal factors and school performance in the San Francisco District.
2. No significant relationship exists between the school management of external factors and school performance in the San Francisco District.
3. There is no significant relationship between the school management factors and school performance in San Francisco District.

4. Methodology

This study employed a descriptive correlational research design. A quantitative research method employed to carry out the study. It was used to collect information regarding the school's performance through descriptive questionnaires.

The researcher utilized an adapted, modified survey questionnaire that underwent the validity and reliability test, which was distributed among its respondents. The said instrument was composed of three parts, namely; Internal School Management, External School Management, and School Performance.

The first part asked respondents to rate their perception of school management in terms of internal factors such as staff, finance, and current technology. The second part asked respondents to rate their perception of the school management's external factors in terms of the economic environment, social environment, policy, and politics. The indicators was taken from the related literature shall be rated through a 4-point Likert scale where 4 is Strongly Agree/Highly Observed, 3 is Agree/ Moderately Observed, 2 is Disagree/Less Observed, and 1 is Strongly Disagree/Not Observed at All.

Pilot testing was carried out with non-participating elementary teachers to determine its reliability and validity. The researcher used Cronbach alpha.

After the pilot testing process, the result was given to the statistician to check and validate. Through validators, the contents of the questionnaire were modified and revised accordingly. Their comments and suggestion were highly considered for the final structuring of the questionnaire and subsequently distributed to the actual respondent, the public elementary school teachers of the District of San Francisco, Division of San Pablo City. The researcher used Google Forms for the questionnaires that will be sent to the district supervisor and the supervisor will send them to the group chat of the principal of 11 schools in the District of San Francisco.

5. Result

5.1 Testing of Hypotheses

Table 1. Test of Relationship between the School Management of Internal Factors and School Performance

School Management of Internal Factors	School Performance			
	Leadership and Governance	Curriculum	Accountability	Management of Resources
Staff	.233**	.337**	.364**	.328**
Finance	.497**	.468**	.543**	.433**
Current Technology	.331**	.445**	.505**	.375**

Legend: ** Correlation is significant at 0.01 level (two-tailed)

The test correlation between the school management of internal factors and school performance revealed a significant relationship between the school management of internal factors and school performance in the San Francisco District.

The relationship analysis presented in Table 20 shows that the independent variables of the school management of internal factors in terms of staff, finance, and current technology have a significant relationship to all the school performance variables.

The administrator staff performs various non-duties of the school. They threaten colleagues with respect and courtesy for significant situation study in leadership. It is supported by the study of Annisa (2021), it was found that there is a positive effect on educational attainment and supervisory experience has a significant influence on the performance of the administrators.

In this study, schools can regulate here financial management with internal rules. The school leader is accountable for setting the internal controls and auditing. , This means the budget financial resources are used efficiently. Using technology in school governance and administration would enable the individuals to carry out their job duties in a manageable manner and incur job satisfaction. In governance and administration functions, the individuals are required to prepare documents, letters, notices, and other paperwork.

Table 2. Test of Relationship between the School Management of External Factors and School Performance

School Management of External Factors	School Performance			
	Leadership and Governance	Curriculum	Accountability	Management of Resources
Economic Environment	.401**	.396**	.537**	.462**
Social Environment	.490**	.537**	.476**	.475**
Policy	.568**	.559**	.537**	.551**
Politics	.571**	.515**	.527**	.426**

Legend: ** Correlation is significant at 0.01 level (two-tailed)

As depicted in Table 2, it can be synthesized from the data that all variables in school management of external factors in the economic environment, social environment, policy, and politics have a significant relationship to school performance.

The PESTLE investigation revealed that the current economic recession and increasing consumerization and international markets were the principal economic factors affecting the educational sector. Educational planning is an activity that demands the deployment of many diverse skills (QuratNaeem, 2022), but in this study, it has a significant relationship

Students and families don't pay tuition fees. The school provides the sound output and quality services despite the economic environment affecting its operation.

Students of all ages need social support to experience academic success, but adolescents especially need direction. But regarding the school, when students' basic needs are met, they are more willing to follow the rules and behave in a way that aligns with the school's values. This is called "school bonding" or "social bonding." especially needed because so much of a student's day is spent at school. Middle schoolers use this to figure out who they are outside their family relationships.

The teachers use language that can quickly adapt to the level of students' comprehension.

The role of the school board involves making policies that guide the school administration and employees towards district goals, setting the school's ethical standards, and monitoring adherence (Nsiga, 2015). This study's policies are driven by the DepEd's Vision, Mission, and Core Values.

Finally, the political order of society sets the pace for education. Politics is an aspect of the political needs of a community. This means the political system of a nation influences the educational system of such nation viz-a-viz. And therefore, it is believed that no government can outgrow the quality of its education (2022).

In this study, the school teaches the essence of patriotism. And the school administrators involve stakeholders and Local Government Units in-school programs.

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Table 3. Test of Relationship between the School Management Factors and School Performance

School Management	School Performance			
	Leadership and Governance	Curriculum	Accountability	Management of Resources
Internal Factors	.419**	.478**	.553**	.422**
External Factors	.541**	.530**	.582**	.492**

Legend: ** Correlation is significant at 0.01 level (two-tailed)

It is revealed in Table 3. Both internal and external factors can influence school performance. It is revealed in Table 3 the results of the test on the relationship between

school management of internal and external factors and school performance. It is significant at a 0.01 level (two-tailed).

6. Discussion

The study tried to identify the relationship between school performance and internal and external forces management. Staff, finances, and modern technology fall under the management of internal elements, whilst the economic, social, policy, and political environments fall under the management of external forces. It is assumed that the independent variable will have a major impact or shift on how well the school performs in terms of curriculum, accountability, leadership, and resource management.

The respondents' person-related characteristics and perceptions were described using straightforward descriptive statistics including frequency, percent, mean, and standard deviation, and the link between them was determined using the Spearman Rho correlation. At a 0.05 probability level, the hypothesis was tested.

The respondents' perception of the effectiveness of internal variables in school management, including staff, finances, and technology is "very effective". The aggregate mean of the respondents' perceptions of how well schools manage external issues in terms of the economy, the social environment, policy, and politics is 3.82 and 0.3 standard deviation, which is "very effective." Teachers perceive their school performance in terms of curriculum, accountability, and resource management are described as "extremely fascinating."

The study's findings have concluded the following: The results demonstrated a substantial relationship between internal school management parameters and academic achievement; thus, the null hypothesis is refuted. The results demonstrated a substantial relationship between school administrations and outside circumstances and academic achievement; thus, the null hypothesis is not accepted. The findings showed the school management factors is significantly related to school performance. Therefore, the hypothesis stating that there is no significant relationship between the school management factors and school performance is not supported.

7. Conclusion

The findings gathered in the study led to the formulation of the conclusion:

1. The findings showed that the school management of internal factors (independent variable) is significantly related to school performance (independent variables). Therefore, the hypothesis that there is no significant relationship between the school management of internal factors and school performance is not supported.
2. The findings showed that the school management of external factors (independent variable) is significantly related to school performance (independent variables). Therefore, the hypothesis that no significant relationship exists between the school management of external factors and school performance is not supported.
3. The findings showed that school management factors are significantly related to school performance. Therefore, the hypothesis that there is no significant relationship between the school management factors and school performance is not supported.

8. Recommendation

Based on the findings of the study, the following recommendations are offered:

1. School Administrators may continue monitoring and assessing the need to attain higher job satisfaction.
2. The administration may inform the organization about the proper budgeting to manage and use a budget in appropriate allocation.
3. The school heads may continue improving policies to provide a safe, secure learning environment.
4. The result of this study may be utilized as relevant and reliable reference material by future researchers.
5. Future researchers may conduct another study (Qualitative Study) to explore more variables and factors influencing school performance and management.

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Keywords: work discipline, leadership style, competence, employee performance. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3768296>

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