

## SCHOOL HEADS' ADMINISTRATIVE SKILLS AND TEACHERS' PERFORMAN

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### Abstract

It is common knowledge that leaders possessing strong administrative skills create an environment conducive to effective teaching and positive student outcomes. In this context, this study analyzed the school heads' administrative skills and teachers' performance in a large school division in Central Philippines during the School Year 2021-2022. It used a 20-item valid and reliable self-made questionnaire to collect data from 326 sampled teacher-respondents. The ensuing analysis showed a very high level (VHL) of school heads' administrative skills in human resource and financial management and got a high-level rating in physical facilities and crisis management. Meanwhile, teachers' performance during the same period was found to be "very satisfactory," with the shorter-tenured teachers with lower educational backgrounds obtaining a very satisfactory rating. Their longer-tenured counterparts with higher educational attainment understandably got rated "outstanding." Finally, no significant relationship was found between school heads' administrative skills and teachers' performance. These findings call for facilitating district-wide interactive workshops to further upgrade school heads' administrative skills, modeling the success stories of school heads in other high-performing schools, and letting teachers internalize the scoring criteria of IPCRF to possibly serve as a wakeup call or an intrinsic motivation to further elevate their performance. As a final point, this paper suggests integrating school heads' professional reflection and learning that, despite the apparent teacher autonomy reflected in the absence of a correlation between school heads' administrative skills and teachers' performance, the former still has the immense potential to further elevate the latter's teaching performance.

**Keywords:** Education, administrative skills, teachers' performance, Negros Occidental.

### **Bio-notes:**

Mary Ann J. Songcayawon finished her elementary education with honors at Cubay Elementary School in 1995 and her High School in La Paz National High School in Iloilo City as Second Honorable Mention in 1999. She graduated with her Bachelor of Secondary Education major in English at the University of San Agustin in 2003 as a PESFA Scholar (CHED), a Dean's Lister, and a recipient of the Exemplary Leadership Award. She took her Master of Arts in Education major in English and her Doctor of Philosophy major in Educational Management at STI West Negros University in 2016 and 2023, respectively. She is a Head Teacher III of Handumanan Elementary School-I, Schools Division of Bacolod City. Her interest lies in analyzing administrative and leadership skills to further enhance her skills as a school leader.

## **Introduction**

### **Rationale**

The enduring aim of basic education is to provide learners with the fundamental knowledge, skills, competencies, and attitudes to help them become productive citizens of the land. This lofty aim has so far been the gist of Republic Act 9155, otherwise known as the Governance of Basic Education Act of 2001. This law encourages local initiatives from concerned school heads to further improve the quality of basic education at the grassroots. This huge responsibility entrusted to school heads has gotten even more pronounced by the Educational Act of 1982, highlighting individual learners' rights to quality education. In short, running the school has its fair share of challenges.

School heads in all Schools Division in Central Philippines are no exceptions to the Peter Parker principle, which states, “With great powers comes great responsibilities.” Their appointment carries immense powers and prerogatives to allocate resources and to hire and fire school personnel. But to paraphrase Portin (2003), they are likewise responsible for the quality of their schools by providing sound leadership and clear directions. This mixture of challenges could also be gleaned from DepEd-Bacolod data for School Year 2021-2022, showing a school head supervising an average of 46 teachers, one non-teaching staff, and an average of 1,500 learners per school. Dealing with teachers, non-teaching support staff, and students from diverse backgrounds poses a tremendous challenge that requires school heads to muster their administrative and whatever skills they have.

Based on the gist of DepEd Order No. 2, s. 2015, administrative skills are related to the running of an organization in a way that increases its efficiency. Along this principle, institutional accountabilities are delegated to subordinates, and performance targets are strictly monitored. This condition brings to the fore the crucial role school heads play in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, DepEd can develop quality teachers and “holistic learners who are steeped in values, equipped with 21<sup>st</sup>-century skills, and able to propel the country to development and progress” (DepEd Order No. 42, s. 2017, p. 3). Completing this paper’s major variable is teacher performance, a vital component in raising learner achievement. No less than the Philippine Professional Standards for School Heads (PPSSH) explicitly declares that quality student learning depends on quality teachers who are duly supported by their respective superiors.

As an educator and a budding school leader, the researcher was prompted to analyze the school heads' administrative qualities in the hope of providing potential inputs for professional reflection and learning to further improve administrative practice.

### **Literature Review**

The following section shows, among others, the crucial role that school heads' administrative skills play in creating a conducive teaching and learning environment. These are illustrated by studies showing how these leaders connect with their subordinates and, indirectly, with their students.

Firstly, Obuakor, Elodi, and Anyaneche’s (2020) paper showed that the

principals' administrative skills and management of school resources affect teachers' task performance and, invariably, the students' performance. The study's findings showed a positive relationship between principals' instructional skills and teacher task performance. The study further discovered that principals' communication skills have a very high positive connection with teachers' task performance in public secondary schools. As a final point, the paper found a significant relationship between principals' communication skills and teachers' task performance.

Evidence in support of Elodi and Anyaneche (20220) can be found in Paturusi (2017), who analyzed the contribution of principals' leadership style, principals' managerial capability, and teacher compensation to teachers' performance, directly and simultaneously. Thus far, the findings showed a positive contribution of school leadership style to teacher performance, a positive contribution of principals' managerial skills to teacher performance, a positive contribution of compensation to teachers' performance, and a positive simultaneous contribution of leadership style, principal managerial skills, and teacher compensation to teachers' performance. The study recommends improving teachers' performance by focusing on leadership style, managerial capabilities, and compensation.

Meanwhile, RA 9155 in 2001, otherwise known as Governance of Basic Education, stated in Rule VI that the school Head shall form an instructional leader and administrative manager. School achievement dramatically affects the plans and actions undertaken by the school head. The school head has the authority, accountability, and responsibility to lead the national educational policies, plans, and standards. Since the principal leads the school, he is empowered and has the authority to make decisions that would result in achieving instructional goals. It also means that he would be accountable for all actions that he would take at the school level. DepEd Order No. 2, s. 2015 explicitly stated that school leaders' administrative skills enable efficacy and track development and efficiency by cascading institutional accountability to various levels, units, and individual employees, anchored on establishing a rational and factual basis for performance targets and measures.

In their research report, Otto and Lumapenet (2022) explained that school heads can handle difficult situations. The report showed school heads to be skillful in managing school crises. They added that to cope with a specific situation, crisis management should select a manager willing to intervene and with the essential expertise and abilities. Additionally, school heads should consider preventive maintenance of school facilities as a normal routine. Garba (2020) reported that delegation of authority and responsibility motivates teachers and flourishes effective teaching processes in schools.

Moving on, Chen (2017) asserts that teachers' performance is acknowledged as the most important institutional determinant of student academic achievement. For policymakers exploring ways to improve the education system, one of the permanent ways is to concentrate on teachers, primarily the system's resources.

Teacher performance in the classroom plays a crucial role in students' learning process. It is the duties performed by a teacher at a particular period in the school system to achieve organizational goals. Teachers weave a combination of their knowledge, skills, and abilities into specific performance competencies that become drivers of student learning and achievement. It is also noted that educators who are content with their jobs maintain a high level of performance. Teachers who are satisfied with their work are also

productive workers (Miñon, 2017).

### **Theoretical Underpinnings**

This study is anchored on Fayol's administrative management theory, which outlined five management elements that depict the behaviors managers should engage in so that the goals and objectives of an organization are effectively met (Ward, 2021). These five elements of management include planning, organizing, command, coordinating, and control. It focuses on the organization and structure of work tasks and looks specifically at how management and workers are organized within a business to allow for the completion of tasks. Moreover, it proposes the creation of work groups and functional departments where distinct activities are performed. These activities contribute to accomplishing greater tasks in furtherance of company objectives. Fayol followed a top-down approach to organizational efficiency as a firm believer of the philosophy that effective management organization would ultimately affect the productivity of operational-level workers. Edwards (2018) vouched that Fayol's ideas are still valid in today's organizations, and his definitions of management are widely used in this field of study.

In the educational setting, RA 9155 in 2001, otherwise known as Governance of Basic Education, stated that the school head shall form an instructional leader and administrative manager. School achievement dramatically affects the plans and actions undertaken by the school head. The school head has the authority, accountability, and responsibility to lead the national educational policies, plans, and standards. Since the principal leads the school, he is empowered and has the authority to make decisions that would result in achieving instructional goals. It also means that he would be accountable for all his actions at the school level. Thus, the five elements of the administrative management theory are also applicable to the school setting.

### **Objectives**

This paper aimed to determine the school heads' administrative skills and teachers' performance in a medium-sized schools division of a highly urbanized city in Central Philippines during the School Year 2021-2022. Specifically, it sought answers to the following questions: 1) What is the level of the school head's administrative skills in HR management, financial management, physical facilities management, and crisis management? 2) What is the level of teachers' performance during the School Year 2021-2022? 3) Is there a significant difference in teachers' performance when grouped by age, length of service, and educational attainment? 4) Is there a significant relationship between school heads' administrative skills and teachers' performance?

### **Hypotheses**

From the objectives mentioned, the following hypotheses are hereby formulated: 1) There is no significant difference in teachers' performance when grouped according to age, length of service, and educational attainment. 2) There is no significant relationship between school heads' administrative skills and teachers' performance.

## **Methodology**

### **Research Design**

This paper used the descriptive research design concerning its objective, aiming to determine the school heads' administrative skills and teachers' performance during the School Year 2021-2022. In the words of McCombesh (2023), descriptive accurately and systematically describes a population, situation or phenomenon.

### **Study Respondents**

The study's respondents were 326 elementary school teachers randomly sampled from a total population of 2,132 using the Cochran formula. Etikan and Bala (2017) wrote that random sampling is one of the most popular types of random or probability sampling.

### **Instrument**

The self-made questionnaire, which had undergone validity (validity index = result interpreted 4.96 as excellent and reliability (reliability index = .796 as interpreted as good), was administered to the target respondent after written permission was verified from the office of the School of Division Superintendent and the school heads. The questionnaire was submitted to the adviser and the panel of validators for refinement and approval. The final copy of the equivalent conveyed with it the suggested revision. Part I of the questionnaire collected the demographic profiles of the respondents, while Part II was the questionnaire proper. The researcher used a self-formulated questionnaire based on areas stipulated in the objectives section. Each detail talks about the teacher's classroom management level to student academic performance.

The instrument used to gather the data was a 20-item self-made questionnaire, which was subjected to stringent validity and reliability tests before they were administered to target respondents.

### **Procedures**

This section refers to the systematic steps and methods to investigate school heads' administrative skills and teachers' performance in the research locale during the period covered. These procedures were designed to ensure that the study was conducted in a rigorous and methodical manner, allowing for the collection of reliable and valid data.

### ***Data Collection***

Prior permission was first secured from the Schools Division Superintendent to conduct the study and from the concerned Districts to distribute the questionnaires to the target respondents. After getting the Superintendent's nod, the researcher subsequently sought the respondents' informed consent through the survey questionnaires, distributed to each of them via online platforms such as Google Forms, messenger, Gmail, and other available forms of electronic communication. Finally, the data gathered were tallied and tabulated using Statistical Package for Social Sciences (SPSS) software.

## ***Data Analysis and Statistical Treatment***

This paper used the descriptive analytical scheme and mean as statistical tools for objectives 1 and 2 to determine school heads' administrative skills and teachers' performance. It used the comparative analytical scheme and Mann-Whitney U test as statistical tools for objective 3 to determine the significant difference in teachers' performance based on the demographic groupings by age, length of service, and educational attainment. Finally, it used the relational analytical scheme and Spearman Rho as statistical tools for objective 4 to determine whether or not school heads' administrative skills correlate with teachers' performance.

## **Ethical Considerations**

The respondents were adequately informed about the research, the purpose of the study, and the data collection process under the Data Privacy Act of 2012. It was explained to them their participation is voluntary, and they can freely withdraw from the study whenever they feel a false sense of security. The researcher ensured that all data obtained from the research were kept confidential, all paper documents containing the respondents' data were kept in locked areas, and documents were never left unattended in public places. When data was no longer required for the research, it was shredded before being discarded.

## **Results and Discussion**

This chapter presents, analyzes, and interprets the data gathered to carry out the study objectives. The presentation sequence follows the same order in the objective section.

### **Level of School Heads' Administrative Skills**

The paper's first objective aimed to determine the level of the school heads' administrative skills in the areas of HR management, financial management, physical facilities management, and crisis management. Tables 1-4 show the said data.

**Table 1**

*Level of School Heads' Administrative Skills in HR Management*

Items	Mean	Interpretation
<i>As a teacher, I observed that my School Head...</i>		
1. adheres to the HR-mandated hiring policy guidelines	4.61	Very high level
2. provides an avenue for professional growth	4.54	Very high level
3. establishes a system for quality implementation of the prescribed work of teaching and non-teaching personnel	4.48	High level
4. ensures personnel safety and satisfaction in the workplace	4.46	High level

5. facilitates the accomplishment of the school-based requirements pertaining to salaries and benefits	4.53	Very high level
Overall mean	4.53	Very high level

Table 3 summarizes the analysis of the level of school heads' administrative skills, specifically in human resource (HR) management, where it obtained an overall mean of 4.53, interpreted to mean very high level (VHL). When items were taken individually, the highest mean of 4.61 goes to item no. 1, stating their adherence to HR-mandated policy guidelines, interpreted to mean VHL. Contrastingly, the lowest mean score of 4.46 was spotted in item No. 4, which refers to school heads ensuring personnel safety and satisfaction in the workplace. This was duly interpreted as high level (HL).

These results suggest that school heads must exert more effort to ensure school personnel's safety and obtain workplace satisfaction. They must delegate specific and prescribed work for teaching and non-teaching personnel and ensure that their teachers receive their pay and benefits as mandated. It is also the responsibility of the school heads to provide the needed technical assistance or training and avenues for professional growth for them to stay focused and motivated in their teaching profession. School heads play a major role in carrying out the school's mission. They must work hard not just for the betterment of the school but also for the teachers.

The result corroborates the study of Obuakor, Elodi, and Anyaneche (2020), who reported that principals' administrative skills and management of school resources are bound to affect teachers' task performance and, invariably, the students' performance. These skills could be in communication, instructional supervisory, and creativity.

**Table 2**

*Level of the School Heads' Administrative Skills in Financial Management*

Financial management		
Items	Mean	Interpretation
<i>As a teacher, I observed that my School Head...</i>		
1. allows Bids and Awards Committee members and the School Planning Team to prepare the School Work and Financial Plan, Annual Procurement Plan, and Annual Implementation Plan	4.60	Very high level
2. reports the DepEd Maintenance and Other Operating Expenses (MOOE) monthly cash advance and liquidation to teachers and external stakeholders	4.50	Very high level
3. identifies various sources of funds	4.43	High level
4. manages finances adhering to policies and guidelines	4.50	Very high level
5. audits school accounts and financial reports	4.45	High level
Overall mean	4.50	Very high level

Meanwhile, Table 2 summarizes the analysis of the level of school heads' administrative skills, specifically in financial management, where it obtained an overall mean of 4.50, interpreted to mean VHL. This shows that most respondents perceived their respective school heads as having outstanding administrative skills in executing financial management capabilities.

When the results were analyzed further, the highest mean score of 4.60 goes to item no. 6, talking about school heads' action of allowing the bids and awards committee members and the entire planning team to prepare the school's work and financial plan, annual procurement plan, and annual implementation plan. This means VHL. Even the lowest mean of 4.43 also got a VHL rating in item no. 4 in their skills to identify various sources of funds.

As observed, school heads are performing their duties and responsibilities very well. They abide by the rules and policies as part of their functions and show transparency in the financial and procurement plans. However, school heads must also identify other sources of funds and formulate income-generating activities. Please make no mistake: This is the lowest mean, but it still has a VHL interpretation.

The result refutes Amos et al. (2021), who found that school heads lack sufficient skills to manage school financial resources to enhance the quality provision of education. They concluded that tentative strategies must be taken to resolve the situation through capacity-building programs among the school heads.

**Table 3**

*Level of the School Heads' Administrative Skills in Physical Facilities Management*

Physical facilities management Items	Mean	Interpretation
<i>As a teacher, I observed that my School Head...</i>		
1. regularly checks and monitors the available school's facilities	4.37	High level
2. maintains school's facilities through modification	4.36	High level
3. monitors the school property custodian's reports and inventories	4.40	High level
4. informs teachers on the available facilities and their conditions	4.37	High level
5. ensures that school facilities are kept safe and conducive to use	4.44	High level
Overall mean	4.39	High level

Table 3 shows the level of school heads' administrative skills in physical facilities management, obtaining an overall mean of 4.39, and was duly interpreted as HL. This indicates that in the eyes of most of the respondents, school heads have



outstanding administrative skills in executing financial management capabilities.

However, if items are examined more closely, item no. 5 scored the highest with a mean score of 4.44, interpreted as HL. The said item refers to school heads' duties of ensuring that school facilities are safe and conducive for use. In contrast, item no. 2 scored the lowest with a mean of 4.36, interpreted to mean HL. The said item refers to the respondent's perception of how the school heads maintain the school's facilities through modification. This means that the school heads exhibit a high level of administrative skills by ensuring that school physical facilities are safe and conducive for use.

Egbebe et al. (2021) corroborate this result by reporting that principals' role performance positively impacts the management of public secondary school facilities. Principals' role performance positively impacts the organization of capacity building in the improvisation of instructional materials, inspection, and supervision of instructional facilities. School principals should get involved in planning to provide facilities, which will further strengthen them to establish periodic facility audits to attract reward and punishment of handlers.

**Table 4**

*Level of the School Heads' Administrative skills in Crisis Management*

Crisis management			
	Items	Mean	Interpretation
<i>As a teacher, I observed that my School Head...</i>			
	1. involves teachers in planning crisis management	4.44	High level
	2. creates crisis management team	4.32	High level
	3. uses simple procedures in dealing with the crisis in school	4.34	High level
	4. distributes tasks and roles to the school crisis management team	4.45	High level
	5. informs and coordinates with teachers about the problems existing in the school	4.44	High level
	Overall mean	4.40	High level

Table 4 summarizes the analysis on the level of school heads' administrative skills in crisis management, obtaining an overall mean of 4.40, and was duly interpreted as HL. In the eyes of most respondents, this result shows that school heads are capable of handling school crisis management. However, when all items were examined more closely, item no. 4 scored the highest with a mean score of 4.45, interpreted as HL. The said item refers to school heads' skills in distributing tasks and roles to the school crisis management team. On the flip side, the lowest mean of 4.32 goes to item 2, which deals with how school heads create crisis management teams, also interpreted to mean HL. This shows that school heads exhibit a high level of administrative skills in managing school crisis. Crises strike without warning, and are unusual circumstances that put

schools in jeopardy, thus, challenging school heads to set-up a crisis management team.

The result is supported by Otto and Lumapenet (2022), who found that the crisis management skills of school administrators have an association with school development. School heads with good crisis management skills are expected to have exemplary school development.

### **Level of Teachers' Performance**

This paper's second objective aimed to determine the level of teachers' performance in the research environment, a Division in a highly-urbanized city in Central Philippines during the School Year 2021-2022.

**Table 5**

*Level of Teachers' Performance for School Year 2021-2022*

<b>Districts</b>	<b>Mean</b>	<b>Interpretation</b>
A	4.478	Very satisfactory
B	4.491	Very satisfactory
C	4.435	Very satisfactory
D	4.535	Outstanding
E	4.504	Outstanding
F	4.435	Very satisfactory
G	4.569	Outstanding
<b>Overall mean</b>	<b>4.499</b>	<b>Very satisfactory</b>

Table 5 shows that the level of teachers' performance during the School Year 2021-2022 duly interpreted as very satisfactory (VS). Teachers from districts D, E, and G obtained an outstanding rating, while the rest of the districts obtained a VS rating. This result reflects teachers' enthusiasm and passion for their work and how they collaborate harmoniously with respective school heads and colleagues to achieve the goals of the school. The performance of the teacher needs to be actively managed; it is not only sending teachers in a lot of training that increases their performance level. Martin (2018) wrote that in some other things, when teachers are motivated and valued in their jobs, performance will be high.

To paraphrase Noor et al. (2018), performance is the work and progress a person has achieved in a task. It is the result achieved by employees in accordance with the time available based on established labor standards.

### **Level of Teachers' Performance When Grouped According to Selected Demographic Groupings**

Table 6 presents the data for the seventh objective, aiming to determine the teachers' performance when grouped by age, length of service, and educational attainment.

**Table 6**

*Level of Teachers' Performance when Grouped according to Selected Demographic Variables*

Variable	Category	Mean	Interpretation
Age	Younger	4.474	Very Satisfactory
	More senior	4.521	Outstanding
Length of service	Shorter	4.462	Very Satisfactory
	Longer	4.534	Outstanding
Educational attainment	Lower	4.420	Very Satisfactory
	Higher	4.589	Outstanding
<b>Overall Mean</b>		<b>4.499</b>	Very Satisfactory

As presented in the table, the respondents obtained an overall rating of very satisfactory (VS). The younger group obtained a VS rating, while the more senior group obtained an outstanding rating. When grouped by length of service, respondents with higher educational backgrounds understandably obtained an outstanding rating, while those with lower educational backgrounds got a VS performance rating.

#### **A Relational Analysis Between School Heads' Administrative Skills and Teachers' Performance**

The study's fourth objective determined whether or not a significant relationship exists between school heads' administrative skills and teachers' performance. Table \_\_\_ shows the data.

**Table 7**

*Significant Relationship between the Level of School Heads' Administrative Skills and the Level of Teachers' Performance*

Correlates	N	rho	p-value	Sig. level	Interpretation
School heads' administrative skills	326	0.018	0.751	0.05	Not significant
Teachers' performance	326				

As shown in the table, the computed rho was 0.018 with  $p$ -value of 0.754, which is greater than 0.05 level of significance, thus, interpreted "not significant." In plain words, school heads' administrative skills did not correlate with teachers' performance. This result is supported by Jamandron's (2021) findings, showing no significant relationship between school heads' administrative skills and teachers' performance. Valmores' (2021) research paper, however, contradicts the foregoing findings by reporting a significant relationship between the same variables earlier mentioned.

## **Conclusion**

This paper found it rather not surprising that most school heads have excellent administrative skills, notably in human resources and financial management. At the very least, they have proved capable of managing the physical facilities and equipment of the school and in dealing with school crises. On the paper's second major variable, the teacher's performance rating was found to be very satisfactory (VS) for the period covered. A sidebar to this finding, however, is that the outstanding performance of seasoned teachers with higher educational backgrounds was unable to elevate the VS performance of their neophyte counterparts with lower educational backgrounds. Meanwhile, the paper found no significant difference in teachers' performance during the School Year 2021-2022 based on age. However, the opposite came out when analyzed by their length of service and educational attainment. Finally, school heads' administrative skills did not correlate with teachers' performance. In other words, school heads' administrative skills do not directly or indirectly influence teachers' performance ratings. These findings call for the need to facilitate district-wide interactive workshops to further upgrade school heads' administrative skills, modeling the success stories of school heads in other high-performing schools, and letting teachers internalize the scoring criteria of IPCRF to possibly serve as a wakeup call or an intrinsic motivation to further elevate their performance from VS to an outstanding level. As a final point, this paper suggests integrating school heads' professional reflection and learning that, despite the apparent teacher autonomy reflected in the absence of a correlation between school heads' administrative skills and teachers' performance, the former still has the immense potential to further elevate the latter's teaching performance.

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## **Conflict of Interest**

In relation to my study titled "School Heads' Administrative Skills and Teachers' Performance," I hereby declare that there are no conflicts of interest. I have no financial, personal, or professional relationships that could be perceived as influencing the outcomes or conclusions of this research. All aspects of the study, including data collection, analysis, and interpretation, have been conducted impartially and solely for the advancement of knowledge in this area.

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