



Management Capabilities of School Administrators vis-à-vis Performance of Elementary Schools in the Philippines

Robert P. Jordan^{1*}, Minerva E. Sañosa², Ermalyn Mandin²

^{1,2}*Biliran Province State University, Naval Biliran Philippines*

ABSTRACT

School Administrators are evaluated based on a variety of factors, including student achievement on standardized tests, enrolment in advanced placement courses, and student attendance and graduation rates. Thus this study aimed to determine the association of management capability of elementary school administrators and school's performance in elementary schools of Leyte Division in the Province of Leyte, Philippines. Using a descriptive-correlation research design and survey instruments to gather the information, a total of 112 elementary schools' administrators participated in the study. Results shows that as to the management capability school administrators are very much capable in creating a student-centered learning climate and managing the school operations than human resources management and professional development. As to schools' performance, the Participation rate, cohort survival rate, promotion rate drop-out rate, repetition rate, and graduation rate their school performance are considered as superior. However, retention rate, transition rate, completion rate and teacher-pupil ratio only performed meeting the standards. Moreover, the study reveal that the profile and management capability of school administrators have no significant relationships with their school performance.

Keywords: management capability, school's performance, HR management, school management, student-centered learning climate.

INTRODUCTION

This study is about the relationships of management capabilities of school administrators and schools performance of elementary schools in the Philippines. High-performing schools have a number of components, one of which is effective school Administration (Starcher, 2006). School Administrators are evaluated based on a variety of factors, including student achievement on standardized tests, enrolment in advanced placement courses, and student attendance and graduation rates.

According to Cheng and Townsend (2000), the school administrators is often vital to the progress of educational reform and effectiveness. The school administrators is tasked with instilling a quality culture that pervades the institution's smallest elements, procedures, and systems. With a change of school administrators, an educational institution degenerates or retains status quo, or grows to popularity, under the same set of rules and regulations, with the same set of teaching staff and students from similar backgrounds.

Capabilities of school administrators can be assessed on a variety of levels, including student, instructor, parent, community, and employer expectations. For example, Scotti Jr. and William (1987) agreed that one of the many variables that influence a school's effectiveness is teachers' expectations of their principals' leadership. Teachers' morale is also positively linked to their perceptions of principals' leadership conduct (Hunter-Boykin and Evans, 1995).

Luo (2004) further said that teachers' perceptions of principals as leaders are an important factor to consider when evaluating the leaders' abilities.

** Corresponding author.*

E-mail address: robert.jordan@bipsu.edu.ph

Understanding how teachers perceive their principals' leadership capacities is critical, according to him, as is providing evidence for school leadership improvement.

Every school administrator's dream, according to Chitiavi (2002), is to have his or her school ranked among the best in national examination results. When the results are finally published, schools that made wise investments see positive results, which they joyfully celebrate. According to statistics, some schools do extremely well and others do not. A closer look shows that good success is not something that just happens. It is the product of excellent instruction and overall leadership. The success or failure of a school is measured by the consistency of its leadership (Milette, 1988). Furthermore, study and review reveal the degree to which leadership efficiency is critical to progress. The head teacher sets the tone in highly successful schools, as well as schools that have reversed a pattern of low results and decreasing achievement. He or she leads and motivates students and staff to reach their full potential. Hellriegel, Jackson, and Slocum (1999) described performance as the degree of an individual's work achievement after exerting effort. Environmental variables influence performance mainly through their impact on the individual determinants of performance – skill and motivation. Performance is essentially an individual phenomenon.

In the United States, Behling and McFillen (1996) confirmed the relationship between high performance and leadership by developing a charismatic/transformational leadership model in which the leader's behavior is said to inspire, awe, and empowerment in his subordinates. For students, teachers, and principals, school performance is a significant indicator of progress or failure. Each person's performance puts their mental and physical abilities to the test. The willingness to deal with stressful situations at work has an effect on one's work and success.

Thus, this study aimed to ascertain the management capabilities of school administrators and its relationship to the performance of elementary schools in Leyte Division, Province of Leyte Philippines.

REVIEW OF LITERATURE

Human Resource and Management and Professional Development Capability

Human resource refers to the individuals who work within an organization to accomplish its objectives. They are the engine that propels the company to greater heights. Human Resource Management applies to all management activities aimed at bringing out the best of people in order to improve productivity. Human Resource Management (HRM) is the role of an organization that is responsible for the recruitment, management, and direction of the organization's employees (Heathfield, 2011). Individual human beings engaged in the management of the educational system for sustainable growth will experience substantive educational value change, according to Ekanem (2014). The school's human resource is a valuable commodity that must be respected. To get the most out of teachers, pupils, and school auxiliary staff, school administrators must be professional at inspiring, supervising, educating, and providing long-term welfare policies. Welfare policy encompasses not only monetary benefits, but also non-monetary benefits such since employer-employee interpersonal relationships, as it is often directed toward improving personnel efficiency (Akinfolarin, 2017).

School administrators should frequently incorporate school personnel in decision-making processes and keep continual touch to maximize participation and loyalty to school goals and priorities. According to Akinfolarin and Rufai (2017), a good communication mechanism between instructors, students, and school administrators both inside and outside the school is required for target attainment at all levels of education.

It's crucial to remember that there are two types of human resource management in the school system: employee human resource management and student human resource management. For effective staff human resource management, school administrators should acquire competencies in staffing, orientation, communication, training, supervision, conflict management, motivation, discipline, and ensuring professional growth of academic and non-academic staff, while for effective student human resource management, school administrators should acquire competencies in increasing scholastic achievement. In addition, for favorable academic outcomes, a supportive teaching and learning environment with appropriate instructional and learning materials that are well-maintained is required.

School Management Capability

Competence is the ability to assess or determine something. Competence refers to a person's ability or abilities. The word "competence" has a number of different connotations. Competence, according to Hakim (2016), is a definition of the qualitative essence of substantive teachers' actions. Herri (2017) defines competence as a logical performance that meets the goal for a desired condition satisfactorily. Competence is the ability to act rationally in order to accomplish goals under the given circumstances. Furthermore, based on legal requirements, it is an approved or qualifying situation.

Managerial competence refers to a school's administrator's ability to consider school as a structure that must be properly directed and controlled, as well as the ability to manage, the correct way to manage, and how to assess school events with a manager's mindset. School principals with managerial skills will be able to act and recognize, as well as create, different forms of school inputs, as well as school processes (learning, coordination, decision-making, empowerment, encouragement, supervision, supervising, assessment, and accreditation).

The success of the school is the responsibility of the school administrators. The Harvard schools embrace both business and educational leadership approaches, which are used by the school leadership. As stated by DiPaola et al. (2003), the principals' behaviors, principles, convictions, and personal characteristics will motivate people to achieve organizational goals, and if pupils' performance improves over time, it is to a large extent because key stakeholders share the leader's vision about these goals. Empirical studies show that high-performing schools have a positive organizational culture, while low-performing schools have a negative organizational culture (Westhuizen et al., 2005).

As a result, Mathibe (2005), Mintzberg (1992), Werner (2002), and Hoy and Miskel (1991) argue that adequate guidance for optimal human potential utilization is one of the most critical aspects in emerging and budding schools as organizations. It seems that different practices in a school should be managed to improve the effectiveness of school employees in job performance (personnel preparation, staff growth and assessment, appraisal, and management of productive personnel relationships).

OBJECTIVES OF THE STUDY

The study aimed to determine the association of management capability of elementary school administrators and schools performance in elementary schools of Leyte Division in the Province of Leyte, Philippines. Specifically sought to:

1. Identify the profile of administrators in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Current Position;
 - 1.4. Highest Educational Attainment;
 - 1.5. Training Attended over the Last three years
 - 1.6. Training and Development Experiences.
2. Determine the management capability of the school administrators in terms of:
 - 2.1. HR Management and Professional Development;
 - 2.2. School Management and Operations; and,
 - 2.3. Creating a Student-Centered Learning Climate.
3. Ascertain the Performance of the Schools in terms of the following:
 - 3.1. Participation Rate;
 - 3.2. Retention Rate;
 - 3.3. Cohort Survival Rate;
 - 3.4. Transition Rate;
 - 3.5. Promotion Rate;
 - 3.6. Completion Rate;
 - 3.7. Repetition Rate;
 - 3.8. Drop-out Rate;
 1. Graduation Rate;
4. Ascertain the significant relationship between the profile of the school administrators and the performance of schools;
5. Ascertain the significant relationship between the management capability of the school administrators and the performance of schools;

METHODOLOGY

The Descriptive-Correlation research design was used in this study. This design is considered appropriate for this study because the attainment of the objectives and the presentation and possible findings or results were analysed through descriptions. The study was conducted in Leyte Division but among the elementary schools only. There are 112 elementary school's administrators of Leyte Division participated and answered the survey questionnaire. They will be involved respondents in order to provide the necessary data to attain the objectives of this study.

Prior to the actual conduct of the study, the researcher sought permission first from the Schools Division Superintendent to administer the survey questionnaire to the school Administrators in all elementary schools in Leyte Division. In the actual conduct of the gathering of data, the researcher were the ones to administer the survey questionnaire to the respondents.

After the retrieval of the instruments the data was tallied, collated, tabulated and analysed. The study utilized a standardize survey instruments to ensure validity and reliability. This study utilized the National Competency-Based Standards for School Heads-Training and Development Needs Assessment (NCBSSH-TDNA) Guide and Tools, (2012). The survey instrument is composed of five parts. The first part gathered data on the profile of respondents in terms of age, gender, other designations, highest educational attainment, training attended over the last three years and training and development experiences. The second part gathered information on the management capability of the school administrators in terms of HR Management and Professional development, School Management and Operations and creating a student-centered learning climate. And the last part of the questionnaire gathered information or data on school performance on the following key indicator; Participation Rate, Retention Rate, Cohort-Survival Rate, Transition Rate, Promotion Rate, Completion Rate, Repetition Rate, Drop-out Rate, Graduation Rate.

Summary statistics such as frequency counts, percentages, cross tabulation and descriptive measures such as mean were generated using descriptive statistics. Pearson Product Moment of Correlation was used to find out the relationship of variables and the t-test was considered to test the null hypothesis.

RESULTS AND DISCUSSIONS

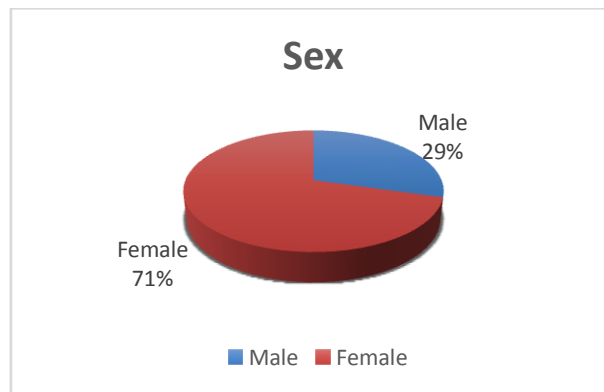
Profile of the Respondents

Table 1. Age

Age	f	%
Senior Citizen (60 years and above)	3	2.68
Old Age (46 – 59 years old)	64	57.14
Middle Age (22 – 45 years old)	45	40.18
TOTAL	112	100.00

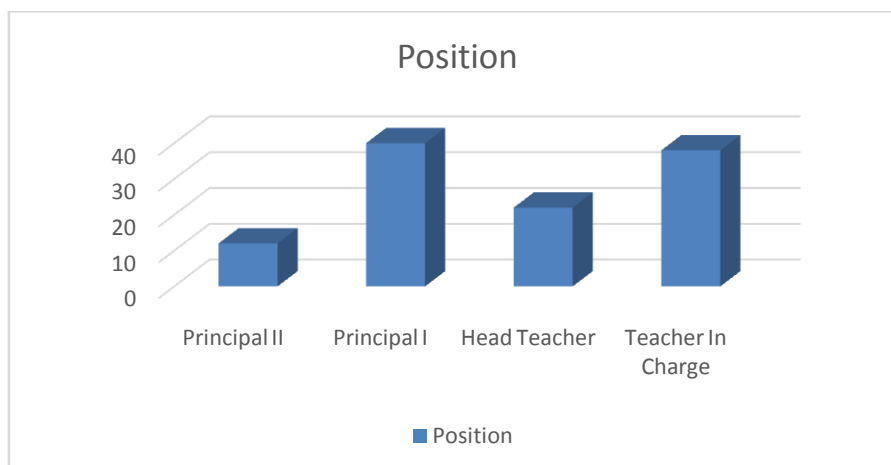
As shown in the table, 64 or 57.14 percent of the school administrators belong to the age bracket of 46 – 59 or considered as an old age, 45 or 40.18 percent fell under the age bracket of 22 – 45 or considered in the middle ages, and 3 or 2.68 percent were under the age bracket of 60 years old and above considered as senior citizen. It could be observed that most of the school administrators in the division of leyte are in the old ages. Data implies that the school administrators are young and would be able to serve more years in as administrators in the division of leyte.

Graph 1: Sex



As shown in the graph there were more than female school administrators with 71 percent while 29 percent were male. Results revealed that there were more female school administrators than that of male school administrators. This implies that the field of education is female dominated even to becoming an administrator.

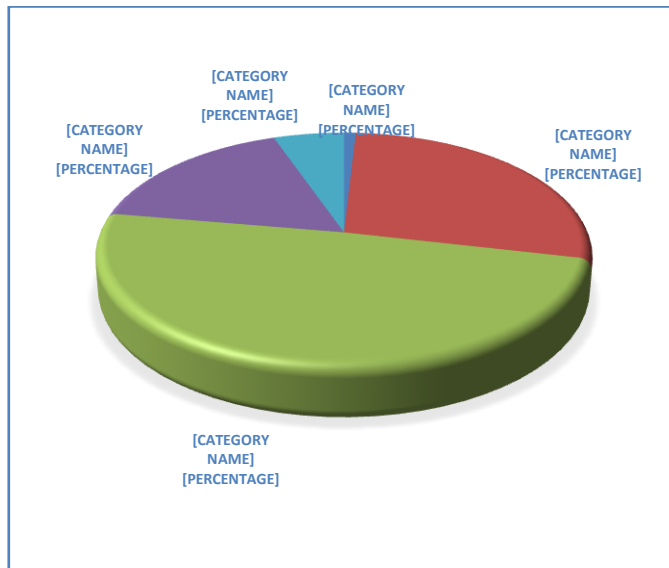
Graph 2: Position



As shown in graph above from among the 112 school administrators in the division of leyte, 40 or 35.70 percent holding the position of Principal I, 38 or 33.90 percent are Teacher In-Charge, 22 or 19.60 percent are Head Teachers and 12 or 10.70 percent are holding the position of Principal II. It could be observed that school administrators in the division of leyte are mostly Principal I and Teacher In-Charge. This implies that the school administrators in the division of leyte, has to comply necessary requirements to be upgraded to principal position, since most of them are Teacher In-Charge. This further implies, that the division of leyte has no available items for principal positions to promote those school heads holding lower than

principal positions.

Graph 3: Highest Educational Qualification



As shown in the graph, 55 or 49.10 percent of the school administrators were Master's Degree Holder, 31 or 27.70 percent were Bachelor's Degree Holders with Master's Units, 19 or 17 percent were Master's Degree Holder with Doctorate Units, 6 or 5.40 percent were holder of Doctorate Degree and only 1 or 0.80 percent is a Bachelor's Degree Holder. It could be threshed out from the given data that most of the school administrators are Master's Degree holder and with masters units. Results would imply that the schools administrators are giving priority to their professional growth.

Table 2: Training attended in the last three years

Training Attended in the Last Three Years		f	Rank
1.	Curriculum	104	1
2.	Resource Materials Development	72	4
3.	Planning	87	3
4.	Management	103	2
5.	Policy Development	69	5
6.	Research	49	6
**Multiple Response	Total:	484	

As presented in the Table, from among the training focus and management level (central, region, division, cluster and school) for all training attended over the last the three years of the school administrators, ranked 1 were the Curriculum, ranked 2 were the management, ranked 3 were the Planning, ranked 4 were Resource Materials Development, ranked 5 were Policy Development and ranked 6 were Research Training. It could also be noted from the data that Curriculum and Management were mostly the training focus attended by school administrators while the Training on Research got the least attended by school administrators. This implies that school administrators are trained well in terms of curriculum and management, thus manifest a good management in their respective schools. Further implies that school administrators have attended less on training about research, thus they will have a hard time encouraging their teachers to conduct research as their requirements for professional growth.

Table 3: Training and development experiences

Training and Development Experiences		f	Rank
1.	Competency Assessment	43	1
2.	Program Designing	13	7
3.	Program Delivery	24	5
4.	Monitoring and Evaluation Training	29	3.5
5.	Program Planning	29	3.5
6.	Resource Materials Development	21	6
7.	Program Management	34	2
**Multiple Response	TOTAL	193	

As shown in the Table, from among the specific areas the school administrators considered as their areas of expertise, results revealed that Competency Assessment ranks first, Program Management ranks second, Monitoring and Evaluation Training and Program Planning ranks 3.5, Program Delivery ranks fifth, Resource Material Development ranks sixth and lastly the Program Designing. This implies that school administrators are experts in Competency Assessment and they are need more training to become an experts in the Program Designing.

Management Capability of the School Administrators**Table 4: HR Management and Professional Development**

Indicators	WM	Interpretation
A. Creating a Professional Learning Community		
1. Build a community of learners among teachers	4.56	Very much capable
2. Assess and analyze the needs and interests of teachers and other school personnel	4.46	Very much capable
3. Ensure that the School Plan for Professional Development (SPPD) emerges from the Individual Plan for Professional Development (IPPD) and other identified needs of school personnel included in the SIP/AIP	4.31	Very much capable
4. Integrate the SPPD in the SIP/AIP	4.35	Very much capable
5. Mentor and coach employees and facilitate the induction of new ones	4.38	Very much capable
6. Recognize potentials of staff and provide opportunities for professional development	4.42	Very much capable
7. Ensure that the objectives of the school development plan are supported with resources for training and development programs	4.38	Very much capable
8. Prepare, implement, and monitor school-based INSET for all teaching staff based on IPPDs and the SPPD	4.18	Capable
9. Monitor and evaluate school-based INSETs	4.17	Capable
B. Recruitment & Hiring		
10. Utilize the basic qualification standards and adhere to pertinent policies in recruiting and hiring teachers/staff	4.27	Capable
11. Create and train School Selection and Promotion Committee and train its members	4.10	Capable
12. Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers	4.10	Capable
C. Managing Performance of Teachers and Staff		
13. Assign teachers and other personnel to their area of competence	4.53	Very much capable
14. Assist teachers and staff in setting and resetting performance goals	4.39	Very much capable
15. Monitor and evaluate performance of teaching and non-teaching personnel vis-à-vis targets	4.29	Capable
16. Delegate specific tasks to help manage the performance of teaching and non-teaching personnel	4.29	Capable
17. Coach deputized staff as needed on managing performance	4.36	Very much capable
18. Create a functional school-based performance appraisal committee	4.26	Capable
19. Assist and monitor the development of IPPD of each teacher	4.19	Capable
Average Weighted Mean	4.28	Capable

On the HR Management and Professional Development as shown in the table it got an AWM of 4.28 interpreted as capable. The sub-indicator "Build a community of learners among teachers" under Creating a Professional Learning Community got the highest mean of 4.56 interpreted as Very Much Capable, while the sub-indicators "Create and train School Selection and Promotion committee and train its members" and "Recommend better ways and means to improve recruitment, hiring and performance appraisal of teachers" both under Recruitment and Hiring got the lowest mean of 4.10 interpreted as capable. Results proposed that school administrators are very much capable on building a community of learners from their teachers. Results further indicate that on ways to improve recruitment and hiring they are not very much capable as school administrators.

Table 5: School Management and Operations

Indicators	WM	Interpretation
A. Managing School Operations		
1. Manage the implementation, monitoring and review of the SIP/AIP and other action plans	4.46	Very much capable
2. Establish and maintain specific programs to meet needs of identified target groups	4.32	Very much capable
3. Take the lead in the design of a school physical plant and facilities improvement plan in consultation with an expert/s	4.42	Very much capable
4. Allocate/prioritize funds for improvement and maintenance of school physical facilities and equipment	4.49	Very much capable
5. Oversee school operations and care and use of school facilities according to set guidelines	4.44	Very much capable
6. Institutionalize best practices in managing and monitoring school operations thereby creating a safe, secure and clean learning environment	4.49	Very much capable
7. Assign/ hire appropriate support personnel to manage school operations	4.18	Capable
B. Fiscal Management		
8. Prepare a financial management plan	4.38	Very much capable
9. Develop a school budget which is consistent with SIP/AIP	4.52	Very much capable
10. Generate and mobilize financial resources	4.46	Very much capable

11. Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines	4.54	Very much capable
12. Accept donations, gifts, bequest and grants in accordance with RA 9155	4.20	Capable
13. Manage a process for the registration, maintenance and replacement of school assets and dispositions of non-reusable properties	4.24	Capable
14. Organize a procurement committee and ensures that the official procurement process in followed	4.44	Very much capable
15. Utilize funds for approved school programs and projects as reflected in SIP/AIP	4.54	Very much capable
16. Monitor utilization, recording and reporting of funds	4.54	Very much capable
17. Account for school fund	4.54	Very much capable
18. Prepare financial reports and submit/communicate the same to higher education authorities and other education partners	4.48	Very much capable
C. Use of Technology in the Management of Operations		
19. Apply Information Technology (IT) plans for online communication	4.18	Capable
20. Use IT to facilitate the operationalization of the school management system (e.g. school information system, student tracking system, personnel information system)	4.23	Capable
21. Use IT to access Teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines	4.13	Capable
22. Share with other school heads the school's experience in the use of new technology	4.29	Capable
Average weighted Mean	4.35	Very Much Capable

On the School Management and Operations as shown in the table it got an AWM of 4.35 interpreted as very much capable. The sub-indicators "Manage school resources in accordance with DepEd policies and accounting and auditing rules and regulations and other pertinent guidelines", Utilize funds for approved school programs and projects as reflected in SIP/AIP", "Monitor utilization, recording and reporting of funds" and "Account for school fund" all are under Fiscal Management got the highest mean of 4.54 interpreted as very much capable, while the "Use IT to access teacher Support Materials (TSM), Learning Support Materials (LSM) and assessment tools in accordance with the guidelines got the lowest mean of 4.13 interpreted as capable. Results signify that school administrators are very much capable in following the rules and regulations set forth by the government in terms of fiscal/financial management. Results further show that school administrators is not very much capable of using technology in the management of operations, this implies a lack of IT support to management and operation their respective schools.

Table 6: Creating a Student-Centered Learning Climate

Indicators	WM	Interpretation
1 Setting High Social & Academic Expectations		
1. Benchmark school performance	4.29	Capable
2. Establish and model high social and academic expectations for all	4.21	Capable
3. Create an engaging learning environment	4.32	Very much capable
4. Participate in the management of learner behavior within the school and other school related activities done outside the school	4.37	Very much capable
5. Support learners' desire to pursue further learning	4.40	Very much capable
6. Recognize high performing learners and teachers and supportive parents and other stakeholders	4.45	Very much capable
2 Creating School Environments Focused on the Needs of the Learner		
7. Create and sustain a safe, orderly, nurturing and healthy environment	4.53	Very much capable
8. Provide environment that promotes use of technology among learners and teachers	4.40	Very much capable
Average Weighted Mean	4.45	Very much capable

On Creating a Student-Centered Learning Climate as shown in the table it got an AWM of 4.45 interpreted as very much capable. The sub-indicator "Create and sustain a safe, orderly, nurturing and healthy environment" under Creating School Environments Focused on the Needs of the Learner got the highest weighted mean of 4.53 interpreted as Very Much Capable while the "Establish and model high social and academic expectation for all" under Setting High Social and Academic Expectations got the lowest weighted mean of 4.21 interpreted as capable. Results revealed that the school administrators were very much capable on creating school environments focused on the needs of the learner. Further revealed that schools administrators are not so much capable of setting high social and academic expectation. This implies that school administrators focused much on individual needs of the learners specifically on learning environment than social and academic expectation for all.

Relationship of Variables

Table 7: Relationship between the Profile of the School Administrators and the Performance of School

Variable	X ²	df	r-value	p-value	Interpretation
Age	----	----	.116	0.222	Accepted
Gender	107.188	108	----	0.504	Accepted
Current Position	330.253	324	----	0.393	Accepted
Highest Educational Attainment	428.929	432	----	0.533	Accepted
Training Attended	941.176	972	----	0.755	Accepted
Training Experiences	769.183	756	----	0.362	Accepted

As depicted in Table 7, it can be gleaned that age obtained an r-value of 0.116 which signifies a very weak relationship. Gender, current position, highest educational attainment, training attended, and training experiences got a chi-squared value of 107.188, 330.253, 428.929, 941.176, and 769.183, respectively. Their p-values reached 0.504, 0.393, 0.533, 0.755, and 0.362, respectively. These p-values were greater than 0.05 which means that there is no significant relationship between the profile of the school administrators and their school performance. This implies that the profile of the school administrators is not directly associated with their school performance.

Table 8: Relationship between the Management Capability of School Administrators and the Performance of Schools

Variable	Mean	SD	r-value	p-value	Interpretation
School Performance	92.63	5.80			
Management Capability of School Administrators	4.33	0.52	.038	0.693	Accepted

Relationship between the management capability of school administrators and their school performance is presented in Table 8. It can be gleaned from the above table that school performance had a mean of 92.63 and a standard deviation of 5.80. On the other hand, management capability of school administrators obtained an AWM of 4.33 and a standard deviation of 0.52. Their r-value and p-value reached 0.038 and 0.693, respectively. Their p-value is greater than 0.05 thus it is safe to say that there is no significant relationship between the management capability of the school administrators and their school performance. This implies that school performance is not linearly associated or dependent on the management capability of the school administrators. This is probably due to various areas to be considered in assessing school performance and just a portion of it is management capability of the school administrators.

CONCLUSION

The study aimed to determine the association of management capability of elementary school administrators and school's performance in elementary schools of Leyte Division in the Province of Leyte, Philippines. On how the school administrators rated themselves as to their management capability as administrators in terms of HR management and professional development; school management and operations; and creating a student-centered learning climate. From among the three "Creating a Student-Centered Learning Climate" got the highest average weighted mean of 4.45 interpreted as Very Much Capable, while the "HR Management and Professional Development" got the lowest average weighted mean of 4.28 interpreted as Capable. This implies that school administrators are very much capable in creating a student-centered learning climate and managing the school operations than human resources management and professional development as their management capability. Therefore, it could be concluded that school administrators are capable of managing the human resource, school's operations and learning climate. As to the performance of the school, Participation rate, cohort survival rate, promotion rate drop-out rate, repetition rate, and graduation rate obtained an average percentage rating of 96, 29, 90.74, 99.01, 3.20, 2.06, and 98.51, respectively described as superior. However, retention rate, transition rate, completion rate and teacher-pupil ratio got an average percentage rating of 87.07, 85.58, 88.70, and 3.33, respectively signifies as meeting standard. The study also revealed that the profile of the administrator does not have a significant relationship to the school's performance. Further, the management capability of the school administrators has no significant association with the school performance, it can be concluded that school performance is not linearly associated or dependent on the management capability of the school administrators. This is probably due to various areas to be considered in assessing school performance and just a portion of it is management capability of the school administrators. This implies that there is really a need to look into the meeting standard rating of the school performance indicators and proposed an intervention that would help improved the ratings of the identified indicators. Therefore, it could be concluded that the school performance of the schools has met the desirable performance that the schools should have. Further, it could be concluded that the schools have a very good performance overall.

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