



School-Based Management Practices and School Heads Transformational Leadership behavior their Effects on Teacher's Performance in Public Secondary School

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ABSTRACT

This study primarily was aimed to determine the school-based management practices and school heads transformational leadership behavior their effects on teacher's performance in public secondary school year 2020-2021. This study utilized descriptive correlation type of research a concerned with the description of the independent variable, which may be in the form of current practices, characteristics of groups of individuals as well as their behavioral patterns, attitudes and opinions and correlating them with quantitative dependent variables. The study involved six (6) school heads from public secondary schools in Plaridel Bulacan. Meanwhile, the teacher's respondents numbered 218 sample size of the participants. The findings of the study revealed a deviation from the usual studies stating the direct positive relationship between teachers' performance and school-based management level of practices. This study revealed that school teachers' performance has an impact on the school-based management level of practices but not to a significant extent, and those teachers' performance formed not a significant set of predictors for school-based management level of practices. In this regard, teachers' development programs such as In-Service pieces of training (In-Set) for Teachers, Learning Action Cell (LACs), and other capacity-building initiatives should not be anchored solely on the school heads' standards. Teachers' performances correlated positively with school-based management level of practices. It may be gleaned from the findings the importance of teachers' performance in the level of school-based management practices. Any improvement in teaching and learning practices, discipline strategies, and personal characteristics would definitely change to improve teachers' performance

Keywords: School-Based Management Practices, School Head Transformational Leadership Behavior, Teachers Performance

Introduction

School-based management describes a philosophy that makes quality the driving force behind initiatives of leadership, design, planning, and change supported by key elements of ethics, honesty, trust, teamwork, leadership, communication, and organization. The Department of Education came up with a detailed tool encompassing SBM in education, which is the Philippine Accreditation System for Basic Education (PASBE). Based on the concept of self-regulation and volunteerism and the judgment of peers, this program is meant to identify and improve school effectiveness and foster excellence at all levels of the educational system DepEd (, 2009). According to Domingo (2014), the desire to stimulate growth and development among public schools and encourage those with high standards to do even better is embodied in Public School Accreditation which is instrumental for School-Based Management in the school system.

The Department of Education had stepped up efforts to decentralize educational management, a strategy that supposes to improve and upgrade the school's quality. One of these efforts is the acceleration of the implementation of School-Based Management (SBM), a key concept of the Basic Education Reform Agenda (BESRA). This highlights the strategic importance of educating the people by participation in educational activities to improve the school (DepEd, 2009).

Moreover, school-based management practices are consistent with the support and realization of the country's educational goals and objectives which advocates that: (1) basic education is a right; (2) equal access to improve quality of basic education; (3) improved learning outcomes; and (4) engagement of community and local government stakeholders (DepEd, 2009).

Towards efficiency improvement among schools. The rule is simple so that each school can solve its problem in its own way. As the situation demands, the school principals as the highest rank and the school's direct boss then assume different management styles. School-based management functions as a system to localize the allocation and uses resources effectively in creating a management cycle with the school Herman & Hernan (2013).

Meanwhile, the transformational leadership of the school head is the influencing mechanism to motivate a group of people towards achieving common objectives. Numerous researches were conducted to see how individuals are outstanding in adopting a specific style of leadership.

The most prevalent academic problem in the Department of Education is the poor academic performance of schools. The schools face declines in their academic performance each year. While various factors are correlated with the academic performance of the student's one of them is the leadership of the school principals.

The position of the school head is seen as the first and foremost important person ensuring the school's effectiveness and efficiency in running the school. It also plays a key role in improving school results by educating and encouraging students, improving the atmosphere and environment in school.

School head transformational leadership behavior encourages higher levels of motivation and decision to the organization through the creation of organizational vision, engagement, and confidence among employees and facilitation of organizational learning.

Furthermore, at present, the level of teachers' performance, including and other personnel, is assessed through the Individual Performance Commitment and Review Form (IPCRF). These forms as a gauge of performance rating are utilized based on the Civil Service Commission (CSC) Memorandum Circular No. 06, s. of 2012 that sets the guidelines on the establishment and implementation of the Strategic Performance management obtained by government employees based on their specific job performance.

The rating scale involves the numerical rating adjectival rating and description of the meaning of rating. These items will include the Outstanding performance rating of 5, which represents: an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative. Employees at this performance level should have demonstrated exceptional job mastery in all areas of responsibility. Employee achievement and contributions to the organizations are marked excellence.

They were followed by a Very Satisfactory performance with a rating of 4, which exceed expectations of all the goals, objectives, and target were achieved above the established standards. Next is Satisfactory performance with a rating of 3, which is equivalent to performance met expectations in terms of quality of work, efficiency, and timeliness. The most critical annual goals were met. Then the Unsatisfactory performance with a rating of 2 is a performance that failed to meet expectations, and/or one or more of the most goals were not met. Then lastly is the Poor performance with a rating of 1, which is recorded to "have consistently below expectations, and/or reasonable progress toward critical goals was not made wherein significant improvement is needed in one or more important areas."

The overall rating/assessment of performance for the accomplishments shall fall within the following adjectival ratings and shall be in three (3) decimal points, namely: range, adjectival rating, such as 4.500 to 5.000, Outstanding; 3.500 to 4.499, Very Satisfactory; 2.500 to 3.499 Satisfactory; 1.500 to 2.499 Unsatisfactory; and Below 1.49, Poor.

DepEd, under the proclamation of the recently established Results-Based Performance Management System (RPMS), incorporates explicit accountability mechanisms. It rewards individual contributions in the planning and implementation of the annual implementation plan by school heads, teachers, and other staff. The formation of RPMS is an attempt to reinforce the SPMS, which was adopted in 2012, by strengthening its linkage to organizational goals and by cascading individual accountabilities to all levels.

The RPMS has significantly contributed to the government's goal of strengthening public accountability and ensuring the effective delivery of service to the Filipino people. DepEd evaluates and grants Performance-Based Bonus (PBB) to all bureaus or delivery units and employees who have worked diligently and have performed well according to their contribution to the achievement of the department's overall performance targets, which in turn, will determine the amount of PBB to be received for the current year.

The intent of this study was to determine the school-based management practices and school head transformational leadership behavior and their effects on teacher performance in public secondary school's school year 2020-2021.

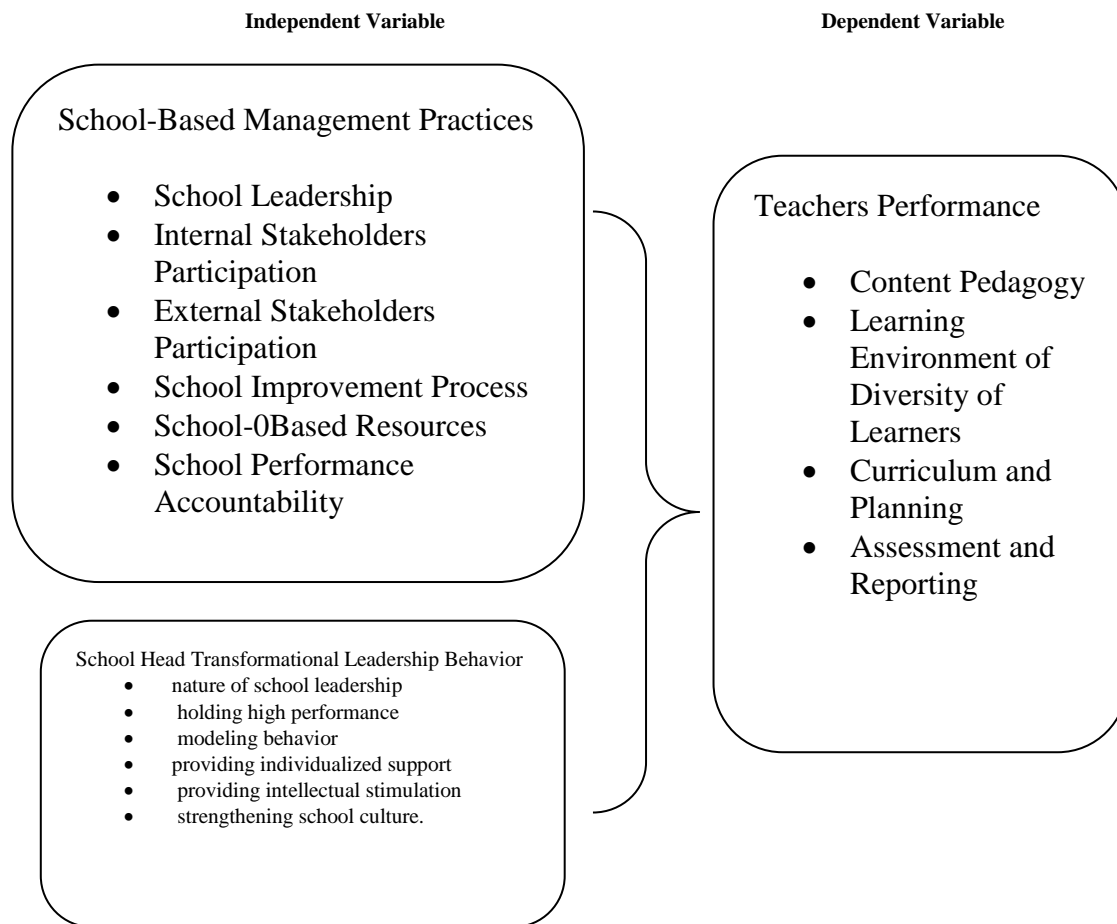


Figure 1. Conceptual Model of the Study

Statement of the Problem

This study primarily was aimed to determine the school-based management practices and school heads transformational leadership behavior their effects on teacher's performance in public secondary school year 2020-2021.

Specifically, this study was answered the following questions:

1. How may school-based management practices be described in terms of:
 - 1.1 Leadership;
 - 1.2 Curriculum and learning;
 - 1.3 Accountability; and
 - 1.4 Resource management?
2. How may school head transformational leadership behavior be described in terms of:
 - 2.1 nature of school leadership;
 - 2.2 holding high performance;
 - 2.3 modeling behavior;
 - 2.4 providing individualized support;
 - 2.5 providing intellectual stimulation and;
 - 2.6 strengthening school culture.
3. How may the teacher's performance be described in terms of:
 - 3.1 content and pedagogy;

- 3.2 learning environment diversity of learners;
- 3.3 curriculum and planning;
- 3.4 assessment and reporting?
4. Do school-based management practices significantly affect teacher's performance?
5. Does school head transformational leadership behavior affect teacher's performance?
6. What may management implications be drawn from the findings of the study?

Hypothesis of the Study

“School-based management practices significantly affect teacher's performance.”

“School head transformational leadership behavior affects teacher's performance.”

Methods and Techniques Used

This study utilized descriptive correlation type of research according to Geology Yu (2014), this method is concerned with the description of the independent variable, which may be in the form of current practices, characteristics of groups of individuals as well as their behavioral patterns, attitudes and opinions and correlating them with quantitative dependent variables.

According to Frankel and Wallen (2012). Descriptive research attempts to investigate the possible relationship among variables. It describes the nature and degree to which two or more quantitative variables are related. The researcher utilized a locally validated instrument as a primary data gathering tool, substantiated by extensive documentary analyses.

Respondents of the Study

The study involved six (6) school heads from public secondary schools in Plaridel Bulacan. Meanwhile, the teacher's respondents numbered 218 sample size of the participants.

Table 1

Respondents of the Study

| Name of School | School Head | Teachers | |
|----------------|-------------|------------|-----|
| | | Population | |
| A | 1 | 57 | 50 |
| B | 1 | 9 | 8 |
| C | 1 | 54 | 50 |
| D | 1 | 65 | 56 |
| E | 1 | 29 | 27 |
| F | 1 | 29 | 27 |
| TOTAL | 6 | 243 | 218 |

The researcher used purposive sampling, a non-probability sampling method, to determine the number of school heads. Because there are only six schools included in the study, all of the school heads of the said schools were decided to be included in the study.

The researcher used stratified random sampling to determine the number of samples from the given population of teachers' respondents. The number of samples drawn from a given population is determined using stratified random sampling. This sampling is a type of probability sampling technique that ensures that when generating the sample, there is an equal chance of selecting a representative of teachers and learners from within a specific stratum of the population.

Instrument of the Study

This study utilized two standardized instruments on school-based management practices: level of implementation and implications to school head transformational leadership behavior in public secondary school. The first instrument on transformational leadership behavior was tested by Valentino (2020) for its validity and reliability.

The instrument on school-based management was appraised in terms of School leadership, curriculum and planning, accountability, and resource management.

The second adapted instrument is the Revised SBM Assessment Tool embodied in DepEd No. 83, s. 2012. It was a 22-item questionnaire subdivided into the four SBM principles, namely: (1) school leadership; (2) curriculum and instruction; (3) accountability and continuous improvement; and (4) management of resources. 74 Respondents were asked to describe each indicator using a five-point Likert Scale with five as the highest with a verbal interpretation of Advanced and 1 with a verbal interpretation of Not Operating. This survey questionnaire was used to validate the level of understanding of the respondents with regards to the level of SBM practices they obtained by domain.

Meanwhile, teacher's performance was assessed using IPCRF in terms of content and pedagogy, learning environment of diverse learners, curriculum and planning, assessment, and reporting.

Data Gathering Procedure

This study followed the ethical guidelines for educational research. The researcher wrote a letter of request and endorsement to the Schools Division Superintendent. Upon the School Division Superintendent's approval, a letter of request to proceed was written addressed to the school principal. This study was implemented once the endorsement of SDS is secured and the following procedures were done. First, the participants were given a letter of consent. Second, the protection of the privacy of the research participants must be ensured by assigning codes to each participant instead of using a name. Third, all the data were collected by putting the materials in a secured envelope for the participants. Fourth, only the researcher and authorized persons were given access to the data. Fifth, the responses of the participants were properly coded, and no information about the participants was disclosed. Sixth, all collected data were analyzed using data analysis software. Seventh, reasonable requests for a copy of the terms of data handling transfer and destruction by the participant were respected. Eighth, data transfer through flash drive or any portable digital storage device was avoided to further keep the data collected safely. Ninth, raw data in digital format were destroyed once acceptable data results were attained by the researcher. Lastly, data safety was also observed on hardcopy data sources by providing an envelope with seals to ensure safety during transfer. All protocols and procedures were observed by the researcher to ensure that no respondents or participants will be endangered due to inappropriate handling of collected data.

Data Processing and Statistical Treatment

The data gathered was processed by computer system using the Statistical Packages for Social Sciences (SPSS). The following statistical tests are applied in data analysis:

1. The school-based management practices and school head leadership management was quantified using the following scale:

| Rating Scale | Range | Descriptive Evaluation |
|---------------------|--------------|-------------------------------|
| 5 | 4.50-5.00 | Excellent |
| 4 | 3.50-4.49 | Very Good |
| 3 | 2.50-3.49 | Good |
| 2 | 1.50-2.49 | Fair |
| 1 | 1.00-1.49 | Poor |

2. Teacher's performance was quantified in terms of four (4) IPCRF indicators interpreted as follows:

| Scale | Range | Descriptive Equivalent |
|-------|-------------|------------------------|
| 5 | 4.50 – 5.00 | Outstanding |
| 4 | 3.50 – 4.49 | Very Satisfactory |
| 3 | 2.50 – 3.49 | Satisfactory |
| 2 | 1.50 – 2.49 | Unsatisfactory |
| 1 | 1.00 – 1.49 | Poor |

Presentation, Analysis, and Interpretation of Data

This chapter specifically covers the presentations, analyses, and interpretations of the data collected in the study. For clarity and consistency in the presentation and discussion, the data are presented following the sequence of the six research questions stated in Chapter 1, to wit: (1) school-based management level of practices; (2) school heads' leadership management; (3) teachers' performance; (4) effects of school-based management; (5) effects of school heads' leadership management; (6) implications from the findings of the study.

School-Based Management Level of Practices

SBM level of practice was measured in this study using its domain, namely: gross, enrollment ratio, participation rate, cohort survival rate, completion rate, dropout rate, school leaver rate, retention rate, and transition rate.

School leadership as the first domain of SBM emphasizes that effective school leaders collaboratively create a vision and establish a climate for teachers, non-teaching personnel, and learners to reach their highest level of achievement. They follow the leadership framework of transformational leadership, which is the among the owning, co-owning, and co-creating framework. They use databases and analysis of best practices in education, society, and country to be responsive and proactive in changing schools to prepare children for the future in which they will live (DepEd Order No. 32, s. 2010).

Table 2

School-Based Management in Terms of School Leadership

| Indicators | WM | Interpretation |
|---|--------------|----------------|
| 1. In place is a Development Plan (e.g., SIP) developed collaboratively by the stakeholders of the school and community. | 2.830 | Advanced |
| 2. The development plan (e.g., SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities. | 2.920 | Advanced |
| 3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders. | 2.970 | Advanced |
| 4. A leadership network facilitates communication between and among school and community leaders for informed decision making and solving of school-community-wide learning problems. | 2.830 | Advanced |
| 5. Along program is in operation that addresses the training and development needs of school and community leaders. | 2.950 | Advanced |
| Weighted Mean | 2.900 | Advanced |

Table 2 revealed that the SBM level of practice of the schools included in the study in terms of the first principle (school leadership) is in Advanced level with a mean of 2.900. This level means that the schools at this stage are currently implementing practices relative to it that calls for further development to properly address the gaps between the delivery of services and the actual needs of the clientele—empowering school leadership to take charge of the management more independent by changing the dynamics of school administration from centrally managed model to more decentralized mechanism of independent schools. The participative management required of SBM structures means that authority is delegated from higher to lower levels Mosoge and Van der Westhuizen (2004) and entails major roles. The customary role of the school head has therefore changed under SBM as decision-making is shared among stakeholders. The current position of the principalship renders not only authority but also leadership to the incumbent. The indicator that marked the highest mean of 2.970 (Advanced) is the schools' organization of having a clear structure and work arrangements of the stakeholders. Two indicators marked the lowest means of 2.830 (Advanced), and these are: (a) the development plan (e.g., SIP) is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges, and opportunities. And (b) a leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community-wide-learning problems.

The principal Curriculum and Learning generally refers to the prescribed sets of competencies intended to be delivered through appropriate pedagogical strategies and instructional materials to achieve the desired outcomes.

Table 3 showed the SBM level of practice in terms of Curriculum and Instruction, and it was described as Advanced with a general mean of 2.550. Thus, the school respondents are generally practicing the basic practices of SBM with attempts to further enhance the areas regarding the effective implementation of the prescribed curriculum and teaching.

The contributing factors for Curriculum and Learning were the knowledge and skills that the students are expected to learn the learning standard they are expected to meet in their academic performance. According to Orlanda & Ventayen (2019), academic performance is an important indicator for a successful student. Thus, poor study habits of the student resulted and led them to poor academic performance Crede & Kuncel (2008). Another factor was the teachers who did not engage themselves in action research studies, innovations like the Continuous Improvement Plan, self-learning kit, and other intervention materials. Thus, the curriculum and learning of the school is the goal of the department, its existence. The school was built for formal schooling for learners and to be competitive in life. This is the reason why the curriculum usually changes in accordance with the needs of the students in the competitive world.

Table 3

School-Based Management in Terms of Curriculum and Learning

| Indicators | WM | Description |
|---|--------------|-----------------|
| 1. The curriculum provides for the development needs of all types of learners in the school community. | 2.620 | Advanced |
| 2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community. | 2.527 | Advanced |
| 3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem-solving. | 2.589 | Advanced |
| 4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community. | 2.510 | Advanced |
| 5. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation and the attainment of relevant life skills. | 2.527 | Advanced |
| 6. Learning managers and facilitators (teacher, administrator, and community members) nature values and environment that are protective of all children and demonstrate behaviors. | 2.512 | Advanced |
| 7. Methods and resources are learner and community-friendly enjoyable, safe, inclusive, and accessible and aimed at developing, safe, inclusive, and accessible and aimed to develop self-directed learners. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning. | 2.545 | Advanced |
| Weighted Mean | 2.550 | Advanced |

Among the seven indicators, the highest mean of 2.620 (Advanced) was recorded by the curriculum that provides for the development needs of all types of learners in the school community and the lowest mean of 3.02 (Advanced) regarding the learning systems that are regularly and collaboratively monitored by the community using an appropriate tool to ensure the holistic growth and development of the learners and the community.

Table 4

School-Based Management in terms of Accountability and Continuous Improvement

| Indicators | WM | Description |
|--|--------------|-----------------|
| 1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders. | 2.810 | Advanced |
| <i>Continuation of Table 4</i> | | |
| 2. Achievement of goals is recognized based on a collaboratively develop performance accountability system; gaps are addressed through appropriate action | 2.830 | Advanced |
| 3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanism are responsive to the emerging learning needs of the community, | 2.830 | Advanced |
| 4. Accountability assessment criteria and tools, feedback mechanism, and information collection and validation techniques and processes are inclusive and collaboratively develop and agreed upon. | 2.780 | Advanced |
| 5. participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as the basis for feedback, technical assistance, and recognition and plan adjustments. | 2.800 | Advanced |
| Weighted Mean | 2.810 | Advanced |

Accountability refers to the organization's commitment to delivering the mandated quality services within the bounds of the highest responsibility and integrity. Meanwhile, Continuous Improvement refers to the never-ending pursuit of seeking quality conditions, believing that time connotes new needs, thus a challenge to move forward each new day to cope with the ever-changing needs.

In terms of Accountability and Continuous Improvement in the SBM level of practice, Table 5 presented that the general description is Advanced with a recorded mean of. This level means that the school respondents are practicing activities involving internal and external stakeholders in the implementation up to the evaluation of school programs, projects, and advocacies. It is also a good manifestation that the respondent schools are in the attempt of refining their current practice to continuously improve their delivery of services to various clientele. According to Pelayo (2018), the stakeholders play an important role in managing the schools. They are the partners of the school leaders in making the schools conducive to teaching and learning. In crafting the School Improvement Plan, stakeholders are members of the working committee who look into their involvement in making the school a contributive to learning. The highest means were recorded by the two indicators, which are: the achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action 2.830 (Advanced), and the accountability system is owned by the community and is continuously enhanced to ensure that management structure and mechanism are responsive to the emerging learning needs of the community 2.830 (Advanced). The indicator that marked the lowest is the accountability assessment criteria, and tolls, feedback mechanism, and information collection and validation techniques and processes are inclusive and collaboratively develop and agreed upon 2.780 (Advanced).

Resource Management deals with the maximized use of available provisions in ones' organization. In the education setup, resources refer to both human and capital resources. Human resources mean the labor force, which includes school leaders, teachers, and other personnel. Capital resources involve structure, equipment, furniture, and others. Financial resources serve as the third one, which generally refers to funds of various sources. The school heads are responsible for utilizing and bringing together the various resources and allocating them to accomplish the general goals of the institution's NTI (2006). As they manage the resources right and in order will show the stages and progress of the school, its strengths and weaknesses. Okendu (2012) asserted the idea that the human and material resources are to be assembled together by educational administration within the school system for effective teaching and learning could not be over-emphasized. All materials and non-material factors that are necessary and are contributive to the attainment of goals of the educational institution are regarded as resources. The resources are the skeletons of the school, they keep moving towards the goals, and without them, every movement and objective of the school will fail down.

In table 5 showed the SBM level of practice in terms of Resource Management. It is generally described as Advanced with a mean of 2.940, which means that the respondent schools are currently practicing activities maximizing the organizational resources, of all possible forms, within the acceptable standards set by the higher authorities. The indicator that marked the highest individual mean is the regular resource inventory collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as a basis for resource allocation and mobilization 2.970 (Advanced). The lowest mean of 2.930 (Advanced) was shared by three indicators, namely: (1) regular dialogue for planning and resource programming that is accessible and inclusive, continuously engage stakeholders, and support implementation of community education plans;(2) in place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious appropriate and effective use of resources; (3) regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.

Table 5

School-Based Management in terms of Resource Management

| Indicators | WM | Description |
|---|--------------|-------------|
| 1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as the basis for resource allocation and mobilization. | 2.970 | Advanced |
| 2. A regular dialogue for planning and resource programming that is accessible and inclusive, continuously engages stakeholders, and supports the implementation of community education plans. | 2.930 | Advanced |
| 3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources. | 2.930 | Advanced |
| 4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders. | 2.930 | Advanced |
| 5. There is a system that manages the network and linkages, which strengthen and sustain partnerships for improving resource management. | 2.940 | Advanced |
| Weighted Mean | 2.940 | Advanced |

According to Deming (2012), School-based management is a process that involves individuals who are responsible for actually making decisions and implementing those decisions. Under school-based management, decisions are made at the level closest to the issue being addressed. When school-based management is working well, more decisions flow up through the system rather than down from the top. In a study conducted by the American Association of School Administrators, the National Association of Elementary School Principals, and the National Association of Secondary

School Principals, it was concluded that educational reform efforts would be effective and long-lasting when school-based management is based on the two fundamental beliefs that decisions should be made by individuals most closely affected by them, and when carried out by people who feel a sense of ownership and responsibility for the process.

Deming's model of leadership calls for a decreased level of organizational bureaucracy. His method provides the opportunity for all employees to participate in the decision-making process. He developed 14 principles based on the belief that people want to do their best, and it is the responsibility of the management to see to it that they do. In addition, he believes that managers must constantly improve the system in which they work and that everyone is intrinsically motivated to learn because nobody really wants to fail.

Table 6 presents the data gathered. The findings revealed that school-based management level of practice was recorded as Advanced with a mean of (2.80). It may be gleaned that the public secondary schools followed all the objectives to perform best in their schools.

School-Based Management Level of Practices

| Indicators | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| 0.5 – 1.49 (Developing) | 0 | 0.0 |
| 1.5 – 2.49 (Maturing) | 0 | 0.0 |
| 2.5 – 3.00 (Advanced) | 6 | 100 |
| | 6 | 100.0 |
| Mean = 2.80 (Advanced) | | |
| Std. Deviation = .39808 | | |

Transformational Leadership Behavior of School Head

School heads occupy a very important role in the organization. In the words of Bass and Bass (2008), they serve as a role model for teachers, inspiring them to commit to the mission of the organization, leading them towards greater productivity. In this light, the transformational leadership behaviors of school principals were looked into and described in terms of six indicators: nature of school leadership, holding high-performance expectations, modeling behavior, providing individual support, providing intellectual stimulation, and strengthening school culture.

The transformational leadership behavior of school heads in the District I, Schools Division of Bulacan, was assessed in terms of their nature of leadership, holding high-performance expectations, modeling behavior, providing individual support, providing intellectual stimulation, and strengthening school culture.

Table 7 presents the data gathered. The findings revealed that the general transformational leadership behavior of school head is High in terms of the nature of school leadership (3.74), holding high-performance expectations (3.63), modeling behavior (3.58), providing individualized support (3.82). Average transformational leadership behavior was recorded in providing intellectual stimulation (3.33) and strengthening school culture (2.89).

The school head is "high" in nature of school leadership was evident when they develop a widely shared vision for the school (3.59), give us a sense of overall purpose (3.90), communicates school mission to staff and students (3.95), building consensus about school goal and priorities (3.90) and consistent with schools goals and priorities (3.36).

In terms of holding high-performance expectations, the school head has high expectations from teachers (3.68), holding high expectations from students (3.95), expects to engage in ongoing professional growth (3.90), expects to become an effective innovator (3.00).

In terms of modeling behavior, the school head "high" modeling behavior was evident when they have a respectful tone for interactions with students (3.31), display energy and enthusiasm for their own work (3.95), open and genuine in dealing with staff and students (3.00).

On the other hand, in terms of providing individualized support, the school head provides resources to support professional development (4.00), takes opinion into consideration when initiating actions that affect work (3.95), encourages me to try new practices consistent with my own interest (3.95), and provides moral support by making feel appreciated in the contribution in school (3.40).

Moreover, in terms of strengthening school culture, school head shows respect for staff by treating as professional (3.40), encourage ongoing teacher collaboration for implementing new program and practices (3.00), distribute leadership broadly among the staff representing various viewpoints in leadership positions (2.54), ensures that have adequate involvement in decision making related to program and instruction (3.00), supports an effective committee structure for decision making (2.77), and provides an appropriate level of autonomy in decision making (2.63).

Table 7

School Head Transformational Leadership Behavior

| Indicators | Mean | Interpretation |
|---|-------------|-----------------------|
| Nature of School Leadership | 3.74 | High |
| 1. Developing a widely shared vision for the school. It excites us with visions of what we may be able to accomplish if we work together to change our practices/programs | 3.59 | High |
| 2. Give us a sense of overall purpose | 3.90 | High |
| 3. Communicates school mission to staff and students. Help us understand the relationship between our school's vision and the school sponsoring body or education department. | 3.95 | High |
| 4. Building consensus about school goals and priorities. Regularly encourages us to evaluate our progress toward achieving school goals. | 3.90 | High |
| 5. Consistent with school goals and priorities. | 3.36 | Average |
| Holding High Performance expectations | 3.63 | High |
| 1.Had high expectations for us as professionals | 3.68 | High |
| 2.Hold high expectations for students | 3.95 | High |
| 3.Expects us to engage in ongoing professional Growth | 3.90 | High |
| 4.Expects us to effective innovators | 3.00 | Average |
| Modeling behavior | 3.58 | High |
| 1.Sets a respectful tone for interaction with students | 3.31 | Average |
| 2. Displays energy and enthusiasm for own work. Demonstrate a willingness to change own practices in light of new understanding | 3.95 | High |
| 3.Is open and genuine in dealings with staff and students | 3.50 | High |

Teachers' Performance

Table 8 presents the data gathered. The findings revealed that the teachers' performance recorded Outstanding with a mean of (4.50). It may be gleaned that teacher exerts effort in professional growth and development and in complying the key results area of individual performance commitment review form.

Table 8

IPCRF Teachers Performance

| Indicators | Frequency | Percentage |
|--------------------------------|------------------|-------------------|
| 4.5 – 5.0 (Outstanding) | 95 | 81.8 |
| 3.5 – 4.49 (Very Satisfactory) | 19 | 16.3 |
| 2.5 – 3.49 (Satisfactory) | 2 | 1.7 |
| 1.5 – 2.49 (Unsatisfactory) | 0 | 0.0 |
| 1.0 – 1.49 and below (Poor) | 0 | 0.0 |
| Average | 116 | 100.0 |
| Mean = 4.50 (Outstanding) | | |
| Std. Deviation = .39808 | | |

Effects of School-Based Management Level of Practices on Teachers' Performance

In studying the school-based management level of practices on teachers' performance, the given hypothesis was tested "school-based management level of practices influences on teachers' performance."

Results of the regression analysis revealed that the four (4) indicators of teachers' performance correlated within to varying extents. This was shown by the obtained non-zero coefficient, which is efficacy for content and pedagogy (B-0.035), learning environment diversity of learners (B-0.271), curriculum and planning (B-0.271), assessment, and reporting (B-0.111). A closer look at the results would show that all four indicators on teachers' performance, namely content and pedagogy, learning environment diversity of learners, curriculum and planning, assessment, and reporting, revealed a positive

coefficient which means indirect effects on the independent variable (teachers' performance) to the dependent variable (school-based management level of practices). Analysis of the obtained Beta Coefficient, one could glean that the variable that exerts the highest efficacy was pupil/student outcomes (0.166) followed by curriculum and planning (0.161), assessment and reporting (0.159), and content and pedagogy (0.118). This means that the best predictor of teachers' performance is content and pedagogy. The results of the analysis of variance revealed an F value = 1.177 with an associated probability = .328. Since the P-value is lower than the alpha null hypothesis may be accepted. It may be concluded that the four teachers' performance did not exert significant combined effects on the school-based management level of practices.

Table 9

Regression Analysis of School-Based Management Level of Practices on Teachers' Performance

| Variables | Unstandardized Coefficients | | Standardized Coefficients | | |
|--|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | t | Sig. |
| (Constant) | 4.777 | 0.174 | | 27.388 | 0 |
| Content Pedagogy | 0.035 | 0.118 | 0.109 | 0.294 | 0.770 |
| Learning environment diversity of learners | 0.271 | 0.166 | 0.889 | 1.632 | 0.109 |
| Curriculum and Planning | 0.271 | 0.161 | 0.87 | 1.688 | 0.097 |
| Assessment and Reporting | 0.111 | 0.159 | 0.85 | 1.621 | 0.072 |

R-squared = 0.65

F-value = 1.177

p-value = .328

alpha = 0.05

Effects of School Heads' Transformational Leadership Behavior on Teachers' Performance

In conducting the study, it was hypothesized that school head transformational leadership behavior does not significantly affect teacher's teachers' performance. To determine the extent of influence of the school heads transformational leadership behavior on teacher's performance, the data were subjected to regression analysis.

Results of the regression in Table 10 revealed that the school heads transformational leadership behavior in terms of holding high-performance expectations and providing intellectual stimulation produced B coefficients of .581 and 0.26 with associated probability less than the significance level set at .05. The findings indicate that for every unit increase in holding high-performance expectations and providing intellectual stimulation could generate .412 and .562 increases in teacher's performance. The obtained Beta coefficients of .412 and .562 indicate that holding high-performance expectations and providing intellectual stimulation exerts the greatest influence on teachers' performance of teachers. The factors "nature of school leadership," "modeling behavior," "providing individual support," and "strengthening school culture" also contribute to teacher's performance but not to a significant extent. The obtained F-value of 1.820, which was found significant at .05 alpha, indicates that the school head's transformational leadership behavior formed a very significant set of predictors for the teachers' performance of teachers in Plaridel, schools division of Bulacan. The best predictor's moreover, holding high-performance expectations and providing intellectual stimulation.

Table 10

Regression Analysis of School Head Transformational Leadership Behavior on Teachers Performance

| Variables | Unstandardized Coefficients | | Standardized Coefficients | | |
|--------------------------------------|-----------------------------|------------|---------------------------|--------|-------|
| | B | Std. Error | Beta | t | Sig. |
| (Constant) | 45.559 | 16.705 | | 2.728 | .072 |
| Nature of school leadership | -1.049 | .667 | -.658 | -1.570 | 0.399 |
| Holding high performance expectation | .581 | .699 | .412 | .831 | .467 |
| Modeling behavior | -.407 | .491 | -.260 | -.830 | .467 |
| Providing individual stimulation | -.628 | .535 | -.562 | -1.174 | .325 |
| Providing intellectual stimulation | .026 | 1.543 | .018 | .017 | .988 |
| Strengthening school culture | -1.330 | .859 | -.845 | -1.547 | .220 |

R-squared = .916

F-value = 1.820

p-value = .072

alpha = 0.05

It may therefore be helpful for school heads to have high-performance expectations from teachers' performance and students and providing intellectual stimulation as well as expectations of becoming successful innovators in the school community to further improve teachers' performance.

Pedagogical Implications are drawn from the Findings of the Study

There are numbers of implications drawn in this study, to wit:

1. **On School-Based Management Level of Practices on School Head Transformational Leadership Behavior.** This study disclosed that school heads' transformational leadership behavior had a combined significant impact on the SBM level of practices. Furthermore, the study found out that the school heads' transformational leadership behavior formed a very significant set of predictors for the SBM level of practices of the schools. In line with these findings, since transformational leadership behavior of the school heads are good predictors in the improvement of SBM level of practices, continuous capacity-building programs, such as pieces of training, seminar, workshop, and the like, for the school heads on matters.
2. **On School-Based Management Level of Practices on Teachers Performance.** The findings of the study revealed a deviation from the usual studies stating the direct positive relationship between teachers' performance and school-based management level of practices. This study revealed that school teachers' performance has an impact on the school-based management level of practices but **not to a significant extent**, and those teachers' performance formed not a **significant set of predictors** for school-based management level of practices. In this regard, teachers' development programs such as In-Service pieces of training (In-Set) for Teachers, Learning Action Cell (LACs), and other capacity-building initiatives should not be anchored solely on the school heads' standards.
3. Teachers' performances correlated positively with school-based management level of practices. It may be gleaned from the findings the importance of teachers' performance in the level of school-based management practices. Any improvement in teaching and learning practices, discipline strategies, and personal characteristics would definitely change to improve teachers' performance.

Conclusions

In the context of the foregoing findings, the researcher draws the following conclusions:

1. The school-based management level of practices influences teachers' performance.
2. Transformational leadership behavior of school heads affects teachers' performance.
3. Teacher's performance in public secondary schools in Plaridel Bulacan, Schools Division of Bulacan is Outstanding.
4. A number of implications were drawn from the findings of the study that will further strengthen the level of implementation of school heads' leadership skills and teachers' performance and their effects on the school-based management level of practices.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are hereby submitted:

1. That the transformational leadership behavior of the school head can be improved from average to very high, these findings may need to be disseminated as the foundation for future research.
2. Those school heads hold high-performance expectations from the teachers and students provide intellectual stimulation, as well as expectations to become effective innovators in the school community.
3. The Individual Performance and Commitment Review Form (IPCRF) and Office Performance Commitment Review Form (OPCRF) are the validation of the performances of the DepEd people and of the school. The validation of the performance through a series of documents on what the person had done in promoting the best academic improvement among students and the best management of the organization. In such a manner, the school should have a space for all the accomplishments of the school, the different activities documented, the contests students and teachers participated in, the people who visited the school; the school's programs and projects if there is any, research, improvement program, achievement plans, and its implementation and many more that the school is doing for the students learning achievements.
4. That the performing teachers may with their demonstrated outstanding level of performance in the workplace should work hand in hand to further improve the school as part of advocating quality improvement.
5. Teachers are the backbones of the school. They are the key players in the teaching-learning situation and achievement of the pupils and of the school. Through them, it is expected that the educational institution is growing and developing to what is expected. Comparing them to any materials that are needed to be utilized, teachers should also be clean, sharpen, and useful pieces of training, seminars, and graduate courses. They are expected to guide by school heads as to their methodology and teaching skills. With the engagement significantly to the programs and

projects of DepEd and commitments to work wonders to the learning achievement of the pupils, the school shall soar high, meeting its philosophical goals.

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