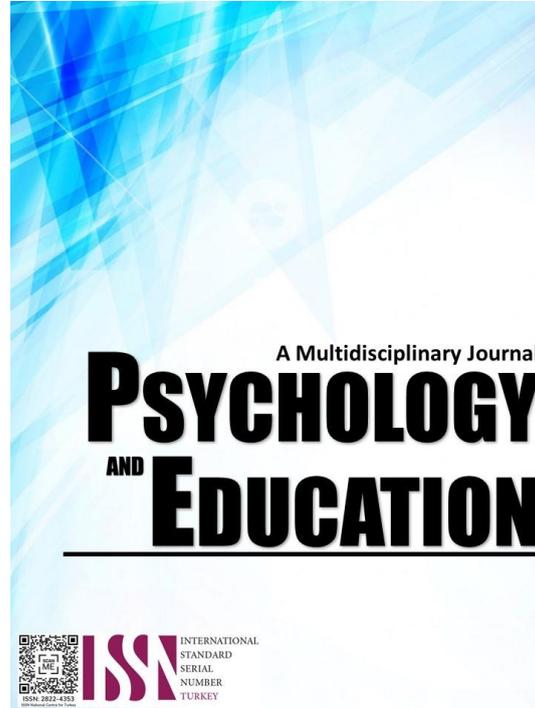


EDUCATIONAL MANAGEMENT PRACTICES AMONG SECONDARY SCHOOL ADMINISTRATORS



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 10

Pages: 534-552

Document ID: 2023PEMJ879

DOI: 10.5281/zenodo.8126327

Manuscript Accepted: 2023-7-7

Educational Management Practices Among Secondary School Administrators

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Abstract

This study concerns the school administrator's management practices for the School Year 2020–2021 in the Province of Pangasinan. Specifically, this study focused on school administrators' extent of educational management practices along with core behavioral competencies and leadership competencies. It looked into the profile of the respondents in terms of age, sex, highest educational attainment, number of years as a school administrator, number of teachers supervising, teaching, relevant training and seminars attended and their OPCR rating, the school administrators' extent of educational management practices along the core behavioral competencies and leadership competencies, a significant difference in the school administrators' period of educational management across the profile variable and the effective relationships between the school administrators' time of educational administration and the profile variables. To address the preceding problems raised in this study, data analysis and interpretation of data were used as statistical measures. These are the frequency counts (f), and percentage (%), the average weighted means (AWM), the Analysis of Variance (ANOVA), and Pearson Product Moment of Coefficient Correlation. Based on the analysis and interpretation of data, the following salient findings were brought forth: A more significant number of the respondents belong to the age bracket 31-40 years old, 81 or 37 percent. The extent of school administrators' educational management practices concerning the different management practice is Very Extensive, as indicated by each management practices with an overall weighted mean ranging from 4.47 to 4.58 with a grand overall weighted mean of 4.51, which were described as Very Extensive. Based on the study's findings, the following conclusions were drawn: (1) The respondent school administrators widely vary in their profile and at particular and are distinctively female-led groups of school administrators. The school administrators' extent of management practices is dependent upon or affected or caused by the highest educational attainment and number of relevant pieces of training at the division and regional levels. Based on the findings in this study and the conclusions drawn, the following are now recommended: (1) School administrators should take the initiative to pursue the highest educational degree, which is the doctoral degree, and should undergo professional upgrading through a higher level of training, and seminar workshops. (2) The school administrators should elevate and raise capabilities approaches to excellent performance in their management practices by being innovative and transformative school leaders. (3) Further research should be conducted to determine the school administrator's performance in their management practices from another perspective.

Keywords: *educational management, management practices, school administrators, secondary, leadership competencies, behavioral competencies*

Introduction

School management is the challenging and uncompromising responsibility of an effective school leader. Considering the invaluable roles of an administrator, they often get overwhelmed at work due to the many things that they have to settle every day which include making curriculum, managing teachers and employees, maintaining inventory, handling students and parents, and financial management. Management practices among school administrators will improve the quality of education in our country. The management practices of the school administrators may influence the success of implementing a school management plan. How managers motivate, guide, and handle staff members involved in implementing school management planning may contribute to the success or failure of such an implementation. Gonzalez (2017) said that educational management practices among school

administrators in schools influence their planning, predicting changes, and managing. As school managers, they can also take advantage of the existing threats, turn them into options and use all school resources to utilize the opportunities by recognizing environmental favorable and unfavorable conditions controlled by them.

The term management practices among school administrators refer to the school leadership, fiscal and material resources management, instructional supervision, human resource management and development, stakeholders and linkages collaboration procedures, style, and strategies principals use to manage schools. Effective school administrators' management practices create an environment that is conducive to both teaching and learning. On the other hand, ineffective school administrators' management practices often create disorganization. School Administrators were often faced with some challenges from teachers, students, parents, stakeholders, or even



the entire community which made them discover new ways of dealing with the situations. The school setting has an evolving nature, and school administrators have responsibilities as they are required to create a safe learning environment for students and teachers. This is an overwhelming responsibility though it is not impossible. The interaction between the teachers and students, or a group of students, is hindered due to various internal and external factors within a learning context. These factors enable teachers to use and apply some specific skills and strategies to maintain order and stability within the school environments. In most cases, school administrators' management practices may not help or may not be necessarily suitable for all school environments, where they must learn to be selective and to use the most appropriate strategic management approaches. School principals can enhance the success of their management techniques when they combine them with other practices to overcome challenges in managing schools (Chang, 2017).

Every school administrator's goal is to ensure the high performance of students and faculty in achieving the school's mission and vision. High performance requires the effective use of organizational resources through the leadership functions of planning, organizing, leading, and monitoring. Examining the school administrator's four leadership functions provides an incomplete picture of the school administrator's job. Researchers who observed school administrators on the job identified three characteristics of a school administrator's role: school administrators achieve a heavy workload at an unrelenting pace; school administrators' activities are varied, fragmented, and brief; and school administrators prefer oral communication. To perform these functions and roles, school administrators need three skills – conceptual, human, and technical. Conceptual skills are more critical at the top of the school district's hierarchy; human skills are essential at all levels; and technical skills are more critical for first-line supervisors, such as department heads and team leaders. Studies of effective school administrators reveal that the primary reason for school administrators' failure is the inability to deal with people. Effective school administrators engage in two categories of task dimensions. One type includes managerial tasks generally associated with the role of the school administrators– creating and enforcing policies, rules and procedures, and authority relationships. On the other hand, another category called - building cultural linkages which includes establishing behavioral norms, using symbols, instituting rituals, and telling stories, is designed to create the cultural foundations of school excellence. Excellent principals also have excellent people skills.

Latorre (2013) stated that school administrators' management practices are a multi-faceted construct that includes instructional management and supervision, school leadership, fiscal/material resources management, human resource management and development and stakeholder linkages and collaboration. Instructional management includes monitoring the classroom teaching-learning processes, structuring daily routines, and allocating materials. The manners in which these tasks are managed contribute to the general school atmosphere of school administrators' management practices. Sarbah (2014) has mentioned in his study that orderly and disorderly school concepts, such as smoothness and momentum of instruction, were consistently found to be characteristic of a well-planned lesson, to some extent, prevented off-task behavior. It is, therefore, worth noting that student misbehavior is a global problem that requires a teacher with excellent management strategies to guard against all misbehaviors to be in a better position to achieve the educational goals set for the school. On the other hand, a Principalship is a critical management skill involving encouraging a group of people toward a common goal. Leadership concentrates on the progress of followers and their needs. Managers who met out evolutionary management style center their attention on the development of the value system of employees, their motivational, and moralities with the enhancement of their skills ensuring significant impact both to the manager and employee. Ilembe (2014) pointed out different management practices of a school principal, including initiative, consideration, and participatory management structure, which are effective for establishing a schoolwide vision of commitment to high standards and success. The initiative structure of administration is the extent to which a principal defines managers and group member roles, initiates action, organizes group activities, and determines how tasks are to be accomplished by the group. A leader in this structure defines his goals and facilitates group movement toward them. This management practice warrants the leader to make the conclusion and exploit the followers to agree on how the school should operate. A leader of this sort does not have confidence in any group member.

The role of the school administrators is to provide leadership, and direction ensures that various departments and groups within the organization work together. Therefore, coordination within the school brings harmony in carrying out different tasks and activities to achieve the organization's objectives. The school administrators' focus should be to develop and maintain effective academic programs and to promote the improvement of teaching and learning



within their school. The simple fact is without influential leaders, educational progress and goals will be very challenging to achieve. Absent attention to that reality, we are in danger of undermining the very standards and goals we have set for ourselves. Fortunately, we have a decade of experience and new research demonstrating the critical importance of leadership for school principals and documenting an empirical link between school leadership and student growth. According to Amoli (2016), one of the topics that have received increasing attention in the last two decades is the need for and importance of educational transformations and changes. Identifying and recognizing the starting point of this transformation and management success factors attracted much attention. This study investigates the extent of management practices among school administrators in an educational complex. It is therefore considered that management practices may be proposed in the schools as institutes where human beings are their main input and outputs, which indicates the best options for the implementation of management practices. The added values of schools are knowledge, skill, and awareness, which require purposeful scientific planning to change into a high-performing school. Management practices among school administrators in the school influence their planning, predicting changes, and managing. They may also take advantage of the existing threats, turn them into options, and use all school resources to utilize the opportunities through recognizing environmental opportunities. Putting everyone in a suitably determined position encourages staff to perform their jobs and duties properly and motivates them.

The use of management practices in many areas has increased the efficiency of institutions and centers, which plays an influential role in their success. Education is one of the essential topics in education; therefore, much research has been done on developing management practices at educational centers. The impact of the management practices on the educational system includes content, teachers' capabilities, teaching methods, assessment of academic achievement, material resources, fiscal management, human resources management, stakeholders, and linkages collaboration. (Shahab, 2010) In the Philippine educational systems, management practices allow school administrators to act reactively and proactively to welcome the future and look at humans, technology, and the environment. On the contrary, to influence, develop moral character, discipline, and acquire knowledge for survival. With management practices, the dreamt for our offspring, grandchildren, and next generation is to have and should be defined

by partnership and collaboration with a wide range of educational partners, including beneficiaries, community partners, and concerned stakeholders. The learning systems could be developed for making such a future. In other words, the image of an ideal educational system should prioritize, and then an agreement is achieved through technical review, analysis, and successive modifications. Through investigating strengths, weaknesses, and current opportunities and threats inside and outside the organization, the status of the educational system is recognized (Toorani 2012). The comparison between desired and existing situations clarifies the educational systems' needs related to the results, including products, outputs, and outcomes; at the same time, sub-requirements were measured about the relationship between input and processes. Operational programs develop and implemented after distinguishing the needs (targeted educational goals or performance criteria) and quasi-needs (sources, methods, techniques, and procedures) (Latorre & Blanco, 2013). Strategic thinking is the prerequisite for strategic management planning. Strategic thinking means reasonably thinking on three levels, namely beyond the macro and micro scale. With such thinking, even if our action will be on the macro level (classroom or educational institute), it is, therefore our thinking conveys to citizens in society beyond the macro level scale the essence of independence and work management leaders. Strategic thinking states that reasoning beyond the macro level and acting on the micro level may lead to consistently improving the organization. In strategic planning, when we want to define educational system results (destination), by considering the mentioned three levels, an image of the desired citizens in society beyond the macro level comes to mind. Characteristics of self-maintenance, self-reliance, self-confidence, discipline, hardworking, rationalism, aesthetics, innovation, environmental protection, respecting for international peace, honoring the cultural and ethnic heritage, pleasure of reading, increasing productivity and competitiveness are emphasized in this level and can be used in designing learning system and curriculum. The macro level as a teaching-learning goal serves as performance written criteria for each target. In planning the teacher training system, appropriate training procedures be highlighted and given to help teachers teach in the classroom (micro level) as objective evidence to change quantified schools into qualified schools. School planning is not by chance or by accident; we can also consider it an effort or process. Therefore, process-based management tries to add strategic planning to the daily performance of comprehensively (Okwukweka 2015).

Educational management practices involve the formulation and implementation of primary goals and initiatives taken by the school administrator based on the consideration of resources and assessment of the internal and external environments of school activities as planned and implemented. Management practices provide overall direction to the organization and involve specifying the organization's objectives, developing policies and plans designed to achieve these objectives, and allocating resources to implement the strategies. Additionally, educational management practices are also a process that leads to creating and strengthening different ways of doing things to enhance effectiveness and efficiency to attain equity and relevance of scholarly activity (Fardar, 2010). Moreover, education systems have undergone a long process of restructuring, from a past deeply rooted model of educational management to a strategic management model focused on the future. The changing scenario needs to be reviewed to explore sustainability, improvement, and a priority objective in educational management. Changes are focused on progress for sustainability and on the educational establishment itself. There are findings of research at both national and international level that has a growing consensus on research about the existence of certain key elements necessary to achieve this sustainable improvement. The presence of certain vital features is essential to achieve this sustainable improvement, the Educational Management Practices among school administrators and Effective Educational Leadership are helpful enough to strengthen its goal. On the other hand, school administrators often view leadership and management as two different roles. Still, most effective principals know how to integrate the two, while successful principals learn to seamlessly blend their roles as managers and leaders and understand the importance of both tasks. School leadership has become a priority in education policy agendas internationally. It plays a crucial role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential to improve the efficiency and equity of schooling (Bell, 2012).

Bogdan (2014) said that leadership includes both manager and teacher professional ethics is expressed within various theories of ethical leadership in education that respond to cultural imperatives in differing societies. Educational management must be responsive to both global and local changes due to technological developments that directly impact both teaching and learning. Changes in the curriculum regarding pedagogical and assessment practices enable

leaders to focus and innovate something parallel to a vastly changing environment. It is in how educational management as a discipline evolves to effectively meet the needs of educational systems contingent upon the challenges derived from technological, social, cultural, and economic changes. This will sweep the globe in the first decades of the 21st century and determine the effectiveness and efficacy of strategic management practices in the future. Furthermore, effectively and innovatively managing change is the primary challenge facing educational management locally, regionally, and globally in the decades ahead. According to Carter (2016), educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system. Education equips knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an ecosystem of professionals in educational institutions. It comprises stakeholders, principals, teaching staff, non-teaching staff, administrative personnel, and other scholarly professionals working together to enrich and enhance. At all levels of the educational ecosystem, management is required; this involves the planning, organizing, implementation, review, evaluation, and integration of an institution.

School administration systems, especially school managers, teachers, educational programs, support systems, and the physical structure of the school, have been focused on during the school educational reforms since the 1990s. School management has been studied by many researchers as one of the most crucial factors that affect student achievement. In addition, the earlier study on leadership (Chang, 2018) indicates that the school atmosphere and student achievement have been affected by instructional and educational leadership. According to the study, school managers give more importance to administration jobs than educational leadership. On the other hand, (Ates, 2013) conducted meta-analysis studies in different countries to examine the effect of educational leadership an academic success and to solve this contradiction among researchers. As a result, his research proved that school educational leaders influence academic success. Furthermore, research on school management systems, distributed powers, decentralized structure, management, programs, and mandatory standards developed concerning education; constant systems, monitoring, evaluation tools, provide a high level of individual responsibility are the being fore issues to establish on effective school management system.

School administrators shape teacher's development, determine the educational goals of the school, direct educational applications to achieve educational objectives, make recommendations on the regulatory practices of teachers' methodology, find solutions for the problem between teachers and the classroom, take measures to ensure the motivation of teachers to improve the quality of education. Train teachers to become empowered as well. The primary duties of school administrators are to develop the learning environment at school, fiscal and material management, collaborate with stakeholders, linkages, school leadership, and instructional supervision to ensure the development of teaching methods for teachers (Cranston, 2014). Some of the essential qualifications of effective school administrators can be identified as strategic management and leadership, training and education, managing human resources, managing the fiscal and material resources, providing organizational development, managing change, getting life-long learning as a basis, making overall management, developing themselves, and others, being directive, establishing and developing relationships with linkages and stakeholders, improving organization, managing school, and being effective while using financial resources. Some countries have improved more qualifications for school managers, such as being a teacher with experience in a specific period, having postgraduate education, having participated in the school-level certification programs, having worked as a deputy the undertaken position, and in school management. School is an open system, which is highly interactive with its environment. For this reason, one of the features of school administrators is to establish strong relationships with the environment. School managers spend time on social activities and relationships in the community. One of the essential features of a school manager is to share authority with deputies and other officials in the proper ways. The collaborative and participatory leadership approach for the development and success of the school should be the basic behavior features of the school manager that will serve as a herculean task for every school leader (Faiz, 2015).

The programs that are prepared to train school administrators to enclose theoretical background, case studies, personal behaviors, working with advisors, personnel management and development, communication skills, designing a unique project for the school, administration, preparing, and implementing strategy, managing the change, and problem – solving could be an avenue to attain progress. Some countries carry out leadership training for school administrators, like project leadership, team

leadership, school leadership, and strategic leadership. The school administrators who took leadership programs can be more effective and efficient for them as educational leaders. While education is re-defined as a concept, system, structure, and process, the education system components also have entered a structural transformation. While the school is defined at the center as a fundamental change agent in information societies, students were defined as strategic human resources, the school managers described as strategic transformation leaders, and parents were strategic partners. Therefore, teachers should define as strategic education leaders. (Moeng, 2014). In other words, teachers are trained for their empowerment and the creation of reforms to any aspect of society.

The schools, as open systems, have been operated under different names and constitute the basis of the formal education system since the beginning of social life. One of the outputs of the school system is to increase student achievement with high-quality education and good management of the process. According to the reports prepared based on international examinations and other studies on education, they were stated that school managers and teachers are the most critical factors for success in comparison with the other factors that contributed to the system. Education managers and planners must consider having well-trained school administrators and teachers while preparing strategic plans, targets, and projects on education to obtain better success and higher productivity and increase the quality of education (Gorospe, 2016). The education system is not only a social system but the only way to educate the workforce about other social systems, such as the legal system, economy, policy, security, and others, and the primary approach to transmit common culture to the next generations to provide eternity of nation as well may regard reformation and structural improvement. The success of this system is the success of the community. The school administrators, who are the cornerstones of success, should be chosen systematically, well trained, developed, and continuity should be provided. They should keep track of our era and follow the changes and developments to introduce the next generations to realize improvement and better quality.

School administrators should take some special education courses, such as theoretical basis, system management, education planning, decision-making process, organization, communication, motivation, supervising, and evaluation, usage of resources, personal behaviors, human resource management and

development, preparing a particular project for schools, preparation and implementation of strategy, management of change, problem-solving, and information management with case studies. A successful school is about much more than teaching. While good teaching and learning are crucial, the administration that underpins them is vital to providing a well-rounded education that encompasses the whole child. Effective administration and operations support an education that goes well beyond imparting knowledge. Elisheva (2016) said that leadership and management in the education system play a prominent role. Since leadership and management in education are insufficient to their appropriate level, the best practice — is an experience that has already been used. Practicing management and leadership qualities in the education system gives good results in your work, and you can put it into practice.

Leadership and management are directly related to development, as they bear positive change, move forward, and lead the internal development of the human system. We are talking about the development of the education system. It must necessarily be planned, organized, controlled, and led. To grow, we need to use some experience, but changes occur when we make a transformational change — changing something completely. The researcher has come across a similar study regarding the extent of educational management practices among school administrators in Pangasinan. The result of this study may help improve the educational management practices among school administrators in Pangasinan. This undertaking, therefore, can be considered a blueprint of new knowledge and an additional document to the existing knowledge for the variable involved in the study. It is in this context that the researcher decided to conduct this research. The researcher of this study determined the extent of educational management practices among school administrators in Pangasinan during the school year 2020 – 2021, along with core behavioral competencies and leadership competencies, which include self-management, professionalism, ethics, result focus, teamwork, service orientation, innovation, leading people, people performance management, and people development.

Research Questions

This study determined the level of educational management practices among school administrators in Pangasinan during the school year 2020–2021. Specifically, this study would answer the following questions:

1. What are the profile variables of the school administrators in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 highest educational attainment;
 - 1.5 number of years as Principal;
 - 1.6 number of teachers supervising.
 - 1.7 relevant pieces of training/seminars; and
 - 1.8 OPCR rating?
2. What is the extent of educational management practices among school administrators along:
 - 2.1 Core Behavioral Competencies
 - 2.1.1 self-management;
 - 2.1.2 professional ethics;
 - 2.1.3 result in focus;
 - 2.1.4 teamwork;
 - 2.1.5 service orientation; and
 - 2.1.6 innovation?
 - 2.2 Leadership Competencies
 - 2.2.1 leading people;
 - 2.2.2 people performance management; and
 - 2.2.3 people development?
3. Are there significant differences in the extent of educational management practices among school administrators across their profile variables?
4. Are there significant relationships in the extent of educational management practices among school administrators and their profile variables?
5. What enhancement program can be formulated, developed, and implemented to improve the educational management practices of school administrators?

Methodology

Research Design and Strategy

The researcher used a descriptive method of research concerned with the description of data and characteristics from a population. The goal was to acquire factual, accurate, and systematic data that can be used in averages, frequencies, and similar statistical calculations, and to answer the problems in this study. This study determined the scope of educational management practices among school administrators. The researcher employed this method to gain more realistic and valid information regarding the extent of educational management practices among school administrators. The Descriptive survey method is a method that surveys, describes, and interprets what is.



It reveals a condition relationship that exists or does not exist, practices that prevail or do not prevail, and beliefs or points of view. Descriptive research can be either quantitative or qualitative. This may involve collections of quantitative information which can be tabulated along a continuum in numerical forms, such as scores on a test or the number of times a person chooses to use a specific feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizing, tabulating, depicting, and describing the data collection (Glass & Hopkins, 1984).

A descriptive method of research will be used in the study. Good and Scates (1991) defined the descriptive method of analysis as a method for gathering evidence relating to the current or present conditions concerning the nature of a group of persons, number of subjects, or class of events, and may involve the procedure of introduction analysis, clarification, enumeration of measurement. Descriptive analyses can involve a one-time interaction with groups of people (cross-sectional study), and a study might follow individuals over time (longitudinal study). Descriptive studies, in which the researcher interacts with the participant, may involve surveys or interviews to collect the necessary information. Descriptive analyses in which the researcher does not interact with the participant include observational studies of people in an environment and studies involving data collection using existing records. Descriptive studies are usually the best methods for collecting information that will demonstrate relationships and describe the world. These studies are often done before an experiment to know what specific things to manipulate and include in an investigation. Bickman and Rog (1998) suggest that descriptive studies can answer questions such as “what is” or “what was.” Experiments can typically answer “why” or “how.” Gay (2012), descriptive research is also called survey research which collects numerical data to answer questions about the correct status of the subject of the study, and also involves data to test hypotheses or to answer questions about the people’s opinion about some topic or issue. This defined descriptive research as involving a collection of data to answer questions concerning the status of the subject of the study.

Data Gathering Tool

The researcher used a questionnaire checklist instrument specifically made explicitly for the study based on the Office Performance Review and

Commitment Form (OPCRF) constructed problems, writers’ experiences, and observations as a school administrator, and reinforced by readings, informal interviews, and conversations of people. Questionnaires were validated by five (5) experts: an Adviser, School Administrator, Program Specialist, Education Program Supervisor, Professor of Educational Management, and Professor of Research and Evaluation. The suggestions were incorporated in the final draft. The questionnaires been finalized after their approval by the examination committee. The main objective of the validation was to ascertain that every question is clearly understood and within the experience of the actual respondents of the study. Furthermore, the questionnaire was validated by School Administrators, Program Specialists, and Program Supervisors, and ensures that the respondents would not find difficulty in answering the questionnaire and data to be gathered would be valid and reliable.

Data Gathering Procedure

Before administering the research instrument, permission was secured from the Schools Division Superintendent of Pangasinan I and Pangasinan II. The researcher personally distributed and administered the questionnaires to all school administrators in Pangasinan. Likewise, the researcher personally retrieved the same questionnaires. To ensure the highest degree of objectivity of answers, responses, and data obtained were kept confidential by the researcher. The respective respondents of the institutions were informed and oriented by the researcher regarding the purpose of the study.

Results and Discussion

Profile of the Respondents

Some variables related to the profile of public secondary school administrators and teachers of Pangasinan I and II herein considered. Such variables included age, sex, civil status, highest educational attainment, length of service as principal, number of teachers supervising, pieces of training, seminars, and OPCRf rating.

In this study, the public secondary school administrators, and teachers of Pangasinan I and II were taken as respondents. They were categorized according to certain variables.

Table 1. Profile of the Respondents $N = 221$

Profile Variables	Variable Category	Frequency	Percentage
Age	21-30	6	3%
	31-40	81	37%
	45-50	74	33%
	51-60	49	22%
	61 years and above	11	5%
Sex	Male	94	43%
	Female	127	57%
Civil Status	Single	45	20%
	Married	170	77%
	Widow/Widower	6	3%
Highest Educational Attainment	With M.A Units	4	2%
	M.A Degree Holder	100	45%
	With PhD/EdD Units	50	23%
Length of Service as Principal	2-7	54	24%
	8-13	73	33%
	14-19	61	28%
	20 years and above	33	15%
Number of Teachers	7-9	6	3%
	10-12	44	20%
Number of Trainings/Seminars International	13 and above	33	15%
	3 and below	146	66%
National	4-6	40	18%
	7 and above	35	16%
	3 and below	109	49%
Regional	4-6	62	28%
	7 and above	50	23%
	3 and below	95	43%
Division	4-6	59	27%
	7 and above	67	30%
	3 and below	51	23%
OPCRF	4-6	74	33%
	7 and above	96	44%
	Outstanding	221	100%

Age. In terms of age, most of the respondents belong to the age bracket 31-40 that is 81 or 37 percent, while the rest belong to the age bracket 41-50, 33 or 74 percent, 51-60, 49 or 22 percent, 61 years old and above, 11 5 percent and 21 – 30, 6 or 3 percent. This could mean that the public secondary school administrators were just in their prime age of maturity suited for active and effective delivery of school supervision and management.

Sex. The same table shows that there are females, that is 127, or 57 percent, while 94, or 43 percent, were males. This means that the male group of respondents is outnumbered by the female group considering that teaching is a female -dominated profession, as observed in the different public schools in the country.

Civil Status. It can be seen in the table that 170 or 77 percent are married, 45 or 20 percent are single, and 6 or 3 percent are widows/widowers. It means that the majority of public secondary school administrators are married.

Highest Educational Attainment. The table shows 100 or 45 percent are M.A. Degree Holders, 67 or 30 percent are Ph.D./EdD Degree Holders, 50 or 23% have Ph.D./EdD units, and 4 or 2 percent of the respondents earned their M.A. units. It could mean that the school administrator respondents are conscientious about pursuing professional development. They also regard education as a continuous process of learning where they can acquire knowledge, skills, and competencies which are essential for their professional, and personal growth.

Length of Service as Principal. It can be gleaned from the table that the greatest is in the group classification of 8 – 13 years, with a frequency of 73 or 33 percent. There is 61 or 28 percent who have 14 - 19 years as a school administrator, while 54 or 24 percent, have 2 - 7 years as a school administrator, and 33 or 15 percent have 20 years and above as a school administrator. It can be said that there are newer breeds of school administrators in the province of Pangasinan. This finding shows that young school administrators are hand in hand enjoying their functions as school managers with the old ones in the service, thus acquiring some skills. Based on general knowledge, experience is the best teacher, and there are many more things to learn. Young school administrators in the service are trying their best to attain the goal of having the best school management practices.

Number of Teachers Supervised. It is seen in the table the number of teachers supervised by the school administrators. Most school administrators managed 13 or more teachers, or 77 percent, 44. 10 – 12 teachers tended, or 20%, and 6, 7 – 9 teachers headed, or 3%. This indicates that most school administrators commanded 13 teachers and above, which is challenging to manage.

Number of Pieces of Training and Seminars. It can be seen in the table that most of the public secondary school administrators have attended seven. Above relevant pieces of training, 96 or 44 percent pieces of activity at the division level, three parts of movement below at the regional level that is 95 or 43 percent, 109 or 49 percent have also attended three elements of training or less at the national story same proper to the international level with 146 or 66 percent. This would



mean that the public secondary school administrators were given enough opportunities to attend in-service activities at different groups. Seminars, training, and workshops provide excellent avenues for continuing professional education.

OPCRF Rating. It can also be seen in the table that all the school administrators’ respondents’ OPCRF Rating is Outstanding. This indicates that school administrators are doing their best in all aspects of their job as school administrators.

Extent of Educational Management Practices Among School Administrators

The primary purpose of this study was to determine the extent of educational management practices among school administrators in the Province of Pangasinan I and II. This was done by requesting them to rate themselves along their management practices in their (a) Core Behavioral Competencies: Self-Management; professional ethics; result focus; teamwork; service orientation; and innovation. (b) Leadership Competencies, leading people; people performance management; and people development.

Core Behavioral Competences – Self-Management. Self-management is our ability to manage our behaviors, thoughts, and emotions consciously and productively. Someone with solid self-management skills knows what to do and how to act in different situations. School administrators should learn how to control their anger, and understand how to avoid distractions while working from school, so they can maintain focus and stay productive. For school administrators, self- management means understanding professionals and their responsibility in different aspects of their life and doing what they need to fulfill their responsibility as school principals.

Functional principals are influential leaders. Leadership has been referred to as the process of influencing an organization’s stakeholders and members to identify and achieve the organization’s vision and goals, in part by developing and fostering relationships between and among the organization’s members (teachers, students, parents, community partners) (Leithwood, 2012). Influential school leaders were thought to have a set of competencies, or “constructions manifested by behavior related to functional or outstanding performance in a specific job or role. Principals’ practices represent their competencies in various leadership areas, and research has attempted to investigate the relationship between these.

Table 2. *Extent of Educational Management Practices Among School Administrators Along Self – Management*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Set personal goals and direction, needs and development.	4.53	VE	4.55	VE	4.54	VE
Undertake personal actions and behaviors that are clear and purposive and takes into account personal goals and values congruent to that of the organization.	4.48	E	4.52	VE	4.50	VE
Display emotional maturity and enthusiasm for and is challenged by higher goals.	4.45	E	4.51	VE	4.48	E
Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.52	VE	4.58	VE	4.55	VE
Set high quality, challenging, realistic goals for self and others.	4.46	S	4.54	VE	4.50	VE
OWM	4.49	E	4.54	VE	4.51	VE

Table 2 presents the indicator of skills with self-management, as assessed by the teachers and school administrators that school administrators were expected to be extensive in their management practices with self-management.

Table 2 shows that school administrators are extensive in management practices along with self-management, as signified by themselves and the teachers, with an average weighted mean of 4.51 combined.

The data in the table would imply that the school administrators are experts in their management practices concerning self-management. It includes their expertise in prioritizing work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals with a combined mean of 4.55, described as “Very Extensive.” Prioritizing includes deciding what order tasks should be completed based on their importance. This strategy may help you organize your time more efficiently. This allows administrators to learn how to complete important tasks first, meet deadlines, and have more time to finish larger tasks. Prioritization skills can help accomplish more work in less time.

Principalship is a difficult job. Effective principals engage in two highly worthwhile activities with high degrees of success: prioritization and delegation. If we cannot effectively prioritize time and energy, and if we cannot delegate specific tasks and decisions, we will find ourselves dangling at the end of a very short rope over a frothing sea of sharks, piranhas, and other scary creatures. (Hall, 2016).

The indicator with the lowest combined mean of 4.48,



described as Extensive, is “Display emotional maturity and enthusiasm for and challenged by higher goals. To be successful, leaders must have a high degree of emotional maturity and readiness. Most leaders may know what needs to be done and how to interact with those around them. However, the reason they do not execute this knowledge is that they lack emotional maturity (Hyatt, 2017).

To merely hold the position of a leader does not make one a leader. Success is essentially physical, emotional, or psychological. Moreover, one’s perception of success was influenced by the social contexts around the individual. A successful leader must possess specific characteristics and be able to transform those characteristics into action. A person may understand, believe, and accept proper leadership techniques; however, if one cannot implement those techniques, the leadership would be flawed, and the appropriate leadership model would break down under adverse conditions. Two fundamental factors contribute to one’s ability or inability to implement proper leadership techniques: first, emotional intelligence, the cognitive understanding and acceptance of basic leadership principles, and second, the ability to implement those principles, emotional maturity. An individual may possess one without the other, yet their ability to be a successful leader will be inhibited.

Table 4 pictures the school administrators’ extent of educational management practices along with professionalism and ethics.

The table shows the assessment perceived by the teachers and school administrators’ educational management practices are almost the same. The weighted standard of teachers is 4.51, with a transmuted rating of “Very Extensive,” while the administrators assessed themselves with a weighted mean of 4.55, also described as “Very Extensive.”

The pooled weighted mean is 4.53, described as “Very Extensive.” The indicator with the highest weighted mean is number 3, which is “School administrators maintain a professional image, being trustworthy, regular attendance and punctuality, good grooming, and communication with a combined mean of 4.58, described as “Very Extensive.”

The indicator with the lowest combined mean of 4.49 with a transmuted rating of “Extensive” is “Practice ethical and professional behavior and conduct considering the impact of their actions and decisions.

Table 3. *Extent of Educational Management Practices Among School Administrators Along Professionalism and Ethics*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating		
	WM	TR	WM	TR	WM	TR	
Demonstrate the values and behavior enshrined in the norms of conduct and ethical standards for public officials and employees (RA 6713).	4.51	VE	4.55	VE	4.53	VE	
Practice ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.47	E	4.51	VE	4.49	E	
Maintain a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.54	VE	4.62	VE	4.58	VE	
Make personal sacrifices to meet the organization’s needs.	4.53	VE	4.55	VE	4.54	VE	
Act with a sense of urgency and responsibility to meet the organization’s needs, improve systems and help others improve their effectiveness.	4.52	VE	4.54	VE	4.53	VE	
	OWM	4.51	VE	4.55	VE	4.53	VE

According to Meador (2019), Professionalism is a quality that every educator and school employee should possess. Administrators and teachers represent their school district and should always do so in a professional manner. This includes being mindful that you are still a school employee outside school hours.

For educators, professionalism also includes personal appearance and dressing appropriately. It includes how administrators talk and act both inside and outside school. In many communities, it involves what they do outside of school and with whom you have relationships. As a school employee, one must keep in mind that representing one’s school district in everything that you do is the success of everyone and the triumph of school administrators.

Table 5 shows the extent of educational management practices among school administrators with a result emphasis. The teachers assessed the school administrators in their management practices along with results focus weighted mean of 4.47, which is described as “Extensive.” In contrast, the school administrators considered themselves with a weighted mean of 4.51 with a transmuted rating of “Very Extensive.”

The combined weighted mean of this indicator of school administrator management practices is 4.49, which is described as “Extensive.” Indicator number 2 got the highest combined standard of 4.52 which is described as “Very Extensive,” is “Avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs. There are two indicators have the lowest combined mean, indicator number 1 and 5, “achieve results with



optimal use of time and resources most of the time” and “makes specific changes in the system or own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently; or improve quality, customer satisfaction, morale, without setting any specific goal.” Both indicators got a combined mean of 4.47 with a transmuted rating of “Extensive.”

Table 4. *Extent of Educational Management Practices Among School Administrators Along Results Focus*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Achieve results with optimal use of time and resources most of the time.	4.45	E	4.49	E	4.47	E
Avoid rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.51	VE	4.53	VE	4.52	VE
Deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	4.46	E	4.50	VE	4.48	E
Express a desire to do better and may express frustration at waste or inefficiency. may focus on new or more precise ways of meeting goals set.	4.50	VE	4.52	VE	4.51	VE
Makes specific changes in the system or in own work methods to improve performance. examples may include doing something better, faster, at a lower cost, more efficiently; or improving quality, customer satisfaction, morale, without setting any specific goal.	4.41	E	4.53	VE	4.47	E
OWM	4.47	E	4.51	VE	4.49	E

Getting everybody in the school community to focus on results for students is hard — but it is one of the most potent ways for school administrators to improve instruction. One of the responsibilities of school leadership teams with the strongest correlation to improving student achievement is to monitor and evaluate the effectiveness of school practices and their impact on student learning (Williams, 2016).

No matter what challenges your school faces, in this age of heightened accountability measures, creating and maintaining a results-focused learning climate is more critical than ever, as learning goals are attaining quality education and good leadership. Creating a results-focused environment and developing the skills and expertise to implement these practices is challenging.

But schools need to focus on results. We need to know where we stand compared to school, district, division, regional, and national accountability. It engenders trust in our families and the school community.

We also need to ensure equity for all students. That’s why we must ask important questions such as — How are all our students doing? And are we meeting the unique learning needs all our students according to these measures of accountability?

Creating this culture doesn’t happen overnight. It takes skill, persistence, and grit. Nevertheless, with the right tools and a team effort, you can achieve something educators want excellent learning outcomes for all students.

Table 5 shows the extent of the educational management practices of school administrators within teamwork. The teachers considered the school administrators in their management practices along with partnership a weighted mean of 4.47, described as “Extensive.” In contrast, collaboration administrators set themselves of their management practices with cooperation, with a weighted mean of 4.54, described as “Very Extensive.”

Table 5. *Extent of Educational Management Practices Among School Administrators Along Teamwork*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Willingly does share of responsibility.	4.43	E	4.51	VE	4.47	E
Promote collaboration and removes barriers to teamwork and goal accomplishment across the organization.	4.46	E	4.50	VE	4.48	E
Apply negotiation principles in arriving at win-win agreements.	4.45	E	4.63	VE	4.54	VE
Drive consensus and team ownership of decisions.	4.47	E	4.51	VE	4.49	E
Work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.52	VE	4.56	VE	4.54	VE
OWM	4.47	E	4.54	VE	4.51	VE

The combined weighted mean of these educational management practices of school administrators is 4.51 with a transmuted rating of “Very Extensive.” The highest weighted standard obtained by indicators 3 and 5 is 4.54, which is described as “Very Extensive.” Indicator number 3 is “Apply negotiation principles in arriving at win-win agreements,” and indicator number 5 is, “Work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.” The indicator obtained the lowest mean, which is 4.47, with a transmuted rating of “Extensive” being number 1, “Willingly does a share of responsibility.”

Raman (2019) said that teamwork involves more than



one person achieving a goal. An aspect that should be emphasized in the strategic management of a school organization forming a working group that is active and able to working together in achieving organizational goals. In general, a team is a group of quality built together to create a rule that strives for excellence. Therefore, the successful efforts of a group were formed, and the spirit of cooperation and good relations among group members were nurtured.

By fostering effective teamwork, school organizations will gain a lot of benefits. Assignments are easy to implement, have achievable goals, are built more quickly, and are effective. The tasks are easily possible and make the team more substantial and productive. However, cooperation is needed in teamwork because it is imperative in any organization like a school. To create quality workers and high achievers, the spirit of cooperation and brotherhood in the organization of the school be nurtured and developed. The importance of collaboration in the organization of the school is working to improve performance, create strong links between workers, and a harmonious working environment, improve employee productivity, and reduce costs. In addition, in developing the spirit of cooperation, the school administrator or principal faces many challenges in dealing with the various staff. Therefore, the school administrator or principal should be a planner, coordinator, motivator, and mentor. Therefore, appropriate strategies should be used to develop a spirit of cooperation in the organization of the school. It can be seen that all teachers and staff need to give strong support in realizing the school's goals.

Table 6. *Extent of Educational Management Practices Among School Administrators Along Service Orientation*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Can explain and articulate organizational directions, issues and problems.	4.53	VE	4.59	VE	4.56	VE
Take personal responsibility for dealing with and/or correcting customer service issues and concerns.	4.45	E	4.47	E	4.46	E
Initiate activities that promotes advocacy for men and women empowerment.	4.67	VE	4.73	VE	4.70	VE
Participate in updating of office vision, mission, mandates and strategies based on DepEd strategies and directions.	4.58	VE	4.64	VE	4.61	VE
Develop and adopts service improvement programs through simplified procedures that will further enhance service delivery.	4.53	VE	4.59	VE	4.56	VE
OWM	4.55	VE	4.60	VE	4.58	VE

Table 6 shows the extent of educational management practices of school administrators along service oriented. It can be seen in the table that the weighted mean given by the teachers in assessing the educational management practice of school administrators along service oriented is 4.55 with a transmuted rating of "Very Extensive." At the same time, the school administrators considered themselves by giving themselves a weighted mean of 4.60, is also described as "Very Extensive."

The overall weighted mean of the management practices of school administrators is 4.58, which is described as "Very Extensive." Indicator 3, "Initiate activities that promote advocacy for men and women empowerment," got the highest weighted mean of 4.70, described as "Very Extensive." In contrast, indicator 2, "Take personal responsibility for dealing with and, or correcting customer service issues and concerns," got the lowest weighted mean of 4.46, described as "Extensive."

According to Pressey (2017), service-oriented people focus on anticipating, recognizing, and meeting people's needs, whether they are clients or not. They make themselves available for others and care about them. Therefore, it is easy to conclude that they are likelier to feel empathy and compassion for the individuals around them.

School Administrators are responsible for the overall operation of their schools. With schools facing pressure to improve teaching and learning, the duties and responsibilities of school administrators expanded further the responsibility for leading school reform that would raise students' achievement. Success in leading reforms to increase student achievement often hinged upon a principal's ability to create a shared vision within the school community. In addition to, success in implementing new organizational structures that engage teachers in shared decision-making could also be considered. School administrators have discovered that hiring the entire school staff in decisions results in more commitment to school reform initiatives.

School administrators are also responsible for facilitating their school's interactions with parents and others in the school community. This responsibility includes working with parents when disciplinary issues arise, when students fail academically, and when parents have concerns. School administrators also interact with parents who serve on school advisory boards, parent/teacher organizations, and booster clubs. School Administrators report that they spent a significant part of their time working with parents of



students who have been identified as needing special services.

Table 7 shows the extent of educational management practices among school administrators with innovation. It can be seen in the table that the weighted mean assessed by the teachers in educational management practices among school administrators along creation is 4.45 with a transmuted rating of “Extensive,” while the school administrators considered themselves by giving themselves a 4.51 weighted mean described as “Very Extensive.”

The extent of educational management practices among school administrators, with innovation got an overall weighted mean of 4.48 with a transmuted rating of “Extensive.” Indicator 5, “Use ingenious methods to accomplish responsibilities. demonstrates resourcefulness and the ability to succeed with minimal resources”, got the highest combined weighted mean of 5.50, described as “Very Extensive,” while indicator number 2, “Demonstrate an ability to think “beyond the box.” continuously focuses on improving personal productivity to create higher value and results” got the lowest combined weighted mean of 4.47 with a transmuted rating of “Extensive.”

Table 7. *Extent of Educational Management Practices Among School Administrators Along Innovation*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating		
	WM	TR	WM	TR	WM	TR	
Examine the root cause of problems and suggests effective solutions. fosters new ideas, processes, and suggests better ways to do things (cost and/or operational efficiency).	4.45	E	4.51	VE	4.48	E	
Demonstrate an ability to think “beyond the box”. continuously focuses on improving personal productivity to create higher value and results.	4.42	E	4.52	VE	4.47	E	
Promote a creative climate and inspires co – workers to develop original ideas or solutions.	4.46	E	4.50	VE	4.48	E	
Translate creative thinking into tangible changes and solutions that improve the work unit and organization.	4.45	E	4.53	VE	4.49	E	
Use ingenious methods to accomplish responsibilities. demonstrates resourcefulness and the ability to succeed with minimal resources.	4.49	E	4.51	VE	4.50	VE	
	OWM	4.45	E	4.51	VE	4.48	E

Innovation is a purposefully organized and risk-taking

change introduced in the work organization or school system, which ensures efficiency and increased productivity. It is in the introduction of new ideas, methods, strategies, and techniques for doing things the school system to ensure efficiency and improve the internal and external efficiency of the system.

The interjection of innovations into school administration is in response to the technological development resulting in creative and innovative practices all over the globe. Innovation, therefore, is the economic application of new ideas, technology, and processes to gain a competitive advantage, which could improve productivity, job performance, services, and commitment. Innovation can be adapted. Uchendu (2015) describes innovation as a process in which new programs or practices are put in place and injected into the operation of a system to replace old or ineffective ones.

Innovation is ultimately about finding new and creative ways to solve challenges or problems or adjusting something that already exists to make it better. Innovation in many sectors, including education, is required for nations to progress and address global challenges. Innovation has primarily been driven by new technologies, the ability to share ideas because of globalization, and the need to design education for 21st-century learners. Innovation is playing a central role in education today, and “Education policymakers are paying increasing attention to innovation outcomes (Shen, 2018).

Table 8 shows the extent of educational management practices among school administrators and leading people. It can be seen in the table that the teacher’s assessment of educational management practices of school administrators, with leading people’s weighted mean of 4.45, is described as “Extensive.” At the same time, the school administrators give themselves a 4.49 weighted mean with a transmuted rating of “Extensive” also. The overall weighted mean is 4.47, described as “Extensive.”

Indicator number 1, “Use basic persuasion techniques in a discussion or presentation, e.g., staff mobilization, appeals to reason and, or emotions, uses data and examples, visual aids, got the highest combined weighted mean of 4.53 was described as “Very Extensive” and indicator number 2, “Persuade, convince or influence others, to have a specific impact or effect” got the lowest combined mean of 4.42 with a transmuted rating of “Extensive.”



Table 8. *Extent of Educational Management Practices Among School Administrators Along Leading People*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Use basic persuasion techniques in a discussion or presentation e.g., staff mobilization, appeals to reason and/or emotions, uses data and examples, visual aids.	4.50	VE	4.56	VE	4.53	VE
Persuade, convince or influence others, in order to have a specific impact or effect.	4.41	E	4.43	E	4.42	E
Set a good example, is a credible and respected leader; and demonstrates desired behavior.	4.49	E	4.51	VE	4.50	VE
Forward personal, professional and work unit needs and interests in an issue.	4.45	E	4.49	E	4.47	E
Assume a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals, in order to create an effective work environment.	4.42	E	4.46	E	4.44	E
OWM	4.45	E	4.49	E	4.47	E

Influence is an essential part of leadership. The position of a leader in an organization and the power it gives are not enough to motivate or inspire people. A leader promotes or sells their ideas or the ideas of those that they represent. Particularly important in today's organizations, which have become less hierarchical and less dependent on individual heroes.

Dellaert (2017) said leaders with developed persuasion skills achieve their goals more effectively. Influencing then results in commitment, which means voluntary support. This goes with a lower need for monitoring, a more sustained effort over time, a better focus on a shared goal, and improved interpersonal relations. If a leader's persuasion skills are less practical, people become compliant. Their attitude and mindset do not change. Consent can lead to higher productivity for well-defined tasks but does not unleash the full potential of engagement and creativity of the talent. If persuasion skills are impractical, the result is resistance either by obstructing or sabotaging, by asking a higher authority to overrule the leader, by attempting to persuade the leader to renounce their idea, by looking for excuses, or by pretending to comply (false compliance).

Table 10 shows the extent of educational management practices of school administrators with people performance management.

It can be seen in the table that the teacher's assessment of the management of school administrators with people performance management, which is 4.50, is described as "Very Extensive," and the school

administrators assessed themselves in this area with a weighted mean of 4.54 with a transmuted rating of "Very Extensive" also. The overall weighted mean is 4.52, described as "Very Extensive."

Table 9. *Extent of Educational Management Practices Among School Administrators Along People Performance Management*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Make specific changes in the performance management system or in own work methods to improve performance (e.g. does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, revenues).	4.51	VE	4.59	VE	4.55	VE
Set performance standards and measures progress of employees based on office and department targets.	4.40	E	4.44	E	4.42	E
Provide feedback and technical assistance such as coaching for performance improvement and action planning.	4.55	VE	4.61	VE	4.58	VE
State performance expectations clearly and checks understanding and commitment.	4.51	VE	4.55	VE	4.53	VE
Perform all the stages of result-based performance management system supported by evidence and required documents/forms.	4.51	VE	4.49	E	4.50	VE
OWM	4.50	VE	4.54	VE	4.52	VE

Item 3, "Provide feedback and technical assistance such as coaching for performance improvement and action planning," got the highest combined mean of 4.58 with a transmuted rating of "Very Extensive." In contrast, item 2, "Set performance standards and measures the progress of employees, based on office and department targets," got the lowest combined weighted mean of 4.42, described as "Extensive."

According to Toyota (2018), the people performance management process is a collaborative, communication-based process where employees, and management work together to plan, monitor, and review the employees' objectives, long-term goals, job trajectory, and comprehensive contribution to the school organization.

Our educational system, which is decisive in reaching educational goals, consists of school administrators, teachers, students, and parents. Furthermore, it can be said that the role of school administrators and teachers is slightly higher in reaching the goals that the education organizations set. The efforts that have been made recently to improve and the quality of education may lead school administrators to assess and continually improve the performance of teachers.



Table 10. *Extent of Educational Management Practices Among School Administrators Along People Development*

Indicators	As assessed by Teachers		As assessed by School Administrators		Overall Rating		
	WM	TR	WM	TR	WM	TR	
Improve the skills and effectiveness of individuals through employing a range of development strategies.	4.55	VE	4.53	VE	4.54	VE	
Facilitate workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	4.43	E	4.45	E	4.44	E	
Conceptualize and implements learning interventions to meet identified training needs.	4.50	VE	4.54	VE	4.52	VE	
Do long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences for the purpose of supporting a person's learning and development.	4.45	E	4.47	E	4.46	E	
Cultivate a learning environment by structuring interactive experiences such as looking for future opportunities that are in support of achieving individual career goals.	4.49	E	4.47	E	4.48	E	
	OWM	4.48	E	4.49	E	4.49	E

Anvari (2016) said that school administrators should inform the teachers about the goals they want to reach, the work to be done, and provide teachers with opportunities to present their performance. Moreover, the school administrators should observe, evaluate, and give feedback to the teachers during the educational period. Similarly, teachers can work more efficiently in a regular, explicit, comprehensible, motivating performance management process. Thus, other figures in the education system, like students and parents, may experience positive changes.

An increase in the level of performance in school could therefore be said depending on the school administrator. We are understanding, noticing the ideas of the people involved in the performance system, bearing people's abilities in mind, giving feedback on time and right place, and knowing and applying the factors which can motivate the employees to work efficiently. Looking at the literature, we can see that all these factors play a role in improving school administrators' and teachers' performance. In schools, which are the essential pillars of educational organizations, performance management practices are an ongoing process.

Table 10 shows the extent of educational management practices of school administrators with people development. It is evident in the table that the teachers assessed the school administrator's extent of management practices along people development with a weighted mean of 4.48, described as "Extensive." At the same time, the school administrators rated themselves with a 4.49 weighted mean having an "Extensive" transmuted rating also. The overall weighted mean is 4.49, described as "Extensive."

Item number 1, "Improve the skills and effectiveness of individuals through employing a range of development strategies," in the indicator got the highest combined weighted mean of 4.54 with a transmuted rating of "Very Extensive," while item number 2, "Facilitate workforce effectiveness through coaching and motivating/developing people within a work environment they promote mutual trust and respect" got the lowest combined weighted mean of 4.44 described as "Extensive."

According to Chen (2017), School Administrators, as instructional leaders, are primarily responsible for promoting and improving the skills and effectiveness of teachers. Effective school administrators continually engage teachers in instructional dialog and reflective practices to ensure they are thoroughly equipped to improve student performance. Effective school administrators know the varied instructional strategies that directly or indirectly improve teachers' professional development.

The relationship between a school administrator's instructional supervision and a teacher's professional development is interesting to study teachers' professional development. Research indicates that school administrators not only play administrative roles but also instruct teachers and facilitate workforce effectiveness through coaching and motivating/developing people within a work environment promoting tremendous success, and respect. School administrators inspire teachers to overcome challenges and changes in education. School administrators who are school leaders should consider the influence of teachers' instructional behaviors while emphasizing their roles in instructional supervision. To positively affect teachers' quality, principals must engage teachers in ways that support improved practice and seek to empower teachers as creative and innovative.

Summary of the Extent of Educational Management Practices Among School Administrators



Management practices are the working methods and innovations that school administrators use to make the school more efficient. School administrators' management practices involve managing people and their individual strengths, weaknesses, and needs. Management is also the practice of handling and organizing tasks, and people. School administrators implement management strategies that benefit the entire school, including teachers, students, and stakeholders. Good management involves individualizing every employee to maximize their potential and best utilize their unique skills. Good school administrators can improve employee satisfaction and development by getting to know the employees personally, consequently promoting tremendous success, and productivity, and providing employees with the support and resources not only to perform well but to exceed expectations.

Table 11. Summary Table of the Extent of Educational Management Practices of School Administrators

School Administrators Management Practices	As assessed by Teachers		As assessed by School Administrators		Overall Rating	
	WM	TR	WM	TR	WM	TR
Core Behavioral Competencies						
1. Self-Management	4.49	E	4.54	VE	4.51	VE
2.	4.51	VE	4.55	VE	4.53	VE
Professionalism and Ethics						
3. Result Focus	4.47	E	4.51	VE	4.49	E
4. Teamwork	4.47	E	4.54	VE	4.51	VE
5. Service	4.55	VE	4.60	VE	4.58	VE
Orientation						
6. Innovation	4.45	E	4.51	VE	4.48	E
Leadership Competencies						
1. Leading People	4.45	E	4.49	E	4.47	E
2. People	4.50	VE	4.54	VE	4.52	VE
Performance Management						
3. People Development	4.48	E	4.49	E	4.49	E
OWM	4.49	E	4.53	VE	4.51	VE

Table 11 provides a general view of the school administrators' self-rating and the rating of teachers in the extent of their management practices as school administrators along the nine management functions used in this study.

As school administrators, they revealed that they perform "Very Extensive" in five locations and "Extensive" in four areas in their management practices indicating an overall weighted mean of 4.51, described as "Very Extensive." Accordingly, they are confident in saying that the extent of their educational management practices is very pervasive. However, as

shown in Table 12, the overall weighted mean of the school administrators' bit of the academic management practices, when they assessed themselves, is higher than the overall weighted mean evaluated by the teachers. Nevertheless, both assessments show the extent of the educational management practices of school administrators is commendable since it is pervasive.

Understanding the competencies needed for effective school leadership is paramount in ensuring high-quality instruction and positive and equitable student outcomes. Leadership competencies are leadership skills and behaviors that contribute to superior performance. By using a competency-based approach to leadership, organizations can better identify and develop their next generation of leaders. Essential leadership competencies and global competencies have been defined by researchers. However, future business trends and strategies should drive the development of new leadership competencies. While some leadership competencies are essential to all firms, an organization should also define what distinctive leadership attributes are to an organization to create a competitive advantage.

The function of academic leadership is a process to mobilize, direct, influence, and motivate all people in educational institutions to achieve the goals that have been set together. In realizing this, we must cooperate with its members. The leader must understand the primary duties and functions of a leader. Leadership is the process of influencing a group of people to complete every wish, every program, and every activity to make. As for its precise and unique nature, according to what is required by the group to carry out all activities that have a particular purpose. Leaders with specific characteristics need to perform the functions of that leadership. Competence is the essential ability to do and carry out work based on knowledge, skills, and work attitudes. The principal is a teacher given an additional task to lead a school institution, in which a learning process is held or a place for interaction between teachers who give lessons and students who receive lessons.

Differences in the Extent of Educational Management Practices Among School Administrators Across Their Profile Variables

This section presents the differences in the extent of academic management practices among school administrators in Pangasinan.

The table summarizes the computed ANOVA as



indicated by the t-value for each area covered with its corresponding significance level. This is done to make a more in-depth analysis of data generated in this study whereby the profile of the school administrators of Pangasinan was compared in their extent of the educational management practices.

Table 12. Mean Differences in the Extent of Educational Management Practices Among School Administrators

Core Behavioral Competencies	Self-Mgt.		Professional Ethics		Result Focus		Teamwork		Service Oriented		Innovation	
	t	Sig.	t	Sig.	t	Sig.	t	Sig.	t	Sig.	t	Sig.
Age	1.007	.391	.299	.826	.085	.968	.130	.942	.255	.858	.320	.084
Sex	.913	.341	.175	.676	.303	.583	.770	.381	.081	.776	.287	.852
Civil Status	.452	.716	.996	.202	.463	.226	.453	.725	.474	.701	.452	.223
Highest Educational Attainment	.605	.263	.632	.286	.956	.433	.769	.542	.719	.475	.618	.253
Number of Years as Principal	.545	.218	.640	.591	.668	.573	.364	.255	.285	.281	.521	.491
Number of Teachers Supervise	.652	.381	.729	.452	.382	.209	.562	.372	.452	.329	.429	.284
Relevant Trainings/Seminars												
International	.304	.102	.821	.074	.345	.129	.213	.067	.447	.332	.527	.329
National	.865	.267	.221	.182	.346	.174	.275	.905	.149	.098	.213	.195
Regional	.377	.223	.712	.324	.542	.223	.656	.283	.989	.125	.748	.326
Division	.229	.098	.686	.226	.873	.341	.548	.327	.653	.223	.841	.436
OPCRF Rating	.678	.436	.986	.348	.796	.435	.954	.337	.886	.546	.768	.445

Leadership Competencies	Leading People		People Performance Management		People Development	
	t	Sig.	t	Sig.	t	Sig.
Age	1.023	.429	.934	.328	.718	.365
Sex	.837	.365	.816	.427	.864	.295
Civil Status	.537	.207	.937	.382	.726	.347
Highest Educational Attainment	.709	.327	.625	.301	.936	.431
Number of Years as Principal	.673	.289	.743	.325	.672	.317
Number of Teachers Supervise	.783	.420	.593	.217	.853	.297
Relevant Trainings/Seminars						
International	.582	.281	.632	.341	.649	.284
National	.743	.427	.821	.309	.560	.329
Regional	.862	.207	.563	.397	.604	.240
Division	.682	.391	.749	.326	.750	.326
OPCRF Rating	.742	.302	.672	.282	.840	.286

Core Behavioral Competencies	Self-Mgt.		Professional Ethics		Result Focus		Teamwork		Service Oriented		Innovation	
	t	Sig.	t	Sig.	t	Sig.	t	Sig.	t	Sig.	t	Sig.
Age	1.007	.391	.299	.826	.085	.968	.130	.942	.255	.858	.320	.084
Sex	.913	.341	.175	.676	.303	.583	.770	.381	.081	.776	.287	.852
Civil Status	.452	.716	.996	.202	.463	.226	.453	.725	.474	.701	.452	.223
Highest Educational Attainment	.605	.263	.632	.286	.956	.433	.769	.542	.719	.475	.618	.253
Number of Years as Principal	.545	.218	.640	.591	.668	.573	.364	.255	.285	.281	.521	.491
Number of Teachers Supervise	.652	.381	.729	.452	.382	.209	.562	.372	.452	.329	.429	.284
Relevant Trainings/Seminars												
International	.304	.102	.821	.074	.345	.129	.213	.067	.447	.332	.527	.329
National	.865	.267	.221	.182	.346	.174	.275	.905	.149	.098	.213	.195
Regional	.377	.223	.712	.324	.542	.223	.656	.283	.989	.125	.748	.326
Division	.229	.098	.686	.226	.873	.341	.548	.327	.653	.223	.841	.436
OPCRF Rating	.678	.436	.986	.348	.796	.435	.954	.337	.886	.546	.768	.445

The individual computation of the ANOVA for each of the educational management practices of school administrators covered in this study: A. Core Behavioral Competencies, self-management; professional ethics; result focus; teamwork; service orientation; and innovation. B. Leadership Competencies, leading people; people performance management; and people development.

Table 12 presents the ANOVA showing the significant differences in the extent of educational management

practices of school administrators across their profile variables.

Looking very clearly at the table, it shows that the school administrators did not show any significant difference in the extent of their management practices across their profile variables as indicated by their computed t-value. In other words, the null hypothesis, which states that there are no significant differences in the extent of management practices of school administrators across their profile variables, are accepted at a .05 alpha level of significance as the general point of reference. Consequently, the extent of management practices of school administrators does not vary when grouped based on the profile variables. Therefore, the profile variables is not influential on the time of the management practices of the school administrators. Regardless of their profile variables, they are comparable in the scope of their management practices.

Relationship Between the Extent of School Administrators' Management Practices and their Profile Variables

Further analysis of data gathered in this study are the relationships between the school administrator's management practices, and their profile variables were likewise determined. This was done using the Pearson coefficient of correlation or Pearson r and the t-test for significant correlation. Table 14 shows such relationships.

The table shows that the performance of the school administrators' management practices is related to the profile variables in terms of relevant training attended at the division and regional levels. However, it was observed from the table that the Pearson r values for relationships between the variables do not reflect any significant relationship at the .05 level with other profile variables.

Therefore, given a point of reference, it can be claimed that the null hypothesis states that there are no significant relationships between the extent of school administrators' management practices and their profile variables accepted along age, several years as principal, and the number of teachers supervised. In other words, the data in the table positively confirms said null hypothesis at the .05 level. This implies that relevant pieces of training attended can influence the management practices of school administrators. With this, it can be claimed that at a .05 level of significance, it is 95 percent sure that the relevant training attended at the division and regional levels is



all related to the school administrators' management practices.

Table 13. Relationship Between the Extent of School Administrators Management Practices and their Profile Variables

Profile Variables	Pearson Correlation	Sig. (2-tailed)
Age	.076	.769
Number of Years as Principal	.138	.524
Number of Teachers Supervise	.629	.072
Related Training/Seminars		
Division	.347*	.023
Regional	.295**	.005
National	.563	.069
International	.127	.126
OPCRF	.639	.364

The data given in the above table can be said with confidence that the extent of educational management practices of school administrators along the different areas of core behavior and leadership competencies depend upon the relevant training at the division and regional levels.

Proposed Development Program For Improving The Management Practices Of School Administrators

Objective/s	Strategies/Activities	Persons Involved	Time Frame	Resources
Strengthening the knowledge and skills of school administrators in the core behavioral competencies along innovation/trends and results focus.	Trainings / seminars / workshops on innovation and result focus:			
	Help develop the skills of school administrators as innovative and decision-maker leaders. Develop the skills and knowledge to use data effectively in improving leadership practice. Use their leadership practices and style in new ways on creative thinking and doing interactive, collaborative ideas, and solutions to problems.	School Administrators, DepEd Officials, Education Program Supervisors	Year Round	MOOE, Personal,

Enhance the knowledge and skills of school administrators in their leadership competencies along leading people and people development on improving mindset and strengthening agility and creativity of ideas.	Trainings / Seminars / Workshops on: Leadership skills with leading people. How to develop peoples' technical skills of school administrators. How to improve the managerial skills of school administrators in developing peoples' capabilities and personal development.	School Administrator s, DepEd Officials, Education Program Supervisors	Year Round	MOOE, Personal,
To foster leaderships' knowledge and skills of school administrators in their leadership	Improving skills on creating a culture of leadership and mentorship among school administrators and teachers.	School Administrator s, DepEd Officials, Education	Year Round	MOOE, Personal,
along leading people and people development.	Build leadership capacity through team structures/distributed leadership such as committees and leadership expertise.	Program Supervisors		

Conclusion

Based on the forecited findings of this study, the following conclusions were formulated: (1)The respondent school administrators widely vary in their profile, wherein their educational management practices also differ in certain instances. (2)The school administrators in this study are performing impressively more than enough in their management practices. Still, if excellence is possible, then their present performance is a steppingstone towards the highest level of performance. (3)The school administrators are not significantly comparable in the performance of their management practices at certain times and at certain functions; still, there are times and cases when they are, on the other hand, comparable. (4)The school administrator's extent of management practices is dependent upon or affected or caused by more high educational attainment and relevant pieces at training of the division and regional levels.

Based on the findings of this study and the conclusions drawn, the following are recommended: (1)School administrators should take the initiative to pursue and foster the highest educational achievement, the doctoral degree, and should undergo professional upgrading through a higher level of training and workshops to build productivity and performance. (2)The school administrators should elevate and raise



capability approaches to excellent performance and lead people employing innovative and transformative school leaders through a positive and suitable self-concept. (3) More appropriate and relevant variables are explored to determine better the data-driven school's effectiveness through instruction of school administrators. (4) Further research may be conducted to determine the school administrator's performance in their management practices from another perspective.

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