

*Original Article*

# School Effectiveness of Public Elementary School Heads in the Division of Northern Samar

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**Abstract** - *The study utilized a descriptive-correlational research design. Covering 104 public elementary schools in Northern Samar and 104 school heads and 312 teachers participated in the study. Complete enumeration was employed for the school heads, while a purposive sampling technique was used for the teachers. A survey questionnaire was used as the primary instrument to gather data. The study used frequency counts, percentages, ranking, weighted mean, and multiple regression analysis as statistical tools.*

*The school head-respondents assessed their level of school effectiveness as “much effective” while the teacher-respondents rated “very much effective” in terms of enhancing the teaching and learning experience, improving school management and administrative process, strengthening the resiliency of school, roles, and responsibilities of school personnel, allocating of school grants and program support fund, eligible activities and expenses, ensuring the safety and orderly environment of the school, frequent monitoring of pupils' progress, and home-school relations.*

*On the test of correlation between the socio-demographic profile of the school heads and their level of transformational leadership styles as assessed by themselves and by the teachers, regression analysis showed that all socio-demographic profile variables were found to be not*

*significantly related to the level of transformational leadership styles of public elementary school heads.*

**Keywords** – *School, Effectiveness of Public Elementary, Samar.*

## I. INTRODUCTION

The fast-changing pace of educational practice demands multitudinous roles of school heads, taking many perspectives and dimensions in redesigning and leading the schools, in creating some mechanisms and strategies, in decision making, and encouraging the followers to use all their potential in bringing about success. The school heads must be competent, committed, and accountable in providing access to quality and relevant education for all through transformational leadership and a high degree of professionalism.

In the workplace, conflicts, confusions, and unarticulated sentiments between and among teachers and school heads exist. One of the key factors in determining schools effectiveness is the nature and quality of school heads. The most significant challenge of leadership is to build and sustain an organizational culture that focuses on the continual improvement of educational reforms, teacher capacities and skills, and student learning. Good education is a product of good management. When School-Based Management (SBM) was institutionalized in the Department of Education through a passage of RA 9155 and how reforms in



SBM emphasized in DepEd Order No. 83, series 20012, the Department of Education reports that 100% of school heads in many divisions had been oriented on SBM their practical understanding of the concept is not apparent, and still they need a leadership style that will help them attain high academic performance of all learners.

## **II. OBJECTIVES OF THE STUDY**

Specifically, it aimed to:

1. determine the level of school effectiveness of school heads as assessed by themselves and by the teachers, in terms of:
  - 1.1 enhancing the teaching and learning experience
  - 1.2 improving school management and administrative process
  - 1.3 strengthening the resiliency of school
  - 1.4 roles and responsibilities of school personnel
  - 1.5 allocation of school grants and program support fund
  - 1.6 eligible activities and expenses
  - 1.7 safety and orderly environment of the school
  - 1.8 frequent monitoring of pupils' progress
  - 1.9 home-school relations
2. ascertain if there is a significant correlation between the socio-demographic profile and the level of transformational leadership styles of the school heads as assessed by themselves and the teachers;
3. ascertain if there is a significant correlation between the socio-demographic profile and the level of school effectiveness of the school heads as assessed by themselves and the teachers;
4. determine if there is a significant correlation between the level of transformational leadership styles and the level of school effectiveness of the school heads as assessed by themselves and the teachers.

## **III. METHODOLOGY**

Northern Samar covers a total area of 3,692.93 square kilometers (1,425.85 sq mi). It ranks thirty-fourth (34th) in size among the 81 provinces of the Philippines and accounts for practically 1.2 percent of the total land area of the country. About 52 percent of the total land area is covered by forest, and 42 percent is classified as alienable and disposable.

Descriptive designs provide comprehensive information about a problem or situation, its variables, and its features. They are more precise in their focus and scope than exploratory designs. According to David (2005), a descriptive study uses more specific data gathering techniques, may involve various comparison groups in its attempt to produce a representative sample, and provides specific and clear information regarding the problem. Descriptive research designs cannot control conditions nor test hypotheses.

This design was employed using the survey method because it specifically determined the socio-demographic profile of public elementary school heads in Northern Samar and their level of transformational leadership styles and school effectiveness as assessed by themselves and by the teachers.

The public elementary school teachers of Northern Samar were also chosen as the respondents of this study to crosscheck the school's heads' assessment on their level of transformational leadership styles and school effectiveness.

The population of the study consisted of 104 school heads and 312 teachers in 104 public elementary schools in the Division of Northern Samar.

Two (2) sets of survey questionnaires were used in this study, one for the school heads and one for the teachers. The questionnaire was composed of three (3) parts.

The first part elicited information on the socio-demographic profile of the respondents as to their age, sex, civil status, highest educational attainment, length of service as a school head/classroom teacher, and seminars and training attended related to transformational leadership.

The second part dealt with the level of transformational leadership styles of the public elementary school heads in terms of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Concepts for this part were adopted from the Multifactor Leadership Questionnaire developed by Bernard Bass.

The third part focused on the level of school effectiveness of public elementary school heads in terms of enhancing the teaching and learning experience, improving school management and administrative process, strengthening the resiliency of school, roles and responsibilities of school personnel, allocation of school grants, and program support fund, eligible activities and expenses, safety and orderly environment of the school, frequent monitoring of pupils' progress, and home-school relations. This part of the instrument was patterned from the study conducted by Sagayno and Limjuco (2014) and the guidelines of the Department of Education on school-based management and school improvement plan.

Secondary data/documents were used to determine the school profile of the 104 public elementary schools in Northern Samar for the last three (3) school years (2013-2014, 2014-2015, and 2015-2016) in terms of number of enrollees, number of drop-outs, number of graduates, number of teaching personnel, number of non-teaching personnel, campus area, location, annual budget, National Achievement Test rating, type and nature of linkages established, and programs/projects implemented and on-going.

#### **IV. FINDINGS**

The school head-respondents assessed their level of school effectiveness as "much effective" while the teacher-respondents rated "very much effective" in terms of enhancing the teaching and learning experience, improving school management and administrative process, strengthening the resiliency of school, roles, and responsibilities of school personnel, allocating of school grants and program support fund, eligible activities and expenses, ensuring the safety and orderly environment of the school, frequent monitoring of pupils' progress, and home-school relations.

On the test of correlation between the socio-demographic profile of the school heads and their level of transformational leadership styles as assessed by themselves and by the teachers, regression analysis showed that all socio-demographic profile variables were found to be not significantly related to the level of transformational leadership styles of public elementary school heads.

The other test of correlation was conducted where the school heads' socio-demographic profile was hypothesized to have affected the level of school effectiveness. However, regression analysis revealed that among the six (6) variables included, only the highest educational attainment and length of service as school heads affected the level of school effectiveness of the school heads.

Finally, the findings revealed that there was no significant correlation between the level of transformational leadership styles and the level of school effectiveness of the public elementary school heads.

#### **V. CONCLUSION**

In the light of the findings of the study, the following conclusions and implications were drawn:

The public elementary school heads in Northern Samar possess enough personal and professional qualifications to be efficient and effective leaders of

their respective schools. This implies that they have that strong trust and courage needed to carry out responsibilities in the framework of morale and better leadership and management performance.

The elementary school teachers also possess enough personal and professional qualifications to initiate effectiveness as classroom managers. This implies that the teachers are educationally qualified to initiate in enhancing pupils' competencies and efficiencies.

The school's management information system, physical facilities, workforce, student performance, and partnerships with various institutions and organizations evidently manifests the exceptional level of achievements and accomplishments of the public elementary schools in Northern Samar.

The level of school effectiveness of public elementary school heads is excellent as evaluated by themselves and by the teachers in terms of enhancing the teaching and learning experience, improving school management and administrative process, strengthening the resiliency of school, roles, and responsibilities of school personnel, allocating of school grants and program support fund, eligible activities and expenses, ensuring the safety and orderly environment of the school, frequent monitoring of pupils' progress, and home-school relations. This implies that the school heads are efficient and effective in managing the school for quality instruction and an orderly and safe climate conducive to teaching and learning.

Likewise, the test of relationship on the school heads' socio-demographic profile and the level of school effectiveness is not significantly correlated except for the variable highest educational attainment and length of service as school heads which is significantly correlated. This implies that the school heads' qualifications increase their management strategies and efficacy.

## **VI. RECOMMENDATIONS**

In the light of the findings and conclusions of the study, the following recommendations are hereby presented:

1. The public elementary school heads should frequently monitor the pupils' progress through evaluating the classroom and learning management of their teachers.
2. It is recommended that the DepEd Division of Northern Samar regularly organize seminars, workshops, and training courses on principalship, transformational leadership, management of educational change, and instructional management for new and experienced principals.
3. Develop professional networks for mutual support among school heads in the local community, the province, the region, and the international communities.
4. Establish a resource center for accumulating and sharing different types of leadership materials and experiences and to form an alliance to experiment with educational innovations and school changes and develop transformational leadership.
5. It is also recommended that the public and private elementary schools consider the adoption of the proposed program on leadership enhancement.
6. It is recommended that a follow-up study should be conducted with a wider scope and perspective in terms of respondents and objectives so that higher treatment of transformational leadership styles and school effectiveness among the school heads will be made and also explore and include other variables that might be significant.

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