

School Environment, Managerial Skills, and School's Performance: Establishing the Path of Relationship

by Eliseo Marpa

Submission date: 25-Oct-2021 07:07PM (UTC+0800)

Submission ID: 1683504354

File name: Publication_Gamala_Marpa.doc (275.5K)

Word count: 7115

Character count: 40511

School Environment, Managerial Skills, and School's Performance: Establishing the Path of Relationship

Javen J. Gamala, Eliseo P. Marpa

Article Info

Article History

Received:

01 Month Year

Accepted:

01 Month Year

Keywords

School Environment

Managerial Skills

School's Performance

Relationship

Abstract

This study examined the relationship among school environment, school heads managerial skills, and school's performances utilizing the correlational method using the School Environment Scale and a Managerial Skills Inventory administered to 115 school heads, 1044 teachers, 115 pupils, and 115 parents. Statistical analyses were processed using the Statistical Package for Social Sciences. Results revealed that the school environment of public elementary schools were moderately favorable as perceived by the four groups of participants. Results also show that the level of the managerial skills of school heads was very high as perceived by them while high as perceived by their teachers. Considering school's performances, results indicated that the level of school's performances were very high. Further, the findings exposed that the degree of the influence school environment and school heads' managerial skills on schools' performances is very low. However, a moderate degree of influence was found on staff freedom and dropout rate, innovation and survival rate, and resource adequacy and national achievement.

Introduction

School performance has always been the subject of argument among stakeholders. Lamas (2015) likewise contends that school performance is an issue that deeply concerns students, parents, teachers and authorities not only in our country, but also in almost part of the globe. In the Philippines, the Department of Education (DepEd) is always alarmed with the scenarios of basic education the country has right now. Many reforms have been made to help improve the quality of education, but as observed, the scenarios are almost the same.

Along with this, the development of the country is directly linked with students' performance which is also linked to school performance. Positive performance of the pupils results to a positive performance of the school. School performance also refers to the performance indicators in which public schools specifically in the Philippines used to assess every school. Performance indicators play a vital role in developing programs in different public schools specifically in framing School Improvement Plan also known as the SIP.

However, school performance can be influenced by different factors. Among them as believed by the researchers and many other proponents are school environment and school heads managerial skills. According to Shamsuddina et. al. (2012) school as a learning institution should create conducive learning environment,

where students could acquire both academic and social skills which are important to produce students with potentials parallel to the government's mission in developing human resource as a prerequisite to the development of knowledge based economy.

Furthermore, it is said that a good leader carries out what is best for his or her school. The managerial skills bestowed among leaders such as conceptual skills, human skills, technical skills, political skills and decision making skills are important factors contributory to the success of every school. Effective leader influences a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers, their ability to identify and articulate school vision and goals, their effective allocation of resources, and their development of organizational structures to support instruction and learning" (Hornig, et al, 2009).

Along this line there is little doubt that school leaders matter for school success. A large number of studies spanning the last three decades link high quality leadership with positive school outcomes, including student achievement. Thus, the researcher was interested to conduct an investigation on the relationship among school environment, public elementary school heads managerial skills, and school's performance.

Statement of the Problem

The main purpose of this study was to determine the relationship among school environment, school heads managerial skills, and school's performances of public elementary schools in 6th Congressional District of Negros Occidental, Philippines. Specifically, this study aims to determine: (1) public elementary school's environment in terms of student support, affiliation, professional interest, staff freedom, participatory decision-making, innovation, resource adequacy, and work pressure; (2) school heads managerial skills in terms of technical skills, leadership skills, controlling skills, planning skills, and decision-making skills; and (3) public elementary schools' performances in terms completion rate, dropout rate, failure rate, gross enrollment rate, national achievement rate, promotion rate, repetition rate, and survival rate.

Literature Review

School Environment

A student outcome and academic success is greatly influenced by the type of school they attended (Korir and Kipkemboi, 2014) and the environment the school has to offer. Hoy, Tarter, and Kotthamp (1991) identified school factors such as school structure, school composition and school climate as influential on school performance. The school is the institutional environment that sets the parameters of a students' learning experience. As schools are faced with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. However, Barry (2005) contends that depending on the environment, school can either open or close the doors that lead to academic performance. Thus, Crosnoe et al. (2004) suggest that school sector (public or private) and class size are two important structural components of the school. Private schools tend to have both better funding and smaller sizes than public schools. The additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic

achievement (Eamon, 2005). The skill level of teachers is another indicator of student academic performance. Students who attend schools with a higher number of full credential teachers perform better (Bali & Alvarez, 2003).

The school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behavior. The research indicated that supportive schools foster these positive outcomes by promoting students sense of connectedness, belongingness or community. These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambitious and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement (Eric, 2005).

Managerial Skills

Managerial skills are high priority issues for many people concerned with education these days. It is not surprising, then, that so many authors have provided insights about such skills for school administration (Mestry & Grobler, 2004; Monyatsi, 2005). The skills include the abilities to create a healthy school culture for continual improvement in quality education; teamwork with others; communicate goals, policies, and procedure to staff; modify practice and school structures to accommodate new policy expectations; provide curriculum leadership opportunities; ensure good principal-staff relationship and guide specific initiatives to improve student achievement (Carr, 2005; Elmore, 2005).

The importance of school leaders' possession of managerial skills for national transformation is obvious. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals (Ajaegbo, 2005). In educational organizations, the onus of managing schools for realization of educational objectives rest on the school head, principal or head teacher. In order to achieve optimum results, the leaders should be skilled in management.

Furthermore, Daft and Karl (1984) provides a brief but substantial discussion on management skills. They are categorized as the conceptual, the human, and the technical skills. The application of these skills changes as managers move up in the ladder of the organization. Although the degree of each skill varies at different levels of the organization, all managers must possess these skills to perform their jobs effectively. Conceptual skill is the cognitive ability of the manager to see the organization as a whole and the relationship among its parts. It involves the manager's thinking, information processing, planning, abilities, and knowing where one's department fits into the total organization and how the organization fits into the industry, the community, and the broader environment.

The manager's human skill is the ability to work with and through other people and at the same time to work effectively as a group member. This skill is demonstrated in the way a manager relates to other people, including the ability to motivate, facilitate, coordinate, lead, communicate, and resolve conflicts. Managers with high human skill level allow subordinates to express themselves without fear of ridicule but rather encourage participation. As a manager, he is concerned with the quality of people to ensure organizational success.

Technical skill is the understanding of and proficiency in the performance of specific tasks. It includes mastery of methods, techniques, and equipment involved in specific functions as engineering, manufacturing, or finance. Likewise, it includes specialized knowledge, analytical ability, and the competent use of tools and techniques to solve problems in a specific discipline.

School Performance

The Philippine Development Plan 2011-2016 identifies education as an important pillar for human development (NEDA, 2011). The 2009 EFA Global Monitoring Report even identified the Philippines to be among the countries with decreased net enrollment rate from 1999 to 2006, and a considerable magnitude of out-of-school children (more than half a million). As part of mechanism of the Department of Education, School Improvement Plan is being required in every school in which key performance indicators were identified, analyzed and were given different intervention programs.

Oakes as cited by Dunantlaan (2004) states that, performance indicators help to describe and analyze key aspects of schooling. They help to evaluate and monitor the quality of education. Along this line, dropping out from school occurs after children have previously achieved access to school. In the journal done by Tyler and Lofstrom (2009), a student's decision to drop out of school is affected by a number of complex factors and is often the culmination of a long process of disengagement from school. Dropouts may appear small in number but they are dominant among the poor which thereupon turns the wheels of intergenerational transmission of poverty against them.

Furthermore, the reasons for school failure are almost as complex as are the reasons educators are unable to turn around under performing schools in vast numbers. These reasons are multifaceted and interrelated, compounding and exacerbating the problem of school failure (Leithwood, 1999). Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents (Karande and Kulkarni, 2005). Likewise, an early school leaver also known as school dropout is learner enrolled who leaves education during the school year and did not enroll on the following year. On the other hand, cohort survival rate is a measure of the efficiency and effectiveness of the delivery of education services in the country, and is defined as the percentage of enrollees at the beginning grade or year in a given school year who reached the final grade or year of the elementary or secondary level (Philippine Education for All 2015 Review Report).

Method

Research Design

This study employed descriptive-correlational method of research. According to Latin and Berg (2004), descriptive research is typified by observations or descriptions of the status of a condition or situation. Investigators using this method do not manipulate variables or make things happen. On the other hand, it is also correlational because relationships among the variables in this study were likewise determined. Salkind (2003) states that the most liked type of research to answer questions about the relationship among variables or event is correlational research. It provides some indications as to how two or more things are related to one another or, in effect, what they share or have in common or how well a specific outcome might be predicted by one or more pieces of information.

Target Population

The target population were the 115 public elementary school heads, 1044 teachers, 115 pupils, and 115 parents of the public elementary schools in the 6th Congressional District of Negros Occidental.

Sample Size, Sample and Sampling Technique

In this study, sampling by schools was done by the researcher. In this regard the total number of public elementary schools in the 6th Congressional District of Negros Occidental were determined and considered as the population of the study. However, to determine public elementary schools as actual respondents of the study, Slovincs formula was used to determine the sample size. Thus, 115 public elementary schools in the 6th Congressional District of Negros Occidental were the actual participating schools in this study. In this regard, school heads and teachers of the participating schools were also considered as actual participants of the study. On the other hand, pupils and parents as respondents of the study were determined by considering the Supreme Pupil Government (SPG) presidents and Parents – Teachers Association (PTA) presidents of the respondent schools.

Research instruments

The research instrument used in this study consisted of three main parts namely: Part I of the research instrument determined public elementary school heads profile. This includes participants' sex, age, civil status, administrative experience, and educational attainment. Part II on the other hand deals with the school environment scale. This is a 56-item questionnaire consisting of eight sub-areas namely: student support, affiliation, professional interest, staff freedom, participatory decision-making, innovation, resource adequacy, and work pressure. On the other hand, Part III of the research instrument was a scale on the managerial skills of public elementary school heads. This is a 50-item questionnaire consisting of five skill areas namely: technical skills, leadership skills, controlling skills, planning skills, and decision making skills. Each of the skill areas in this regard consisted of 10 items in five sets with five numerical options for the participants to choose from. On the other hand, secondary data on school performance such as gross enrollment rate, promotion rate, failure rate,

repetition rate, dropout rate, completion rate, survival rate, and national achievement rate were obtained by the researcher to the respective respondent schools of the 6th Congressional District of Negros Occidental.

Validity and Reliability of the Instruments

According to Thorndike and Hagen as cited by Figueroa (2007), validity is the suitability of the test for its purposes. It must yield the kind of result it needs. A test is valid if it yields scores that help accomplish the purpose for which it was intended. The developed research instruments were presented to the three jurors considered experts in the field of education, research, and educational management. They went over the research instrument item-by-item and judged the suitability and appropriateness of the questions. Suggestions for improvement were taken into consideration and were given due consideration by the researchers. The mean rating obtained from the three jurors was 4.65. This obtained mean showed that the research instruments were very good and valid to a very high degree.

In the conduct of the reliability, Cronbach Alpha was used. The Cronbach Alpha is used whenever the researcher has items that are not scored simply as right or wrong (Glien and Glien, 2003). Cronbach Alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinee. The computed coefficient of correlation was 0.93 for the questionnaire on school's environment while 0.95 for the questionnaire on the managerial skills of school administrators. According to Ornstein, a coefficient of 0.80 or higher indicates high reliability. This means that the research instruments adapted and modified by the researcher were reliable to a very high degree.

Data Collection Procedures and Data Analysis

Before the administration of the test, researchers asked permission from the school's division superintendent in the Division of Negros Occidental where the public elementary schools of the 6th Congressional District of Negros Occidental belongs. Then, he asked permission to the district supervisors of the different districts where he conducted this study. Upon the approval, copies of questionnaires were administered to the target participants. The researcher personally conducted the questionnaires to the participants so that queries which arose were answered immediately.

On the other hand, to answer the problems posed in this study, descriptive statistics such as the mean and standard deviations were used. However, to answer problems on the influence of school environment and school heads managerial skills on schools' performances, Pearson Product Moment of Correlation Coefficient (PPM) was used.

Results

School Environment of Public Elementary Schools

The school environment has broad influence on many aspects of students' development. It has broad influence in their learning and growth, including a significant aspect of their social, emotional and moral development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behavior.

Table 1. School Environment of Public Elementary Schools

| Sub-areas of School Environment | School Heads | | Teachers | | Pupils | | Parents | |
|---------------------------------|--------------|----------------------|----------|----------------------|--------|----------------------|---------|----------------------|
| | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| Student support | 3.22 | Moderately Favorable | 3.46 | Favorable | 3.37 | Moderately Favorable | 3.37 | Moderately Favorable |
| Affiliation | 3.55 | Favorable | 3.88 | Favorable | 3.81 | Favorable | 3.81 | Favorable |
| Professional interest | 3.49 | Favorable | 2.90 | Moderately Favorable | 3.13 | Moderately Favorable | 3.14 | Moderately Favorable |
| Staff freedom | 3.03 | Moderately Favorable | 3.12 | Moderately Favorable | 2.82 | Moderately Favorable | 2.77 | Moderately Favorable |
| Participatory decision making | 3.39 | Moderately Favorable | 3.46 | Favorable | 3.41 | Favorable | 3.37 | Moderately Favorable |
| Innovation | 3.30 | Moderately Favorable | 3.23 | Moderately Favorable | 3.09 | Moderately Favorable | 3.25 | Moderately Favorable |
| Resource adequacy | 2.93 | Moderately Favorable | 3.07 | Moderately Favorable | 3.02 | Moderately Favorable | 2.91 | Moderately Favorable |
| Work pressure | 3.01 | Moderately Favorable | 3.35 | Moderately Favorable | 2.96 | Moderately Favorable | 2.99 | Moderately Favorable |
| As a whole | 3.24 | Moderately Favorable | 3.31 | Moderately Favorable | 3.20 | Moderately Favorable | 3.20 | Moderately Favorable |

This table reflects that the school environment of the public elementary schools is moderately favorable as perceived by the school heads ($M = 3.24$). However, when sub-areas were considered, the same finding were also observed except in affiliation ($M = 3.55$) and professional interest ($M = 3.49$) where the school's environment is favorable. This means that the school environment of public schools as perceived by the school heads was moderately conducive for students to learn and everybody to grow professionally.

On the other hand, as perceived by the teachers, the school environment of public schools was also moderately favorable ($M = 3.31$) as a whole and in terms of the sub-areas except on students' support ($M = 3.46$), affiliation ($M = 3.88$), and participatory decision making ($M = 3.46$) where school environment is favorable. This results reflect that teachers' perception of the school's environment of public schools is moderately conducive. However, teachers believed that students support is happening in almost all of the schools. Teachers can obtain assistance, advice and even encouragement so that they may feel that they are accepted by colleagues, (Fisher, et al, 2008). This should be the atmosphere of the school. Teachers are free to move, they are assisted by higher authorities and they are accepted by their colleagues and members of the school community. Furthermore, results can be taken to mean that teachers were given the opportunity to participate in the decision making of school as perceived by the teachers.

Considering pupils' perceptions, this study revealed that the school environment is moderately favorable ($M = 3.20$) when taken as a whole and when sub-areas are considered individually except on affiliation ($M = 3.81$) and participatory decision making ($M = 3.41$) where school environment is favorable. Responses of the pupils can be taken to mean that schools were moderately conducive. However, teachers can obtain assistance, advice and even encouragement so that they may feel that they are accepted by colleagues. Likewise, pupils believed that their teachers were given the opportunity to participate in any decision making of their school.

Lastly as perceived by the parents, the level of school environment of public schools as a whole is moderately conducive ($M = 3.20$) and in terms of the sub-areas except affiliation ($M = 3.81$) which is favorable. This means that parents believe that school environment were only moderately conducive. However, they perceived that teachers can obtained assistance, advice, and encouragement and are made to feel accepted by colleagues (Fisher, et al, 2008).

Along this line, school environment can also mean the school climate of the school. According to Bali and Alvarez (2003) school climate is closely linked to the interpersonal relations between students and teachers. As mentioned by Crosnoe, et al. (2004), school climate is the general atmosphere of school. Trust between students, teachers, school heads, parents, and even other members of the community increases if the school encourages teamwork.

Furthermore, research shows that students who trust their teachers are more motivated and as a result perform better in school (Eamon, 2005). School policies and programs often dictate the school climate. To add to that, if a school is able to accomplish a feeling of safety, students can have success despite their family or neighborhood backgrounds (Crosnoe et al., 2004). According to Muleyi (2008), teachers do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment which teachers accord the students. Odhiambo (2005) contends that there is a growing demand from the Kenya government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers.

On the other hand, direct school-level measures such as the building and physical environment, and the school social and psychological environments have been used often (Crosnoe et al., 2004). This is because, these are important variables when school environment is the point of discussion. It is always understood that these variables influence school environment.

Managerial Skills of School Heads

The importance of school leaders' possession of managerial skills for national transformation is obvious. Management is an integral part of any organization. It involves skillful organization and utilization of resources (human and material) for the achievement of goals. In the context of educational organizations, the

responsibility of managing schools for realization of educational objectives rest on the school head, principal or head teacher. In order to achieve optimum results, the leaders should be skilled in management.

Table 2. School Heads Managerial Skills

| Managerial Skills | School Head | | Teachers | |
|------------------------|-------------|----------------|----------|----------------|
| | Mean | Interpretation | Mean | Interpretation |
| Technical Skills | 4.31 | Very High | 4.13 | High |
| Leadership Skills | 4.46 | Very High | 4.17 | High |
| Controlling Skills | 4.32 | Very High | 4.16 | High |
| Planning Skills | 4.36 | Very High | 4.13 | High |
| Decision Making Skills | 4.34 | Very High | 4.11 | High |
| As a Whole | 4.36 | Very High | 4.14 | High |

Table 2 reflects that the level of the managerial skills of school heads when skill areas were taken as a whole is very high ($M = 4.36$) as perceived by the school heads themselves while high ($M = 4.14$) as perceived by the teachers. However, when skill areas were considered individually, the level of the managerial skills of school heads as perceived by them was very high as reflected by the obtained means ranging from 4.31 to 4.46 while high as perceived by the teachers as indicated by the obtained means ranging from 4.11 to 4.17.

It can be gleaned from the results that school heads believed that they have already a well-established managerial skill. They believed that they have well established technical skills, leadership skills, controlling skills, planning skills, and decision-making skills. Although teachers have different perceptions of their managerial skills but the way teachers perceived school heads managerial skills is not far from what are expected from the school heads as a manager of their respective schools. Memisoglu (2015) expressed that primary and secondary school teachers defined that school principals' skills related to quality and responsibility taking dimensions identified are better. Considering the items that takes part in quality dimension, it is thought that principals target to inform teachers and students about school and students' success, struggle for life quality and provide learning climate based on trust.

School Performance

Numerous empirical studies have highlighted factors that account to school's level of performance. These are the completion rate, dropout rate, failure rate, gross enrollment rate, national achievement rate, promotion rate, retention rate, and survival rate.

Table 3. School Performance in Terms of the Different Performance Indicators

| Performance Indicators | Mean | Interpretation |
|---------------------------|-------|----------------|
| Completion Rate | 79.10 | High |
| Dropout Rate | 2.12 | Very Low |
| Failure Rate | 3.03 | Very Low |
| Gross Enrolment Rate | 99.32 | Very High |
| National Achievement Rate | 72.94 | High |
| Promotion Rate | 97.55 | Very High |
| Repetition Rate | 3.55 | Very Low |
| Survival Rate | 78.71 | High |

As shown in this table, the level of school performance in terms of completion rate ($M = 79.10$), national achievement rate ($M = 72.94$) and survival rate ($M = 78.71$) is high. However, in terms of gross enrolment rate ($M = 99.32$) and promotion rate ($M = 97.55$) is very high. On the other hand, the level of school performance in terms of dropout rate ($M = 2.12$), failure rate ($M = 3.03$), and repetition rate ($M = 3.55$) is very low.

These results reflect that elementary schools have a very satisfactory school performance considering the different performance indicators such as completion rate, dropout rate, failure rate, gross enrollment rate, national achievement rate, promotion rate, repetition rate, and survival rate.

It can be gleaned from the results that dropout rate is very low which means that majority of the pupils are in school. In some parts of the country and even abroad dropout rate is a common problem. As observed by majority, poverty is one reason why pupils leave school. In some rural areas in the Philippines, pupils leave school because they help their parents earn a living. In this regard, the Filipino Child 2 Policy Brief No. 4, of 2010 pointed out that dropouts may appear small in number but they are dominant among the poor which thereupon turns the wheels of inter-generational transmission of poverty against them.

In addition, according to the study conducted by UNICEF, the primary reason for dropout is lack of personal interest. Unfortunately, this particular reason is quite complex and may be due to several reasons. It may be due to demand-side issues such as poor information on the value of education (Global Study on Child Poverty and Disparities: Philippines, Policy Brief, 2010).

Furthermore, the reasons for school failure rate are almost as complex as are the reasons we are unable to turn around under performing schools in vast numbers. These reasons are multifaceted and interrelated, compounding and exacerbating the problem of school failure (Leithwood, 1999). Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents (Karande and Kulkani, 2005).

Likewise, an early school leaver also known as school dropout is learner enrolled who leaves education during the school year and did not enroll on the following year. Previous literature heavily discussed that school dropouts face significant economic and personal risks (Psacharopoulos, 2007). It has been argued that particularly migrant students, boys, vocational students and pupils from disadvantageous backgrounds are at-risk for school dropout (Cabus and White, 2012).

Likewise, ensuring that students stay in school until they complete their education is a major concern in basic education (National Education and Testing Research Center cited in Nava, 2009). Cohort Survival Rates (CSR) for the past 10 years has fluctuated between 60 % and 80 % in both elementary and secondary levels (Department of Education, 2008, cited in Nava, 2009). These statistics mean that about between 20 to 40 % of Grade 1 pupils do not reach Grade 6; of the 60 to 75 % who enter secondary school, about one-third of them do not finish high school. If the numbers are added up, they indicate about half of Grade 1 pupils.

Correlation among School Environment, Managerial Skills and School Performance

Table 4. Correlation between School Environment and School Performance

| School Environment | | School Performance | | | | | | | |
|-------------------------------|------------|--------------------|---------------|--------------|----------------------|---------------------------|----------------|-----------------|---------------|
| | | Completion Rate | Drop Out Rate | Failure Rate | Gross Enrolment Rate | National Achievement Rate | Promotion Rate | Repetition Rate | Survival Rate |
| Student Support | R-value | -0.04 | -0.03 | -0.03 | -0.08 | -0.06 | 0.02 | 0.01 | 0.01 |
| | P-value | 0.71 | 0.72 | 0.74 | 0.38 | 0.50 | 0.08 | 0.88 | 0.99 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Affiliation | R-value | 0.06 | -0.11 | -0.12 | -0.01 | -0.04 | 0.08 | 0.03 | 0.04 |
| | P-value | 0.55 | 0.25 | 0.19 | 0.93 | 0.64 | 0.38 | 0.72 | 0.67 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Professional interest | R-value | -0.06 | -0.10 | -0.06 | -0.02 | 0.06 | 0.06 | -0.04 | 0.05 |
| | P-value | 0.56 | 0.31 | 0.51 | 0.84 | 0.56 | 0.54 | 0.88 | 0.61 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Staff freedom | R-value | -0.13 | -0.25 | -0.13 | -0.03 | 0.14 | 0.05 | -0.07 | 0.13 |
| | P-value | 0.18 | 0.01 | 0.17 | 0.74 | 0.14 | 0.62 | 0.46 | 0.17 |
| | Conclusion | NS | ** | NS | NS | NS | NS | NS | NS |
| Participatory Decision Making | R-value | -0.03 | -0.14 | -0.08 | -0.05 | -0.09 | -0.07 | -0.07 | 0.04 |
| | P-value | 0.79 | 0.15 | 0.37 | 0.58 | 0.36 | 0.45 | 0.43 | 0.67 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Innovation | R-value | -0.17 | -0.15 | -0.12 | -0.10 | -0.04 | 0.01 | -0.15 | -0.22 |
| | P-value | 0.07 | 0.11 | 0.20 | 0.29 | 0.69 | 0.99 | 0.11 | 0.02 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | * |
| Resource Adequacy | R-value | -0.11 | -0.07 | -0.08 | 0.05 | 0.20 | -0.16 | -0.09 | 0.04 |
| | P-value | 0.25 | 0.49 | 0.41 | 0.59 | 0.03 | 0.08 | 0.36 | 0.71 |
| | Conclusion | NS | NS | NS | NS | * | NS | NS | NS |
| Work Pressure | R-value | -0.08 | -0.09 | -0.04 | -0.01 | -0.01 | -0.11 | -0.01 | -0.09 |
| | P-value | 0.43 | 0.36 | 0.69 | 0.92 | 0.97 | 0.22 | 0.94 | 0.35 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |

** - highly significant

* - significant

NS – not significant

Using cross correlation, Table 4 shows that there is no significant correlation between school environment in terms of the sub-areas and school performance in terms of the identified performance indicators. This is reflected by the obtained r-values and probability values which are greater than the 0.05 level of significance. Since the obtained probability values are greater than the 0.05 level of significance, in this regard, hypothesis which states that there is no significant correlation between school environment and school performance is therefore accepted. However, significant correlations were observed between staff freedom and dropout rate (r-value = -0.25, p-value = 0.01), innovation and survival rate (r-value = -0.22, p-value = 0.02), and resource adequacy and national achievement rate (r-value = 0.20, p-value = 0.03).

Results presented reflects that there are sub-areas of school environment which is related to school performance. Staff freedom for instance is related to dropout rate. However, the relationship is negative. The negative relationship indicates that the more teacher's freedom is curtailed the lesser would be the dropout rate. Fisher et al. (2008) contends that teachers are free of set rules, guidelines, and of supervision to ensure rule compliance but this seems to be negative to the responses of the respondents because the dropout rate tends to increase the more teachers exhibits their freedom to set rules, guidelines and of supervision.

Likewise, negative correlation was also observed between school environment in terms innovation and school performance in terms of survival rate. This means that the more schools favored planned change and do

experimentation, the proportion of enrollees in school decreases. As stated by Maligalig (2008) survival rate refers to the proportion of enrollees at the beginning grade who reach the final grade at the end of the required number of years of study. It is used to assess the internal efficiency and “wastage” in education while innovation as reflected by Fisher et. al., (2008) means that the school is in favour of planned change and experimentation, and fosters classroom openness and individualization.

Lastly, it was observed that there is a significant relationship between resource adequacy and national achievement rate. This result projects that availability of resources in school influences the national achievement rate of the school. The result of the achievement test is always associated with the quality of the teaching learning process which is thereby affected by the quality of learning resources the teacher uses. As described by Fisher, et al, (2008) resource adequacy refers to the support personnel, facilities, finance, equipment and resources are suitable and adequate. National achievement rate on the other hand, refers to the degree of learning outcomes in five learning areas such as; Filipino, English, Mathematics, Science and HeKaSi (Maligalig, 2008).

Table 5. Correlation Between School Heads Managerial Skills and School Performance

| Managerial Skills | | School Performance | | | | | | | |
|------------------------|------------|--------------------|---------------|--------------|----------------------|---------------------------|----------------|-----------------|---------------|
| | | Completion Rate | Drop Out Rate | Failure Rate | Gross Enrolment Rate | National Achievement Rate | Promotion Rate | Repetition Rate | Survival Rate |
| Technical Skills | R-value | -0.06 | -0.03 | -0.03 | 0.04 | 0.16 | -0.01 | 0.09 | -0.03 |
| | P-value | 0.54 | 0.73 | 0.79 | 0.71 | 0.10 | 0.95 | 0.32 | 0.78 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Leadership Skills | R-value | -0.08 | -0.01 | -0.04 | 0.05 | -0.12 | -0.02 | 0.11 | -0.10 |
| | P-value | 0.42 | 0.93 | 0.71 | 0.57 | 0.22 | 0.86 | 0.27 | 0.31 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Controlling Skills | R-value | -0.11 | 0.03 | 0.09 | 0.13 | 0.13 | -0.07 | 0.17 | -0.05 |
| | P-value | 0.25 | 0.72 | 0.32 | 0.17 | 0.17 | 0.47 | 0.07 | 0.57 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Planning skills | R-value | -0.03 | -0.02 | -0.07 | 0.10 | 0.11 | 0.14 | 0.01 | 0.04 |
| | P-value | 0.76 | 0.83 | 0.45 | 0.28 | 0.26 | 0.15 | 0.95 | 0.71 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |
| Decision-Making Skills | R-value | -0.01 | -0.02 | -0.02 | 0.08 | 0.09 | 0.06 | 0.05 | 0.02 |
| | P-value | 0.99 | 0.83 | 0.88 | 0.41 | 0.32 | 0.54 | 0.60 | 0.87 |
| | Conclusion | NS | NS | NS | NS | NS | NS | NS | NS |

NS – not significant

Table 5 shows that using cross correlation between school heads managerial skills and school’s performance, there is no significant correlation between school heads managerial skills in terms of technical skills, leadership skills, controlling skills, planning skills and decision-making skills and school’s performance in terms of completion rate, dropout rate, failure rate, gross enrollment rate, national achievement rate, promotion rate, retention rate, and survival rate. This is reflected by r-values ranging from 0.01 to 0.17 at p-values ranging from 0.07 to 0.99. Since these obtained probability values are greater than the 0.05 level of significance, in this regard, hypothesis which states that there is no significant correlation between schools heads managerial skills and school performance is therefore accepted.

Results presented in this regard, disclosed that the way schools are manage is not related to their school performance. School performance may be are not only influence by the managerial skills of their school administrator but also influence by some other factors. However, there are researches which found out that the

way schools are managed influence school performance, thus training on managerial skills should be provided to school managers.

Along this line, ¹ Kombo (2005) observes that the leadership style of the head teacher creates a kind of learning environment. A cordial relationship between the head teacher and learners creates an environment conducive to learning as discussions are encouraged and learners listened to. The head teacher works together with students on how to succeed in life and academically. In such a school, every member is useful in decision making process. Most of such schools have disciplined students and positive academic record. The head teacher has a formal relationship with several people or groups of people both inside and outside the school system. He/she has dealings not only with the teachers and students, but also with parents, members of the community, which the school serves and educational officers. Therefore, the image of the school outside is seen through the administrative capabilities of the head teacher.

On the other hand, World Bank (2008) posits that much research has demonstrated that retention and the quality of education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher. Concerted effort to improve school leadership is one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa

Conclusion

Public elementary school's environment was moderately conducive considering certain indicators such as staff freedom, innovation, resource adequacy, and work pressures while conducive in terms of affiliation. In terms of managerial skills, school heads possess managerial skills as perceived by them and their teachers. Although their perceptions are not exactly the same, however, they both believe that school heads exhibit managerial skills in managing their respective school. Likewise, public elementary school heads exhibited excellent management skills as perceived by them. However, their management skills differ from skill area to skill area as perceived by their respective teachers. Furthermore, public elementary schools has performed well in terms of gross enrolment rate, promotion rate, dropout rate, failure rate, and repetition rate and has performed better in terms completion rate and national achievement rate.

The study also concludes that school environment is not related to school performance in terms of the identified performance indicators. However, school environment is related to school performance in terms of the dropout rate. Likewise, school heads managerial skills were not related to the school performance of public elementary schools. This means that other factors aside from how schools are managed by the school managers influenced school performance.

Recommendations

Along with the finding and conclusions, this study hereby recommends stakeholders to work hand in hand in improving school environment especially in areas where elementary schools are weak. On the other hand, since the study showed high level of school heads managerial skills, school heads in this regard are encouraged to continuously exhibit their best managerial skills because no matter what there is no perfection in this work and there is always room for improvement. Likewise, trainings and seminars should also be provided to school heads so that updated and new trends of managing the 21st century will not be difficult for them. On the other hand, to boost school's performance, it is recommended that school heads, teachers, parents, pupils and other members of the community should work together for better and excellent schools. Lastly, it is recommended that another study should be conducted utilizing other variables which is believed to influence school performance.

Acknowledgements or Notes

Please collate acknowledgements or notes in a separate section at the end of the article before the references.

References

- Ajaegbo N. A. (2005). Enhancing the managerial skills of secondary school principals for effective implementation of invention in secondary school educational system. In J. Babalola, C.O. Akpa, and A.O. Ayeni (Eds) *Managing inventions in the Nigeria Educational System* (pp 271-278) Ibadan. His lineage publishing house.
- Bali, V. & Alvarez, M.R. (2003) Schools and educational outcomes: what causes the 'race gap' in student test score? *Social Science quarterly*, 84(3), 485-508
- Barry, J. (2005). *The effect of socio economic status on academic achievement*. Spring, Wichita, KS: Wichita state university.
- Cabus, S.J. and De Witte, K. (2012). *School Absenteeism and Dropout, A Bayesian Duration Model*. TIER Working Paper Series.
- Carr, C. (2005). Evolution of a leadership preparation program in the 21st century. *Education Leadership Review*, 6 (1) 34-41.
- Crosnoe, R., Monica, K & Glen, H. (2004). School size and the interpersonal side of education: an examination of race/ethnicity and organizational context. *Social sciences Quarterly*, 85(5), 1259-1274.
- Daft R.L. and Karl E. Weick 1984. Toward a Model of Organizations as Interpretation Systems. *The Academy of Management Review*, Vol. 9, No. 2. (Apr., 1984), pp. 284-295.
- Daniel K. Korir, D. K. and Kipkemboi, F. (2014). The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga County, Kenya. *Journal of Education and Practice*, Vol.5, No.11
- Dunantlaan, H. (2004). *The Use of Performance Indicators in a School Improvement Policy: The Theoretical and Empirical Context.*"

- Eamon, M. K. (2005). Socio- demographic, school, neighbourhood, and parenting influence on academic achievement of Latino young adolescent. *Journal of youth and adolescents*, 34(20), 163-175.
- Elmore, R.E. (2005). *School reform from the inside out: policy, practice, and performance*. Cambridge: Harvard Education Press.
- Eric S. (2005). The role of supportive school environment in promoting success. *Developing safe and healthy kids*. Development Studies Centre (DSC). p.75-82 (chap. 3).
- Global Study on Child Poverty and Disparities: Philippines, Policy Brief, 2010.
- Figuroa, J. A. (2007). Behavioral Values and Supervisory attitudes of Government Colleges and Universities Administrators: Their Relationship to the Teaching Performance of Tertiary Instructors in Negros Occidental. Unpublished Dissertation, Philippine Normal University Visayas, Cadiz City, Negros Occidental.
- Filipino Child 2 Policy Brief No. 4, of 2010
- Fisher, D. L., Grady, N., and Fraser, B. J. (2008). Associations between school-level and classroom-level environment. *International Studies in Educational Administration*, 23, 1-15.
- Hornig, E., Demetra K., and Susana, L. (2009). Principal Preferences and the Uneven Distribution of Principals Across Schools, CALDER Working Paper 36, Washington D.C: The Urban Institute.
- Gliem, J. A. and Gliem, R. R. (32003). Calculating, Interpreting, and Reporting Cronbach's Alpha Reliability Coefficient for Likert-Type Scales. Midwest Research to Practice Conference in Adult, Continuing, and Community Education
- Karande, S. and Kulkarni, M. (2005). Poor School Performance. *Indian Journal of Pediatrics*, Volume, 72.
- Kombo, D. K. (2005) *Sociology of Education*. Nairobi: Ad Print Company.
- Leithwood, K., & Duke, D. L. (1999). A century's quest for a knowledge base, 1976–1998. In J. Murphy & K. S. Louis (Eds.), *Handbook of research on educational policy* (pp. 45–72). San Francisco: Jossey Bass.
- Maligalig, D. S. and Albert, J. R. G. (2008). Measures for Assessing Basic Education in the Philippines, Philippine Institute for Development Studies, Discussion Paper Series No. 2008-16
- Memisoglu, S. (2015). The Perception of Teachers About Management Skills of School Principals. *International Journal of Humanities and Social Science* Vol. 5, No. 2.
- Mestry, R. and Grobler, B.R. (2004). The training and development of principals to manage schools effectively using the competence approach. *International Studies in Educational Administration*, 32(3), pp: 2-19.
- Monyatsi, P. (2005). Transforming schools into democratic organisations: The case of the secondary school's management development project in Botswana. *International Education Journal* 6(3), 354-366.
- Muleyi, G. (2008). Effects of home factors and type of school on academic performance of Girls in Bungoma District (Unpublished M.Phil. Thesis). Moi University, Eldoret.
- Muraina, M. (2014). Principals' Managerial Skills and Administrative Effectiveness in Secondary Schools in Oyo State, Nigeria. *Global Journal of Management and Business Research: A Administration and Management* Volume 14 Issue 3 Version 1.0 Year 2014
- Nava, F. (2009). Factors in School Leaving: Variations Across Gender Groups, School Levels and Locations, *Education Quarterly*, December 2009, Vol. 67 (1), 62-78.
- Philippine Development Plan 2011-2016 Matrices, National Economic and Development Authority, www.neda.ph


Philippine Education for All 2015 Review Report.

Psacharopoulos, G. (2007). The cost of school failure – A feasibility study. European Expert Network on Economics of Education.

Shamsuddina, et.al. (2012). Relationship between the Outdoor Physical Environment and Student's Social Behaviour in Urban Secondary School. *Procedia - Social and Behavioral Sciences* Volume 50, 2012, Pages 148-160.

Author Information

Javen J. Gamala

 <https://orcid.org/XXXX-XXXX-XXXX-XXXX>

Department of Education
Cuayan, Negros Occidental
Philippines

Contact e-mail: email@email.com

Eliseo P. Marpa

 <https://orcid.org/0000-0001-9582-4333>

Philippine Normal University Visayas
Cadiz City, Negros Occidental
Philippines

Marpa.ep@pnu.edu.ph

School Principal, District of Cuayan, Negros Occidental, Philippines

School Environment, Managerial Skills, and School's Performance: Establishing the Path of Relationship

ORIGINALITY REPORT

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

0%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1

pdfs.semanticscholar.org

Internet Source

8%

Exclude quotes On

Exclude matches < 5%

Exclude bibliography On