

ANALYSIS ON THE LEVEL OF AWARENESS AND IMPLEMENTATION OF GOVERNANCE AND SUPERVISION IN RELATION TO R.A. 9155 (GOVERNANCE OF BASIC EDUCATION ACT OF 2001) AND THE IMPACT ON THE SCHOOL PERFORMANCE

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Abstract

Abstract

Principals have been characterized as change agents who work with a limited and constantly evolving sphere of influence in the education system. They are at once leaders, administrators and middle managers who mediate tensions between policy-as-designed and policies-as-implemented in relation to school performance. (Beck & Murphy, 1993; Fullan 1991; Hargreaves & Goodson, 2006).

Republic Act 9155 also known as the “Governance of Basic Education Act of 2001” stipulates the different powers, duties and functions of school heads under section 7. The weight of this republic act rests on the shoulders of the principals, and it is the aim of this study to measure how prepared, how knowledgeable, how equipped the principals are to carry all the responsibilities being stipulated in R.A.9155 rule VII. Thus, this study sought to find out the extent of awareness and implementation of RA 9155 and its implication to school performance among central and small schools in the Division of Laguna.

The descriptive method of research was employed in conducting this study involving the gathering of the essential data and information tested the hypothesis and answered the questions concerning the problem.

Questionnaire in the form of checklist was utilized in the gathering of needed information and in the completion of the investigation. The statistical treatments applied in the study consisted of weighted mean, standard deviation, spearman rho and regression analysis.

Related readings on the literature and studies were gathered in the formulation of hypothesis and the conceptual framework which was presented in the form of a paradigm.

The following were significant findings of the investigation.

In terms of level of school's compliance as to leadership and governance level of school's curriculum and learning, accountability and continuous improvement and management of resources in accordance to RA 9155, it has a remark of strongly agree and verbally interpreted as very great extent.

As to the level of school performance in terms of performance indicator, learners quality, school based management and awards it shows an outstanding increase in three (3) consecutive years.

Based on the data, it is shown that there is a significant relationship between school's level of compliance to RA 9155 in leadership and governance and school performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance.

Also, it is shown that there is a significant relationship between school's level of compliance to RA 9155 in curriculum and learning and school performance at 0.05 level of significance

In addition, it can be inferred that there is a significant relationship between school's level of compliance to RA 9155 in accountability and continuous improvement and school performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance.

Furthermore, it is shown that there is a significant relationship between school's level of compliance to RA 9155 in management of resources improvement and school performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance.

Finally, it is shown that the schools' level of compliance to RA 9155 as to leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources singly has significant relationship on the school performance 0.05 level of significance.

Thus, the null hypotheses are partially accepted.

Key Words:*RA.9155 Governance of Basic Education Act of 2001 ,School's Level of Compliance, School Performance*

Objectives:

The research aims to assess the level of awareness and implementation of governance and supervision in relation to the R.A.9155, and the impact on the school performance. The following specific research questions and problems were constructed as a guide in generating detailed information about the research topic. Specifically, it sought answers to the following questions:

The research aims to assess the level of awareness and implementation of governance and supervision in relation with R.A.9155, and the impact on the school performance. The following specific research questions and problems were constructed as a guide in generating detailed information about the research. Specifically, it sought answers to the following questions:

1. What is the level of school's leadership and governance in accordance with RA 9155 in terms of:
 - 1.1 teaching and learning environment; and
 - 1.2 school improvement plan development?
2. What is the level of school's curriculum and learning in accordance to RA 9155 in terms of:
 - 2.1 curriculum implementation;

- 2.2 innovative modes of instruction; and
- 2.3 programs and projects for equitable learning opportunities?
3. What is the level of the school's accountability and continuous improvement under RA 9155 in terms of:
 - 3.1 staffing;
 - 3.2 staff development; and
 - 3.3 management of personnels' fiscal and resources?
4. What is the level of the school's management of resources in accordance to RA 9155 in terms of:
 - 4.1 resource management; and
 - 4.2 partnership and linkages?
5. What is the level of school performance in performance indicator in terms of:
 - 5.1 test results?
6. What is the level of school performance in learners quality as to:
 - 6.1 enrollment rate?
 - 6.2 cohort survival rate;
 - 6.3 completion rate; and
 - 6.4 graduation rate?
7. What is the level of school performance in the school-based management level as to?
 - 7.1 level 1;
 - 7.2 level 2; and
 - 7.3 level 3?
8. What is the level of school performance in awards received as to:
 - 8.1 district level;
 - 8.2 division level;
 - 8.3 regional level;
 - 8.4 national level; and
 - 8.5 international level?
9. Do schools' level of compliance to R.A. 9155 in leadership and governance have significant effect on the school performance?
10. Do the schools' level of compliance to R.A. 9155 in terms of curriculum and learning have significant effect on the school performance?
11. Do schools' level of compliance to RA 9155 in terms of accountability and continuous improvement have significant effect on school performance?
12. Do schools' level of compliance to R.A. 9155 in terms of management of resources have significant effect on school performance?
13. Do schools' level of compliance to R.A. 9155 as to leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources significantly affect the schools' performance as to performance indicator, learners' quality, school-based management, and awards.

Methodology:

Research Design

The study is descriptive in nature for the reason that it provides information about a certain phenomenon. Results were presented in a qualitative manner; thus, statistical procedures were used to treat the data.

Having a descriptive design guided the study to acquire compatible answers in accomplishing its purpose which is to determine the performance of school heads and its impact to the school effectiveness. The data were gathered from the respondents through questionnaires, were analyzed through basic statistical treatments such as percentage, sample mean and sample standard deviation, which is the reason of the study being in a qualitative approach.

Population and Sampling

The whole population of the study belongs to the schools from the 4th district of Laguna. A scientific sampling method was used in choosing the respondents of the study. For the sample size, the researcher used the Slovin's formula.

Literature Review

With the curricular changes in the Philippine basic education, it turns out to be considerably all the more squeezing to have a straightforward foundation of what the public and private grade schools realize of their competence and performance. This idea can control school teachers and administrators to think of a superior system of understanding the connection between powerful school practices and learners' performance.

On leadership development, Sinar E. (2018), Chief Scientist and Vice President at Development Dimension International (DDI), mentioned that too many organizations are taking a "do it yourself" approach to leadership development, which usually begins and ends with giving leaders access to a generic self-study resource. Nevertheless, what leaders want is a personalized experience and the opportunity to learn from internal and external mentors and their fellow-leaders.

But as observed, effective leaders learn about their organizational systems, utilize the knowledge and social/political capital, and motivate members of their organization to learn together for positive change (Senge, et al., 2000). There are three types of behaviors that exemplify effective leadership for change. First, leaders that effectively lead lasting change focus their actions on building relationships and trust (Fullan 2001, 2007; Kouzes & Posner, 2003). Importantly, a leader must be proactive, caring, and focused to establish trusting relationships and to nurture them as they develop over time. Second, leaders that effectively lead lasting change distribute decision-making (Harris & Spillane, 2008). Effective leaders understand that there is a time when they must lead and a time when they have to follow. As school communities are, by nature, filled with insightful members, creating the structures and conditions for sharing ideas critically is essential (Brooks, Normore, Jean-Marie & Hodgins, 2007). Finally, to move systems towards second-order change that is lasting, effective leaders interrogate the status quo (Nolan, 2007). They start by asking questions such as, "why do we do what we do?" "How effective are our policies and strategies?" Without interrogating the status quo, harmful and ineffective norms can control the change process and undermine well-intentioned efforts. To better understand what leadership for change looks like in the Philippines, brief discussion of the structure and organization of education in the country, and paying particular attention to the ways that leadership has functioned in educational settings were conceptualized.

School leadership is indeed the action of leading people in an organization towards achieving educational goals. A leader sets a clear vision for the organization, motivates employees and faculty, guides them through the work process, and builds morale.

Leadership also involves leading others toward achieving clear goals. Numerous studies have shown that a comprehensive and unifying leadership model, with an associated defined set of leadership competencies, has mostly been absent from the field of human services. In the complex and turbulent field of child welfare, leadership skills are necessary at all levels of educational institutions.

As indicated by Abusayo (2014), school leaders are answerable for the general administration of schools. They augment open doors for teachers and learners to be effective. They advocate the conveyance of value instruction to the goal of the school network. At the end of the day, having responsibility to top notch showing assumes a significant job in creating and adding to educational program advancement, distinguishing needs, and school development planning.

Meanwhile, in terms of management Wohlstetter, P. & Mohrman A. (2014), states that school-based management has to gain support as a means to improve school performance. A simple change in schools' management and governance results in a more focused and passionate quest for improvement. In improving schools, School-based decision-making

includes changing instruction, enhancing curriculum, and developing the institutional web that surrounds schools to achieve an integrated focus on the outcomes of education.

Moreover, Balanquit (2015) stressed that managerial competence in planning, organizing, directing, coaching, participating, delegating, controlling, coordinating, and budgeting have significant effect on school performance.

Speaking of performance Ajao (2011) cited that the issue of poor scholarly accomplishment of learners has been of much worry to the administration, guardians, educators, and even learners themselves. The nature of training not just relies upon the teachers, as reflected in the presentation of their obligations yet additionally on the successful coordination of the school condition.

In the mean time, Shahzad (2016) cited that there is a need to analyze role of leadership competencies in organizational performance. He mentioned that emphasis on the delicate piece of a hierarchical exhibition the board framework can prompt a fruitful association. Currently, many leaders are analyzing the role of different soft variables like intelligence capabilities, behavioral complexity, conscientiousness, emotional aspects, innovation capacities, uncertainty, communication, Technology-mediated communication, trust, interpersonal relations, cultural differences, stakeholder satisfaction and organizational structure. He mentioned that leadership is also an important variable to analyze its role in organizational performance. The competency of school leadership clearly defines leadership as a combination of soft and hard skills.

Talking about governance, it is about enabling organizations to achieve their goals, control risks, and assuring compliance. Among companies, good corporate governance incorporates a set of rules that defines the relationship between stakeholders, management, and the board of directors and influence how the company is operating.

The World Bank defines governance as to how power is exercised in the management of a country's economic and social resources for development. Governance refers to the rules of the political system to solve conflicts between members and adopt decisions (legality).

Leaders of organizations are accountable and in control of the organization's continuous improvement and staff development.

With respect to accountability, as cited by Bush T.(2018), holding school leaders to accountability is a feature of most education systems. In those settings with significant levels of autonomy, such as England, accountability procedures have often become more demanding, especially for principals and head teachers. Typically, these procedures include provisions for headteacher appraisal or performance management. While many aspects of school leadership, including instructional leadership, relate specifically to the educational contexts, performance management is one of several approaches borrowed from the private sectors. It might be regarded as an example of performativity, where 'individual practitioners organize themselves as a response to targets, indicators, and evaluations.

Accountability and continuous improvement go hand-in-hand when it comes to school development (O'Day & Smith, 2016). Accountability for persistent improvement empowers all actors and partners to know by any means times what influences the way of life of the framework, the ability it summons, its capacity to execute what it needs to achieve, and the degree to which information is used to fortify execution, (Shahzad, 2016).

Elgart (2016) mentioned that organizational leaders from nearly every sector have been using continuous improvement models and improvement science for years to improve products, services, and processes. He cited that though continuous improvement processes are not new in education, they are relatively new in the state policy arena, that in a continuous improvement system, educators use data, test scores, and outcomes as evidence of performance but not as goals for the system or the main drivers of accountability.

Accountability is additionally vital for persistent improvement which empowers all on-screen characters and partners to know consistently what influences the way of life of the framework, the ability it marshals, its capacity to execute what it needs to achieve, and the degree to which information is utilized to reinforce execution.

He (Elgart, 2016) emphasized that such a framework changes detailing from a consistence movement to a procedure that empowers positive change at a neighborhood level and that schools should get thorough input, which lets them follow up on what they realize. He referenced that positive outcomes reaffirm schools on what they are progressing admirably and empower instructors to expand on their brilliant work and improve. Consequently, negative criticism makes it simpler for directors and principals to legitimize the requirement for development in those zones and push pioneers to give more consistency, lucidity, and coherence around school improvement.

As far as staff development, for workers in schools, in both nearby and universal settings, life has become a progression of occupation changes, of learning new abilities and re-orientating assignments. This is the portfolio society where individuals are frequently characterized not by their calling however by the changing jobs and abilities in which laborers like instructors need to create over a lifetime. The challenge to schools goes far more profound than the reevaluating of the educational plan. It is worried about a move from instructing and figuring out how to educate. The test for the staff advancement administrator is to follow the logic and ramifications of such paradigm shift.

Bush (2018) concluded that one of the most potent forces for improvement is the development of teachers' skills and feeling of power and professionalism. Staff development for school improvement offers a promising process for developing excellence in education.

While staff improvement is critical, Sinar, (2018) states that partners assume a noteworthy job, particularly in the arranging and administration of school exercises. It talks likewise of observing of exercises which guarantees that presentation the executives targets are all around coordinated to the requirements of the understudies and staff, and effect decidedly upon guidelines and improvement over the schools.

As a helpful instrument in instruction, action research is professional development method for expert advancement and adoption of technique that cover instruction, preparing, and specialized help (NAEYC and NACCRRRA, 2011). The same number of nations have expanded their emphasis on quality improvement exercises, the phrasing around professional development furthermore, training has become a basic issue.

It is the scheme of every leader, especially those coming from the education sector, to use continuous improvement models and improvement in science to improve service, products, and processes in everyday operation. These thrusts help leaders gain power- and greater efficiencies through continuous improvement and development efforts where performance is evaluated, problems are identified, the design change is planned and there's an ongoing review that is all critical components of the continuous improvement cycle, (O'Day & Smith, 2016).

Then again, for educational plan advancement to be dynamic and schools to be effective, teachers must be associated with the turn of events process (Ramparsed, 2013).

Carl, (2019) states that teacher commitment is important for a successful and meaningful curriculum improvement. Also, Handler, (2013) states that professional upliftment of teachers skills in teaching is an essential factor contributory to the success of curriculum development and implementation.

Since educators must be associated with educational plan advancement, they ought to be furnished with proper information and aptitudes to help them viably add to the educational plan improvement activity. Consequently, teachers need preparing and workshops, which are designed for proficient improvement to have the option to contribute well to the advancement of educational program (Alsubaie, 2016).

As mentioned in one of the action researches of Wakeman (2018), Professional development for teachers is a necessity for teachers for them to cope with the demands of the education sector. Professional development may be understood as a "structured professional learning that results in changes in teacher practices and improvements in student learning outcomes."

Consistent with past research, it was found out that teachers experience rapid productivity improvement early in their careers (Papay, J., & Kraft, M.,2015). and evidence of returns to experience later in the career, indicating that teachers continue to build human capital beyond these first years.

Boyce (2013) concluded that one of the most powerful forces for improvement is the development of teachers' skills and feelings of power and professionalism. Staff development for school improvement offers a promising process for developing excellence in education.

The following works of literature are related to the present study because they discuss the significance of the leadership and governance, accountability, continuous improvement, proper staffing and staff development as well as management of school personnel and resources.

The procedure of educators sharing what works, utilizing the most recent research, and considering their training, lead to positive gains in professional improvement (Garcés and Granada, 2016). Top notch professional development for teachers ought not exclusively be centered around reflection and request yet in addition professional development ought to be a consequence of the action research led in the schools.

Mendels (2013) states that the utilization of inventive instructing and learning strategies is basic to spur and incite a feeling of learning just as excitement with respect to learners. Thus,lecturers should in this way put forth a concentrated effort to using creative strategies with the goal that the learners' learning procedure is as free-streaming as could reasonably be expected and that the philosophy they receive is helpful for learning. Innovative teaching is instrumental in tending to the quick mechanical advances.

The testing of leadership is how a leader manages the people who make up the organization. Personnel management can be defined as obtaining, using, and maintaining a satisfied workforce. According to Flippo, "Personnel management is the planning, organizing, compensation, integration, and maintenance of people to contribute to organizational, individual, and societal goals.

On the shoulders of school leaders are the methods for getting new assets from funders and partners and for keeping up current degrees of money related help. It is important to help a sollicitation for subsidizing priorities with a clarification of how the extra assets is utilized. Requests that are consistent with high national priorities are more likely to be funded than requests dealing with less critical matters

Education resources which ought to be used carefully include teachers for the school, people in the community, real items, example or models, chalk and display boards, school buildings and layout. The community at large and other basic materials like pencils, pens, practice books and so on which the students are required to have anytime to encourage learning (NOUN, 2009).

Resources are no doubt fundamental in the improvement of a conducive teaching-learning environment. Resources to be utilized by teachers play a pivotal job in the achievement of every day exercise objectives. In school organization, it is basic that administration exercises are fittingly fit, composed, facilitated, and constrained by the school management team.

Accessibility of education resources has always been regarded as an essential and integral part of school administration and geared towards the improvement of all other factors in the teaching and learning process. Thus, ensuring quality service delivery by the school to the society. In Nigeria, the success of the schools depends on effective school administration with excellent leadership, proper time management, allocation of ample financial resources to schools, regular training and re-training of human resources, perfect interrelationship with the

community, and ingenious utilization of the available resources in the school system.

Availability of instruction resources makes school the executives compelling and productive along these lines improving the yield of the training framework. Successful school organization prompts an effective instructional procedure, which will yield a quality yield. In any case, regardless of how very much bundled a school organization or an educational system is at any degree of training, without sufficient and productive usage of the accessible assets, the framework may neglect to accomplish its ideal outcomes.

Effective school organization prompts a productive instructional procedure that will yield a quality yield. Agabi (2012) saw that the assets gave by the legislature to the execution of training ventures are lacking and unpredictable, as featured by the recurrence of modern activities in the instruction segment. All the more in this way, because of the general degree of destitution in the nation, the commitment of networks and family units to instructive arrangement has been insignificant. Therefore, the best option is judiciousness in the utilization of accessible resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, on-utilization, under-utilization, and overutilization abounds.

One of the indicators of the school's performance is the National Achievement Test (NAT). Dar and Go (2017), states that it is a standardized test which aims to gauge learner's academic performance and achievement level, strengths, and weaknesses on the five vital curricular subjects. The test is administered yearly in Elementary and Secondary schools under the management of the National Education Testing and Research Center (NETRC) for both public and private schools. Primarily, the test is used by the Department of Education to identify weak points in the educational system to help develop globally competitive citizens.

Similarly, Benito (2013) stated that the "test specifically aims to provide empirical information on the achievement level of pupils/ students to serve as a guide for policymakers, administrators, curriculum planners, supervisors, principals and teachers in their respective courses of action which indicates the sense of accountability among the stakeholders." The goal of this examination provides necessary pressure for the department to work on the identified weak points, thus creating policies that will further improve the education of the Filipino students.

The improvement of the quality of education is not solely the work of the teachers, but it is also the duty and responsibility of the school.

Discussion:

Statistical Treatment

The study used both descriptive and inferential statistic in processing the data.

Table 1. Statistical Treatment Used Per Problem

Problems	Statistical Treatment
Level of Schoolhead performance	Weighted Mean and Standard Deviation
School Effectiveness	Weighted Mean and Standard Deviation
Relationship between schoolhead performance and school effectiveness	Spearman Rho

Table 2. Interpretation of Weighted Mean Scores

Point Scale	Rating Scale	Remarks	Verbal Interpretation
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5	4.20 - 5.00	Strongly Agree	Always/ Highly Satisfied
4	3.40 – 4.19	Agree	Great Extent
3	2.60 – 3.39	Moderately Agree	Moderate Extent
2	1.80 – 2.59	Disagree	Low Extent
1	1.00 – 1.79	Strongly Disagree	Very Low Extent

To interpret the coefficient of correlation, the following interpretations of the different values of coefficients of correlation was used:

Table 3. Interpretation of coefficient of correlation

Coefficient of Correlation	Interpretation as to the Degree or Extent of Relationship
±0.90 – 1.0	Very high correlation
±0.70 – 0.89	High correlation
±0.40 – 0.69	Moderate correlation
±0.20 – 0.39	Low correlation
Less than + 0.20	Negligible correlation

Table 4 presents the level of school’s leadership and governance in accordance of RA 9155 in teaching and learning environment.

Table 4. Level of School’s Leadership and Governance in accordance of RA 9155 in Teaching and Learning Environment

Statements	Mean	SD	Remarks
1. Develops classroom environment conducive to learning, focused on the physical space and using every possible area of the room to create an atmosphere that encourages participation and learning.	4.65	0.56	Strongly Agree
2. Makes sure that the furniture and equipment fit the classrooms and ensures that rooms are properly ventilated and lighted.	4.59	0.54	Strongly Agree
3. Sees to it that school supplies, are easily accessible. The physical outlook of the classrooms is well-organized and efficiently arranged to optimize students learning potentials.	4.78	0.42	Strongly Agree
4. Ensures that teachers develop a clear and defined rules and routines for transitions between activities and classes, practice the transitions with the class, and corrects undesirable behaviors, decreases the amount of unstructured time by having materials prepared and readily available.	4.58	0.61	Strongly Agree
5. Makes sure that teachers create a positive atmosphere conducive to learning to develop a positive classroom climate and culture.	4.67	0.55	Strongly Agree
Overall Mean = 4.66			
Standard Deviation = 0.4397			
Verbal Interpretation = Very Great Extent			

The result of the survey revealed that in the teaching and learning environment, as evaluated by the principal/school head, he/she sees to it that school supplies are easily accessible. The physical outlook of the classrooms is well-organized and efficiently arranged

to optimize students learning potentials has ($M=4.78, SD=0.42$) and makes sure that teachers create a positive atmosphere conducive to learning to develop a positive classroom climate and culture with ($M=4.67, SD=0.55$). Although also observed to a *very great extent*, the item that got a lowest rating was on to ensures that teachers develop a clear and defined rules and routines for transitions between activities and classes, practice the transitions with the class, and corrects undesirable behaviors, decreases the amount of unstructured time by having materials prepared and readily available with ($M=4.58, SD=0.61$).

The weighted mean of 4.66 and the standard deviation of 0.4397 shows that the strategic function of school’s leadership and governance of the school heads in accordance to the RA 6155 in teaching and learning environment has a verbal interpretation of *very great extent*.

The result shows that the school leaders practice good governance by creating an encouraging a well-ordered physical environment favorable to students’ learning.

Ajao (2011) cited that the quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. A well-planned school will gear up expected outcomes of education and will promote a comfortable and caring environment for students, will contribute to their academic performance.

Also, Nolan, (2007), states that the school must have an internal environment consisting of its physical set-up, which constitute about the school as an ideal learning environment.

Table 5 shows the level of school’s leadership and governance in accordance of RA 9155 in school improvement plan development.

Table 5. Level of School’s Leadership and Governance in accordance of RA 9155 in School Improvement Plan Development

Statements	Mean	SD	Remarks
1. Involves and consults all stakeholders in the formulation of SIP/AIP.	4.53	0.58	Strongly Agree
2. Engages stakeholders in SIP/AIP implementation.	4.37	0.70	Strongly Agree
3. Involves stakeholders in the monitoring and evaluation of the SIP/AIP.	4.24	0.75	Strongly Agree
4. Implements SIP/AIP which is geared towards achieving exemplary performance and institutionalized benchmarking and continuous improvement processes.	4.45	0.61	Strongly Agree
5. Evaluates SIP/AIP implementation and utilizes results for the next planning cycle.	4.47	0.58	Strongly Agree
Overall Mean = 4.41			
Standard Deviation = 0.3473			
Verbal Interpretation = Very Great Extent			

The table is perceived to have shown that the school improvement plan development as evaluated by the principal/school head involves and consults all stakeholders in the formulation of SIP/AIP has ($M=4.53, SD=0.58$) and evaluates SIP/AIP implementation and utilizes results for the next planning cycle with ($M=4.47, SD=0.58$). Although also observed to a *very great extent*, the item got a lowest rating was on involving the stakeholders in the monitoring and evaluation of the SIP/AIP” with ($M=4.24, SD=0.75$).

The weighted mean of 4.41 and the standard deviation of 0.3473 shows that the strategic function of school’s leadership and governance of the school heads in accordance to the RA 6155 in school improvement plan development has a verbal interpretation of *very great extent*.

This means that schools’ stakeholders are being valued and leaders are correspondingly acting upon the stakeholders’ view to enhance the culture of school improvement.

Sinar, (2018) states that stakeholders play a great role especially in planning and governance of school activities. Monitoring of the activities ensures that performance management targets are well matched to the needs of the students and staff, and impact positively upon standards across the school.

Level of School’s Compliance to Republic Act 9155 in Curriculum and Learning.

Presented in Table 6 is the level of school’s curriculum and learning in accordance to RA 9155 in curriculum implementation.

Table 6. Level of School’s Curriculum and Learning in accordance to RA 9155 in Curriculum Implementation

Statements	Mean	SD	Remarks
1. Recognizes the importance curriculum professional support for teachers in order to ensure the effective implementation curriculum.	4.67	0.55	Strongly Agree
2. Supports the implementation of current educational curriculum through the conduct of programs and projects aligned with the implementation of the curriculum.	4.59	0.61	Strongly Agree
3. Ensures that assessment materials and resources are prepared in relation to curriculum development.	4.69	0.55	Strongly Agree
4. Guarantees that there is adequate school facilities for the sustainability of the implementation of the curriculum.	4.51	0.68	Strongly Agree
5. Supports curriculum development activity.	4.62	0.61	Strongly Agree
Overall Mean = 4.62			
Standard Deviation = 0.5414			
Verbal Interpretation = Very Great Extent			

The table is perceived to have shown that the curriculum implementation as evaluated by the principal or school head ensures that assessment materials and resources are prepared in relation to curriculum development has ($M=4.69, SD=0.55$) and recognizes the importance curriculum professional support for teachers in order to ensure the effective implementation of curriculum with ($M=4.67, SD=0.55$). Although also observed to a *very great extent*, the item that got a lowest rating was on guarantees that there is adequate school facilities for the sustainability of the implementation of the curriculum” with ($M=4.51, SD=0.68$).

The weighted mean of 4.62 and the standard deviation of 0.5414 shows that the strategic function of school’s leadership and governance of the school heads in accordance to the R.A. 9155 curriculum implementation has a verbal interpretation of *very great extent*.

This means that the school gives attention and focus on providing relevant support to trainings, programs, acceptable facilities and resources in the implementation of an effective curriculum in line with the learners’ needs.

In order for curriculum development to be effective and schools to be effective, teachers must be involved in the development process, (Ramparsed, 2013).

Carl, (2019) states that teacher involvement is important for successful and meaningful curriculum development.

Also, Handler, (2013) states that professional development of teachers is as an important factor contributing to the success of curriculum development and implementation.

Since teachers must be associated with curriculum development, the teacher ought to be furnished with suitable information and aptitudes that help them to successfully contribute in educational program improvement activity. Thus, teachers need training and workshops,

which are designed for proficient improvement to have the option to add to educational program advancement, (Alsubaie, 2016).

The level of school’s curriculum and learning in accordance to RA 9155 in innovative Modes of Instruction is presented in Table 7.

The statement perceived that the innovative modes and instruction as evaluated by the principal or school head instructs teachers to match the learning needs of students with appropriate teaching strategies in order to maximize quality and quantity of student achievement and provides resources to support excellent, innovative instruction in a variety of teaching settings has ($M=4.55$, $SD=0.50$, 0.58) and monitors the implementation of division/district/school education plans according to agreed performance indicators with ($M=4.53$, $SD=0.58$). Although also observed to a *very great extent*, the item that got a lowest rating was on requires teachers to create innovative ideas that will help them reinvent their teaching methods and make their classes more interesting with ($M=4.47$, $SD=0.50$).

Table 7. Level of School’s Curriculum and Learning in accordance to RA 9155 in Innovative Modes of Instruction

Statements	Mean	SD	Remarks
1. Instructs teachers to match the learning needs of students with appropriate teaching strategies in order to maximize quality and quantity of student achievement.	4.55	0.58	Strongly Agree
2. Monitors the implementation of division/district/school education plans according to agreed performance indicators.	4.53	0.58	Strongly Agree
3. Provides resources to support excellent, innovative instruction in a variety of teaching settings.	4.55	0.50	Strongly Agree
4. Encourages the teachers to undertake innovative projects based on relevance to school/division needs.	4.49	0.58	Strongly Agree
5. Requires teachers to create innovative ideas that will help them reinvent their teaching methods and make their classes more interesting.	4.47	0.50	Strongly Agree
Overall Mean = 4.52 Standard Deviation = 0.4846 Verbal Interpretation = Very Great Extent			

The weighted mean of 4.52 and the standard deviation of 0.4846 shows that the strategic function of school’s curriculum and learning in accordance to RA 9155 in innovative modes and instruction has a verbal interpretation of *very great extent*.

The school encourages and requires the teachers to improve their own practice and reinvent themselves by using innovative methods and strategies in response to new demands and challenges in teaching.

This is upheld by Mendels (2013) who expresses that the utilization of inventive instructing and learning strategies is basic to propel and induce a feeling of learning just as eagerness with respect to learners. teachers should therefore put forth a concentrated effort to using creative strategies with the goal that the learners' learning procedure is as free-streaming as could reasonably be expected and that the approach they receive is helpful for learning. Creative teaching is extremely helpful in tending to the fast technological advances.

Table 8 shows the level school’s curriculum and learning in accordance to RA 9155 in equitable learning opportunity.

The table is perceived to have shown that the equitable learning opportunity as evaluated by the principal or school head leads team building activities and cooperative

learning activities to promote peer support for academic achievement and ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students has ($M=4.61$, $SD=0.49$, 0.70). Although also observed to a *very great extent*, the item got a lowest rating was on provides multiple opportunities to create effective feedback to revise and resubmit work for evaluation against the standard with ($M=4.47$, $SD=0.71$).

The weighted mean of 4.54 and the standard deviation of 0.4846 shows that the strategic function of school’s curriculum and learning in accordance to RA 9155 in Innovative Modes and Instruction in equitable learning opportunity has a verbal interpretation of *very great extent*.

Table 8. Level School’s Curriculum and Learning in accordance to RA 9155 in Equitable Learning Opportunity

Statements	Mean	SD	Remarks
1. Provides programs and projects which address all kinds of learners in the community.	4.51	0.62	Strongly Agree
2. Provides multiple opportunities to create effective feedback to revise and resubmit work for evaluation against the standard.	4.47	0.71	Strongly Agree
3. Leads team building activities and cooperative learning activities to promote peer support for academic achievement.	4.61	0.70	Strongly Agree
4. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students.	4.61	0.49	Strongly Agree
5. Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content.	4.51	0.58	Strongly Agree
Overall Mean = 4.54			
Standard Deviation =			
Verbal Interpretation = Very Great Extent			

The finding shows that the school provides equitable learning environment and opportunities regardless of race, income level and cultural background of the students.

Waterford.org. (2018), states that an equitable education system helps all students develop the knowledge and skills they need to be engaged and become productive members of society. More importantly, giving all children an equitable start would lead to better economic and social outcomes for individuals, for regions, and for our nation.

Level of School’s Compliance to Republic Act 9155 in Accountability and Continuous Improvement

The level of school’s accountability and continuous improvement in accordance to RA 9155 in staffing is presented in table 9.

Table 9. Level of School’s Accountability and Continuous Improvement in accordance to RA 9155 in Staffing

Statements	Mean	SD	Remarks
1. Gives teaching appointment/load according to qualification and abilities of the teachers and to the duties and responsibilities provided by the department.	4.65	0.48	Strongly Agree

2. Gives ancillary assignments based on the field of specialization or field of expertise.	4.53	0.48	Strongly Agree
3. Places the right person on the right job.	4.55	0.65	Strongly Agree
4. Creates a work environment that supports your mission and encourages employees to School' develop and thrive.	4.59	0.70	Strongly Agree
5. Commits to fair and just treatment of staff.	4.65	0.60	Strongly Agree
Overall Mean = 4.62			
Standard Deviation = 0.4997			
Verbal Interpretation = Very Great Extent			

The table is perceived to have shown that the staffing as evaluated by the principal or school head gives teaching appointment/load according to qualification and abilities of the teachers and to the duties and responsibilities provided by the department and commits to fair and just treatment of staff has ($M=4.65$, $SD=0.48$, 0.60) and creates a work environment that supports your mission and encourages employees to school' develop and thrive with ($M=4.59$, $SD=0.70$). Although also observed to a *very great extent*, the item got a lowest rating was on gives ancillary assignments based on the field of specialization or field of expertise ($M=4.53$, $SD=0.48$).

The weighted mean of 4.62 and the standard deviation of 0.4997 shows that the strategic function of school's curriculum and learning in accordance to RA 9155 in Innovative Modes and Instruction in staffing has a verbal interpretation of *very great extent*.

This means that the organization delegates work to teachers according to their credentials and competences to continuously improve services and processes and become responsive to the learning needs and demands of the students.

As expressed by Elgart (2016), improvement endeavors strongly affect student learning. A foundational constant improvement depends on different wellsprings of proof. It centers around what's going on over the numerous elements of schools and frameworks that at last influence understudy results, including educating and learning, asset designation, school atmosphere and culture, administration, and the management.

Accountability for continuous improvement empowers all actors and partners to know consistently what influences the way of life of the framework, the ability it summons, its capacity to execute what it needs to achieve, and the degree to which information is utilized to strengthen performance.(Shahzad,2016).

O'Day & Smith, (2016), Accountability and continuous improvement go hand-in-hand when it comes to school development.

In Table 10, the level of school's accountability and continuous improvement in accordance to RA 9155 in staff development is presented.

Table 10. Level of School's Accountability and Continuous Improvement in accordance to RA 9155 in Staff Development.

Statements	Mean	SD	Remarks
1. Organizes staff development activities (e.g. peer observation of classes, mentoring of young teachers, staff conferences of particular educational subjects, participation in developmental work, action research)	4.59	0.61	Strongly Agree

2. Provides mentoring and/or peer observation and coaching as part of a formal arrangement that is recognized or supported by the school or educational authorities.	4.47	0.62	Strongly Agree
3. Supports collaborative research and/or development on a topic related to education (e.g. new methods of teaching, curriculum development, integration of computer use in the curriculum).	4.37	0.67	Strongly Agree
4. Conducts observational visits to other school in order to adopt innovation in teaching.	4.35	0.78	Strongly Agree
5. Conducts scheduled collaboration among teachers on issues of instruction (do not include administrative meetings). (Technical Assistance)	4.53	0.65	Strongly Agree
Overall Mean = 4.46			
Standard Deviation = 0.5788			
Verbal Interpretation = Very Great Extent			

The statement perceived that the staff development as evaluated by the principal or school head organizes staff development activities (e.g. peer observation of classes, mentoring of young teachers, staff conferences of particular educational subjects, participation in developmental work, action research) has ($M=4.59, SD=0.61$) and conducts scheduled collaboration among teachers on issues of instruction (do not include administrative meetings). (Technical Assistance) with ($M=4.53, SD=0.65$). Although also observed to a *very great extent*, the item got a lowest rating was on *conducts observational visits other school in order to adopt innovation in teaching* with ($M=4.35, SD=0.78$).

The weighted mean of 4.46 and the standard deviation of 0.5788 shows that the strategic function of school's accountability and continuous improvement in accordance to RA 9155 in staff development has a verbal interpretation of *very great extent*.

The finding shows that the school supports career enhancement and staff development activities to constantly improve the teachers' teaching techniques and all-around development.

Bush (2018), concluded that one of the most powerful forces for improvement is the development of teachers' skills and feeling of power and professionalism. Staff development for school improvement offers a promising process for developing excellence in education.

Table 11 shows the level of school's accountability and continuous improvement in accordance to RA 9155 in management of personnel, physical and fiscal resources.

The statement perceived that the management of personnel, physical and fiscal as evaluated by the principal or school head assigns staff duties to support a more effective operation of the school physical resources (e.g.Laboratories, ICT rooms etc.) has ($M=4.63, SD=0.49$) and administers adequate financial resources to fulfill stated mission and goals, and the instructional, research and service objectives of the school with ($M=4.58, SD=0.54$). Although also observed to a *very great extent*, the item that got a lowest rating was on '*builds and judiciously maintains a human resource management system that meets the requirements of the law*', with ($M=4.55, SD=0.54$).

Table 11. Level of School's Accountability and Continuous Improvement in accordance to RA 9155 in Management of Personnel, Physical and Fiscal Resources.

Statements	Mean	SD	Remarks
1. 1. Builds and judiciously maintains a human resource management system that meets the requirements of the law	4.55	0.54	Strongly Agree

2. Reassigns staff duties to support a more effective operation of the school. Physical resources (e.g. Laboratories, ICT rooms etc.)	4.63	0.49	Strongly Agree
3. Administers adequate financial resources to fulfill stated mission and goals, and the instructional, research and service objectives of the school	4.58	0.54	Strongly Agree
Overall Mean = 4.58			
Standard Deviation = 0.4800			
Verbal Interpretation = Very Great Extent			

The weighted mean of 4.58 and the standard deviation of 0.4800 shows that the strategic function of school’s accountability and continuous improvement in accordance to RA 9155 in management of personnel, physical and fiscal resources has a verbal interpretation of *very great extent*.

The finding demonstrates that the school strategically directs personnel and economic resources to operations and processes that are more needed and effective to continually improve services.

Human resource management in education is very important and toy with it would result in jeopardy. This is because education personnel are the major instrument for achieving educational goals and consequently improves schools’ performance, (Omabe, 2014).

Graziano (2015), states that as educators, budgets can be tight. With strategic and creative planning, school leaders can maximize all available resources to continually improve the school climate and culture for all those we serve, most importantly, the students.

Level of School’s Compliance to Republic Act 9155 in Management of Resources

The level of school’s management of resources in accordance of RA 9155 in resource management is presented in Table 12.

Table 12. Level of School’s Management of Resources in accordance of RA 9155 in Resources Management

Statements	Mean	SD	Remarks
1. Assures that the school fully manages and controls funds/ resources.	4.65	0.48	Strongly Agree
2. Augments school MOOE allocation with LSB and community contributions to meet desired educational outcomes.	4.71	0.46	Strongly Agree
3. Makes sure that all resources and funds made available to the school are recorded, optimally utilized,reported and accounted for.	4.76	0.44	Strongly Agree
4. Executes annual school budget (ASB) with best practices and innovations resulting in improved school performance.	4.69	0.55	Strongly Agree
5. Undertakes own school-based procurement including IMTEX, furniture, and equipment, subject to DepED-wide guidelines.	4.63	0.64	Strongly Agree
Overall Mean = 4.69			
Standard Deviation = 0.4584			
Verbal Interpretation = Very Great Extent			

The statement perceived that the resources management as evaluated by the principal or school head makes sure that all resources and funds made available to the school are recorded, optimally utilized, reported and accounted for has ($M=4.76$, $SD=0.44$) and augments

school MOOE allocation with LSB and community contributions to meet desired educational outcomes with ($M = 4.71, SD = 0.46$). Although also observed to a *very great extent*, the item that got a lowest rating was on undertakes own school-based procurement including IMTEX, furniture, and equipment, subject to DepED-wide guidelines with ($M = 4.63, SD = 0.64$).

The weighted mean of 4.69 and the standard deviation of 0.4584 shows that the strategic function of school’s accountability and continuous improvement in accordance to RA 9155 in resources management has a verbal interpretation of *very great extent*.

This means that the school is efficient in acquiring, allocating, managing and monitoring financial resources and ensures that these resources are directed to support high quality teaching and providing equitable learning opportunities for all students.

Budget management responsibilities offer potential for more strategic management at the school level, but the effective use of funds requires well-functioning school leadership and management structures. Administering and allocating funds effectively requires time, administrative capacity and adequate preparation of school leadership teams, (EODC, 2017).

In Table 13, the level of school’s management of resource in accordance of RA 9155 in partnership and linkages.

The table is perceived to have shown that the partnership and linkages as evaluated by the principal or school head allows external stakeholders to understand their respective roles and responsibilities on SBM; and are organized for participation in SBM processes has ($M = 4.69, SD = 0.51$) and pushes organized external stakeholders to support implementation of school wide improvement process which focuses on children’s learning and development with ($M = 4.67, SD = 0.47$). Although also observed to a *very great extent*, the item that got a lowest rating was on supports organized external stakeholders to exercise their rights and responsibilities as education stakeholders with ($M = 4.59, SD = 0.54$).

Table 13. Level of School’s Management of Resources in accordance of RA 9155 in Partnership and Linkages

Statements	Mean	SD	Remarks
1. Allows external stakeholders to understand their respective roles and responsibilities on SBM; and are organized for participation in SBM processes.	4.69	0.51	Strongly Agree
2. Supports organized external stakeholders to exercise their rights and responsibilities as education stakeholders	4.59	0.54	Strongly Agree
3. Motivates organized stakeholders to engage themselves in school governance and school-wide improvement process.	4.61	0.53	Strongly Agree
4. Pushes organized external stakeholders to support implementation of schoolwide improvement process which focuses on children’s learning and development.	4.67	0.47	Strongly Agree
5. Guides the organized stakeholders to help create a community environment that supports children’s enjoyment of their right to quality education and other rights (right to express themselves freely).	4.65	0.52	Strongly Agree
Overall Mean = 4.65 Standard Deviation = 0.4610 Verbal Interpretation = Very Great Extent			

The weighted mean of 4.65 and the standard deviation of 0.4610 shows that the strategic function of school’s management of resources in accordance to RA 9155 in partnership and linkages has a verbal interpretation of *very great extent*.

As shown in the table above, it can be inferred that in terms of accordance to RA 9155 in partnership and linkages, the school allows, supports, motivates, and guides stakeholders in executing their involvement in the school management system to the fullest extent.

This is supported by the idea of Warsi (2018), who states that curriculum development requires the input of different stakeholders such as parents, teachers, school heads, administration, and school boards. Stakeholders are important as they can take leadership responsibilities, or lend voice to ideas, opinions, and perspectives. They should understand that the role of every stakeholder is crucial for the development of an education empire.

Stakeholders are individuals or groups who have an interest or concern for the school and contribute to the development of the school community. Thus, a healthy relationship between the teachers and stakeholders is important, as this will enable everybody to harmoniously work together, which will have a positive impact on the students, Business Mirror (2018).

Table 14 presents the analysis of effect between school’s level of compliance to RA 9155 in leadership and governance and school performance.

The table shows the effect between school’s level of compliance to RA 9155 in Leadership and Governance and School Performance. The data were statistically treated by the analysis based on the data, it is shown that there is a significant effect between school’s level of compliance to RA 9155 in Leadership and Governance and School Performance at 0.05 level of significance. It shows that the null hypothesis stating that “*There is no significant effect between school’s level of compliance to RA 9155 in Leadership and Governance and School Performance*” is rejected and the alternative hypothesis is accepted, it can be inferred that there is “significant” effect between them.

As the table suggests, the independent variables namely Performance Indicator (Test Result), Learner’s Quality and School Based Management as perceived by the respondents can be inferred as affected by the compliance to RA 9155. On the other hand, the indicator Awards received can be concluded not affected by the compliance to RA 9155 in leadership and governance.

It is supported by the study of Quindoza (2011), with findings revealing that school related activities, strategies and designs to improve school environment has a significant effect on the Test results and school performance

Furthermore, Tapayan et.al (2016), states that the impact of school-based management are in all the dimensions of school leadership, school improvement processes, school-based resources and school performance.

Table 15 shows the effect between school’s level of compliance to RA 9155 in Curriculum and Learning and School Performance.

Table 14. Analysis of effect between school’s level of compliance to RA 9155 in Curriculum and Learning and School Performance

Performance	F-Computed	F-Critical	p-Value	Verbal Interpretation
Performance Indicator (Test result)	8.8161	1.6073	0.0000	Significant
Learners Quality	11.1358	1.6073	0.0000	Significant
School Based Management Level	4.4755	1.6073	0.0000	Significant
Awards Received	1.9602	1.6073	0.0000	Significant

The data were statistically treated by the analysis of variance and the following shows

F-computed, F-critical and p-Value. The Performance Indicator (Test result) shows a significant effect with computed F-value of 8.8161 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 11.1358 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 4.4755 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.9602 with p-value lies at 0.0000 and the analysis is Significant.

Based on the data, it is shown that there is a significant effect between school’s level of compliance to RA 9155 in Curriculum and Learning and School Performance at 0.05 level of significance. It shows that the null hypothesis stating that “*There is no significant effect between school’s level of compliance to RA 9155 in Curriculum and Learning and School Performance*” is rejected and the alternative hypothesis is accepted, it can be inferred that there is “significant” effect between them.

It can be seen from the table above that the performance indicator (Test Result), Learner’s Quality, School Based Management System and Awards Received are affected by the compliance to RA 9155 in curriculum and learning.

According to Abusayo (2014), school leaders are responsible for the overall management of schools. They maximize opportunities for teachers and students to be successful. They advocate delivery of quality education to the aspiration of the school community. Commitment to high quality teaching play an important role in developing and contributing to curriculum development, identifying priorities and school development planning.

Table 16 shows the effect between school’s level of compliance to RA 9155 in Accountability and Continuous Improvement and School Performance. The data were statistically treated by the analysis of variance and the following shows F-computed, F-critical and p-Value:

Table 16. Analysis of effect between school’s level of compliance to RA 9155 in Accountability and Continuous Improvement and School Performance

Performance	F-Computed	F-Critical	p-Value	Verbal Interpretation
Performance Indicator (NAT result)	11.4853	1.6073	0.0000	Significant
Learners Quality	14.5073	1.6073	0.0000	Significant
School Based Management Level	5.8305	1.6073	0.0000	Significant
Awards Received	1.5046	1.6073	0.0781	Not Significant

The Performance Indicator (test result) shows a significant effect with computed F-value of 11.4853 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 14.5073 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 5.8305 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.5046 with p-value lies at 0.3498 and the analysis is Not Significant.

Based on the data, it is shown that there is a significant effect between school’s level of compliance to RA 9155 in Accountability and Continuous Improvement and School Performance at 0.05 level of significance.

It shows that the null hypothesis stating that “*There is no significant effect between school’s level of compliance to RA 9155 in Accountability and Continuous Improvement and School Performance*” is rejected and the alternative hypothesis is accepted, it can be inferred that there is “significant” effect between them. It can be seen from the table above that the performance indicator (Test Result), Learner’s Quality and School Based Management System are affected by the compliance to RA 9155 in accountability and continuous improvement. On

the other hand, it suggests that Awards Received are not affected by the compliance to RA 9155 in accountability and continuous improvement.

Wohlstetter, P. & Mohrman A. (2014), states that school-based management has gaining support as a means to improve school performance. Simple change in schools' management and governance, results in more focused and passionate quest for improvement.

Table 17 shows the effect between school's level of compliance to RA 9155 in Management of Resources and School Performance. The data were statistically treated by the analysis of variance and the following shows F-computed, F-critical and p-Value.

Table 17. Analysis of effect between school's level of compliance to RA 9155 in Management of Resources and School Performance

Performance	F-Computed	F-Critical	p-Value	Verbal Interpretation
Performance Indicator (NAT result)	23.3223	1.6073	0.0000	Significant
Learners Quality	29.4589	1.6073	0.0000	Significant
School Based Management Level	11.8395	1.6073	0.0000	Significant
Awards Received	1.3496	1.6073	0.1487	Not Significant

The Performance Indicator (Test result) shows a significant effect with computed F-value of 23.3223 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 29.4589 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 11.8395 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.3496 with p-value lies at 0.3498 and the analysis is Not Significant.

Based on the data, it is shown that there is a significant effect between school's level of compliance to RA 9155 in Management of Resources Improvement and School Performance at 0.05 level of significance. It shows that the null hypothesis stating that "There is no significant effect between school's level of compliance to RA 9155 in Management of Resources and School Performance" is rejected and the alternative hypothesis is accepted, it can inferred that there is "significant" effect between them.

As shown from the table above, the performance indicator (NAT Result), Learner's Quality and School Based Management System are affected by the compliance to RA 9155 in accountability and continuous improvement.

On the other hand, it suggests that awards received are not affected by the compliance to RA 9155 in management of resources.

Table 18 presents the regression analysis on the schools' level of compliance to RA 9155 as to leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources singly has significant effect on school performance.

The leadership and governance has significant effect to the *Performance Indicator (NAT result)* ($t=-8.094, p=0.0000$), *Learners Quality* ($t=-12.392, p=0.0000$), *School Based Management Level* ($t=17.929, p=0.0000$) and *Awards Received* ($t=40.851, p=0.0000$). The beta coefficients indicate that for every standard unit increase in the Leadership and Governance there is a corresponding unit increase in the School Performance.

The curriculum and learning has significant effect to the *Learners Quality* ($t=-5.489, p=0.0000$), *School Based Management Level* ($t=26.876, p=0.0000$) and *Awards Received* ($t=51.245, p=0.0000$). While the t-value for *Performance Indicator (Test result)* ($t=-0.5024, p=0.3086$) are not significant., The beta coefficients indicate that for every standard unit increase in the Curriculum and Learning there is a corresponding unit increase in the School Performance.

Table 18. Regression Analysis on the schools' level of compliance to RA 9155 singly has significant effect on School Performance

Leadership and Governance	Beta	t-value	p-value	Analysis
<i>Performance Indicator (Test Result)</i>	0.3316	-8.094	0.0000	<i>Significant</i>
<i>Learners Quality</i>	0.4467	-12.392	0.0000	<i>Significant</i>
<i>School Based Management Level</i>	-0.0305	17.929	0.0000	<i>Significant</i>
<i>Awards Received</i>	0.1736	40.851	0.0000	<i>Significant</i>
Curriculum and Learning	beta	t-value	p-value	Analysis
<i>Performance Indicator (Test Result)</i>	-0.0302	-0.5024	0.3086	Not significant
<i>Learners Quality</i>	-0.0784	-5.489	0.0000	<i>Significant</i>
<i>School Based Management Level</i>	0.1508	26.876	0.0000	<i>Significant</i>
<i>Awards Received</i>	0.1328	51.245	0.0000	<i>Significant</i>
Accountability and Continuous Improvement	beta	t-value	p-value	Analysis
<i>Performance Indicator (Test Result)</i>	-0.0862	-3.5464	0.0004	<i>Significant</i>
<i>Learners Quality</i>	-0.1890	-8.2682	0.0000	<i>Significant</i>
<i>School Based Management Level</i>	0.0399	23.358	0.0000	<i>Significant</i>
<i>Awards Received</i>	0.0041	47.391	0.0000	<i>Significant</i>
Management of Resources	beta	t-value	p-value	Analysis
<i>Performance Indicator (Test Result)</i>	-0.1420	-7.6620	0.0000	<i>Significant</i>
<i>Learners Quality</i>	-0.2903	-	0.0000	<i>Significant</i>
<i>School Based Management Level</i>	0.1788	18.715	0.0000	<i>Significant</i>
<i>Awards Received</i>	0.0509	43.8400	0.0000	<i>Significant</i>

Adjusted R-Square: 0.0205

F-value: 0.153

Sig.: 0.9020

The Accountability and Continuous Improvement has significant effect to the *Performance Indicator (Test result)* ($t=-3.5464$, $p=0.0004$), *Learners Quality* ($t=-8.2682$, $p=0.0000$), *School Based Management Level* ($t=23.358$, $p=0.0000$) and *Awards Received* ($t=47.391$, $p=0.0000$). The beta coefficients indicate that for every standard unit increase in the Accountability and Continuous Improvement there is a corresponding unit increase in the School Performance.

The Management of Resources has significant effect to the *Performance Indicator (Test result)* ($t=-7.6620$, $p=0.0000$), *Learners Quality* ($t=-12.2682$, $p=0.0200$), *School Based Management Level* ($t=18.715$, $p=0.0000$) and *Awards Received* ($t=43.840$, $p=0.0000$). The beta coefficients indicate that for every standard unit increase in the Management of Resources there is a corresponding unit increase in the School Performance.

The adjusted R-square indicates that 2.05 percent of the variation in school performance is explained by the *Performance Indicator (Test Result), Learners Quality, School Based Management Level and Awards Received*. The F-value of 0.153 is significant at 0.0902 probability level.

Based on the data, it is shown that the schools' level of compliance to RA 9155 as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources singly has significant effect on school performance 0.05 level of significance. It shows that the null hypothesis stating that "*Do the schools' level of compliance to RA 9155 as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources singly has significant effect on school performance*" is rejected.

The following were significant findings of the investigation:

Level of School's Leadership and Governance in Accordance of RA 9155

The weighted mean of 4.66 and 4.41 and standard deviation of 0.4397 and 0.3473 shows that the strategic function of school's leadership and governance of the school heads in accordance to the R.A. 9155 Rule VII in teaching and learning environment and school improvement plan development has a remark of strongly agree and verbally interpreted as very great extent.

Level of School's Curriculum and Learning in Accordance of R.A. 9155

The weighted mean of 4.62, 4.52 and 4.54 standard deviation of 0.5414, 0.4846 and 0.4846 shows that the strategic function of school's leadership and governance of the school heads in accordance to the R.A. 9155 curriculum implementation, innovative modes and instruction and programs and projects for equitable learning opportunity have remark of strongly agree and verbally interpreted as very great extent.

Level of School's Accountability and Continuous Improvement in Accordance of R.A. 9155

The weighted mean of 4.62, 4.46 and 4.58 with standard deviation of 0.4997, 0.5788 and 0.4800 shows that the strategic function of school's accountability and continuous improvement in accordance to RA 9155 in innovative modes and instruction in staffing, staff development and management of personnel, physical and fiscal resources have a remark of strongly agree and verbally interpreted as very great extent.

Level of School's Management of Resources Accordance of R.A. 9155

The weighted mean of 4.69 and 4.65 with a standard deviation of 0.4584 and 0.4610 shows that the strategic function of school's management of resources in accordance to RA 9155 in resource management and partnership and linkages have a remark of strongly agree and verbally interpreted as very great extent.

Level of School Performance in Performance Indicator (Test Result)

Test Result (Average Periodical Test) in the previous three school year from 2015-2018. The MPS increases from (a) 79% and below (b) 80%-89% (c) 90%-99% and MPS 100%.

Level of School Performance in Learners Quality

In terms of enrollment rate, starting from 79% and below, it shows that school year 2015-2016 has the lower number of frequencies which was increased from eight (8) to nine (9) in the recent data school year 2017-2018. Increase in 80%-89% from six (6) to nine (9). And for the 90%-99% it was decreased from thirteen (13) to seven (7). Lastly, 100% shows an outstanding result of increase from twenty (20) to twenty-two (22).

In terms of cohort survival rate, starting from the rating of MPS 79% and below, it shows that school year 2015-2016 has the lower number of frequencies which was increased

from eight (8) to ten (10) in the recent data school year 2017-2018. Increase in rating of *MPS 80%-89%* from six (6) to eight (9). And for the rating of *MPS 90%-99%* it is decreased from thirteen (13) to seven (7). Lastly the rating of *MPS 100%* shows an outstanding result of increase from twenty (20) to twenty-two (22).

As to completion rate, starting from the rating of *79% and below*, it shows that school year 2015-2016 has the higher number of frequencies which was decreased from nine (9) to eight (8) in the recent data school year 2017-2018. Decrease in rating of *80%-89%* from seven (7) to six (6). And for the rating of *90%-99%* it is increased from eight (8) to nine (9). Lastly the rating of *100%* shows an outstanding result of increase from twenty-two (22) to twenty-four (24).

And in terms of graduation rate, Starting from the rating of *79% and below*, it shows that school year 2015-2016 has the higher number of frequencies which was decreased from seven (7) to five (5) in the recent data school year 2017-2018. Increase in rating of *80%-89%* from one (1) to two (2). And for the rating of *90%-99%* it is decreased from twelve (12) to seven (7). Lastly the rating of *100%* shows an outstanding result of increase from twenty-eight (28) to thirty-five (35).

Level of School Performance in School Based Management Level

Starting from the *Level 1*, it shows that school year 2015-2016 has the higher number of frequencies which was decreased from twenty-one (21) to nine (9) in the recent data school year 2017-2018. And increase in the *Level 2* from fourteen (14) to twenty-five (25). Lastly the *Level 3* shows an outstanding result of increase from eight (8) to eleven (11).

Level of School Performance in Awards Received

Starting from the *District Level*, it shows that school year 2015-2016 has the lower number of frequencies which was increased from three hundred and seven (307) to three hundred twenty-eight (328) in the recent data school year 2017-2018. Increase in the *Division Level* from one hundred sixty-two (162) to two hundred twenty-one (221). Increase in the *Regional Level* from forty-four (44) to seventy-seven (77). And increase in the *National Level* from eleven (11) to fourteen (14). Lastly the *International Level* shows an outstanding result of increase from two (2) to five (5).

Analysis of effect between school's level of compliance to R.A. 9155 in Leadership and Governance and School Performance

The Performance Indicator(Test result), shows a significant effect with computed F-value of 19.3064 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 24.3863 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 9.8008 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.1172 with p-value lies at 0.3498 and the analysis is Not Significant.

Analysis of effect between school's level of compliance to RA 9155 in Curriculum and Learning and School Performance

The Performance Indicator(Test result) shows a significant effect with computed F-value of 8.8161 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 11.1358 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 4.4755 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.9602 with p-value lies at 0.0000 and the analysis is Significant.

Analysis of effect between school's level of compliance to R.A. 9155 in Accountability and Continuous Improvement and School Performance

The Performance Indicator(Test result) shows a significant effect with computed F-value of 11.4853 with p-value lies at 0.0000. For the Learners Quality, a significant effect with

computed F-value of 14.5073 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 5.8305 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.5046 with p-value lies at 0.3498 and the analysis is Not Significant.

Analysis of effect between school's level of compliance to RA 9155 in Management of Resources and School Performance

The Performance Indicator (Test result) shows a significant effect with computed F-value of 23.3223 with p-value lies at 0.0000. For the Learners Quality, a significant effect with computed F-value of 29.4589 with p-value lies at 0.0000. And for the School Based Management Level, with significant effect and computed F-value of 11.8395 with p-value lies at 0.0000. While the Awards Received, with computed F-value of 1.3496 with p-value lies at 0.3498 and the analysis is Not Significant.

Regression Analysis on the schools' level of compliance to RA 9155 as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources singly has significant effect on school performance

The t-values for Performance Indicator (Test result) ($t=-8.094$, $p=0.0000$), Learners Quality ($t=-12.392$, $p=0.0000$), School Based Management Level ($t=17.929$, $p=0.0000$) and Awards Received ($t=40.851$, $p=0.0000$) are significant.

The t-values for Learners Quality ($t=-5.489$, $p=0.0000$), School Based Management Level ($t=26.876$, $p=0.0000$) and Awards Received ($t=51.245$, $p=0.0000$) are significant. While the t-value for Performance Indicator (test result) ($t=-0.5024$, $p=0.3086$) are not significant..

The t-values for Performance Indicator (Test result) ($t=-3.5464$, $p=0.0004$), Learners Quality ($t=-8.2682$, $p=0.0000$), School Based Management Level ($t=23.358$, $p=0.0000$) and Awards Received ($t=47.391$, $p=0.0000$) are significant.

The t-values for Performance Indicator (Test result) ($t=-7.6620$, $p=0.0000$), Learners Quality ($t=-12.2682$, $p=0.0200$), School Based Management Level ($t=18.715$, $p=0.0000$) and Awards Received ($t=43.840$, $p=0.0000$) are significant.

Regression Analysis on the schools' level of compliance to RA 9155 as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources in combination has significant effect on school performance

The t-values for Performance Indicator (Test result) ($t=-4.2565$, $p=0.0000$), Learners Quality ($t=-8.9223$, $p=0.0000$), School Based Management Level ($t=22.636$, $p=0.0000$) and Awards Received ($t=47.327$, $p=0.0000$) are significant.

The t-values for Performance Indicator (test result) ($t=-5.8233$, $p=0.0000$), Learners Quality ($t=-10.348$, $p=0.0000$), School Based Management Level ($t=20.829$, $p=0.0000$) and Awards Received ($t=45.593$, $p=0.0000$) are significant.

The t-values for Performance Indicator (Test result) ($t=-7.9048$, $p=0.0000$), Learners Quality ($t=-12.238$, $p=0.0000$), School Based Management Level ($t=18.437$, $p=0.0000$) and Awards Received ($t=43.641$, $p=0.0000$) are significant..

The t-values for Performance Indicator (Test result) ($t=-2.0207$, $p=0.0000$), Learners Quality ($t=-6.8868$, $p=0.0000$), School Based Management Level ($t=25.258$, $p=0.0000$) and Awards Received ($t=50.308$, $p=0.0000$) are significant.

The t-values for Performance Indicator (Test result) ($t=-4.042$, $p=0.0000$), Learners Quality ($t=-8.7427$, $p=0.0000$), School Based Management Level ($t=23.108$, $p=0.0000$) and Awards Received ($t=49.484$, $p=0.0000$) are significant.

The t-values for Performance Indicator (Test result) ($t=-5.5992$, $p=0.0000$), Learners Quality ($t=-10.151$, $p=0.0000$), School Based Management Level ($t=21.195$, $p=0.0000$) and Awards Received ($t=46.811$, $p=0.0000$) are significant.

Conclusions

Based on the data, it is shown that there is a significant effect between school's level of compliance to RA 9155 in Leadership and Governance and School Performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance.

Also, it is shown that there is a significant effect between school's level of compliance to RA 9155 in Curriculum and Learning and School Performance at 0.05 level of significance

In addition, it can be inferred that there is a significant effect between school's level of compliance to RA 9155 in Accountability and Continuous Improvement and School Performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance.

Furthermore, it is shown that there is a significant effect between school's level of compliance to RA 9155 in Management of Resources Improvement and School Performance in terms of performance indicator, learners quality and school based management at 0.05 level of significance

Finally, it is shown that the schools' level of compliance to RA 9155 as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources singly has significant effect on school performance 0.05 level of significance.

Thus, the null hypotheses are partially accepted.

Recommendations

Based on the drawn conclusions, these are highly recommended.

1. It is recommended that stakeholders take roles especially in planning and governance of school activities since this may ensure that school goals target are well matched to the needs of the students and school workforce.
2. In order for curriculum development to be effective and schools to be successful, it is also recommended that teachers must be involved in the development implementation and monitoring process.
3. In addition, it is also recommended that the school encourages and requires the teachers to improve their own practice and reinvent themselves by using innovative methods and strategies in response to new demands and challenges in teaching.
4. Also, it is recommended that the education system helps all students develop the knowledge and skills they need to be engaged and become productive members of society.
5. It is also recommended for the schools to develop a well-functioning school leadership and management structures since it may offer potential for more strategic management at the school level.
6. To administer and allocate funds effectively, an adequate time, enhanced administrative capacity and strong partnership with stakeholders may be required.
7. Finally, for school improvement, the development of teachers' skills, enhancement of feeling of power and professionalism may be given priority.

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