

## SCHOOL LEVEL AND SCHOOL HEAD COMPETENCY BASED ON RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS) IN THE PUBLIC ELEMENTARY SCHOOLS OF ZAMBALLES, PHILIPPINES

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**DOI No. – 08.2020-25662434**

### *Abstract*

*This study determined the school level and school heads' competency based on Results-based Performance Management System (RPMS) in public elementary schools of Zones 2 and 3 in the Division of Zambales during the school year 2020-2021. The data gathered through the questionnaire were statistically treated with percentage, weighted mean, Analysis of Variance (ANOVA), and Pearson's Correlation Coefficient. The respondents were the total population of one hundred twenty school heads in public elementary schools of Zone 2 and Zone 3, Division of Zambales. Findings revealed that, there is significant difference on school heads' assessment based on SBM dimensions as to age and years in service towards Leadership and Governance, Accountability and Improvement, and Management of Resources while significant difference on years in the service towards Curriculum and Learning. Revealed further that there is significant difference on the assessment of the school heads on RPMS dimensions when grouped according to age towards Learning Environment, Human Resource Management and Development, Parents' Involvement and Community Partnership, and Leadership Management and Operation respectively. Furthermore, there is a slight relationship between the SBM and RPMS dimensions. This study suggests that the Schools Division Office may consider a training for school administrators to improve the network that facilitates communication between and among schools and community leaders, while teachers and school administrators may encourage parents to participate in parental involvement and community partnerships in schools.*

**Keywords:** *Results-Based Performance Management System, School-Based Management, Leadership and Governance, Parent's Involvement and Community Partnerships, Accountability and Continuous Improvement*

### **INTRODUCTION**

The Department of Education (DepEd) utilizes the School-Based Management (SBM) to assess the school level, while Results-based Performance Management System (RPMS) is used to assess teachers' and school heads' competency. Both SBM and RPMS are essential to the improvement of the school community. SBM is composed of four dimensions namely, Leadership and Governance, Curriculum and Learning, Accountability and Continuous Development, and Management of Resources. RPMS on the other hand has five Key Result Areas (KRAs) or Dimensions, these are Instructional Leadership, Learning Environment, Human Resource Management and Development, Parent's Involvement and Community Partnerships, and Leadership Management and Operations (DepEd, 2015).

Unfortunately, the study of Sindhad (2009), on the school heads' capacity as an institutional leader out that, in Asia, many of the school heads were not prepared for the new roles and functions in school management. Likewise, the findings of Albano (2006), when she investigated the level of empowerment of elementary school heads found out that, school heads were more empowered in performing their administrative functions than in supervisory functions. The research of Pablo (2008) on the assessment of the school management level also revealed that, what is missing in the school capacity are the proper utilization of resources and adjustments to the new curriculum. In the Philippines, some teachers observed that their school heads have difficulties in managing their tasks in school (Cañete, 2019). Furthermore, these issues of school heads are some of the reasons affecting the teachers' and students' performance. As revealed on the study of Apata (2016), school heads' low competency may result to inefficient budgetary and human management, poor parent and community partnerships, and ineffective instructional leadership.

Consequently, school heads must be skillful to fulfill each of their roles as instructional leaders by effectively utilizing research-based practices like the RPMS and SBM. However, considering the constraints, barriers, and realities, school heads face their overall effectiveness, as judged by their RPMS rating will likely depend on their ability to select and implement the leadership practices that will enhance both students' and teachers' performance (Miranda, 2006). Hence, this study determined the school level and school heads' competency based on Results-based Performance Management System (RPMS) in the public elementary schools of Zone 2 and Zone 3 in the Division of Zambales during the School Year 2020-2021.

### **STATEMENT OF THE PROBLEM**

This study determined the school level and school heads competency based on Results-based Performance Management System (RPMS) in the public elementary schools of Zone 2 and Zone 3 in the Division of Zambales.

The research specifically addressed the following questions:

1. What is the profile of school head-respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. civil status;
  - 1.4. designation;
  - 1.5. years in service; and
  - 1.6. highest educational attainment?
2. What is the profile of the school in terms of;
  - 2.1. size of school;
  - 2.2. number of teachers; and
  - 2.3. number of students?
3. What is the school level based on School-Based Management (SBM) as to:
  - 3.1. Leadership and Governance;
  - 3.2. Curriculum and Learning;
  - 3.3. Accountability and Continuous Improvement; and
  - 3.4. Management of Resources?

4. How may the school head-respondents assess their competency level on Results-based Performance Management System (RPMS) be described in the following dimensions as to:
  - 4.1. Instructional Leadership;
  - 4.2. Learning Environment;
  - 4.3. Human Resource Management and Development;
  - 4.4. Parent's Involvement and Community Partnerships; and
  - 4.5. Leadership Management and Operations?
5. Is there significant difference in the school level as to profile variables?
6. Is there significant difference in the school head competency based on Results-Based Management System (RPMS) when grouped according to profile?
7. Is there significant relationship between the school level and assessed school head competency based on Results-based Performance Management System (RPMS)?
8. What action plan or intervention program in order to improve the school management competency level?

## RESEARCH METHODOLOGY

### RESEARCH DESIGN

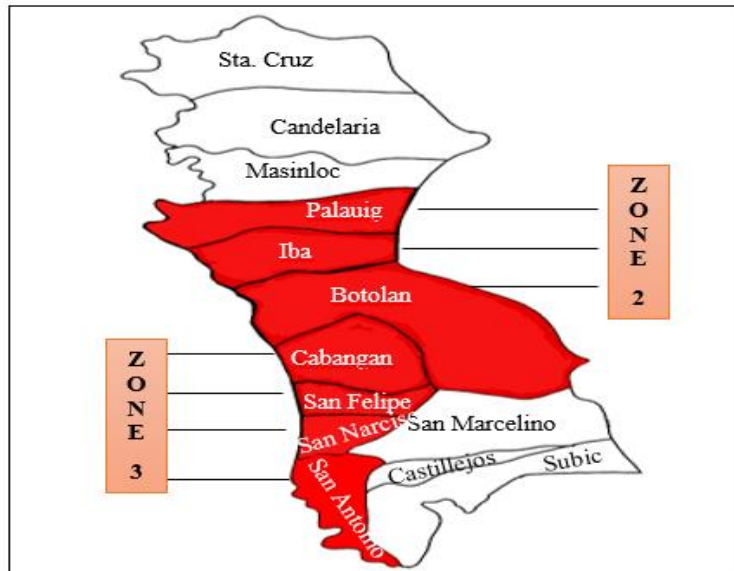
This research utilized the descriptive survey method with the questionnaire as the main source of gathering the data. Thus, in this study, the descriptive technique was used, in which the facts were given in a descriptive manner that focused with school level indicators. (leadership and governance, accountability and continuous improvement, curriculum and learning, and management of resources), and Results-based Performance Management System (RPMS) dimensions (instructional leadership, learning environment, human resource management and development, parents' involvement and community relationships, and leadership, management operations) in public elementary schools of Zone 2 and Zone 3 in the Division of Zambales.

### RESPONDENTS AND LOCATION

The respondents of this study were one hundred and twenty (120) public elementary school heads of Zone 2 and Zone 3 in the Division of Zambales. Zone 2 composed of Palauig, Iba, and Botolan while Zone 3 composed of Cabangang, San Felipe, San Narciso, and San Antonio districts respectively. Table 1 shows the Distribution of the school head-respondents.

**Table 1: Distribution of the School Head-Respondents**

Districts in Zone 2 and 3	Number of School Heads
Zone 2	
Cabangan	16
San Felipe	13
San Narciso	15
San Antonio	11
Zone 3	
Botolan	31
Iba	16
Palauig	18
TOTAL	120



**Figure 1: Map Showing the Location of Zone 2 and Zone 3 in the Division of Zambales**

### **INSTRUMENTS**

Questionnaire was the main instrument for data gathering which was patterned with the instrument utilized by Cañete (2019). However, modifications were made in the instrument to suit the objectives of the study as per advised by the panel and adviser. The instrument consisted of four parts. The first part contains the profiles of the school principals who responded (age, sex, civil status, designation, years in service, and highest educational attainment). The second part includes the school profile (school size, number of teachers, and number of students enrolled). The third part includes the school level based on the School-Based Management (SBM) indicators. The indicators are made up of five different components. Respondents were asked to rate their school level on a scale of 1 to 3. The last part is the assessment of the school head-respondents on their competency based on Results-based Performance Management System (RPMS). There are five competencies, respondents were asked to rate their competency on a scale of 5 (always) to 1 (never).

### **DATA COLLECTION**

The researcher obtained permission from the Schools Division Superintendent and the Public School District Supervisors of the several districts in Division of Zambales' Zones 2 and 3. Hence, the administration of the questionnaire was done online by the researcher. The researcher provided the link to the district supervisors, who then forwarded it to the school head-respondents in their respective districts.

Furthermore, the confidentiality of their responses was ensured. After the respondents answered the Google Form the data was saved automatically in researcher's data system

### **DATA ANALYSIS**

The study utilized descriptive tools such as frequency, percentage, and Likert Scale. For inferential statistics, Analysis of Variance (ANOVA), and Pearson-r were used. All the data gathered through the instruments was tallied, tabulated, analyzed, and interpreted accordingly.

## RESULTS AND DISCUSSIONS

### Profile of School Head-Respondents

Table 2 shows the frequency and percentage distribution of the head-respondents profile as to age, sex, civil status, designations, years in the service and highest educational attainment, respectively.

**Age.** Out of one hundred twenty (120) school-head respondents, there were 48 school heads, or 40.00% who were between the ages of 51 to 60; 38 or 31.70% from 41-50 years old; 20 or 16.70% from 31-40 years old; 12 or 10.00% from 60 years old and above; and 2 or 1.70% from 20-30 years old. The computed mean age of the respondents was 49.5 or 50 years old. Clearly gleaned from the data that the school administrator was relatively young in their middle adulthood. Chavez (2002) stated that aging is growth in experience; as it connotes, growth is a sense of achievement the goals purposed to be meaningful to oneself and not those superimposed by others.

**Sex.** Majority of the school head respondents were females with 64 or 53.30% and only 56 or 46.70% are males. This finding is similar to the study of Molino (2018) where the school administrators were female. The National Center for Education Statistics (2011) confirms the findings of the survey, which found that half of public school administrators and 53 percent of private school administrators are female.

**Civil Status.** Majority with 100 or 83.30% are married while only 20 or 16.70% are single. According to Bautista (2006) civil status plays significant role in job performance. It points out that married or single affects teacher's performance. She further implied that married teachers tend to have greater understanding and anticipation of time management.

**Designations.** Most of the school head respondents are designated as Head Teacher-III with 27 or 22.50%; Principal II, with 24 or 20.00%; Principal I, 23 or 19.20%; Principal III, 14 or 11.70%; Principal IV and Head Teacher II, respectively, with 10 and 8.30 percent and 2 or 10.00 percent. Peregrino, Caballes, Necio, & Passion (2011) state that school administrators' qualifications, such as their position, trainings attended, and educational attainment, influence their performance as school administrators. As a result, these skills are given special consideration in the ranking of school principals.

Profile		Frequency (f)	Percentage (%)
Age Mean= 49.5 years old	20 to 30 years old	2	1.70
	31 to 40 years old	20	16.70
	41 to 50 years old	38	31.70
	51 to 60 years old	48	40.00
	60 years old and above	12	10.00
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Sex	Male	56	46.70
	Female	64	53.30
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Civil Status	Single	20	16.70
	Married	100	83.30
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Designation	Head Teacher I	12	10.00
	Head Teacher II	10	8.30
	Head Teacher III	27	22.50
	Principal I	23	19.20
	Principal II	24	20.00
	Principal III	14	11.70
	Principal IV	10	8.30
<b>Total</b>	<b>120</b>	<b>100.00</b>	
Years in Service Mean= 24.9 years or 25 years	5 years and below	2	1.70
	6 to 10 years	9	7.50
	11 to 15 years	13	10.80
	16 to 20 years	10	8.30
	21 to 25 years	25	20.80
	26 to 30 years	26	21.70
	31 to 35 years	22	18.30
	35 years and above	13	10.80
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Highest Educational Attainment	With Units in Masteral Degree	47	39.20
	Masteral Graduate	32	26.70
	With Units in Doctoral	28	23.30
	Doctoral Graduate	13	10.80
	<b>Total</b>	<b>120</b>	<b>100.00</b>

**Years in the Service.** Most of the school head respondents had been in teaching service for 26 to 30 years with 26 or 21.70%; 25 or 20.80% with 21-25 years; 22 or 18.30% with 31-35 years; 13 or 10.80% with 11 to 15 and 35 years and above respectively; 10 or 8.30% with 16-20 years; 9 or 7.50% with 6-10 years and 2 or 1.70/5 with 5 years and below. The computed mean years in the service was 24.9 or 25 years in the service. According to Bonina (2003), he found out that teachers and school administrators who had more years or work experience were more efficient than those with a smaller number of years in the service.

**Highest Educational Attainment.** Most of the school head respondents have attained units in masteral degree with 47 or 39.20%; masteral graduate, 32 or 26.70%; with units in doctoral, 28

or 23.30% and doctoral graduate with 13 or equivalent to 10.80%. This finding is similar to Morallos's (2020) study, which found that school administrator respondents had obtained a higher academic degree and are aware of the role and duties of school administrators in the school's success and development.

**Profile of the School**

Table 3 shows the frequency and percentage distribution of the school profile as to size of the school, number of teachers and number of students respectively.

**Size of the School.** Majority of school principals who responded supervise small schools with 62 or 51.70%; 53 or 44.20% are medium size schools and only 5 or 4.20% are supervising big school. The creation of big school requires tedious process and justification. The size of the school corresponds to the geographical location of the school if it is located at the heart of the town or in barangay or sitio level (DepEd, 2015).

**Number of Teachers.** Most of the school head respondents are supervising or handling less than 10 teachers with 54 or 45.00%; 26 or 21.70% are handling 16-20 teachers; 23 or 19.20%, 11-15 teachers and 17 or 14.20% are handling 21 or more teachers. According to Neal (2001), one of the most important elements affecting teachers' effectiveness in the classroom is the school administrator's support and management.

Profile of the School		Frequency (f)	Percentage (%)
Size of school	Small	62	51.70
	Medium	53	44.20
	Big	5	4.20
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Number of teachers	Less than 10	54	45.00
	11 to 15 teachers	23	19.20
	16 to 20 teachers	26	21.70
	21 or more teachers	17	14.20
	<b>Total</b>	<b>120</b>	<b>100.00</b>
Number of students	Less than 100	17	14.20
	101 – 300 students	52	43.30
	301 – 600 students	34	28.30
	601 or more students	17	14.20
	<b>Total</b>	<b>120</b>	<b>100.0</b>

**Number of Students.** Most of the school head respondents are supervising 101-300 students with 52 or 43.30%; 34 or 28.30%, 301-600 students; 17 or 14.20% with less than 100 and 601 or more students respectively. According to Spillane (2009), students' population greatly affects the teachers' and administrators' performance in terms of management and allocation of school resources.

**Test of significant difference in the school level when grouped according to profile variables of age, sex, civil status, designations, years in the service and highest educational attainment.**

Table 4 shows the Analysis of Variance to test significant difference in the school level as to Leadership and Governance when grouped according to profile variables of age, sex, civil status, designations, years in the service and highest educational attainment respectively.

When grouped by profile variables of age and years in service, there is a significant difference in school level as to Leadership and Governance, as evidenced by computed P-values of 0.038 and 0.003, respectively, which are less than the 5% significance level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference in the school level as to Leadership and Governance when grouped according to profile variables of sex, civil status, designation and highest educational attainment respectively manifested on the computed P-values of 0.458, 0.550, 0.052 and 0.137 which are higher than 5% significance level, therefore the null hypothesis is accepted.

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Age	Between Groups	2.809	4	0.702	2.635	0.038	Reject Ho Significant
	Within Groups	30.644	115	0.266			
	Total	33.453	119				
Sex	Between Groups	0.156	1	0.156	0.554	0.458	Accept Ho Not Significant
	Within Groups	33.297	118	0.282			
	Total	33.453	119				
Civil Status	Between Groups	0.101	1	0.101	0.359	0.550	Accept Ho Not Significant
	Within Groups	33.352	118	0.283			
	Total	33.453	119				
Designation	Between Groups	3.445	6	0.574	2.162	0.052	Accept Ho Not Significant
	Within Groups	30.008	113	0.266			
	Total	33.453	119				
Years in Service	Between Groups	5.765	7	0.824	3.331	0.003	Reject Ho Significant
	Within Groups	27.688	112	0.247			
	Total	33.453	119				
Highest Educational Attainment	Between Groups	1.552	3	0.517	1.881	0.137	Accept Ho Not Significant
	Within Groups	31.901	116	0.275			
	Total	33.453	119				

The findings show that the perspectives of school head responders on Leadership and Governance differ depending on their age and years in the service. It is assumed that the school head with older age and longer years in the service could be better off in their leadership and management styles. These findings corroborate Goldman, Sipple, and Partridge's (2003) conclusions that school heads' age and experience affect their leadership on-site activities, resulting in changes in the authority and accountability structures of the schools.

**Test of significant difference in the school head competency based on Results-Based Management System (RPMS) when grouped according to profile.**

Table 5 shows the Analysis of Variance to test significant difference in the school head competency based on Results-Based Management System (RPMS) as to Parent's Involvement and Community Partnerships when grouped according to profile variables of age, sex, civil status, designations, years in the service and highest educational attainment respectively.



There is significant difference in the school head competency based on Results-Based Management System (RPMS) as to Parent's Involvement and Community Partnerships when grouped according to profile variables of age manifested on the computed P-value of 0.040 which is lower than 5% significance level, therefore the null hypothesis is rejected.

The result of the finding is congruent with the study of (Bagin, 2001) where older school principals have more capability to communicate with their external communities in some organized way enhance their chances of getting better public support, minimizing criticism, learning the values and priorities of a community, and receiving many functional ideas and resources that will help educate students better.

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	3.971	4	0.993	2.594	0.040	<b>Reject Ho Significant</b>
	Within Groups	44.013	115	0.383			
	Total	47.984	119				
Sex	Between Groups	0.606	1	0.606	1.509	0.222	Accept Ho Not Significant
	Within Groups	47.378	118	0.402			
	Total	47.984	119				
Civil Status	Between Groups	0.056	1	0.056	0.138	0.711	Accept Ho Not Significant
	Within Groups	47.928	118	0.406			
	Total	47.984	119				
Designation	Between Groups	3.014	6	0.502	1.262	0.281	Accept Ho Not Significant
	Within Groups	44.970	113	0.398			
	Total	47.984	119				
Years in Service	Between Groups	3.291	7	0.470	1.178	0.321	Accept Ho Not Significant
	Within Groups	44.693	112	0.399			
	Total	47.984	119				
Highest Educational Attainment	Between Groups	2.183	3	0.728	1.843	0.143	Accept Ho Not Significant
	Within Groups	45.800	116	0.395			
	Total	47.984	119				

**Test of significant relationship between the school level and perceived school head competency based on Results-based Performance Management System (RPMS)**

Table 6 shows the Pearson Product Moment Coefficient of Correlation to significant relationship between the school level and perceived school head competency based on Results-based Performance Management System (RPMS)

There is positively weak or slight relationship between the school level and perceived school head competency based on Results-based Performance Management System (RPMS) manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.235\*\*. The null hypothesis is rejected since the two-tailed result of 0.010 is less than the 5% significance level, indicating that there is a significant correlation between school level and assessed school head competency, as determined by the Results-based Performance Management System (RPMS).

Sources of Correlations		School Level	School Head Competency
School Level	Pearson Correlation	1	0.235**

	Sig. (2-tailed)		0.010
	N	120	120
<b>School Head Competency</b>	Pearson Correlation	0.235**	1
	Sig. (2-tailed)	0.010	
	N	120	120
**. Correlation is significant at the 0.01 level (2-tailed).			

According to Eresimadu (2000), school administration entails the execution and facilitation of programs and the management of school resources in order to achieve school objectives. School administration is a field of pedagogy that investigates the means and techniques of administering schools, identifies the distinguishing features of the school management system, and analyzes the specific challenges that arise when such a system is organized.

Furthermore, school administration entails managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation, and examination, resource allocation, costing and forward planning, staff appraisal, community relations, and the use of practices necessary for the organization's policies to be sustained, such as decision making, negotiation, bargaining, communication, conflict resolution, and running meetings (Ojo, 2000).

## CONCLUSIONS

Based on the summary of the investigations conducted, the researcher has arrived to conclude that: The school head respondents are female in her middle adulthood, married, Teacher-III, earned masteral units and had been in the teaching profession for more than two decades. Most of them supervise small schools with less than 10 teachers and 101 to 300 students. Furthermore, the school head respondents assessed "Level 2" on dimensions towards School-Based Management (SBM) as to Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Management of Resources respectively. They also assessed "Outstanding" on dimensions towards competency level on Results-based Performance Management System (RPMS) as to Instructional Leadership, Learning Environment, Human Resource management and Development, Parent's involvement and Community Partnership and Leadership Management and Operation respectively. Additionally, there is significant difference on the assessment of the school head respondents when grouped according to age and years in the service towards Leadership and Governance, Accountability and Improvement, and management and Resources while significant on years on the service towards Curriculum and Learning. There is also significant difference on the assessment of the school head respondents when grouped according to age towards Learning Environment, Human Resource Management and development, Parents' Involvement and Community Partnership and Leadership management and Operation respectively. Consequently, there is weak or slight relationship between the school level competency and the Results Based Performance Management System. Thus, the researcher proposed an action plan that will help improve the school level and school head competency.

## RECOMMENDATIONS

Based on the summary of the investigations conducted, and the conclusions arrived at, the researcher recommended that: Schools Division Office may propose a training for school heads may consider the improvement of network that facilitates communication between and among

school and community leaders for informed decision-making and solving of school community wide learning problems; School curriculum planners, as well as organizations of school and community stakeholders, may develop strategies and tools for encouraging creative thinking and problem solving; School administrators and implementers may establish an open and transparent accountability system to ensure that management structures and mechanisms are responsive to the community's evolving learning needs and desires; Teachers and school administrators may collaborate with learning managers, learning facilitators, and community stakeholders to conduct a continuous and regular resource inventory as a basis for resource allocation and mobilization; Parents' involvement in schools may be strengthened, fortified, and capacitated by school administrators and teachers, and community partnerships are strongly suggested; and future researchers may do a parallel or similar study that is more in-depth and has a broader scope to validate the study's conclusions.

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