

Educational Leadership and Decision Making Skills as Correlates to School Performance: Inputs to Proposed E-School Based Management System

Ande F. Balmaceda, Ph D

Master Teacher II

Mayamot National High School, Senior High School Department

Antipolo City, Rizal Province Philippines

ande.balmaceda002@deped.gov.ph

Abstract: *The existence of situation that necessitate appropriate decisions among school administrators lent support for the conceptualization of this study. Four secondary schools in the Division of Antipolo City and four in the Division of Rizal were selected based on relatively large student population. Respondents were all administrators of these schools composed of school heads, master teachers and head teachers; teachers; and other stakeholders. A validated questionnaire served as the main research instrument. Analyses of the data led to some findings. Administrators in both Divisions generally have less than 15 years of teaching experience, have earned units in the master's program and were relatively new in their respective positions. The three groups of respondents perceived the administrators to have highly practiced educational leadership (WM=3.18) and decision-making skills (WM=3.19). The levels of perceptions significantly differed in the aspect of administrative leadership (F=8.722). Perceptions on the decisionmaking skills significantly differed in autocratic (F=12.353), directive-autocratic (F=9.470), collective-participative (F=37.714), consensus (F=8.333) and collaborative (F=4.48) skills. In the perceptions of teachers, educational leadership was significantly correlated with the decision-making skills (r=0.790). School performance in terms of governance was very satisfactory (M=4.52) But this performance was not translated into quality of instruction as the schools' performance in the National Achievement Test (NAT) resulted to a level much lower than the mastery level (M=4.681). Access to the schools was good (Enrolment 7223). But these factors on governance were not significantly correlated with the perceptions of administrators and teachers on the educational leadership and decision-making skills. An e-School Based Management System was proposed.*

Keywords: Educational Leadership, Decision-Making Skills, School Performance, e-School Based Management System

1. INTRODUCTION

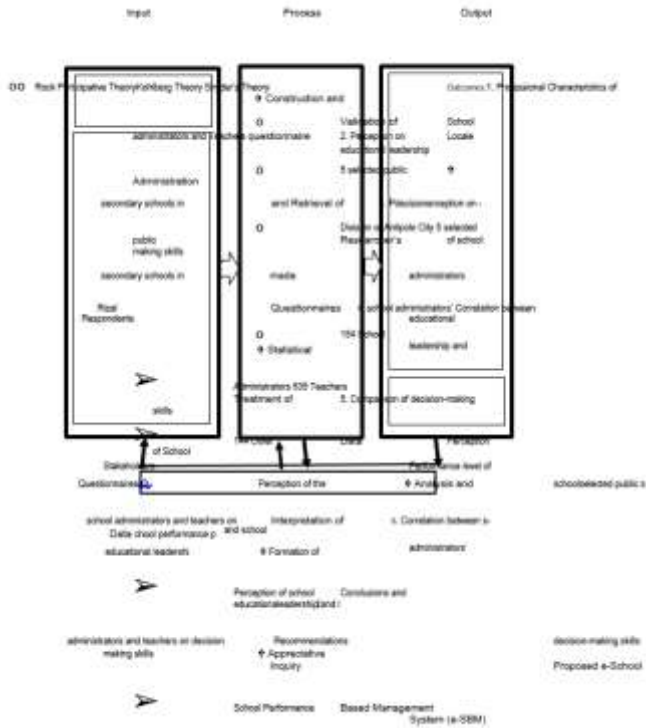
Among the literature and studies reviewed were some salient ideas.

Educational Leadership was the focus of many studies, both local and foreign. These studies dwelt individually on administrative leadership, conflict resolution, stress tolerance and academic leadership. The effective leadership in any organization is a crucial component of overall organization success. Administrators usually had to resolve conflicts among teachers. Stress was found among faculty of public universities in the Philippines. Stressors were found to diminish job satisfaction. Cites was communication skill which is very important aspect of educational leadership. it was, likewise revealed in a study that principals' leadership behavior is not significantly correlated with academic achievement of students.

2. LITERATURE REVIEW

As an element of educational leadership, it was maintained that a clear administrative perspective for school success, the school head must actively engage on the primary work of the school in educating students. While these findings, were taken up in different studies, all the aforementioned dimensions of educational leadership were considered in the present study. It was revealed specifically in the study of Kallman (2015) that decision-making approach is related in practice to leadership

style. This style, however, is not congruent to the educational leadership dimensions in the study. Further in another study, school leadership is founded upon the principal's omnicompetence rather than collaborative leadership. The present study, however, differed from these findings as it dwelt on specific skills in decision-making.



F E E D B A C K

Conceptual Framework of the Study

Literature on school performances were, likewise, found to focus on governance and quality indicated by National Achievement Test (NAT). Correlates of school effectiveness were school leadership, competency and professional collaboration. The present study similarly focused on governance but using a different indicator. The result of the NAT, was likewise, used as indicator of quality of instruction.

The descriptive survey method of this research was used in the present study to describe as an approach appropriate whenever the respondents of any class vary among themselves and one is interested in knowing the extent of decision-making skills, styles and strategies of the administrators, teachers and other stakeholders leading in DepEd in particular to the Schools Division of Antipolo and Rizal. The use of statistical tools necessitates the employment of quantitative approach in the analysis of the data.

1.3 Research Objectives:

This study aimed to assess the educational leadership and decision-making skills as correlates of school performance in the Department of Education, City Schools Division Offices of Antipolo City and Rizal during the school year 2019 – 2020. More specifically, it sought to answer the following questions:

1. What are the professional characteristics of the school administrators and teachers in terms of:
 - 1.1 length of teaching experience,

- 1.2 educational attainment and
- 1.3 length of experience in the position?
2. What is the perception of the administrators, teachers and the other stakeholders on the educational leadership of school administrators in terms of:
 - 2.1 administrative leadership,
 - 2.2 conflict resolution;
 - 2.3 stress tolerance; and
 - 2.4 academic leadership?
3. Are there significant differences on the perceptions of the three groups on the abovementioned aspects?
4. What is the perception of the respondents on decision-making skills of the school administrators categorized as:
 - 4.1 democratic;
 - 4.2 directive -autocratic
 - 4.3 collective - participative;
 - 4.4 consensus;
 - 4.5 Collaborative?
5. Are there significant differences among the perceptions of the three group of respondents on school administrators' decision-making skills?
6. Is there a significant correlation between the school administrators' educational leadership and decision-making skills?
7. What is the performance level of selected public secondary school in the Divisions of Antipolo City and Rizal for the past three (3) consecutive years?
8. Is there a significant correlation between school performance and school administrators' educational leadership?
 - 8.1 school administrators' educational leadership?
 - 8.2 school administrators' decision-making skills?
9. What e-School Based Management Systems can be proposed based on the result of the study?

Problem 1. What are the professional characteristics of the administrators of teachers in the schools in the Division of Antipolo City and Rizal?

Table 1 Summary of the Professional Characteristics of the Administrators and Teachers

Professional Characteristics	Administrators	Teachers
Length of Teaching Experience (Years)	13.9 ± 3.7	7.4 ± 5.0
Highest Educational Attainment	Units in MA	Units in MA
Length of Experience in the Position (Years)	5.0 ± 3.7	4.9 ± 4.1

The professional characteristics are delimited to the length of teaching experience, highest educational attainment and length of experience in their respective positions or appointment. In the eight presumably largest schools in terms of enrolment in the Divisions of Antipolo City and Rizal,

nearly 40.0% (38.8%) of the administrators have been teaching for 8-11 years. Very likely, these were the former teachers who have been promoted as master teachers (MT) or head teachers (HT), having obtained master’s degrees.

The longest teaching experience was at least 20 years attained by 18 or 14.0 %, the smallest of the group. The school heads (SH) must have been in this category, together with some of the teachers. Between the biggest and smallest groups were those with teaching experience of 12-15 years and 16-19 years, comprising nearly half (47.2) % of the population of administrators. The distribution yielded a mean of 13.9 years of teaching experience, indicating a relatively young group of administrators. The standard deviation of 5.0 puts the highest frequencies in the range 10-17 years.

Notably, among the teachers, slightly over one-third (36.3%), at the time of the study have served for less than three years. Only 1.9%, the smallest group, have remained as teachers for 20 or more years. The second largest group of 29.7% have been in the service for four (4) to seven (7) years; The numbers diminish with longer teaching experience. On account of the higher frequencies in the shorter teaching experience, the mean came up to only about 7.4 years. Clearly, the teachers were primarily new in the field of teaching with the preponderance in the range of 2.0 – 12.0 years.

Regarding their highest educational attainment, an aggregate of 24.8 % or almost one-fourth of the administrators have earned either a doctorate degree or pursuing to attain it. In all probability, the school heads were among this group. Those who have obtained master’s degree or some units in the program comprise more than half (56.6%) of the population. It is worthy to note that one had merely earned a baccalaureate degree 17.8% have obtained certificate of professional education (CPE) to qualify themselves in the field of education. On the account of their qualification, they may have been assigned as either head teachers or master teachers. The mode of the distribution, the biggest group, have earned masteral units, still pursuing to obtain their master’s degree.

Among the teachers, the biggest group was the Bachelor of Science in Education (BSE) holders comprising 39.8% who were very likely, those with less than three years of teaching experience. Only 2.4% have earned doctorate degree, while 10.7% were still striving to finish it. The remaining 29.0% have either finished a master’s degree or have earned units.

As administrators have been promoted from being teachers, it is clear that most of them 34.1% have been in their respective position for 0-2 years. Presumably, these were recently promoted as master teachers, having qualified themselves for the position.

The smallest group was the 5.4% who have been in their respective positions for more than 12 years, and these were likely the school heads. With the mean of 5.0 years on their present position, the administrators were primarily composed of young professionals.

Expectedly, it would be the school heads who have been in their position for a longer period of time, at least ten

(10) years. Those who have been designated as master teachers and head teachers in recent years comprised an aggregate of 55.8%. Those with 6 to 11 years in their position comprised 38.8. The administrators have been in the position for an average of 5.0 years within the range of 1.3 – 8.7 years as indicated by a standard deviation of 3.7.

On the other hand, promotion of teachers was from Teacher I, to Teacher II, and from Teacher II to Teacher III. It took an average of five (5) years before promotion or reclassification was attained, the biggest number being the newly promoted. With a standard deviation of 4.1, it is implied that most teachers have been promoted within 1 – 9 years from their previous position.

In such distribution of the respondents, they have been in their present position for an average of about 5.4 years. In consideration of the teachers, one third have just been promoted to the next level either from Teacher I – Teacher II, or from Teacher II – Teacher III. In the overall distribution, the teachers may have remained in their present position for almost six years, quite long before one gets promoted. But higher frequencies are spread out in the range of 1.5 -13.1 years.

The professional characteristics of the administrators and teachers in the regards to length of teaching experience resulted to 13.9 ± 3.7 and 7.4 ± 5.0 respectively while their highest educational attainment resulted to both respondents with units in masteral program. The length of experience in the position indicated that school administrators and teachers resulted to have a closer result promoted. With a standard deviation of 4.1, it is implied that most teachers have been promoted within 1 – 9 years from their previous position.

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Problem 2. What are the perceptions of the administrators’ on educational leadership? Table 2

Summary of the Perceptions of Administrators, Teachers and Other Stakeholders on Educational Leadership

Dimensions of Educational Leadership	Administrators	Teachers	Other Stakeholders
Administrative Leadership	3.08 ± 0.12	3.29 ± 0.07	3.03 ± 0.14

Conflict Resolution	3.01 ± 0.09	3.28 ± 0.08	3.11 ± 0.12
Stress Tolerance	3.23 ± 0.07	3.11 ± 0.12	3.15 ± 0.22
Academic Leadership	3.26 ± 0.15	3.15 ± 0.22	3.01 ± 0.17
Overall Mean	3.15	3.28	3.10

Included in educational leadership in this study were administrative leadership, conflict resolution, stress tolerance, and academic leadership.

In administrative leadership may be indicated in some aspects of the administrators' performance. Among these are the assessment of teachers' performance, upgrading performance standards and implementing school curriculum, all of which are aimed to promote students satisfactory learning outcomes. In these aspects, the administrators, teachers and other stakeholders perceived that these were highly practiced by administrators of the Antipolo City schools and Rizal. These are indicated by weighted means that ranged from 2.8 to 3.4.

The perception may have been based on the fact that the administrators elicit the participation of the teachers, particularly in establishing measurable and realistic work targets and deadlines. To this end, the administrators looked into educational objectives and provided reasonable period of time to accomplish work. Moreover, the administrators encouraged the teachers to elicit the participation of parents and barangay officials or the LGUs in the school activities and programs. These is **highly practiced** by the administrators. With all weighted means ranging from 2.9 to 3.2, all items under administrative leadership were perceived to have been highly practiced. The overall means were computed as 3.09, 3.29 and 3.03 for administrators, teachers and other stakeholders respectively, with standard deviations of 0.012, 0.07 and 0.14 respectively.

This indicate that the teachers' perceptions and those of the other stakeholders were very close to each other while those of the administrators were more varied than the two groups. When misunderstanding among subordinates occur, it behooves upon the administrator to take action. Such action may take the form of mediation, evaluation of the circumstances with empathy and realistically, and to resolve the conflict using sound judgment and impartiality. All these have been perceived by the three groups of respondents as **highly practiced** based on weighted means ranging from 2.8 to 3.1. As in the case of administrative leadership, the responses of the three groups of responses yielded overall means of 3.01, 3.28 and 3.01 all indicative of their perceptions that the administrators **highly practiced** conflict resolution. The responses of the administrators were most divergent.

Performance of functions in the educational milieu is not without stress. Teachers are commonly afflicted with thus, in the schools of division of Antipolo City, the administrators perceived themselves to have listened to teachers as problems arose, accepted differences in ideas and evaluated the teachers' judgment, which were **highly practiced**. The same

level of perception was expressed by the teachers and other stakeholders.

To address stressful situations, the administrators were perceived to have **highly practiced** coordinating the work of teachers as a team and discussing their problems, and accepting ideas and suggestions.

The similar perceptions of the three groups can be gleaned in the overall means of 3.25, 3.25 and 3.11, all denoting that stress tolerance were highly practiced by the administrators, teachers and the other stakeholders. The perceptions of the administrators were the least divergent than the other two.

Table 3
Result of the t-test on the Perceptions on the Democratic Skills of the Administrators

Groups	Means	t-value	Verbal Interpretation
Between Administrators and Teachers	3.26 & 3.24	0.290	No Significant difference
Between Administrators and Other stakeholders	3.26 & 3.07	2.758	Significant difference
Between Teachers and Other stake holders	3.24 & 3.07	2.467	Significant difference
Critical value of t	t (12; .05)	2.145	=

Academic leadership is the last but not the least of the aspects of educational leadership. To demonstrate this kind of leadership, the administrator **highly practiced** establishing vision, setting direction, standards, implementing curricula to meet the standards and finding ways to improve academic performance of the teachers, all leading to the satisfactory performance of the learners. Budgetary considerations, planning and the policies have not been overlooked, as they are the vital aspects in the operation of school programs. Innovations were very **highly practiced** by the administrators while enunciating the values and practices relevant to good teaching was perceived as very highly practiced by the three groups of respondents.

But these items did not alter the overall perception in the category of **highly practiced** as overall means of 3.26, 3.28 and 3.15 were obtained. But the standard deviation in the perceptions of the three groups are 0.15, 0.10 and 0.22, respectively indicating the last group to have the most varied perceptions.

In consideration of all the four aspects, the grand means of 3.15, 3.28 and 3.10 for the three groups support the contention that the educational leadership was generally **highly practiced** by the administrators in the selected schools in the Division of Antipolo City and Rizal.

The study of Garcia (2019) was also conducted in the Division of Rizal. It revealed that the extent of conflict resolution strategies of school managers in the secondary and elementary schools have been practiced often, which corroborates the findings of the present study. Faculty members of public universities in the Philippines, as explored by Tan (2017) experienced stressors related to reward and recognition. This is an evidence of the presence of stress which

school heads need to address. As maintained by Shahmandi et al (2015), academic leaders require certain competencies and perform necessary roles in order to lead. The present study considered some roles which have been observed to have been highly practiced.

Shahmandi, E & Othman, J (2016) in their studies Competencies, Roles and Effective Academic Leadership in World Class University posted the question “how can an academic leader can become more effective leader?” This research question was examined in the context of middle level leadership in research universities that include deans and head of departments.

The study was based on a review of literature that focuses on the investigation of effective academic leadership. Leadership effectiveness is more related to situational leadership style in research universities and in a global context. Hence situational leadership models such as those of Hersey & Blanchard & Yetton-Vroom were analyzed. It is suggested that effective academic leaders use the four styles which include, “telling, selling, participating and delegating”. The ten roles identified by Mintzberg (2017) were categorized into three major roles of interpersonal contact, information processing and decision making that administrators encountered moderately serious. Conflicts along work requirements and relationship with co-school managers, higher authorities and external stakeholders was revealed by the study of Icutan et al (2017).

At a glance, the level of perceptions of the respondents can be seen in Table 3.4 and how their perceptions vary. The higher standard deviations connote wider level of variations than those with relatively lower standard deviations

Problem 3. Is there significant difference in the perceptions of the three groups on the educational leadership of the administrators?

Table 4

Summary of the Results of Analysis of Variance on the Perceptions on the Educational Leadership of Administrators

Dimensions of Educational Leadership	Values of F	Verbal Interpretation
Administrative Leadership	8.722	Significant Difference
Conflict Resolution	1.008	No Significant Difference
Stress Tolerance	2.457	No Significant Difference
Academic Leadership	2.299	No Significant Difference

The data implied that administrators operationally and strategically utilized the systems in the school.

To establish the existence of significant difference in the perceptions of the three groups of respondents, the data were subjected to analysis of variance.

Computation of the F-value resulted to 8.722 which exceeds the critical value of f of 3.47 at 5% level of significance. This result means that significant difference exists in the perceptions of the three groups of respondents, which necessitates the application of the t-test.

In significant difference, it is indicated by the computed values of t that exceed the critical value. The result shows that the administrators and other stakeholders expressed perceptions that do not significantly differ. But the teachers have significantly higher perceptions than the administrators and other stakeholders on the administrative leadership of the administrator.

It will be noted that the t-value of 4.000 between the teachers and the other stakeholders is higher than the critical value of 2.145. This result implies that the teachers had significantly higher perceptions than the other stakeholders. Moreover, the administrators had the same level of perceptions as the other stakeholders, as indicated by the tvalue of 0.769, lower than the critical value. The results imply that the teachers had significantly higher perceptions than both the administrators and the other stakeholders.

The teachers, having the highest perception, apparently appreciated what the administrators were doing. But the administrators on the other hand, seemingly felt that they need to do more implementation on school performance.

The relatively lower perception of the other stakeholders can be traced on the concept of upgrading performance standards, expecting teachers to execute good and sound judgment and the implementation of curricula and projects. In as much as the parents and local government unit (LGU) personnel are not always present in the school, they can follow through the operations in the school through their children. Occasional visits to the schools such as General Parents Teachers Association (GPTA) meetings and other school activities and programs could have given these stakeholders chances for some observations.

It was shown that the F-value of 1.008 obtained from the data did not exceed the critical value of 3.47 at 5% level of significance. No significant difference exists in the perceptions of the three groups of respondents on the conflict resolution of the administrators. It could be asserted that what the school administrators perceived they have done to resolve the conflicts among the constituents was what the teachers and other stakeholders felt. Conflicts could have occurred between administrators and teachers, or between teachers and students including parents. The conflicts could have been resolved by the administrators in a manner that satisfied all persons concerned. This result rendered the t-test necessary.

This result is the corroborated by the study of Garcia (2019) which found out that no significant difference exists in the extent of conflict resolution of the strategies of school managers. The critical value of F at 5% level of significance for these data is 3.47. But calculations yielded an F-value of

2.457, which obviously is less than the critical value. This result means that no significant difference exists among the three groups of respondents.

On this ground, it can be asserted that the perceptions of the three groups on the stress tolerance of administrators do not significantly differ. What the administrators perceived to have practiced has transcended to the teachers and other stakeholders. Stress could have occurred due to the volume of work, work schedule or variations in the nature of work. Both teachers and administrators may have experienced relative to school operations. Stress tolerance of administrators must have been felt by the teachers and by the parents through the students as well. This result did not necessitate the application of t-test.

On the perceptions of the three groups of respondents on the academic leadership of the administrators, the data were subjected to analysis of variance.

The F –value obtained from the data of 2.299 is less than the critical value of 3.47 at 5% level of significance. This means that there is no sufficient basis to assert that significant difference exists in the perceptions of the three groups of respondents in the academic leadership of the administrators. The ultimate goal in every school's operation is good school performance and very satisfactory student achievement. School administrators almost always exert effort to achieve this. In this present study, the administrators have highly practiced of good academic leadership. Such practices were perceived by the teachers and the other stakeholders. The concurrence of these two groups with the administrators proved the consistency on the academic leadership of the administrators. Due to this result, the t-test was rendered unnecessary.

The result implies that administrators put emphasis on students' achievement. Dudley (2016) stressed that there is no statistically significance difference in the schools in making adequate progress.

A summary of the analysis of variance done in the data is shown in Table 3.10. No significant difference was found on the perceptions on conflict resolution, stress tolerance and academic leadership. The teacher respondents observed that these were **highly practiced**. It is only in the administrative leadership that the perceptions of the teachers significantly varied. The data implied that administrators operationally and strategically utilized the systems in the school.

Problem 4. What are the perceptions of the three groups of respondents on the decision-making skills of the administrators?

The data included the level of perceptions of administrators, teachers and stakeholders in some selected public schools in the Division of Antipolo City and Rizal. Five aspects of decision-making skills were considered in the study. These include democratic, directive-autocratic, collective-participative, consensus, and corroborative – collaborative skills. A similar trend can be observed in the level of perceptions of the three groups of respondents on the basis or the overall means in the five aspects of decision-

making skills of the administrators of the selected public schools in the Divisions of Antipolo City and Rizal. The highest means were those of the administrators, followed by the teachers. The lowest perceptions were those of the other stakeholders. In the perceptions of the administrators, the highest means of 3.44 and 3.30 are on the collective-participative and consensus skills, respectively.

The lowest are on collaborative skills and democratic skills. The perceptions of the teachers and the other stakeholders are in almost the same levels, 3.20 to 3.27 for the former and 2.90 to 3.07 for the latter.

The responses are predominantly in the category of **highly practiced**.

These perceptions imply that the administrators gave credence to the ideas of the teachers and also to other stakeholders. They did not make decisions on their own but chose to involve the people around them. It may be noted that the administrators have long been in the field of teaching with an aggregate of 34.2% having taught for more than 15 years.

They must have learned that the decision-making skills are likely to promote teachers' active participation in the teaching processes. In their five (5) years in their present position as administrators. They may have acquired substantial knowledge on decision-making. Although a big portion of the group has earned units in the masteral program, a good number have obtained masters' degree and some units in the doctoral program which could have enhanced their decision making skills and styles.

The result is clearly reflected that the most **highly practiced** skill is collective-participative for the administrators, collaborative for the teachers and directive – autocratic for the other stakeholders. It can easily be seen in the result which perception are relative higher and which one or more is diverse. As it glanced, the aspects of decision-making skills including democratic, directive-autocratic, collective-participative, consensus and collaborative skills resulted in their range of diversity.

Perceptions of administrators resulted to have high in collective-participative 3.44 ± 0.13 , perceptions of teachers resulted to have high practiced in directive-autocratic 3.27 ± 0.18 , and perceptions of other stakeholders obtained to have high practiced in directive-autocratic 3.09 ± 0.16 . This study implies that respondents expressed their decision-making in terms of their experiences and observations.

In his study, Zara (2016) ensured that teachers have decision-making skills and understanding to participate effectively in teams. These skills include defining the purpose, setting measurable goals, creating norms for operating, setting agenda and designing tasks. On the other hand, principals also gives on-going feedback, supporting and encouraging teachers' work.

Problem 5: Is there significant difference in the perceptions of the three groups of respondents on the decision-making skills of the administrators? Table 5 Coefficients of Correlation r Between the Perceptions on Educational Leadership and Decision-Making Skills

Group of Respondents	Value of r	Verbal Interpretation
Administrators	0.219	No Significant
Teachers	0.790	Significant
Critical Value of r	r = 0.707	

To test the existence of significant difference in the perceptions of the three groups of respondents, analysis of variance was applied on the data. The first group of the table shows the results of analysis on the data from the selected public schools in the Division of Antipolo City and Rizal.

The value of F of 12.353 computed from the data surpasses the critical value of 3.55, suggesting that significant difference exists in the perceptions of the respondents on the democratic skills of the administrators.

Apparently, the school administrators involved teachers in making decisions about the different facets of school operations. Dissemination of vital information on policies was made through good communication flow. Such efforts were variably perceived by the teachers and parents through the students. On account of such differences, the t-test was applied to identify which group significantly different in the perceptions.

By the t-value of 0.290 which does not exceed the critical value of 0.290, it is implied that the perceptions of administrators and teachers do not differ significant.

The results of the t-test with the values of 2.758 and 2.467 point to the fact that both the administrators and teachers had perceptions that significantly differed from the perceptions of the other stakeholders.

As the t-value of 0.290 is less than the critical value of 2.145 at 5% level of significance, it is implied that the perceptions of teachers and administrators on the latter's democratic skills do not significantly differ. However, between these two groups and the other stakeholders, the values of t of 2.758 and 2.467 which exceed the critical value signifies significantly higher perceptions of these groups than the other stakeholders.

The highest perceptions were particularly on allowing the constituents to voice their opinion and eliciting their suggestions which have been well practiced. The teachers felt these in almost the same lower level. But the other stakeholders did not feel that they were involved in some decisions, very likely, on issues that concern their children.

The stakeholders, on the other hand may have not fully observed these skills as they were not frequently in school. They came only on selected occasions and meetings.

As the computed F-value of 9.47 exceeds the critical value of 3.55 at 5% level of significance, there is reason to say that significant difference exists in the perceptions of the three groups on the directive-autocratic skills of the administrators. Where the significant difference exists was ascertained by the t-test.

In the administrators and teachers agreed on their perceptions on the directive-autocratic skills of the

administrators. The level of their perceptions is significantly higher than those of the other stakeholders

The result of the t-test on the perceptions of the three groups of respondents is shown in Table 3.16. By the t-value of 1.742 which does not exceed the critical value of 2.145, it is indicated that no significant difference on the perceptions of the administrators and teachers. But both of these groups have significantly higher perceptions that the other stakeholders on the directive-autocratic skills of administrators.

The relatively lower perceptions of the other stakeholders are on keeping criticisms constructive and private. These stakeholders may have learned some circumstances relative to these issues.

On the other hand, the teachers likely believed that there were instances where administrators should be autocratic in providing directions in the operations of the school.

The Department of Education (DepEd 2006b) has decentralized powers to local officials by transferring authority and decision-making powers from the central office to the divisions and schools.

By the greater value of F of 37.714 than the critical value, it can be asserted that the perceptions of the three groups of respondents differ significantly at 5% level of significance. The groups that differ in their perceptions were identified by the t-test.

Using the means as reference, the result of the t-test reveals significant difference in the perceptions of administrators and other stakeholders. It is the perception of the teachers which registered a higher than those of the two aforementioned groups. The significantly higher perceptions of the teachers are accounted for by their higher scores on the administrators' active participation in planning school activities, listening to the ideas of the constituents, seeking further evaluation and choosing appropriate decision-making skills for specific issues. This implies that the teachers have been appreciative of what the administrators are doing.

The perceptions of the administrators yielded the highest mean of 3.44. Statistically, this was found to be the highest among the three. It is significantly higher than that of the teachers, which in turn is significantly higher than that of the stakeholders.

The administrators expressed particularly that they **very highly practiced** (VHP) considering the ideas and opinions of others and participating actively with the group in planning school activities and school programs.

According to Gresmith (2016), participative leaders encourage teachers to find new opportunities, generate new information and perform in implementation of school performance.

A significant F- value of 8.333 was obtained from the data implying the existence of significant difference in the perceptions of the three groups on the consensus skills of the administrators. Such significant difference was ascertained using the t-test.

Among the groups resulted to have 0.175 while within groups it has 0.021. It could have ascertained that the

perceptions of the teachers is significantly higher than those of the two groups.

The parents, local government units and students share the self-perceptions of the administrators. The difference can be traced to the higher perception of teachers on all the items in consensus skills. These items redound to seeking the varying ideas of constituents and making decision on the basis of the majority opinion.

Supported by the value of 1.348 that does not surpass the critical value of 2.179 is the similar level of perceptions of the administrators and teachers. Their perceptions are both significantly higher than that of the stakeholders. Specifically the stakeholders gave relatively lower perceptions on conducting an opinion poll whenever a decision is to be made and on letting members decide on measures that need to be taken. Even with their occasional presence in the schools, the other stakeholders were likely expecting all constituents to be considered in decision-making and not only on a particular group.

It was maintained by Gresmith (2016) that in consensus decisions, the leader gives up totally the control of the decision.

There is a reason to claim that significant difference exists in the perceptions of the three groups of respondents in the collaborative skills of the administrators. This assertion is based on the computed value of F of 4.48 that exceeds the critical value of 3.55 at 5% level of signification. The identification of the groups that the significant differ in perception was done by employing the t-test.

The result of analysis of variance supports the assertion that significant difference exists in the perceptions of the three groups of respondents on the collaborative skills of administrators. The data followed the trend in the other decision-making skills. The level of perceptions of the teachers is significantly higher than those of the other two respondents, which do not significantly differ. The higher perceptions of the teachers specifically involve seeking ideas and advice from the constituents, developing evaluation models and formulating alternatives and collecting meaningful and reliable data towards making decisions. The administrators, seemingly were quite conservative in assessing their performance.

However, from the results of the t-test, it could be identified the perceptions were significantly different. The teachers have observed what the administrators expressed. It was the other stakeholders whose perceptions were significantly lower than those of the other two group. Specifically noted by the other stake holders with the lower perceptions were the inclusion of all constituents in important decisions that affect the operation of the school and eliciting the ideas and advice of the constituents to come up with what needs to be done. Very likely, the parents and some local government unit (LGU) personnel or Barangay officials have been expecting to be part of the decisions when it comes to the status of the school, whether it is academic, physical environment and resources.

Smith (2015) emphasized that collaboration is easily missed as an option and prevalently overlooked when practiced. This study is due to difference of people but it takes a progressive approach to resolution. Significant differences were found in the perceptions of the administrators, teachers and the other stakeholders on all the five areas of decision-making skills of the administrators which resulted to have values of F 12.353 for democratic, 9.470 for directive autocratic, 37.714 for collective-participative, 8.333 for consensus and 4.480 for collaborative. These perceptions imply that administrators, teachers and other stakeholders gave credence to their principles in all aspects of decision-making skills.

A doctoral dissertation done by Emery (2016) emphasized the need for positive changes in the leadership capabilities of administrators by providing them with improved strategies when making decisions. **Problem 6: Is there significant correlation between the perceptions of the educational leadership and decisionmaking skills?** Correlations between perceptions on the educational leadership and decision-making skills were considered separately for administrators and teachers. To this end, Pearson's coefficient of correlation r was used.

Considering the respondents in the selected public schools in the Division of Antipolo City and Rizal, the coefficient of correlation between the self-perceptions of the administrators on their educational leadership and decisionmaking skills was found to be - 0.219 which is not significant at 5% level of significance.

The results implied that in the perceptions of the administrators one did not influence the other. An administrator may have been perceived to have **highly practiced** educational leadership but not necessarily good decisions.

The value of r on the perceptions of the teachers was high, surpassing the critical value of 0.707, implying that there is significant relationship between educational leadership and decision-making skills. This result implies that administrators who highly practiced educational leadership to practice good decision-making skills, or vice-versa, from the point of view of the teachers.

Problem 7: What is the performance of the selected schools in terms of:

7.1 Governance based on OPCRF, 7.2 Quality based on National Achievement Test and 7.3 Access based on enrolment rate? There are variations in the manner in which performance of schools are addressed. Appropriate research instruments may be adopted depending on the focus of the assessment.

One significant aspect of school performance is governance. In this study, governance is reflected in the Office Performance Commitment Review Form (OPCRF). This evaluation of schools was deemed quite comprehensive, as it embraces a wide spectrum of factors involved in school operation. Such factors include development of teachings and

non-teaching personnel, students' academic development, improvement of physical facilities such as classrooms, science laboratories and equipment, computer laboratories, library, supportive services and management of financial resources. For the selected schools in the Divisions of Antipolo City and Rizal, performance in the OPCRf for the last three (3) years is shown in the table that follows:

It showed the scores which ranged from 1, the lowest, to 5. The highest is School D which consistently got scores higher than 4.51, described as **very satisfactory**, for all the three school years from 2016-2019. School A was consistent in this level for two (2) school years. Performance of Schools C and G were consistently increasing. All the other schools reflected fluctuating performances.

The overall performance was indicated as 4.52 with the standard deviation of 0.15. Generally, the performance of the schools can be described as **very satisfactory**.

It may be inferred that, except for one school in the two divisions, performances in the different criteria in the Office Performance Commitment Review Form (OPCRf) may have varied in the three school years. Where performances could have waned slightly may be implied in the results of the National Achievement Test for the last three (3) school years. The slight variations in the results is indicated by a small value of the overall standard deviation of 0.15.

Nevertheless, in school year 2018-2019 randomly chosen schools were given the National Achievement Test. Fortunately, the school chosen for the study probably being among the largest schools in terms of student population, were included in the National Achievement Test sample.

The result in the NAT is an indication of what students have learned on the identified competencies as prescribed by DepEd. Thus, it is an indicator of the quality of instruction and supervision on the adherence to prescribe curricula.

It will be noted that the scores of the schools, both in the Divisions of Antipolo City and Rizal, ranged from 29.6 to 47.18, all far below the mastery level of 75.0%. The overall mean was found to be 41.81 with a standard deviation of 1.68, indicative of the homogeneity of the results.

Noticeably, the learners have not attained mastery level of the prescribed lessons. Such results directly involve teachers' mastery of content and adoption of effective teaching strategies. The administrators' part involves supervision of instruction and compliance with prescribed curriculum. Laboratory and library facilities are, likewise, contributory to student learning. Table 3.28

Matrix of the Values r Between the Identified Variables

	Independent Variables	Dependent Variables		
		Governance	Quality	Access
1	Perception on Educational Leadership			
	Administrators	0.51	-0.638	0.029
	Teachers	0.347	0.565	0.075
2	Perceptions on Decision-making			

	Administrators	-0.167	0.454	0.328
	Teachers	0.622	0.350	0.246
	Critical Value	r (4,.05)=0.707		

In the study of Buensuceso, (2019), it was revealed that the results of NAT in the SY 2015-2016 in six (6) schools in Antipolo City got scores ranging from 38.64 to 58.80 yielding a mean of 48.56, which indicates performance below the mastery level. In 10 schools in Rizal, only one (1) school obtained a score of 76.14, in the mastery level. All the other nine (9) schools garnered scores ranging from 41.83 to 60.58, resulting to an overall mean of 52.22. The results of this study, together with the present one, tend to point to quality of instruction as a common area of concern for schools in the two Divisions.

One school which is school A had consistently the biggest enrolment in the three school years, far beyond the enrolment in the other schools. Enrolment in the next two schools showed a slightly increasing trend, while the last one showed a slightly decreasing level. The eight schools had an overall mean of 7223. Since the schools, purposively chosen for the study in terms of student population, these schools had the largest enrolment.

Problem 8: Is there significant correlation between the educational leadership and decision-making skills of administrators and the school performance?

The existence of significant correlation between the aforementioned variables was ascertained through Pearson's coefficient of correlation r.

Revealed in the matrix are computed values of r, all of which do not exceed the critical value of 0.707 at 5% level of significance. The result led the rejection of null hypothesis. This means that in the perceptions of both administrators and teachers, no significant relationship exists between the educational leadership of the administrator and each governance, National Achievement Test results and access. This implies that the performance in the Office Performance Commitment Review Form (OPCRf), the level of achievement of the students in the NAT and in the enrolment rate cannot be solely attributed to the educational leadership of the administrators. Quality of instruction can be associated with the NAT results while enrolment could be affected by the familial situations. Likewise, the perceptions of both administrators and teachers on the former's decision-making skills were not significantly correlated with lack of governance, quality and access. Other factors could have more direct association with the decision-making skills such as job satisfaction of teachers, policies on merit systems and improvement of facilities.

Problem 9: The Proposed e- School Based Management (SBM) System

Schools in the public sector are measured in the aspects of the SBM. The performance of the school solely depends on the evaluation made by the supervisors from the School Governance and Operation Division based on

evidences provided that will measure access principles. School Based Management aspects are school leadership, internal stakeholders' participation, external stakeholders' participation, school's improvement process, school based resources and school performance.

The proposed output is based on the significance of the findings. The output of the study was proposed with an electronic School Based Management system which was crafted and developed. This e-SBM System will guide the school administrators to check which means of verification are present and which are still needed to be able to assess at the higher level. Through this output, the school administrators, internal and external stakeholders will have a clear target to directly improve the weak aspect of school based management at the same time maintain the strengths found in SBM practices.

This e-SBM will clearly give the needed means of verification and evidences that will serve as a guide for the educational leaders to adjust the level of administrative and academic leadership as well as decision-making skills are concern.

The basic concepts on the proposed e-school based management system include the level of practices in determining school current level and therefore make necessary adjustments to attain another step or a higher level of SBM practice thus improving the principles of accessibility, availability and adaptability of resources with quality of education being addressed to its stakeholders.

Objectives

The proposed e-School Based Management system will works towards the improvement of learning outcomes, in order to have the ultimate goal of school based management level of practice.

Specifically the e-SBM assessment aims to determine the level of the SBM practice of the school, provide the school a sound basis on which to establish its plan of action, improve the SBM support system through interventions that the school and other administrative levels of the Department that may introduce and determine the effectiveness of SBM practices in the delivery of basic education services in terms of educational leadership and decision-making skills.

To ensure that SBM works toward improve learning outcome, a rubric has proposed

Summary of Findings

This study aimed to determine the correlation of educational leadership and decision making skills to school performance in Divisions of Antipolo City and Rizal during the school year 2019 – 2020.

The administrators had taught for an average of almost fourteen (14) years, while the teachers had taught for seven years. In terms of highest educational attainment, both groups have generally attained units in the masteral program. The administrators have been in their respective positions for 3.7 or about four (4) years, while the teachers remained in their respective status for four years.

On educational leadership, the self-perceptions of the administrators on administrative leadership, conflict resolution, stress tolerance, and academic leadership revealed means value of 3.08, 3.01, 3.23 and 3.26, respectively, all indicating they were highly practiced. The perceptions of the teachers and the other stakeholders were in the same level with the mean values of 3.29, 3.28, 3.25 and 3.28 for the teachers, and 3.04, 3.11 and 3.08 for the other stakeholders. All these values indicate that the aspects of educational leadership were **highly practiced**.

Upon subjecting the data to analysis of variance, it was revealed that on the aspects of administrative leadership conflict resolution, stress tolerance, and academic leadership, the values of F were 8.722, 1.008, 2.457 and 2.299 respectively. These values indicate that significant difference was found only in the perceptions on administrative leadership.

The perceptions of administrators on the aspect of democratic, directive-autocratic, collective-participative, consensus and collaborative skills 3.26, 3.24, 3.44, 3.30 and 3.27 respectively. From the teachers were obtained mean values of 3.24, 3.20, 3.27, 3.20 and 3.23 respectively. Those from the other stakeholders were 3.07, 3.09, 2.90, 3.01, and 2.93, all indicating that that these decision-making skills were **highly practiced**.

Analysis of variance was employed on the data on the perceptions of administrators, teachers and other stakeholders on the decision-making skills of administrators. The perceptions of the three groups significantly differed in all the aspects of decision-making. As signified by the F values of 12.353 for democratic, 9.470 for directive autocratic, 37.714 for collective – participative, 8.333 for consensus, and 4.480 for collaborative skills.

Application of Pearson's coefficient of correlation yielded values of r of -0.219 and 0.790 for correlation between the perceptions on educational leadership and decision-making skills of administrators and teachers, respectively. These values connote that significant relationship was only found between the two variables in the perceptions of teachers.

Scores in the Office Performance Commitment Review Form (OPCRF) for the last three school years, manifesting governance of the schools, resulted to means ranging from 4.28 to 4.75 in the two Divisions indicate **very satisfactory performance**.

Performance in the National Achievement Test (NAT) in the last three years as indicator of quality of instruction, was found to be far below the 75.0% mastery level in all schools. Such performance was based on the mean for the three year period of 4.681 with standard deviation of 1.68.

Student population was generally good with one school registering an enrolment of 10,301. The other schools had lower enrolment, but in the overall mean is 7223, indicating good enrolment.

In determining correlation between governance, quality and access, on one hand, and perceptions of administrators and teachers on educational leadership and

decision-making, on the other hand, all the values of F did not exceed the critical value of 0.707 indicating no significant relationship between all the variables concerned.

All the obtained values of r do not exceed the critical value of 0.95 indicating no significant relationship between all the variables concerned.

An e- School Based Management Dimension System is proposed as a result of the study.

Conclusion:

The administrators in the Divisions of Antipolo City and Rizal were perceived as having **highly practiced** educational leadership and decision-making skills. But within the category of highly practiced, significant difference existed in only some specific areas in the perceptions of administrators, teachers and the other stakeholders. Such differences may be accounted for variations in teaching experience, educational attainment and length of experience in their respective positions.

Moreover, practices in the aspects of educational leadership of administrators are not related to their decisionmaking skills.

The schools' performance in governance was very good but was not translated to the quality of instruction and student learning. These were not found to be attributed to the administrators' educational leadership and decision-making skills.

Recommendations:

Based on the findings of the study, the following are recommended:

1. The proposed e- school based management system should be tried out in other schools.
2. Administrators need to upgrade their educational qualification to at least a master's degree to enhance their administrative capabilities.
3. Future researchers should conduct a similar study to get a more comprehensive perspective across different educational environment.
4. A parallel study considering other variables in educational leadership and decision making skills is highly encouraged to be done to strengthen the findings from this study.
5. There is a need to improve the school performance of secondary as well as elementary schools in terms of the related variables in this study focusing on access, quality and governance.
6. School leaders and internal or external stakeholders should work collaboratively during crafting, planning and implementing program of school programs and activities to effectively achieve the shared vision, mission and goals of the school gearing toward quality education.
7. The public school leaders should layout, design for effective programs, projects and interventions to enhance school performance in the National Achievement Test and should consistent monitor and evaluate the implementation of the curricula and instruction.

8. Similar studies should be conducted using other performance indicators and variables on the school performance and School Based Management practices to address the problems and challenges in the secondary public schools.

9. School leaders or school administrators should be encouraged to access the proposed e-SBM system.

<https://docs.google.com/forms/d/e/1FAIpQLScgEtN9OTIqWFXApeoVanZybjnE-avNfuD-eSdvE3HKuexg/viewform>

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