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Research Article

School Management Practices, Pupils' Academic Achievement, and Teachers' Work Performance During COVID-19 Pandemic

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ABSTRACT

This study explored the perception of public-school teachers in Zone 1, Division of Zambales towards the management practices of the school heads during the COVID-19 Pandemic. Data on teachers' work performance and the academic performance of the pupils were also considered. The researcher-made questionnaire was used as the data collection tool in a descriptive-survey research design with 352 public elementary school teachers. The school management practices included intra-school management and inter-school management practices. The study showed that the teacher respondents are rated outstanding in their work performance amidst COVID-19 and pupils attained a "Proficient" level of their academic performance as well. The study also revealed that there is no significant relationship between teachers' work performance and intra-school management practices, whereas there is a significant relationship between teachers' work performance and inter-school management practices. Furthermore, the study determined that there was a substantial correlation between the academic achievement of the students and the intra-school and inter-school management practices.

Keywords: *Academic performance, Leadership, School management, Teachers' work performance*

Introduction

The COVID-19 epidemic has had a severe effect on several industries, including the education sector. Schools are now required to replace in-person classroom sessions with alternative formats like online distance learning. The collective power of school staff to increase student achievement is referred to as school capacity.

(UNESCO, 2020). School capacity is defined as a school's collective ability to improve student achievement through the motivation of teachers, staff, and students. (King & Youngs, 2002 cited by Hardman, 2011)

Each school or group of schools is run by a head in the Philippines, who is trained, watched over, and held responsible for

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establishing and overseeing an institutionalized school reform process at the school level. These skills can be improved to build efficient human resources that can make a difference in the educational system. (R.A. No. 9155)

Effective educational methods, helping people succeed, and providing learning environments where learners may understand are all responsibilities of principals. They are expected to carry out these obligations using a variety of web apps, platforms, and technology as part of the Covid-19 process (Pollock, 2020). The COVID-19 pandemic has had a significant impact on leadership and management strategies. The manner that administrators manage their schools is something they have never thought of doing before. Using their laptops, they guide parents, teachers, and students. This leadership style keeps students and instructors at a distance. (Harris, 2020)

School leaders' actions have an impact on the capacity of the schools in their area, and this can be a positive or negative factor for student achievement. Highly effective principals are known for cultivating strong relationships with their staff, students, and school communities. (Masters, 2018)

The performance and leadership traits of school administrators in school management techniques would be critical in the new education paradigm, and school principals would be required to promote collaborative school cultures and foster linkages between personnel (Harris, 2020).

The researcher noticed that there isn't any research explicitly focusing on school administration strategies during the COVID-19 pandemic given the existing state of the educational system. It was at this point that the researcher wanted to revisit and investigate how the school management practices of the school heads have been helping the teachers in a particular school that has been playing a great role in promoting quality education, particularly in the improvement of student's academic and teacher work performance. The current study, which looks at how school management practices of school heads relate to students' academic success and teachers' job performance during COVID-19, was therefore necessary.

The purpose of this study is to understand the school management practices of school leaders during the implementation of changes within the COVID-19 transition to remote teaching and learning in Elementary Schools of Zone 1, Division of Zambales

This study determined the relationship between school head management practices, students' academic achievement, and the work performance of teachers amidst the COVID-19 pandemic as perceived by Elementary School teachers of Zone 1, Division of Zambales. To this end, the following research questions were addressed:

1. What is the profile of the respondents in terms of
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Civil Status
 - 1.4 Highest Educational Attainment
 - 1.5 Position
 - 1.6 Years in service?
2. How do the teachers perceive the intra-school management of the school head amidst COVID-19:
 - 2.1 Setting directions
 - 2.2 Developing People
 - 2.3 Structuring workplace conditions
3. How do the teachers perceive the inter-school management practices of the school head amidst COVID-19:
 - 3.1 Developing the School Education Program
 - 3.2 Budgeting Resources
 - 3.3 Establishing Linkages
4. What is the work performance of the teacher respondents reflected in the Individual Performance Commitment and Review Form (IPCRF) for the School Year 2020-2021?
5. What is the academic performance of the pupils for the schoolyear 2020-2021?
6. Is there a significant difference in the teacher's perception of the intra-school management practices of the school heads when grouped according to profile?
7. Is there a significant difference in the teacher's perception of the inter-school management practices of the school heads when grouped according to profile?

8. Is there a significant relationship between the work performance of the teachers and the intra-school heads' management practices?
9. Is there a significant relationship between the work performance of the teachers and the inter-school heads' management practices?
10. Is there a significant relationship between the academic performance of the students and the intra-school heads' management practices of Elementary Schools in Zone 1, Division of Zambales in SY 2020-2021?
11. Is there a significant relationship between the academic performance of the students and the inter-school heads' management practices of Elementary Schools in Zone 1, Division of Zambales in SY 2020-2021?
12. What action plan may be proposed based on the findings of the study?

Methods

Correlational descriptive design and survey techniques were employed in this study. The study was created using a correlational model based on quantitative data since the relationship between the teachers' work performance and students' academic performance as well as the teachers' perceptions of the school management practices of the school head were explored. Correlational models are used to reveal the relationship between two or more variables (Christensen, Johnson & Turner, 2011). In the study, the independent variables were the teachers' work performance, students' academic achievement, and teachers' perceptions of the school management methods, whereas the dependent variables were gender, age, civil status, highest educational attainment, position, and years of service.

352 public elementary school teachers who were chosen using the convenience sampling approach served as the study's primary participants. There were 137 public elementary school teachers from Masinloc District or 38.9 % of the total respondents; 79 respondents from Candelaria District or 22.4% of the total respondents and 136 respondents from Sta. Cruz District or 38.8% of the total population.

A questionnaire created by the researcher was the tool utilized to gather the information

and data required for this investigation. The survey questionnaire contains items that respondents were asked to react to using a four-point Likert scale. It was frequently used as a data gathering tool, notably in the field of school administration. Cronbach Alpha values were found at the level. Practices under intra-school management were setting directions, developing people, and structuring the workplace while inter-school management practices were developing the school Education Program, budgeting resources, and establishing linkages with ten questions for each factor. Cronbach Alpha values were found at levels of 0.979, 0.962, 0.956, 0.933, 0.934 and 0.967 respectively with the descriptive interpretation of reliability as "Excellent".

Software called SPSS was used to analyze the data. Initially, frequency distribution was used to calculate the frequency count and percentage distribution of the respondents' personal connected variables. The Mean was utilized to measure the responses on the intra-school management practices as to setting directions, developing people, and structuring workplace conditions; and inter-school management practices as to developing the school education program, budgeting resources, and establishing linkages. A four-point Likert scale was used in determining the perceptions of the respondents. The one-way analysis of variance (ANOVA) was employed to determine whether there was a significant difference in the responses when respondents were categorized according to profile factors. When respondents are categorized based on profile variables, this was done in order to determine if there is a substantial difference between intra-school management practices and inter-school management practices. To determine the relationship between the variables Pearson Correlation Coefficient (r) was computed.

Results and Discussion

The research questions were addressed, and the findings were explained in this section. Table 1 provides the frequency and percentage distribution of the Teacher-respondents' Profile Variable.

Table 1. Frequency and Percentage Distribution on the Teacher-respondents' Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	54	15.30
	Female	298	84.70
Total		352	100.00
Age (Years) Mean = 41.72 or 42 years old	61-65	7	2.00
	56-60	14	4.00
	51-55	49	13.90
	46-50	49	13.60
	41-45	75	21.30
	36-40	62	17.60
	31-35	53	15.10
	26-30	33	9.40
Total		352	100.00
Civil Status	Single	60	17.00
	Married	267	75.90
	Widow/er	23	6.50
	Separated	2	0.60
Total		352	100.00
Profile Variables		Frequency (f)	Percentage (%)
Highest Educational Attainment	Post PhD	1	0.30
	Ph.D. or equivalent	3	0.90
	Ph.D. units	7	2.00
	MA or equivalent	58	16.50
	Masteral units	186	52.80
	Bachelor's degree	97	27.60
Total		352	100.00
Position	Master Teacher III	0	0.00
	Master Teacher II	13	3.70
	Master Teacher I	13	3.70
	Teacher III	105	29.80
	Teacher II	90	25.60
	Teacher I	131	37.20
Total		352	100.00
Years of Service Mean = 12.90 or 13 years	21 Years & Above	62	17.60
	16-20 Years	64	18.20
	11-15 Years	96	27.30
	6-10 Years	65	18.50
	1-5 Years	65	18.50
Total		352	100.00

As shown in Table 1, most of the teacher-respondents were females with two hundred ninety-eight (298) or 84.70% while there were only fifty-four (54) or 15.30% who are male teacher-respondents. In terms of age, it can be noted that the highest frequency of respondents belongs to the age group 41-45 years old with seventy-five (75) responses or 21.30%. This is followed by sixty-two (62) or 17.60% who belong to the age group 36-40; fifty-three (53) or 15.10% of respondents belong to the age group 31-35 years old; forty-nine (49) or 13.90% of respondents belong to age groups 51-55 and 46-50 years old, respectively; thirty-three (33) or 9.40% of the respondents belong to age group 26-30 years old; fourteen (14) or 4.00% of the respondents belong to 56-60

years old while ten (10) or 2.80% of the respondents belong to age group 21-25 years old. The lowest frequency of respondents was noted to belong to the age group 61-65 years old, with only seven (7) or 2.00% of the responses. Most of the respondents two hundred sixty-seven (267) or 75.90% are married; sixty (60) or 17.00% of the respondents are single, while twenty-three (23) or 6.50% of the respondents are widows/er. The lowest frequency of respondents' civil status was noted on being separated with only two (2) or 0.60%. Most of the respondents earned units in Masteral degree with one hundred eighty-six (186) or 52.80%; ninety-seven (97) or 27.60% were bachelor's degree graduates; fifty-eight (58) or 16.50% were MA or equivalent degree holders;

seven (7) or 2.00% earned units in Ph.D., while only three (3) or 0.90% of the respondents were graduates of Ph.D. or equivalent. It can be noted that only one (1) or 0.30% of the respondent with Post Ph.D. In terms of position, most of the respondents are Teacher I with one hundred thirty-one (131) or 37.20%; one hundred five (105) or 29.80% of the respondents are Teacher III; ninety (90) or 25.60% of the respondents are Teacher II; while thirteen (13) or 3.70% of the respondents are Master Teacher II and Master Teacher I, respectively. It can be noted that no respondent is recorded on the position of Master Teacher III. Most of the teacher-respondents with ninety-six (96) or 27.30% are 11-15 years in service; sixty-five (65) or 18.50% are 6-10 and 1-5 years in service, respectively, while sixty-four (64) or 18.20% are 16-20 years in service. The lowest frequency on years of service of teacher-respondents was noted on 21 years & above with sixty-two (62) or 17.60% responses.

The World Bank data, which indicates that the proportion of women in teaching looks to be increasing continuously, is consistent with the gender or sex data. As of 2017, there were 65.73% female instructors in elementary schools, while as of 2016, there were 87.54% female teachers in primary schools (Bongco & Ancho, 2020). As of February 15, 2021, the DBMS Government Manpower Information System revealed that many of the teachers were between the ages of 35 and 44, supporting the age information received. The findings in educational attainment are like the study of Morel (2020) in that the respondents have pursued a higher academic degree and understand the role and functions of the school system for their personal growth and development. Moreover, Teaching experience is positively associated with student achievement gains throughout a teacher's career. The gains from experience are highest in teachers' initial years but continue for teachers in the second and often third decades of their careers (Padolsky, 2016).

Table 2. The intra-school management of school heads amidst COVID-19 as perceived by the selected public elementary school teachers

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Setting Directions	3.82	Very Evident	2
2 Developing People	3.83	Very Evident	1
3 Structuring Workplace Conditions	3.74	Very Evident	3
Grand Mean	3.80	Very Evident	

It can be noted that the teacher-respondents perceived the intra-school management of school heads amidst Covid-19 to be "Very Evident" in terms of "Developing People", as manifested with the highest overall weighted mean of 3.83 (rank 1); followed by "Setting Directions", with an overall weighted mean of 3.82 (rank 2); and "Structuring Workplace Conditions", with the lowest computed overall weighted mean of 3.74 (rank 3).

The grand mean of responses of teachers on intra-school management of school heads amidst Covid-19 was 3.80, with a qualitative interpretation of "Very Evident".

The result manifests that the teacher-respondents perceived the intra-school management of school heads amidst Covid-19 to be

very evident in their schools as to how school heads develop their people while needing attention on structuring workplace conditions in preparation for the limited face-to-face classes in the future.

Altun (2011) claimed that despite changing demands on teachers, in-service training models offered to teachers are centralized, and deeply institutionalized in patterns of organization, management, and resource allocation. Also, a variety of factors, such as teacher motivations and change processes in instructors, have an impact on professional development for teachers. Teachers also complain that these one-time sessions are dull and pointless, and they frequently forget 90% of what they have learned.

Every school employee, whether they are in a teaching or support role, contributes to the success of our educational system. For school administrators, preventing staff members from contracting the coronavirus is just as crucial as maintaining the wellbeing and safety of every student, especially at this completely different

time. As school districts are facing different circumstances across the country, data about school personnel become critical for school leaders to seek creative solutions to meet challenges brought about by the pandemic (NSBA, 2020).

Table 3. The inter-school management of school heads amidst COVID-19 as perceived by the selected public elementary school teachers

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Developing the School Education Program	3.75	Very Evident	1
2 Budgeting Resources	3.73	Very Evident	2
3 Establishing Linkages	3.72	Very Evident	3
Grand Mean	3.73	Very Evident	

It can be noted that the teacher-respondents perceived the inter-school management of school heads amidst Covid-19 to be “Very Evident” in terms of “Developing the School Education Program”, as manifested with the highest overall weighted mean of 3.75 (rank 1); followed by “Budgeting Resources”, with an overall weighted of 3.73 (rank 2); and “Establishing Linkages”, with the lowest computed overall weighted mean of 3.72 (rank 3).

The grand mean of responses of teachers on inter-school management of school heads amidst Covid-19 was 3.73, with a qualitative interpretation of “Very Evident”.

The result manifests that the teacher-respondents perceived the inter-school management of school heads amidst Covid-19 to be very evident in their schools to how school heads develop the school education program while needing attention on establishing linkages to ensure quality mode of learning delivery amidst Covid-19.

The research by Dayagbil, Palompon, Garcia, and M. (2021) came to the conclusion that in order to ensure continuity in teaching and learning, educational institutions needed to adapt to flexible teaching and learning methods, recalibrate their curricula, equip their faculty, upgrade their facilities, implement a

strategic plan, and evaluate all of its components. However, in the context of the suspension of in-person instruction, the requirement to maintain educational continuity has created budgeting resource challenges, to which countries have responded with various online options and solutions, such as adjusting the school calendar and how the curriculum is implemented, all of which have been adapted, prioritized, and adjusted in various ways. In the direction of adjusting, it is necessary to consider the characteristics of national or subnational curricula, the country’s resources, and capacities to develop distance learning processes, the levels of segregation and educational inequality in the country, and how much of the school year had elapsed (UNESCO, 2020).

According to the data in this table, school administrators can improve academic and student performance if they are given the freedom to make crucial choices. Yet, unless it is well-supported, autonomy by itself does not necessarily result in improvements. Furthermore, it's critical to identify and limit the primary duties of school administrators. School leadership responsibilities should be defined through an understanding of the practices most likely to improve teaching and learning (Pont., Nusche & Moorman, 2008).

Table 4. The frequency and percentage distribution of the work performance of teacher-respondents as reflected in their Individual Performance Commitment and Review Form (IPCRF) for SY 2020-2021

Descriptive Equivalent	Numerical Rating	Frequency	Percentage
Outstanding	4.50-5.00	258	73.30
Very Satisfactory	3.50-4.49	93	26.40
Satisfactory	2.50-3.49	1	0.30
Unsatisfactory	1.50-2.49	0	0.00
Poor	Below 1.49	0	0.00
Total		352	100.00
Mean = 4.55 (Outstanding)			

The work performance of two hundred fifty-eight (258) teacher-respondents as reflected in their Individual Performance Commitment and Review Form (IPCRF) for SY 2020-2021 ranged from 4.50-5.00 indicating "Outstanding" performance; followed by ninety-three (93) or 26.40% of the respondents whose work performance ranged from 3.50-3.49 described as "Very Satisfactory"; while it can be noted that the lowest frequency of respondents with only one (1) or 0.30% whose work performance ranged from 2.50-3.49 described as "Satisfactory".

The computed mean was 4.55 indicating "Outstanding" work performance. The findings signify that the teacher-respondents are rated outstanding in their work performance amidst Covid-19.

As a result of the pandemic, teachers are spending their free time working with students so that they can simply access digital classrooms. This additional help occurs only after the teachers have spent copious amounts of time planning lessons in their work to keep students engaged and spending boundless energy to motivate highly distracted students, (Garcia, Weiss, & Welshans, 2020).

Table 5. The frequency and percentage distribution of the academic performance of students for SY 2020-2021

Descriptive Equivalent	Academic Performance Rating	Frequency	Percentage
Advanced	96-100	21	6.00
Proficient	90-95	205	58.20
Approaching Proficient	85-89	126	35.80
Developing	80-84	0	0.00
Beginning	75-79	0	0.00
Total		352	100.00
Mean = 90.86 (Proficient)			

The academic performance of two hundred five (205) students for SY 2020-2021 ranged from 90-95 indicating a "Proficient" level; followed by one hundred twenty-six (126) or 35.80% of the respondents whose academic performance rating ranged from 85-89 described as "Approaching Proficient"; while it can be noted that the lowest frequency of respondents with only twenty-one (21) or 6.00% whose academic performance rating ranged from 96-100 indicating "Advanced" level.

The computed mean was 90.86 interpreted as "Proficient". The finding signifies that the students attained the "Proficient" level in their academic performance amidst Covid-19 while there is a need for school leaders and teachers to strategize to increase the level of academic performance of most of the students to an advanced level.

Many things have become obvious as a result of the shift to a digital classroom, including the fact that although students have access to

technology and the internet, many no longer know how to use it. This is concerning since many impoverished schools have done a poor job of teaching pupils the 21st-century skills they need, as shown by the students' low levels of digital literacy.

Numerous children in impoverished areas have working parents who perform critical

jobs, leaving them with little to no help at home. These families do not have the luxury of having parents who can afford to join forces to hire a retired teacher to run learning pods so that their parents can still work (Garcia, Weiss, & Welshans, 2020).

Table 6. The Pearson Product Moment Coefficient of Correlation to determine the relationship between the work performance of teachers and the intra and inter-school heads' management practices

Sources of Correlations		Work Performance	Intra-school Heads' Management Practices	Decision / Interpretation
Work Performance	Pearson Correlation	1	0.090	Accept Ho No Relationship
	Sig. (2-tailed)		0.092	
	N	352	352	
Intra-school Heads' Management Practices	Pearson Correlation	0.090	1	
	Sig. (2-tailed)	0.092		
	N	352	352	
Sources of Correlations		Work Performance	Inter-school Heads' Management Practices	Decision / Interpretation
Work Performance	Pearson Correlation	1	0.221	Reject Ho Very Low Positive Correlation
	Sig. (2-tailed)		0.000	
	N	352	352	
Inter-school Heads' Management Practices	Pearson Correlation	0.221	1	
	Sig. (2-tailed)	0.000		
	N	352	352	

Since the calculated P-value of 0.092 exceeded the threshold of significance of (>) 0.05, the null hypothesis was accepted. The outcome shows that there was no correlation between teachers' work performance and intra-school heads' management practices. This further implies that the management techniques used by the intra-school heads had no impact on the work output of the teachers.

The study by Ampofo, Onyango & Ongola (2019) found that school heads allocated very

little time to the supervision of lesson planning and delivery of teachers. The study found a substantial correlation between teacher role performance and the course planning and delivery monitoring provided by school leaders. Furthermore, the findings signify that as the implementation of the inter-school heads' management practices increases, there is a very low tendency that the work performance of teachers will also increase.

Table 7. The Pearson Product Moment Coefficient of Correlation to determine the relationship between the academic performance of students and the intra and inter-school heads' management practices

Sources of Correlations		Academic Performance	Intra-school Heads' Management Practices	Decision / Interpretation
Academic Performance	Pearson Correlation	1	0.120	Reject Ho Very Low Positive Correlation
	Sig. (2-tailed)		0.025	
	N	352	352	
Intra-school Heads' Management Practices	Pearson Correlation	0.120	1	Reject Ho Very Low Positive Correlation
	Sig. (2-tailed)	0.025		
	N	352	352	
Sources of Correlations		Academic Performance	Inter-school Heads' Management Practices	Decision Interpretation
Academic Performance	Pearson Correlation	1	0.150	Reject Ho Very Low Positive Correlation
	Sig. (2-tailed)		0.005	
	N	352	352	
Inter-school Heads' Management Practices	Pearson Correlation	0.150	1	Reject Ho Very Low Positive Correlation
	Sig. (2-tailed)	0.005		
	N	352	352	

The calculated Pearson r-value of 0.120 indicates a very weakly positive relationship between student academic achievement and intra-school heads' leadership techniques. The null hypothesis is rejected since the computed P-value of 0.025 was below than () 0.05 level of significance. The findings show a strong correlation between students' academic achievement and the intra-school heads' management practices.

The findings signify that as the implementation of the intra-school heads' management practices increases, there is a very low tendency that the academic performance of students will also increase.

Conclusion

Based on the study's previous findings, the researcher came to the conclusion that the majority of the teacher respondents are females who are in their adult years, married, have obtained Master's degree units, hold a Teacher I qualification, and have a sufficient number of years of experience. It was also revealed that the teacher-respondents perceived that the intra-school management of school heads amidst

Covid-19 as how school heads develop their people is very evident in their schools. Furthermore, the teacher-respondents perceived that the inter-school management of school heads amidst Covid-19 as to how school heads develop the school education program is very evident in their schools. The COVID-19 pandemic caused significant changes in the educational system, but the survey found that teachers' work performance was regarded as outstanding and students' academic performance as "Proficient," despite these changes.

The study found that there is a significant difference in teachers' perceptions of school heads' intra-school management practices when they are grouped by age and highest educational attainment; significant when they are grouped by age, civil status, highest educational attainment, and years of service; and significant when they are grouped by structuring the workplace. In addition, there were notable differences in how teachers perceived the inter-school management strategies of school heads when they were grouped by age, civil status, and years of service; when they were grouped by budgeting resources; and when they were

grouped by age and highest educational attainment. These differences were significant in terms of developing the school education program, budgeting resources, and establishing links.

The study also reveals that there was no correlation between teachers' work performance and intra-school heads' management practices, but there was a correlation between teachers' work performance and inter- and intra-school heads' management practices, as well as in the academic performance of the students.

Given the conclusion of the study, the researcher recommended that school heads may consider designing pieces of training for the capacity building of teachers to enable them to withstand the challenges brought about by change and innovations. As for internet connectivity, the school head may strengthen their partnership with the DICT to ensure that internet connectivity for the online modality of learning will be accessible for teachers. Furthermore, school heads are also encouraged to conduct online benchmarking among schools to learn different strategies and practices that can be adopted during the new normal. Schools are also urged to create long-lasting connections and partnerships with other institutions, businesses, and NGOs by means of memoranda of understanding (MOU) or the Adopt-A-School program.

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they appear in the text. Citations in the reference list should contain all named authors, regardless of how many there are.

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