School Management System and Governance of Elementary School Heads as Perceived by the School Community

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Abstract– *The role of school management and governance is increasingly acknowledged as important for providing effective services at all education levels. It is important to acknowledge since it is considered as the strong foundation of quality education. With this the researchers of this study aimed to determine the students' and teachers' perceptions toward school governance; to know the significant influence of instructional leadership towards the effectiveness of school management system and governance; and to identify if there is a significant relationship between students' and teachers' perceptions towards various areas of school management system and governance. Using the sequential explanatory mixed-methods design strategy in which both descriptive quantitative and qualitative research design, and cluster random sampling method, 341 students and 243 teachers as respondents were selected from 15 elementary schools from San Miguel North District, Schools Division of Bulacan, Philippines. After the analysis using both descriptive and inferential statistics, the results shows that school community perceived that the school heads provide leadership in the improvement of the instructional program as "always" in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation. Accordingly, the results revealed that instructional leadership has highly significant relationship to school management system and governance and students' teachers' perceptions toward school management system and governance indicated that highly significant to significant difference were acquired in areas of instructional leadership and parent and community involvement. Therefore, school community perceived almost the same perspectives in accordance with leadership behavior and effective parent and community participation. To sum up, results implied that students and teachers were strongly agreed that instructional leadership influenced almost all the areas of school management system and governance in obtaining school's effectiveness. Also, the respondents' answers suggested that school community has almost similar perceptions when it comes to principal's instructional leadership and involvement of parent and community with the school administrators.*

Keywords— *Budget Allocation, Clear Mission, Elementary School Head, Frequent Monitoring, Instructional Leadership, Opportunities for Learning, Parent and Community Involvement, Positive School Climate, Safe and Orderly Environment, School Management System and Governance, Sequential Explanatory Mixed-Method, Teacher Involvement.*

I.   INTRODUCTION

Governing a specific institution whether locally or nationally is not an easy thing to do. Thinkingand implementing of rules that would bring change and orderliness are nothing but important responsibilities that a certain leader must polish until the end. If not dealt properly, it may result to variety of problems.

School governance is considered as a major factor in school's growth and development. It is an essential recipe that occupies a big part in generating and attaining proper unity inside and outside the school organization. Primarily, principals play a key role in school's innovation process through serving as a supporter and facilitator of quality instructional practices and provide strategic directions in the school system. Their obligations include ensuring educational strategies, teacher evaluation, imposing policies and procedures, assessing teaching methods, overseeing facilities, encouraging parent involvement and ensuring students' proper discipline. However, it is indeed true that many school heads vary on how they would govern their constituents and what factors they would prioritize more.

Leadership is the vital element of an organization. It has been depicted as the process of social influence in which one person can affiliate the aid and help of others in the completion of a certain task. Leadership behavior is crucial to success. In the educational institutions, the head as a leader possesses an important role in elevating their effectiveness. The principal is responsible for exercising the expertise in the time management and leadership of school affairs. The school is a web of interactions among people who work and live together in a common way.

According to the research conducted by Bandur (2012), devolving power and authority to school level has created several changes in schools, including in-school culture changes, and increased participation of school communities. These factors have led to improvements in the teaching-learning environment and student achievement.

The task of the head as a leader is urgent in building a school environment that leads to higher level of school effectiveness. Setting high standards and goals, having cordial relationship with the staff and management, planning and co-coordinating with staff, providing an orientation toward innovation and creativity, regular monitoring of staff and involving parent, regular parent teacher meetings, displaying students' performance will add to the effectiveness of the schools. Though, negative effects of unenthusiastic and unconstructive leadership behaviors of some heads of schools, cultivate negative attitudes and keep the students from being unmotivated in their performance.

The research is clear when stating that school-based management can provide an alternative model for managing schools in order to achieve autonomy, participation, effectiveness, productivity, and accountability. As the educational tasks have become more complicated and changeable educators and researchers detected growing dissatisfaction with the pattern of governance that centralizes authority in the district office, concepts such as decentralized management and shared decision-making began to be applied in schools (Oswald, 2014).

Education has a great significance particularly in the modern, complex innovative world. It is a means to empower the students to become active companions in the transformation of the society in which they live. It is a powerful tool of social, economic and political change. Schools are the formal agencies of education and play an important role molding a child's life and lay a strong foundation for their future by giving quality education. However, quality education can be obtained only in those school organizations which work efficiently and effectively.

Kang (2016) asserted that the leader helps create the conditions within which teachers and students take responsibility for their quality of teaching and learning and engage in leadership activities. Some scholars assert that distributed leadership contributes to a sustainable improvement of schools in terms of achieving higher levels of student achievement and teacher accountability.

In today's time, it is not unknown to us that school is one of the primary foundations of the society that plays valuable functions in giving students maximum opportunities for learning and in achieving a higher quality education.

According to Stone, Bruce and Hursh (2017), the basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes; one that is relevant to the needs of students, communities and society; and one that fosters the ability of students to acquire knowledge and the needed 21st century skills. However, this quality education requires a well-organized school management practices starting from the principal to its constituents.

In similar sense as mentioned above, quality is not the only element that keeps students out of school, but when effective school governance is not taking place in school. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, having incompetent faculty in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school administrator (Arum, Ford, & Velez, 2012). All of these would reflect to how the schools actualize and

practically adopt the proper school-based management (Edge, 2000).

Anderson (2016) explained that many scholars also affirm the movement toward school- based management is often assumed as the approach to serve students better by enhancing the school practices in meeting the diverse expectations of the stakeholders in a changing environment toward increasing student performance and achievements. Bandur (2018) concluded that greater school autonomy has a positive impact on the teaching-learning environment and students' achievement.

To sum up, as Lindgerg and Vanyushyn (2013) suggested on their study on Swedish school principals, the combination of school- based management and instructional leadership facilitate school success.

The results of the study may establish deeper understandings and insights on how school management system and governance in Elementary Schools from San Miguel North District can be made more effective and more efficient. Specifically, the results will convey as a realization to make productive adjustments that will drive the school heads, for continuous improvements with their leadership aspects, school management practices and processes, and giving quality education; the results may serve as an inspiration and motivation for students to become active companions and participants in attaining a potential growth and development in the school organization. The results may convey as an eye opener for teachers to act and to give their very best, serving and building the school toward effectiveness in terms of delivering a higher quality of basic education. The results may serve as a guide for parents to continuously strengthen and lengthen their involvement regarding school management system and governance.

To cite, this study aimed to determine students' and teachers' perceptions when it comes to the school management system and governance in Elementary Schools from San Miguel North District. Specifically, the objectives of this study were as follows:1) to determine the students' and teachers' perceptions toward school governance; 2) to know the significant influence of instructional leadership towards the effectiveness of school management system and governance; and 3) to identify if there is a significant relationship between students' and teachers' perceptions towards various areas of school management system and governance. Based on the problem above, this investigation was guided and tested by the following hypotheses: 1.) Instructional leadership does not significantly influence school management system and governance; and 2.) There is no significant relationship between the students' and teachers' perceptions toward the school management system and governance.

II.   METHOD

This study utilized the sequential explanatory mixed-methods design strategy (Creswell, 2013) in which both quantitative and qualitative techniques were used. On the quantitative part, the descriptive method was applied to describe the extent of how students, teachers, and parents perceived the school management system and governance specifically, in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation.

The descriptive correlational research was used where it determined the instructional leadership if it significantly influences the school management system and governance. The design was quantitatively driven study with qualitative method added to back up and enhance the quantitative phase by providing an added essence and deeper answer to research questions.

The student and teacher-respondents were selected using cluster random sampling technique. The respondents were composed of 341 students and 243 teachers selected from 15 elementary schools from San Miguel North District, Schools Division of Bulacan, Philippines.

The data on first part was collected through a questionnaire developed and used by Kang (2016). The first set was the Likert scale, a common scaling technique which consists of 45 items of declarative statements that express a viewpoint on a topic. The respondents were asked to indicate how much they perceive the school management system and governance using the scaling method of 1= Never, 2= Sometimes, 3= Often, and

On the second part, the survey questionnaire was composed of 4 items of open-ended questions which require more thought and more than a simple one-word answer. After collecting all the questionnaires, these were analyzed using thematic analysis. The study was designed to determine school community's perceptions toward the school management system and governance.

Prior to the conduct of the study, the researchers sought permission from the school heads of 15 respondent-schools. Upon permitted, coordination with the students and teachers at the school respondents were done. The researchers personally administered the questionnaire to the respondents so that if clarifications regarding the questions are needed, they can easily explain everything about it. The researchers rest assured that external biases were prevented from the start until the end of the study. All the data gathered were kept in full confidentiality during and after the analysis and

interpretation of data and that was grounded on the result of the study. The data collected were deleted or destroyed to protect the privacy and confidentiality of the participants after the study has been completed.

After collecting all the questionnaires, these were tabulated, tallied, and analyzed using some statistical tools. This study was designed to determine school community's perceptions toward the effectiveness of school management system and governance.

Descriptive statistics such as mean and standard deviation were utilized to describe how students and teachers perceive the school management system and governance in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation.

Inferential statistics such as Pearson r Correlation was applied to determine if the independent variables school management system and governance specifically, in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning and budget allocation have significant effect or influence on school community's perceptions. Moreover, independent samples t-test was used to find the significant difference on means between students' and teachers' perception

towards the various areas of school management system and governance.

The responses given to the open-ended questions were qualitatively analyzed through content and thematic analysis.

III.   FINDINGS

Students' and Teachers' Perceptions Toward School Governance

Results of the study aimed to showcase how students and teachers perceive the school in various areas such as instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, opportunities for learning and budget allocation.

Table 1 shows the overall mean and standard deviation of students' and teachers' responses on school management system and governance. According to the students and teacher-respondents, Instructional Leadership, Clear Mission, Parent and Community Involvement, Teacher Involvement, Safe and Orderly Environment, Positive School Climate, Frequent Monitoring, Opportunities for Learning, and Budget Allocation of elementary school heads from San Miguel North District have positive feedback and it was a good indicator of positive School Management System and Governance.

Table 1. Overall Mean and Standard Deviation of Students' and Teachers' Responses on School Management System and Governance

Areas of School Management System and Governance	Students			Teachers		
	M	**SD**	**VD**	**M**	**SD**	**VD**
Instructional Leadership	3.31	0.65	A	3.69	0.47	A
Clear Mission	3.31	0.65	A	3.51	0.56	A
Parent and Community Involvement	3.33	0.73	A	3.56	0.60	A
Teacher Involvement	3.42	0.64	A	3.47	0.62	A
Safe and Orderly Environment	3.28	0.64	A	3.14	0.56	A
Positive School Climate	3.34	0.70	A	3.14	0.69	A
Frequent Monitoring	3.38	0.67	A	3.40	0.62	A
Opportunities for Learning	3.55	0.59	A	3.73	0.42	A
Budget Allocation	3.65	0.55	A	3.53	0.57	A

Legend: Rating Scale   Verbal Description (VD)
                3-25-4.00   Always (A)
                2.50-3.24   Often (O)
                1.75-2.49   Sometimes (S)

1.00-1.74   Never (N)

Elementary School Heads' Instructional Leadership

Elementary school heads' Instructional Leadership always provides leadership in the improvement of the instructional program, they always know the school and district curriculum, and principal and teachers always make instructional effectiveness the highest priority in the school. Therefore, school community believed that our principal initiated a good leadership towards valuable breakthroughs of the instructional programs in school. It implied that students, teachers, and head teachers have positive perceptions in terms of providing leadership pursuant to the improvements of the instructional programs.

Elementary School Heads' Clear Mission

In terms of Clear Mission, according to students and teacher-respondents, the school plan is always revised, monitored, and reviewed periodically; important social trends are always considered in school planning; the school plan is always developed with participation by administrators, teachers, and community members; and the goals of teachers are always consistent with school goals. The results inferred that clear mission of school was indeed developed and planned by the administrators in which the school's goals, objectives and policies, and procedures, means of assessment and ways of delivering services are clearly stated and administered.

Elementary School Heads' Parent and Community Involvement

In Parent and Community Involvement initiated by the elementary school heads, they always have an effective and frequent communication occurs with parents and administrator; parent and parent groups always have a voice in school policies; parents are always aware of school purposes and goals; parents always actively participate in school activities; the school always gives parent news about their children's accomplishment; and the school always gives parent news about their children's accomplishments. To highlight, it inferred that students and teachers have positive responses toward the school keenly seeks parent and community participation particularly, in terms of giving an update and news about students' accomplishment whether academically or curricular activities as well as having a voice in school policies. Thus, effective, and frequent communication really occurs between parents and administrators of the school. Overall, the respondents answered "always" to all items that pertain to school management system and governance in terms of parent and community involvement. It implied that parent and community involvement has prioritized by the school administrators which means that they give importance to the presence of the parents within the school.

Elementary School Heads' Teacher Involvement

Students and teachers answered "always" to all items that pertain to school management system and governance in terms of teacher involvement. It revealed that teacher involvement is mostly observed and administered in school management system and governance. Teachers are important components of the school team. They are involved in decisions related to school planning and budgeting and developing the school's mission and goals as well as developing and implementing school policies and procedures. Teachers are involved in developing and reviewing the school's purposes and goals and teachers are involved in planning and evaluating professional development.

Elementary School Heads' Safe and Orderly Environment

Overall, students' and teachers' responses to school management system and governance in terms of safe and orderly environment attained the verbal description of "always". It meant that safe and orderly environment is always observed in the school in which there is a conducive environment in the school that is favorable for educational experiences. Teachers' and students' function in an orderly and safe condition of learning. Parents are also involved in supporting the disciplinary practices and students are taught to act in a safe and responsible manner. Disciplinary procedures are always implemented in a fair and consistent manner; parents are always involved in and support the school's disciplinary procedures; and appropriate safe principles are always taught and practiced.

Elementary School Heads' Positive School Climate

Generally, students' and teachers' responses to school management system and governance in terms of positive school climate attained the verbal description of "always". It implied that positive school climate rated always which signifies a good school climate with an ambiance of trust, respect, and caring amongst administrators, teachers, parents, and students such as teachers, students and administrators always assume responsibility, as appropriate, for the physical appearance of the school; teacher attendance is either often or always high; and teachers often have a positive attitude toward their school.

Elementary School Heads' Frequent Monitoring

The result shows frequent monitoring was always exercised in the school in which it gives importance to the students' welfare and success. Accordingly, student's progress is regularly reported to parent; student performance is always evaluated in a variety of ways; and assessment data are always used to improve the school's curriculum.

Elementary School Heads' Opportunities for Learning

Altogether, students' and teachers' responses to school management system and governance in terms of opportunities for learning attained the verbal description of "always". It implies that a maximum opportunity for learning is prioritized more by the school administrators which gives a chance for the students to gain and acquire more knowledge in the field of education such that instruction time is always used efficiently, so that students cover the expected curriculum content with satisfactory understanding and retentions and school heads and teachers always prioritize high quality education for students.

Elementary School Heads' Budget Allocation

Generally, all the responses regarding budget allocation acquired a verbal description of "always" which means that school's budget and resources were properly administered in school activities. Therefore, school's budget was really allotted for educational and purposive aspects. At the end of the day, it is the school head who is accountable for standards being met in his or her school such as teachers, administrators, and students are always take good care for the management of school resources; school's budget is used effectively and efficiently; school's resources are allotted only for teachers and students' use; and school's resources are used to provide support for students.

Table 2. Correlation Coefficients of Instructional Leadership and Areas of School Management System and Governance

Areas of School Management System and Governance	Instructional Leadership			
	r	p	Interpretation	Decision
Clear Mission	.407**	.000	Highly Significant Relationship	Reject
Parent and Community Involvement	.514**	.000	Highly Significant Relationship	Reject
Teachers Involvement	.299**	.001	Highly Significant Relationship	Reject
Safe and Orderly Environment	.539**	.000	Highly Significant Relationship	Reject
Positive School Climate	.161	.086	No Significant Relationship	Accept
Frequent Monitoring	.284**	.002	Highly Significant Relationship	Reject
Opportunities for Learning	.604**	.000	Highly Significant Relationship	Reject
Budget Allocation	-.098	.300	No Significant Relationship	Accept

Legend:

** *P-value* less than or equal to 0.005 has Highly Significant Relationship (HSR)

* *P-value* less than or equal to 0.05 has Significant Relationship (SR)

P-value greater than 0.05 has No Significant Relationship (NSR)

Instructional leadership is a vital aspect of a school to function well. Through effective leadership, frequent communication and clear chain of command have been happening in the school in which teachers, students and even parents are involved. They work as a team to promote quality developments in the overall performance of the school specifically, in facilitating high quality of instructional programs and monitoring its implementation by getting involved actively. Thus, instructional leadership is a significant factor that has a great influence in generating school effectiveness. Based on the study conducted by Berkovich and Eyal (2018) it indicated that the most frequent behavior of the principal contributing to the effectiveness of the school was placed in the category exhibits administrative leadership and governance.

Bandur (2012) assert that several studies have found that school-based management can empower schools in order to develop a better-quality educational process, healthier teaching-learning environments, stronger parental and community involvement, and improved student outcomes. Berkovich, and Eyal, (2018) found that parental involvement within SBM has been the most efficient intervention in improving the quality of education and has a positive effect on academic achievement of students.

Differently, analysis shows a no significant relationship correlation between instructional leadership and positive school climate (i.e., r=.161, p=0.86) and budget allocation (i.e., r = -0.98, .300). It denotes that null hypotheses were not rejected which means that instructional leadership does not significantly influence the school

management system and governance in terms of positive school climate and budget allocation.

Relationship between Students' and Teachers' Perceptions Towards Various Areas of School Management System and Governance.

Table 3 presents the independent samples t-test of students' and teachers' perception towards the various areas of school management system and governance such as instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation. It entailed the df, mean difference, F-value, Sig. (2-tailed), interpretation, and decision to null hypotheses with regards to the analysis.

Table 3. Independent Samples T-Test Of Students' and Teachers' Perception Towards the Various Areas of School Management System and Governance

Areas of School Management System and Governance	df	Mean Diff.	F	Sig. (2-tailed)	Interpretation	Decision
Instructional Leadership	112	.201	7.189	.001	Highly Significant Relationship	Reject
Clear Mission	112	.153	2.522	.085	No Significant Relationship	Do not Reject
Parent and Community Involvement	112	.149	3.921	.023	Significant Relationship	Reject
Teacher Involvement	112	.170	.890	.413	No Significant Relationship	Do not Reject
Safe and Orderly Environment	112	.154	.798	.453	No Significant Relationship	Do not Reject
Positive School Climate	112	.223	.241	.786	No Significant Relationship	Do not Reject
Frequent Monitoring	112	.100	1.308	.274	No Significant Relationship	Do not Reject
Opportunities for Learning	112	.124	2.791	.066	No Significant Relationship	Do not Reject
Budget Allocation	112	.112	1.665	.194	No Significant Relationship	Do not Reject

It revealed that seven out of nine registered "no significant difference" which means that there is no significant difference between students' and teachers' perceptions in terms of clear mission, teacher involvement, safe and orderly environment, positive school climate, frequent monitoring, opportunities for learning and budget allocation. To simplify, the null hypothesis was therefore accepted. Furthermore, the findings suggested that school community has distinct insights and perception when talking about school's goals and mission, teachers' participation, disciplinary procedures, attitudinal aspects, assessment methods, teaching-learning process, and allocation of school's resources.

On the other hand, two out of nine acquired "highly significant difference" and "significant difference" which denotes that there is significant difference between students' and teachers' perceptions as such to instructional leadership and parent and community development. In simpler terms, the null hypotheses were therefore rejected. Likewise, the results say that school community has almost the same perspectives in accordance with leadership behavior of the principal and communication with the parents and community.

Qualitative Analysis

This part discusses the qualitative analysis regarding how instructional leadership of the principal is perceived by the school community.

Instructional Leadership perceived by the School Community

Table 4 circulates around the emergent theme 'Governance and Influence', and Consistency and Development'. Upon analysis, the theme clusters that were recovered signify the respondents' perception towards the effectiveness of instructional leadership. After assigning significant responses from the school community, the following four theme clusters have emerged: 'Good Governance', 'Principal influences both students and teachers', Consistency on Management', and 'Improvement and Innovation'. Table 4 describes how school community perceived the effectiveness of instructional leadership by the principal.

Table 4. Emergent Themes and Sub-themes on Instructional Leadership of Principal perceived by the Students and Teachers

Theme and Theme Clusters	Formulated Meanings
Theme 1. *Governance and Influence* **1.1 Good Governance** **1.2 Principal influences both students and teachers**	Provides good care for the school and administers what is needed by the school members. Influences both students and teachers to be well-disciplined members of the school through following the rules and regulations.
Theme 2. Consistency and Development **2.1 Consistency on Management** **2.2 Improvement and Innovation**	Prioritizes effective instructions to promote and ensure that the school is consistently obtaining its purposes and effectiveness. Governs the school to develop and to facilitate new valuable changes both in school members and physical appearance of the school

IV.   CONCLUSION

Pursuant to the findings, it generally revealed that there is a significant relationship between the students' and teachers' perceptions toward instructional leadership and parent and community involvement.

Meanwhile, instructional leadership has a highly significant relationship and therefore influences the various areas of school management system and governance in terms of having a clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, and opportunities for learning. Thus, the success of schools would depend on how school leaders use their authority and leadership to manage the organization.

This study intended to determine the school community's perception towards school management system and governance. As stated by Bandur (2008), School-Based Management (SBM) enable the schools to create healthier school climates and enhanced school system environments and that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements.

Schools should always be prepared to participate with the community and stakeholders in order to facilitate whatever problems in schools' plant facilities and resources. It is accepted by the majority that schools cannot exist alone in the community. Hence, in order to be progressive and achieve its goals, community linkages should be strengthened and lengthened.

The study of Bandur (2008) believed that school management system and governance is an effective system for empowering local schools in decision-making by which school stakeholders are given greater power and authority to manage a school.

Research over the past decades also revealed that the school management system and governance has contributed to significant improvements in student achievements and betterment of the school. Proper school governing has an impact on the improvement of student and school outcomes.

Lastly, the role of school management system and governance is increasingly acknowledged as effective at all education levels. Leadership is a very vital component to mention because it serves as a primary tool that initiates and drives a school towards effectiveness. School that promotes effective instruction, focused objectives, connections with parents and teachers, well-disciplined school community, high-quality education, and proper accommodation of school resources. When these happen, it can therefore be said that there is an effective and efficient functioning of school management system and governance.

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