

# CONSTRAINTS AND ISSUES OF SMALL SECONDARY SCHOOLS AND THE SCHOOL HEADS: GEARING UP TOWARDS HIGH PERFORMANCE

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**Abstract:** This study is a descriptive phenomenology of the school issues and constraints specifically the small schools in Area IV of Leyte Division. It employed personal interview with the informants on what are the common constraints in their school. This further determined how the school heads as well as the teachers cope up with the constraints encountered. This study was not anchored to any theoretical basis for it may divulge irrelevance of the common constraints and issues of small Secondary Schools and the school heads; and to avoid bias and questions. Eventually, the researcher can justify the formulated theory based on the whole content and substance of this study was presented and explained in Chapter 6. The theory proved what training should be conducted. Values, knowledge, experience, and skill to their work, must be brought in. The understanding and appropriate application of emotional intelligence is key to effective leadership. As the challenges demands, and complexities of the school head's role increase, this knowledge will continue to be the foundation of dynamic, successful, and informants' testimony would tell that at the end point of the painstaking of the job what matters most to them is that they are happy to the result of their effort. It is recommended that the Department of Education will provide a training that would enhance the ability and skills of school heads to manage the school and enhance the personal relationship skills as the front lines of the school towards the stakeholder. Regular and meaningful in-service courses to be organized for head teachers to promote sharing of experiences, finding work solutions to problems- and providing forums for receiving advise and new information regarding curriculum/policy changes.

**Keywords:** Secondary Schools, School Heads, High Performance, Department of Education, Philippines.

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## I. INTRODUCTION

Embedded in the current effort of school creation and reform is the widespread conviction that if facilities and financial support are bestowed upon the schools fundamental changes and improvement in school and students' performance will follow. In one sense, the proponents of this belief see this as a logical outcome of the ongoing professionalization of the management force.

Schools, even small ones, are in many ways complex institutions. Their organizational structure is often described as a set of loosely coupled systems (Hoyle 1986 Chapter 2) where each class or subject teacher has considerable autonomy over her or his territory and perhaps not much contact with colleagues. It further adds to this, as providers of public education schools are subject to pressure from various pressure groups and have to conform to the political agendas of governments.

Overcrowded classrooms and a lack of school desks were the common problems reported on the first day of classes in public elementary and high schools nationwide. Metro Manila had the most number of packed classrooms. In Manila Times Magazine, reported by Neil A. Alcober way back June 2014; In Caloocan City, as many as 78 students were

squeezed into classrooms that should only hold 45 persons. Luz Almeda, regional director for the National Capital Region (NCR) office of the Department of Education (DepEd), attributed the overcrowding to the dense population in cities. "Ang karamihan ng problema ngayon ay kulang talaga ng classrooms and armchairs [We really lack classrooms and armchairs]. We used laboratories into classrooms. We divided the classrooms into two. We used science labs, libraries, lanai [corridors], and principals' offices," she said.

Last school year 2014, 82 percent of the 764 in Metro Manila implemented the double shifting scheme. Jesus Mateo, DepEd Assistant Secretary for Planning, said the first day of classes went smoothly despite the perennial complaints mostly from parents. But many students in Eastern Visayas held classes in hot tents.

According to Basas (2015), the classroom shortage is a problem in a 'normal' condition, it would be worse in the disaster areas. Thus, the immediate construction of school buildings is very much needed. Teachers and children in some schools will hold classes under the trees or in any available space, especially the schools which are not recipients of donations of temporary classrooms from international nongovernment organizations.

Kristine B. Quintas (2015) of The Free Man reported that CEBU, Philippines- The Department of Education-Cebu City Division has lobbied for a P1.5-billion budget in anticipation of the full implementation of the K to 12 Program next school year. This as Danilo Gudelosao, DepEd Cebu City division education program supervisor, said that 722 additional classrooms worth P577.6 million are still needed to accommodate over 200,000 students who will take up their first year of senior high school. The north district needs 132 classrooms for SHS, and five for secondary. The south district, meanwhile, needs 160 classrooms for SHS, 53 for kinder, 233 for elementary and 47 for secondary.

This will demand the hiring of 965 teachers; 137 for kinder, 165 for elementary, 222 for secondary and 441 for SHS, which will cost the DepEd P275.3 million. Also, P287.7 million is needed to repair 1,046 public classrooms in the city as part of the provision and maintenance of basic education facilities. Based on the records of DepEd, there are 251 elementary and 80 secondary classrooms in the North District; and 477 elementary and 238 secondary classrooms in the South District that need repair. For school seats, DepEd projected to procure 37,027 seats, including 2,538 for kinder students, 20,159 for elementary students, 1,877 secondary students and 12,453 for SHS students, totaling P36.3 million. There are 122 public elementary and high schools in the city, including 68 elementary schools and 54 high schools. Of the P36.3 million, P1.14 million will be allotted for the purchase of 722 tables and chairs for 965 additional teachers.

In Eastern Visayas, more than 287,000 classrooms are needed to accommodate more than 1 million students despite donations from local and international groups following the onslaught of super typhoon "Yolanda" ( international name: Haiyan ) two years ago. The region also needs 81,928 chairs for secondary students."But the department is addressing the particular shortage," said Mercy Sarmiento, Dep Ed information officer in Central Visayas. *Philippine Daily Enquirer ( June 2, 2015).*

School heads as the front line of the education in school feels so helpless, though they are trying their best to accommodate students. Cases such as lack chairs, tables, laboratory classrooms, libraries, computers and computer laboratory are the major problems in secondary schools especially in newly established schools. Looking forward for a good performance rating a school heads tend to extend extra effort for the improvement of the school.

In view of the present situation of the Philippine Education setting, and based from the experience of the proponent as a school head, in a school that is very challenging due to Constraints and Issues encountered; wherein the proponent experienced a very difficult situation dealing with all the needs like lack of classrooms, chairs, reference books, laboratory apparatus and equipments, lack of teachers, computers and funding to sustain the school programs and projects. Within three years, the proponent experienced all those Constraints and Issues, feeling helpless. These made the proponent think eagerly to know how other school heads overcome all those Issues and Constraints they had encountered and to know their approaches, methods and strategies in dealing those Constraints. The interest to conduct a qualitative- descriptive study in small secondary schools became more substantial.

The result of qualitative descriptive survey can serve as a future reference of the Department of Education to consider small schools, as one of the priorities in the department. This would allow the proponent to develop a theory that could be the bases for a philosophical outlook of school heads, for future studies and future policies for the near future.

### **Atheoretical Stance**

This study was not anchored to any theoretical basis for it may divulge irrelevance of the common constraints and issues of small Secondary Schools and the school heads; and to avoid bias and questions. Eventually, the researcher can justify the formulated theory based on the whole content and substance of this study was presented and explained in Chapter 6. The theory proved what training should be conducted.

### **Philosophical Stance**

Through the information gathered which were gleaned through the actual interview by the respondent from the informant; a theory is expected to be formulated. The research used a Grounded Theory approach that allows learning about the approaches, methods and strategies in dealing with Constraints and Issues in small secondary schools and school heads. The type of interview conducted by researchers using this approach is in a form of informal interview to semi-structured. Grounded Theory is an approach for developing theory that is "grounded in data systematically gathered and analyzed". The study of Birks and Mills (2001) presented that Glaser and Strauss (2011) acknowledge that no researcher enters the field as a blank sheet. Therefore, Birks and Mills believed the stand of the researcher when they do a certain study.

Hence, this is interpreted by Birks and Mills (2001) that in this sense Glaser (2011) encourage the grounded theorist to engage with the literature from the beginning of the study, but to avoid outside the topic contaminating and containing the analysis of all the data to the extent of codes and concepts.

With this particular study, the proponent was directed with the philosophies of connecting with other school heads that are working in small schools through the conduct of interviews and know how they managed to overcome constraint and issues in their school. The process would allow the researcher to trace the school heads approaches, methods and strategies in dealing constraints and issues in small secondary schools from the selected schools in Area IV of Leyte Division.

### **Domain of Inquiry**

The purpose of this study is to explore school heads' Approach, methods and strategies in establishing and leading a small type of school in the Philippine education systems bases for formulating theory.

This study will seek to answer the following queries:

1. How do these school heads perform their duties and responsibilities with the different approaches, methods, and strategies?
2. What have they perceived from their subordinates when they employ strict compliance of documents submission?
3. What are their challenges along with the profession they are handling?
4. What theory can be generated based on the findings.

### **Significance of the Study**

This study is significantly important to those who aspire to be a school head. This would widened not only the minds of school heads, supervisors, local government units, parents, researchers, future researchers but also the higher authorities of the Department of Education in the aspects of pains-taking of an assigned school head to a newly established and small schools.

**School heads** would recall their experiences and other may think of better strategies on how to cope up with challenges. The realization of aiming for a high performance and coping with the standards would be an eye opener for the administration upon discovering the concerns of the newly opened schools and to the existing small schools.

Likewise the **supervisors** would realize on the constraints of the school heads that are delegated to manage a newly established schools and existing small schools. And take consideration and restructure their guidelines as bases for rating the performance of the school heads. That is practically not fair to the latter compared to school heads who are manning big schools.

On the other phase, the **Local Government Unit** may warrant a favorable consideration in supporting the newly opened schools. That they would religiously stick to the memorandum of agreement upon signing it, stipulating the support of the LGU to the school while waiting on the general appropriation act for the approval of the inclusion of the school to the National Budget.

The **parents** and the **community** as one of the internal stakeholder of the school would be enlightened to their responsibilities towards the school, as the second home of their students. They would be oriented to extend their effort to help the school head to build a concrete and strong foundation of their relationship to the administration in sustaining the school.

The **researcher and future researchers** would also be benefited to this study as their bases to leap setting on their knowledge in school management. To dealt with issues and constraints in managing a school as a whole package especially a small school.

The higher authorities of the **Department of Education** would also be benefited with this study as an awakening to their system in providing school needs throughout the nation as to their bases on the No Child Left behind policy.

This study may or may not present a conclusive evidence to prove or disprove theories, but rather to present a portrait of a school head in a small school who is trying everything to help the internal stakeholders, students as the end beneficiaries, of quality education and at the same time stabilizing with a good performance to gain promotion.

## **II. RESEARCH METHODOLOGY AND PROCEDURES**

This chapter contains the discussion on research design, research participants, research instruments, and the methodology used in the conduct of the study. It incorporated the sampling technique, sources of data, the research subjects, population of the study, the instrument utilized to gather data, as well as the method in processing the data. This chapter is showing how the researcher came to the necessary data for this study, and how these data were used to develop a theory and presented in the easiest way possible.

The distance of looking up the small secondary schools as the informant of this study did not hinder the eagerness of the respondent to know how other school heads overcome all those Issues and Constraints they had encountered and to know their approaches, methods and strategies in dealing those Constraints. There are schools that are found after mountainous and rocky trails and takes seven to eight kilometers away from the town proper of each district. The event, reminds the respondent of the experiences she had before and looking back of all those challenges reminds the respondent of the purpose of the study.

### **Method**

This study utilized the qualitative descriptive – survey in order to achieve its purpose which is to determine and describe the thoughts and feelings of school heads and teachers of small secondary schools.

This research will use to illustrate the interactions among the informant and recognize the ways in other places or with other population over time (Cohen, Manion, and Morrison, 2001). In interpreting data, the typical features of the study were that, they strived towards a holistic understanding of how participants related and interacted with each other in a specific situation and how they made meaning of the phenomenon under study.

The answers will be taken from the data that was produced and the researcher avoided biases while generating data and avoided a situation where unshared pre-known data was used because the researcher had the information about the school. Information that was generated during the interviews was prescribed. The recommendation made, will be based on the data that the principals shared or offered.

The survey deals on qualitative data about the phenomenon. It is the aspect that is an appropriate schedule for gathering the data and has been designed for the target informant to answer the interview questions. The focus of the study determined the extent of school heads approaches, methods and strategies in dealing with constraints and issues of small secondary schools in Area IV of Leyte Division.

### **Locale of the Study**

The study will be conducted in small high schools in Area 4 of Leyte Division. The respondents are the school principals and teachers from Districts of Albuera Leyte, Isabel Leyte, Kananga Leyte, Merida Leyte and Palompon Leyte.

Balugo National High School is located in Albuera Leyte which is considered as a third class municipality, it has a total population of 40, 553. It is located at the back of the Barangay office and basketball court. It has a total number of enrollments of 308 students with 149 male, and 159 female. The school has a current 11 total number of teachers with 9 male and 2 female. This school was established in the year 1967 and started with only 5 teachers, and 98 students with 50 male and 48 female. The school has started with four classrooms which is donated by the Department of Education. Presently the school has 10 classroom building that caters grade 7 to grade 10 students.

Lim- Ao National High School is located in a far flung barangay of Kananga Leyte which is about 10 kilometers away from the proper town. Kananga is a first class municipality in the province of Leyte, Philippines. According to the 2010 census, it has a population of 48,027 people. Majority of Kananga's economic activity has historically been concentrated in agriculture. Some are engaged in commerce and trade since the town is geographically close to commercially progressive nearby city, Ormoc\_City and coastal town of Palompon, Leyte. The town's main crops are coconut (niyog) and rice (palay). Kananga was created in 1950 from the barrios of Lonoy, Kananga, Rizal, Tugbong, Montebello, Aguiting, Agayayan, Montealegre, Libungao, Naghalin, and Masarayag which all used to be part of Ormoc City. The school Lima – Ao National High School was established last 2004 with 4 teachers. They started with 60 students for 1<sup>st</sup> yr and 2<sup>nd</sup> yr level. Today the school enrollment reaches to 382 total numbers of students with 206 male and 176 female. They had their first two classrooms as they started the school which is donated by the local government unit. Now a day the school had 15 classrooms which are donated by Non government Organization namely the Sagip Kapamilya foundation, the EDC, and the Dep Ed.

Montibello National High School is another small school which is located in Kananga Leyte. It is accessible to the community since it is located along the high way to town proper of Kananga, though it is not the mother school. The source of income of the community is through farming and contract worker in a sugar cane factory. The school started with 2 classrooms donated by the local government with 3 teachers and 65 students. It is located adjacent to the Montibello Elementary school.

Libas National High School is located at Merida Leyte. It is a fifth class municipality in the province of Leyte, Philippines. According to the 2010 census, it has a population of 27,224 people. The school started in 1968 with 4 teachers 1 male and 3 female, with 85 enrollment 35 female and 50 male. There were only 4 classrooms when the school started which is donated by the local government unit. Currently the school has 6 teachers 5 female, and 1 male. It has 6 classrooms, 2 classrooms were donated by Sagip Kapamilya Foundation, 2 classrooms were donated by Local Government Unit, 2 classrooms were donated by Dep Ed.

Calunangan National High School is also located in Merida Leyte. The school was established in 1968 with five teachers 2 male and 3 female. They had 80 students from 1<sup>st</sup> yer to 4<sup>th</sup> year level accommodated in 4 classrooms. Currently the school has 6 teachers 1 male and 5 female and they have 160 enrollments with 86 male and 74 female. They have 9 classrooms four of which is donated by the LGU which the first classroom building of the school, 3 classrooms were donated by the Dep Ed and recently the school received 2 classrooms from Sagip Kapamilya Foundation.

Sta. Filomena National High School is located in Isabel Leyte which is known as the first class municipality. It is a far flung barangay and is situated in about 8 kilometers away from the proper. The school was established due to the request by the community since it is a mountainous area and non passable with a four wheels vehicle. It started with two classrooms which is donated by the governor of Leyte way back 2012. The school started with 32 grade 7 students with 2 teachers. It has a total current enrollment of 115 in grade 7 to grade 10 students and 5 teachers

Lomonon National High School is located in Palompon Leyte. Palompon is a second class municipality in the province of Leyte, Philippines. According to the 2010 census, it has a population of 54,163 people. Lomonon National High School is located in the upper part of Palompon Leyte. It started way back 1996 with 5 teachers and 4 classrooms that accommodates 1<sup>st</sup> yr to 4 yr students. Currently the school has 336 total enrollment with 189 male and 147 female. They have 13 teachers, 3 male and 10 female.

Tinabilan National High School is another school in Palompon Leyte. It is being established way back 1955 with 4 teachers and 4 classrooms that accommodates 1<sup>st</sup> yr to 4<sup>th</sup> yr students. Currently the school has 207 total enrollments, 104 male and 103 female. The school has 11 total number of teachers 1 male and 9 female.

### Instruments

The research instrument, used in gathering the data was the interview guide questionnaire. The researcher prepared a questionnaire to determine the views of the school heads of small secondary schools and teachers regarding new schools. This can be determined based from the indicators such as the respondents' profile, cooperation of parents and local government unit to school, facilities needed and financial aspect.

The research subjects were asked to share their personal feelings by answering the interview by the respondent. Their perception along the given area will then be acquired through audio recording. The questionnaire had questions that relates to the study and these questions were answered consequently. Based on the result of the survey conducted, the respondent will be able to determine the details of this study. Transcription will be also used to provide clearer understanding of the views of the informant and will be presented as answers to the problem of the study.

### Data Gathering Procedure

The data was gathered through following procedures. Permission to conduct the study on Constraints and Issues of Small Secondary schools and school heads of Area IV in Leyte Division, through a letter request was being secured. The letter request was approved by the Dean of Graduate Studies of the University of the Visayas, Adviser and the School Division Superintendent of Leyte Division.

The interview was done personally during the school visit of the respondent to the identified schools. To avoid biases and collaboration of the respondent's idea and personal views of being a school manager, the respondent recorded the interviews. The audio tape, were transcribed, translated and analyzed.

In order to generate a comprehensive discussion for the research problem, the following questions were asked during the in-depth interview and discussion.

For the School Heads:

*How many years do you work as school head? Have you experienced being the first one to handle the school? If you will be given a chance to be the first school head of the school, how would you manage to cope up the problems? What are the difficulties you encountered? How did you cope up those difficulties in managing the school? Do you have enough funds to run the school? Do you agree that the quality of the school and its capacity to improve the school performance is dependent to the school heads roles and responsibilities? Were there any issues regarding the implementation of programs and projects of Dep Ed in your school? How did you manage those issues?*

*What are the major constraints in school? Do you have enough Classrooms? Do you have enough teachers? Does your teachers handling subjects in line to their field of specialization? Have you sent them to trainings? What fund had supported you in sending them to trainings? Is the local government very supportive to your school? Do parents or PTA supports the school programs and projects? Does your school have enough facilities and equipments? How are you going to rank the following challenges in your school?*

For the Teachers:

*How many years do you work as teacher? Are you the pioneer teacher of the school? What are the difficulties you encountered? How did you cope up those difficulties in the school? Does your teaching profession affected with this problem? Does your school have enough funds? Do you agree that the quality of the school and its capacity to improve the school performance is dependent to the school heads roles and responsibilities? Were there any issues regarding the implementation of programs and projects of Dep Ed in your school? How did your school head manage those issues?*

*What are the major constraints in the school? Do you have enough Classrooms? Do teach subjects in line to your field of specialization? Have you attended trainings? What fund supported you in attending trainings? Is the local government very supportive to your school? Do parents or PTA supports the school programs and projects? Does your school have enough facilities and equipments? How are you going to rank the following challenges in your school?*

From the data collected on the experiences of the informants, five main themes are being extracted which help the respondent determined which factor is considered as the highest ranked among the constraints and issues being mentioned.

### III. SCHOOL HEADS PERFORMANCE

A school heads play vital role in shaping the way in delivering education services to ensure that students have the skill, knowledge and creativity to succeed in the global economy. The performance of the school head entails the ethical and professional aspect of a school head, in dealing its responsibility towards the school. It is reflected through their accomplishments and achievements that are aligned to the Dep Ed mission, vision and goals and objectives.

Effective school leadership is mainly related to the competency, commitment and performance of the head teacher. Performances are actions, products or processes that can be specified and assessed, and which rely on knowledge, abilities and skills for delivery and which have an appropriate weighting among the cognitive, psychomotor and affective domains for the purpose. It is the accomplishment of work assignments or responsibilities and contributions to the organizational goals, including behavior and professional demeanor (actions and manner of performance) as demonstrated by the employee's approach to completing work assignments). Performance is focused behavior or purposeful work. Performance is the accomplishment of responsibilities and contributes to the institutional goals. The concept of performance management in regard to these different definitions guide us that the performance of any head teacher may be assessed by the major factors such as the leadership qualities, instructional behavior, capabilities of interpersonal relationships, professional attitude and managerial abilities. It is important, then, to gather teachers' perceptions of administrators who helped them promote learning; in particular, to ascertain what administrator attributes and behaviors teachers find helpful in their work to promote learning. (Khan 2009)

This chapter focuses on the performance of the school heads. This portion reveals their performance that counterfeit to the constraints and issues in their schools from the information gleaned through in-depth interviews. It contains the actual interview transcriptions in a mix language, the vernacular and English language, which is then translated in English language. The seven informants came from different districts. There were three informants in each school, one school head, and two teachers. The experience of the school head may vary according to their assignment, and the teaching experiences of the teachers, ranged from 3 to 10 years are substance to its performance. The ideas expressed by these informants were used to sort out issues, insights, and perceptions related to approaches, methods and strategies in dealing the latter.

Schools really matters, they do help make the difference for the future of the student, whatever their social background is. Either the schools differ in the impact they have on children and that the quality of the education they provide, there is no doubt that students take with them the outcomes from the school. The school heads were interviewed and given a chance to express their ideas as prescribed below.

#### The School Head's Interview

##### Informant 1:

*"I was once a school head of a newly established school, wherein I found out very difficult to deal with, as a beginner school head. Parents were so negative of sending their students to school. They prioritized farming for their means of living. In this effect, the school did not rely to the parents if the school needs financial assistance for the implementation of the programs and projects. When I started my job as a school head, I did not feel bad since the school started because luckily, the Local Government Unit, provided the school with two classrooms that caters first year to second year students monthly reports.. Chairs were already (sa mga) in the classroom and other furniture that are needed inside the classroom. We have teachers enough for that school year. Eventually, the school encounters problem, such as lack of funds to sending teachers to training, school supplies and for me to attend conferences and seminars. What I did, we planned for the school fund raising for the sustainability of the school needs. The next years come, I found it very difficult( grabe ka lisud) its very difficult as the school enrollment increased and we lack classroom buildings, library, laboratory rooms and other facilities and equipments.*

*In my present assignment, I was so lucky that the school was not affected with typhoon Yolanda, and that we did not experienced massive classroom shortage. But still we lack classroom building considering that the there is an increase of enrollment in our school. Luckily, the school was provided a two-classroom building by the Department of Education through DPWH implementation. This happens because the increase of enrollment was anticipated from the previous school year report. The availability of funds is a serious problem of our school, yet we have MOOE but is not enough to trainings and other financial concern of the school. There are sports, culture and arts activities that the school needs to*

*participate and that we really need funds for the transportation, registration and accommodation as well. What we did, we solicited funds from our stake holder. In fact we won as 2<sup>nd</sup> Placer from Lawig Festival 2014 contest. We also participated on academic contest through the Financial help of the PTA because we need to provide transportation and food allowance of our students.*

Informant 2:

*“Considering our goals and objectives to provide quality education, I personally feel that being a school head of a new school is very difficult. It is difficult to uphold the roles and responsibility of being the school head if we do not have enough resources in school. There were many challenges being encountered as I started to be the school head.*

*We lack classrooms; with this, students experienced having their class under the tree. We utilized the school stadium and even use the lobby of the classrooms. We lack facilities, laboratory apparatus, library, reference books, and computers for students’ exploration. It’s not easy looking the students to fit in themselves on the available resources. What I did, I conducted a meeting and requested the parents to help me, ask help from the Local Government Unit. Until then, the Local Government Unit supported the school. There is a little support of funds for the teacher’s training and for school maintenance. We have enough classrooms as of this moment, but after Typhoon Yolanda, we experienced lack of classrooms. We connected to the local government unit and the non government sector or non government organization such as EDC. The EDC helped us find donors for classrooms. Finally the Sagip Kapamiya donated 4 classroom-building.*

Informant 3:

*“I personally can tell that being a school head of a small school is not easy. I was thinking, that a small school requires lesser accountability since it has limited number of teachers; students can be dealt easily, and facilities requires minor attention since it only needs lesser provision. But my expectation is opposite to the actual scenario of being a school head. I was assigned in a school that was pioneered by the former school head. Dealing with parents, who have lack of trust means (lisud jud para naku)so difficult to me. I don’t have any idea what is the background of the former school head, but parents were not a help to the school. What is lacking in the school is the funds for trainings of teachers. There are some needs to be answered by the availability of funds, but the school (wala jud )has none of the latter. What I did, is that, I involved the parents during the progress meeting of the school, and( ug gipahibalo sila) let them know the problems of the school. The application of transparency in the school gained back the trust of the community to the school.” With regards to school activities, we solicited financial assistance from PTA ( Parents and Teachers Association). Through the help of the PTA, the school sends students to join sports and literary competition in district as well as in division contests.*

Informant 4:

*“In my first year of experience, I did not found it as a problem being a school head in a small school. The school was ready for the implementation of education. The classrooms were furnished and the Local Government helped the school in dealing with the preliminary establishment of the school. ( Sa kadugayan) In later years like now, there were so many problems that need attention such as classroom repair which are damaged by typhoon Yolanda, the lack of chairs, and the need of laboratory classrooms. The local government unit could not answer ( kani nga mga problema) these problems since our Local Government Unit has no funds for the school. What we did, we are just using our MOOE for the school repair, which is why until now, we still have classrooms that needs repair. Teacher is another problem to deal with since some of them are teaching to not their major subjects. I don’t believe that performance only matter to the school facilities; there are other aspects that can improve the Performance of the school head like focusing to quality education.(Dili ko mka pa improve sa school pinaagi sa facilities) I cannot excel with the school improvement through school facilities; I just focus in implementing quality education being delivered by the teachers to students.( Dili manjud naku mapugos ang tanan) I cannot force everyone to do what they can’t do, in order to excel in one area. Sometimes, I am upset because ( sa tinuod, ang performance sa mga studyante ma apiktahan) naturally the performance of the students is affected due to lack of facilities and availability, capability, and efficiency of teachers. The best thing I did is facilitate teachers in accommodating the students, and gradually I did develop the school through MOOE fund. The school solicited funds from Parents as the internal stakeholder for the school repair, their contribution helped a lot in solving our problem.”*

Informant 5:

*“I felt so burden with my job as a school head considering the whole package of my responsibilities to the school, it is very difficult especially if the school lack funds and support from the Local Government Unit. I appreciate the parents of this school, because they are always here to help the school.( Swerte lang ko) I am so lucky to have them they helped me*



*run the school even though we don't have funds to sustain the needs of the school. As it started to its full implementation in catering education, classrooms are available though the school has not received funds from the department. What I did, I always ask their help in every activity. We still have classrooms that need repair, but we are still waiting from the allocation of Dep Ed for the classroom repairs. Teachers also, are handling subjects not their major subjects it is because of the shortage of teacher applicant and that the HR of the Leyte Division are the one hires teachers. Eventually, I monitored classes and give time for the teachers who need my help regarding their problem with their instructional responsibilities. Since our school lacks funding, teachers attended trainings and funded their expenses for their curriculum updates or for the subject content update. We also lack laboratory rooms as well as library and facilities and equipments."*

Informant 6:

*"I started working in this as school head in the school with four classrooms, nothing else. It is very difficult because I just depend from the financial and moral support of the PTA to solve the problem of the school, since the local government unit cannot provide facilities and equipments and others. Sometimes, the LGU will help the school only in transportation if needed. I cannot spend all my salaries for the school improvement, because I have a family. After the typhoon, we experienced lack of classrooms, we tried to ask help from LGU, we were referred to Sagip Kapamilya Foundation, and the school was given two-classroom building. The school does not have enough facilities. We lack science laboratory room, computers for the ICT classes,"*

Informant 7:

*"I am serving this school for three years and struggled so much. The school only has 6 teachers and we don't have enough funds to run the school. The LGU has no support to the school. The school buildings being damaged after typhoon Yolanda was just recently repaired by the Dep Ed. And we were also given two-classroom building by Sagip Kapamilya – a non- government donor. The only problem we have is the lack of laboratory classrooms, equipments and apparatus. We could not rely to PTA mainly because parents sometimes feel the burden of contributing money to the school. The only thing we can do is to budget the MOOE funds of the school to cope up for the project implementation of Dep Ed programs of the school. The school needs to be improved, but I can't do anything because the school has funds but not enough even with teachers seminars and trainings."*

Informant 8:

*"I personally could say that being a school head is not an easy job, since this is my first year experience. In my experience, I really found it very difficult because this is my first year of service as school head. Dealing people from mountainside of the area is very difficult. Their lifestyle is different compared with the community from the town proper. Parents were so negative of sending their students to school. They prioritized farming for their means of living, with this I found it very difficult to deal with absences and lack of support from parents. The previous school head of the school worked hard to acquire classrooms from Non-government unit and that school has enough classrooms, the school still encounters problem the fact that we lack funds for the teachers training, for school supplies, and for the maintenance of the school. Though, the Local Government Unit allocates funds for school supplies but in a meager fund for the whole year. No doubt the previous school head spent her money to suffice the needs of the school. Building a good relationship with the LGU is the best thing I can do for me to request for budget allocation for the school assistance. In addition, ( nangayu kug tabang nga kwarta)I also solicit funds from my friends and former classmates to improve school such as our pathway and school fencing."*

Based on the responses of the informants, it is noticed that most of the school heads mentioned of their common problems such as they were inexperienced to handle a school. Experiencing a difficult work is a tough one, like what the informants felt, it was very difficult. There were about six out of eight school heads mentioned of their common problems such as Lack of Classrooms and unavailable laboratory rooms. We all know that a classroom is a room in which classes are held. They are found in educational institutions of all kinds, from preschools to universities. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions. The informants shared their experiences on how did they cater the needs of the students specifically the need of classroom building. All of them, tapped Non Government Organization but not all of them were provided with classroom building. There is one school who did not received classroom nor repair after the damaged of typhoon Yolanda.

No doubt, school heads felt difficulty in handling a school considering their experiences.

Five of the school heads mentioned that they lack facilities and equipment. Relatively, this showed that some schools are new and others did not have a chance to be provided with the latter.

There were four school heads mentioned that they encountered negative attitude of parents towards letting the students going to school. This could be a crucial part of the school heads in dealing with saving the students from dropping out and looking unto the consideration of helping the students to have a better future since parents are contented with their farming activities.

The unavailability of funds is also mentioned by five school heads, they have some difficulties in handling issues that needs financial aspects such as sending teachers to trainings, school supplies, and classroom repairs. As a result teachers spend their own money for their trainings and seminars.

There were two school heads who mentioned that the school needs library and computers. It is because these schools are just newly opened and still they don't have these facilities yet.

There is only one school mentioned that they were not given support from the LGU, they lack support from PTA, and there is also one school who mentioned that they lack books.

School heads differ in their strategies in dealing with their problems in school. Some of them mentioned of their accomplishments because they did everything they could to accommodate the needs of their school. In spite of all the problems being encountered they were able to participate academic contest, attended trainings and seminars, send their teachers to trainings, won from festival completion, joined sports contest in higher level, develop school surroundings and recipients of classroom building from Non Government Organization such as Sagip Kapamilya Foundation.

School heads specially those who served the school as the second administrator or the third, found it hard to solve the existing problem in the school specifically, in their management. In order to address the concern of the school, school heads uses varied approaches, methods and strategies.

School head uses problem solving approach. To improve education is a shared goal of families and educators alike. In school, mostly the shared goal is to improve current practice and deliver more effective educational programs in states and localities across the country. Effective instructional change requires effective problem solving. School staff needs to problem solve together and work through a series of stages, starting with a definition of the need and the problem and moving on to a concerted search for solution ideas and relevant resources. Using this knowledge, staff can then sort through the assembled ideas and a resource to find the combination that makes the most sense and has the best fit to the problem at hand R. Havelock & J. Hamilton (2004).

Other school heads uses visionary approach wherein they are looking unto their visions as their motivational factor. This style is most appropriate when an organization needs a new direction or a direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there – setting people free to innovate, experiment, take calculated risks," write Mr. Goleman and his coauthors (2015)

Other school head uses affiliate approach. This style emphasizes the importance of team work, and creates harmony in a group by connecting people to each other. (Alan Murray. 2015)

Some school heads being interviewed uses Democratic. This style draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group. Mr. Goleman (2012) warns that this consensus-building approach can be disastrous in times of crisis, when urgent events demand quick decisions.

In problem solving the school heads usually call the attention of all chairpersons in the school in order to solve the existing problem and to agree with a solution. A round table meeting is conducted, presenting the problem to the body of the school governance council to gather ideas as solution to the problem. The council then will put into writing on the solution from the consensus of the body.

In visionary approach school heads then present to the teachers, community, and to the students. With this, the internal and external stake holders will be oriented on their responsibilities for the improvement of the school.

In affiliate approach, school heads allow everybody to join in solving problem. The philosophy of school head is to apply team work in school as a whole. Involving the PTA, teachers, students and the non-government unit to join in solving existing problems in schools such as fund raising and looking for donors for classroom buildings and other facilities needed in school.

In democratic approach, school heads employ the freedom of every teachers, parents and external stakeholders to come up with a decision in solving problem. Round table meeting, as the main source of getting the consensus of the body to decide the best thing of the schools improvement.

School heads strategically, do their best to win the trust of the community in order to establish a good relationship so as community would provide the needs of the school. To solve the existing problem of the school, mostly school heads uses linkage to gather resources for the school improvement. Two of the informants narrates that they were able to ask classroom-building from Sagip Kapamilya, after the school was being damaged by typhoon Yolanda. Some of them experienced in asking help from the alumni and friends to support the school project like the implementation of the Brigada Eskwela, where in schools will be prepared to be ready for the opening of the class. Instructional constraints were strategically addressed by the school head through sending the concern teachers who are teaching subjects not their major field of specialization to trainings. Considering the lack of reference books, some school heads acquired it from the non-government organization. Others were just relying on the availability and the issuance of the latter by the department. The laboratory apparatuses, equipment and other related materials for the instruction purposes were provided through improvising available resources and through the provision of the teachers.

There are so many strategies that were used in dealing with the problems being mentioned in every school, in dealing with the responsibilities of school head like what is being mentioned by one of the informants considering the needs of the school in school repair who just waited the Dep Ed to repair and accommodate the needs of the school. If I were in the shoe of the school head, I would not waited too long to accommodate the needs of the school. I should connect to other stake holders, since PTA is not the only stakeholder of the school. Connecting to Alumni, and private or Non-Government unit is another option to solve problems.

#### **IV. SUBORDINATES PERCEPTION**

A teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education. The study incorporates the perception of the teachers to seek the congruency of the school heads perception and to its performance.

Authentic leadership is defined by followers, not the leaders (Bhindi, Hansen, Rall, Riley, & Smith, 2008) this explains further why teacher's perception is vital in considering the school heads performance. Given that, teachers are the direct implementer of the delivery of quality education, they have the immediate knowledge on the needs of the students.

The teacher's perception of how they are valued and supported by their school's leadership often has an influence on their daily decisions to motivate students (Bandura, 2003, Demir, 2008). It is because outcome of a student's education serves as evidence through test scores is often determined by the focus and effectiveness of a school's leadership (Leithwood, 2005 & 2008). The educational leader's role is to hire and motivate teachers to raise student learning gains (Hoy & Woolfolk, 1993, Janzi & Leithwood, 1996). Students reveal their ability to learn through their measured achievement, attendance, and participation in school activities. However, it is the students' perception of their teachers that sets the daily learning process in motion.

The actions of school leaders impact school capacity and may either enhance or diminish student achievement. School capacity is defined as the collective power of a school staff to raise student achievement (King & Youngs, 2002).

This chapter focuses on the subordinates' perception towards their school heads. This portion reveals their performance of the school head that counterfeit to the constraints and issues in their schools from the information gleaned through in-depth interviews to the teachers.

## Teachers' Interview

### Informant 1:

*I have been in my teaching profession for 10 years and was one of the pioneer teachers of the school. We found it very hard when we started the school since we lack facilities and teachers. We also lack funds and classrooms, (sa among nasuwayan) as we experienced to handle our classes in corridors and under the tree. Our school head make the best of everything to handle those constraints, by requesting the LGU, Dep Ed, Non-Government Organization, and PTA to help the school attend (nga mahatagan mi ug classroom) to provide classrooms to our school. With all those trials, our school head was able to solve and address it and is very efficient to solve funding problems through linkage. Her management and leadership is very good in dealing the school constraints and I think it really helped in bringing up the quality education because as I could observed, she always see to it that the immediate needs of the students would be addressed.*

### Informant 2:

*I am in my teaching profession for 5 years. My first 3 years of teaching was very challenging since I found it hard to note that the school needs support. The school head had done everything she can do to improve the school. Our school head connects to stakeholders, for the benefit of the school improvement (maayu jud kaayu siya sa pag pangita ug paagi) she is very well verse in finding solutions in terms of funding. We were sent to trainings to uplift our profession as teachers, even without funds. We utilize our own money to attend trainings, because our school lacks fund but later we had our reimbursement. We experienced to bring our own instructional materials and improvise apparatus for our instruction, because she is inforcing us to do our best to deliver quality education. Though we are teaching not our major subjects because of the shortage of teacher applicant, (iya jud mi kanunay gi alalayan) she always guide us and monitor us.*

### Informant 3:

*Honestly I really found it very hard to work in a newly established school. Things were so complicated. We need to adjust as our school head do to cope up those problems encountered. The school lack of classrooms, laboratory apparatus and ancillary services. We can't do anything but to support the school head. Eventually the school head is really doing well connecting to the stakeholders. She even uses her Face Book to solicit funds and other resources for the school. She was able to collect computer set, building materials for our temporary classroom, and she was able to ask reference books from non-government organization. Our school lacks fund, we spent our own money in attending trainings and we also use our funds for our instructional materials and the like. In term of her management and supervision, ( naa siya kanunay kung mag kinahanglan mi niya) she is always there when we need her support, because we are teaching subjects not our major. She always observe classes, and seat with the teachers to coach and give additional inputs in handling classes.*

### Informant 4:

*It was not that easy. Being the pioneer teacher of the school is very difficult. Sometimes, I will leave my classes to help the school head find some resources for our school. It has been a challenge to teach subjects not my major (lisud jud kaayu ang mag tudlo ug dili atung major nga subjects) its very difficult to teach subjects not our major She is trying to comfort us and explain to us that we have no option but to accept the fact that this is the real situation of the public schools, but she kept on monitoring our classes by observing our classes. She encourage us ( nga mu enroll sa masteral para madugangan pa among kahibalo) she encourage us to enroll in masters of education to improve our knowledge. We attend trainings but we used our own fund for the expenses but later years, she was able to request funding from the Dep Ed.. Involving the PTA and requesting the local government unit in improving the school, helps a lot in the process. The effort of the school head motivates all of us here in school. We asked helped of politicians, and I always accompany our school head in soliciting funds for every activity we had in our school.*

### Respondent 5:

*Sometimes parents misunderstand the school. They don't even support projects and programs of the school. It's very hard for us to be part of the school wherein there is meager of everything. Or school lack of classrooms, chairs, apparatus, reference books and equipments for the laboratory classes. The only thing we did in our school is that we always support the school head for every programs and projects we had in school. Our school head asked help from the LGU, friends, alumni, and politicians. In addition, teaching not my major subject is a challenging one, but for me it's not a problem being a teacher with all the trainings I had, I can teach any subject. By constant monitoring of our school head and*

*coaching, I was able to adjust teaching those subjects. It was a big help. We were sent to trainings and we used our fund for the expenses. Recently, we have our MOOE, but still it's not enough for the school expenses.*

Respondent 6:

*Trying hard to adapt the mandate of department of education, I salute the effort of the former school head in our school. All of us here in school are teaching not our major subject but it was not a problem for us, since we attended seminars to uplift our knowledge and my profession, though we use our own fund in attending trainings, but we understand that the school lacks fund. The former school head was able to establish the school even with limited resources, through linkages by tapping non-government organization, online solicitation and the local government unit. From that solicitation, the school was able to raise fund and built temporary classroom made of coco lumbers and with good galvanized roofing. With all the effort and with our supports, the school ranked second for the Brigada Eskwela Evaluation in Area Level last 2014. The school started from zero, and now after 3 years the school has enough classrooms which are donated by non-government organization like Sagip Kapamilya and Help from Germany Organization, other Foundation donated reference books for the mini library. All we need is the Laboratory apparatus. We are looking forward that the new school head would exert effort and continue what our former school head had done. As of today's school head of this school, she has no other concern except to beautify the school, maintain the established school and to establish perimeter fencing of the school.*

Respondent 7:

*Our school is very lucky. We started the school that is ready to cater students from 1<sup>st</sup> year to 2<sup>nd</sup> year students. Chairs are available and other furniture and fixtures. The local Government Unit initiates the opening of the school. Teachers were detailed from other schools; some of us teach subjects which are not our major subjects but we attended seminars using our own fund, which was the other side of our experience. The only problem we had is the lack of laboratory apparatus and the equipments. Recently, we feel the need of as much as the school had started though we have MOOE fund as of today, but fund is not enough for the teacher's training and school activities.*

Respondent 8:

*Our school had started in the effort of the Local Government Unit. The school head doesn't feel the hardship as we opened the school, since everything was provided. We have classrooms, chairs and tables by that time. For our teachers training, we used our own money for the expenses and registration. We experienced classroom shortage after typhoon Yolanda strikes in Leyte. With the effort of our school head, our classroom was repaired through the Non Government Unit and Dep Ed budget. Because of this, our school wins 2<sup>nd</sup> Place in Brigada Eskwela Division Evaluation last 2014. Recently our school rank 3<sup>rd</sup> Place in Brigada Eskwela Area Evaluation.*

Informant 9:

*Our school had started from having two classrooms. It was manned by a former school head, and three teachers, I am one of them who eventually witnessed the growth of the school. We were given two more classrooms from the Dep Ed, and received computers from Dep Ed in the 20<sup>th</sup> century. There was no support from the LGU, our school head just depends from the support from the parents. And everyone is passive, waiting for the Dep Ed allocation and supply. Lately after the damaged of typhoon Yolanda, the school tried to coordinate the local government unit and ask help for the school repair, but there was no support. Afterwards the school received help from the Sagip Kapamilya having two classrooms. Some of us are teaching not our major subjects, I really felt that the school needs teachers that are really major of the subject they are teaching. School funds are not enough for our trainings; sometimes we use our own money to attend the training.*

Informant 10:

*I personally could tell that the school really needs improvement. We started from two classrooms with chairs and nothing more. After a year we received another classroom from Dep Ed. We experienced problem such as lacking of chairs, apparatus, reference books, and laboratory classrooms. The need of teacher to handle major subjects is much needed coz we teach subjects not our major. What we did, we attend trainings to improve our knowledge about the subject area. In attending trainings, teachers used their own money, because the school lacks funds. This is really the problem of the school until now. Sometimes our school head will not allow us to join the seminar if we cannot provide for our registration. Our school head always depends from our consensus. She will not force the school if the school could not afford.*

Informant 11:

*I am one of the pioneer teachers here in our school, we started through the effort of the PTA, we have our classrooms made up of nipa hut later on , the Local Government Unit provided us the classrooms, chairs and other furniture. The PTA has been very supportive, through a good relationship of the school head. We sustain the school through the help of the LGU, the PTA and the Dep Ed. Eventually we still need laboratory apparatus, reference books and other resources for the instruction purposes. As a teacher, I find it very hard to teach subjects not my major. Even though my school head send me to trainings, but I personally could not afford the expenses for the trainings. Our school head really tried her best to find some source for our school fund assistance. We really need additional allocation to our school.*

Informant 12:

*Our school head is not the first school head of the school. But as of her administration, we know that her effort to improve the school was done to her best that she can do. In addressing the school problem our school head sometimes collect our opinion, but sometimes she would use her money just to settle down every detail in the school. As a teacher, i experienced teaching not my major subject, even today it is because of the teacher shortage. It is very difficult yet; I enrich my knowledge and attend seminars and trainings using my own money. Our school heads is always there to support the teachers interms of instructional problem. She monitors classes and even design to conduct in service training in school for the purpose of refreshing the teachers knowedge.*

Informant 13:

*The school had started through the effort of our first school head. We experienced lack of teachers. In fact, today I am teaching subject not my field of specialization. The school has limited resources; we lack laboratory rooms, apparatus and equipments for instructional purpose. Sometimes our school head was discouraged due to lack of support from the Local Government Unit. We had issues from PTA due to past management, that's why the present school head, implement the transparency in school to regain trust of PTA as the only direct source of help in school. Actually the PTA now supports the new school head of the school because of his transparency.*

Informant 14:

*Sometimes I could say being a school head might be a difficult job, as I can observe my school head really had a tough responsibility. Dealing with all the problems in our school, it is very difficult the fact that the LGU did not give any support to the school. Our MOOE fund is not enough even for teachers training, because we are mandated to attend trainings. If not, our performance will be affected. The problem is that the school lacks fund and we have to attend for our professional development and to update with the new curriculum. The only support we get in our school is from the PTA to counterpart the school MOOE. Aside from those entire problems being mentioned, the school also suffered for the lack of facilities, in which we used available resources, and improvise these to be our laboratory apparatus.*

Informant 15:

*The school started from two classrooms, provided by the Local Government Unit, with all the furniture and fixture. As a pioneer teacher of this school, I can recall the experiences we had in the school improvement from two classrooms up to the 14 classrooms. The teachers came from the main school, their items were detailed and naturally, we are teaching subjects not our major one. So we had extended our effort to upgrade our knowledge in teaching the subject. Our school head, lobby to the PTA and the Barangay council to ask help and develop the school. So the school was given perimeter fence, pergola, and covered walk. We also need funds coz our MOOE fund which is for our operating expenses, for trainings and other activities is not enough. We feel, the school needs additional allocation.*

Informant 16:

*I remember when I first reported to this school, I did not expect that the school has enough classrooms. Yes I am happy by that time...but as the years go by, we found it difficult in catering the students, since the school only have two classrooms. We experience having our class under the tree, using the classroom lobby and using the school stage for our instructional area. Through the leadership of our school head, we asked support from the LGU and Dep Ed through PTA resolution. And the Dep Ed, answers the request of the school. The Local Government Unit respond to the school's request. We were so blessed regarding LGU support because they are always there. The teachers during that time handled subjects not there major of specialization. We were sent to trainings to upgrade our knowledge. The school sometimes used PTA funds*

*for trainings, but sometimes teacher uses their fund for their trainings. As of now, the school still needs laboratory apparatus but our school head, require us to just use improvise materials for our instructional purposes. We also lack reference books for the library, but our school head tried to solicit books from other stakeholders. Additional funds also are needed for we want to implement Dep Ed programs and projects but we cannot always rely on the PTA funds.*

As revealed based on the interview with the sixteen subordinates, I was able to determine that they have worst to least problems encountered with the present management and supervision. As the most common perceived problems among being mentioned by the teachers is lack of funds and teaching subjects which are not their major of specialization. These two is frequently mentioned by the teachers and go with each other because they are dependent on the other way round. I could really feel the disappointments of the teachers on the absence of funds in school. For them, funds are very important in sustaining the Dep Ed programs and projects for they are the front lines of every implementation of programs and projects. With this, school heads address this constraints by soliciting funds from Parents and Teachers association and that they employ transparency on financial management system.

Some teachers were teaching not their major field of specialization. We all know that teachers play multiple roles in the students' lives. In order, to do their responsibilities and to be oriented with the curriculum, programs and projects of Dep Ed, teachers ought to update their knowledge and sometimes act as learners in the same way for some of them they are teaching subjects which is not their major. They are learners, constantly taking classes and attending professional development sessions to learn the latest best practices and strategies for effective teaching. And they are using their funds in attending seminars and trainings.

Teachers showed different reactions on their work loads, since most of them were handling different subjects and not their line of specialization. This has become the trend and reality of small schools having limited enrollment. The number of teachers assigned to the public schools depends on the number of students and or the number of classes. Eventually, in other schools positive effects were apprehended since most of the teachers in small schools were newly hired teachers and well motivated. But there were times that teachers felt discouraged with all those constraints being encountered in school. In addressing this problem, the school heads were able to managed this through sending the teachers to trainings, constant class monitoring and continuously coach teachers.

The need of classrooms and the laboratory apparatus was mentioned but not considered as more priority to teachers. In this case, schools having classroom shortage, had their classes under the tree, using lobbies and stage. Some school shared that they asked helped from non government organization to provide school building. Teachers mentioned that classrooms and laboratory apparatus or other equipments are very important in their day to day responsibility but eventually they find some means to solve problems encountered like improvising materials and having classes under the tree and using lobbies for their classes with constant monitoring of the school head.

The least is the school beautification and perimeter fencing. These was being mentioned and considered as the least priority since there is only one newly established school and that other schools did not considered this as priority.

## **V. CHALLENGES IN THEIR PROFESSION**

School heads are challenged to create the climate, structures and practices for academic success of all students.( Abelardo Villarreal, Ph. D2001). This chapter discusses the Challenges as perceived by the school heads and the subordinates. This includes the personal experience and feeling of the school heads and the respondent as one of the informants of the study.

The experiences being shared by the informants entails that school heads responsibilities are not quit easy. As mentioned by most of the informants handling a school without enough resources is a great challenge for them. Asking help from the Local Government, Non Government Organization and PTA is the immediate action of the school heads to answer the needs of the school. Among the eight school heads, seven of them really need classrooms. For them, this is a great challenge considering the quality assurance of learning process of the students. Relatively, the testimony of the informants would likely tell us that the Department of Education depends only from the allocation of Budget from the central office. Dealing with the immediate needs of the students could not wait for a long period. A school head and a teacher attest that they experienced using the lobbies, stage and under the tree areas for their instructional purposes. To address this problem school heads were challenge to find means by connecting to stakeholders to provide classrooms.

Starting a school with nothing is a big challenge to the part of the school head and the teachers. The interest of the community with the support of the local government, to highly apprehend the No Child Left Behind Policy not only in the Philippines but Internationally. There were many challenges in the part of the school heads. It is not that easy to lead a school where there are limited resources found.

What makes the establishment a big challenge to every school head is the lack of resources such as classrooms, funds for trainings, supplies and the operating expenses of the school. Unknowingly, for a good performance outcome, the school head and the teachers eventually make the most out of nothing in order to accommodate the needs of the students and sometimes, in coping up with the ne programs and projects of Dep Ed.

Dealing with stakeholders like PTA, Local Government Unit, Barangay Officials, Alumni, Politicians, and the like is not so easy. Like other schools' experienced, parents do not support the schools projects and programs. As we know, parents are the internal stakeholder and considered as the direct contact of the schools for its students updates and needs. In addition, parents are the first contact person that could help the schools implementation of programs and projects in accordance with the mandates from the department. Facing these challenges like having lack of support from parents means burden to the school. The realization of school program and projects needs the support of the stakeholder most especially if the school has no resources like those newly established schools.

Teachers and parents are the most immediate help of the school heads. In the far flung barangay schools for example, parents neglected the problems of the school. They tend to leave everything to the school personnel and would likely say, "it's their job and responsibilities". The most worst if the teachers are not supportive to the schools improvement. In some cases, school heads especially to those who are Teacher-In –Charge of the school, would do everything to get an outstanding performance. Generally, they would like to excel in every aspects of leadership for their accomplishments. They tried to fill up the lapses to provide quality education. At any rate everything would fall back to the management system.

Lack of support from the Local Government Unit, is another challenging experience of the school heads and teachers. School heads and teachers cannot just simply ask and received what is needed in the school. For technical reasons, every financial transaction in the local government unit must be dealt with and be in the budget allocation plan for the Fiscal Year. The respondent, as a school head of a newly opened school, experienced this challenge and found it very discouraging. Thinking that the Local Government Unit is the only access to provide and accommodate the needs of the newly established school. This challenge taught the respondent to strengthen the linkage of the school to other stakeholders. The respondent's experience of providing temporary classroom is a concrete evidence of her challenge to provide a better place for the students learning process.

Asking construction materials from private investors, involving parents to gather coco lumber slobes and build the temporary classroom. It is somewhat like asking like a beggar, but at the end feels so satisfying.

The teachers experienced of having their classes without proper facilities, equipments and laboratory apparatus is a big challenge for the teachers. Making use of the available resources and improvising them to facilitate students learning. Eventually, learning process would be better if there is proper allocation of laboratory apparatus and the like.

Teaching a non major subject is another challenge for teachers and the school. The performance level of the students as well as the school performance depends on the quality of teaching. Technically, a teacher could not give whatever she does not have. This challenge had been experienced by all the informants. Taking this challenge by upgrading their knowledge as well as attending trainings in line to their subjects assign is the immediate remedy to answer the problem. On the side of the school head, in answering this issue, fund has been the domino effect of the challenge. It is somehow another challenge being dealt with the school heads looking unto the realization of meager funds from the MOOE could not really suffice the needs in sending the teachers to trainings. This results to prioritizing trainings than purchasing supplies and classroom repairs. And the latter will be cater through funds from PTA and other stakeholders.

Afraid of the threats on dropping of the enrolment rate due to lack of classrooms, school heads endure and tapped stakeholders to extend help in providing school supplies and monetary donations to accommodate students need such as temporary classrooms, computers, reference books and chairs. These are the strategies of the school heads considering their challenges on how to sustain a school. The lack of support from the government was felt throughout the process of the beginner schools. It is highly stipulated in every approval of the permit in opening a public school while waiting for



the Government Appropriation Act approval for the budget of the school, that the local government will be shouldering all the expenses of the school from teachers' salary, facilities, and classrooms. Even for teachers' seminar and training. Yet it is found out that school heads had this difficulty to reach out, and likely make use of their own money to meet all the needs of the school if couldn't found supports from other stakeholders like the Non Government sectors or organization.

Teachers, however, were troubled by policies related to curriculum revision and the policy of restructuring high schools, since K-12 Curriculum is now implemented. Lack of resources and logistic support mainly accounted for the problem they experienced in trying to accommodate new elements in curriculum. The implementation of senior high schools, mandated by the department of education, threatened to dismantle a number of rural schools in the division, and, at the same time, caused over-crowdedness in some school buildings or even lack of school buildings. School head tends to ask help from the parents to build temporary classrooms and even may use their own money as such and teachers at the same time use their own money in attending trainings just to update their selves to the new curriculum.

One school head was challenged when he noticed that parents of the school do not support the school programs and projects. He then discovered that there had been financial issues from the previous school head. Strategically, parents oriented of their roles to the school and explained the needs of their support. Transparency was implemented to gain the trust of parents. Basically, public schools could not sustain the implementation of programs and projects without the support of the PTA.

To ask help from NGO- Non Government Organization is not easy. It is somewhat like acting like a beggar. Considering the needs of the schools like classrooms, almost all school heads take the risk of soliciting funds or asking help from stake holder to help rebuild the school specially after typhoon Yolanda, since almost all school were affected the typhoon. This has been a very challenging role of a school head that ever happened.

Another challenge of the school heads or the newly assigned school heads if they will be delegated to manage a newly established school. They have challenges in every aspect. As newly assigned one especially to designates, they make the most of everything for them to be promoted. Naturally every individual aims to be promoted and earn high compensation. Promotions are not a given. It used to be that workers progressed along specific career paths during their careers, but the impact of their assigned schools development and progress is always attached to their performance. The more the school head deal with the challenges in the implementation of the programs and projects of the department, as the total factor of a good performance; the more chances for them to be promoted. Like what one of the informant shared in their experience, unknowingly the school head's effort in providing temporary classroom of the students and the provision of computers for their ICT class, through solicitations of funds from private communities, the school won the 2<sup>nd</sup> rank of Brigada Eskwela contest from Area Level. In which this can be a great help to the school head's promotion.

On the other hand, teachers encountered other challenges than the school head. They are considered as the down lines or the first line to the student of the implementation of quality education. Experiencing to teach under the tree and using school stadium and lobbies is a very challenging role of a teacher. They use this strategy in delivering quality education. In addition, teachers also dealt the new curriculum which means greater need of funds for its implementation. Transitionally, they used their own funds to cope up all these challenges. Handling subjects not in their specialization is a tough one for them, but they are facing these challenges through attending seminars and trainings help the teachers a lot.

Today, employees have to create and manage their own career paths. Making the most out of what we have in the realm of public service really matters. The resourcefulness of the school head applies to the extent of filling up the lapses and gaps of what the government cannot address immediately in the field. Somehow, coping up the challenges can also help the school heads or an employee be promoted as being part of the criteria in promotion.

## **VI. THEORY GENERATION**

Through this study the respondent was able to develop a theory named as VEVIAN SALAHID'S School Management and Leadership Theory. This is a grounded theory by which it entails the ability of the school head to manage a school whatever challenges they may encounter in school or even in other organization. As discussed earlier the informants' testimony, clearly showed that every constraints and issues can be address depending to the way the school head reacts to the circumstances. Therefore it depends on the school heads ability to cope up the challenges for the benefit of the community.

School heads responsibility does not only mean to comply only the programs and projects of the Department of Education, but it also means extra ordinary effort to cater the needs of the students as the center of the education. If a school head always depends on what is provided by the department and will never dare to exert more effort to improve the school, based on the assessment, then school could not provide better and quality education.

Subordinates on the other hand, depends on the management and leadership style of the school head. Somehow, teachers consider and take part in sharing ideas and effort to perform better their roles and responsibilities. If shared responsibility relationship is not found in the school, then a school head would never be successful with its plan and might give up on an early stage of its job. With their cooperation, the school might run smoothly and will be successful.

As shared by the informants, there were many challenges being encountered in the school. Most schools had a good fight with the challenges. If school heads do not have a good management and leadership style, then school head might fail in implementing their responsibilities.

School head will excel in their performance if subordinates cooperate and they would face the challenges together. Secondly the school head can do better if a good planning would happen together with the teachers, parents and the local government unit as well. In the public schools, constant review of School Improvement Plan is advisable in order to accomplish the planned projects and programs for the school. School head linkages to stakeholder would help them realize and accomplish plans in school. A school will be successful if the school head is initiative enough to face all the challenges in school. Lastly, a school head would perform well if she can be resourceful enough to find means in dealing all those challenges. All those aspects being mentioned will help the school head achieve the schools vision and mission.

VEVIAN SALAHID'S School Management and Leadership theory is a theory that says best management and leadership does not depends only on school head's skills in planning, organizing, implementing, coordinating, and evaluating but it also requires extraordinary skills in linkage, cooperation from the members of the community, initiative and resourcefulness. This theory could help the school head achieve success and have a sense of fulfillment.

VEVIAN SALAHID'S school management and leadership theory would surely be supported and agreed by other theorist like what of Fred Fiedler says in his theory of contingency by which it states that Best Practices depend on the Contingencies of the Situation. Contingency theory is often called "it all depends" theory, because when you ask a contingency theorist for an answer, the typical response is that it all depends on the situation. This may sound simple; assessing the contingencies on which decisions depend can be a very complex. Contingency theorists try to identify and measure the conditions under which things will likely occur. Since human service practice varies substantially, contingency theory offers a useful approach to model. The term contingency as used in contingency theory is similar to its use in direct practice. A contingency is a relationship between two phenomena. If one phenomenon exists, then a conclusion can be drawn about another phenomenon.

The contingency theory in management (also called the situational approach) assumes that there is no universal answer to such questions because organizations, people, and situations vary and change over time. Thus, the right thing to do depends on a complex variety of critical environmental and internal contingencies.

Environmental change and uncertainty, work technology, and the size of a school are all identified as environmental factors impacting the effectiveness of different organizational forms. According to the contingency perspective, stable environments suggest mechanistic structures that emphasize centralization, formalization, standardization, and specialization to achieve efficiency and consistency.

Teachers and school heads that emphasize cooperation to achieve flexibility and adaptability requires good planning, organizing, implementing, coordinating, and evaluating and it also requires extraordinary skills in linkage, cooperation from the members of the community, initiative and resourcefulness. These are considered as method and strategies in addressing issues in unstable environments. Paul Lawrence and Jay Lorsch (2011) suggest that organizational units operating in differing environments develop different internal unit characteristics, and that the greater the internal differences, the greater the need for coordination between units.

The respondent believes that a school can be developed when it is manned by a school head that can fulfill his responsibilities with full attention and willingness even spending his own time, money and other resources for the benefit of the students, teachers and the community. The outcomes of sacrifices that are most important to everyone from students, teachers, parents and the community itself are the fulfillment of the school head.

VEVIAN SALAHID'S theory shows the pathway of influence between building community and its capacity to the school improvement. Working as school head entails not only to supervise and monitor classes but it also includes to work as a leader, and involvement the community for school improvement. The willingness to serve for the benefit of the students as the end user of the school existence in the advent of all Constraints and issues in school would increase community participation and leverages through planning, linkage, cooperation, and resourcefulness within and across communities as well as non-government organization as stakeholders through the initiative of the school head.

## **VII. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

This chapter presents the summary of findings, conclusions, and recommendations on the experiences of the informants, their perceptions as well as their strategies which emerged from the information gleaned through in-depth interviews.

### **Findings**

The following research statements which are gathered from the informants are the approaches, methods and the strategies in dealing school constraints and issues. In this study, it was an evident that in school management, most school head need support from the higher authority in the government sector of education but have no other option but to follow the mandate of the Department of Education.

Managing a school has complex responsibilities. Managers have always many concerns as to what action should be taken, who are the focal person that could help the school concerns, what strategies can best suit to tackle the issues, what approaches can best suit to motivate the teachers for them to cooperate for school improvement.

Referring to the responses of the informant and from the knowledge of the researcher, it is found out that the top most problem being mentioned is on funding. Of 16 subordinates, it is found out that 14 of them claimed that their school head is very efficient in terms of responding problems in the sense that the school lacks funding. Strategically they lobby their problems to the internal and external stakeholders and did not wait to the provision from the Dep Ed. Leading the school in accommodating the immediate needs of the students considering that students are the center of the education.

Another issue being mentioned pertains with the factor that can affect the quality of learning of the students that some teachers are teaching not their major subjects. It is found out that, from 16 teacher informants, only 1 school has no concern on this, meaning the teachers of this school are on the right track in terms of teaching. Eventually, the problem came from the Human Resource Management of the division office in Leyte Division.

The issue is uncontrollable but through proper management and constant monitoring, somehow the problem can be addressed. The situation that happened in the schools, based from the information shared by the informants, among the 15 schools having this problem, it was found out that 13 of the informants claimed that their school heads was able to manage the situation through constant monitoring, sending the teachers to seminars and trainings to upgrade their knowledge on the content of their subjects as well.

Among the (15) fifteen informants (2) two of them shared that their school heads were able to do the class supervision but were not able to address the situation in which teachers ought to be sent to seminars and trainings due to lack of funds again. Other schools were able to cope up this problem because of their abilities and skills in management the situation by finding funds through linkages, class monitoring and coaching.

Therefore, based on the revelation of the informants the school head of the (13) thirteen informants does not mean that they do not have the abilities and skill in management and supervision because of the uncontrollable situation of public secondary schools in Leyte Division. The hiring of teachers was not done by the school head; rather it happened in the Division Office. Hence, the performance of the school head of the (13) thirteen informants is very satisfying because they have the ability and skills in management and supervision, for they were able to address the needs of the school and at the same time considered as efficient for they were able to settle problems being encountered.

On the other side as mentioned, there were two (2) school heads was not able to manage the situation due to lack of funds but was able to conduct classroom supervision. With this I could say that the two (2) school heads are good in management and supervision but do needs to improve their abilities and skills in dealing the school problem like funding.

Efficient principals in schools help in improving job satisfaction teachers, establishing firm links with parents of students, strengthen parents and teachers associations, lower educational loss, improvement in renovation and creativity in benefiting from human resources and facilities and ultimately, improve the quality of children and juveniles' lives. According to Carolline Musserotte (Leadership and Management in School), efficient managers need to have human and material resources to develop their skills and to make sure that they can create clarity among teachers.

A school head's performance can be considered as efficient when all the effort in school improvement is productive. It is productive in the sense that students are all benefited of all the provisions in school like classrooms, ancillary services, instructional materials like books, apparatus, equipments and others. Not only from facilities but it also covers assurance for quality education. The effort being done is useful to the whole community and does not benefit only one recipient. They cannot be considered as efficient when the end point of all the effort being done in school does not benefit the center of education- the students. There were four informants mentioned that they lack classrooms and that some of their teachers conducted their classes under the tree, lobbies, and even utilize the school stage. With this, the school tried hard and was able to ask help from the non-government organization in providing classrooms, in which their concern was being addressed and the students were able to have a good classroom that is needed for their quality education.

Supervision, according to Retting (2007), provides opportunities for teachers to be groomed through a discursive critical study of classroom interaction. It helps them to carry out their teaching tasks in line with professional codes of conduct. Also, Osakwe (2010) sees supervision as the provision of professional assistance and guidance geared towards the achievement of effective teaching and learning to teachers and students in the school system. Therefore, the principals should adopt methods, principles and functions that are necessary to achieve educational goals.

Arinze (2004) opines that success of supervisory management often depends on insight into delicate and intangible issues; insight, which does not always come easily to the down-to-earth man. This is important because the secondary school principal is super-ordinate who should influence the beliefs and behaviour of teachers and also serve as watch dog to the educational systems through observation, modification, and correction of teachers. He is the chief resident supervisor of the school and the one who should aid teachers to be in a vantage position to function efficiently.

There is no best way to manage and that to have an effective school management; planning, organizing, leading, and controlling must be tailored to the particular circumstances faced by a school or any organization. It only depends on the manager strategies on how to deal with circumstances. Bush and Coleman (2000) opined that strategy is an overview of the organization which encompasses all its activities. The school administrator requires some basic skills or strategies in supervising the teacher's performance in order that the expected result in secondary education can be achieved. Various situations demand the use of various supervisory strategies. That is why a school administrator has to be psychologically alert and versed in adopting different strategies in performing his supervisory roles. (Okoroma, 2000)

Good managers are necessary for the improvement of schools as they will bring the structures to avoid anarchy and create clarity. But schools need more. Schools need a vision; they need creativity, energy, enthusiasm and sometimes a dash of craziness. So they need leaders and managers. The most efficient schools are the ones that work hand in hand with leaders, managers and teachers. The higher the level of communication and understanding among these, the better the results generally are for students. (Carolline Musserotte)

Egwnyenga (2006) opines that there are various techniques of supervisions, but that the most acceptable and commonly practiced of them are as follows: A. Classroom Visitation and Observation. This is a supervisory technique that involves classroom observation. It should be remembered that classroom observation has been accepted as a good form of supervisory technique especially for new teachers since it gives the supervisor the opportunity to see the teacher in action. Onoyase (2007) observed that teachers view this method with mixed feelings because of the encounter with supervisors who bully and insult them, supervisors who are more interested in criticizing them and finding faults with their work instead of offering constructive or helpful suggestions. Modern supervisors are being urged to strive to identify the teachers problems and help solve them.

Inter-School-Visitation Technique .This is another good supervisory technique because of its valuable results. It gives opportunity to various categories of teachers to visit other teachers in the classroom. Thus, helping the beginner teachers to learn how to organize and manage students in the classroom and to plan effectively. The weak teacher can also be helped through observation of classroom management, good methods and effective utilization of resources in his field.

Workshop Technique According to Nakpodia (2006), workshop technique is another form of supervisory strategy through which the teaching-learning process can be improved. The workshop technique is resourceful to the participants for the following reasons: i. It is made up of groups of people working on a common problem and tries to find solution(s) to the problem using discussions under the close supervision of a resource person. ii. It is flexible and could be re-organized to meet a particular need at a particular time.

In service training is a process that makes it possible for a teacher to participate in an actual teaching situation with immediate feedback available. It provides an opportunity for supervisors and teachers to identify, define, try out, describe, analyze and retry certain teaching skills without the risk of an actual teaching situation. It is the latest technological approach to school supervision. It is very expensive because of the equipment involved but is also very effective. A common result expected from workshop is evidence of personal growth.

School heads exerted effort to improve schools. Tapped stakeholders and solicit funds for classroom building, computers, multi-media and other school improvement projects. Yet, in recent years, quality management has become a vehicle for organizations to achieve competitive advantage in the local and global arena (Waweru & Orodho, 2014). Thus, it is arguable that quality management is the process that the organization must utilize to produce products and services of the highest possible quality (Birimana & Orodho, 2014).

Based on the responses of the school heads, their performance is efficient. They exert their efforts in dealing with all those issues and concern in their schools, though not all of them were doing the same strategies like linkage and connecting to the proper authorities. Some school heads mentioned that they experienced having their classes under the trees, lobbies and even used stage because of classroom shortage. They have different strategies in dealing this problem by connecting stakeholders, aside from requesting classrooms from Dep Ed. There was only one school head that depends only the PTA since she was not able to connect other stake holders, but still do their best in improving the school and cope up the purpose of delivering quality education. The school heads performance is efficient as they were able to achieve the purpose of doing their best to accommodate the needs of the school. In addressing the issues and concerns of the school to provide the immediate needs of the students that would result to delivering quality education. Somehow, I could say that school heads performance can be considered as inefficient when the schools achievement does not have an impact to the center of the education.

On the view of the information taken from the teachers, it is found out that school heads really plays vital role in implementing quality education. Teachers' morale, efficacy, conditions of work, and professional autonomy have all been shown to be crucial to the emotional lives of teachers. (Hargreaves, 2000) "There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work 'with' rather than 'through'." (Day et al, 2000, p. 20)

School administration involves managing and administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on (Ojo, 1999). All these tasks can be reduced to the following: planning, organization, directing, supervising and evaluating the school system. The school principal must ensure these activities are directed towards efficient and effective teaching and learning. In solving problems as to funding, there is a standard procedure to be followed by a school head, and this is one factor that a school must consider in order to address the needs of the school. Like what the respondent did, in her previous school assignment. The school was established last June 2012 and that it started from zero. Considering that funding is the most significant source of everything in the sustainability of the school, the respondent immediately course through the request of school fund to the Sangguniang Bayan. The provision of budget is dependent to the General Appropriation Act from the legislative of the Philippine governance which processed by the congress. Based on the experience of the respondent, the process was course through by means of making resolutions under the Sangguniang Bayan of the LGU, forwarded to the Representative from Congress of the 4rth District of Leyte requesting the Department of Education to include the school for the budget allocation and be included in the annual budget allocation after the approval of General Appropriation Act.

It is a long way process and the school sustainability is at stake, so the respondent course through another request address to the School Division Superintendent to consider the school and be given assistance on fund allocation for the utilization of sending teachers in seminars and training purposes. The school was given assistance through slashing the MOOE of the neighboring school of the said school while waiting for the schools budget allocation.

Likewise, the process of requesting school building has a long way process. Considering that classroom is the most important factor of the learning process of the students. Creating a good and positive learning environment is the most important thing that a school can offer to the students. The process of requesting classroom building is just the same in requesting funding allocation for school from the Department of Education. The other way round, a school can ask help from the Non-Government Organization or any Foundation that can provide classroom building. It simply needs the letter request of the school head, and the PTA resolution requesting for a classroom building.

Therefore, if a school head would immediately stop after knowing that there is no availability of funds due to proceedings, then the school will be at stake and will be affected knowing that the sustainability of the school is dependent on school funding such as, the school's operating expenses- school supplies, water bill, electric bill, office supplies, instructional materials, teachers seminars and training.

Based on the experience of the present assignment of the respondent, all projects and programs has been implemented in school, like arts, culture and sports, the provision of computer laboratory classroom, and Brigada Eskwela. Eventually, it needs fund but through the support of the PTA and the Non Government Organization, the implementation was successful. Students join in district and area level sports contest, journalism, academic contest and all of these activities needs fund. The support of the school really motivates students to join and excel in the competition. In fact, the journalists won in the area level and qualified to division level competition. During Brigada Eskwela, the school was able to raise funds for students' free notebooks, construction materials for the school furniture, which are used in the computer laboratory room and for the classroom repair. To this effect, the school won the 2<sup>nd</sup> place of Area Level Competition and is considered as a big achievement to the school.

By implication, the principal of a school is a planner, director, controller, coordinator, organizer, counselor, adviser and a problem solver. He is the person on whose shoulders rest the entire administration, success or failure of the school. He identifies and set the goals and objectives of the school which, of course, must be in line with the national objectives, analyses tasks and share responsibilities of staff according to specialization and expertise (Uyanga, 2007).

To recall, the following are the duties of the principal ensuring that the multi-faceted problems facing the secondary school system do not hinder efficient service delivery toward achieving quality output.

**Management of School Finance:** The principal is the chief executive and accounting officer who is entrusted with the responsibility of controlling the school finances and ensuring a judicious utilization of PTA levy. In other to raise fund to complement the efforts of the government, the principal can establish a very good rapport with the parent teacher association, board of governors, old students association and non-governmental organizations for fund raising activities.

**Provision and Maintenance of Physical Facilities:** Principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, over-grown tress and lawns, dark buildings, etc. have demoralizing effects on people, especially adolescents (Obidoa, 2006). As a result, principals have the responsibility of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, they have the responsibility of providing teachers and other instructional staff with necessary resources for effective teaching (Babayemi, 2006).

**The Principal as a Motivator:** Babayemi (2006) opined that a school principal must not only be trained in the act of administration but must be well-acquainted with the principles that guide and control administrative processes. As a chief executive, the principal owes it as a duty to modify the attitudes of staff and motivate them to put in their best at achieving educational goals through an effective teaching-learning process. Motivation enhances job performance (Ajayi and Oguntoye, 2003).

**The Principal as a Curriculum and Instructional Supervisor:** The functions of the school principal as a supervisor include; obtaining and making available for teachers all educational information, visiting classrooms often to observe teachers teaching, inspecting teachers' lesson notes and class registers, diaries and teaching aids and offering professional advice for their improvement.

The Principal as a Change Facilitator: When it comes to efforts to improve the quality of the school, the principal should be the person to look up to. According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principals is said to be the pivot of such reforms and changes. This responsibility is very obligatory and principals are expected to deploy managerial skills in adapting to that can bring about this change in the school system. The principal is the key-supporting agent for change. Therefore, secondary schools can only be productive if there is effective and efficient management of human and materials resources in the system by the principal.

Literature also indicates that school heads play a critical role in the school and as a result have the authority and ability to significantly influence changes in the school environment (Waweru & Orodho, 2014). As recognized leaders in the school community, have the opportunity to influence change beyond the classroom (Commonwealth Education Partnerships,2013). And that school head can be efficient if school heads has a very good leadership, management and supervision.

This study has come at the right time in the preparation of the Senior High School Program in the Philippine setting of education. Given the right opportunities and support through professional training, sufficient facilities, enough classrooms, books and laboratory apparatus, teachers and school heads are able to achieve their vision as school leaders. Set time-bound goals for improving school processes and take appropriate decisions directed towards the core objective of the institution, which is basically improved school outcomes.

The research literature agrees that proper implementation of a quality and excellence based management system can drastically affect school performance. Two important studies recently focused on the relationship between quality and excellence based management systems and performance (Hendricks & Singhal, 2001). In both studies, quality appears to make a central and important contribution to long term organizational performance. This leads to the suggestion that implementing a performance management system based on quality and excellence is a long term process requiring the support of management and the organizational culture at both Government and institutional levels (Waweru & Orodho, 2014).

## **Conclusion**

The focus of this study was to examine the constraints experienced by head teachers in secondary schools of Area IV in Leyte Division. Based on the findings of the study, the following conclusions are drawn:

Establishing educational institution is regarded as a top priority across the world in order to implement the No Child Left Behind Policy. The nature of this law has been somewhat paradoxical. Philippine government has imposed on a No Child Left Behind law and yet problems occur on the school premises due to the absence of the schools facilities and other resources. Having the centralized developed curriculum, standardized testing and mandated improvement strategies make the school heads responsibilities more complicated.

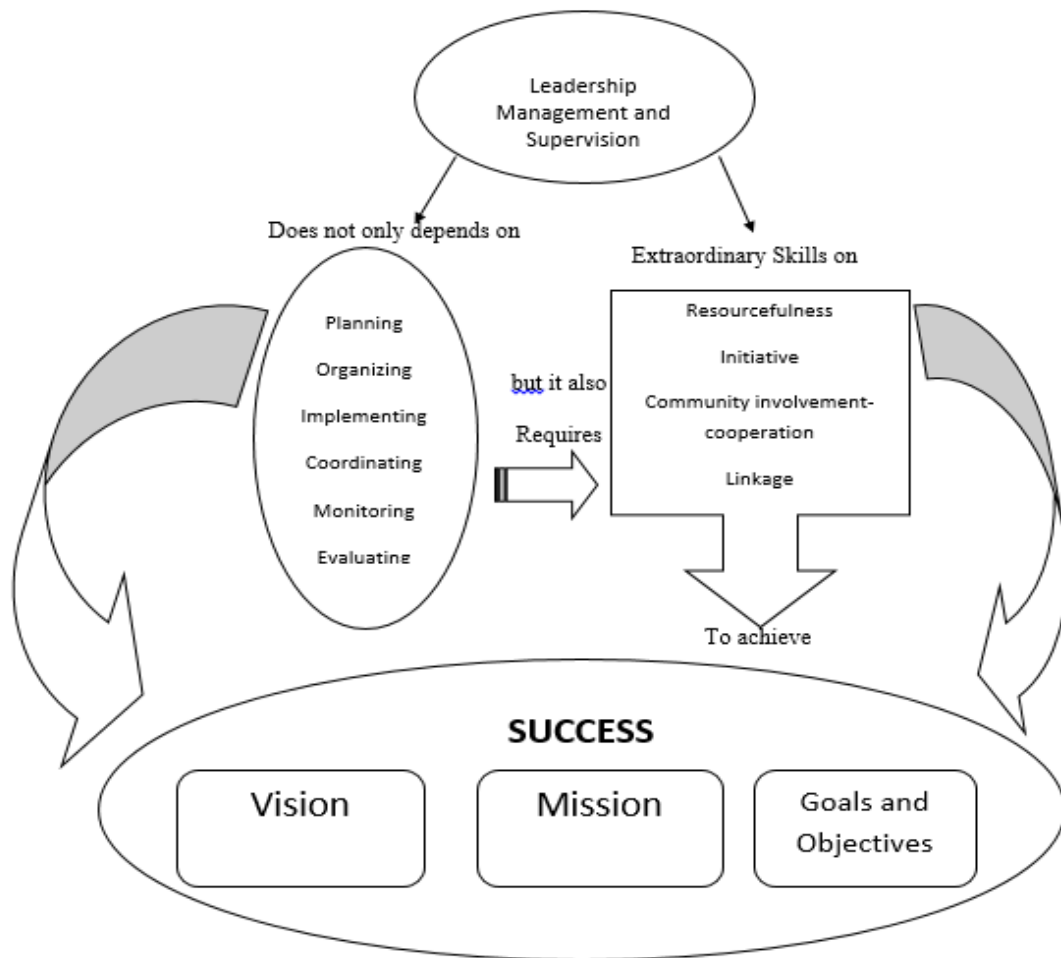
Strategically school heads devolved the responsibilities on the financial aspects and other new projects to the PTA, staff and governing bodies or teachers in school for the implementation of the program. Public secondary schools that are financially unstable have difficulties on the standards of the department of education.

The findings have demonstrated that Head teachers experience is a myriad of intertwined constraints. This was deemed to be one of the major management constraints that cannot be easily inculcated into any leader. In fact, it is through the reflective thinking and planning, proactive problem solving and goal directed planning that the head teacher can gain effective leadership that is inborn and self-nurtured. Nonetheless, training in critical thinking would have enhanced the way these head teachers managed their schools.

Aiming for school improvement does not depend only from the support of the higher authorities, but somehow dependent to the expertise of the school heads. School can still be improving even without the support from the higher authority, with the school heads extra ordinary resourcefulness, good personal relationship, initiative, good planner and cooperation of the teachers. School heads then need to take the challenges positively.

Values, knowledge, experience, and skill to their work, must be brought in. The understanding and appropriate application of emotional intelligence is key to effective leadership. As the challenges demands, and complexities of the school head's role increase, this knowledge will continue to be the foundation of dynamic, successful, and effective leadership. Emotional intelligence can be learned and enhanced. The informants' testimony would tell that at the end point of the painstaking of the job what matters most to them is that they are happy to the result of their effort. These will be shown in the diagram.

**VEVIAN SALAHID'S School Management and Leadership Theory**



The school heads performance is dependent to the knowledge, skills, values and its experience will sum up as the total ingredients for perseverance in the exigency of challenges in school. The willingness of the school head to do exemplary work in order to provide quality education is a heroic aspect of a person.

As observed, only few schools just depend to the facilities provided by the government to the schools. Meaning they don't excel and answers the immediate need of the school, in which school is not completely developed. Other school heads, tapped local and foreign stakeholders just to cater the needs of the students. A concrete example to this is the respondent's experience as the former school head of one of the informant school. Coping with the challenges of the school, started the school with only two-classrooms available in the site. Generally, it is somewhat like doing magic to provide the need of the school just to acquire permit to open the school. Asking supports from friends, begging help from former students, and utilizing face book to raise fund for the school improvement has been a great help to the school.

Therefore, exemplary performance of the school head would be a great help for them to be recognized by the supervisors and superintendent. This can be its leap setting for them to be promoted. Basically, one of the bases for the promotion of the school head as stipulated in the Dep Ed Order No.42, s. 2007 the revised guidelines on selection, promotion and designation of school heads in Philippine setting. The guidelines clearly includes performance rating, innovations and outstanding accomplishment of the school heads as part of the criteria to be rated for promoting a school head. Ideally, a school head must perform better to gain points for promotion purposes.

**Recommendations**

The lack of facilities can barely affect the management system of the school as it always affects the whole system on the implementation of quality education. It was an evident that consideration of planning and budget allocation from the higher authority of education was inefficient. Our government is obliged to provide the needs of the public school to



support education program, and they may prioritize projects that support head teachers' ability to be effective managers in the domain, crucial to the implementation of quality education. With the nature of problems cited, it was clear that the schools delivery of quality education is affected due to lack of resources.

School heads initiative and effort to deliver quality education made possible in surviving and surpassed the challenges encountered in schools. Based on the findings and conclusions of the study, the following recommendations are formulated for consideration:

It is highly recommended that the Department of Education will provide a training that would enhance the ability and skills of school heads to manage the school and enhance the personal relationship skills as the front lines of the school towards the stakeholder. Regular and meaningful in-service courses to be organized for head teachers to promote sharing of experiences, finding working solutions to the problems – and providing forums for receiving advise and new information regarding curriculum/policy changes.

School Heads may be given consideration to its exemplary performance and be given awards and recognition, and be promoted.

Parents and the entire school community should be oriented on the role of the school. One way of doing this is by organizing grass root provisional programs by the Local Government Unit. The roles and duties of the major stakeholders in the school – the Parents/Teachers Association and school committee need to be clearly spelt out to avoid conflicts and to enhance smoother running of the school. Strengthen good relation to the Community and non- government organization as the stakeholders of the school must be apprehended by the school heads.

Finally, since head teachers are the link between schools and the larger bureaucratic education system and also the pipeline for new administrators (Commonwealth Education Partnerships, 2013), there is an urgent need to ensure that all head teachers appointed to manage any educational institution should be adequately prepared in terms of overall institutional management techniques. In view of the above, it can be reiterated that head teachers sit at the center of a web of relationships and as such are able to influence change to improve the quality of education.

**Further recommendation:** Three titles for future studies which are relevant for further studies are recommended.

1. Professional and Personal Relationships of Teachers and School Heads in the Realization of School Vision
2. Physical Facilities of Schools: The Key to Students Success
3. Educational Qualification of Teachers: The Road to High Academic Performance of Students

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