

# SCHOOL QUALITY ASSURANCE: GOVERNANCE AND MANAGEMENT STYLES OF PUBLIC ELEMENTARY SCHOOLS UNDER K TO 12 CURRICULUM OF COTABATO CITY DIVISION

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**Abstract:** This quantitative study that is descriptive focused on the school quality assurance on the governance and management styles of public elementary school under K to 12 Curriculum in of Cotabato City Division for the school year 2016-2017. The 93 public elementary school teachers at District VI of Cotabato City Division were identified as research respondents. Results revealed that the school heads under school governance exhibited evident on policy execution, direction setting, and managerial competence. On the context of management styles, school heads performed evident on the hierarchical, transactional, and transformational styles. Quality assurance was observed evident in terms of instructional, students and teachers' development, and school advancement. Conclusion and implications for practice were discussed.

**Keywords:** quantitative research, quality assurance, governance and management styles, District VI, Cotabato City.

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## I. INTRODUCTION

Quality education provides students with the knowledge, skills, attitudes and creativity needed to solve problems locally and globally, and actively contributes to the sustainable and democratic development of societies. Thus, our aspirations for quality education must go beyond narrow learning outcomes. Quality education offers, they are far from sufficient. Limiting the outcomes of education may encourage teachers to education had the potential to play a major role in the future realization of a vision of sustainability that links economic well-being with respect for cultural diversity, the Earth and its resources' (UNESCO, 2007).

The term quality assurance in higher education is increasingly used to denote the practices whereby academic standards, i.e., the level of academic achievement attained by higher education graduates, are maintained and improved. This definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on student learning outcomes the specific levels of knowledge, skills, and abilities that students achieve as a consequence of their engagement in a particular education program (Brennan and Shah, 2000).

In line with the school administrator's functions which involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on Okereke, C. (2008).

All these tasks can be reduced to the following to ensure the quality in education such as planning, organizing, directing, supervising, and evaluating the school system. These activities are those of the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality outputs. By implication, the principal of a school is a planner, director, controller, coordinator, organiser, adviser and a problem-solver Maduabum, (2002).

The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Uyanga, 2008). A useful distinction is drawn between internal and external academic quality assurance. Internal quality assurance refers to those policies and practices whereby academic institutions themselves monitor and improve the quality of their education provision, while external quality assurance refers to supra-institutional policies and practices whereby the quality of higher education institutions and programs are assured. Individual universities have always possessed policies and practices designed to assure the quality of education, but academic institutions have also always operated within a national policy framework designed by the state to assure academic standards (Dill, 2007).

The researcher is motivated to determine which among the Governance and Management Styles of Public Elementary School under K to 12 Curriculum in Cotabato City Division is most effective governance and managerial styles to improve the quality education system. As much as the observation of the current situation, majority of school leaders in Cotabato City Division Elementary schools are composed of different itemized principals and designated teacher-in charge. Most of the time remote schools or small schools perform better compared to other big schools in general perspectives, researcher wants to prove the problems raised in the system of elementary education.

It is expected that this study will be successfully completed and realized within the school year 2016-2017.

## **II. ACTION RESEARCH QUESTIONS**

This study focused on School Quality Assurance: Governance and Management Style of Public Elementary School under K to 12 Curriculum in Cotabato City Division.

Specifically, this study sought to answer the following questions:

1. What is the extent of school governance in terms of:
  - a.) Policy Execution;
  - b.) Direction Setting and
  - c.) Managerial Competence?
2. To what extent is the level of school leadership styles in terms of:
  - a.) Hierarchical;
  - b.) Transactional and
  - c.) Transformational?
- 3.) What is the extent of School Quality Assurance in terms of:
  - a.) Instructional Development;
  - b.) Student Development;
  - c.) Teachers Development and
  - d.) School Development?

## **III. INNOVATION, INTERVENTION AND STRATEGY**

**Project: “P-I-F-I-M” for 21<sup>st</sup> Century School Administrator**

**P**-Priority Setting-Spends his/her time of others on what’s important; focuses on critical few, and puts the trivial many aside; can quickly sense what will help or hinder the accomplishment of a goal;

**I-Integrity and Trust**-is widely trusted; is seen as direct, truthful individual; presents truthful information in an appropriate and helpful manner; keeps confidences; admits mistakes; doesn't misrepresent himself or herself for personal gain;

**F-Functional/Technical Skills**-Possesses required functional and technical knowledge and skills to do his or her job at a high level of accomplishment; demonstrates active interest and ability to enhance and apply new functional skills;

**I-Interpersonal Skills**-is a warm and easy to approach; builds constructive and effective relationships; uses diplomacy and tact to diffuse tense situation; has a style and charm that immediately puts others at ease and disarms hostility and ;

**M-Managing and Measuring Work**-clearly assigns responsibility for task and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work.

#### **IV. ACTION RESEARCH METHOD**

##### **A. RESEARCH DESIGN**

The researcher employed the descriptive survey utilizing correlational analysis type of research design (Descriptive studies arrived at finding out "what is," so observational and survey methods are frequently used to collect descriptive data and determine whether the relationship or association exists between two or more variables, but cannot determine if one variable causes another (Borge and Gall, 1989).

The researcher described the degree of Functions of School Head such as School Governance and Leadership Style. The researcher also believed that this method is appropriate in determining the types of governance and leadership styles exhibited by the school administrators in the Division of Cotabato City towards school quality assurance.

##### **B. THE RESPONDENTS AND SAMPLING TECHNIQUE OF THE STUDY**

In this study, the researcher selected to utilize the public elementary school teachers as the respondents. Because the respondents are expected to have ample ideas in existing problem. There are 122 teachers presently assigned in the 8 schools at District VI of Cotabato City Division.

One of the largest District in Schools Division of Cotabato City. A total of 122 teachers. Tamontaka Central School constituted the big number of teachers with 47 respondents and Timako Elementary School had the lowest number of teachers with only 6 respondents.

In determining the total number of respondents Slovin formula was used utilizing the proportionate allocation.

$$n = \frac{N}{1 + Ne^2}$$

Whereby: n-represents the sample size; N-is the total number of population;1-constant number and e-desired margin of errors which is 5%.

To enable all teachers to have the chance of being selected, the researcher utilized the lottery sampling technique (Choosing a random sample only works well with small sample population, as it is simply impractical for use with larger populations(Maverick,2015).

##### **C. RESEARCH INSTRUMENTATION**

The success or failure of research study depends on the use of instruments that suits the objectives of the study.

The researcher used the questionnaire as the main tool in gathering appropriate data. A self-made questionnaire was planned and designed by the researcher through the help of his adviser so that the main objectives of this study were achieved.

The questionnaire was made up of three parts and these were;

Part-I elicited the Functions of School Head in terms of School Governance which includes a.) Policy Execution.) Direction Setting and c.) Managerial Competence.

Part-II asked the Functions of School Head in terms of Leadership Styles which includes a.) Hierarchical; b.) Transactional and c.) Transformational.

Part-III asked the School Quality Assurance in terms of a.) Instructional Development; b.) Students Development; c.) Teachers Development and School Development.

Adapted from Lickert scale of measurement the respondents were directed to encircle their appropriate response from four (4) point scale of measurement:

4	3.46-4.00	-Highly Evident
3	2.46-3.45	-Moderately Evident
2	1.46-2.45	-Less Evident
1	1.00-1.45	-Least Evident

#### **D. VALIDITY AND RELIABILITY OF QUESTIONNAIRE**

Prior to the proper conduct of survey, the researcher utilized the expertise of Education Program Supervisors consultations for further improvement of the tool. Revisions were made based of the comments and collaborative suggestions. The questionnaire was pretested on a twenty (20) individual of nonrespondent public elementary school teachers for the purpose of obtaining feedback on the clarity of the instructions. With the help and assistance also given by the statistician made another great help to come up quality questionnaires with an item analysis with the used of Guttman Split-Half Coefficient it obtained the score of .908 which was "Very Reliable". And when the questionnaire was found consistent enough then it was reproduced according to the number of respondents and was made ready for distribution.

#### **E. DATA GATHERING PROCEDURE**

In this study, the researcher has sought first a permission letter from the Office of the Schools Division Superintendent of Cotabato City to conduct survey. Upon approval, the questionnaires were distributed to the respondents. Then after five days, the researcher retrieved the questionnaires. The researcher expected a 100 percent retrieval. All survey questionnaires were successfully retrieved.

#### **F. STATISTICAL TREATMENT OF DATA**

The researcher of this study tallied the data obtained through the use of frequency distribution. Then after that, the data were tabulated with the use of the following Statistical Computations.

- a.) Arithmetic ( $\bar{x}$ ) Mean was utilized to determine the general description of functions of school head under school governance and leadership style.
- b.) Pearson Product Correlation was used to measures of Central Tendency and to determine the averages or the responses to the Functions of School Heads and School Quality Assurance.

### **V. RESULTS AND DISCUSSIONS**

Results revealed that the school heads under school governance exhibited evident on policy execution with an average mean of (3.22), direction setting with an average mean of (3.25), and for managerial competence with an average mean of (3.24). On the context of managerial styles, school heads performed evident with the following average mean on the hierarchical (3.21), transactional (3.19), and transformational styles (3.17). Quality assurance was observed also evident with the following average mean in terms of instructional development (3.28), students development (3.33), teachers' development (3.39), and school development (3.38).

### **VI. REFLECTION/CONCLUSION AND RECOMMENDATION**

Based on the findings of the study, the researcher came up with the conclusion that: Cotabato City Division School Heads shows and manifested Functions and Govern with different managerial style as "Moderately Evident" in ensuring School Quality Assurance towards quality education.

It is noticed that despite of many elementary schools in Cotabato City Division that composed of different administrative styles who lead the school, the study justify that majority of the school head practiced individual differences in school administration matters for the good of internal and external stakeholders as a whole.

Research has repeatedly identified instructional leadership as the most important role of the principal to propel school improvement (Hallinger and Murphy, 1986; 2003; Heck, Larsen, and Marcoulides, 1990; Leithwood, Louis, Anderson, and Ahlstrom, 2004). While much of the research indicates that the impact of school leadership on student achievement is indirect, mediated by the work of teachers in classrooms (Smith, Desimone, & Ueno, 2005), principal leadership plays a pivotal role in shaping the school culture and driving organizational changes that ultimately lead to a more effective learning environment (Murphy, Elliott, Goldring, and Porter, 2007). The understanding of how school leaders impact school improvement has progressed over the past several decades. The knowledge of school leadership impact draws upon research regarding school change and effectiveness (e.g., Fullan, 2001, 2006; Hill & Rowe, 1996), and school leadership (Leithwood et al., 2004; Murphy & Meyers, 2008; and Reynolds, Teddlie, Hopkins and Stringfield, 2000). Empirical evidence suggests that school principals, along with their leadership teams, influence student outcome by mediating academic press through enhancing curriculum structures and processes as well as the academic support that students receive (Cohen & Hill, 2000, Smith, Desimone, & Ueno, 2005).

### **VII. RECOMMENDATIONS**

It is strongly recommended based on the findings that:

- a. Ensuring the trust and full support of all stakeholders of the school in terms of fair and firm in decision making, by putting up of transparency board of all expenses/resources earned and activities to be conducted.
- b. Conduct refresher course of School Heads regarding matters related to the welfare needs of the teacher and staff.
- c. Profiling teacher's educational background such as field of specialization for distribution of teaching loads.
- d. Religiously conducting team building to all teaching staff to promote "camaraderie" and good relationship to one another.
- e. Creation of teachers association in all schools for the smooth and flexible relationship between teachers and school head in some concerns.
- f. It is strongly recommend that for all School Heads to secure the proper flow of teacher's promotion if requirements are achieved.
- g. Provide series of teacher's trainings and seminars on 21st century education in teaching strategies and approaches, time management as well as classroom management skills.
- h. Strengthen the use of ICT resources for teaching and learning process.
- i. Conduct outreach program activity for the development of students and teachers.
- j. Another similar study with wider scope is also highly recommended.

### **VIII. ACTION PLAN/PROPOSED PROGRAM**

Objectives	Strategies	Source of Funds/ Estimated Amount	Time Frame
*Continuously Upgrading/ Enhancing of School Heads Competencies	*Register on the online SEAMEO Innotech (TEACH eXCELS) for School Heads	*MOOE *P15,000	*Whole Year Round

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