

An Assessment On The Management Functions Of The Secondary School Principals At Mbhte-Sulu

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ABSTRACT

This descriptive-correlational study assessed the extent of management functions of Secondary Principals, MBHTE-Sulu as observed by Secondary school teachers during the School Year 2020-2021. Specifically, it deals with teacher-respondents' demographic profiles in terms gender, age, civil and educational attainment; extent of management functions in terms of planning practices, organizing practices, directing practices and controlling practices. The frequency counts and percentage were used to determine the teacher-respondents' demographic profile, mean and standard deviation were used to determine the extent of management functions; Pearson Product Moment Correlation Coefficient (Pearson r), t-Test for independent samples and One-Way ANOVA were used to determine the significant correlation and the differences in the extent of management functions in terms of planning practices, organizing practices, directing practices and controlling practices. Out of 100 teacher-respondents, almost one-half are at 41-50 years old, great majority are female and married, and have bachelor's degree. Generally, the extent of management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices are rated as "Moderate Extent". All variables such age, gender, civil status and educational significantly intervene in ways how secondary school teachers of MBHTE-Sulu perceive towards the extent management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices.

Sub-categories subsumed under management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices are very highly correlated. This study tends to support the theories of Gordon, R.A. and Schinnerer G.T., 2019 theory which states that school administrators such as principal, head teacher and teacher-in-charge are designated in public elementary schools to manage and supervise school operation to achieve the objectives and goals of the school.

INTRODUCTION

Teaching is considered as the highest form of ministerial or cooperative arts, which is devoted to the good of others. It is the supreme act of generosity. Teaching is a multifaceted activity for it involves a wide range of planning and strategies interaction. It is viewed as the art and is considered a very important variable in the learners' educational environment.

Teaching has been thought of as one of the noblest profession and should support the legitimate policies of the school and the administration, the word administration ordinarily connotes the machinery of an organization and its functions.

Furthermore, school leadership and management function play an indispensable role in the effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. In view of Cheng and Townsend (2020) for education change and effectiveness, the role of school head is often crucial to their success.

Every principal is challenged to create the culture of equality that penetrates to the smallest elements, processes and the systems of an institution. It is a common experience that under the same set of rules and regulations, with the same set of teaching staff and learners from similar background, an educational institution degenerated or maintains status quo, or rise to prominence with a change of principal. This is also borne out of large number of research studies on

management of change in education (Mukhaopadhyay, 2017).

In terms of administration's function, school leadership attributes play a vital role towards learners' achievements and general school effectiveness. Studies have shown that, principals attributes is concerned with the overall improvement and effectiveness of the school, and the academic performance of every learner (Goldring and Pasternack, 2018). Meanwhile, professional leadership training is very vital for school principals in order to enable them to develop and improve their leadership attributes to meet up with the necessary demands of their schools. Thus, school improvement efforts rely heavily on quality leadership and management function.

Furthermore, principals or school heads set the direction of schools that promote positive and productive workplaces for teachers and vibrant learning environments for learners. They need to be educational visionaries, public relation experts and budget analysts. They also act as instructional leaders. They create and direct an instructional program that incorporates current research on instructional methods and who directs teaching efforts in curriculum and classroom instruction, learner assessment and program design (Baron, 2015).

According to Philip Hallinger and Ronald Heck (2018), school heads exercise a measurable, though indirect effect on school effectiveness and learner achievement. Education as a field of study has finally embraced school leadership and management function as an essential ingredient in reform, worthy of investment in its own right. School heads are faced with escalating challenges based on the various demands from different classes of learners, to meet up with these demands and reform, school heads should be well prepared to change their leadership attributes and attune their management functions towards school effectiveness (Mitgang 2017).

Considerably, since administration is directly responsible in attending to the performance of the teachers, there is a need to assess the administrative and supervisory functioning of the elementary school heads.

Wherefore, it is against the above-mentioned premise that this study was conceived in order to determine the management functions of secondary school principal particularly at Ministry of Basic Higher Technical Education-Sulu.

STATEMENT OF THE PROBLEM

This study assessed the management functions of the secondary school principals at MBHTE-Sulu for the School Year 20202-2021.

Specifically, it sought to find answers to the problems below:

1. What is the demographic profile of the teacher-respondents at secondary school principals at MBHTE-Sulu, in terms of:

1.1 Age;

1.2 Gender;

1.3 Civil status; and

1.4 Educational attainment?

2. What is the extent of management functions of the secondary school principals at MBHTE-Sulu as to:

2.1 Planning;

2.2 Organizing;

2.3 Directing; and

2.4 Controlling?

3. Is there a significant difference in the management functions of secondary school principal in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to age, gender, civil status, and educational attainment?

4. Is there a significant correlation between the management functions in terms of planning, organizing, directing and controlling?

HYPOTHESES OF THE STUDY

The research hypotheses in this study posited below served as guides in gathering data to answer the research problems:

1. There is no significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile

as to age, gender, civil status, and educational attainment; and

2. There is no significant correlation between the management functions in terms of planning, organizing, directing and controlling.

OBJECTIVES OF THE STUDY

To determine the extent of management functions of the secondary school principals at MBHTE-Sulu during the School Year 2020-2021, this study endeavored to meet the following objectives:

1. To determine the demographic profile of the teacher-respondents at secondary school of MBHTE-Sulu, in terms of:

1.1 Age;

1.2 Gender;

1.3 Civil status; and

1.4 Educational attainment;

2. To determine the extent of management functions of the secondary school principal as observed by the teachers at secondary school, MBHTE-Sulu as to:

2.1 Planning;

2.2 Organizing;

2.3 Directing; and

2.4 Controlling;

3. To determine whether a significant difference exists in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to age, gender, civil status, and educational attainment; and

4. To determine whether a significant correlation exists between the management functions in terms of planning, organizing, directing and controlling.

THEORETICAL FRAMEWORK

This study is anchored on the theories of Gordon, R.A. and Schinnerer G.T., 2019 theory that school administrators such as principal, head teacher and teacher-in-charge are designated in public secondary schools to manage and supervise school operation to achieve the objectives and goals of the school.

Role Theory, Expectancy Theory and Adoptive Reactive Theory of Kahn and Rosenthal, Nebecher and Mitchell and Osborn and Hunt respectively as quoted in the study of Mitra (2016) also serve as guides to the researcher in conducting this study.

Expectancy theory suggests that the principal's behavior can be predicted from his expectation about consequences of his instructional leadership behavior.

Role theory holds that expectations of teachers to their school administrator are seldom concrete or comprehensive but they usually shape the administrators' own role.

It was found out that the schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited significantly greater gain scores in achievement than schools operated by average and weak instructional leaders.

CONCEPTUAL FRAMEWORK

Figure 1 shows the conceptual framework of the study. It shows the relationship between the classified independent variables, which are the teachers at secondary school at MBHTE-Sulu.

On the other hand, the dependent variables constitute the level of teacher's pedagogical effectiveness in terms of: lecture, questioning, discussion, activity-based method, problem-based learning and simulations. Finally, the intervening variables are the demographic profile of teachers in terms of age, gender, civil status and educational attainment.

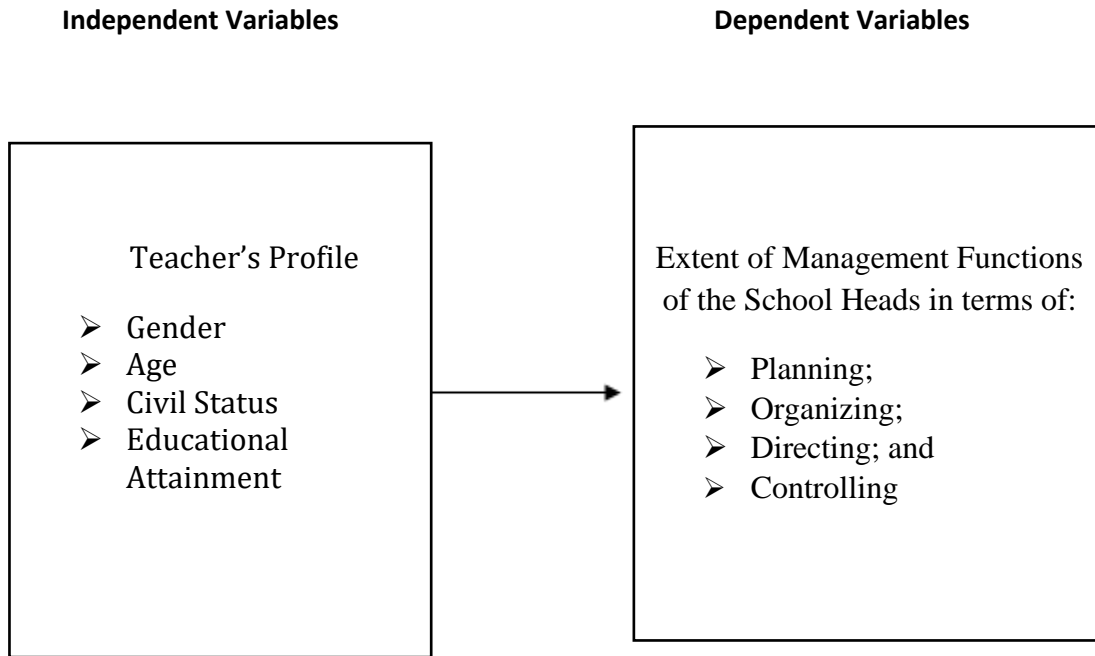


Figure1. THE CONCEPTUAL MODEL OF THE STUDY

SIGNIFICANCE OF THE STUDY

The findings of the study will yield significant contributions to each of the following entities:

Public Secondary School Principal. They are the main beneficiaries of this study being its subjects. It will provide them a feedback of their management functions, as public school heads in promoting the welfare of the school and addressing issues and concerns.

Teachers. Findings of the study would require teachers to upgrade their skills in teaching-learning processes for the learners to achieve good academic performance.

Pupils. The students enrolled in the institution serving as research locale shall benefit from the effective management functions in the promotion of their welfare thus fostering quality learning and contribute to the success of the organization.

Ministry of Basic Higher Technical Education (MBHTE). The findings of this scientific inquiry will provide them ideas on how to enrich and improve means of handling their school heads. As an agency of the government, they are given the responsibility in promoting the welfare of the school through monitoring and supervision of the performance of the school heads and giving them the needed encouragement and support.

Future Researchers. The future researchers along this line of study will avail of the opportunity to solicit new ideas and directions of their studies.

SCOPE AND DELIMITATION OF THE STUDY

The scope of the study is delimited to the discussion on the demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu in terms of age, gender, civil status and educational attainment; and the extent of management functions of elementary school heads in terms of planning, organizing, directing and controlling, as viewed by their teachers.

The time frame of the study covers school year 2020-2021. It is believed that this frame would give updated facts and information vital in the study.

DEFINITION OF TERMS

The following terms are hereby operationally defined, as they are used in the study:

Management Functions. This refer to the extent of planning, organizing, directing, and controlling of public elementary school heads as viewed by the teachers at Indanan District, MBHTE-Sulu.

Public Secondary School Heads. This refer to supervisors, principals, head teachers, teachers/officers in-charge and guidance counselors at Secondary School, MBHTE-Sulu.

Planning. This refers to the extent of the school head in making decisions with systematic thinking and planning;

vision of future academic programs; and in improving the living condition of the teachers and pupils.

Organizing. This refers to the extent of the school head in using data in planning and decision making for continuous improvement; establishing school objectives; and in formulating supporting objectives, policies and plans in school.

Directing. This refers to the extent of the school head in supervising methods of instructions in the school; assigning teachers in preparing the school program at the opening of the school; and in supervising pupils' funds to avoid any irregularities or unwise expenditures.

Controlling. This refers to the extent of the school head in making a thorough and careful analysis of planning and control system and identify the more important variables; preparing a preliminary design by evaluating various alternatives, taking into consideration reliability, quality and maintenance of the school; and in delegating appropriate works for the teachers.

Age – This refers to the chronological age of the respondents. In this study, the age of the respondents will be categorized into four brackets such as: 30 years old and below; 31 to 40 years old; 41 to 50 years old; and 51 years old and above.

Gender – This refers to the biological traits of the respondents whether male or female.

Civil Status – This refers to the marital status of the respondents. For this study, the civil status of the respondents will be classified as single, married, separated and widowed.

Educational attainment – This refers to highest level of school that the respondents have attained. In this study, it is classified into five brackets: a) plain baccalaureate degree which is either Bachelor of Arts (AB) or Bachelor of Science (BS); b) AB/BS plus some units in master's program; c) Full-

fledged Master of Arts or Master of Science (MA/MS); d) MA/MS plus some units in doctoral program; an e) Full-fledged Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.).

Secondary School, MBHTE-Sulu. This refers to the teachers among the ten (10) public secondary schools at Sulu Province.

RESEARCH METHOD

A research design is “a program that guides a researcher in collecting, analyzing and interpreting observed facts (Bless and Higson-Smith, 1995: 63). Similarly, Babbie and Mouton (2001: 75) regard research design as the road map or blueprint by which one intends to conduct a research and achieve his/her research goals and objectives.”

Hence, this chapter centers its brief discussion on the following aspects: research design, research locale, respondents of the study, research instrument, sampling design, data gathering procedure, validity and reliability and statistical treatment of data.

RESEARCH DESIGN

The study utilized a descriptive-correlational quantitative research design which is a formal, objective and systematic process for obtaining quantifiable information. This facilitated the determination of the extent of management functions of elementary school heads with respect to planning, organizing, directing and controlling as viewed by teachers at Secondary School, MBHTE-Sulu.

RESEARCH LOCALE

This study invoked the collaboration of teachers at Secondary School, MBHTE-Sulu as the research locale. Situated in province of Sulu.

The researcher utilized five schools out of eleven from Secondary School in Sulu Province is one of the six (6) provinces in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). It is located in the southern part of the Philippines and lies approximately between latitudes 5o 25' and 6o 30' North and between longitudes 119o 35' and 122o

O' East, bounded by the Sulu Sea on the North and Celebes Sea on the East.

The time-frame for this study covers school year 2020-2021.

RESPONDENTS OF THE STUDY

This research earnestly induced the participation of one hundred (100) teachers of Indanan District, MBHTE-Sulu as the sole respondents of the study.

The one hundred (100) teacher-respondents were chosen from among the five out of eleven public secondary schools of MBHTE-Sulu.

SAMPLING PROCEDURE

This study used a simple random sampling, a basic sampling technique where the researcher selects a group of subjects (a sample) for study from a larger group (a population). Each individual was chosen entirely by chance and each member of the population has an equal chance of being included as sample.

DATA GATHERING PROCEDURE

The researcher first secured a letter of permission to conduct the study from the Office of the Dean of Graduate School, Sulu State College. The request letter was forwarded to the Schools Division Superintendent, Ministry of Basic Higher Technical Education (MBHTE)-Sulu, and the District Supervisor and School Principals of Sulu Province.

The distribution and retrieval of the questionnaire to the research respondents were done by the researcher. This is to ensure a high percentage retrieval of the questionnaires. Involvement in the data filling was voluntary and privacy was assured. The respondents were ample time to supply answers to the research instruments that were utilized in the study.

Gathered data were undergone the process of collation, statistical analysis, and interpretation by a Statistician. Data are presented in tables and narrative descriptions are provided.

RESEARCH INSTRUMENT

This study utilized a standardized research instrument and a validated tool of measurement that were completed by the

respondents which are consisted of the seven major functions of management postulated by Luther Gullick as follows: Planning, Organizing, Staffing, Directing, Controlling, Reporting and budgeting.

The said research instrument was arranged into two sections or major parts. Part I pertained to the profile of the respondents, which gathered information about the respondents' age, gender, civil status and educational attainment. Part II assessed the extent of management functions of elementary school heads with respect to planning, organizing, directing and controlling.

RESULTS AND DISCUSSIONS

This chapter deals with the presentations, analyses and interpretations of results based on the data gathered for this study. Specifically, it presents the assessment of the management functions of the secondary school principal at Sulu, MBHTE-Sulu for the School Year 2020-2021. It also deals with their demographic profiles of respondents in terms gender, age, civil status, and educational attainment; extent of management functions of the elementary school heads in terms of Planning, Organizing, Directing, and Controlling, and the significant correlation and differences in these sub-categories when data are classified according to respondents' demographic profiles.

The following are the presentations, analyses and interpretations of results based on the proper scoring and statistical treatments of data gathered for this study that which correspond to each of the research questions:

1. What is the demographic profile of the teacher-respondents at Sulu, MBHTE-Sulu, in terms of 1.1 Age, 1.2 Gender, 1.3 Civil status, and 1.4 Educational attainment?

1. In terms of Age

Table 1 shows the demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu in terms of Age. The Table reveals that out of 100 teacher-respondents, 46 (46.0%) are 41-50 years old, 27 (27.0%) are 31-40 years old, 17 (17.0%) are 51 years old & above, and 10 (10.0%) are 30 years old & below. This means, in this study almost one-half of the total respondents are at 41-50 years old. This

result implies that Secondary school teachers of Sulu, MBHTE-Sulu are prorated at the middle age range.

Table 1- Demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu in terms of Age.

Age of Respondents	Number of Teachers	Percent
30 years old & below	10	10.0%
31-40 years old	27	27.0%
41-50 years old	46	46.0%
51 years old & above	17	17.0%
Total	100	100%

2. In terms of Gender

Table 2 shows the demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu, in terms of Gender. The Table reveals that out of 100 teacher-respondents, 81 (81.0%) are female and 18 (18.0%) are male. This means, in this study great majority of teacher-respondents are female. This result implies that secondary school teachers of Sulu, MBHTE-Sulu are predominantly female.

Table 2 Demographic profile of the teacher-respondents at secondary school, MBHTE-Sulu in terms of Gender.

Gender	Number of Teachers	Percent
Male	18	18.0%
Female	81	82.0%
Total	100	100%

3 In terms of Civil Status

Table 3 shows the demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu, in terms of Civil Status. The Table reveals that out of 100 teacher-respondents, 67 (67.0%) are married, 25 (25.0%) are single, 5 (5.0%) are widowed, and 3 (3.0%) are separated. This means, in this study great majority of teacher-respondents are married. This result implies that elementary school teachers of Secondary School, MBHTE-Sulu are

predominantly married who are pre-occupied of multi-tasked work as household chores, family affairs and professional responsibilities.

Table 3 Demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu in terms of Civil Status

Civil Status	Number of Teachers	Percent
Single	25	25.0%
Married	67	67.0%
Separated	3	3.0%
Widowed	5	5.0%
Total	100	100%

Shows the demographic profile of the teacher-respondents at Secondary School, MBHTE-Sulu, in terms of Educational Attainment. The Table reveals that out of 100 teacher-respondents, 45 (45.0%) are Bachelor’s degree , 36 (36.0%) are Bachelor’s degree with MA units, 18 (18.0%) is Master’s degree, and 1 (1.0%) is Master’s degree with doctoral units. This means, in this study great majority of teacher-respondents have bachelor’s degree. This result implies that there is still significant number of secondary school teachers of Sulu, MBHTE-Sulu with bachelor’s degree despite their considerable number of years in the service.

2. What is the extent of management functions of the school heads as observed by the teachers at secondary school, MBHTE-Sulu as to 2.1 Planning, 2.2 Organizing, 2.3 Directing, and 2.4 Controlling?

2.1 In terms of Planning Practices

Table 2.1 shows the extent of management functions of the school principals as observed by the teachers at secondary school, MBHTE-Sulu as to planning practices. This category obtained a total weighted mean score of 3.3080 with standard deviation of .52603 which is rated as “Moderate Extent”. This result indicates that teacher-respondents

perceive that there is a moderate extent of management functions of the school heads as observed by the teachers at secondary school, MBHTE-Sulu as to planning practices.

Teacher-respondents rated the following items as Moderate Extent: “Makes decisions with systematic thinking and planning”, “Has a vision of future academic programs”, “Improves the living condition of the teachers and pupils”, “Establishes policies to ensure that school, parents, and other community members have meaningful roles to play in developing, communicating, monitoring and evaluating school improvement plan”, and “Ensures that the school budget reflects and supports the plans, goals and implementation strategies’.

Table 4. Extent of management functions of the school heads as observed by the teachers at Secondary School, MBHTE-Sulu as to planning practices.

Statements		Mean	S.D.	Rating
1	Makes decisions with systematic thinking and planning	3.4500	.65713	Moderate Extent
2	Has a vision of future academic programs	3.3600	.61167	Moderate Extent
3	Improves the living condition of the teachers and pupils	3.2600	.62957	Moderate Extent
4	Establishes policies to ensure that school, parents, and other community members have meaningful roles to play in developing, communicating, monitoring and evaluating school improvement plan	3.2100	.68601	Moderate Extent
5	Ensures that the school budget reflects and supports the plans, goals and implementation strategies	3.2600	.66088	Moderate Extent
Total Weighted Mean		3.3080	.52603	Moderate Extent

In terms of Organizing Practices

Data shows the extent of management functions of the school heads as observed by the teachers at secondary school, MBHTE-Sulu as to organizing practices. This category obtained a total weighted mean score of 3.3180 with standard deviation of .55639 which is rated as “Moderate

Extent". This result indicates that teacher-respondents perceive that there is a moderate extent of management functions of the school heads as observed by the teachers at secondary school, MBHTE-Sulu as to organizing practices. Teacher-respondents rated the following items as Moderate Extent: "Uses data in planning and decision making for continuous improvement", "Establishes school objectives", "Formulates supporting objectives, policies and plans in school", "Delegates to the members of each group for the authority necessary to perform the activities", and "Identifies and classifies the activities necessary to accomplish the objectives of the school".

In terms of Directing Practices

Data shows the extent of management functions of the school heads as observed by the teachers at Secondary School, MBHTE-Sulu as to directing practices. This category obtained a total weighted mean score of 3.3950 with standard deviation of .52793 which is rated as "Moderate Extent". This result indicates that teacher-respondents perceive that there is a moderate extent of management functions of the school heads as observed by the teachers at Secondary School, MBHTE-Sulu as to directing practices.

Teacher-respondents rated the following items as Moderate Extent: "Supervises pupils' funds to avoid any irregularities or unwise expenditures", "Supports the teachers in relation with parents and students", "Demands content and instruction that ensure student achievement based on academic standards", and "Allows subordinates to influence the decisions of their superiors resulting to an increased motivation of the teachers".

Meanwhile, teacher-respondents rated the following items as "High Extent": "Supervises methods of instructions in the school", and "Assigns teachers and prepares the schools' program at the opening of the school".

In terms of Controlling Practices

Data shows the extent of management functions of the school heads as observed by the teachers at Secondary School, MBHTE-Sulu as to controlling practices. This category obtained a total weighted mean score of 3.3280

with standard deviation of .56032 which is rated as “Moderate Extent”. This result indicates that teacher-respondents perceive that there is a moderate extent of management functions of the school heads as observed by the teachers at Secondary School, MBHTE-Sulu as to controlling practices.

Teacher-respondents rated the following items as Moderate Extent: “Makes a thorough and careful analysis of planning and control system and identify the more important input variables”, “Prepares a preliminary design by evaluating various alternatives, taking into consideration reliability, quality and maintenance of the school”, “Delegates appropriate works for the teachers”, “Sets a specific time during the work day for themselves and their secretaries to review paper works together”, and “Informs the faculty and staff to whom certain responsibilities are delegates”.

3. Is there a significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to 3.1 age, 3.2 gender, 3.3 civil status, and 3.4 educational attainment?

3.1 According to Age

Data presents the difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to age. It can be gleaned from this table that all of the F-values and probability values of all the sub-categories subsumed under management functions are indeed significant at alpha .05. This means that, teacher-respondents in this study though with varying age ranges generally DIFFER in their perceptions towards the extent of management functions. This result implies that a teacher-respondent within the age range of 30 years old & below may probably make him better perceiver towards the extent of management functions than those within the 31-40 years old, 41-50 years old, and 51 years old & above age ranges, or vice versa.

Hence, it is safe to say that variable age has indeed significant influence in the ways how elementary school teachers perceive towards the extent of management

functions. Therefore, the hypothesis which states that “There is no significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to age” is rejected.

Difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to age .

Post Hoc Analysis using Scheffe’s Test was conducted to determine which among groups classified according to age of respondents to have different levels of mean in areas subsumed under management functions as perceived by teacher-respondents of secondary school teachers of Sulu, MBHTE-Sulu.

The result of the analysis which is shown in Table 3.1.1 indicates that the difference in the means of the Planning practices, Organizing practices, Directing practices, and Controlling practices by way of lower group means minus higher group means.

a) On Planning Practices Category: It shows that 41-50 years old group of respondents obtained the mean difference of .72783* with Standard Error of .16473 and p value of .000 which is significant at $\alpha=.05$ over 30 years old & below. So under this sub-category, no other groups of respondents supposed to have better ways of perceiving the management functions practices in terms of Planning practices among secondary school teachers of sulu, MBHTE-Sulu than those with 41-50 years old.

b) On Organizing Practices Category: It shows that 41-50 years old group of respondents obtained the mean difference of .65913* with Standard Error of .17996 and p value of .006 which is significant at $\alpha=.05$ over 30 years old & below. So under this sub-category, no other groups of respondents supposed to have better ways of perceiving the management functions practices in terms of Organizing practices among secondary school teachers of Sulu, MBHTE-Sulu than those with 41-50 years old.

c) On Directing Practices Category: It shows that 41-50 years old group of respondents obtained the

mean difference of .56522* with Standard Error of .17318 and p value of .017 which is significant at alpha=.05 over 30 years old & below. So under this sub-category, no other groups of respondents supposed to have better ways of perceiving the management functions practices in terms of Directing practices among secondary school teachers of sulu, MBHTE-Sulu than those with 41-50 years old.

d) On Controlling Practices Category: It shows that 41-50 years old group of respondents obtained the mean difference of .76261* with Standard Error of .17632 and p value of .001 which is significant at alpha=.05 over 30 years old & below. So under this sub-category, no other groups of respondents supposed to have better ways of perceiving the management functions practices in terms of Controlling practices among secondary school teachers of sulu, MBHTE-Sulu than those with 41-50 years old.

Post Hoc Analysis: Differences in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to age

Dependent Variable	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Planning Practices	41-50 years old	30 years old & below	.72783*	.16473	.000
		31-40 years old	.34042*	.11446	.037
		51 years old & above	.44194*	.13401	.016
Dependent Variable	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Organizing Practices	41-50 years old	30 years old & below	.65913*	.17996	.006
		31-40 years old	.30209	.12504	.127
		51 years old & above	.43325*	.14639	.038
Dependent Variable	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Directing Practices	41-50 years old	30 years old & below	.56522*	.17318	.017

		31-40 years old	.15781	.12033	.634
		51 years old & above	.41816*	.14088	.037
Dependent Variable	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Controlling Practices	41-50 years old	30 years old & below	.76261*	.17632	.001
		31-40 years old	.39742*	.12251	.018
		51 years old & above	.41790*	.14343	.043

* The mean difference is significant at the 0.05 level.

Data presents the difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to gender. It can be gleaned from this table that all of the values of Mean Difference, t-values and probability values of all the sub-categories subsumed under management functions are indeed significant at alpha .05. This means that, male and female teacher-respondents in this study generally DIFFER in their perceptions towards the extent of management functions. This result implies that being a male teacher-respondent may probably make him better perceiver towards the extent of management functions than his female counterpart, or vice versa.

Hence, it is safe to say that variable gender has indeed significant influence in the ways how elementary school teachers perceive towards the extent of management functions. Therefore, the hypothesis which states that “There is no significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to gender” is rejected.

Difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to gender

VARIABLES		Mean	S. D.	Mean Difference	t	Sig.	Description
Grouping							
Planning Practices	Male	2.9778	.47965	-.40741*	-3.089	.003	Significant
	Female	3.3852	.51164				
Organizing Practices	Male	2.8889	.56244	-.53333*	-3.958	.000	Significant
	Female	3.4222	.50695				
Directing Practices	Male	3.0278	.49590	-.45988*	-3.573	.001	Significant
	Female	3.4877	.49355				
Controlling Practices	Male	2.9778	.61697	-.43704*	-3.137	.002	Significant
	Female	3.4148	.51554				

*Significant at alpha 0.05

According to Civil Status

Data presents the difference in the management functions of school heads in terms of planning, organizing, directing and controlling when data are grouped according to their demographic profile as to civil status. It can be gleaned from this table that all of the F-values and probability values of all the sub-categories subsumed under management functions are indeed significant at alpha .05. This means that, teacher-respondents in this study though with varying civil status generally DIFFER in their perceptions towards the extent of management functions. This result implies that a married teacher-respondent may probably make him better perceiver towards the extent of management functions than those who are single, separated, and widowed, or vice versa.

Hence, it is safe to say that variable civil status has indeed significant influence in the ways how elementary school teachers perceive towards the extent of management functions. Therefore, the hypothesis which states that "There is no significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to civil status" is rejected.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations based on the data collected that were properly tabulated, computed and analyzed for this study.

Summary of Findings

This study determined the extent of management functions of school heads of elementary schools of Indanan District, MBHTE-Sulu as observed by elementary school teachers during the School Year 2020-2021. Specifically, it deals with teacher-respondents' demographic profiles in terms gender, age, civil and educational attainment; extent of management functions in terms of planning practices, organizing practices, directing practices and controlling practices.

This study answered the research questions on the bases of the following hypotheses: 1) There is no significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to age, gender, civil status, and educational attainment; and 2) There is no significant correlation between the management functions in terms of planning, organizing, directing and controlling.

The study employed a descriptive-correlational research design which is a formal, objective and systematic process for obtaining quantifiable information. This facilitated the determination of the extent, differences and correlation of management functions in terms of planning practices, organizing practices, directing practices and controlling practices.

The frequency counts and percentage were used to determine the teacher-respondents' demographic profile, mean and standard deviation were used to determine the extent of management functions; Pearson Product Moment Correlation Coefficient (Pearson r), t-Test for independent samples and One-Way ANOVA were used to determine the significant correlation and the differences in the extent of management functions in terms of planning practices, organizing practices, directing practices and controlling practices.

The following are findings of this study:

1) For Research Question Number 1: On demographic profile of teacher-respondents;

Out of 100 teacher-respondents, almost one-half are at 41-50 years old, great majority of are female, married, and have bachelor's degree.

2) For Research Question Number 2: On the Extent of Management Functions:

Sub-categories planning, Organizing, Directing, and Controlling Practices are rated by teacher-respondents as "Moderate Extent"

3) For Research Question Number 3: On Differences in the Extent of Management Functions

THERE IS significant difference in the management functions of school heads in terms of planning, organizing, directing and controlling, when data are grouped according to their demographic profile as to age, gender, civil status and educational attainment. Married teacher-respondents with 41-50 years old have better ways of perceiving the management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices among elementary school teachers of Indanan District, MBHTE-Sulu.

4. For Research Question Number 4: On Correlation among the Levels of Management Functions

Generally, THERE IS a significant correlation among the levels of management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices.

CONCLUSIONS

This study concludes that, out of 100 teacher-respondents, almost one-half are at 41-50 years old, great majority are female and married, and have bachelor's degree.

Generally, the extent of management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices are rated as "Moderate Extent". This result implies that teachers of Secondary at MBHTE-Sulu are somewhat satisfied with execution of management functions of their respective school principals.

All variables such as age, gender, civil status and educational significantly intervene in ways how elementary

school teachers of Secondary School in MBHTE-Sulu perceive towards the extent management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices. This result implies that respondents' demographic profile have caused the differences in their judgments towards the extent of the implementation of management functions by their respective school principals.

Sub-categories subsumed under management functions in terms of Planning practices, Organizing practices, Directing practices, and Controlling practices are very highly correlated which implies that the same group of teachers who judged the planning practices as "Moderate Extent" as well as the organizing, directing and controlling practices.

This study tends to support the theories of Gordon, R.A. and Schinnerer G.T., 2019 theory which states that school administrators such as principal, head teacher and teacher-in-charge are designated in public elementary schools to manage and supervise school operation to achieve the objectives and goals of the school

RECOMMENDATIONS

This study recommends that the elementary school administrators such as principal, head teacher and teacher-in-charge of Secondary School in MBHTE-Sulu should continue in encouraging and supporting teachers to pursue or finish advance education such as master's and doctorate degrees since most teachers are still having bachelor's degree.

Moreover, student-researchers in the field of administration and supervision are encouraged to conduct study parallel to this one but to include other variables such as position and status of appointment in some other settings.

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