

School Principals' Profile and Public Elementary Schools Performance in the Schools Division Office of Imus City

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Abstract

The widely quoted biblical verse “By their fruits, ye shall know them” aptly relates to school leadership. The quality of education delivered to students is dependent on how learning process is managed in the schools. A systematic review conducted by Osborne-Lampkin, Folsom, and Herrington (2015) that examined 52 empirical studies published between 2001 and 2012 on the relationships between principal characteristics and student achievement in the United States showed some interesting results. One of which was in general, principal precursors (such as principals’ experience and educational attainment) and student achievement had positive relationship. They claimed, however, that principal preparation programs, also a precursor, provided mixed results. This study sought to establish if the school principals’ demographic profile has a relationship on schools performance in the Schools Division Office of Imus City. Results revealed that majority of the school principals are female (78.57%), had bachelor degree with units in MA (71.43%) and had been promoted as principal prior to the administration of the National Qualifying Examination for School Heads (NQESH) (50.00%). Twelve (85.71%) schools recorded a decrease of dropout rate from SY 2013 – 2014 and SY 2014 – 2015 and all of the fourteen (14) schools studied were way below the national standard of 75% Mean Percentage Score (MPS) in the National Achievement Test (NAT). The school principals’ demographic profile namely sex, educational attainment and qualification, were not related to school performance in terms of dropout rate and result of the NAT.

Keywords: school principal, demographic profile, performance, dropout, achievement

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Introduction

The widely quoted biblical verse “By their fruits, ye shall know them” aptly relates to school leadership. The quality of education delivered to students is dependent on how learning process is managed in the schools. Although there were tons of other factors that could be associated to quality of education delivered, the role of school principals, who hold the scepter of leadership and management in the school, is seen to have the greatest impact. This fact is accentuated by Arne Duncan, U.S Secretary of Education, when he said, “There are no good schools without good school principals.”

The crucial role of principal as school leader and manager was also given emphasis in the Philippines. In Republic Act 9155, otherwise known as Governance of Basic Education Act of 2001, clearly stipulated that school heads have the accountability and responsibility “...for higher learning outcomes.”

Muring (2014), an elementary school principal, also believed that the key leaders in the education system are the school principals. He made clear that every aspect of school operation, school principals are involved. To him, development and implementation of programs and projects that pertains to education are responsibilities of the principal.

The reiteration of the crucial roles held by school principals were viewed to have great impact on the overall performance of the school. As implementers of various programs and projects of the Department of Education at the grass roots, school principals were enjoined, as stated in DepEd’s mandate, to provide “for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national developments.” The emphasis given on how school principals affect the overall outcome of education merited the conduct of this study. Hence, it is noteworthy to study the school principals’ demographic profile and its relationship on school performance.

Brief Review of Related Literature

The succeeding paragraphs presented and discussed related literatures to the study. These are taken from books, journals, dissertations, and electronic journals and/or books.

Behbahani (2011) pointed out that the start of change in the field of education should start from education management. To prove his claim, he conducted literature review of the works of various education authors and researchers. The results of his study showed that if knowledge, attitude and job conduct of school principals of schools and managers of educational units is not rooted from their specialized and professional knowledge needed to take the position, they could turn into a barrier in the improvement and renovation of educational system.

Like the claim above, Cruz et al. (2016) also believed that schools, like any other organizations, could perform and deliver its functions when there is strong leadership and management. They emphasized that to keep a school going, school heads being

the leader and manager must set the direction. School heads, they said, are responsible for the overall operation of the school.

Hornig and Loeb (2010) also had a firm belief that schools demonstrating growth in student achievement are more likely to have school principals who are strong organizational managers. They added that strong instructional leadership is essential for a school to be successful. On the studies they conducted, they found that growth in valued school outcomes come more from organizational management for instructional improvement than from school principals' time observing classrooms or directly coaching teachers. They concluded that school leaders influence classroom teaching, and consequently student learning, by staffing schools with highly effective teachers and supporting those teachers with effective teaching and learning environments, rather than by focusing too narrowly on their own contributions to classroom instruction.

A systematic review conducted by Osborne-Lampkin, Folsom, and Herrington (2015) that examined 52 empirical studies published between 2001 and 2012 on the relationships between principal characteristics and student achievement in the United States showed some interesting results. One of which was in general, principal precursors (such as school principals' experience and educational attainment) and student achievement had positive relationship. They claimed, however, that principal preparation programs, also a precursor, provided mixed results. However, they cited the work of Knoeppel and Rinehart (2007) which also found that experience in education, when analyzed with other variables, was not associated with student achievement.

Furthermore, Osborne-Lampkin, Folsom, and Herrington (2015) cited results of the other studies they reviewed on the effect of a principal's years of experience as a teacher on improving student achievement (Clark et al. and Vanderhaar et al.). It was found that the number of years of teaching experience was not associated with student achievement but in contrast, achievement was higher among students whose school principals were in the middle of their careers.

The studies they reviewed showed that students whose principal had nine (9) to seventeen (17) years of teaching experience had higher achievement than students whose principal had less than nine (9) years or more than seventeen (17) years of experience. They concluded that this finding suggested a relationship between a specific range of teaching experience (9–17 years) and student achievement.

In a correlational study on leadership effectiveness and student achievement conducted by Feyisa, Ferede and Amsale (2016) showed that there was no significant correlation between a school principal's leadership effectiveness and students' academic achievement. They claimed that this implied that there was no direct relationship between school leadership and students' academic achievement. They also added that the findings suggest that the relationship between school principals' level of education, service year, and leadership effectiveness was not direct.

The reviewed literatures clearly illustrated that school principals' leadership, management, competence and skills had to some extent influence students' achievement. But unlike these reviewed literatures, this study focused on some

demographic profiles of school principals and its relationship to school performance as measured by dropout rate and the result of National Achievement Test (NAT).

Research Questions

This study sought to establish if the school principals' demographic profile has a relationship on public elementary schools' performance in the Schools Division Office of Imus City. Specifically, the study attempted to answer the following questions:

1. What are the demographic characteristics of the participants in terms of the following:
 - 1.1 sex;
 - 1.2 educational attainment;
 - 1.3 school principalship training/ qualification; and
 - 1.4 length of service.
2. What is the school population for the last two (2) school years, 2013-2014 and 2014 -2015?
3. What is the NAT-national passing percentage?
4. What is the national dropout rate for the last school year 2016-2017?
5. Is there a significant relationship between the school principals' demographic profile and the performance of the public elementary schools in terms of the following:
 - 6.1 School population?
 - 6.2 Result of the National Achievement Test? and
 - 6.3 Dropout rate?

Hypotheses of the Study

1. There is no significant relationship between the sex of the school principals and the performance of the public elementary schools in terms of population.
2. There is no significant relationship between the educational attainment of the school principals and the performance of the public elementary schools in terms of population.
3. There is no significant relationship between the school principalship training/qualification of the school principals and the performance of the public elementary schools in terms of population.
4. There is no significant relationship between the length of service of the school principals and the performance of the public elementary schools in terms of population.

5. There is no significant relationship between the sex of the school principals and the performance of the public elementary schools in terms of the result of National Achievement Test.
6. There is no significant relationship between the educational attainment of the school principals and the performance of the public elementary schools in terms of the result of National Achievement Test.
7. There is no significant relationship between the school principalship training/qualification of the school principals and the performance of the public elementary schools in terms of the result of National Achievement Test
8. There is no significant relationship between the length of service of the school principals and the performance of the public elementary schools in terms of the result of National Achievement Test.
9. There is no significant relationship between the sex of the school principals and the performance of the public elementary schools in terms of dropout rate.
10. There is no significant relationship between the educational attainment of the school principals and the performance of the schools in terms of dropout rate.
11. There is no significant relationship between the qualification of the school principals and the performance of the schools in terms of dropout rate.
12. There is no significant relationship between the length of service of the school principals and the performance of the public elementary schools in terms of dropout rate.

Scope and Limitations

The study is limited to school principals who served for two consecutive school years, 2013-2014 and 2014-2015 respectively. Of the total 26 public elementary schools only 14 or 53.85% were interpreted and considered as the participants of the study.

Methodology

This study is a descriptive study. Descriptive study is used to obtain information concerning the status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation.

The study employed documentary analysis and interview as method of gathering data. Relevant records filed at the Office of the Planning and Research Section of the Schools Division Office of Imus City were requested and analyzed. Permission was obtained from the Schools Division Superintendent to access these records.

The records that were requested for analysis belong to the twenty-six (26) public elementary schools of the Schools Division Office of Imus City. The data that were obtained include demographic profiles of the school principals and performance

indicators of public elementary schools such as enrolment, number of drop outs and result of NAT. The data covered two (2) school years 2013 – 2014 and 2014 – 2015. The proponents sent letter of request to school principals for a possible meeting and scheduled the interview to obtain updates of their other demographic profiles not captured by the available data.

The interview conducted in a relax and informal manner, wherein participants were asked to confirm or supply information regarding their educational attainment, school principalship training/ qualification and length of service. The answers given by the participants were tabulated, consolidated and were used as data of participants.

From the records of the twenty-six (26) public elementary schools that were analyzed, only the data of schools whose principal served for two consecutive school years from 2013 – 2014 and 2014 – 2015 were interpreted. This left the researchers with 14 or 53.85% of the total twenty-six (26) public elementary schools. The 14 school principals who served in these schools were the participants of the study.

The data were interpreted using descriptive measures such as frequency count, relative frequency in percent and mean. The hypotheses were tested using the non-parametric test analogous to ANOVA, the Kruskal-Wallis H Test.

Results and Discussion

The succeeding tables and paragraphs present the results of the study. Each table is accompanied by its corresponding analysis.

1. Demographic Profile of the School principals

1.1. Sex

Table 1. Sex of the Participants

Sex	Frequency	Percent
Male	3	21.43
Female	11	78.57
Total	14	100.00%

Table 1 reveals that 3 or 21.43% are male and 11 or 78.57% are female. This is a clear indication that school leadership in the Schools Division Office of Imus City was dominated by female school principals.

Hausmann et al. (2012) reported that the Philippines remained the highest-ranking country from Asia in the Global Gender Gap Index 2012. They reported that Philippines ranked first on both education and health and is also among the top 20 on economic participation and political empowerment. They added that the Philippines was the only country in Asia, on the date the report was released in 2012, to have closed the gender gap in both education and health.

1.2. Educational Attainment

Table 2 shows the distribution of the participants in terms of their educational attainment.

Table 2. Educational Attainment of the Participants

Educational Attainment	Frequency	Percent
Bachelor Degree with Units in MA	10	71.43
Graduate of MA	2	14.29
MA with Units in PhD/EdD	1	7.14
Graduate of PhD/EdD	1	7.14
Total	14	100.00%

It is shown in Table 2 that majority of the participants had educational attainment of bachelor degree with units in MA, 10 or 71.43%. Two or 14.29% of the participants are graduates of MA and only one or 7.14% had attained MA with units in PhD/EdD or graduate of PhD/EdD.

Unlike the result of the current study, the findings that were obtained by Guiab and Ganal (2014) on their study of the demographic profile of public school heads and school related problems found that majority or 55% of public elementary school principals in Alicia, Isabela were MA graduates.

1.3. Qualification

Table 3 shows the distribution of the participants in terms of their qualification. The qualification mentioned here refers to the school principals' test administered by DepEd, the National Qualifying Examination for School Heads (NQESH).

Table 3. Qualification of the Participants

Qualification	Frequency	Percent
Promoted as Principal prior to NQESH	7	50.00
NQESH Passer	6	42.86
Not NQESH Passer	1	7.14
Total	14	100.00%

Revealed in Table 3 is that 7 or 50.00% of the participants were promoted as principal prior to the administration of NQESH, 6 or 42.86% of the participants were passer of NQESH while one or 7.14% was not passer of the said examination but was acting as principal.

As stipulated in DepEd Memorandum No. 143, s. 2011, this examination shall serve as mechanism for selecting competent school heads in the public basic education sector.

2. Performance of Schools

2.1 Dropout Rate

Table 4 shows the performance of the schools in terms of dropout rate.

Table 4. Dropout Rate

School	Dropout Rate		Difference
	SY 2013 – 2014	SY 2014 – 2015	
1	3.83%	2.78%	-1.05%
2	6.37%	3.89%	-2.48%
3	5.45%	3.16%	-2.29%
4	5.69%	3.02%	-2.67%
5	6.50%	3.39%	-3.11%
6	3.98%	2.58%	-1.40%
7	4.16%	4.60%	0.44%
8	5.43%	2.93%	-2.50%
9	2.87%	2.30%	-0.57%
10	3.83%	3.10%	-0.73%
11	3.33%	2.29%	-1.04%
12	9.22%	8.57%	-0.64%
13	7.50%	3.49%	-4.01%
14	6.13%	6.51%	0.38%

Shown in Table 4 is the performance of the 14 public elementary schools in the Schools Division Office of Imus City. It can be seen from the table that 12 of the 14 schools or 85.71% recorded a decrease in dropout rate from SY 2013 – 2014 to SY 2014 – 2015. School Number 13 registered the greatest decrease in dropout rate with 4.01% while school I with 0.57% had the least. School Numbers 7 and 14 were the only schools with increased dropout rates with 0.44% and 0.38% increase, respectively.

Using DepEd data, Amoroso and Bajo (2014) reported that the elementary dropout rate never got past the 6% level since 2008. They added that from 5.99% in school year 2007 – 2008, the dropout rate went up gradually until it reached 6.81% in school year 2012 – 2013. On the average, this reported figure was way above the case of public elementary schools in Imus City.

2.2 National Achievement Test

Table 5 below shows the performance of the schools in terms of the result of the National Achievement Test (NAT).

Table 5. National Achievement Test

School	School MPS in NAT for SY 2014 – 2015	Difference from the National Standard (75.00)
1	66.44	8.56
2	49.94	25.06
3	44.42	30.58
4	57.00	18.00
5	48.29	26.71
6	41.78	33.22
7	46.13	28.87
8	50.41	24.59
9	49.45	25.55
10	52.52	22.48
11	46.92	28.08
12	46.99	28.01
13	48.69	26.31
14	52.62	22.38

As reflected in Table 5, fourteen (14) out of the 26 public elementary schools in the Schools Division Office of Imus City were all below the national standard of 75.00% Mean Percentage Score (MPS). School Number 1 had the closest MPS difference to the national standard with 8.56 and followed by school number 4 with 18.00. On the other hand, school numbers 3 and 6 had the greatest difference from the national standard at 30.58 and 33.22, respectively.

3. Relationship between the School Principals’ Demographic Profile and the Performance of the Schools

3.1. Sex and Dropout Rate

Table 6. Result of Kruskal-Wallis H Test for Sex and Dropout Rate

Sex	N	Mean Rank	df	Kruskal-Wallis H	p Value
Male	3	6.67	1	0.152	0.697
Female	11	7.73			

The null hypothesis which states that “There is no significant relationship between the sex of the school principals and the performance of the schools in terms of dropout rate” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 6, the test showed that there was no significant relationship between the sex of the school principals and the performance of the schools in terms of dropout rate, $H(1) = 0.152$, $p = 0.697$, with a mean rank dropout rate of 6.67 for male and 7.73 for female. This result showed that sex of school principals and performance of schools in terms of dropout rate were not related. This indicates that efforts of the schools in reducing dropouts are not directly affected by the school principals’ sex.

3.2. Educational Attainment and Dropout Rate

Table 7. Result of Kruskal-Wallis H Test for Educational Attainment and Dropout Rate

Educational Attainment	N	Mean Rank	df	Kruskal-Wallis H	p Value
Bachelor Degree with Units in MA	10	6.10	3	4.006	0.261
Graduate of MA	2	11.50			
MA with Units in PhD/EdD	1	11.00			
Graduate of PhD/EdD	1	10.00			

The null hypothesis which states that “There is no significant relationship between the educational attainment of the school principals and the performance of the schools in terms of dropout rate” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 7, the test revealed that there was no significant relationship between the educational attainment of the school principals and the performance of the schools in terms of dropout rate, $H(3) = 4.006$, $p = 0.261$, with a mean rank dropout rate of 6.10 for the school principals whose educational attainment is bachelor degree with units in MA, 11.50 for graduates of MA, 11.00 for MA with units in PhD/EdD and 10.00 for graduates of PhD/EdD. This showed that educational attainment of school principals and performance of schools in terms of dropout rate were not related. This indicates that efforts of the schools in reducing dropouts are not directly affected by the school principals’ educational attainment.

3.3. Qualification and Dropout Rate

Table 8. Result of Kruskal-Wallis H Test for Educational Attainment and Dropout Rate

Qualification	N	Mean Rank	df	Kruskal-Wallis H	p Value
Promoted as Principal prior to NQESH	7	7.86	2	1.094	0.579
NQESH Passer	6	6.50			
Not NQESH Passer	1	11.00			

The null hypothesis which states that “There is no significant relationship between the qualification of the school principals and the performance of the schools in terms of dropout rate” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 8, the test revealed that there was no significant relationship between the qualification of the school principals and the performance of the schools in terms of dropout rate, $H(2) = 1.094$, $p = 0.579$, with a mean rank dropout rate of 7.86 for the school principals who were promoted as principal prior to NQESH, 6.50 for the school principals who were passers of NQESH and 11.00 for school principals who were not passer of NQESH but acting as principal. This showed that qualification of school principals and performance of schools in terms of dropout rate were not related. This indicates that efforts of the schools in reducing dropouts are not directly affected by the school principals’ qualification.

3.4. Sex and Result of National Achievement Test

Table 9. Result of Kruskal-Wallis H Test for Sex and Result of National Achievement Test

Sex	N	Mean Rank	df	Kruskal-Wallis H	p Value
Male	3	7.33	1	0.006	0.938
Female	11	7.55			

The null hypothesis which states that “There is no significant relationship between the sex of the school principals and the performance of the schools in terms of the result of National Achievement Test” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 9, the test showed that there was no significant relationship between the sex of the school principals and the performance of the schools in terms of result of National Achievement Test, $H(1) = 0.006$, $p = 0.938$, with a mean rank MPS in NAT of 7.33 for male and 7.55 for female. This result showed that sex of school principals and performance of schools in terms of result of National Achievement Test were not related. This shows that activities of the schools in achieving the national standard of NAT MPS are not directly affected by the school principals’ sex.

3.5. Educational Attainment and Result of National Achievement Test

Table 10. Result of Kruskal-Wallis H Test for Educational Attainment and Result of National Achievement Test

Educational Attainment	N	Mean Rank	df	Kruskal-Wallis H	p Value
Bachelor Degree with Units in MA	10	8.20	3	3.166	0.367
Graduate of MA	2	3.50			
MA with Units in PhD/EdD	1	5.00			
Graduate of PhD/EdD	1	11.00			

The null hypothesis which states that “There is no significant relationship between the educational attainment of the school principals and the performance of the schools in terms of result of National Achievement Test” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 10, the test showed that that there was no significant relationship between the educational attainment of the school principals and the performance of the schools in terms of result of National Achievement Test, $H(3) = 3.166$, $p = 0.367$, with a mean rank MPS in NAT of 8.20 for the school principals whose educational attainment is bachelor degree with units in MA, 3.50 for graduates of MA, 5.00 for MA with units in PhD/EdD and 11.00 for graduate of PhD/EdD. This showed that educational attainment of school principals and performance of schools in terms of result of National Achievement Test were not related. This shows that activities of the schools in achieving the national standard of NAT MPS are not directly affected by the school principals’ educational attainment.

3.6. Qualification and Result of National Achievement Test

Table 11. Result of Kruskal-Wallis H Test for Qualification and Result of National Achievement Test

Qualification	N	Mean Rank	df	Kruskal-Wallis H	p Value
Promoted as Principal prior to NQESH	7	7.57	2	0.397	0.820
NQESH Passer	6	7.83			
Not NQESH Passer	1	5.00			

The null hypothesis which states that “There is no significant relationship between the qualification of the school principals and the performance of the schools in terms of result of National Achievement Test” was tested using Kruskal-Wallis H Test at 0.05 level of significance. In Table 11, the test showed that there was no significant relationship between the qualification of the school principals and the performance of the schools in terms of the result of National Achievement Test, $H(2) = 0.397$, $p = 0.820$, with a mean rank MPS in NAT of 7.57 for the school principals who were promoted as principal prior to NQESH, 7.83 for the school principals who were passers of NQESH and 5.00 for school principals who were not passer of NQESH but acting as principal. This showed that qualification of school principals and performance of schools in terms of result of National Achievement Test were not related. This shows that activities of the schools in achieving the national standard of NAT MPS are not directly affected by the school principals’ qualification.

Conclusions

In the light of the foregoing discussion of results, the researchers had the following conclusions.

1. School principals in the public elementary schools of the Schools Division of Imus City who had served for two consecutive years in school years 2013 – 2014 and 2014 – 2015, majority are female (78.57%), had bachelor degree with units in MA (71.43%) and had been promoted as principal prior to the administration of NQESH (50.00%).
2. Fourteen (14) of the 26 (53.85%) public elementary schools in the Schools Division of Imus City that were studied, 12 (85.71%) recorded a decrease of dropout rate from SY 2013 – 2014 and SY 2014 – 2015 which indicates that efforts were being done to reduce dropouts.
3. The performance of the schools in the National Achievement Test remained a challenge. All studied schools were way below the national standard of 75% MPS.
4. The school principals’ demographic profile namely: sex, educational attainment and qualification, were not related to school performance in terms of dropout rate. This indicates that efforts of the schools in reducing dropouts are not directly affected by the school principals’ sex, educational attainment and qualification.
5. The school principals’ demographic profile namely: sex, educational attainment and qualification, were not related to school performance in terms of the result of

National Achievement Test. This shows that activities of the schools in achieving the national standard of NAT MPS are not directly affected by the school principals' sex, educational attainment and qualification.

Recommendations

In relation to the findings and conclusions of the study, the following are recommended.

1. Reclassification for new school principals may not be determined solely by passing of the NQESH. Other forms of assessing competence may be instituted on top of this examination.
2. Promotion of school principals to the next rank may also include achievement of set standards as criteria. Lesser weight may be given to criterion such as educational attainment.
3. Future studies may be conducted such as principal's organizational management for instructional improvement that can influence schools' performance.

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