



SCHOOL LEADERSHIP SKILLS AND PERFORMANCE OF SCHOOL GOVERNING COUNCIL

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Abstract

This study examined the school leadership skills and performance of school governing council among elementary schools in the municipality of Lambayong. It employed descriptive-correlational design among seventy-six teachers, school heads and member of school governing council. Mean and Pearson r – moment correlation coefficient was employed to test the hypothesis.

School leadership along with developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, and leading and managing change were found to be “Observed/implemented to the greatest extent” and coordinating with others revealed to be “Observed/implemented to the great extent”. On the school governing council along with, information dissemination, and planning with stakeholders it was revealed that it “Attained to the great level”, however, consultation was found to be “Attained to the greatest level”. Interestingly it was found out that there is a significant relationship between school leadership skills and the performance of school governing council.

Keywords: School Leadership, School Governing Council

1.INTRODUCTION

School leadership is the process of influencing and supporting others to work enthusiastically toward achieving school goals and objectives. It is determined by personal traits and skills that make others want to follow the direction set and is anchored on principles which define the characteristics and behavior of school leaders” (A Primer on School Leadership, 2009, p.6). Section 2, paragraphs 3 and 4 state that: Governance of basic education shall begin at the national level. It is at the regions, divisions, schools and learning centers herein referred to as field offices where policy and principle for the governance of basic

education shall be translated into programs, projects and services developed, adapted and offered to fit local needs.

School heads play a vital role in ensuring the quality of education delivered by the school. They serve as an educational leader, facilitator, and manager that guide and manage quality instructional practices. It is the role of School heads to oversee that everyone in the school works effectively, efficiently, and collaboratively and ensure that every aspect is in place. Similarly, effective school heads are strong educators, anchoring their work on central issues of learning, teaching, and continuous school improvement. School Heads must lead their school through the goalsetting process in which student achievement data is analyzed, improvement areas are identified, and actions for change are initiated.

Quality Education is at the heart of both personal and community development; its mission is to enable every learner without exception, to develop all their talents to the full and to realize their creative potential, including responsibility for their own lives and achievement of personal aims. It is emphasized that at the heart of education is the learners whose full potential must be developed to thrive in a fast-challenging world. Numerous factors significantly influence the quality of education and one of those is the role of school heads.

School leadership practices have changed considerably and maybe, irreversibly because of COVID19. As a result of the pandemic, school leadership has shifted on its axis and is unlikely to return to 'normal' anytime soon, if ever at all. The research underlines that the principles of good leadership are constant i.e. having a clear vision, developing others, managing people, building capacity, etc. (Leithwood, Harris, and Hopkins 2020). The evidence also points toward the importance of context-responsive leadership implying a shift in school leadership practices because of COVID19 (Harris 2020).

The organization of this study is based on the Research Paradigm in Figure 1. The figure shows the school leadership and school governing council.

This effectiveness according to UNESO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. World Bank (2008) posits that much research has demonstrated that retention and the quality of education are depend primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the head teacher.

Significance of the study

The findings of this study would be significant for the following:

School administrator. The result of this study would be of help to the school administrator in achieving the school's mission, vision, goals, and objectives based on the basic education learning continuity plan. It also gives a clearer picture of the school heads to have a better school leadership towards the realization of the basic education learning continuity plan and to craft training for teachers for their professional development in the new normal education of the department of education. that are being implemented amidst the pandemic. it also provides information to craft a school comprehensive strategic school improvement plan to bridge the gaps in terms of the needs of the teachers and pupils based on the learning modality.

The researcher. This study would be contributed to the body of knowledge, facts, and issues about the present study. The researcher can broaden his

knowledge and give him a better understanding of the relationship between school leadership and the performance of school governing council in the educative process among schools in the Municipality of Lambayong, Sultan Kudarat.

Scope and Delimitation of the Study

This study focused only on school leadership skills and performance of school governing council. The school leadership would be determined in terms of developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high-performance teams, coordinating with others, and leading and managing change. Whereas the school governing council such as Information Dissemination, Planning with Stakeholders, Consultation, and Health Protocols.

2. MATERIALS AND METHODS

This chapter deals with the methodology that is used in this study. It includes the research design, locale of the study, respondents, instruments, data gathering procedure, and statistical treatment.

The study utilized the descriptive correlational design. Determine the relationship between school leadership skills and the performance of school governing council.

The needed data was gathered through the use of a survey- questionnaire. The gathered data was organized in tabular form, analyzed, and described with the used of verbal descriptive yielding answers to the specific questions of this research. The hypotheses of this study were tested using regression analysis and correlation.

This study was conducted among seven (7) public elementary schools in Lambayong I District, Municipality of Lambayong, Sultan Kudarat. The researcher preferred this Municipality of Sultan Kudarat because it is one of the biggest municipalities in the province of Sultan Kudarat with the most numbered of teachers.

The respondents of the study were the thirty (30) teachers that include the school heads in every school and forty-six (46) school governing councils per school with a total of seven-six (76) respondents of the study. As shown in the table below.

Table 1. Distribution of Respondent per District

District	Number of Teachers	School Governing Council	Teacher Respondent	Total Respondents
Lambayong CES	49	7	12	19
Kabulakan ES	12	7	3	10
Madanding ES	8	7	2	9
Sigayan IS	15	7	4	11
Udtong ES	10	7	3	10
Don Artemio Jacalan ES	11	7	3	10
Pinguaman ES	11	7	3	10
Total	116	46	30	76

Sampling Techniques

Lambayong I District is composed of seven (7) schools. Total enumeration was used for school heads and the member or officers of the school governing council meanwhile, for teacher respondents of the study Quasi-random sampling specifically systematic sampling using an equal allocation technique in which twenty-five percent (25%) from the total population per school was serve as the teacher-respondents of the study, they were selected through the aid of simple random sampling. This would be based on according to Accad and Accad (2016) quasi-random sampling is often used random sampling is either not possible when are homogenous or similar characteristics.

This process was used to avoid biases in the process of selecting the respondent of the study and so that there is an equal opportunity that stakeholders were the respondent of the study.

Data Gathering Instrument

The tool for data collection is a 2-Part structured questionnaire. A questionnaire is a research instrument that gathered data from a large sample. Questionnaires were used to gather information and data from the 76 target-respondents such as school heads, teachers, and members of the school governing council. The survey questionnaire was adopted and modified from the Manual on School Governing Council with the help of the advisory committee. The said instrument was subject to content validity using the goods and scates then pilot-testing among 10 public elementary schools and it was analyzed as to the reliability, a computation of the Cronbach's Alpha. All questionnaires were answered by the respondent of the study to avoid biases and to triangulate the result in each respondent.

Part I dealt with the assessment of school leadership skills in terms of developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high-performance teams, coordinating with others, and leading and managing change. The following scale is used.

Level	Range	Qualitative Description	Quantitative Description
5	4.21-5.00	Strongly agree	Observed/implemented to the greatest extent
4	3.41-4.20	Agree	Observed/implemented to the great extent
3	2.61-3.40	Moderately agree	Observed/implemented to the moderate extent
2	1.81-2.60	Disagree	Observed/implemented to the lesser extent
1	1.00-1.80	Strongly Disagree	Observed/implemented to the least extent

Part II Would provide information on school governance. The following scale will be employed.

Level	Scale	Qualitative Description	Quantitative Description
5	4.24 – 5.00	Outstanding	Attained to the greatest level
4	3.43 – 4.23	Very Satisfactory	Attained to the great level
3	2.62 – 3.42	Satisfactory	Attained to the moderate level

2	1.81 – 2.61	Fairly Satisfactory	Attained to the least level
1	1.00 – 1.80	Poor	Attained to the lesser level

Data Gathering Procedure

In the gathering of the data, the researcher asked permission from the College of Graduate Studies Dean, and the Schools Division Superintendent of Sultan Kudarat Division. After the approval, the researcher was coordinate with the public school's district supervisor and school heads on the schedule of the survey in their respective schools.

Statistical Treatment

After the checklist and survey questionnaire was retrieved, data were processed using the following statistical tools:

To determine the school leadership skills and performance of school governing council weighted mean was utilized, and lastly, Pearson r was used to determine the relationship between the school leadership skills and performance of school governing council.

3. RESULTS AND DISCUSSION

This chapter presents analyzes and interprets the data acquired throughout the research.

Level of school leadership skills of school heads in terms of developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, coordinating with others, and leading and managing change.

Effective school leaders apply their educational expertise and management skills in order to focus their efforts, and those of their teaching staff, on improving the quality of student learning outcomes. Part of this involves keeping up-to-date on the latest teaching technologies and trends. It also requires excellent interpersonal skills – as leaders work with students, staff, parents and external communities to gain constant feedback and find opportunities to innovate. School leaders need to have a solid grasp of operational best practices and an aptitude for enabling continuous development. For teaching staff and future leaders in the education sector, it's important to understand what the benchmark is for good leadership in schools, and how it can be used to drive lasting change.

The succeeding tables discuss the school leadership skills of school heads in terms of developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, coordinating with others, and leading and managing change.

Table 1. School leadership of school heads in terms of developing and communicating vision, mission, goals, and objectives

No.	Indicators	Mean	Interpretation
1	Involves internal and external stakeholders in the drafting of the school vision, mission, goals and objectives for co-ownership	4.28	Observed/implemented to the greatest extent
2	Expressed ownership and personal responses to the identified issues	4.18	Observed/implemented to the great extent

3	Aligned goals and objectives with the school's vision and mission	4.41	Observed/implemented to the greatest extent
4	Communicates the school VMGO clearly	4.30	Observed/implemented to the greatest extent
5	Explained the school vision to the general public	4.26	Observed/implemented to the greatest extent
Section Mean		4.28	Observed/implemented to the greatest extent

The table explains the School leadership skills of school heads in terms of developing and communicating vision, mission, goals, and objectives with computed section mean of 4.28 which interpreted as "Observed/implemented to the greatest extent". In particular, indicators, Communicates the school VMGO clearly (4.30) and align goals and objectives with the school's vision and mission (4.41) has the highest computed mean respectively which implies "Observed/implemented to the greatest extent". On the other hand, indicators, expressed ownership and personal responses to the identified issues (4.18) Explained the school vision to the general public (4.26) got the lowest computed mean respectively nevertheless it was interpreted as "Observed/implemented to the greatest extent".

Table 2. School leadership of school heads in terms of data-based strategic planning

No.	Indicators	Mean	Interpretation
1	Established BEIS/SIS and baseline data of all performance indicators	4.32	Observed/implemented to the greatest extent
2	Involves internal and external stakeholders in developing SIP/AIP	4.41	Observed/implemented to the greatest extent
3	Utilizes data, e.g. BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP	4.39	Observed/implemented to the greatest extent
4	Aligned the SIP/AIP w/ national, regional and local education thrusts and policies	4.45	Observed/implemented to the greatest extent
5	Communicates effectively SIP/AIP to internal and external stakeholders	4.50	Observed/implemented to the greatest extent
Section Mean		4.41	Observed/implemented to the greatest extent

The table display on the data based strategic planning with the computed section mean of 4.41 which is interpreted as "Observed/implemented to the greatest extent" in particular, indicators, communicates effectively SIP/AIP to internal and external stakeholders and Aligned the SIP/AIP w/ national, regional and local education thrusts and policies got the highest means of 4.50 and 4.45 respectively which interpreted as "Observed/implemented to the greatest extent". Meanwhile, indicators, Established BEIS/SIS and baseline data of all performance indicators Utilizes data, e.g. BEIS/SIS, SBM assessment, TSNA, and strategic planning in the development of SIP/AIP got the lowest computed means of 4.32 and 4.39 nevertheless it was interpreted as "Observed/implemented to the greatest extent".

Table 3. School leadership of school heads in terms of problem-solving

No.	Indicators	Mean	Interpretation
1	Resolves problems at the school level	4.37	Observed/implemente d to the greatest extent
2	Assists teachers and students to understand the problem and identify possible solutions	4.28	Observed/implemente d to the greatest extent
3	Assists concerned parties in choosing solutions through a dialogue	4.22	Observed/implemente d to the greatest extent
4	Explores several approaches in handling problems	4.33	Observed/implemente d to the greatest extent
5	Used varied conflict resolution styles	4.28	Observed/implemente d to the greatest extent
Section Mean		4.29	Observed/implemente d to the greatest extent

The table shows the school leadership skills of school heads in terms of problem-solving with the computed section mean of 4.29 that expresses "Observed/implemented to the greatest extent" specifically, indicators, resolves problems at the school level and Explores several approaches in handling problems got the highest computed mean of 4.37 and 4.33 respectively which interpreted as "Observed/implemented to the greatest extent". Moreover, among the five indicators, used varied conflict resolution styles and Assists teachers and students to understand the problem and identify possible solutions got an equal computed mean of 4.28 which is interpreted as "Observed/implemented to the greatest extent" an indicator, Assists concerned parties in choosing solutions through dialogue has the lowest computed mean of 4.22 nevertheless it was interpreted as "Observed/implemented to the greatest extent".

Table 4. School leadership of school heads in terms of building high and performance teams

No	Indicators	Mean	Interpretation
1	Involves stakeholders in meetings and deliberations for decision making	4.30	Observed/implemented to the greatest extent
2	Provides opportunities for growth to develop members to be team players	4.14	Observed/implemented to the great extent
3	Monitors and evaluates accomplishment of different committees/teams	4.33	Observed/implemented to the greatest extent
4	Gives feedback on the team's performance using performance – based assessment tool	4.25	Observed/implemented to the greatest extent
5	Gives certificate of recognition and appreciation to the internal and external stakeholders	4.15	Observed/implemented to the great extent

Section Mean	4.23	Observed/implemented to the greatest extent
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The table displays the school leadership skills of school heads in terms of building high and performance teams with the computed section mean of 4.23 which is interpreted as "Observed/implemented to the greatest extent". Specifically, indicators, involves stakeholders in meetings and deliberations for decision making and monitors and evaluates the accomplishment of different committees/teams which have the computed mean of 4.30 and 4.33 respectively got the highest computed mean which is interpreted as "Observed/implemented to the greatest extent". Moreover, indicators, that provides opportunities for growth to develop members to be team players and gives a certificate of recognition and appreciation to the internal and external stakeholders have the lowest computed mean of 4.14 and 4.15 which is interpreted as "Observed/implemented to the great extent".

Table 5. School leadership of school heads in terms of coordinating with others

No	Indicators	Mean	Interpretation
1	Collaborates with concerned staff and other stakeholders on the planning and implementation of programs and projects	4.11	Observed/implemented to the great extent
2	Provides feedback and updates to stakeholders on the status of progress and completion of programs and projects	4.26	Observed/implemented to the greatest extent
3	Mobilizing teachers/staff/stakeholders in sustaining a project	4.05	Observed/implemented to the great extent
4	Open communication with the group to attain targets	4.25	Observed/implemented to the greatest extent
5	Collaborates with internal and external stakeholder with the implementation of DepEd programs	4.09	Observed/implemented to the great extent
Section Mean		4.15	Observed/implemented to the great extent

The table display on the school leadership skills of school heads in terms of coordinating with others with the computed mean of 4.15 which is interpreted as "Observed/implemented to the great extent". In particular, indicators, Open communication with the group to attain targets (4.25) and provides feedback and updates to stakeholders on the status of progress and completion of programs and projects (4.26) have the highest computed mean respectively which interpreted as "Observed/implemented to the great extent" Moreover, indicators, Mobilizing teachers/staff/stakeholders in sustaining a project (4.05) and Collaborates with internal and external stakeholder with the implementation of DepEd programs (4.09) have the lowest computed mean among the five indicators nevertheless it was interpreted as "Observed/implemented to the great extent".

Table 6. School leadership of school heads in terms of leading and managing change

No	Indicators	Mean	Interpretation
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1	Assists teachers to identify strengths and growth areas through monitoring and observation	4.46	Observed/implemented to the greatest extent
2	Introduced innovations in the school program to achieve higher learning outcomes	4.21	Observed/implemented to the greatest extent
3	Observes and Applying multi-tasking in giving assignments	4.20	Observed/implemented to the great extent
4	Advocates and executes plans for changes including culture change in the workplace	4.03	Observed/implemented to the great extent
5	Empowering teachers and personnel to identify, initiate and manage changes	4.30	Observed/implemented to the greatest extent
Section Mean		4.23	Observed/implemented to the greatest extent

The table portrays on school leadership skills of school heads in terms of leading and managing change with the computed section mean, 4.23 which interpreted as "Observed/implemented to the greatest extent". On the other hand, indicators, Empowering teachers and personnel to identify, initiate and manage changes (4.30) and Assists teachers to identify strengths and growth areas through monitoring and observation (4.46) have the highest computed mean among five indicators which are interpreted as "Observed/implemented to the greatest extent". On contrary, the lowest computed mean were the indicators, advocates, and executes plans for changes including culture change in the workplace (4.03) and observes and Applying multi-tasking in giving assignments (4.20) nevertheless it was interpreted as "Observed/implemented to the great extent".

Extent is the Performance of School Governing Council in terms of Information Dissemination, Planning with Stakeholders and Consultation

The succeeding tables display on the school governing council in terms of information and dissemination, planning with stakeholders and consultation.

Table 7. School Governing Council in terms of Information Dissemination

No	Indicators	Mean	Description
1	The uses the social media platforms in conducting school related programs, projects, and activities	3.97	Attained to the great level
2	Conducted Teachers' Conference Virtually or Limited Face-to-Face	4.04	Attained to the great level
3	Facilitated the Opening of Classes/Orientation of Learners	4.34	Attained to the greatest level
4	Conducted Homeroom PTA Meeting and Election of PTA Officers and SGC Officers via Online Platforms or Limited Face-to-Face	4.07	Attained to the great level
5	Conducted General Meeting via Zoom or Limited Face-to-Face	3.89	Attained to the great level

Section Mean	4.06	Attained to the great level
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The table above displays the performance of school governing council in terms of information dissemination with computed section of 4.06 which interpreted as “Attained to the great level”. Conducted Homeroom PTA Meeting and Election of PTA Officers and SGC Officers via Online Platforms or Limited Face-to-Face (4.07) and Facilitated the Opening of Classes/Orientation of Learners (4.34) got the highest computed mean respectively which interpreted as Attained to the great level. On the other hand, indicators, Conducted General Meeting via Zoom or Limited Face-to-Face and the uses the social media platforms in conducting school related programs, projects, and activities has the computed lowest mean of 3.89 and 3.97 which interpreted as “Attained to the great level”

Table 8. School Governing Council in terms of Planning with Stakeholders

No	Indicators	Mean	Interpretation
1	The School Governing Council can make representation to Local Government Units and other stakeholder groups to get the resources needed.	3.88	Attained to the great level
2	The SGC and the school staff must exist with mutual trust and respect and share responsibilities in the continuous improvement of learning outcomes	4.03	Attained to the great level
3	The willingness of the school heads to involve parents and community members for school tasks and decision making provides a necessary foundation for all school-family-community partnership	4.21	Attained to the great level
4	The role of the SGC is to assist in planning and setting direction for the school	4.09	Attained to the great level
5	SGC provides an opportunity to develop a partnership between the school and the school community to improve learning and well-being of all students	4.09	Attained to the great level
Section Mean		4.06	Attained to the great level

The table shows the performance of school governing council in terms of planning with stakeholders with a computed section mean of 4.06 which interpreted as “Attained to the great level”. Specifically, indicator, the willingness of the school heads to involve parents and community members for school tasks and decision making provides a necessary foundation for all school-family-community partnership got the highest computed mean of 4.21 which interpreted as “Attained to the great level”. In like manner indicators, the role of the SGC is to assist in planning and setting direction for the school and SGC provides an opportunity to develop a partnership between the school and the school community to improve learning and well-being of all students got the equal computed mean of 4.09 which interpreted as “Attained to the great level”.

Table 9. School Governing Council in terms of Consultation

No	Indicators	Mean	Interpretation
1	The PTA is consulted by the school before the opening of the school years	4.17	Attained to the great level

2	The BLGU is consulted by the school in the risk of COVID-19 before doing any school activity.	4.11	Attained to the great level
3	Parents are consulted by the teachers on the learning delivery modality.	4.12	Attained to the great level
4	The school head consulted the teachers in regard to the programs, projects, and activities to be conducted.	4.26	Attained to the greatest level
5	The school consulted Division officials in regard to the DepEd programs.	4.26	Attained to the greatest level
Section Mean		4.18	Attained to the greatest level

The table shows the performance of school governing council in terms of consultation with the computed section mean of 4.18 which interpreted as "Attained to the greatest level". In particular, indicators, the school consulted Division officials in regard to the DepEd programs and the school head consulted the teachers in regard to the programs, projects, and activities to be conducted go the highest computed equal mean of 4.26 which means "Attained to the greatest level". Moreover indicators, The BLGU is consulted by the school in the risk of COVID-19 before doing any school activity (4.11) and Parents are consulted by the teachers on the learning delivery modality (4.12) and it was interpreted as "Attained to the great level".

Table 10. On significant relationship between the school leadership and governance of school heads

Domains	r-value	p-value	interpretation
Communicating VGMO	.342	.003	Significant
Strategic Planning	.307	.007	Significant
Problem Solving	.342	.002	Significant
Building High Performance Teams	.361	.001	Significant
Coordinating with Others	.451	.000	Significant
Leadership Skills (overall)	.397	.000	Significant

The tables display on the significant relationship between the school leadership skills and performance of school governance of the school head at .05 level of significant. For communicating vision, mission, goal and objectives has a computed r-value of .342 and p-value of .003, strategic planning has a computed r-value of .307 and p-value of .007, Problem-Solving with a computed r-value of .342 and p-value of, .002 Building High-Performance Teams with the computed r-value of .451 and p-value. 000. Interestingly all computed p-value among variables were less than the .05 level of significance, hence there is enough evidence to reject the null hypothesis states that there is no significant relationship between school leadership and school governing council among school heads, therefore there is a significant relationship between school leadership and school governing council.

The result of the study is parallel on the statement of Okendu (2012) assert that idea that human and material resources are to be assembled together by educational administration, within the school system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in secondary schools, the principals play the role of administrators and that of

supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through harnessing the available resources allocated to the schools to realize the goals of education.

4. MAJOR FINDINGS

This chapter presents the summary, conclusion, and recommendation of the study.

The study aimed to determine the relationship between school leadership skills and the performance of school governing council. Specifically, this study tried to evaluate level of school leadership skills of school heads in terms of developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, coordinating with others, and leading and managing change. Meanwhile, on the extent is the Performance of School Governing Council in terms of, information dissemination, planning with stakeholders, and consultation.

This research used a descriptive-correlational design and employed a survey questionnaire. The respondents of the study are 76 teachers, school heads and members of school governing council. An adapted survey questionnaire was used to gather the needed data". The statistical tools used in processing the data were mean and Pearson r.

The salient findings of the study are;

On the extent of school leadership skills along with developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, and leading and managing change were found to be "Observed/implemented to the greatest extent" and coordinating with others revealed to be "Observed/implemented to the great extent".

In term of the performance of school governing council along with, information dissemination, and planning with stakeholders it was revealed that it "Attained to the great level", however, consultation was found to be "Attained to the greatest level".

Interestingly it was found that there is a significant relationship between school leadership and the school governing council.

5. CONCLUSION

The following conclusion are drawn based on the findings of the study. The school leadership skills along with developing and communicating vision, mission, goals, and objectives, data-based strategic planning, problem-solving, building high and performance teams, and leading and managing change were found to be "Observed/implemented to the greatest extent" and coordinating with others revealed to be "Observed/implemented to the great extent". The performance of school governing council along with, information dissemination, and planning with stakeholders it was revealed that it "Attained to the great level", however, consultation was found to be "Attained to the greatest level".

Finally, it was found out that there is a significant relationship between school leadership skills and performance of school governing council.

Recommendations

From the salient findings of this study and the conclusion reached, the following recommendations are presented;

1. The school heads may sustain the school leadership and governance practices in terms developing and communicating vision, mission, goals and objectives, data-based strategic planning, problem solving, building high and performance teams, coordinating with others, and leading and managing.
2. Another research maybe conducted in the wider scope to have a clearer picture on the school leadership and school governance.
3. Strengthen the decision making of the school governing council.
4. Further study may be recommended by the researcher to re-conduct specifically on the variables that are not included in the study.

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