

RESEARCH ARTICLE

Factors affecting elementary school principals' management function: the case of Patikul District, Ministry of Basic, Higher and Technical Education-Sulu

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ABSTRACT. The study investigated the factors that influence the management functions of elementary school principals among elementary school teachers in Patikul East District, Ministry of Basic, Higher, and Technical Education-Sulu, during the school year 2023-2024. The researchers collected data from 100 participants using non-probability sampling method called purposive sampling. They used statistical analysis techniques such as weighted mean, standard deviation, t-test for independent samples, one-way ANOVA, and Pearson's r to analyze the data. Here are the key findings of the study: 1. Most of the teachers in the sample were female, married, and aged between 30 years and below or 41-50 years old. They mostly held bachelor's degrees and had 26 years or more of teaching experience. 2. On average, the management functions of elementary school principals were moderately affected by communication, leadership styles, and decision-making processes. 3. The variables of age, gender, civil status, educational attainment, and length of service did not significantly mediate the assessment of elementary school teachers regarding the extent of elementary school principals' management functions in terms of communication, leadership styles, and decision-making processes. 4. The group of teachers who assessed the extent of factors affecting elementary school principals' management functions in Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu, found that decision-making was of moderate extent. This group of teachers also assessed communication and leadership styles as moderate extent. 5. The study supports Henri Fayol's administrative management theory, which emphasizes the importance of proper planning, organizing, commanding, coordinating, and controlling in the management functions of a principal in an educational setting.

KEYWORDS: *Principals, Teachers, Communication, Leadership, Decision-making*

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Introduction

In recent decades, it has been acknowledged that education has suffered from inadequate management, leading to various issues that negatively impact the achievement of educational goals, the school's vision and mission, and the overall quality of education. The question that needs to be addressed is whether it is the responsibility of school management and principals to position

themselves effectively in order to fulfill their duties and functions in terms of planning, organizing, staffing, leading, and monitoring, thereby developing their subordinates.

Given that the personnel within the education system are key to achieving educational objectives, it is crucial for principals to be motivated and actively engaged in all their activities to effectively utilize and nurture the workforce. It is the management's responsibility to ensure that principals fulfill their primary duty towards the teachers.

Furthermore, performance evaluation becomes risky if the procedures and criteria are not developed collaboratively among principals, teachers, administrators, and students. Many principals and administrators believe that evaluation can be a beneficial method for continuous assessment of educational aims and student outcomes, involving the collective efforts of teachers, principals, and administrators.

By making evaluation an engaging function for principals, it has the potential to improve not only the teachers but also the principals themselves. On the other hand, the education of teachers is a vital component of the Philippine educational system. The quality of principals, teachers, and administrators employed within the system has a direct impact on the overall quality of education, particularly in the classroom. Therefore, it is crucial to discuss the management and supervision of this critical aspect in the preparation of teachers.

Filipino principals must always bear in mind that the educational system in the Philippines is dedicated to fundamental goals, and schools and educational personnel are obligated to contribute to the realization of these goals. For school administrators and principals, having a solid understanding of fundamental principles is essential. Supervision is emphasized as a key function of the division consisting of the superintendent, principal, and administrators, as stated in the service manual of the Department of Public Schools.

Despite the numerous administrative tasks that need attention, school officials should not neglect the important work of supervising classroom instruction. As both school administrators and instructional leaders, principals are responsible for attending to administrative details while fulfilling their primary role in supervision. They need to allocate time and effort effectively to ensure that the supervision process is not overlooked.

Moreover, principals play a significant role in creating a positive atmosphere within the school. They are not only concerned with the development of students and teachers under their supervision but also strive to establish positive relationships with the community they serve. Against this backdrop, this study aims to determine the factors influencing the management function of elementary school principals in the case of Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu.

Research Questions

This study assessed the factors affecting elementary school principals' management functions: The case of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu

Specifically, it answered the following queries upon its very completion:

1. What is the demographic profile of the teacher-respondents in terms of:
 - 1.1 Age;
 - 1.2 Gender;
 - 1.3 Civil Status;
 - 1.4 Educational Attainment; and
 - 1.5 Length of Service?

2. What is the extent of factors affecting elementary school principals' management functions: The case of Patikul District, Ministry of basic, Higher, and Technical Education in Sulu, in the context of:

2.1 Communication;

2.2 Leadership Style; and

2.3 Decision- Making?

3. Is there a significant difference in the extent of factors affecting Elementary School Principals' Management functions: The case of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms of:

3.1 Age;

3.2 Gender;

3.3 Civil Status;

3.4 Educational Attainment; and

3.5 Length of Service?

4. Is there a significant correlation among the sub-categories subsumed under the factors affecting Elementary School Principals' Management functions: The case of Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu in terms of Communication, Leadership Style, and Decision-Making?

Literature

Foreign Literature And Studies

An individual's capabilities are a significant contributor to their performance. In light of this, it can be deduced that persons with greater levels of talent are able to achieve higher levels of performance than those individuals with lower levels of skill. This statement has a number of obvious implications, one of which is that principals should strive for high-quality performance if they wish to have departments that perform well. In order to achieve high levels of performance, it is necessary for principals and teachers to take caution when selecting individuals, to organize the working environment in such a way that it incorporates intrinsic motivators, and to personally exhibit their efficacy as principals.

In accordance with this, he ought to determine the areas of strength and weakness that each individual member of the school possesses and provide recommendations for areas that require improvement as part of the principal's responsibility. It is incumbent upon him to address the concerns of the subordinates that have an impact on the institution. As a result, the purpose of the evaluation of the principal's performance is to ascertain whether or not appropriate management practices are implemented. The results of one of the national polls dealing with secondary education indicate that principals devote an excessive amount of time to their usual clerical work, to the point where they overlook other responsibilities. In addition to this, it was discovered that the principal does not devote sufficient time to essential responsibilities such as curriculum development, planning, leadership, and evaluation.

Bogacia (1967) conducted a study that compared the perceptions of particular features of the school held by the administrator and the teachers. Pastores (1996) cited the findings of this academic investigation. Based on the findings of his research, Bogacia discovered that the principal held the belief that it was of the utmost significance to prioritize the interests of the students. The instructor, on the other hand, considered this to be the lowest. In line with the principal's opinion, the school was ranked as having one of the top ratings for its ability to organize and run its operations with the children's best interests in mind.

Additionally, the principal in this survey evaluated as high the importance of providing assistance to teachers in certain areas of the school's programs in which they have the potential to be successful, as well as spreading the subject load among teachers in a fair manner. That the principal's perception is different from that of the teachers was demonstrated by this development. Further, according to the Pastores (1996), the majority of the administrative issues that principals and instructors face are related to organizing and evaluating. This was observed in the study that Bogacia conducted.

Age

To teach the children, teachers of the new generation are more aggressive, and they make additional efforts to ensure that the teaching-learning process is carried out in a seamless manner by adjusting themselves with more effective teaching tactics. However, the way in which you perceive teaching and the teaching profession is a significant factor that plays a role in shaping the kind of educator that you end up being (Omstein, 1990).

Status

For modern civilization to function properly, there must be a greater emphasis placed on planning, and the state of being single is receiving support. As a matter of fact, an article that would give proper respect to unmarried men and women, particularly those in the teaching profession who would religiously do their jobs as educators, was recently published in our newspapers.

The reason for this is that single individuals are so preoccupied with their jobs that they fail to recognize that they are neglecting themselves, particularly their dreams for the future. The vocation that they have chosen can be heaven for some people, including teachers. As a result of the fact that they take great pleasure in their employment, they do not feel any desire to be married. If a man or woman who is not married is able to achieve success in their work life, then they are developing as individuals. Self-fulfillment and happiness are not the exclusive domain of any particular profession; rather, they are contingent upon the perspective of the individual and his or her commitment to live his or her life to the fullest extent possible (Oferio, 1991).

Management Practices and Administrative Practices

Regardless of the type of human organization, there is always some kind of management in place. Good or terrible management practices have an effect on each and every one of us, and as a result, we ought to acquire the ability to identify and exert control over the quality of management that has an impact on our lives.

When it comes to an organization's social, economic, and political objectives, managers have a significant impact on the formation and achievement of these objectives. The current management capacity faces problems in the form of making a better economic life feasible, raising social standards, and creating governance that is more efficient and effective. Enhancements and advancements are the watchwords that it consistently employs.

Benandez (1993) performed a study with the purpose of collecting insights and understanding of the factors that might have affected the management and administration. The participants in the study were academically prepared for their position, generally dominant, emotionally stable, and impulsive, but they lacked the desire to be vigorous. On the other hand, assistant principals most of the time had negative attitudes concerning their principality work. They were generally lacking in their principality talents in terms of management, supervision, and human relations, but they were generally good in administration.

The Roles of School Principals

In order to ensure the smooth operation of an educational institution, it is vital to have qualified administrators. Education administrators are responsible for the day-to-day management of educational activities in schools, vocational training organizations, and community service organizations. They play a crucial role in providing guidance and leadership.

Education administrators have the responsibility of establishing educational standards, goals, policies, and procedures that will be implemented. They are accountable for developing academic programs, training and motivating teachers and staff members, managing student services such as guidance, overseeing record keeping, preparing budgets, maintaining positive relationships with parents, prospective students, and other stakeholders, and handling various other responsibilities.

Education administrators are responsible for overseeing a wide range of personnel, including teachers, support workers, counselors, librarians, coaches, and others. It is possible for a single administrator to be responsible for all of these responsibilities at a small day care facility or other company. In large school systems, the tasks are distributed among a large number of administrators at the middle level, each of whom is responsible for a particular role.

Principals have a variety of obligations, including those related to the distribution of pay, public relations, and the physical facilities of the school, in addition to their administrative duties. Gonzales (2000) stated that it is the responsibility of the principal to oversee the management of teaching and testing, which includes the preparation for regional and national examinations and tests.

Teachers and other staff members are hired, evaluated, and assisted in improving their skills by school principals, who also set the academic tone for the school. Principals meet with staff members to provide advice, explain how procedures work, or answer questions about them. A classroom visit is made, during which they observe various teaching approaches, review instructional objectives, and investigate various learning tools.

Together with the instructors, they actively collaborate on the development and maintenance of high curricular standards, the creation of a mission statement, and the establishment of performance goals and objectives. As a result of the fact that compensation is sometimes determined by performance ratings, principals are obligated to establish clear objectives and procedures for teacher evaluations.

Methodology

The research technique acts as a road map that guides the researcher through the entirety of the scientific investigation, beginning with the preliminary stages and continuing all the way through to the conclusion (Harris, 1979). Consequently, the purpose of this chapter is to provide a comprehensive overview of the following components: the research design, the research site, the study participants, the research tools, the sampling technique, the procedure for data collecting, the process of assuring validity and reliability, and the statistical analysis of the data.

Research Design

A descriptive-exploratory research design was implemented in this study, and a quantitative research method was utilized in order to meet the goal of achieving a thorough approach to the collecting of data. According to the teachers who were selected from the Patikul East District, the purpose of this design was to evaluate the factors that could have an effect on the management duties of principals.

1. Research Locale

The study was conducted in Patikul East District, which includes twelve (12) elementary schools: Don Jose Godinez Elementary School, Kawmpang Elementary School, Anuling Elementary

School, Danag Elementary School, Latih Elementary School, Modjonun Elementary School, Sahipa Elementary School, Amman/Tugas Elementary School, Maligay Elementary School, Parayan Elementary School, Kantatang Elementary School, and the district's only primary school, Ahajani Primary School.

2. Respondents of the study

This study included one hundred (100) public elementary school teachers who were chosen from eleven elementary schools and one primary school located in the Patikul East District of the Division of Sulu. The participants were selected from among the elementary school instructors. In the following table, you will find a presentation of the sample distribution that was used in this investigation.

Distribution of Samples According to School

SCHOOL	Number of Teacher-Respondents
Kawmpang Elementary School	15
Don Jose Godinez Elementary School	8
Anuling Elementary School	8
Danag Elementary School	8
Latih Elementary School	8
Modjonun Elementary School	8
Sahipa Elementary School	8
Amman/Tugas Elementary School,	8
Maligay Elementary School	8
Parayan Elementary School	8
Kantatang Elementary School	8
Ahajani Primary School	5
	100

3. Sampling design

Purposive sampling, which is a statistical technique that does not rely on chance, was used in this investigation. One hundred (100) representative samples from the Patikul East District were carefully selected as participants for this study. This was done after taking into consideration a number of criteria, including access, availability, and time constraints. In order to collect the appropriate number and quality of data for this study, the researchers decided to use a method known as purposive sampling.

4. Data Gathering Procedure

For the purpose of data collection, the researcher got authorization to administer the questionnaire from the Dean of the School of Graduate Studies at Sulu State College, the Superintendent of the Schools Division, the principal of the District, and each of the twelve School Principals in the Patikul East District. The surveys were individually distributed and collected by the researcher. After that, the article was sent in for statistical computation and analysis, and right before the final draft was produced, it was submitted.

5. Research Instrument

On the basis of Sebastian's (2000) research on the management and supervision functions of principals, the questionnaire that was utilized in this study was modified. Specifically, the following components made up the research instrument: In the first part of the survey, the respondents were asked to provide information about themselves, including their name, gender,

age, civil status, educational achievement, and length of service. This information was considered voluntary. Part II comprised of statements that evaluated the extent to which the characteristics that influence the management responsibilities of primary school principals in terms of communication, leadership style, and decision-making in elementary schools. On a scale that ranged from “Great Extent” to “No Extent at All,” the measurements of the replies were taken into consideration.

6. Validity And Reliability

The questionnaire that Sebastian (2000) developed on the management and supervision functions of principals served as the basis for the research instrument that was applied in this study. The questionnaire, on the other hand, was subjected to a review process by for the purpose of making it more appropriate for the current study and the particular local context in which it was conducted. At least two specialists who were members of the faculty of the Graduate Studies department at Sulu State College have been identified.

7. Statistical Treatment Data

The following statistical tools were utilized to generate the primary empirical data for this study:

- i. Frequency and Percentage: This statistical method was utilized to ascertain the profile of the pupils with regard to topics such as gender, age, civil status, highest educational attainment, and length of service.
- ii. Weighted Mean and Standard Deviation: The weighted mean and standard deviation were utilized in order to evaluate the level of influence that the school administrator had on the progress of the school, as perceived by the teachers in the Patikul-West District. The evaluation of idealistic influence, inspirational motivation, intellectual stimulation, and individualized consideration were all incorporated in this process.
- iii. T-test and one-way analysis of variance (ANOVA) come in at number three. When data were grouped according to gender, the t-test for independent variables was utilized to determine whether or not there were significant variations in the degree to which the school administrator's effect on school improvement was viewed by teachers in the Patikul-West District from the perspective of the teachers. The One-way Analysis of Variance (ANOVA) was also performed in order to assess whether or not there were significant differences in the extent of the school administrator's influence on school improvement. This was done by grouping the data according to age, civil status, highest educational attainment, and duration of service.
- iv. Pearson Product-Moment Correlation: The Pearson product-moment correlation was utilized in order to ascertain the existence of significant correlations between the sub-categories that were encompassed by the extent of the school administrator's influence on school progress, as seen by the teachers of the Patikul-West District. Aspects such as idealistic influence, inspirational motivation, intellectual stimulation, and individualized consideration were included in this.

Results and Discussion

The presentation, analysis, and interpretation of the conclusions that were produced from the data that was collected for this study are the primary focuses of this chapter. It provides the demographic profile of the teachers who responded to the survey, which includes information such as age, gender, civil status, educational achievement, and duration of employment. The extent to which characteristics such as communication, leadership style, and decision-making influence the management functions of primary school principals is another aspect that is investigated in this study. In addition to this, it investigates whether or not there are any significant correlations and differences in the amount of these characteristics when the data is grouped according to the demographic profiles of the respondents.

Following the ensuing parts, which provide the presentations, analyses, and interpretations of the results that are in accordance with each of the research questions, a meticulous scoring was performed on the data that was acquired for this study, and proper statistical analyses were applied to the data.

Question 1: What is the demographic profile of the teacher-respondents in terms of: 1.1 Age, 1.2 Gender; 1.3 Civil Status; 1.4 Educational Attainment; and 1.5 Length of Service?

1.1 In terms of Age

Table 1.1 Demographic profile of the teacher-respondents in terms of age

Age	Number of Respondents	Percent
30 years old & below	38	38.0%
31-40 years old	37	37.0%
41-50 years old	25	25%
51 years old & above	0	0
Total	100	100%

Table 1.1 provides a demographic profile of the teacher-respondents that is related to their ages. Among the one hundred people who took part in the study, 38 (38.0%) are under the age of thirty, 37 (37.0%) are between the ages of thirty and forty, 25 (25.0%) are between the ages of forty-one and fifty, and none of them are five hundred years old or older. According to this, the bulk of the respondents, which is around three-quarters of the total, fall into the middle age category. This suggests that they are in a point of their lives that is both vibrant and energetic.

1.2 In terms of Gender

Table 1.2 Demographic profile of the teacher-respondents in terms of gender

Gender	Number of Respondents	Percent
Male	30	30.0%
Female	70	70.0%
Total	100	100%

Table 1.2 displays the demographic profile of the teacher-respondents based on their gender. According to the data, out of the total of one hundred participants, thirty (30%) are male and seventy (70%) are female. This indicates that the majority of the teacher-respondents in this survey are female, which is around three-fourths of the total. This is a substantial increase in comparison to the number of male respondents. Based on this result, it appears that the majority of elementary school teachers in the Patikul East District of the MBHTE-Sulu districts are female teachers for the School Year 2023-2024.

1.3 In terms of Civil Status

Table 1.3 Demographic profile of the teacher-respondents in terms of civil status

Civil Status	Number of Employees	Percent
Single	21	21.0%
Married	78	78.0%
Separated/Widowed	1	1.0%
Total	100	100%

Table 1.3 demonstrates the demographic profile of the teacher-respondents according on their civil status. According to the data, out of the one hundred people who participated, twenty-one

(21.0%) are single, seventy-eight (78.0%) are married, and only one of them is divorced or widowed. This demonstrates that the bulk of the teachers who participated in this survey are married, which accounts for more than three-quarters of the total. This indicates that these respondents are likely to have various tasks and to engage in roles that need them to multitask.

1.4 In terms of Educational Attainment

Table 1.4 Demographic profile of the teacher-respondents in terms of educational attainment

Educational Attainment	Number of Respondents	Percent
Bachelor's degree	66	66.0%
With master's units	33	33.0%
Master's degree	1	1.0%
With doctoral units	0	0
Doctorate degree	0	0
Total	100	100%

Table 1.4 demonstrates the demographic profile of the teacher-respondents according on their level of educational attainment. Out of the one hundred people who took part in the study, 66 (66.0%) of them have a bachelor's degree, 33 (33.3%) of them have a bachelor's degree with master's units, just one (1.0%) of them have a master's degree, and none of them have a master's degree with doctoral units or a doctorate degree. As a result, it can be deduced that more than half of the elementary school instructors in the Patikul East District, MBHTE-Sulu, had a bachelor's degree, which is the very minimum required for entering the teaching profession in public schools.

1.5 In terms of Length of Service

Table 1.5 Demographic profile of the teacher-respondents in terms of length of service

Length of Service	Number of Employees	Percent
5 years & below	6	6.0%
6-10 years	20	20.0%
11-20 years	19	19.0%
21-25 years	19	19.0%
26 years & above	36	36.0%
Total	100	100%

Table 1.5 provides an illustration of the length of service-based demographic profile of the teachers who responded to the survey. According to the data, out of the total of one hundred participants, six (6.0%) have a length of service that is less than five years, twenty (20.0%) have a length of service that is between six and ten years, nineteen (19.0%) have a length of service that is between eleven and twenty years, nineteen (19.0%) have a length of service that is between twenty-one and twenty-five years, and thirty-six (36.0%) have a length of service that is greater than 26 years. Based on this result, it appears that the majority of elementary school teachers in the Patikul East District of the MBHTE-Sulu have a considerable amount of years of experience in the classroom.

Question 2. What is the extent of factors affecting elementary school principals' management functions: The case of Patikul District, Ministry of basic, Higher, and Technical Education in Sulu, in the context of: 2.1 Communication; 2.2 Leadership Style; and 2.3 *Decision- Making?*

2.1 In the context of Communication

Table 2.1 Extent of factors affecting elementary school principals' management functions in the context of Communication

	Communication	Mean	S.D.	Rating
1	The supervisor effectively communicates the school's vision and mission to the teachers and staff.	4.7879	.45787	Great Extent
2	Open and transparent communication channels exist between the supervisor and teachers/staff, allowing for easy information exchange.	4.5800	.57172	Great Extent
3	The supervisor provides regular updates on important school matters and keeps everyone informed.	4.0600	.69369	Moderate Extent
4	Effective communication from the supervisor helps in resolving conflicts and issues within the school.	3.7200	.76647	Moderate Extent
5	The supervisor actively seeks input and feedback from teachers and staff regarding the school's decisions.	3.7000	.88192	Moderate Extent
6	The supervisor's communication style encourages open dialogue and collaboration among school staff.	3.8300	.85345	Moderate Extent
7	Communication from the supervisor is timely and responsive to the needs of teachers and staff.	3.7600	.79290	Moderate Extent
8	Teachers and staff feel comfortable approaching the supervisor with their concerns and ideas.	3.8800	.80754	Moderate Extent
9	The supervisor communicates expectations clearly, making it easier for teachers and staff to meet goals.	3.8700	.93911	Moderate Extent
10	The supervisor uses various communication tools and channels effectively to reach different stakeholders in the school community.	3.9400	.82658	Moderate Extent
	Total Weighted Mean	4.0119	.34213	Moderate Extent

Legend: (5) 4.50-5.0=Great Extent (GE); (4) 3.50 – 4.49=Moderate Extent (ME); (3) 2.50 – 3.49=Lesser Extent (LE); (2) 1.50 – 2.49=Least Extent (LeE); (1) 1.00 – 1.49=No Extent at All (NEA)

Table 2.1 demonstrates the extent to which various factors have an impact on the management activities of elementary school principals in the Patikul District of the Ministry of Basic, Higher, and Technical Education in Sulu, specifically with regard to communication. The information presented in this table reveals that this particular facet was awarded a total weighted mean score of 4.0119, with a standard deviation of 0.34213. This indicates that the rating for this particular aspect is moderate in extent. The teacher-respondents were in agreement that the flow of communication between the principal, teachers, staff, students, and parents in the eleven elementary schools that make up the Patikul East District can have a moderate impact on the management duties that school administrators are responsible for.

According to the responses from the teachers, the following elements were assessed as having a moderate level of significance: “The supervisor provides regular updates on important school matters and keeps everyone informed.” “Effective communication from the supervisor helps in resolving conflicts and issues within the school.” “The supervisor actively seeks input and feedback from teachers and staff regarding the school's decisions.” “The supervisor's communication style encourages open dialogue and collaboration among school staff.” “Communication from the supervisor is timely and responsive to the needs of teachers and staff.” “Teachers and staff feel comfortable approaching the supervisor with their concerns and ideas.” “The supervisor communicates expectations clearly, making it easier for teachers and staff to meet goals.”

2.2 In the context of Leadership Styles

Table 2.2 extent of factors affecting elementary school principals' management functions in the context of leadership styles

	Leadership Styles Mean	Mean	S.D.	Rating
1	The Supervisor's leadership style aligns with the school's vision and mission.	4.5200	.62732	Great Extent
2	The supervisor provides support and guidance to teachers and staff in their professional development.	3.9300	.70000	Moderate Extent
3	The supervisor encourages a culture of innovation and creativity among teachers and staff.	4.5900	.49431	Great Extent
4	Teachers and staff feel empowered to take initiative and make decisions within their roles.	4.2100	.60794	Moderate Extent
5	The supervisor effectively communicates and models the values and ethics expected within the school.	3.8300	.60394	Moderate Extent
6	The supervisor's leadership style fosters a sense of trust and collaboration among teachers and staff.	3.7400	.71943	Moderate Extent
7	The supervisor sets clear goals and expectations for teachers and staff.	3.9500	.77035	Moderate Extent
8	Teachers and staff are motivated to excel in their roles under the supervisor's leadership.	3.9100	.79258	Moderate Extent
9	The supervisor recognizes and celebrates the achievements and contributions of teachers and staff.	3.9000	.81029	Moderate Extent
10	Teachers and staff perceive the supervisor's leadership as instrumental in improving the school's overall effectiveness.	3.9600	.81551	Moderate Extent
Total Weighted Mean		4.0540	.30399	Moderate Extent

Legend: (5) 4.50-5.0=Great Extent (GE); (4) 3.50 – 4.49=Moderate Extent (ME); (3) 2.50 – 3.49=Lesser Extent (LE); (2) 1.50 – 2.49=Least Extent (LeE); (1) 1.00 – 1.49=No Extent at All (NEA)

Table 2.2 highlights the factors that influence the management functions of elementary school principals in terms of the leadership styles that they employ. The data that was supplied indicated that this particular sub-category received a grade of Moderate Extent, as it received a total weighted mean score of 4.0540 and a standard deviation of 0.30399. Teachers who participated in the survey agreed with the statement that leadership styles have the potential to moderately impact the management functions of primary school administrators in the elementary schools located in the Patikul East District of the MBHTE-Sulu districts. To put it another way, the strategy and methods that elementary school principals use to direct and influence the school community can have an effect on the management functions that they do.

These items were assessed as having a moderate extent by the employees that responded to the survey: “In the course of their professional development, the supervisor offers support and direction to the staff and teachers within the organization.” There is a sense of empowerment among the staff and teachers, allowing them to take initiative and make decisions within their jobs. In addition to effectively communicating and modeling the values and ethics that are expected within the school, the supervisor is responsible for The manner in which the supervisor exercises leadership helps to cultivate a sense of trust and teamwork among the staff and professors. “The supervisor is responsible for establishing clear goals and expectations for the staff and teachers.” “Under the leadership of the supervisor, teachers and staff are inspired to perform exceptionally well in their respective roles.”

2.3 In the context of Decision-Making

Table 2.3 Extent of factors affecting elementary school principals' management functions in the context of decision-making

	Decision-Making Mean	Mean	S.D.	Rating
1	The supervisor involves teachers and staff in the decision-making process for important school matters.	4.4600	.62636	Moderate Extent
2	Decisions made by the supervisor are transparent and clearly communicated to all stakeholders.	4.2700	.66447	Moderate Extent
3	The supervisor considers the diverse perspectives and needs of teachers and staff when making decisions.	3.9100	.63715	Moderate Extent
4	Teacher and staff have opportunities to provide input and feedback on decisions that affect their work.	3.8200	.82118	Moderate Extent
5	The supervisor's decision-making process is responsive to the changing needs and challenges of the school.	3.9300	.78180	Moderate Extent
6	Decisions made by the supervisor reflect a commitment to the long-term improvement of the school.	4.0000	.87617	Moderate Extent
7	The supervisor seeks input from the parents and the community when making decisions that impact the school.	4.6300	.56237	Great Extent
8	Teachers and staff perceive that their ideas and concerns are taken seriously in the decision-making process.	4.0100	.64346	Moderate Extent
9	The supervisor uses data and evidence to inform decision-making within the school.	3.7800	.66027	Moderate Extent
10	Teachers and staff perceive that the decisions made by the supervisor lead to positive outcomes for the school and its students.	3.8800	.84423	Moderate Extent
	Total Weighted Mean	4.0690	.30837	Moderate Extent

Legend: (5) 4.50-5.0=Great Extent (GE); (4) 3.50 – 4.49=Moderate Extent (ME); (3) 2.50 – 3.49=Lesser Extent (LE); (2) 1.50 – 2.49=Least Extent (LeE); (1) 1.00 – 1.49=No Extent at All (NEA)

Table 2.3 provides an overview of the various elements that play a role in the management functions of elementary school principals in relation to decision-making scenarios. This sub-category was given a rating of Moderate Extent, as indicated by the data that was provided, which indicated that it received a total weighted mean score of 4.0690 and a standard deviation of 0.30837. In the elementary schools located in the Patikul East District of MBHTE-Sulu, the teacher-respondents expressed their agreement that the decision-making process has the potential to moderately impact the management responsibilities of elementary school principals. To put it another way, the process of making decisions to address challenges or implement initiatives, while taking into consideration the input of stakeholders such as teachers and parents, can have an impact on the management functions of elementary school principals, including the possibility of improving the learning environment for students.

The following items were assessed as having a moderate extent by the employees who made the survey: In the process of making decisions regarding significant school matters, the supervisor includes the participation of the staff and teachers. All of the stakeholders are provided with clear and transparent communication regarding the decisions that are made by the supervisor. During the decision-making process, the supervisor takes into account the various viewpoints and requirements of the staff and teachers. "Input and feedback on decisions that affect the work that teachers and staff do are opportunities that are available to them," The decision-making process of the supervisor is agile enough to accommodate the ever-evolving requirements and difficulties of the school. If the supervisor is committed to the long-term improvement of the school, then the

decisions that they make reflect that dedication. The decisions that are made by the supervisor are perceived by the staff and teachers to result in favorable outcomes for the school and the pupils who attend it.

Question 3. Is there a significant difference in the extent of factors affecting Elementary School Principals' Management functions: The case of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms of: 1.1 Age; 3.2 Gender; 3.3 Civil Status; 3.4. Educational Attainment; and 3.5 Length of Service?

3.1 According to Age

Table 3.1 Differences in the extent of factors affecting Elementary School Principals' Management functions: The case of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Communication	Between Groups	.087	2	.044	.368	.693	Not Significant
	Within Groups	11.501	97	.119			
	Total	11.588	99				
Leadership Styles	Between Groups	.192	2	.096	1.04	.357	Not Significant
	Within Groups	8.956	97	.092	2		
	Total	9.148	99				
Decision- Making	Between Groups	.070	2	.035	.364	.696	Not Significant
	Within Groups	9.344	97	.096			
	Total	9.414	99				

*Significant alpha .05

Table 3.1 demonstrates the variations in the degree to which factors affect the management actions of elementary school principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu when the data is grouped based on the age demographic of the teacher-respondents the responses were collected from. The F-ratios and P-values for each of the sub-categories that come under the category of factors that influence the management functions of elementary school principals are not statistically significant at the alpha level of .05. This is according to the data that is shown in the table containing the research findings. Despite the fact that the teacher-respondents come from a wide range of age groups, it appears that their assessments of the degree to which factors influence the management functions of elementary school principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu are not significantly different from one another. This is the conclusion that can be drawn from the information presented here. Therefore, being older or falling within the age range of 55 years old and above does not necessarily give an advantage when analyzing these criteria in comparison to individuals who fall within the age ranges of 30 years old and under, 31-40 years old, and 41-50 years old, or vice versa. This is to say that being older or falling within this age range does not necessarily provide an advantage.

In contrast, it is possible to reach the conclusion that age does not play a significant role in the manner in which employee-respondents evaluate the extent of elements that have an impact on the

management responsibilities of elementary school principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu. This is a conclusion that can be reached because it is possible to draw the conclusion that age does not participate in the evaluation. Thus, the hypothesis that states that “There is no significant difference in the extent of factors affecting Elementary School Principals’ Management functions when data is grouped based on their age demographic” is taken into consideration and authorized. This is because the hypothesis states that there is no significant difference.

3.2 According to Gender

Table 3.2 Differences in the extent of factors affecting Elementary School Principals’ Management functions of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms gender

VARIABLES							
	Grouping	Mean	S. D.	Mean Difference	<i>t</i>	Sig.	Description
Communication	Male	4.0500	.41502	.05444	.728	.469	Not Significant
	Female	3.9956	.30766				
Leadership Styles	Male	4.0733	.28760	.02762	.415	.679	Not Significant
	Female	4.0457	.31239				
Decision-Making	Male	4.0600	.33487	-.01286	-.190	.850	Not Significant
	Female	4.0729	.29875				

*Significant at alpha 0.05

Table 3.2 illustrates the changes in the amount to which factors effect the management responsibilities of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu when the data is grouped based on the gender demographic of the teacher-respondents from within the district. The data presented in the table demonstrates that the Mean Differences for all of the sub-categories that fall under the characteristics that influence the management duties of elementary school principals are not statistically significant at the alpha coefficient of .05. This demonstrates that male and female employee-respondents do not significantly differ in their assessments regarding the extent of factors effecting the management activities of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu. This is the case since the respondents were asked about the effects of these elements. This finding implies that being a male teacher-respondent does not necessarily provide an advantage in judging these aspects in comparison to their female counterparts, and vice versa. Similarly, this would also be true for the other way around.

Because of this, it is possible to draw the conclusion that gender does not play a significant role in the manner in which teacher-respondents evaluate the extent of the factors that have an impact on the management responsibilities of elementary school principals in Patikul District, which is located under the Ministry of Basic, Higher, and Technical Education in Sulu. Therefore, the hypothesis that states that “There is no significant difference in the extent of factors affecting

Elementary School Principals' Management functions when data is grouped based on their gender demographic" is taken into consideration and approved.

3.3 According to Civil Status

Table 3.3 Differences in the extent of factors affecting Elementary School Principals' Management functions of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Communication	Between Groups	.013	2	.006	.052	.949	Not Significant
	Within Groups	11.576	97	.119			
	Total	11.588	99				
Leadership Styles	Between Groups	.077	2	.039	.414	.662	Not Significant
	Within Groups	9.071	97	.094			
	Total	9.148	99				
Decision- Making	Between Groups	.019	2	.009	.097	.908	Not Significant
	Within Groups	9.395	97	.097			
	Total	9.414	99				

*Significant alpha .05

Table 3.3 illustrates the changes in the extent to which factors effect the management duties of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu when the data is grouped based on the civil status demographic of the student teachers who responded to the survey. According to the data presented in the table, the Mean Differences and P-values for each of the sub-categories that fall under the general heading of factors that influence the management duties of elementary school principals are not statistically significant at the alpha level of.05. This indicates that, despite differences in civil status among the teacher-respondents, their perceptions regarding the extent of factors impacting the management functions of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu do not differ significantly. This is especially true when it comes to the extent of the factors that impact these functions. As a result, the fact that the teacher-respondent is married does not necessarily confer any advantages when evaluating these criteria in comparison to those who are single, separated, or widowed, and vice versa.

On the other hand, it is possible to draw the conclusion that the civil status of the teacher-respondents does not have a substantial impact on the extent to which the elements that impact the management responsibilities of elementary school principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu are evaluated. Therefore, the hypothesis that states that "There is no significant difference in the extent of factors affecting Elementary School Principals' Management functions when data is grouped based on their civil status demographic" is taken into consideration and approved.

3.4 According to Educational Attainment

Table 3.4 Differences in the extent of factors affecting Elementary School Principals' Management functions of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms of educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Communication	Between Groups	.395	2	.198	1.71	.186	Not Significant
	Within Groups	11.193	97	.115	2		
	Total	11.588	99				
Leadership Styles	Between Groups	.313	2	.157	1.72	.185	Not Significant
	Within Groups	8.835	97	.091	0		
	Total	9.148	99				
Decision- Making	Between Groups	.050	2	.025	.260	.771	Not Significant
	Within Groups	9.364	97	.097			
	Total	9.414	99				

*Significant alpha .05

Table 3.4 illustrates the differences in the amount to which factors effect the management duties of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical schooling in Sulu when the data is grouped based on the demography of the number of years of schooling that the teacher-respondents have completed. According to the data presented in the table, the F-ratios and P-values for each of the sub-categories that fall under the category of factors that influence the management functions of elementary school principals are not statistically significant at the alpha level of .05. This indicates that, despite differences in educational attainment among the teacher-respondents, their assessments regarding the extent of factors impacting the management functions of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu do not differ significantly from one another even though they have different levels of education. As a result, having a doctorate degree does not necessarily confer an advantage when evaluating these criteria in comparison to those who have a bachelor's degree, master's units, a master's degree, a master's degree with doctoral units, or vice versa.

However, it is possible to draw the conclusion that the level of education attained does not have a substantial impact on the way in which teacher-respondents evaluate the extent of the factors that have an impact on the management responsibilities of elementary school principals in Patikul District, which is located in the Ministry of Basic, Higher, and Technical Education in Sulu. As a result, the hypothesis that states that "There is no significant difference in the extent of factors affecting Elementary School Principals' Management functions when data is grouped based on their educational attainment demographic" is accepted after being examined.

3.5 According to Length of Service

Table 3.5 Differences in the extent of factors affecting Elementary School Principals' Management functions of Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu, when data are grouped according to their demographic profile in terms of length of service.

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Communication	Between Groups	.559	4	.140	1.204	.314	Not Significant

	Within Groups	11.029	95	.116			
	Total	11.588	99				
Leadership Styles	Between Groups	.481	4	.120	1.319	.20	Not Significant
	Within Groups	8.667	95	.091			
	Total	9.148	99				
Decision- Making	Between Groups	.601	4	.150	1.620	.176	Not Significant
	Within Groups	8.813	97	.093			
	Total	9.414	99				

*Significant alpha .05

Table 3.5 illustrates the changes in the amount to which factors effect the management duties of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu when the data is grouped based on the teacher-respondents' length of service demography. According to the data presented in the table, the Mean Differences and P-values for each of the sub-categories that fall under the general heading of factors that influence the management duties of elementary school principals are not statistically significant at the alpha level of .05. This indicates that, despite differences in length of service among the teacher-respondents, their assessments regarding the extent of factors impacting the management functions of Elementary School Principals in Patikul District, Ministry of Basic, Higher, and Technical Education in Sulu do not differ significantly from one another for the most part. Since this is the case, having 26 years of teaching experience does not necessarily provide an advantage when evaluating these characteristics in comparison to those who have 5 years or less of experience, 6-10 years, 11-20 years, and 21-25 years of service, and vice versa.

On the other hand, it is possible to draw the conclusion that the duration of service does not have a major impact on how teacher-respondents evaluate the extent of the elements that impact the management responsibilities of elementary school principals in Patikul District, which is located in the Ministry of Basic, Higher, and Technical Education in Sulu. Therefore, the hypothesis that states that "There is no significant difference in the extent of factors affecting Elementary School Principals' Management functions when data is grouped based on their length of service demographic" is taken into consideration and approved.

Question 4. Is there a significant correlation among the sub-categories subsumed under the factors affecting Elementary School Principals' Management functions: The case of Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu in terms of Communication, Leadership Style, and Decision-Making?

Table 4. Correlation among the sub-categories subsumed under the extent of extent of factors affecting Elementary School Principals' Management functions of Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu in terms of Communication, Leadership Styles, and Decision-Making

Variables					
Dependent	Independent	Person <i>r</i>	Sig	N	Description
Decision-Making	Communication	.243*	.006	100	Low
	Leadership Styles	.370**	.015	100	Moderate

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

Table 4 demonstrates the link between the sub-categories that fall under the umbrella of the factors that influence the management responsibilities of elementary school principals in the Patikul district of the Ministry of Basic, Higher, and Technical Education in Sulu. These sub-categories include communication, leadership style, and decision-making. The Pearson Correlation Coefficients (Pearson r) that were computed among these variables are, in fact, significant at the alpha level of .05. This can be deduced from the table that provides the information.

In a more detailed manner, the following is a presentation of the correlations that exist between the sub-categories that comprise the characteristics that have an impact on the management duties of Elementary School Principals in the Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu:

- 1) Low positive correlation between Decision-Making and Communication; and
- 2) Moderate positive correlation between Decision-Making and Leadership Styles.

According to these findings, the teacher-respondents who evaluated the extent of factors impacting the management functions of Elementary School Principals in Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu, in terms of Decision-Making as Moderate Extent are likely the same individuals who evaluated Communication and Leadership Styles as Moderate Extent, respectively. This assumption is based on the fact that the majority of the respondents were teachers.

By this point, it is possible to draw the conclusion that the sub-categories that encompass the factors that impact the management functions of Elementary School Principals in Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu, in terms of Communication, Leadership Styles, and Decision-Making, are moderately correlated with one another.

Furthermore, the hypothesis that asserts that there is no significant correlation between the sub-categories that encompass the factors that impact the management functions of Elementary School Principals in Patikul district, Ministry of Basic, Higher, and Technical Education in Sulu, in terms of Communication, Leadership Styles, and Decision-Making, is rejected as a result of the findings of this study.

Conclusion

Based on the findings:

1. The study included a diverse group of nurses who represented various demographics, including age, gender, marital status, employment status, and educational attainment.
2. On average, the participating nurses did not perceive Supervisor incivility, Physician Incivility, and Patient/Visitor Incivility as prevalent in hospitals in Jolo.
3. If any form of incivility exists in the workplace among the hospitals in Jolo, the nurses in the study did not consider general incivility such as inappropriate jokes, general incivility such as hostility and rudeness, nurse incivility such as inconsiderate behavior, nurse incivility such as gossip and rumors, and nurse incivility such as free-riding as workplace incivility.
4. Overall, factors such as age, gender, marital status, job position, and educational attainment did not significantly influence how the nurse-respondents evaluated the prevalence and types of workplace incivility in hospitals in Jolo.

5. Generally, the group of nurse-respondents who disagreed with the extent of sources of workplace incivility is likely the same group of nurse-respondents who disagreed with the degree of forms of workplace incivility in hospitals in Jolo.

6. The findings of this study align with Betty Neuman's System Model (1982), which suggests that individuals are unique, composed of various traits and characteristics, and operate as open systems that respond differently to various stressors. Stressors can originate from internal, external, and constructed environments, and they impact the functioning of the system within and beyond its boundaries.

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