# Management Practices and Problems Encountered by Elementary School Heads

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*Abstract*— The study determined the management practices and problems encountered by elementary school heads using the descriptive method of research. The study found out that the school heads displayed good leadership and management practices but encountered several problems along with the lack of proper training and mastery for the placement of the teacher in the appropriate grade level; limited resources for the implementation of the planned projects; failures in meeting the schedules and timetable in the accomplishment of projects; lack of expertise from the school personnel to handle the task; and in the monitoring of the day-to-day school activities to assist the teacher due to overlapping school activities.

*Keywords*— management practices, problems encountered, school heads, school improvement.

## I. INTRODUCTION

As essential leaders in the country's education system, school heads are critical to achieving the government's goal of providing quality basic education to schoolchildren. School head or school leader have an important responsibility to develop organizational performance, which in turn plays a critical role in ensuring the efficiency and sustainability of the organization (Sahin Danisman et al., 2015). Republic Act No. 9155 "An Act Instituting A Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for other Purposes" Chapter 1, section 7, stated the power, duties and functions of school head wherein the school head, who may be aided by an assistant school head, must be both an instructional leader and an administrative manager. For the implementation of quality educational programs, initiatives, and services, the school head must build a team with the school teachers/learning facilitators. The school heads shall have power, accountability, and responsibility for all aspects of the school curriculum, programs and projects, physical resources and facilities, and any other tasks delegated by competent authorities.

According to the Philippine Professional Standards for School Heads (PPSSH), a set of standards that specifies what school leaders should know, be able to accomplish, and value in order to improve learning outcomes and teacher quality. It is based on guiding ideas like as learner-centeredness, life-long learning, and inclusion. As a result, the professional standards become a public declaration of professional accountability that may assist school leaders in reflecting on and assessing their own practices as they strive for personal and professional development. It articulates what constitutes school leadership quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective leadership and management (DepEd, 2020).With the outbreak of COVID-19, school leaders and managers across the globe are now confronted with the greatest challenge of all time, that is, putting into practice their leadership and managerial competencies in managing learning continuity in the midst of a disaster such as a pandemic. Since the rise of CoVid-19 outbreak, many countries around the world have been experiencing lots of challenges, not just in the economic aspect, but in the education system as well. School administration and the national agencies related to education have been thinking of strategies and actions to be implemented to cater the education for the year without putting teachers and students in danger amidst the pandemic. At present, the Philippines adopted the distance learning that enables teachers and students for lectures with the use of internet and computers. Like a normal face-to-face school scenario, students still report, recite, and do their examination. However, it is done online and through a computer (Fernandez and Shaw, 2020). Even though distance learning seems to be important and interesting in this period of pandemic, it places significant demands to school leaders, students and teachers, especially in rural areas and schools with low socioeconomic status. School heads must work twice as hard in increasingly volatile and dynamic environments when working under extreme stress and with little to no resources (Ancheta and Ancheta, 2020).

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greatest challenge of all time, that is, putting into practice their leadership and managerial competencies in managing learning continuity in the midst of a disaster such as a pandemic. Since the rise of CoVid-19 outbreak, many countries around the world have been experiencing lots of challenges, not just in the economic aspect, but in the education system as well.

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## II. THEORETICAL REVIEW

The recent study of Adams et al. (2021) reveals that school heads show higher levels of dissatisfaction and are burnout along with diminished sense of autonomy.

These suggest that the present education system may not be uplifted and even worse overwhelm the principal's capacity to lead their school in meeting the challenges ahead. Meanwhile, school administrators are placed in the unfortunate position of becoming the educational system's pinch point. They rely heavily on higher-level advice on COVID-19 responses, processes, procedures, and protocols.

According to Harris (2020), prior to Covid-19 pandemic, school heads already had a much broader role than is often recognized, but the pandemic has thrown the breadth of that work into sharp relief. Concurrently, school administrators face fluid, abruptly shifting personnel realities, requiring them to do much more with much less.

Implementing and enforcing social separation of staff and students would result in additional effort and stress on those individuals who can return to work.

Every expectation, whether from on high or from on low, requires more of school leaders, both professionally and emotionally.

## III. METHODOLOGY

The study determined the practices of school heads in Magallanes Districts., Sorsogon, Philippines. The descriptive research approach was applied. For the 28 participants in this investigation, total enumeration was used. These were the elementary school heads of Magallanes Districts, eleven (11) from Magallanes North, twelve (12) from Magallanes South, and five (5) from Magallanes III district.

A questionnaire checklist was utilized to collect pertinent data in order to identify school heads' management methods and the obstacles experienced along the identified variables. To determine the management practice of school heads in Magallanes districts, five (5) options for the school head to choose were given. These relate to the degree of agreement or disagreement with the supplied statements from the indicators on a scale of 5 - Strongly Agree, 4 - Agree, 3 - Undecided, 2 - Disagree, and 1 - Strongly Disagree. The collected data was tabulated and statistically analyzed using metrics such as frequency count, percentage, weighted mean, and rank. The weighted mean was utilized to interpret the management practices of school heads. The calculated weighted mean was interpreted using the following scale: 4.50 - 5.00 (Strongly Agree); 3.50 - 4.49 (Agree); 2.50 - 3.49 (Moderately Agree); 1.50-2.49 (Disagree); 1.0 - 1.49 (Strongly Disagree).

## IV. RESULTS

The presentation and analysis of the data are the following: 1. Management practices of the school heads in terms of: staffing, planning, controlling, organizing, and directing 2. Determine the challenges encountered by the respondents along the identified variables. 3. Proposed action plan based on the result of this study.

Staffing. Table 2A summarizes the staffing practices of the school heads. According to the table, the school heads firmly believe that they strictly adhere to their roles, duties, and obligations in terms of staffing, with an overall mean of 4.77.

With computed weighted means of 4.93, 4.89, and 4.89, the school heads demonstrated good practices in terms of encouraging teachers to join and participate in various trainings, holding regular faculty meetings, and providing full support to school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders.

*TABLE 2A: Staffing Practices of the School Heads*

| Staffing Indicators | Weighted Mean | Description |
|---|---|---|
| **Studies the strengths and weaknesses of individual teachers and upon their strength would use appropriate supervisory approach that matches their ability and capability.** | 4.82 | Strongly agree |
| **Conduct regular faculty meetings to discuss teacher's problems and issues regarding the teaching-learning process.** | 4.89 | Strongly Agree |
| **Conduct needs assessment to the teacher which will support in providing what trainings and assistance suited to them.** | 4.64 | Strongly Agree |
| **Create a supportive working environment for all staff in the school and fostering their career development.** | 4.86 | Strongly Agree |
| **Provide technical assistance to teacher to improve teaching based from classroom monitoring and observation.** | 4.71 | Strongly Agree |
| **Impose decision as to where the teacher will be placed and what grade level to teach based from his/her educational qualification, ability and specialization.** | 4.64 | Strongly Agree |
| **Encourages teachers to join and participate in different trainings available that will enhance their capabilities and skills as a teacher.** | 4.93 | Strongly Agree |
| **Provides performance appraisal systems for additional motivation to teacher.** | 4.63 | Strongly Agree |
| **Allowing the teacher to choose what ancillary task will be given to them which they feel comfortable to perform such as coordinating in different learning areas, sports, ICT and etc.** | 4.75 | Strongly Agree |
| **Support school personnel in strengthening relationship with authorities, colleagues, parents and other stakeholders to maintain an enabling and supportive environment for learners.** | 4.89 | Strongly Agree |
| **Overall mean** | 4.77 | Strongly Agree |

Planning. Reflected in Table 2B are the practices of the school heads in terms of Planning. It can be verified from the results that the school heads showed tangible practices especially in setting the mission and vision of the school in accordance with the goals and objectives of basic education, create school planning team (SPT) such as teachers, parents, students, stakeholders and the community in formulating school improvement plan (SIP), and involve teacher in decision making and planning with regards to the Annual Procurement Plan (APP), Annual Implementation Plan (AIP) and School Operating Budget (SOB) with the computed weighted means of 4.93, 4.89, 4.87 respectively. This shows that the school heads practice planning by involving setting objectives and determining a course of action for achieving those objectives. Furthermore, they demonstrate understanding of the environmental challenges that their schools face and foresee future problems. They commence school improvement planning by conducting a complete needs assessment in order to methodically identify areas for improvement. They can also organize task groups at the school and district levels to create, execute, and evaluate improvement projects. Following a thorough needs assessment, school leaders must develop tough yet realistic goals and objectives, as well as share progress and outcomes with all relevant stakeholders.

*TABLE 2B: Planning Practices of the School Heads*

| Planning Indicators | Weighted Mean | Description |
|---|---|---|
| **Leads in setting the mission and vision of the school in accordance with the goals and objectives of basic education.** | 4.93 | Strongly Agree |

| | | |
|---|---|---|
| Sets school goals and methods needed to attain it which serve as the planning framework for the school. | 4.82 | Strongly Agree |
| Involves teacher in decision-making and planning with regard to the Annual Procurement Plan (APP), Annual Implementation Plan (AIP) and School Operating Budget (SOB). | 4.87 | Strongly Agree |
| Creates a school planning team (SPT) such as teachers, parents, students, stakeholders, and the community in formulating a school improvement plan (SIP) | 4.89 | Strongly Agree |
| Compare planned and actual results with a certain standard to make necessary adjustments in the school's plan of action and the extent of its success. | 4.68 | Strongly Agree |
| Sets performance standards and measures progress of teachers based on school and department targets. | 4.61 | Strongly Agree |
| Follow up and monitor the plan to see whether the plan is being implemented according to the schedule and time frame. | 4.68 | Strongly Agree |
| Ensures that a long-term program is in operation that addresses the training and development needs of school and community leaders. | 4.61 | Strongly Agree |
| Consult internal and external stakeholders in formulating Learning Continuity Plan (LCP) amidst pandemic | 4.82 | Strongly Agree |
| Makes specific changes in the performance management system or in own work methods to improve performance. | 4.71 | Strongly Agree |
| Overall mean | 4.76 | Strongly Agree |

*TABLE 2C: Controlling Practices of the School Heads*

| Controlling Indicators | Weighted Mean | Description |
|---|---|---|
| Sets up schedules and timetables in the accomplishment of programs/projects | 4.78 | Strongly Agree |
| Guides the teacher throughout the process and help them where they need. | 4.75 | Strongly Agree |
| Provides solutions to problems encountered in implementing programs/projects. | 4.78 | Strongly Agree |
| Evaluates teachers' performance compared to the performance standards and provide corrective measures when the task doesn't match the set standards. | 4.57 | Strongly Agree |
| Ensures the effective and efficient use of school resources. | 4.68 | Strongly Agree |
| Identifies and analyzes the risks involved at an early stage of performance and takes precautionary steps to avoid them or to minimize their impact. | 4.54 | Strongly Agree |
| Ensures that actions of the school personnel are directed towards the attainment of a common goal and the work is being performed as planned by the school management. | 4.78 | Strongly Agree |
| Monitors programs toward school achievement and teachers' effectiveness in meeting the goals through the use of monitoring tools. | 4.68 | Strongly Agree |
| Facilitates a network of communication between and among school and community leaders for informed decision-making and solving of school community-wide learning problems. | 4.71 | Strongly Agree |
| Design supplemental monitoring and evaluation tools following standard processes to promote school and learner achievement. | 4.75 | Strongly Agree |
| Overall mean | 4.70 | Strongly Agree |

*Controlling.* Table 2C shows the controlling techniques of the school principals. The table shows that the school heads strongly agree that their practices are very satisfactory, particularly in setting up schedules and timetables for the accomplishment of programs/projects, providing solutions to problems encountered in implementing programs/projects, and providing assurance that actions of school personnel are directed towards the attainment of a common goal and the work is being performed as planned by the school management.

Organizing. Table 2D shows the practices of the school heads in organizing. It is gleaned from the table that the school leaders strongly agree that they really do good practices as far as organizing is concerned with an overall mean of 4.68. It can be noted that they showed favorable practices when it comes to delegating responsibilities to teachers with trust and confidence, creating programs to teach new employees the abilities required to do their tasks, identifying and dividing the work of teachers into manageable activities for smooth flow of activities and avoid duplication of efforts such

as giving of assignment orders and assigning coordinators, and sharing thoughts and feeling to teachers and school personnel with the computed weighted means of 4.89, 4.71, 4.71 and 4.71 accordingly.

School leaders placed a high value on the organization as one of their roles as school administrators, which includes building an organizational structure and deploying human resources to guarantee that objectives are met.. This implies that school leaders who promote good relationships among their subordinates and make good decisions relative to the distribution of work in the school organization will make successful leaders and meaningful services. The school heads are involved in designing an organizational structure and assigning human resources to guarantee that the objectives are met. They are the ones who design particular roles inside the organization. Concerns concerning decisions that must be made about the tasks and obligations of specific tasks, as well as how the duties should be carried out in school operations, must be addressed.

*TABLE 2D: Organizing Practices of the School Heads*

| Organizing Indicators | Weighted Mean | Description |
|---|---|---|
| **Designs the structure of the organization like creating the organizational chart for a school which is a graphic representation of the chain of command within an organization.** | 4.64 | Strongly Agree |
| **Establishes programs for training new personnel in the skills necessary to carry out their task assignments.** | 4.71 | Strongly Agree |
| **Delegates responsibilities to teachers with trust and confidence.** | 4.89 | Strongly Agree |
| **Establishing school and community networks and encouraging the active participation of teachers' organizations, non-academic personnel of the school, and parents-teachers-community associations.** | 4.68 | Strongly Agree |
| **Identify and divide the work of teachers into manageable activities for smooth flow of activities and avoid duplication of efforts such as giving of assignment orders and assigning coordinators.** | 4.71 | Strongly Agree |
| **Initiates clarification of the roles and responsibilities in education delivery such as job description and designation.** | 4.64 | Strongly Agree |
| **Encourages staff members to develop more effective methods and materials.** | 4.68 | Strongly Agree |
| **Design an efficient system for making day to-day work assignments** | 4.57 | Strongly Agree |
| **Encourages to contribute achievements beyond school expectations** | 4.61 | Strongly Agree |
| **Shares thoughts and feeling to teachers and school personnel** | 4.71 | Strongly Agree |
| **Overall Mean** | 4.68 | Strongly Agree |

*Directing.* The practices of the school heads in terms of Directing are displayed in Table 2E. With a weighted mean of 4.86, the school heads strongly agree that they really do the practices related to Directing in terms of conducting instructional supervision (IS) using classroom observation tool (COT) to monitor the effectiveness and implementation of the curriculum in the teaching and learning process. Another is that they accepted responsibility for developing a teaching and learning environment within the institution. Similarly, they showed concerns for teachers, and allow them to express their problems and look for solutions with the weighted mean of 4.82. Further, the school heads intended to undertake in-service trainings to keep instructors up to date on instructional innovations and give activities to motivate subordinates to work effectively and efficiently, with a weighted mean of 4.71

for each indication. The school supervisors appear to have organized the work program and established timetables for school and activities for their employees. Another is that, they gave inspiration and direction on how to execute their daily tasks. In addition, the school heads led their school personnel to work as a part of the team of the school organization. As school managers, they are the instruments of directing and inspiring people. School heads not only guide but also push employees to perform their best in order to achieve goals. These managers are cable of formulating a vision and getting others to share it and considering support and teamwork. They are experts in making tough decisions and dealing with its consequences. Finally, they are capable of overcoming constraints and school problems by delegating work assignments to his subordinate to help in dealing with them.

*TABLE 2E: Directing Practices of the School Heads*

| Directing Indicators | WM | Description |
|---|---|---|
| Implement a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support. | 4.57 | Strongly Agree |
| Encourages teachers to do better with their suggestions and helps them develop a sense of satisfaction in their work. | 4.64 | Strongly Agree |
| Encourages teachers to attend professional development activities that are aligned to school goals. | 4.68 | Strongly Agree |
| Conducts in-service trainings to keep the teachers abreast with the innovations in teaching. | 4.71 | Strongly Agree |
| Conducts instructional supervision (COT) to monitor the effectiveness and implementation of the curriculum in the teaching and learning process. | 4.86 | Strongly Agree |
| Mentor school personnel in communicating effectively in speaking and in writing, as well as in the positive use of communication platforms, to facilitate information sharing, collaboration and support. | 4.68 | Strongly Agree |
| Shows concerns for teachers, allows them to express their problems and look for solutions. | 4.82 | Strongly Agree |
| Provide activities which are designed to encourage the subordinates to work effectively and efficiently. | 4.71 | Strongly Agree |
| Creates an environment within the school that is conducive to teaching and learning | 4.86 | Strongly Agree |
| Conducts regular monitoring of day to day school activities and assist teacher by giving technical assistance. | 4.68 | Strongly Agree |
| **Overall Mean** | 4.72 | Strongly Agree |

### Problems Encountered by the School Heads

Staffing. Table 3A presents the problems encountered by the school heads along staffing. It is shown in the table that what the school leaders encountered most is the lack of proper trainings and mastery suited for the

placement of the teacher in the appropriate grade level and subject to teach. Lack of interest of the teachers on the different trainings offered by educational institutions. Lack of time in suggesting appropriate strategies and methods to the teacher because of overwhelming administrative responsibilities.

*TABLE 3A: Problems Encountered by the School heads along Staffing*

| Staffing Indicators | Frequency | Rank |
|---|---|---|
| Lack of proper trainings and mastery suited for the placement of the teacher in the appropriate grade level and subject to teach. | 16 | 1 |
| Lack of interest of the teachers on the different trainings offered by educational institutions. | 8 | 2 |
| Lack of cooperation of teachers when doing classroom observations and follow -ups. | 4 | 4 |
| Lack of time in suggesting appropriate strategies and methods to the teacher because of overwhelming administrative responsibilities. | 7 | 3 |
| Absence of appropriate supervisory approach that matches the teachers and school head's ability and capability. | 3 | 5 |

*Planning.* Table 3B reveals the problems encountered by the school heads along Planning. It is shown in the table that the first three among the problems encountered are: the limited resources for the implementation of the planned project and activities, Economic and financial deficiency of the school in planning budget allocations for the school year. Lack of cooperation and participation from the faculty and stakeholders when setting the mission and vision of the school anchored with the school goals of basic education.

This denotes that insufficient fund and the need to cooperate on the part of the concerned persons are the contributors and causes of the mentioned problem.

School development planning aims to bring about change and innovation for school improvement, and so is a thorough long-term planning process. The goal of development planning is to help the school effectively implement changes that will increase the quality of teaching and learning standards. School development planning can be used as a school improvement technique in this regard. This implies that resourcefulness and initiative from the school leaders as demonstrated by Digo (2015) and Digo (2021) along with instructional and administrative leadership of school leaders are needed to overcome these problems in order that the school will have a comprehensive and visible plans in the future otherwise the goals and the objectives of school organization will not be realized.

*TABLE 3B: Problems Encountered by the School Heads along Planning*

| Planning Indicators | Frequency | Rank |
|---|---|---|
| Economic and financial deficiency of the school in planning budget allocations for the school year. | 14 | 2 |
| Lack of cooperation and participation from the faculty and stakeholders when setting the mission and vision of the school anchored with the school goals of basic education. | 8 | 3.5 |
| Limited resources for the implementation of the planned project and activities. | 24 | 1 |
| Limited time for school planning due to distractions and overlapping of activities. | 9 | 4 |
| Not aligned priorities among administrators, teachers and students. | 3 | 5 |

*Controlling.* Table 3C shows the problems encountered by the school heads along Controlling. The table reveals that: failure to meet the set schedules and timetables in the accomplishment of programs/projects, teachers undertaking programs and actions are not aligned to the performance standards which hampers the set goals and plans of the school and lack immediate solutions and corrective action of teachers to problems encountered during implementation of programs/projects.

*TABLE 3C: Problems encountered by the School Heads along Controlling*

| Controlling Indicators | Frequency | Rank |
|---|---|---|
| Lack of immediate solutions and corrective action of teachers to problems encountered during implementation of programs/projects. | 6 | 3 |

| | | |
|---|---|---|
| **Refusal of school personnel for a corrective measure given by the school head due to mismatch performance with the standards set by the school management.** | 2 | 5 |
| **Ineffective and inefficient utilization of school resources.** | 4 | 4 |
| **Teachers undertaking programs and actions not aligned to the performance standards which hampers to the set goals and plans of the school.** | 7 | 2 |
| **Failure to meet the set schedules and timetables in the accomplishment of programs/projects.** | 11 | 1 |

The time allotted to finish programs and projects and the inefficiency of people that were given the task for the work can be seen from the results. Further, controlling school management may easily keep track of other schools' staff's attendance, leaves, and performance, as well as budget for wage adjustments.

As a result, school managers may devote more time to assuring teachers' well-being, boosting overall staff performance, and making better recruiting decisions.

Organizing. It is shown in table 3D the problems encountered by the school heads along organizing. It can be noted that the lack of certain expertise from the school personnel to handle the task such as school/district coordinator, the untimely resignation of teachers from their designation and lack of support from the community and stakeholders are the most encountered problems of the school heads.

This indicates that when school workers lack the requisite talents, they contribute to the school organization's inability to achieve its goals and objectives.

Further, the sudden termination of the personnel In-Charge of the project creates another burden to finish the project which will cause the delay to finish. Consequently, in the absence of the support from the stakeholders, will also alter the plans of the school community.

*TABLE 3D: Problems encountered by the School Heads along Organizing*

| Organizing Indicators | Frequency | Rank |
|---|---|---|
| **Untimely resignation of teachers from their designation.** | 7 | 1.5 |
| **Lack of certain expertise from the school personnel to handle the task.** | 11 | 1 |
| **Lack of support from the community and stakeholders.** | 7 | 1.5 |
| **Refusal of teachers to accept additional designation/s.** | 2 | 5 |
| **Excessive teacher workload.** | 3 | 4 |

*Directing.* Table 3E shows the problems encountered by the school heads along directing. It can be gleaned from the table that the first three most encountered problems by the school leaders are: the lack of time in monitoring day-to-day school activities to assist teachers and give technical assistance due to overlapping school activities, lack of interest of teachers to attend professional development activities that are aligned to school goals, lack of motivation of teachers to work efficiently and effectively and absence of involvement of teachers in decision making on school level.

A school manager must utilize a variety of methods to lead, encourage, and inspire his or her workers, as well as communicate effectively with them. While performing his tasks in the organization, he must direct in addition to planning, organizing, staffing, and controlling. While other functions prepare the environment for actions, directing initiates actions in the school organization that occur at all levels, and thus a school manager is good at instructing, guiding, counseling, motivating, and leading people in the school organization to achieve its objectives.

*TABLE 3E: Problems Encountered by the School Heads along Directing*

| Directing Indicators | f | Rank |
|---|---|---|
| **Lack of motivation of teachers to work efficiently and effectively.** | 3 | 3.5 |
| **Lack of time in monitoring of day to day school activities to assist teacher and give technical assistance due to overlapping school activities.** | 16 | 1 |

| | | |
|---|---|---|
| Lack of interest of teachers to attend professional development activities that are aligned to school goals | 5 | 2 |
| Lack of cooperation of teachers during the conduct of instructional supervision. | 2 | 5 |
| Absence of involvement of teachers in decision making on school level. | 3 | 3.5 |

## V. RESULTS

*Management Practices of the School Heads*

*Staffing.* These results indicate that the school heads are really amenable and determined that they showed good practices in treating their personnel and staff. They take into account the concerns of their subordinates related to their professional development and advancement. On the other hand, it is also evident that the school leaders continuously design a standard procedure for determining staffing needs, and provide opportunities for trainings. Furthermore, these leaders hold annual refresher seminars for principals and key scheduling personnel to review staffing methods and quality standards. This is an implication that their schools would really be able to achieve their goals and objectives and to have a strong foundation of school personnel and organizational structure. The results are being emphasized by Godlove and Placidius (2012) that according to them staffing is an important function of management just like in schools. It is necessary for every organization to recruit, select, train and maintain an efficient workforce. Appointing right man at right place will facilitate the organization to achieve organizational goals. This will develop competent and loyal employees at various levels.

*Planning.* Therefore, through school improvements and continuous improvement planning when done in a systematic way, possibly achieve progress. This denotes that the respondents believe that they are good decision makers which will contribute much to the success of their leadership. This is reinforced by Mintzberg (1973), who emphasized planning is a process consisting of several steps. Environmental scanning is the first step in the process, which essentially implies that planners must be aware of the major contingencies that their firm faces in terms of economic circumstances, rivals, and consumers. After that, planners must attempt to foresee future situations. These projections serve as the foundation for planning.

*Controlling.* The findings are attributes of the good practices of the school heads especially when money for expenditures is involved. The school leaders exhibited anticipation and concerns about the given issues in which they make it sure that the program of work will be finished on time as planned to avoid waste of money. They do not just approve when opportunities come to give way to the concerned school personnel. Another thing is that school administrators understand the need of assessing and monitoring performance in line with plans, as well as implementing remedial steps. They follow and give inputs in the establishment of performance standards based on the objectives. They always ensure that controlling results to a performance that does not deviate from standards.

The results are reinforced by Lamond (2004) who found that the managerial function of controlling should not be confused with control in the behavioral or manipulative sense. This role does not suggest that managers should strive to control or manipulate their employees' personalities, values, attitudes, or emotions. Instead, this management function is concerned with the manager's involvement in taking the appropriate steps to guarantee that subordinates' work-related activities are consistent with and contribute to the achievement of organizational and departmental objectives.

*Organizing.* According to Top Trends (2021) any organization plays a vital role in the life of human being. It plays different functions like; bringing efficiency, guiding pupil to receive right direction from the right teachers, enabling the pupil to get profit from their learning, and coordinating of the student-teacher-parents society. In school organizations, there is a great role of economy, men, and material to achieve the desired objectives. Further, different subjects play an important part in the school arrangement, which is referred to as the scope. Individual tasks inside the organization are also designed as part of the organizing process. Individual work tasks and obligations, as well as the way in which the duties should be carried out, must be decided. Decisions affecting the type of work inside an organization are sometimes referred to as "job design" decisions.

*Directing.* This is an implication that while the school managers direct, lead, and guide their staff effectively, there would be a good result in school performance. Working as a team and following a direction will lead to more favorable results and achievement of the set goals

and will add to the growth of the school organization. The results are explained in one of the articles in the Management Study Guide (2008). Directing is defined as a process in which managers instruct, advise, and supervise the performance of employees in order to achieve predefined goals. The management process is supposed to revolve around directing. Planning, organizing, staffing, and managing are all meaningless unless the direction function is carried out. Directing initiates activity, and it is at this point that true labor begins. Human influences are believed to influence direction. Simply said, it is offering direction to people while they are at work. In the field of management, direction is said to be all those activities that are designed to encourage subordinates to work effectively and efficiently. According to Human, "Directing consists of process or technique by which instruction can be issued and operations can be carried out as originally planned" Therefore, Directing is the function of guiding, inspiring, overseeing and instructing people towards accomplishment of organizational goals.

### Problems Encountered by the School Heads

**Staffing.** These common situations relative to the challenges faced by the school heads showed that in some ways, they find it difficult for them to satisfy the needs of their teaching personnel and staff. To meet such problems, educational planning must incorporate greater administrative planning and management analysis, better research and training, and increasing assistance from all social sciences. These results would lead to some gaps in school management along with staffing, especially in choosing the right persons to be given the opportunities to undergo training and seminars. The results are in conformity with Godlove Lawrent & Placidius (2012) who concluded that staffing is inevitable because of the dynamism of the organizations and the educational institutions in particular.

**Planning.** The findings are in consonance with the idea of Leonard (2019) as she posits that too many distractions present a significant barrier to effective planning. It is possible that a leader is attempting to adopt too many things at once, leaving the team befuddled regarding priorities. Another example of a distraction preventing efficient planned implementation is when a leader seeks to launch a new program at a busy time of year. Your staff will be unable to focus on new ideas and procedures if they are working around the clock to care for clients. As the leader, you must recognize that precisely timing the execution of a new strategy is just as critical as the plan itself.

**Controlling.** This is an indication that there are factors that are hampered during the implementation of the programs and projects and the lack of expertise of the person in charge. Given these situations, the school heads hold the control to capacitate their delegated people with the necessary knowledge and expertise for the success of the implementation of the programs and projects. The results were also acknowledged by Ackerman et. Al. (2002) said that the hub of governing and supervising a school body and its operations is the school administrator. As a result, school administrators are responsible individuals who oversee discipline, create timetables, manage academic personnel, and so on. So it is entirely on the shoulders of administrators to ensure that strategic decisions are made not just for today's success but also for long-term survival while satisfying the expectations of parents, sponsors, and contributors. Recruiting talented and qualified instructors to educate many pupils is another difficulty that school administrators encounter. Unlike in the past, modern technology assists in identifying the most qualified instructors from a large pool of applicants, yet competition in the area of education makes it difficult to have a healthy recruitment process.

**Organizing.** When creating goals, school leaders must plan, structure, and arrange the components of an organization's internal environment in order for these goals to be met. Organizing establishes the framework required to achieve the school's objectives and aims, and so the entire job of concern should be split among subordinates based on qualifications, talents, and skills. Specialization may be attained by division of labor, resulting in a good school structure.

The issues that surfaced from the findings in organizing is also clarified by Ganesha Bhatta et Al. (2012). They stressed that classroom management is an organizational function that necessitates instructors doing a variety of duties such as planning, organizing, coordinating, directing, managing, communicating, housekeeping, and nurturing. The organizing function generally comprises establishing student subgroups and defining regulations, as well as preparing for plan implementation. One thing is to plan what will happen in the classroom; another is to get everything ready so that it can happen. Logistics is an important component of preparation, encompassing the acquisition,

maintenance, and distribution of equipment and supplies, as well as the actual development of instructional materials in many cases. Teachers are expected to decide and construct an ordered framework to unite all aspects of classroom procedures into a coherent whole in the organizing function. Systematic planning is directly related to well-organized work. Furthermore, whereas planning is involved with identifying acceptable activities, organizing is concerned with choosing and arranging the classroom in order to carry out classroom activities. The teacher's duty as an organizer is to connect planning with all of the other tasks of communicating, motivating, and controlling.

*Directing.* These results indicate that the school heads having heavy workloads have lesser time to attend all the activities of the school. Given the situation of having teachers with the lack of interest, involvement, participation and motivation to join in the process of accomplishing activities for the development and achievement of the school goals will also hamper the path to it its right direction. The overlapping activities of school heads were attending of meetings, doing and submitting of different school reports such as liquidation report, monthly report and others which are to be submitted online and offline, and other unprecedented school, district and division activities.

The findings are also emphasized by Indeed Editorial Team (2021) that managers who oversee teams commonly face several challenges related to productivity and communication. Knowing how to identify and handle these difficulties boosts a manager's confidence and ability to lead a team. There were twelve common management challenges identified: decreased performance levels, understaffing, lack of communication, poor teamwork, performance pressure, absence of structure, time management, inadequate support, skepticism, difficult employees, the transition from coworker to manager, and a weak workplace culture.

## VI. CONCLUSIONS/RECOMMENDATION

In light of the findings, the following conclusions were drawn. The school heads displayed good management practices in staffing, planning, controlling, organizing, and directing. The school heads encountered several problems along the identified variables in staffing, which the lack of proper training and mastery suited for the placement of the teacher in the appropriate grade level and subject to teach, planning, wherein the school heads encountered problems on limited resources for the implementation of the planned projects and activities. Controlling, wherein the school head meets failure to meet the set schedules and timetables in the accomplishment of program/projects, in organizing, the school heads encountered a lack of certain expertise from the school personnel to handle the task, lastly, in directing the school heads had a problem in the monitoring of day to day school activities to assist the teacher and give technical assistance due to overlapping school activities. There are proposed solutions and opportunities for the school heads to resolve the encountered problems along with leadership and management practices. The action plan was proposed to sustain the management practices and address the problems encountered by the school heads.

Based on the conclusions drawn, the following are being recommended: The school heads' management practices may be further improved through capability-building initiatives. The problems encountered may be addressed through an action plan. The project I-cares (Intensified Capacity Building towards Resilient and Empowered School Heads Project) may be submitted for evaluation and review by the concerned authorities prior to its implementation.

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