

# Identifying the Predictors of School Improvement Plan Implementation by School Administrators

Mary Joy Masayon Lapa<sup>1</sup>, Aprell Largo Abellana<sup>2</sup>

<sup>1</sup>Graduate Student, College of Education, Central Mindanao University

<sup>2</sup>Associate Professor, College of Education, Central Mindanao University

## ABSTRACT

This study aimed to identify the level of managerial capabilities, human resource management, and quality assurance practices of school administrators on the implementation of School Improvement Plan (SIP). The respondents of the study were the 489 public school administrators of Northern Mindanao, Philippines. The data were gathered through survey questionnaires and was treated through descriptive statistics, Pearson product-moment correlation, and stepwise multiple regression analysis.

School administrators exhibit remarkable managerial capabilities, earning high praise for their adept handling of operations, finances, and for fostering a conducive learning environment. Their strong human resource management skills are evident in nurturing collaborative communities, managing staff effectively, and conducting recruitment efficiently. Quality assurance practices are notably well-developed, indicating the school's ability to deliver top-notch education and support. Implementation of the SIP receives glowing reviews, showcasing the administrators' proficiency in enhancing learning environments, community engagement, resource allocation, curriculum, and staff management. Thus, the data highlights the school administrators outstanding performance and excellence across multiple crucial areas.

The correlation analysis revealed significant relationships among managerial capabilities, human resource management, quality assurance practices, to the SIP implementation. Particularly, strong correlations were observed, indicating that schools excelling in one management area tend to perform well in others. Regression analysis highlighted five significant predictors of SIP implementation by administrators: school operation management, teacher and staff performance, leadership, processes, and partnerships/resources. These findings emphasize the significant role of effective management practices, especially in areas like staff performance, quality assurance, and resource allocation, in driving SIP implementation.

**Keywords:** Managerial Capabilities, Human Resource Management, Quality Assurance Practices, School Improvement Plan (SIP), School Administrators

## 1. INTRODUCTION

Successful planning and implementation of school projects, programs, and activities are factors essential to effective governance. A school that is governed well, results in the effective delivery of basic education services. Pursuant to Republic Act No. 9155 known as the Governance of Basic Education Act of 2001, this policy aims to strengthen School-Based Management (SBM) and entrusts the school administrators the authority, accountability, and responsibility to develop the School Improvement Plan (SIP). School

Improvement Plan as stated in DepEd Order No 44, s. 2015, is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, undertakes within a period of three (3) consecutive school years.

Crafting and implementing a School Improvement Plan (SIP) is a big investment of time, effort, and expertise from school administrators, community members and other stakeholders. But by itself, the School Improvement Plan is just a starting point, the real endpoint is driving student outcomes and should be implemented with high fidelity for students to benefit. However, according to Ability (2019), most SIP fall short because the essential link between planning, implementation and student outcomes is broken. Also, the study of Shaltry (2020) and Bore (2022) revealed that there is lack of alignment between the school improvement plan and the school's overall mission and goals.

Moreover, the study of Cristobal (2020), a curriculum coordinator, stated that stakeholders such as the parents, community, and local government officials are seldom involved in the planning process. This is in accordance with the study of Metineus (2023) and Mbogo & Mugwe, (2023), that inadequate stakeholder engagement, less involvement of teachers, parents, and students in the planning and decision-making processes can lead to a disconnection between the proposed changes and the actual needs of the school community. Furthermore, the insufficient professional development opportunities for teachers and staff hinder their ability to effectively execute the strategies outlined in the SIP (Garcia, 2019). Hence, adequate professional development opportunities for teachers help them acquire the necessary skills and knowledge to effectively contribute to the plan.

In connection with the aforementioned circumstances, school administrators play a critical role in the successful implementation of a SIP. To address the concerns on the SIP implementation, the school administrators need to enhance their managerial capabilities. The way school administrators manage their school considering the managerial capabilities they possess is tantamount to how their schools performed in the educational arena (Gamala & Marpa 2022). Additionally, school administrators may strengthen their human resource management to easily achieve the desired goals when they have human resources who have high competence and professionalism in carrying out their work (Rafiei, 2015). Furthermore, setting quality assurance practices by the school administrators can have numerous benefits for the organization, including increased efficiency, improved customer satisfaction, and better regulatory compliance (Docxellent, 2023).

In this regard, conducting this study is imperative to enhance educational outcomes and contribute to the overall success of schools. Understanding the challenges, identifying successful strategies, and examining the impact of managerial capabilities, human resource management, and quality assurance practices are essential for refining and optimizing the implementation process. Such a study will provide valuable insights that can guide administrators in making informed decisions, allocating resources effectively, and fostering a positive learning environment. Ultimately, the findings from this research will not only benefit individual schools but also contribute to the broader body of knowledge on effective educational leadership and management, paving the way for continuous improvement in the field of education.

## 2. LITERATURE REVIEW

To maximize personnel performance, school leaders must excel in motivating, supervising, training, and implementing comprehensive welfare policies that go beyond monetary benefits, encompassing interpersonal relationships and support systems, as highlighted by Akinfolarin (2017). Involving school personnel in decision-making processes and maintaining open communication channels, as advocated by

Akinfolarin and Rufai (2017), fosters commitment and alignment with school goals across all levels of education. Also, Mgbodile (2020), asserted that the success of any school, whether public or private depends largely on the extent to which individual talents and efforts are harnessed towards co-operative endeavors. Thus, training and development has established activities assist employees in gaining the essential skills and capacities to complete job tasks, as well as potentially improving overall job performance (Bhatti et al., 2019). Jay (2014) observed that school administrators' appropriate apportionment of responsibilities makes teachers have habits of a sense of responsibility, hard work and dedication amongst each other that consequently improves the retention of teachers.

A planned, tried and revised curriculum ensures the interaction of students and teachers in an educational environment, with physical facilities and resources of the school, targeted goals can be achieved (Olamo, et al., 2019) and contribution to the development of society can be provided. Parents also often contribute to the development of educational curricula. While, local governments in the communities closest to the students provide local control (Yeban, 2024). when students feel they belong to their academic community, in which they matter to each other and where they can have social, emotional, and cognitive support for each other, they can participate in reflections discussions, and class dialogues enthusiastically and feel more responsible on their learning (Baker, 2014).

Schools do not exist outside of the local community; they thrive within it. When the community can be integrated into schools, schools can become communities in several forms, and their need to become communities become purposeful and crucial (Shewa and Haidari, 2023). Waldman (2016) observed that before students can succeed academically, they must feel safe, both physically and mentally, and to have a safe learning environment, students must feel welcomed, supported, and respected. More so, students must feel supported by all those connected to their learning experience like teachers, classmates, administrators, family, and community members for a higher academic feat (Waldman, 2016). According to evidence, when students feel they belong to their academic community, in which they matter to each other and where they can have social, emotional, and cognitive support for each other, they can participate in reflections discussions, and class dialogues enthusiastically and feel more responsible on their learning (Baker, 2014).

School effectiveness requires confidence, trustworthiness, respect, commitment, analytical thinking, conceptual thinking, and drive for improvement, information seeking initiative, flexibility, accountability, and passion for learning among the stakeholders in the school community (Ramberg et al. 2018). Any system of quality management is generally related to the whole organization and also to cooperating organizations. This is why it requires (Šalgovičová, 2015) teamwork as a form of collaboration with individuals working together on a shared task in a mutually beneficial relationship leading to enhanced and assured quality in products and services. Teamwork helps to optimize the knowledge and skills required of people and so teamwork increases the probability that quality objectives will be achieved. In order to achieve the set targets, the head of the school acts as the in-charge for both the administration and control of resources in the school (Okeke et al, 2016). For Okeke et al, in promoting quality teaching and learning, schools must see themselves as open networks deriving their resources from a network of relationships, including those in the communities.

### **Statement of the Problem**

This study aimed to determine the relationship of managerial capabilities, human resource management, and quality assurance practices of school administrators on the implementation of School Improvement

Plan (SIP). Specifically, this study sought to answer to the following questions;

- 1. What is the extent of the managerial capabilities of school administrators in the following aspects:**
  - a. school operation management;
  - b. fiscal management; and
  - c. learning climate management?
- 2. What is the level of the human resource management of school administrators in terms of:**
  - a. professional learning community creations;
  - b. recruitment and hiring; and
  - c. performance of teachers and staff management?
- 3. What is the degree of the quality assurance practices of school administrators in terms of:**
  - a. leadership;
  - b. people;
  - c. processes; and
  - d. partnerships and resources?
- 4. What is the level of the implementation of the School Improvement Plan (SIP) in terms of:**
  - a. curriculum;
  - b. staff management;
  - c. learning environment;
  - d. resource management;
  - e. community building?
- 5. Is there a significant relationship among managerial capabilities, human resource management, and quality assurance practices to the implementation of School Improvement Plan (SIP) by the school administrators?**
- 6. What variable/s best predict the implementation of the School Improvement Plan (SIP) of school administrators?**

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### 3. METHODOLOGY

#### 3.1 Research Design

The descriptive-correlational research design was utilized in this study. Descriptive design is useful in describing the level of managerial capabilities, human resource management, and quality assurance practices of school administrators on the implementation of school improvement plan. A correlational method was used to examine the relationship of the independent variables: managerial capabilities, human resource management, and quality assurance practices and the dependent variable: implementation of School Improvement Plan (SIP).

#### 3.2 Respondents and Locale of the Study

The respondents of this study were the 489 randomly selected public elementary and secondary school administrators of the Department of Education, Region X- Northern Mindanao. Specifically, Bukidnon, Camiguin, Misamis Oriental, Cagayan De Oro, El Salvador City, Malaybalay City, and Valencia City divisions were chosen as the research locales of this study.

#### 3.3 Research Instruments and Procedures

An adapted survey questionnaires composed of four (4) parts were distributed to the respondents to collect the data for the study. Author's consent to utilize the questionnaires were requested. Validity and reliability

test of the instruments were executed and the necessary permits were secured from the Institutional Ethics Review Committee (IERC), DepED Region X office, and from the seven (7) chosen divisions. Participation of the respondents were voluntary and they were assured of their anonymity. Informed consent was given before they answer the survey questionnaires. They were also given ample time to answer the questionnaires to obtain accurate and valid results.

### 3.4 Statistical Techniques

For valid and reliable interpretation of data, the study was treated through descriptive statistics such as frequency counts, percentages, rankings and means to describe the managerial capabilities, human resource management, and quality assurance practices of school administrators on the implementation of School Improvement Plan (SIP). Moreover, Pearson product-moment correlation was utilized to establish the relationship of managerial capabilities, human resource management, and quality assurance practices to the implementation of SIP.

## 4. RESULTS AND DISCUSSION

### 4.1 Managerial Capabilities of School Administrators

Table 1 shows the extent of managerial capabilities of school administrators on the implementation of SIP. The overall mean was 4.54 which is interpreted as very much capable. The sub-variable fiscal management had the highest mean of 4.56, followed by school operation management with a mean rating of 4.54, and lastly the learning climate management with 4.51 mean rating.

**Table 1. Extent of the Managerial Capabilities of School Administrators**

VARIABLE	MEAN	QUALITATIVE MEANING	QUALITATIVE INTERPRETATION
Fiscal Management	4.56	Strongly Agree	Very Much Capable
School Operation Management	4.54	Strongly Agree	Very Much Capable
Learning Climate Management	4.51	Strongly Agree	Very Much Capable
OVERALL MEAN	4.54	Strongly Agree	Very Much Capable

The managerial capabilities of school administrators have shown positive result, signifying that respondent perceive these areas to be highly effective and well-managed within the context being assessed. There is a consistent and strong agreement among respondents regarding the capabilities and effectiveness of the school in managing its operations, finances, and learning climate. This indicates a high level of confidence in the school's ability to perform its functions efficiently and effectively, contributing to a positive educational environment for both students and staff. Accordingly, possession of strong managerial capabilities is imperative for building a creative learning environment (Suyatno & Santosa, 2020), thus school administrators' effectiveness in establishing good rapport between the school which include teachers, students, nonteaching staff and the other stake holders will contribute the smooth management of the school operations (Walson, 2015) and promoting good fiscal management, transparency, and accountability can protect education systems from corruption and malpractice, helping to ensure efficient and equitable educational financing and that educational plans are well implemented (Poisson, 2023).

#### 4.2 Human Resource Management of School Administrators

Human resource management is vital for school administrators as it ensures the effective recruitment, development, and retention of qualified educators and staff. Table 2 summarizes human resource management practices among school administrators, revealing a high overall mean rating of 4.56, indicating extensive practice.

**Table 2. Level of the Human Resource Management of School Administrators**

VARIABLES	MEAN	QUALITATIVE MEANING	QUALITATIVE INTERPRETATION
<b>Learning Community Creation</b>	4.57	Strongly Agree	Very Much Practiced
<b>Performance of Teachers and Staff Management</b>	4.56	Strongly Agree	Very Much Practiced
<b>Recruitment and Hiring</b>	4.52	Strongly Agree	Very Much Practiced
<b>OVERALL MEAN</b>	4.56	Strongly Agree	Very Much Practiced

Learning community creation, performance of teachers and staff management, and recruitment and hiring all received commendable mean ratings, highlighting the focus on fostering collaborative cultures, managing personnel performance, and recruiting qualified individuals. Thus, effective human resource management not only involves motivating, supervising, and training personnel but also entails providing sustainable welfare policies and fostering open communication and involvement in decision-making processes (Akinfolarin, 2017). Additionally, the study of Enrehail, Harazneh, Abuhjeeleh, Alzghoul, & Ibrahim (2020) that good human resource management contribute to a positive work environment, enhance employee performance, and ultimately support the achievement of educational goals and the overall success of the institution.

#### 4.3 Quality Assurance Practices of School Administrators

Table 3 presents a summary of the quality assurance practices among school administrators, indicating a very highly developed level with an overall mean of 4.56. Notably, quality assurance practices in terms of people, partnerships and resources, leadership, and processes received commendable mean ratings ranging from 4.53 to 4.60.

**Table 3. Degree of the Quality Assurance Practices of School Administrators**

VARIABLES	MEAN	QUALITATIVE MEANING	QUALITATIVE INTERPRETATION
<b>Learning Environment</b>	4.60	Always	Very Highly Implemented
<b>Community Building</b>	4.60	Always	Very Highly Implemented
<b>Resource Management</b>	4.58	Always	Very Highly Implemented
<b>Curriculum</b>	4.57	Always	Very Highly Implemented
<b>Staff Management</b>	4.56	Always	Very Highly Implemented
<b>OVERALL MEAN</b>	4.58	Always	Very Highly Implemented

This suggests that across various aspects of quality assurance, including leadership effectiveness, personnel management, procedural efficiency, and resource utilization, the school administrators demonstrate a high level of competence and proficiency. Thus, the data indicates that the quality assurance practices within the institution are well-established and consistently maintained at a very high standard. Any system of quality management is generally related to the whole organization and also to cooperating organizations. This is why according to Šalgovičová (2015) it requires teamwork as a form of collaboration with individuals working together on a shared task in a mutually beneficial relationship leading to enhanced and assured quality in outputs and services. In consonance with the study of Okeke et. al (2016) that a strong collaboration between school leaders and teachers would lead to increased job efficiency for teachers, discipline and improved relationships and partnerships between schools and communities.

#### 4.4 Implementation of the School Improvement Plan (SIP)

Table 4 presents a comprehensive summary of the implementation of the school improvement plan, reflecting an overall mean rating of 4.58, qualitatively interpreted as "very highly implemented." Across key domains including learning environment, community building, resource management, curriculum, and staff management, the school administrators have demonstrated exceptional performance.

**Table 4. Level of the implementation of the School Improvement Plan (SIP)**

VARIABLES	MEAN	QUALITATIVE MEANING	QUALITATIVE INTERPRETATION
People	4.60	Always	Very Highly Developed
Partnerships and Resources	4.57	Always	Very Highly Developed
Leadership	4.56	Always	Very Highly Developed
Processes	4.53	Always	Very Highly Developed
<b>OVERALL MEAN</b>	4.56	Always	Very Highly Developed

These high scores emphasize the institution's commitment to excellence and effectiveness in every aspect of its operations. The implications of these stellar ratings are far-reaching, indicating that students benefit from a rich curriculum, efficient staff management, and a supportive learning environment. Furthermore, the school's strong performance enhances its reputation, attracts prospective students and educators, and serves as a blueprint for continuous improvement, ensuring ongoing success and excellence in the implementation of school improvement plan. A well-planned curriculum and adequate resources, as highlighted by Olamo et al. (2019), provide the foundation for effective teaching and learning, fostering student engagement and achievement, which are essential components of any improvement plan. Furthermore, the involvement of parents and the community, as emphasized by Yeban (2024), creates a supportive network that enhances student engagement and academic achievement, aligning with the objectives of improvement plans aimed at enhancing overall school performance.

Creating a safe and conducive learning environment, as advocated by Waldman (2016), is also critical for a successful plan implementation, as it ensures that students feel valued, supported, and ready to learn, thereby facilitating the attainment of improvement goals. Additionally, the emphasis on training, development, and administrative responsibilities by Bhatti et al. (2019) and Jay (2014) contributes to the enhancement of teacher and staff effectiveness, fostering a culture of accountability and continuous improvement necessary for successful plan implementation. Moreover, Mgbodile's (2020) emphasis on leveraging individual talents for collective success reinforces the importance of collaborative efforts in achieving improvement objectives. By harnessing the strengths and skills of each member of the school

community, improvement plans can be implemented more effectively, leading to sustainable progress and positive outcomes.

#### 4.5 Relationship between Managerial Capabilities, Human Resource Management, and Quality Assurance Practices to the Implementation of School Improvement Plan (SIP) by the School Administrators

The correlation analysis conducted on the relationship between managerial capabilities, human resource management, quality assurance practices, and the implementation of the School Improvement Plan (SIP) by school administrators reveals highly significant and positive associations between these variables. With correlation coefficients ranging from 0.536 to 0.760, indicating a strong relationship, schools demonstrating proficiency in one area tend to excel in others as well.

**Table 5. Relationship between Managerial Capabilities, Human Resource Management, and Quality Assurance Practices to the Implementation of School Improvement Plan (SIP) by the School Administrators.**

VARIABLES	CORRELATION COEFFICIENT	P-VALUE
<b>Managerial Capabilities</b>	.606	.000**
School Operation Management	.536	.000**
Fiscal Management	.540	.000**
Learning Climate Management	.545	.000**
<b>Human Resource Management</b>	.677	.000**
Professional Learning Community Creations	.597	.000**
Recruitment and Hiring	.487	.000**
Performance of Teachers and Staff Management	.632	.000**
<b>Quality Assurance Practices</b>	.760	.000**
Leadership	.621	.000**
People	.614	.000**
Processes	.681	.000**
Partnerships and Resources	.654	.000**

Notably, effective school operation management, fiscal management, and learning climate management are positively correlated, suggesting interconnectedness among different management domains. Similarly, human resource management, encompassing professional learning communities, recruitment, hiring, and staff performance management, shows a strong positive correlation, emphasizing the importance of integrated approaches to fostering collaborative cultures and developing teaching staff. Moreover, the exceptionally high correlation within quality assurance practices underscores their critical role in driving SIP implementation, with leadership, people, processes, and partnerships/resources demonstrating strong interrelatedness. Thus, these findings highlight the necessity of comprehensive management strategies across various dimensions to achieve successful SIP implementation and overall school improvement. Leadership's role in setting vision and fostering accountability, as highlighted by Gouldberry (2023), synergizes with partnerships and resource utilization advocated by Olaoye & Potter (2024), enriching a



school's capacity for quality assurance practices. Moreover, Cameroon (2018) emphasizes the foundational importance of effective recruitment in building a high-quality teaching staff, while Miller (2022) emphasizes the value of professional learning communities in nurturing collaborative environments for continuous development. Strategic resource allocation, as indicated by Shoab (2023) and Montiero (2021), not only modernizes facilities but also enhances the learning climate by providing essential tools and support for students and staff.

**4.6 Variables that Best Predict School Administrator’s Implementation of School Improvement Plan (SIP)**

Table 23 unveils the predictor variables of school administrator’s implementation of School Improvement Plan (SIP). It shows that, there are five (5) out of fifteen (15) variables that predict the school administrator’s implementation of School Improvement Plan (SIP) such as school operation management, performance of teachers and staff management, leadership, processes, and partnerships and resources.

**Table 6. Variables that Best Predict School Administrator’s Implementation of School Improvement Plan (SIP)**

Model	Unstandardized Coefficient B	Std. Error	Standardized Coefficient Beta	t	Sig.
Constant	1.072	.127		8.462	.000
<b>Managerial Capabilities</b>					
School Operation Management	.058	.028	.076	2.083	.038
<b>Human Resource Management</b>					
Performance of Teachers and Staff Management	.163	.031	.208	5.298	.000
<b>Quality Assurance Practices</b>					
Leadership	.111	.032	.139	3.452	.001
Processes	.254	.032	.306	7.884	.000
Partnerships and Resources	.185	.031	.233	5.923	.000
R= .787    R2= .619    F=157.243    p-value= .000					

Effective management of school operations and teacher/staff performance emerges as critical predictors, highlighting the importance of organizational efficiency and personnel management in driving improvement efforts. Additionally, the study highlights the essential role of leadership in enhancing quality assurance practices and the significant impact of robust processes and sufficient partnerships/resources on plan execution. The model exhibits strong fit to the data, explaining approximately 61.9% of the variance in SIP implementation, with statistically significant predictors. These findings provide valuable insights for administrators and policymakers seeking to enhance educational outcomes through strategic managerial interventions, emphasizing the importance of investing in effective management practices, leadership development, and collaborative partnerships to support successful implementation of improvement plans. Strong leadership, efficient resource allocation, and quality assurance practices are critical factors identified in studies by Willis, Caparas, & Taylor (2019) and Agirdag (2023), both of which highlight their positive impact on successful plan implementation and

overall school effectiveness. Similarly, McCallum (2021) highlights the importance of well-supported and effectively managed teaching and administrative staff, indicating their role in fostering sustained improvement in schools.

## 5. CONCLUSION

The assessment of school administrators' managerial capabilities, human resource management practices, quality assurance practices, and School Improvement Plan (SIP) implementation reveals a consistent pattern of high effectiveness and proficiency across various domains. Respondents perceive the school as highly skilled in managing its operations, fostering positive relationships, ensuring quality education, and implementing improvement plans. The correlation and regression analyses further underscore the interconnectedness of these variables, indicating that schools excelling in one area tend to perform well across others. Effective management practices, strategic leadership, and collaborative partnerships emerge as strong predictors of successful SIP implementation, highlighting their critical role in driving educational improvement. Overall, the findings emphasize the importance of comprehensive organizational development and the continuous enhancement of key areas to ensure high-quality education and support for all stakeholders.

## 6. RECOMMENDATIONS

Based on the findings, recommendations emerge to enhance school administrators' capabilities in implementing school improvement plans. It is encouraged that, continuous professional development opportunities be tailored to the needs of school administrators, fostering a positive work environment, and meaningful stakeholder engagement are crucial. Benchmarking and updating the improvement plan, supported by policymakers aligning policies and allocating resources, are essential steps. Regular monitoring and evaluation by DepEd officials, facilitated community engagement by local government units, and active participation of stakeholders may be done further strengthen the implementation process, fostering a supportive and inclusive school community committed to achieving educational excellence.

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