A PATH ANALYSIS ON SCHOOL BASED MANAGEMENT, TEAMWORK ATTITUDE, SENSE OF COMMUNITY AND LEVEL OF SCHOOL EFFECTIVENESS IN REGION XI

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Abstract: The purpose of the study was to determine the best-fit path model on school effectiveness of public-school heads in Region XI, Philippines. The researcher employed a quantitative research design utilizing the goodness of fit statistics. There were three exogenous variables, namely: school-based management, teamwork attitudes and sense of community and the endogenous variable was school effectiveness. The instruments used in the study were adopted and modified survey questionnaires and administered to 200 public secondary school teachers using quota sampling technique. Findings showed that levels of school-based management, teamwork attitudes, and sense of community were high, and school effectiveness was very high among respondents. There were significant correlations between school-based management and school effectiveness, between teamwork attitudes and school effectiveness and between sense of community and school effectiveness. Finally, path analysis described path model 4 as the best-fit path model since the resulting model fit values satisfied all the criterion indices required. Moreover, Model 4 defines the direct impact between teamwork attitudes and school effectiveness and between sense of community and school effectiveness. Significant correlation exists between teamwork attitudes and school-based management.

Keywords: school-based management, teamwork attitudes, sense of community, school effectiveness, school heads, Philippines

Chapter 1

INTRODUCTION

Rationale

School effectiveness is one among the significant areas of the academe that seize the attention of researchers. In the past three decades, there has been a major shift towards allowing educational institutions greater self-management and self-governance in a drive to improve school effectiveness (Gurr, 1996; Dimmock&Wildley, 1999). In spite of its widespread practice and implementation of these and other more recent initiatives to enhance school effectiveness, no clear or uniformly accepted set of guidelines or assumptions with regard to the assessment of school effectiveness exists and various issues are left behind (Giles & Heyman, 2005). Besides the wealth of school effectiveness studies, there is still no complete picture on whether, which, and how much teacher and school variables that make up school inputs (Scheerens, 2000), processes, and context affects student achievement (Luyten, Visscher,&Witziers, 2005).

Learners are the central focus of education. It is a key feature of institutional reform throughout the world. The School Effectiveness Framework of K-12 outlines interdependent relationships that need to be considered if improvement for students is to happen in and through schools (Bishara, 2017).School effectiveness prepared the learners psychologically ready for learning which is highly influenced by the teacher (Crow & Crow, 1991). Moreover, it widely contributed to their academic performan. It also encompassed the well-being of the learners (Kosnik, 2014).Meanwhile, the core of school effectiveness research primarily attempted to explain how school inputs, the context of schooling, and school processes affect school outputs.

Being aware of the relevance of school effectiveness, the researcher conducted an extensive review of literature for possible variables that may have importance with it. A considerable number of literatures link school-based management, teamwork attitude and sense of community of school heads with school effectiveness. School systems have been the devolution of decision-making authority to school levels through the move towards School-Based Management (SBM). It was designed to provide an accountability system between the beneficiaries (students and parents), and the agents (teachers and policy makers), in order to improve the quality of education (Khattri, Ling & Jha, 2010; Al Khabi, 2015).

Moreover, teamwork attitudes are evaluative statements-either favorable or unfavorable concerning objects, people, or events. They reflect how one feels about something (Robbins, 2003) when learners' team attitudes are satisfying, they considered it a productive learning experience (Espey, 2018; Gillespie, Rosamond, & Thomas, 2006). Positive team attitudes eventually lead to collaboration of learners lead to work in teams more efficiently. Sense of community includes social community and learning community. Learners want academic, personal and social support from their school. These necessarily ne readily available and connected to the other parts of the learner's school experience as a whole (Rovai, Wighting, & Lucking, 2004).

It is on the above context that the researcher decided to conduct the study dealing with the three variables as a construct of school effectiveness. As a public-school teacher with experience as school head, the researcher is interested to explore the variables mentioned. While there are existing studies on the link of each mentioned variable to school effectiveness, those studies are in bivariate relationships only with school effectiveness and conducted separately by different researchers. Since there was no study conducted covering all the same variables stated above in the Philippines particularly in Region XI, this study aimed to add evidence in the consequently hopes to give a new direction towards improvement of SBM in educational system.

Research Objectives

The study will be conducted to determine the best fit path analysis model on the school effectiveness in Region XI.

Specifically, this study has the following objectives:
1. To identify the level of school-based management practices of teachers in terms of:

   1.1 effective school leadership;

   1.2 budget allocation;
   1.3 management strategies;
   1.4 staff development;
   1.5 curriculum and instruction

2. To define the level of teamwork attitudes in terms of:
   2.1   team structure;
   2.2   leadership;
   2.3   Situation monitoring;
   2.4   mutual support; and
   2.5   communication.
3. To understand the level of sense of community in terms of:
   3.1 reinforcement of needs;
   3.2 membership;
   3.3 influence; and
   3.4 shared emotional connection
 4. To define the level of school effectiveness in terms of:
   4.1 ensure desired results;
   4.2 improve teaching and learning;
   4.3 foster a culture of improvement; and
   4.4 organizational conditions.
 5. To determine the significant relationship between:
   5.1 School based-management and school effectiveness;
   5.2 Teamwork attitudes and school effectiveness; and
   5.3 Sense of community and school effectiveness.

6. To recognize the best fit model that predicts school effectiveness.

Hypothesis

The following hypotheses will be tested at 0.05 level of significance:
   1. There is no significant relationship between:
      1.1 school-based management and school effectiveness,
      1.2 teamwork attitude and school effectiveness
      1.3 sense of community and school effectiveness
   2. School-based management, teamwork attitude and sense of community do not significantly influence the school effectiveness.
   3. There is no best fit model that predicts school effectiveness.

Review of Related Literature

This section presented different views from related studies pertaining the school effectiveness (AdvancED,2007) which consist of the following indicators; *ensure desired results, improve teaching and learning, foster a culture of improvement and organizational conditions;* school-based management (Shaikha Ali Abdulla AlKaabi, 2015) with indicators; *effective school leadership, budget allocation, management strategies, staff development, curriculum and instruction;* teamwork attitudes *(*TeamsSTEPPS,2010) with the following indicators*; team structure, leadership, Situation monitoring, mutual support; and communication;* sense of community (Chaviz, Lee & Acosta, 2008) with*reinforcement of needs, membership, influence and shared emotional* connection as indicators.

School-based Management

The school-based management reforms began in Australia in 1970s. Its popularity became widespread and was evident by the large number of development agencies. It has been experimented and introduced in a wide range of countries and in almost all regions of the world, including Hong Kong (China), Indonesia, El Salvador, Nicaragua, Kenya, Kyrgyz Republic, Nepal, Paraguay and Mexico. Like these countries, Indonesia expected that with the help of school-based management successful decentralization, autonomous education program and educational financial accountability achieved (Firman&Tola, 2008).

Furthermore, School-based management (SBM) had been a subject of empirical researches for more many decades since it brought positive and negative reactions in the educational platform. It is described as the one of the most noteworthy improvement in the current restructuring of school system (Caldwell, Henshaw, & Taylor, 2005). It is defined as decentralization of decision-making authority to schools with the basic tenets of improving students learning outcomes (Pañares&Palmes, 2014) and improved the schools' performance (Ali & Al Kaabi, 2015) and focused on quality education (Education and Manpower Bureau, 2006).

In a way, most SBM programs tried to empower school principals and teachers in order to strengthen their professional motivation thereby enhancing their sense of ownership in the school. As it flourished leadership skills, it allowed competent individuals to make decisions (Ali & Al Kaabi, 2015; Bandur, 2012)manage and improved the schoolthat ensured learning. Thus, SBM is related to public relation to strengthen the participation of stakeholders in the schools' programs and projects (Kadtong, 2016). Along the same increased accountability of the school leaders and its members, students and parents since orders from higher officials were less. In addition, as teachers, parents and other members of the community were involved in vital decision making, SBM created more effective learning environment for learners (Worldbank, 2007; Barrera-Osorio, Fasih, Patrinos, &Santibáñez, 2009; Kadtong, Navarro-Parcon, &Basar-Monir, 2016; Lindgerg&Wanyushyn, 2013).

On the separate study conducted by Nurkolis (2017) in Indonesia and Jalahudin, Azwir, &Akmal, (2015) in Minahasa, results revealed that the implementation of SBM on the improvement of school management is very high. It was because of the high influence brought about by school mentoring and training program of SBM.The later added that with SBM implementation, schools were more transparent became inclusive, responsible for financial matters and have had an increase participation of community in education. It also had a positive impact on the quality of education, including making creative and fun filled learning as well as reduction of dropout rate.

Meanwhile, there was an improvement in school-based management and learning processes and increased cooperation of parents' assistance in teaching and learning (Rawung, &Fajar, Nikolas &Elvinit, 2015).

The study of Abadzi (2013) confirmed that there is a positive impact on SBM implementation in those schools have been able to allocate budget appropriately using their educational resources, increased teacher attendance in classrooms, created a supportive learning process environment (Abadzi, 2013) and improved student learning outcomes (Sumintono, 2009).While SBM was in its verge success, it also faced challenges. The implementation of SBM in other places did not succeed in improving the quality of its education system and got a very low rating from the teachers (Jalahudin, Azwir, &Akmal, 2015). Additionally, in Ethiopia there is less community participation. Form them participation was mainly focused on monetary contribution instead on giving their thoughts and opinion particularly in the decision-making process (Swift-Morgan, 2006).

However, the lack of clear policy on SBM had been a hindrance on its implementation specifically in its earlier stage and when shared decision-making was had been applied in schools. During that time, there was no clear technical guidelines presented. Other problems include lack of professional knowledge and training of the implementing principals particularly prior to its implementation, lack of facilities and resources and inconsistent cooperation with local government (Bandur, 2012; Nurkolis, 2017; Oswald, 2014).

Similarly, in rural areas in Indonesia, women were also observed on having difficulty in participation in advancing education. Their difficulties were attributed on their poor in experience and lack of resources (Cranston, 2001). In the Philippines, it was revealed that schools were not yet ready in the SBM implementation as per observed among members of School Governing Council ages 31-40 years old. Nevertheless, the impact of SBM on education quality, including student outcomes, remains a contentious issue, with some researchers arguing that SBM leads to enhanced educational outcomes, while others contending that SBM leads to the deterioration of educational quality especially among the weakest schools. The range of SBM approaches and the contexts in which they are implemented makes the debate about SBM quality an intricate one (Al Kaabi, 2015; Khattri, Ling & Jha, 2010; Pañares&Palmes, 2014).

In another study, it was made clear that SBM was designed to improve student outcomes through two main venues: by empowering the school community to identify education priorities and to allocate the school maintenance and operating budgets to those priorities (such as curriculum enrichment programs); and by enhancing transparency and accountability through the annual implementation plans and school report cards. However, the SBM program articulated no explicit assumptions regarding the time frame within which improvements in student achievement were expected to take place. Systematic data on the level of uptake and implementation of the key features of the reforms are also not available (Pañares&Palmes, 2014).

This is why *effective leadership* is continently appropriate as conscience as explained by Nikolaros (2015). It is one of the indicators of SBM. Effective principals use multiple leadership strategies for leading teachers to raised levels of student achievement. In a study based from the quantitative and qualitative research conducted in England and Wales which involved 3,260 school leaders, it was found out that distributed leadership had increased student achievement in school. The high student achievement and performance of students was attributed to the behaviors of school leaders who have distributed their leadership responsibilities effectively throughout the organization and have a strong strategic focus on developing their people (Al Kabi& Ali 2015).

Alongside the same thought, educational leaders are tasked with a multitude of responsibilities on a daily basis. In addition to routine administrative duties including ongoing observations, addressing parental and teacher concerns, handling discipline issues, and the like, effective school leaders recognize their leadership style has a direct correlation with their school's culture and climate. Additionally, much research has demonstrated that the morale among the teachers, faculty, and staff members of a school is impacted by leadership style (Mason, 2007; Sheninger, 2011; Whitaker, 2012).

Additionally, research has indicated that when leaders are trustworthy, empathetic, and effective at communicating with others, morale is increased. Additionally, morale is intensified when administrators regularly praise and recognize employees for their efforts. Likewise, when teachers are provided with frequent opportunities to collaborateand attend meaningful professional development courses with one another morale is heightened. Other leadership characteristics including being supportive, respectful, and effective at handling school discipline issues,

have been linked to amplified morale (Fullan, 2011; Mansfield, Weed, Coren, Fiore, Wellard, Chatziefstathiou, & Dowse, 2009; Meador, 2016; Pressley, 2012; Whitaker, 2012).

Furthermore, SBM empowered teachers at the school to make decisions. Based on a study conducted to determine the extent of the program on a statewide school improvement effort, they concluded that the more teachers were involved in the process of making decisions, the more they began to understand that they were responsible to their own decisions made for the improvement of the school. As they felt part of the decision body-making, they also felt responsible and accountable of for developing and implementing programs. In addition, teachers were bound within SBM program, they exercise facilitative power and engaged in different activities. The relationship between the principal and teaching and non-teaching staff which where cooperative and open to changes helped in building a climate of team spirit and mutual commitment (Cheng Lai-Fong, 2004).

Understandably, budget allocation is among the indicators of SBM. It refers to a process of preparing a statement of the anticipated income and the proposed expenditure, and act of target setting. Educational institutions designed program and courses of study. Such program is effectively implemented only with availability of funds. The school budget may be described as the process of preparing a statement of anticipated revenue and the proposed expenditure over a period of time. In other words, it is a process of preparing a summary of the program in the school that will be rejected by the expected revenues (Akinsolu, 2008).

It was described in a study thatschool budgeting as the preparation of school budget and financial plan and indicates the total and composition of all expenditures and the resources from which all the intended expenditures and the resources from which all the expenditures are expected to be financed in the course of the year.Decentralization of budget is one of the most important parts of SBM that is delegated to schools. Decentralized budgeting means the allocation of funds in a lump sum rather than predetermined categories of expenditures giving the school the opportunity to spend money to achieve its goals (Cheng Lai-Fong, 2004).

The decentralization of budget authority to school level from countries experiences differs as follows: the school determines curriculum, schedule, and instructional practices; the school assigns personnel to responsibilities (teachers, non-teaching professionals); the school allocates resources across categories (student support, administration, extra-curricular); school controls number of teachers; the school controls teacher compensation; and the school has full fiscal authority (West, 2009).

Management strategies, as an indicator of school-based management, deemed at their most boiled down, are a series of techniques for controlling and directing a business to achieve a set of predetermined goals. They include strategies for goal-setting, leadership, business administration and operational activities. Management strategies exist because, in the long-run, organizations can only achieve top performance if they have a clear strategy in place and the strategy is anchored throughout the company. Otherwise, the ship would be driving forward with no clear direction, potentially toward the iceberg (Thompson, 2019).

*Staff development*is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. The definition recognized that development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification program, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work. In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices (Thompson, 2019).

To add, effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support. Successful program involves teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.*Curriculum and Instruction* is another indicator of SBM. It ensures that the organization focuses on the delivery of a relevant, responsive, and effective basic education curriculum around which all other strands and offices provide support.The relationship between curriculum and instruction is intimate. The relationship being so intimate that curriculum and instruction is often said as though the terms are one word (DepEd, 2019).

In another point, curstruction and instriculum were introduced as morphed words to describe the seemingly inseparable relationship between curriculum and instruction. A curriculum is described as providing structure, outline and purpose to experiences in school. This author would describe the relationship between curriculum and instruction as a parent and child relationship. Curriculum takes the role of a parent who is independent and may function without instruction; whereas, academic instruction is inherently dependent upon curriculum—much like a child is dependent upon a parent. Curriculum provides direction for instruction since instruction is the method of delivering academic curriculum. Instruction may exist without curriculum but would serve no direct purpose. Curriculum and instruction must be compatible and maintain a close relationship in order to maximize student learning. The design of curriculum influences student learning. Curriculum is a vessel that helps learners gain knowledge, develop skills and broaden understanding and has outcomes that may be measured (Yates, 2000).

The design of instruction is influenced by an educator's philosophy and instructional beliefs. Instruction design is developed according to curriculum but maintains individuality while being dependent upon curriculum and standards. The prioritization of information found in overt curriculum and what instruction techniques are used is reflected by a teacher's philosophy. Teachers are individuals composed of different biases, attitudes, and personal philosophy—this human element plays a role in instructional practices. Teachers instruct according to their personal philosophy. Curriculum and instructional design alter according to society and is influenced by new technology and information. The parent-child relationship of curriculum and instruction suggests opportunity for growth as both the parent and child learn from each other. Knowledge of the relationship between curriculum and instruction may help educators strive to provide a quality education to students (Thompson, 2019).

Teamwork Attitude

Attitude is a mental state involving beliefs, feelings, values and dispositions to act in certain ways. Often, when shown the personal benefits of a positive attitude adjustment, people are willing to change their attitudes to achieve an organization's goals. Values are defined as the ethics of an individual. Enhancement is defined as something that raises the value of a thing. An increased work ethic can lead to more productive employees and a better organization overall (Al-Nouh, Abdul-Kareem, &Taqi, 2014; Ruiz-Adams, 2019; Erlandsson&Kavathatzopoulos, 2005).

Considerably, teamwork attitude is a positive or negative feeling or mental state of readiness, learned and organized through experience that exerts specific influence on a person's response to people, objects and situations. General team attitude at work can be divided into two main groups: treating work in terms of to have and in terms of to be. In the first case we have to do mainly with the perception of work as a constraint associated with the financial issues (work treated as a source of funds required to meet life needs). When it comes to treating work in terms of work can be, however, regarded as a commitment (work treated as a duty to the society); an opportunity to develop personal and social identity (work offers a possibility to define one's role in the society); realization of one's life goals (work is a form of self-fulfillment); an indicator of social prestige (defining its place in the social hierarchy); a possibility to establish social contacts (Al-Nouh,2014; Ruiz-Adams, 2019).

However, ethical awareness, adaptive ethical problem-solving and decision-making abilities at individual and group level are necessary in addressing work attitude problems. And school leaders need to consider ethics. Ethical competence is therefore the most important goal of training programs at work. Ethics is applied in daily life, because it is the necessary help to solve moral conflicts that can appear. It is true that ethics does not give recipes, or give the essential key for the problem's resolution but it is a guide and a basic frame of application (Tobin & Sprague, 2000; Erlandsson&Kavathatzopoulos, 2005).

People living and working together need ethical rules that show us how to behave in certain conditions, how to be and cooperate with each other. Moral rules help us to predict the behavior of others, guide our actions, and tell us what we have to expect from our own and other groups, organizations and social situations. These rules are necessary because society cannot function without them. The problem that we encounter is our changing society (Kavathatzopoulos, 2007; Al-Khozondar, 2015).

To add, experiences from organizations using the team approach for improving performance have pointed to teamwork as an important tool in business success. This finding has prompted organizations to start looking for teamwork skills in their new employees. Although employers may be willing to provide on-the-job training, they expect that their new employees at least possess the basic understanding of why teamwork skills are important to their organization. Looking for ways of shortening the new employees learning experience on acquiring teamwork

skills in the workplace, organizations are suggesting institutions of higher education to prepare future employees (students) to be effective team players (Kunkel & Shafer, 1997).

For this reason, accreditation organizations are requiring higher education institutions to introduce teamwork activities into their curriculums (Ravenscroft &Buclkess, 1995; Richardson et al., 1999). In response to this demand, institutions of higher education are developing methodologies for introducing teamwork in their classrooms. They also want to enhance the process of learning through the use of teams knowing that in corporate environments teamwork has been a key element to improving employee performance and learning. Research in educational settings showed that most of the students recognize the necessity of teamwork for improving interpersonal skills, but they still prefer individual work when the goal is achieving good performance (Babiker et al., 2014; Pfaff & Huddleston, 2003).

Studies also prove that there are many elements involved in the process of introducing teaming into the workplace as well as into the classroom (Blignaut, & Venter, 2002). When these elements are not very well managed, they can provide negative teamwork experiences discouraging individuals from continued participation in teams. Negative team experiences create negative attitude toward teamwork that are transferred to the workplace (teams (Pfaff &Huddleston, 2003). These results have compelled educational researchers to look to the business world to find the elements that make teams effective in organizations. They found that it is not just putting individuals together and assigning them a task. Individuals in teams need to understand that there are specific required skills for achieving team effectiveness (Ruiz & Adams, 2004).

In understanding teamwork effectiveness, there are seven characteristics as the main elements that need to be present in the process of teaming in order for the team to be effective. These characteristics are productive conflict resolution, mature communication, role clarity, accountable interdependence, goal clarification, common purpose and psychological safety. Attitude is defined as an internal state that influences an individual's choices of personal action, or a response tendency. Therefore, attitude toward teamwork is defined as the individual willingness to continue working together with the same team as well as in other teams (Gardner &Korth, 1998).

On the part of learners, there are few studies about students' attitudes toward teamwork, and findings from these studies show contradictory results. For instance, graduate students and engineering employees respectively found that even though the results were not statistically significant, individuals' attitude changed positively after their participation in teams. Students that participated in their studies were frustrated by the teamwork experiences. Although students recognized that the experience improved their interpersonal skills, they still preferred to work individually (Pfaff & Huddleston, 2003).

There is extensive research about cooperative and collaborative learning and the use of groups in the classroom setting. Research shows that the process of developing teamwork is highly complex and when it has not been well managed it has generated in individuals a negative attitude toward teamwork (Pfaff & Huddleston, 2003). Attitude is defined as an internal state that influences an individual's choices of personal action, or a response tendency. Therefore, attitude toward teamwork is defined as the individual willingness (internal state) to continue working together with the same team as well as in other teams (personal action). There are few studies about students' attitudes toward teamwork, and findings from these studies show contradictory results (Babiker et al., 2014).

Experiences from organizations using the team approach for improving performance have pointed to teamwork as an important tool in business success. This finding has prompted organizations to start looking for teamwork skills in their new employees. Although employers may be willing to provide on-the-job training, they expect that their new employees at least possess the basic understanding of why teamwork skills are important to their organization. Looking for ways of shortening the new employees learning experience on acquiring teamwork skills in the workplace, organizations are suggesting institutions of higher education to prepare future employees to be effective team player (Babiker, El Husseini, Al Nemri, Al Frayh, Al Juryyan, &Faki 2014).

Moreover, enhancing teamwork attitudes and perceptions is the first step to ensure quality output. Teamwork attitudewas found out that the level of nurses' teamwork attitudes was at high level. It was also revealed in their study that teamwork attitudes were one of the indispensable criteria for quality care provided for nurses. *Team structure* is an indicator of teamwork attitudes. It refers to the composition of an individual team or of a multi-team system (Celik, Taylan, Guven, Kilc&Akoglu, 2019).

Team structure is an integral part of the teamwork process. A properly structured patient care team is an enabler for and the result of effective communication, leadership, situation monitoring, and mutual support. Proper team structure can promote teamwork by including a clear leader, involving the patient, and ensuring that all team members commit to their roles in effective teamwork. It is important to identify and recognize the structure of teams, because teamwork cannot occur in the absence of a clearly defined team. Further, understanding a team's structure and how multiple teams interact in a unit is critical for planning the implementation of team effectiveness (Babiker et al., 2014).

In addition, team structure refers to the organizing framework how its various parts fit together and are expected to function. It is the foundation of s system whereby team members were embedded. Specifically, it widely affected team performance of both the organization and the team itself. Likewise, it either benefits or creates barriers to team functioning and effectiveness (Braillier&Tsukada, 2002).

Leadership is multidimensional area of research. No doubt, in the behavioral sciences the most studied area is leadership. Still, the concepts of leadership theory have eluded administrators like a haunting melody. It is among the indicators of teamwork attitudes. The term leadership itself projects images of powerful, dynamic individuals who command victorious armies, build wealthy and influential empires, or alter the course of nations. Stated in a few words, people commonly believe that leaders make a difference and want to understand why. Bass (1990) states that leadership is often regarded as the single most important factor in the success or failure of institutions. Agreeing with a wide, diverse, and growing set of stakeholders assume that, "leaders are largely responsible for school performance (Celik et al., 2019; Yukl, 2002).

Situation Monitoring is a way for team members to be aware of what is going on around them. This awareness will enable individuals to adapt to changes in the situation and will also create opportunities to support other team members when needed. Situation monitoring is moderated by communication, which allows for the sharing of new and emerging information with other team members, to develop and maintain a shared mental model. Because situation monitoring concerns the willingness and ability to continually monitor situations and share this awareness with fellow team members, it is enhanced by team leadership, given that team leaders encourage and role model supportive behaviors. Situation monitoring also allows for mutual support through the ability to anticipate other team members' needs with accurate knowledge of their responsibilities (Yukl, 2002).

Mutual support is the provision of task assistance, social support and feed back to one or more members. It is back up behavior that benefits the individual and thereby the greater good of the team. It should be given when additional help is beneficial in completing the work. However, team members may not recognize that one may need help. One should seek support from fellow team members specially when overburdened, stressed or ill equipped to manage responsibilities. But not all team members are capable of extending help(Roberts, Hamby, Grych&Banyard, 2015).

Communication is an indicator of teamwork attitudes. Teammates must develop trust, since it is not automatic. Accordingly, members must communicate more openly than they normally would in everyday life. There must be honesty on all ends of the team, since withholding the truth could damage the team's integrity. Team members should always share information and feelings between each other. This allows for total trust between the team members. Research has found that three or more people working together on a project are much more effective than a single person spending all of his time doing the same thing. However, without communication, members can be as useless as if the project went untouched (Roberts et al., 2015).

Consequently, teams that communicate complete projects in a quicker and more efficient amount of time than others. They also are more accurate in their work than others. Effective communication also allows team members to understand their roles and the roles of everyone else on the team. It also gives room for understanding among the team members for what needs to be done. Teams that fail to communicate effectively wind-up wasting time and energy doing busy work and other work that is not required because of a lack of understanding of what needs to be done. These team members also misunderstand each other and their personalities. This often leads to conflict within the group and a lack of trust between group members. Team members in groups that fail to communicate

effectively wind up not understanding what makes them more efficient, because they fail to get feedback from everyone else in the group, and there is no one else that they can compare their work to (Celik et al., 2019).

Sense of Community

Sense of community is important to positive mental health (Collins & Quan-Haase, 2012) and well-being of learners. Moving further, Solomon et al.(2000)asserted that when a school meets students' basic psychological needs, students become increasingly committed to the school's values, and goals. By having students committed to maintaining a sense of community, schools almost intuitively begin to provide opportunities for students to learn skills and develop habits that will benefit them throughout their lives (Prate, Cicognani&Albanesi, 2018).

It was affirmed in the study of Hombrados-Mendieta, Fuentes and Jacinto (2013) that sense of community moderated the negative effects of migration processes and is strongly associated with quality of life and wellbeing; migrants with high SOC levels also exhibited good quality of life levels, comparable to natives. The relationship between sense of community, ethnic identity, and psychological well-being among Native American adolescents was analyzed. Results showed that adolescents with values associated with their ethnic origins exhibited increased ethnic identity and higher SOC levels.

Sense of Community Scale (SCS) was developed to probe communicative behaviors and attitudes at the community or neighborhood level of social organization. The basis of the SCS was what had been called the critical dimension of community structure, and it was to be used to differentiate low, medium, and high SCS neighborhoods on its five factors: informal interaction (with neighbors), safety (having a good place to live), pro-urbanism (privacy, anonymity), neighboring preferences (preference for frequent neighbor interaction), and localism (opinions and a desire to participate in neighborhood affairs). The results of Doolittle and MacDonald's study led to three generalizations. First, there is an inverse relationship between pro-urbanism and preference for neighboring (Wiseman & Gonzales, 2004).

Second, there is a direct relationship between safety and preference for neighboring. Lastly, pro-urbanism decreases as perception of safety increases. Measuring the psychological sense of community is based on the work of Hillery (1955), augmented by responses to a questionnaire distributed to randomly selected members of the Division of Community Psychology of the American Psychological Association. Glynn administered his measure to members of three communities and hypothesized those residents of Kfar Blum, and Israeli kibbutz, would demonstrate a greater sense of community than residents of two Maryland communities. He identified 202 behaviors or sub-concepts related to sense of community, from which 120 items were developed, representing real and ideal characteristics. As predicted, higher real levels of sense of community were found in the kibbutz than in the two American towns (Pretty, Noble, Bossio, Dixon, Bragg, Vries, & Morison, 2006).

However, no differences were found among the three on the ideal scale. The strongest predictors of actual sense of community were (a) expected length of community residency, (b) satisfaction with the community, and (c) the number of neighbors one could identify by first name. Glynn also found a positive relationship between sense of community and the ability to function competently in the community. Unlike the general denotation of community, which encompasses the sentiments of the whole, sense of community refers to an individual's perspective regarding the group with which they belong or associate (Wiseman, Gonzales, & Salyer, 2004).

In 1974, the concept of "psychological sense of community" was introduced and affirmed that it is a foundation for self-definition. One's psychological sense of community consists of an individual's feelings of affinity, commitment, dependence and interdependence within a group. There is a distinct difference existed between community, an intrinsic and naturally developed community and society, a deliberately formed organization founded in logic (Pretty et al., 2006).

Consequently, there are two notions of community. The first concept of "community" can be associated with "the ones that are based on the need for identity, cohesion, and solidarity within a given group", whereas society fails to acknowledge the need for human unity. PSC was later modified by McMillan and Chavis (1986) and has been widely adopted in the psychological community. There are proposed four elements of sense of community. The first element is membership, namely, "a feeling of belonging or of sharing a sense of personal relatedness". Within this

element lie five attributes which are boundaries, emotional safety, a sense of belonging and identification, personal investment and a common symbol system. It was remarked that the most troublesome feature of these attributes is its boundaries. First, boundaries may generate feelings of rejection and isolation created by barriers. Second, the role of deviance from a community's boundaries has been largely overlooked. Collectively, these attributes delineate who is and is not a member of the community (Cicognani&Albanesi, 2018).).

Further, sense of community is influence and has been posited to be bidirectional. From one perspective, group members must have some influence over what the group actions and decisions without which, they may not be motivated to participate. On the other hand, cohesiveness is contingent upon a group's ability to influence its members. There are contradictory issues to these views which motivate communities to appreciate individual differences. Researchers proposed that members are more attracted to a community in which they feel they are influential. The authors noted that it is nearly impossible to identify the numerous binding reinforcers (Pretty, Bishop, Fisher,&Sonn, 2006).

However, they characterized the status of being a member and competence as two chief reinforcers. The third element of a sense of community is integration and fulfillment of needs, which simply means reinforcement. In addition, for any group to maintain a positive sense of togetherness, the individual-group association must be rewarding for its members. Furthermore, the authors argued that reinforcement and need fulfillment is a "primary function of a strong community.

The fourth element of a sense of community is shared emotional connection, which is strongly based on shared history of the group. Nonetheless, shared history is not a prerequisite to a successful group, however, members must identify with it. Without this identification, members may either facilitate or inhibit the strength of the community. The shared strength of a community is conditional upon several features. The first feature, contact hypothesis, purports that the more people interact, the more likely they are to become close. The quality of interaction emphasizes that a communal bond is greater when members experience positive relationships (Wiseman & Gonzales, 2004).

Closure of events addresses ambiguity within a group. The authors warned that tasks might be left unresolved if the interactions within the group are unclear. The shared valent hypothesis states that the more important the shared event is for the members, the greater the community bond will be. Investment, which is a strong indicator of shared emotional connection, determines the importance to the member of the community's history and current status. The effect of honor and humiliation on community members adds to the perceived attractiveness of one to other group members (Pretty et al., 2006; Wiseman & Gonzales, 2004).

Reinforcement of Needs is one of the indicators of sense of community. It refers to the members' feeling that the needs will be met by the resources received through their membership in the group. Additionally, building a successful community; one must bring something of values like connections and resources in order for you to be part of the community. And if the community won't offer value, it won't stay long. Lastly, community won't have values if its members don't have. Need fulfillment and reinforcement was a primary function of the strong sense of community. A community whose resident have a positive sense of one another produced successful neighborhoods in which membership is desirable rewarding and members possessed certain competency. He added that a strong sense of community is confirmed by the fact that people meet the needs of others as well as themselves (Byrne, Dionis, Barling& Akers, 2014; Femlin, 2012; Obst, 2004).

Membership is another indicator of SOCM. It refers to the feeling of belonging being part of the community. In a study, it highlighted the importance of belongingness. He stressed that it is the basic psychological need. Each member of the community needs to be physically and emotionally safe, a need to have closed and supportive relationships and feel connected. A strong sense of community enhances commitment among members, mutual support of stakeholders, high morale a global perspective and diversity of members (Byrne, et al., 2014).

Concisely, membership has five attributes: boundaries, emotional safety, a sense of belonging and identification, personal investment, and a common symbol system. These attributes work together and contribute to a sense of who is part of the community and who is not (Byrne, 2014). A major part of membership is boundaries which implied that there were members who belong and those who were not. And for someone to have sense of community, one must first belong to the community (Obst, 2004).

Influence is another indicator of sense of community which is conceptually bi-directional. An individual must feel influential and have some control over the group in order to be attractive to the individual members of the community. Conversely, for a group to be cohesive, the group must influence its individual members. Others' needs, values and opinions are often the most influential members of the group (Byrne et al., 2014).

Similarly, people with strong sense of community felt connected to the community where they belong. It made them perceived themselves as able to influence their community and be influenced by it. Further, it made believed that needs were being met in the collective and they will feel obliged to the community to which they. In addition, building trust is the core of developing influence. A conforming behavior created from the community norms was essential in establishing that trust primarily because people often looked forward from each other in the community (Braun-Lewensohn, Sagy, Sabato &Galili, 2013).

Shared emotional connections is another indicator of sense of community which refers the commitment and belief that members have shared and will share history, common places, time together, and similar experiences. This is the feeling one sees in farmers' faces as they talk about their home place, their land, and their families. The central tenet of this indicator is contact hypothesis which means that the more personal interactions among community members increased the likelihood of forming closed relationships. The members must share high quality time and a memorable event experienced together to take place to form a common bond. Stronger emotional connections are built if members of the community spent more quality time (Braun-Lewensohn, Sagy, Sabato &Galili, 2013)

School Effectiveness

School effectiveness and the related area of school improvement have been topics for an increasing body of academic research since the 1960s. Research on school effectiveness has suggested that some schools are more successful than others, which provokes questions about what is effectiveness, what are the factors that contribute to effectiveness and how might this information provide the basis for improvement of schools and student outcomes (Wallin, 2003). The quality of school effectiveness was attributed to the aspects of school management and learning process (D'Sa& Sheela, 2015).

During the past thirty years there has been a major shift towards allowing educational institutions greater self-management and self-governance in a drive

to improve school effectiveness. This trend has become evident in a variety of forms in Australia, Canada, New Zealand, the United Kingdom and parts of the United States of America. In spite of its widespread practice and implementation of these and other more recent initiatives to enhance school effectiveness in schools, no clear or uniformly accepted set of guidelines or assumptions with regard to the assessment of school effectiveness exists. There is no set of shared assumptions about the actual evaluation on school effectiveness. To date, most of the evaluative work on school effectiveness has been conducted as part of policy research, and has tended to focus on monitoring implementation guidelines and using this information to identify features of successful school development plans (Giles, 2005).

Furthermore, the concept 'effectiveness' refers to an organization accomplishing its specific objectives. School effectiveness therefore means the school accomplishes its objectives. School effectiveness can therefore be regarded as a distinct characteristic of an effective school. The concept of school effectiveness means different things and this has led to a global debate around the concept (Mortimore, 2000).

School effectiveness has two distinctive aims: firstly, to identify factors that are characteristic of effective schools, and secondly, to identify differences between education outcomes in these schools. The choice and use of outcome measures has been open to debate in many areas of education research. One of the touchstones of effective schools is the impact on learners' education outcomes. In this regard, effective school is a school in which students' progress than might be expected (Sun, Creemers, & De Jong, 2007).

Researchers into school effectiveness continuously aim to clarify the dilemma with regard to learners' education outcomes. A long-standing problem in this regard has been to find ways to measure learner progress or achievement that identifies the school's contribution separately from other factors such as learner ability, background and socio-economic environment. In parallel with this has been a call for schools to be more

accountable, which in many cases leads to school effectiveness being judged on academic results, while other contributing factors are ignored. As a result, academic outcomes, usually measured by test and/or examination results, have continued to dominate, while other outcome measures have been neglected or used to a lesser extent (Gray, 2004).

It was confirmed in a study conducted by Botha (2010) that examination results are a measure of academic learning but do not give the whole picture with regard to the effectiveness of a school academically, and give little information about other outcomes. School effectiveness is a paradigm is based on three distinct discourses, namely, leadership, management and organization. Organization of the school often has a predestined structure prescribed by the education authorities. The effectiveness of the school could be imposed by the government by the design of evaluation tools such as checklists and inspection, which may not necessarily enhance effectiveness, but seek to determine learner attainment (Botha, 2010).

Nonetheless, the political nature of school effectiveness includes that governments determine how schools should function because of the value-for-money idea. However, to counteract the dominance of the government view in the management of the school, aspects such as marketing and the role of the parents and school community are also dominant factors. School effectiveness could indicate how well the school is managed by the principal and how well parents and the communities are involved. Apart from the fact that researchers are not always sure what outcome of school effectiveness to measure, the definition of school effectiveness may also vary from one person or source to the next (Kyriakides&Creemers, 2008; Macbeath&Mortimore, 2001).

Another problem is that school effectiveness is often confused with an aspect such as school efficiency. To clarify the above, each term and category of school effectiveness should first be correctly conceptualized and defined. For the purposes of this study, the term school effectiveness refers to the ratio of output to non-monetary inputs or processes and includes, among other things, the number of textbooks, classroom organization, professional training of teachers, teaching strategies and learning arrangements. The term school efficiency, on the other hand, can be regarded as the ratio between school output and monetary input (D'Sa& Sheela, 2015).

A summary of the five recent reviews of effective-schools studies points out that, for industrialized countries, consensus is greatest in the research community on the importance of the following factors: achievement orientation, co-operation, strong educational leadership, and frequent monitoring of progress. Orderly climate also appears to be important. However, it seems that studies employing qualitative data and mixed studies find more support for the contribution of effective-school factors than studies that rely solely on quantitative data. Both sets of studies, however, suffer from some methodological shortcomings, which results in a lack of consensus on the relevance of effective-schools variables for student achievement (Fullan, 2013).

For instance, taking into account individual student characteristics, such as parental occupation and verbal reasoning, school characteristics most associated with student attainment on public academic exams were good classroom management, high expectations of academic success, modeling of good behavior by teachers, positive feedback, well conducted lessons, staff cohesion in academic and disciplinary matters, and pleasant working environment. Peer effect (larger presence of more able children) had an impact on achievement over and beyond what would be expected from individual characteristics. In the International School Effectiveness Research Project (ISERP), it was examined that high- and low-achieving school outliers enrolling either low-SES or middle-SES children in nine industrialized countries (Botha, 2010; Brown-Jeffy& Cooper, 2012; Hattie, 2012).

The greatest differences between less and more effective schools were in
child experiences in school during the day, instructional style, principal leadership, expectations for students, school goals, and inter-staff relations. The study also found that school-level variables appeared to be more salient while instructional variables were more important which presumably already had in place those baseline school-level factors. The features of effective schools were high expectations and emphasis on academic achievement, encouragement of parental involvement, a principal's leadership, a strong management team, quality teaching in the school, and emphasis on homework. Encouragement of parental involvement appears to play an especially prominent role in student achievement, probably because it taps into parental and home educational resources that have proven to have a considerable influence on student achievement (Lynch, 2011).

Family and community affect student achievement (Henderson &Mapp, 2002). Parental involvement in school functioning and programs that actively engaged families in supporting student learning at home were associated with better school outputs. Effective schools have a clearly articulated school mission through which the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability. Early on, this characteristic translated into a focus on the teachers, and how they needed to be able to teach all children both lower-level academic skills and higher-level cognitive abilities. The principal must create a clear school mission, a common vision, and build effective terms to implement that vision, and engender commitment to task (Robinson, Hohepa& Lloyd, 2009).

However, for teachers to be an integral part of the change process, they need to do more than blindly accept a principal's vision. Too often schools are organized as administrative hierarchies rather than as groups of professionals working toward shared goals. Teachers should be partners with the principal in creating that vision, or they may even be the sole creators of the vision. By including teachers in the change process, a school is more likely to keep good teachers despite the traditionally high turnover rate among teachers early in their careers. Creating an atmosphere in which teachers are considered professionals and have opportunities to continue their professional development, both within and without the school they teach in, leads teachers towards excellence (Cibulka & Nakayama, 2000; Dunne &Delisio, 2001).

This atmosphere, in turn, will help them lead the children to excellence.
Schools need effective leaders to communicate the school's mission and vision. By persistently reinforcing the school's mission, the principal creates a shared sense of purpose and establishes a set of common core values among the instructional staff. Having common core values and a shared sense of purpose helps guide all members of the instructional team and avoids individuals straying from the intended goals (Lynch, 2011; Robinson, Hohepa& Lloyd, 2009).

The principal is not the sole leader; he or she is a "leader of leaders" empowering teachers and including them in decisions about the school's instructional goals. In order to achieve significant changes in classroom practice, teachers must have an opportunity to participate in shaping a school's vision. Teachers work together with the principal to ensure that expectations for student achievement are understood across classrooms and across grade levels. In effective schools, there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning (Ertesvåg& Roland, 2015; Lezotte, 2001).

Moreover, schools not only need to eliminate undesirable behavior but of teaching students the necessary behaviors to make the school safe and orderly. Desirable behaviors would include cooperative team learning respect for human diversity, and an appreciation of democratic values. Teachers must also model these desirable behaviors. It was revealed that school effectiveness was observed as high level in terms of perceived teacher caring among students. The underlying idea is that higher levels in the school structure should provide the necessary conditions for processes at lower levels (i.e. at the teacher and student levels) to come into force. Thus, the degree to which principals have managed to implement 'effectiveness characteristics' at their schools can be expected to show in teachers' degree of cooperation and consensus as well as in how the teachers relate to and behave toward the students as reflected in the school's ethos (Bishara, 2017; Ramberg, Laftman, Almquist&Modin, 2018).

CorrelationsBetween Measures

There were numbers of empirical researches related to school effectiveness to other dimensions. School effectiveness had always been linked to the quality of administrators the school has. The implementation of School Based Management (SBM) has a positive impact on school effectiveness or school quality improvement, related to the quality of school management and the quality of the learning process. From their study, the school which implemented SBM became more transparent and participatory, democratic and accountable and increase community participation in education. It also promoted positive learning behaviors among learners. They suggested that good and successful practices in SBM implementation can be disseminated to other schools and to another district (Ertesvåg& Roland, 2015; Nurkolis, 2017).

In same vein, the policy of allowing schools autonomy in decisions in these areas is referred to as school-based management (SBM), school-based governance, or school self-management bounded to improve performance of the

implementing schools. Research on SBM autonomy in schools is a factor that influenced in terms of teachers' motivation and commitment to school.A school effectiveness study and SBM found out that both had significant relationship. She also found that the management strategy of the principal towards SBM is effective in schools in Malaysia. She emphasized from her study the seven characteristics of the effective school management practices such as setting the mission, customary practices, management strategies, different roles, human relations quality of management and effective index (Al Kaabi& Ali, 2015).

Moreover, effective school leadership driven by the school principal is considered as the criterion to main criterion to create school effectiveness among countries with academic advancements. And that the academic advancement of school was because the school was effective in delivering goods to their learners. Effective leadership of school heads was the significant factor responsible factor affecting the achievement of the school. They also found out that the there was a relationship between effective leadership with school effectiveness (Mui-Hung &Ponnusany, 2010; Tatlah& Iqbal, 2012).

Consequently, most of the school effectiveness studies showed 80% or more of the student achievement can be explained by student background rather than schools and effective leadership. School effectiveness and improvement over claimed the success of an effective school. And that school effectiveness was measure by management implementation, environment and achievement.In addition, there was significant correlation between leadership of school heads with characteristics school effectiveness (Ertesvag& Roland, 2015; Tatlah&Iqbal, 2012; Teddie& Reynolds, 2000).

Moreover, school effectiveness is impossible without a positive teamwork attitude. Research in educational settings showed that most of the students recognize the necessity of teamwork for improving interpersonal skills, but they still prefer individual work when the goal is achieving good performance. Studies also prove that there are many elements involved in the process of introducing teaming into the workplace as well as into the classroom (Tatlah& Iqbal, 2012).

The search for effective schools is one of the main education reform initiatives taking place in many countries today. Academic output measures have been widely used to identify good practices in schools. There is, however, a need for further measures of school effectiveness which capture more of the school processes and measure a broader range of outcomes. Some studies have indeed identified such measures and due to these developments in the area of measurement, researchers are constantly undertaking studies on school effectiveness looking at the broader range of the school curriculum (Botha, 2010).

Despite the growing national recognition of the pivotal role of teamwork for safe, quality healthcare, the educational curricula and medical practices of few health professions integrate team training. Evidence of effectiveness is beginning to accumulate, with research studies showing improvements in team skills such as leadership, situation monitoring, mutual support and communication, as well as reductions in medical errors related to communication. Teamwork plays a crucial role in every organization (Ertesvåg& Roland, 2015; Botha, 2010).

On the other hand, school effectiveness is linked with belongingness with community. Effective schools created an environment for learners which allowed them theme to grow in terms of academic, social and emotional aspects. Learners are more likely to succeed when they feel connected with the school and support of parents, teachers and other learners whom they shared an engaging activity. In addition, there is a positive relationship between sense of community and academic achievement (Wighting,Nisbet& Spaulding, 2009). Better outcome of learners if they are emotionally connected and felt the support in the school by the adults in the school whom they shared common experiences. Additionally, school effectiveness offered a number of ways in which student achievement can be influenced by the overall characteristics of the school and classroom environment (Hipp& Huffman, 2003; Rutter & Maughan, 2002).

On sense of community and school effectiveness, sense of community is an integral contributor to one's commitment to a neighborhood and satisfaction with it. They found that those who were most committed and satisfied saw their neighborhood as a small community within the city, were more loyal to the neighborhood than to the rest of the city, and thought of their neighborhood as offering particular activities for its residents - the characteristics representing the authors' conceptualization of sense of community. Also considered to be a contributor to commitment to neighborhood and satisfaction with it was social fabric, a term they used to capture

the "strengths of interpersonal relationships" as measured through different types of neighbor interactions (Blum, 2012).

The literature gathered by the researcher will be of help to the understating the course of the study. With school effectiveness of school heads as a theoretical base in the study, readers can understand further how important school effectiveness can improve performance among leaders, teachers and the community as well. Moreover, school leader's ability in handling matters related to organization as well as attainment of DepEd's vision, they can face it without difficulty since they have equipped themselves with knowledge about school-based management, teamwork attitudes and sense of community.

Theoretical Framework

The study is anchored on four theories. The School Effectiveness Theory of Hargreaves (2001) explains that there are four master concepts—outcomes, leverage, and intellectual capital and social capital—only the first of which is central to the conventional model. The outcomes of a school represent both the extent to which its overt goals are achieved and any unintended consequences of the processes involved. Outcomes are assumed to be principally of two broad kinds: cognitive and moral.

Furthermore, in school improvement, there are concepts which are basic to educational discourse, such as curriculum, must find a place in the theory, since what is taught in school cannot be ignored. The curriculum cannot be divorced from the goals of schools and thus has a legitimate place in any theory of effectiveness. Reflecting such goals, educational outcomes need to be fully explicated (Botha, 2010).

The school effectiveness model is concerned with the organizations' structure and culture and how these are expressed in its policies and practices most especially how they relate to promote the overall goals of the school and teacher effectiveness at the classroom level. It mobilizes the intellectual and social capital to achieve desired educational outcomes of intellectual and moral excellences and innovative professional practices. The current endeavor is also anchored on the propositions of various authors. According to the proposition of Gaziel (1998) proposed that the policy on autonomy for schools in the public education known as School Based Management is a factor that greatly influenced school effectiveness. Additionally, proper allocation of budget was found to have a positive impact on school effectiveness of public secondary schools (Junge,Bosire&Kamau, 2014). Moreover, effective leadership resulted to effective school examined through academic achievement (Bouchama, 2012).

On the other hand,Van and Scholtes (2014) explain how teams are evolving and what can be done to help teams in phases of growth (i.e. by adapting leadership style to the team's current phase). The hope is that the team will grow into a fully self-managed organization which will develop on the basis of its own initiative. Further, from a study among 460 teacher from Taiwan, with an analysis using structural equation modeling (SEM), it is found that significantly positive correlation exists between principal's positive leadership and school effectiveness (Chen, Tsai, Chen & Wu, 2016). The reason why significant correlation exists between the principal's positive leadership and school effectiveness is that in regard of organizational effectiveness, adopting positive leadership will lead to excellent positive performance, and adopting organizational efficiency will cause extraordinarily positive performance. The school organizational culture does have an influence on school effectiveness (Cameron, 2013).

George, Potter and Cooper (1991) explained the School-Based Management Theory which is sometimes called site-based management. It is fast becoming the hottest restructuring item in the arsenal of reformers, teachers' unions, and legislators who want to change the traditional ways schools and school districts do business. Many state legislatures have passed, or are seriously considering passing, legislation mandating some form of school-based management. School-based management is an idea whose time has come, and all we need to do to assist in the transition is to: clearly define what we mean by school-based management. This definition may vary from district to district. Decide who is to have what degree of decision-making power in such areas as budget, personnel, curriculum and governance policies and procedures and smoothly make the transition from a top-down bureaucratic school district governance culture to one that provides an opportunity for much greater decision-making power at the level where the students are taught in the school building.

On sense of community, Orazem, Gunnarsson, Sánchez, andVerdisco (2009) explained the Theory of Roles of Sense of Community Participation which implies that school autonomy and parental participation vary more within

countries than between countries, suggesting that decentralization in practice depends more on local choice than on nation-wide decree or legislative fiat. It also suggests that the only schools that would exert autonomous managerial effort are those with the capacity to manage and that could access school supplies at a lower cost.

Therefore, in cross section, revealed preference will generate a positive effect of practiced school autonomy on school outcomes. Consistent with that presumption, schools that practice autonomous decision-making generate superior test scores. However, when correcting for the endogenous choice to exert managerial effort, the positive effect disappears. Unlike school autonomy, parental participation has a significant positive effect on school outcomes whether or not parental effort is treated as exogenous or endogenous. Taken as a whole, the study suggests that devolution of power to local schools cannot be accomplished by central mandates, but must take into account local incentives and local capacity to manage schools.

Moreover, Rahman and Kodikal (2017)highlighted the impact of employee attitude on job performance. Attitudes at work and organizational performance are the fundamental research issues in industrial psychology. The relationship between these factors is essential in every organization for maintaining efficiency of a business enterprise. Several studies which examined the level of productivity of similar industries and establishments found that some enterprises persistently operate much more efficiently than others. Team attitude is related to Team Cognition Theory which supported that human team performance develops a shared understanding or shared mental model to coordinate behaviors by anticipating and predicting each other's needs and adapting to task demands (Gibbons & Henderson, 2012).

Further, Dennet (1997) argued that for such teams, both tacit and explicit coordination strategies are important in facilitating teamwork processes. Explicit coordination occurs through externalized verbal and non-verbal communications, whereas tacit coordination is thought to occur through the meta-cognitive activities of team members who have shared mental models of what should be done, when, and by whom. A team's shared mental models allow the team members to coordinate their behavior and better communicate depending upon situational demands.

Conceptual Framework

A conceptual model is presented in Figure 1 showing the variables that contribute to the school-based management, teamwork attitude, sense of community, and level of school effectiveness of public secondary school teachersin Region XI.Furthermore, the conceptual paradigm demonstrates the direct influence of the exogenous variables, student engagement, learning style, classroom climate towards the endogenous variable, academic optimism as supported by the theories.

Four hypothesized models were treated for best fit in this study that may contribute to the school effectiveness of school heads of public secondary school heads in Region XI. The visual presentation of the first conceptual paradigm demonstrates the direct influence of exogenous variables namely: school-based management, teamwork attitude and sense of community towards the endogenous variable, school effectiveness as supported by the theories.

The first exogenous variable is school based management which is measured by four indicators, specifically; effective school leadership, budget allocation, management strategies, staff development, curriculum and instruction and resources (Al Khaabi, 2015). *Effective leadership* refers to the positive outcome of being a leader in an organization. *Budget allocation* refers to the decentralization of budget delegated to schools. *Management strategies* refer to the transition in SBM, because it entails fundamental changes in people's
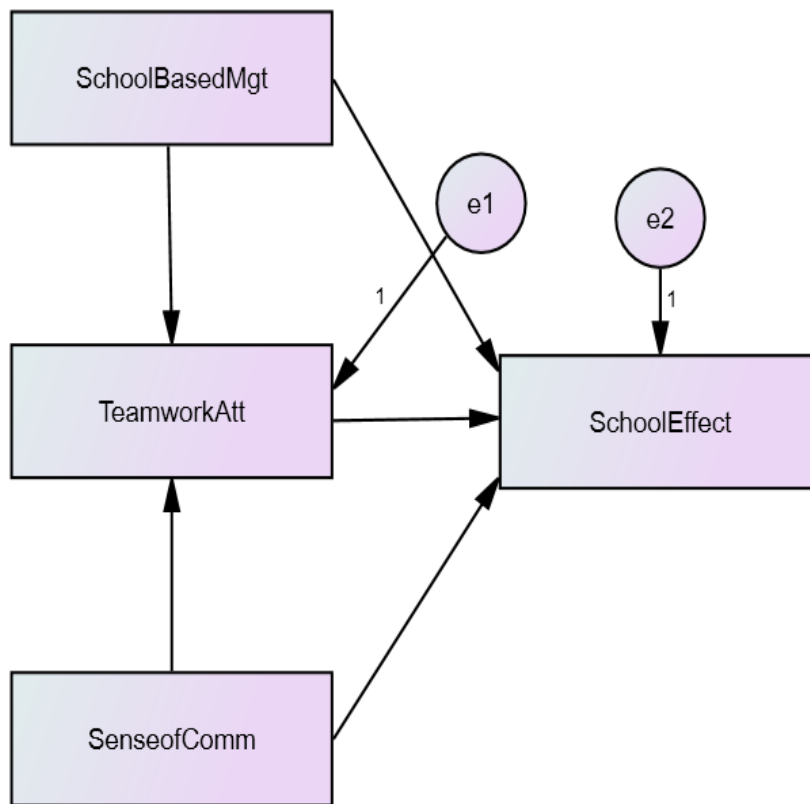
Figure 1. Hypothesized Model 1

Legend: SchoolBasedMgt –School-based Management
                 TeamworkAtt –Teamwork Attitudes
                 SenseofComm – Sense of Community
                 SchoolEffect – School Effectives

understanding of the school structure and their role and responsibilities. *Staff development* refers to the development of knowledge and skills is an ongoing process oriented toward building a school-wide capacity for change, creating a professional learning community, and developing a shared knowledge base. *Curriculum and instruction refer* to responsibility in determining the change to provide effective curriculum. *Resources* may include money, personnel, time, space, building, and equipment.

Hypothesized model 1 as shown in Figure 1 illustrates the direct causal relation of latent exogenous variables towards the latent endogenous variable. This is illustrated through a single headed arrow connected from school-based management practices, teamwork attitude and sense of community. Furthermore, the rectangular shapes represent the measure variables of the corresponding latent exogenous and endogenous variables.

Consequently, the second exogenous variable is the teamwork attitude which has five indicators particularly: team structure, leadership, situation monitoring, mutual support and communication (American Institutes for Research, 2010). *Team structure* refers to the integral part of the teamwork process. It is a result of effective communication, good leadership, consistent situation monitoring, and mutual support. *Leadership* is characterized by securing that everyone in the team is going in the same direction and working towards the same goal. It provides a strategy for

achieving the vision. *Situation monitoring* is the process of actively scanning and assessing elements of the situation to gain information or maintain an accurate understanding of the situation in which the
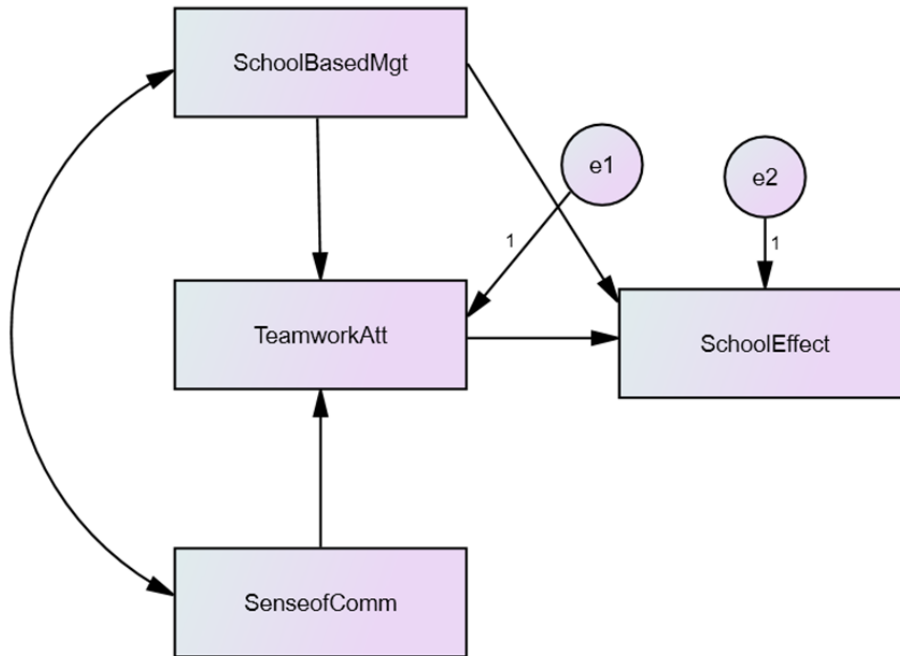

Figure 2. Hypothesized Model 2

Legend: SchoolBasedMgt –School-based Management
             TeamworkAtt –Teamwork Attitudes
             SenseofComm – Sense of Community
             SchoolEffect – School Effectives

team functions. *Mutual support* is a significant team competency allows teams to be more effective by supporting one another. *Communication* refers to the quantity and quality of communication within a team and from leadership affects teamwork. Every member of the team needs to take the initiative to communicate.

Hypothesized model 2 as exhibited in Figure 2 shows
the correlation of the two latent exogenous variables and their direct causal relation to the latent endogenous. This is observed through the double headed arrow connected between two latent exogenous variables, such as shown between school-based management and teamwork attitude. The single headed arrow pointing from the three-latent exogenous signifies its direct relation to school effectiveness.

Finally, the third exogenous variable is sense of community. It has four observed indicators, namely: reinforcement of needs, membership, influence and shared emotional connection (Chavis, Lee and Acosta, 2008).*Reinforcement needs* is the integration and fulfillment of needs. This is the feeling that members' needs will be met by the resources received through their membership in the group. Membership is the feeling of belonging or of sharing a sense of personal relatedness. *Influence* refers to a sense of mattering, of making a difference to a group and of the group mattering to its members. *Shared emotional connection* is the commitment and belief that members have shared and will share history, common places, time together and similar experiences.
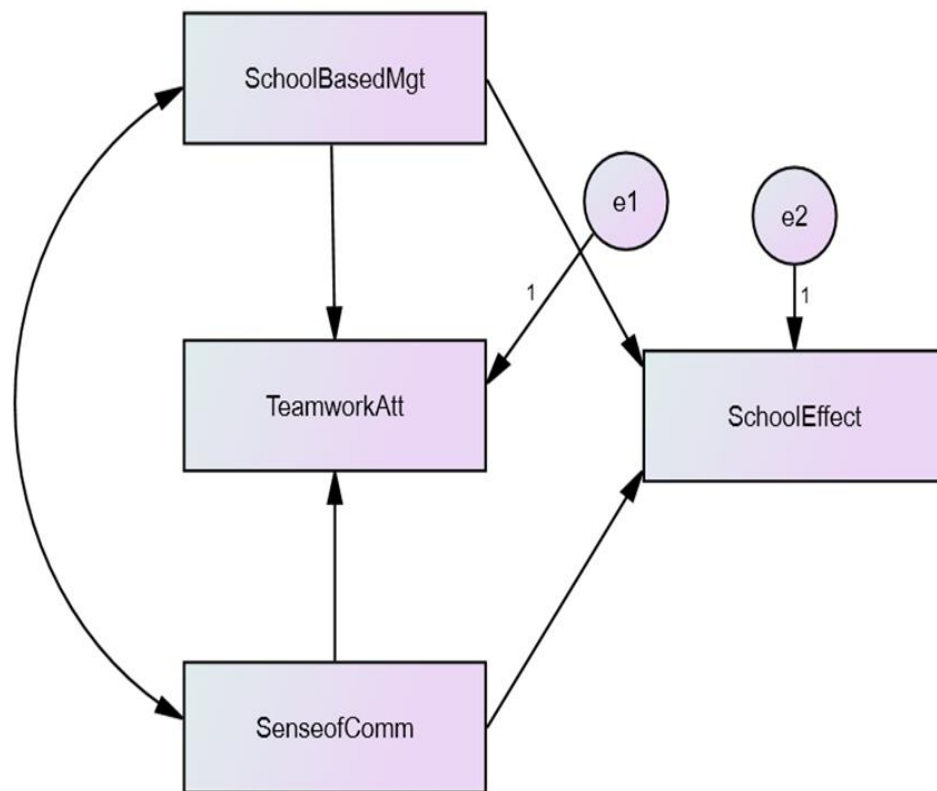
Figure 3. Hypothesized Model 3

Legend: SchoolBasedMgt –School-based Management
               TeamworkAtt –Teamwork Attitudes
               SenseofComm – Sense of Community
               SchoolEffect – School Effectives

Hypothesized model 3 as presented in Figure 3 is a model modification

that depicts the direct causal relation of teamwork attitude to school effectiveness. This generated model contains only one latent exogenous variable which also has a direct influence (single headed arrow) to the latent endogenous.

The latent endogenous variable is school effectiveness which has four indicators, namely: ensure desired results, improve teaching and learning, foster a culture for improvement and organizational conditions (National Study of School Evaluation, 2007). *Ensure desired result* refers to the constant improvement and development of teaching strategies to increase or achieve the desired learning outcome. *Foster a culture of improvement* is the necessary attitude which always seeks for improvement of team and its strategies toward a goal. *Organizational conditions* refer to the different situations in a group of people. It includes: professional development and social support, job satisfaction and health.

Moreover, a model generation approach is essential in Path Analysis to arrive at the best fit model. In this study, five hypothesized model were generated showing the potential causal dependence between the hypothesized models of the two latent constructs, namely the exogenous and endogenous variables. The hypothesized model shows the following: the oval shapes represent the latent variables of the study, the rectangular figures connected from the

oval are the measured variables of a latent construct, single headed arrow represents the direct relation from one variable to another while the double headed arrow signifies correlation.
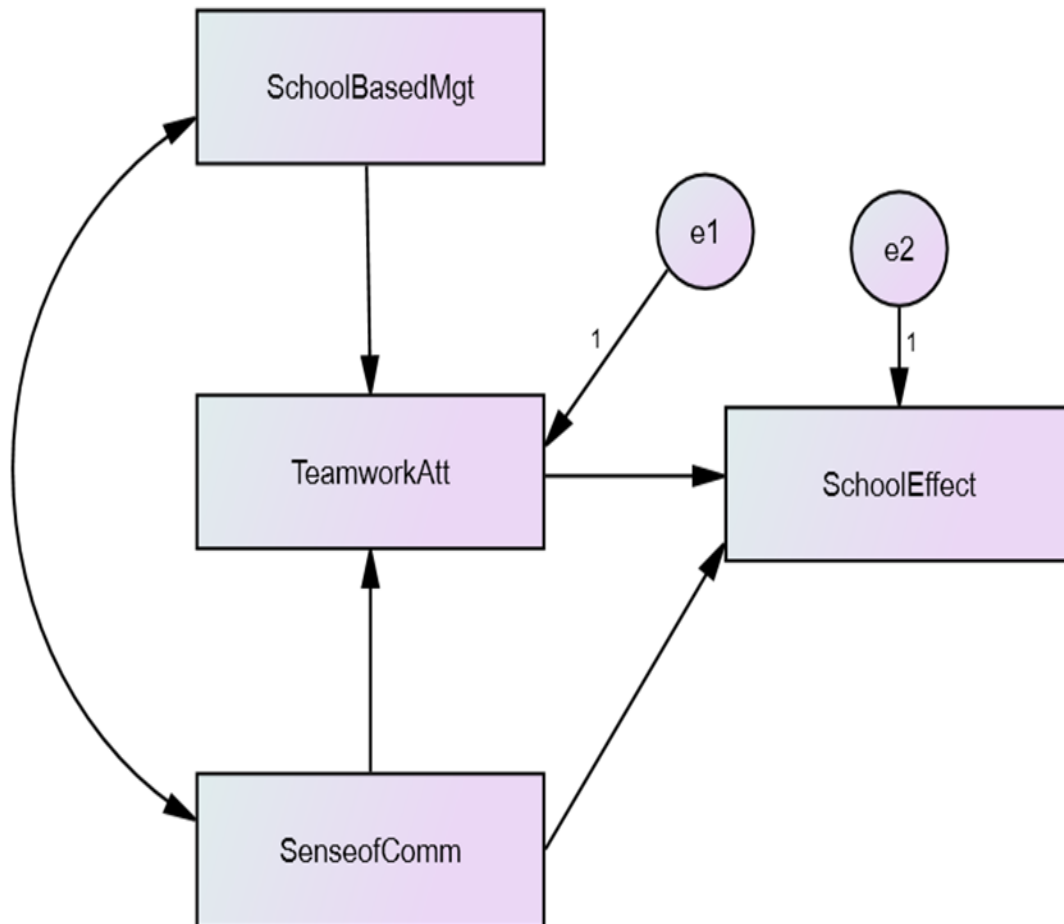

Figure 4. Hypothesized Model 4

Legend: SchoolBasedMgt –School-based Management
TeamworkAtt –Teamwork Attitudes
SenseofComm – Sense of Community
SchoolEffect – School Effectiveness

Hypothesized model 4 as presented in Figure 4 is also a model modification that shows the correlation of school-based management and teamwork attitude, school based management and sense of community and teamwork attitude and sense of community and the direct causal relationship of the exogenous variables to the endogenous variable which is the school effectiveness.

Significance of the Study

This study will provide significant data on school-based management and school effectiveness in the global educational system. The International Institute for Educational Planning aims to capacitate school leaders in building in educational planning and management. IIEP as supported by the United Nations Educational, Scientific, and Cultural Organization uses several strategies such as training of educational planners and administrators; providing support to national training and research institutions; encouraging a favorable and supportive environment for educational change; and co-operating with countries in the design of their own educational policies and plans (Caldwell, 2005).

The findings of the study may provide significant bases for the national leaders to plan, develop and implement guidelines and policies to improve and enhance the leadership and school-based management practices of school heads by conducting series of trainings and seminars anchored from the best fit model, designed to help maximize efficiency and achieve school effectiveness, team attitude and sense of community.

Moreover, the results of the study can be able to develop programs designed to bridge the educational gap and that will address the needs of school heads specifically as identified by their strengths and needs. Important insights may be provided by the outcomes of this research to all school heads for them to develop programs that develop a positive teacher and team attitudes as well as best school-based management practices that will cater the needs of their schools and learners.

Furthermore, they could be able to create a strategic monitoring, supervision, and evaluation plans/tools of the performance of teachers and build strong community relationships with stakeholders to increase the school effectiveness.

Results may provide quantitative data for teachers to continually improve in the attitudes of teachers as well as how they work with teams. Teachers may also be able to develop attitudes toward the attainment of school objectives through the school-based management program to achieve school effectiveness. Moreover, they may engage themselves to necessary trainings and workshops on the current curriculum approach to strengthen and enhance their pedagogical skills. The end of this study will provide the students with valuable learning that will motivate them to acquire the knowledge proficiency and learning skills since their teachers would be applying positive work and team attitudes.

This study may provide a basis for future researchers to explore other variables that are potential predictors of instructional practices of teachers and may use other approach/method of research to address the existing and prevalent issues concerning school effectiveness.

Definition of Terms

To make this study more comprehensive to the readers, the following terms are defined:
School-based Management (SBM). In this study, it refers to the school heads' effective leadership, budget allocation, management strategies, staff development, curriculum and instruction and resources.
School Effectiveness. In this study, it refers to the school heads' insurance of desired results, improve teaching and learning, fostering a culture of improvement, and organizational conditions.
Sense of Community. In this study, it refers to the school heads' reinforcement of needs, membership, influence and shared emotional connections.
Teamwork Attitude. In this study, it refers to the school heads' team structure, leadership, situation monitoring, mutual support and communication.

<div align="center">Chapter 2</div>

METHOD

This section presented the research method and procedure to be employed in this study which includes the research design, research locale, population and sample, research instrument, data collection, and statistical tools and ethical considerations used in the study.

Research Design

The study employed a quantitative, non-experimental, descriptive research design. This method is used to develop and employ hypothesis, mathematical models, or theories pertaining to an observable fact. In the extraction of best fit model, path analysis was used. First, it utilized the descriptive correlational method. It entails describing a certain aspect of a group of individuals whose responses are continuous data where simple means on the average level is depicted (Gill, 2013).

Likewise, correlation is used to investigate and measure connections between two or more variables. Second, the study utilized path analysis which aimed at determining the fit model on school effectiveness of school heads in Region XI. Path analysis is a type of multiple regression statistical analysis to assess causal models by investigating the relationships between the two or more exogenous variables and an endogenous variable (Hair et. al, 2010). This study identified three exogenous variables, namely: school-based management, teamwork attitude, and sense of community while the endogenousvariable is school effectiveness. Each variable was represented by the average of the measures of all its indicators.

Multiple regression and path analysis was used to analyze the data. In the causal model its intent to leave was regressed on all variables which preceded it in the causal sequence. Intervening variables significantly related to intent to leave were then regressed on organizational variables, personal variables, environmental variables, and background variables (Creswell, 2014).

Moreover, the study adopted a purposive sampling technique, a non-probability sampling approach that is decided based on total traits of population (Crossman, 2018). Survey questionnaires were administered with the approval of the respective heads of offices. To ensure confidentiality, the questionnaires did not require the respondents to write their names and other personal information covered under Philippine Data Privacy Act.

Research Locale

The study was conducted in the Davao Region, designated as Region XI, one of the regions in the Philippines situated on the southern portion of Mindanao. As shown in the vicinity map, it is circumscribed on the North by CARAGA region, on the east and south by the Philippine Sea, on the west by Bukidnon and SOCSARGEN Region. The Davao Region consisted of five provinces, namely: Davao Oriental, Davao del Sur, Davao Occidental, Davao de Oro and Davao del Norte as well as 5 cities such as Davao City, Digos City, Panabo City, Tagum City and Island Garden City of Samal. Its capital is the City of Davao. Davao Region is a home of teachers with varied experiences with their schools in terms of geographical and physical aspects.

Figure 5. The Philippine Map and the Research Locale

Population and Sample

The respondents of this study were 200 public secondary school teachers from the different divisions in Region XI who accepted the request to participate in the study.Specifically, teacher-respondents were serving the publicsecondary for at least three tears in service and are teaching personnel, regardless of grade level assignments and teaching positions. A proportionate quota sampling was employed in determining the sample size per division. Non-teaching staff and school heads were excluded from the study. A pilot testing was done among thirty secondary school teachers from private schools.

Data gathering was conducted in February 18 to March 15, 2020. Of the 200 respondents, 8 were coming from Division A, 4 from Division B, 14 from Division C, 1 from Division D, 53 from Division E, 12 from Division F, 13 from Division G, 29 from Division H and Division 66, 0 from Division J and 0 from Division K. Majority of the sample was taken from Division I since it is the biggest division comprises of many schools in Region XI. Samples from Divisions J and K were not included because the scheduled data of the conduct of the study fell after the declaration of Enhance Community Quarantine due to COVID-19 pandemic.

Research Instrument

There were four instruments utilized in this study designed in accordance with the research problem. These sets of questionnaires were adopted from experts and some questionnaires are standardized tools downloaded from the internet. The adapted questionnaires were adapted and modified applicable to the current local setting. In this study, the questionnaire items were stated positively and were highlighted by Likert scale. It was divided into four parts such as school-based management practices, teamwork attitudes, sense of community and school effectiveness which comprises the variables of the study. To make the instrument more contemporary, it was validated by six expert validators with an overall rating of 4.11 with descriptive value of *very good*. After validation, pilot testing was conducted to determine the reliability of each variable using Cronbach Alpha Coefficient values. The pilot test results gave the following Cronbach Alpha values: school-based management, 0.904; teamwork attitude, 0.912; sense of community, 0. .961; and school effectiveness, 0. 963. The rules of thumb for Cronbach alpha values are as follows: Cronbach's Alpha > .9 – Excellent; Cronbach's Alpha > .8 – Good; Cronbach's Alpha > .7 – Acceptable; Cronbach's Alpha > .6 – Questionable; Cronbach's Alpha > .5 – Poor; and Cronbach's Alpha < .5 – Unacceptable (George &Mallery, 2003).

Moreover, for ethical consideration, the University of Mindanao Ethics Research Committee had approved the conduct of the study to its respondents. To ensure the quality of the study, the manuscript was tested for similarity index using Turnitin software and obtained final Similarity Index of 15%.

The questionnaire on School-based Management Practices of school heads is a standardized instrument downloaded from the internet and adopted from the Al Kaabi (2015). It comprised the following indicators: effective school leadership; budget allocation; management strategies; staff development; curriculum and instruction; and resources.

Below are the scales used to interpret the means of School-based Management Practices of school heads:

Range of Means	Level	Descriptive Interpretation
4.20 - 5.00	very high	The school-based management practices are always evident in our school.
3.40 - 4.19	high	The school-based management practices are oftentimes evident in our school.
2.60 - 3.39	moderate	The school-based management practices are occasionally evident in our school.
1.80 - 2.59	low	The school-based management practices are seldom evident in our school.
1.00 – 1.79	very low	The school-based management practices are

never evident in our school.

The questionnaire on teamwork attitude was adapted from the American Institutes for Research (2010). It is comprised of five indicators namely: team structure, leadership, situation monitoring, mutual support, and communication.

Below are the scales used to interpret the means of Teamwork Attitude?

Range of Means	Level	Descriptive Interpretation
4.20 - 5.00	very High	The teamwork attitude is always practiced.
3.40 - 4.19	high	The teamwork attitude is oftentimes practiced.
2.60 - 3.39	moderate	The teamwork attitude is occasionally practiced
1.80 - 2.59	low	The teamwork attitude is seldom practiced.
1.00 – 1.79	very low	The teamwork attitude is never practiced.

The third set of instrument to be employed is to measure the sense of community of school heads. The instrument was adapted and modified from the study of Chavis, Lee and Acosta (2008). There are four indicators for this variable.

Below are the scales used to interpret the means of sense of community of school heads:

Range of Means	Level	Descriptive Interpretation
4.20 - 5.00	very high	Sense of community is always observed.
3.40 - 4.19	high	Sense of community is oftentimes observed.
2.60 - 3.39	moderate	Sense of community is occasionally observed.
1.80 - 2.59	low	Sense of community is seldom observed.
1.0 – 1.79	very low	Sense of community is never observed.

The questionnaire on school effectiveness was adapted from National Study of School Evaluation (2007). It is composed of the indicators: ensure desired results, improve teaching and learning, foster a culture of improvement, and organizational conditions.

Following are the scales used to interpret the means of School Effectiveness:

Range of Means	Level	Descriptive Interpretation
4.20 - 5.00	very high	The school heads have a very strong school effectiveness.
3.50 – 4.19	high	The school heads have a strong school effectiveness.
2.60 - 3.39	moderate	The school heads have a moderate school effectiveness.
1.80 - 2.59	low	The school heads have a weak school effectiveness.

| 1.00 – 1.79 | very low | The school heads have a very weak school effectiveness. |

In order to determine the best fit model, the following indices will be used with their corresponding criterion:

INDEX	CRITERION
Chi-Square / Degrees of Freedom	$0 < value < 2$
P-value	$> .05$
Normed Fit Index (NFI)	$> .95$
Tucker-Lewis Index (TLI)	$> .95$
Comparative Fit Index (CFI)	$> .95$
GFI (Goodness of Fit Index)	$> .95$
Root Mean Square of Error Approximation (RMSEA)	$< .05$
P of Close Fit (Pclose)	$> .05$

Data Collection

The researcher followed certain procedures in order to gather data of this study. Initially, a letter request of permission to conduct the study dully signed by the adviser and dully endorsed by the Dean of Professional Schools, along with the approval from the University of Mindanao Ethics Review Committee prior to the administration of the survey. Afterward, the researcher sent a letter to the Regional Director of DepED Region XI, Evelyn R. Fetalvero, CESO V-OIC, requesting for a permission to conduct the study to the eleven divisions covered on the said region with public secondary school teachers as the respondents. A similar letter was also sent to the Schools Division Superintendent as well as the school heads to inform about the conduct study.

The administration and retrieval of questionnaires was done after the researcher obtained permission to conduct the study from Regional Director, Schools Division Superintendents, and Secondary School Heads. Upon approval, the researcher distributed personally the survey questionnaires to the respondents to ensure 100% retrieval of the said instruments. The researcher seeks certificate of appearance from the schools involved in the study as proof of honest data gathering. Specifically, the researcher administered in February 18, 2020 in 11 Division of Region XI. The data gathered were tallied, tabulated, analyzed, and interpreted accordingly and confidentially. For the last sub-problem on determining the best fit model, the researcher consulted the expert on path analysis modeling.

Statistical Tools

The data were analyzed and interpreted using the appropriate statistical tools below:

Mean. Mean was used to determine the level of school-based management practices, teamwork attitude, sense of community as well as their level of school effectiveness practices among school heads.

Regression. This was employed to reveal the significant predictors of school effectiveness of school heads.

Pearson r or Pearson Product–Moment Correlation. This was used to determine if there exists a significant relationship between the independent variables school-based management practices, teamwork attitude and sense of community and the dependent variable which is school effectiveness. It is a correlation measure used to determine the degree of relatedness of two variables that are at least of interval level.

Path Analysis. This multivariate technique which combines the aspects of multiple regression (examining dependence relationships) and factor analysis was utilized to estimate a series of interrelated dependence relationships simultaneous (Hair et. al, 2010). Specifically, it was used to test the hypothesized model and to determine the best fit model of school effectiveness.Specifically; it was used to test the hypothesized model and to determine the best fit model of school effectiveness.

Ethical Consideration

Ethics was observed in the conduct of the study. Prior to the floating of questionnaire, the preliminaries of the study were sent for review by the University of Mindanao Ethics and Review Committee. This ensured the ethical standard which was observed in the conduct of the study. These ethical considerations were addressed as follows:

Voluntary Participation

Participation in this research was entirely voluntary and participants informed about the objectives of the study. They were allowed to ask queries about the survey or the procedures to the researcher. If participants feel uncomfortable answering any questions, they can withdraw from the survey at any point.

Privacy and Confidentiality

The animosity of the respondents was observed. Respondents' name did not appear anywhere and no one except the researcher knew about respondents' specific answer. The researcher assigned a number for the responses and only the researcher had the key to indicate which number belongs to the respondent.

Informed Consent Process

Consent of the respondents was asked if they will participate in the study. This ensured respect for person through providing a thoughtful consent for a voluntary which is a vital means in any research endeavor.

Recruitment

Only appropriate respondents were allowed to participate in the study. Thus, only public secondary school teachers were allowed to partake in the study that has three years in the service whose appointment is permanent since they have sufficient knowledge and comprehension about the subject matter.

Risks

Data was collected and stored properly in the whole duration of the study. Data protection measures were developed to ensure trust among the respondents. Physical measure was undertaken to ensure the data was kept properly as well as mechanical support such as computers where sensitive information was stored.

Benefits

The researcher exhibited an understanding of public concerns and conveyed certain guaranty that ethical values will be safeguarded. Application of risk reduction measures was in place to protect shared values so that participants need not to face with a decision of trading off their intrinsic worth as persons for the benefits of the research. Consequently, this ensured the role of the researcher to maximize the benefits and social relevance of the study while reducing any widely shared expressions of concerns and potential harm from the participants and the society as a whole.

Plagiarism

All resources were properly cited. The idea of the author is paraphrased and synthesized properly to avoid any plagiarism all throughout the course of the study. It then undergone through Turnitin process which guaranteed that the paper is not plagiarized.

Fabrication

The results in this study were gathered basically and with no contradiction as well as the existing literature were included in the manuscript. There were no constructions or additions of data, observations and or characterizations that never occurred in the gathering of data. Conclusion was only done by the researcher based from the gathered data.

Falsification

Questions in the survey were not presented in a manner that tends to skew the results or force a certain outcome or answer.

Conflict of Interest

Affiliations with research sponsors including direct and indirect financial support as well as conflicts of interest were disclosed to establish transparency.

Deceit

Full disclosure of all elements significant to respondents' participation was exercised. This is to avoid misdirection or false information about certain aspects of the research, whether the procedures or the purpose of the research.

Permission from the Organization/Location

Getting written permission from the Regional Director and Division Schools Superintendents in the locations where the research was undertaken is very important. Hence, a formal letter endorsed by the research adviser and the dean was sent to each division within the region before the actual survey will be administered. It was planned at a time convenient for the participants and which did not interfere with their working hours. Likewise, it was addressed to the school heads of the schools where the study will be conducted.

Authorship

The authorship of research work should accurately reflect individuals' contributions to the work and its reporting. Hence, the author clearly signified sufficient participation in the study and had taken public responsibility for appropriate portions of the content.

Chapter 3

RESULTS

Presented in this chapter are the data and deconstruction of findings based on the responses of the respondents on the school effectiveness of school heads in Region XI. The discussions are sequenced according to the following subheadings: levels of school-based management, teamwork attitudes, sense of community and school effectiveness; correlation analysis between the independent and dependent variables, a regression analysis that best influence school effectiveness; and lastly the best fits using path analysis of school effectiveness among school heads.

Level of School Based Management

Shown in table 1 is the level of school-based management manifested by school heads. The overall mean rating was 3.57 and with standard deviation of 0.819, described as *high* which meant that the school-based management practices is oftentimes evident in schools.

The mean score of the indicators of school based management were revealed as follows: *resources* garnered a mean rating of 4.27 or *very high*; *management strategies* acquired a mean rating of 3.80 or *high,* this means that that management strategies was oftentimes evident in school*; curriculum and instruction* landed a mean rating of 3.65 or *high,* this means that *curriculum and instruction* is oftentimes observed in schools; *staff development* earned a mean rating of 3.50 or *high,* this means that *staff development* is oftentimes evident in schoo*ls; effective school leadership* reaped a mean rating of 3.16 or *moderate,* this means that *effective school leadership* is occasionally evident in schools; *budget allocation* obtained a mean rating of 3.03 or *moderate,* this means that *budget allocation* is occasionally evident in schools.

Table 1 Level of School Based Management

Items	SD	Mean	D.E.
Effective School Leadership	1.113	3.16	Moderate
Budget Allocation	1.289	3.03	Moderate
Management Strategies	1.037	3.80	High
Staff Development	0.999	3.50	High
Curriculum and Instruction	1.111	3.65	High
Resources	0.716	4.27	Very High
Overall	0.819	3.57	High

Level of Teamwork Attitudes

Presented in Table 2 is the level of teamwork attitudes of public-school heads in Region XI. The overall mean rating is 4.15 with a standard deviation of 0.557 described as *high* which means that teamwork attitudes was oftentimes practiced by the school heads.

The mean score of the indicators of teamwork attitudes are conveyed as follows: *leadership* obtained a mean rating of 4.38 or *very high,* this means that *leadership* is always practiced by the school heads; *team structure* earned a mean rating of 4.26 or *very high*, this means that *team structure* is always practiced by the school heads; *situation monitoring* landed a mean rating of 4.15 or *high,* this means that *situation monitoring* is oftentimes practiced by the school heads; *mutual support* amassed a mean rating of 4.01 or *high,* this means that *mutual support* is always practiced by the school heads; *communication* obtained a mean rating of 3.97 or *high,* this means that *communication* is always practiced by the school heads.

Table 2 Level of Teamwork Attitudes

Items	SD	Mean	D.E.
Team Structure	0.674	4.26	Very High
Leadership	0.640	4.38	Very High
Situation Monitoring	0.731	4.16	High
Mutual Support	0.781	4.01	High
Communication	0.734	3.97	High
Overall	0.557	4.27	High

Level of Sense of Community

Exhibited in Table 3 is the level of sense of community of public-school heads in Region XI. The overall mean rating was 4.13 with a standard deviation of 0.574, described as *high* which meant that sense of community was oftentimes observed by public school heads.

The mean score of the indicators of sense of community were uncovered as follows: *shared emotional connections* has a mean rating of 4.22 or *very high,* this means that *shared emotional connections* is always observed by the school heads; *influence* received a mean rating 4.13 or *high ,* this means that *influence* is oftentimes observed by the school heads; *reinforcement of needs* earned a rating of 4.10 or *high,* this means that *reinforcement of needs* is oftentimes observed by the school heads;; *membership* garnered a mean rating of 4.08 or *high*, , this means that *membership* is oftentimes observed by the school heads;

Table 3 Level of Sense of Community

Items	SD	Mean	D.E.
Reinforcement of Needs	0.668	4.10	High
Membership	0.629	4.08	High

	S D	Mea n	D.E.
Influence	0.660	4.13	High
Shared Emotional Connection	0.630	4.22	Very High
Overall	0.574	4.13	High

Level of School Effectiveness

Depicted in Table 4 is the level of school effectiveness of public-school heads in Region XI. The overall mean rating was 4.35 with a standard deviation of 0.524, described as *very high* which meant that school heads have strong school effectiveness.

The mean score of indicators of school effectiveness were unveiled as follows: *foster culture for improvement* and *improve teaching and learning* both obtained a mean rating of 4.38 or *very high* which meant that school heads have strong *foster culture for improvement* and *improve teaching and learning*; *organizational conditions* raked a mean rating of 4.34 or *very high* which meant that school heads have strong *organizational conditions*; *ensure desired results* rounded up with a mean rating of 4.32 or *very high* which meant that school heads have strong *ensure desired results.*

Table 4 Level of School Effectiveness

Items	S D	Mea n	D.E.
Ensure Desired Results	0.608	4.32	Very High
Improve Teaching and Learning	0.606	4.38	Very High
Foster a Culture for Improvement	0.594	4.38	Very High
Organizational Conditions	0.619	4.34	Very High
Overall	0.524	4.35	Very High

Significance on the Relationship between School-based Management and School Effectiveness

Reflected in Table 5 is the data used to test the significance on the relationship between levels of school-based management and school effectiveness in Region XI. The results disclosed that the overall computed correlation coefficient r is .414, which signifies a substantial relationship. It can be gleaned in the results that school-based management related to school effectiveness as reflected by the p-value (.000), which is less than .05 level of significance. This leads to the rejection of the null hypothesis that there is no significant relationship between school-based management and school effectiveness.

With regards to the indicators of the independent variable school-based management, it was observed that when effective school leadership was correlated to the dependent variable school effectiveness, overall r-value was 0.297 with p<0.05; hence significant. When budget allocation was correlated to the dependent variable school effectiveness, results revealed that an overall r-value

Table 5 Significance on the Relationship between Levels of School-based Management and School Effectiveness

School-based Management	School Effectiveness				Overall School Effectiveness
	Ensured Desired Results	Improve Teaching and Learning	Foster a Culture for Improvement	Organizational Conditions	
Effective School Leadership	0.389* (0.000)	0.309* (0.000)	0.213* (0.000)	0.116 (0.102)	0.297* (0.000)
Budget Allocation	0.351* (0.000)	0.267* (0.000)	0.216* (0.000)	0.170* (0.016)	0.290* (0.000)
Management Strategies	0.474* (0.000)	0.400* (0.000)	0.347* (0.000)	0.286* (0.000)	0.436* (0.000)
Staff Development	0.326* (0.000)	0.248* (0.000)	0.218* (0.000)	0.197* (0.005)	0.286* (0.000)
Curriculum and Instruction	0.395* (0.000)	0.296* (0.000)	0.308* (0.000)	0.244* (0.001)	0.360* (0.000)
Resources	0.265* (0.000)	0.216* (0.000)	0.245* (0.000)	0.200* (0.004)	0.268* (0.000)
Overall School-based Management	0.474* (0.000)	0.373* (0.000)	0.328* (0.000)	0.255* (0.000)	0.414* (0.000)

*Significant at .0.05 significance level. of 0.290 with p<0.05; also, significant.

When management strategies were correlated to the dependent variable school effectiveness, overall r-value computed was 0.436 with p<0.05; still significant. When staff development was correlated to dependent variable school effectiveness, overall r-value computed was 0.286 with p<0.05; likewise significant. When curriculum development was correlated to dependent variable school effectiveness, overall r-value computed was 0.360 with p<0.05; also, significant. Lastly, when resources were correlated to dependent variable school effectiveness, overall r-value computed was 0.268 with p<0.05; still significant. This showed that all probability values indicated significant correlations.

Significance on the Relationship between of Teamwork Attitudes and School Effectiveness

Exhibited in Table 6is the link of teamwork attitudes and school effectiveness. Results unveiled an overall r-value of 0.548 and p-value less than 0.05 level of significance. With this result, the null hypothesis that there is no significant relationship between teamwork attitudes and school effectiveness is hereby rejected.

Additionally, it is also observed in Table 6 when the indicators of independent variable team structure, leadership, situation monitoring, mutual support and communication was correlated to the dependent variable school effectiveness, the following results can be found. When team structure was correlated to school effectiveness, the overall r-value was 0.486 with p<0.05; hence significant. When leadership was correlated to school effectiveness, the overall r-value was 0.432 with p<0.05; also, significant. When situation monitoring was correlated to dependent

variable school effectiveness, the overall computed r-value obtained was 0.477 with p<0.05; likewise significant. When mutual support was correlated to the dependent variable school effectiveness, results showed an overall computed –value of 0.360 with p<0.05; also; thus significant. Finally, when communication was correlated to dependent variable school effectiveness, the overall computed are value obtained was 0.396 with p<0.05, hence significant. Clearly, all probability values disclosed significant correlations.

Table 6 Significance on the Relationship between Levels of Teamwork Attitudes and School Effectiveness

Teamwork Attitudes	School Effectiveness				Overall School Effectiveness
	Ensured Desired Results	Improve Teaching and Learning	Foster a Culture for Improvement	Organizational Conditions	
Team Structure	0.477* (0.000)	0.367* (0.000)	0.456* (0.000)	0.381* (0.000)	0.486* (0.000)
Leadership	0.437* (0.000)	0.333* (0.000)	0.398* (0.000)	0.324* (0.000)	0.432* (0.000)
Situation Monitoring	0.473* (0.000)	0.367* (0.000)	0.418* (0.000)	0.391* (0.000)	0.477* (0.000)
Mutual Support	0.376* (0.000)	0.303* (0.000)	0.328* (0.000)	0.239* (0.001)	0.360* (0.000)
Communication	0.421* (0.000)	0.386* (0.000)	0.333* (0.000)	0.231* (0.001)	0.396* (0.000)
Overall Teamwork Attitudes	0.557* (0.000)	0.448* (0.000)	0.492* (0.000)	0.397* (0.000)	0.548* (0.000)

*Significant at .0.05 significance level.

Significance on the Relationship between Sense of Community and School Effectiveness

Reflected in Table 7 is the data on the results of associations between sense of community and school effectiveness. It can be gleaned from the results that the overall r-value was 0.539 and the p-value was less than 0.05 level of significance. This revealed that when school heads resonate sense of community; school effectiveness is supposedly improved. Therefore, the null hypothesis stating that there is no significant relationship between sense of community and school effectiveness was rejected.

With regards to the indicators of the independent variable sense of community, it was observed that when reinforcement of needs was correlated to the dependent variable school effectiveness, the computed overall r-value was 0.473 with p<0.05; hence significant. When membership was correlated to the dependent variable school effectiveness, overall r-value computed was 0.411 with p<0.05; still significant. When influence was correlated to dependent variable

Table 7 Significance on the Relationship between Levels of Sense of Community and School Effectiveness

Sense of Community	School Effectiveness				Overall School Effectiveness
	Ensured Desired Results	Improve Teaching and Learning	Foster a Culture for Improvement	Organizational Conditions	
Reinforcement of Needs	0.476* (0.000)	0.416* (0.000)	0.445* (0.000)	0.301* (0.000)	0.473* (0.000)

Membership	0.421* (0.000)	0.362* (0.000)	0.402* (0.000)	0.239* (0.000)	0.411* (0.000)
Influence	0.515* (0.000)	0.455* (0.000)	0.445* (0.000)	0.329* (0.000)	0.504* (0.000)
Shared Emotional Connection	0.549* (0.000)	0.453* (0.000)	0.467* (0.000)	0.351* (0.000)	0.526* (0.000)
Overall Sense of Community	0.552* (0.000)	0.475* (0.000)	0.495* (0.000)	0.344* (0.000)	0.539* (0.000)

*Significant at .0.05 significance level.

school effectiveness, overall r-value obtained was 0.504 with p<0.05; also significant. Lastly, when shared emotional connections were correlated to dependent variable school effectiveness, overall r-value earned was 0.526 with p<0.05; likewise significant. This showed that all probability values indicated significant correlations.

Best Fit Path Model on School Effectiveness

This section highlights the analysis on the interrelationships among school-based management, teamwork attitude, sense of community and school effectiveness. There are four (4) alternative models tested to achieve the best fit model of school effectiveness. Each model developed a framework that could be decomposed into two sub-models which are measurement model and path model. The measurement model represents the measure loads on each factor to their latent constructs. Moreover, the assessment of fit was used as baseline for accepting and rejecting the model. As a rule, the researcher established the relationship of the causal relationship of the latent variable toward the different latent variables. Furthermore, it institutes the relationship between endogenous and exogenous variables. The moment that path model exhibits with suitable fit, it underscores that there is consistency of the empirical relationships among variables inferred by the model. The model parameter estimates entail the magnitude and direction of the relationship among variables.

There were four hypothesized path models formulated and tested in this study. Screening of variables was critically observed to give premium on thenormality of the data. Variables with interval or ratio data were counted in the formulation of models. Generated models of this study were solidified with theories.

As shown in the conceptualized models of this study, the direct effects are represented by arrows from a predictor variable illustrated at the right side to the left side where the dependent variables are, without passing through another variable.

Generated Path Model 1

The generated path model 1 exhibited in Figure 6 shows the conceptualmodel showing the direct relationship of the latent exogenous: school based management, teamwork attitude and sense of community towards the latent endogenous variable, school effectiveness.
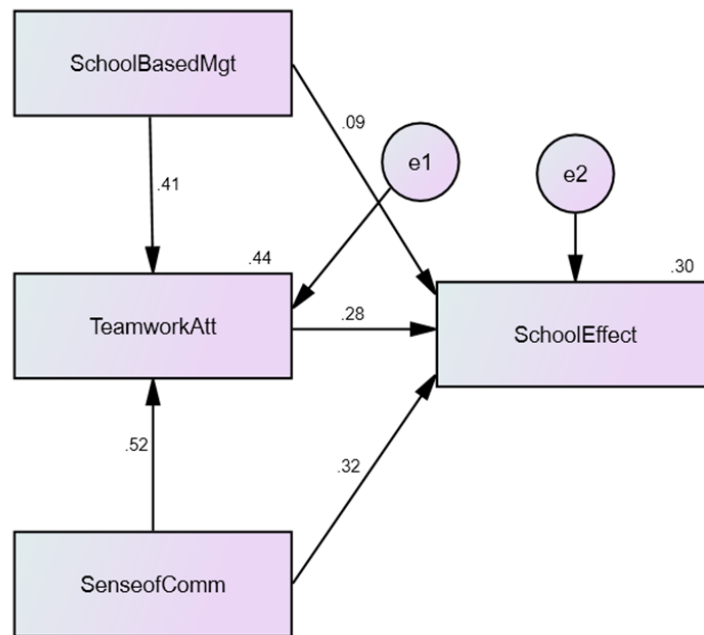
Figure 6. Path Analysis Model 1 in Standardized Solution

Legend: SchoolBasedMgt –School-based Management
TeamworkAtt –Teamwork Attitudes
SenseofComm – Sense of Community
SchoolEffect – School Effectives

Displayed in Table 8 is the examination of Figure 6 Path Model 1 using goodness of fit indices. This model is unacceptable because the examination of Path Model 1using goodness of fit indices: Chi-Square/Degrees of Freedom (CMIN/DF) was 55.248; Normed Fit Index (NFI) was 0.814; Tucker-Lewis Index (TLI) was -0.120; Comparative Fit Index (CFI) was 0.813; Goodness of Fit Index (GFI) was 0.892; Root Means Square of Error Approximation (RM SEA) was 1.522; implying that it did not provide support for the model. Moreover, the p-value (0.000) was not greater than 0.05 and P of Close Fit (P-Close) was 0.000, not higher than 0.05. Overall, Structural Model 1 did not conform to the set criterion against the obtained model fit value.

Table 8 Goodness of Fit Measures of Path Analysis Model1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	0.000
CMIN/DF	**0 < value < 2**	55.248
P-value	**> 0.05**	0.000
GFI	**> 0.95**	0.892
CFI	**> 0.95**	0.813

NFI	> 0.95	0.814
TLI	> 0.95	-0.120
RMSEA	< 0.05	0.522

Legend:

CMIN/DF	**-**	Chi-Square/Degrees of Freedom
NFI	**-**	Normed Fit Index
TLI	**-**	Tucker-Lewis Index
CFI	**-**	Comparative Fit Index
GFI	**-**	Goodness of Fit Index
RMSEA	**-**	Root Means Square of Error Approximation
Pclose -	**-**	P of Close Fit
P-value	**-**	Probability Level

Generated Path Model 2

Generated Path Model 2 displays the correlation between latent exogenous variables, school-based management, teamwork attitude and sense of community and its causal relationship on school effectiveness. Figure 7 illustrates the model standardized solution.
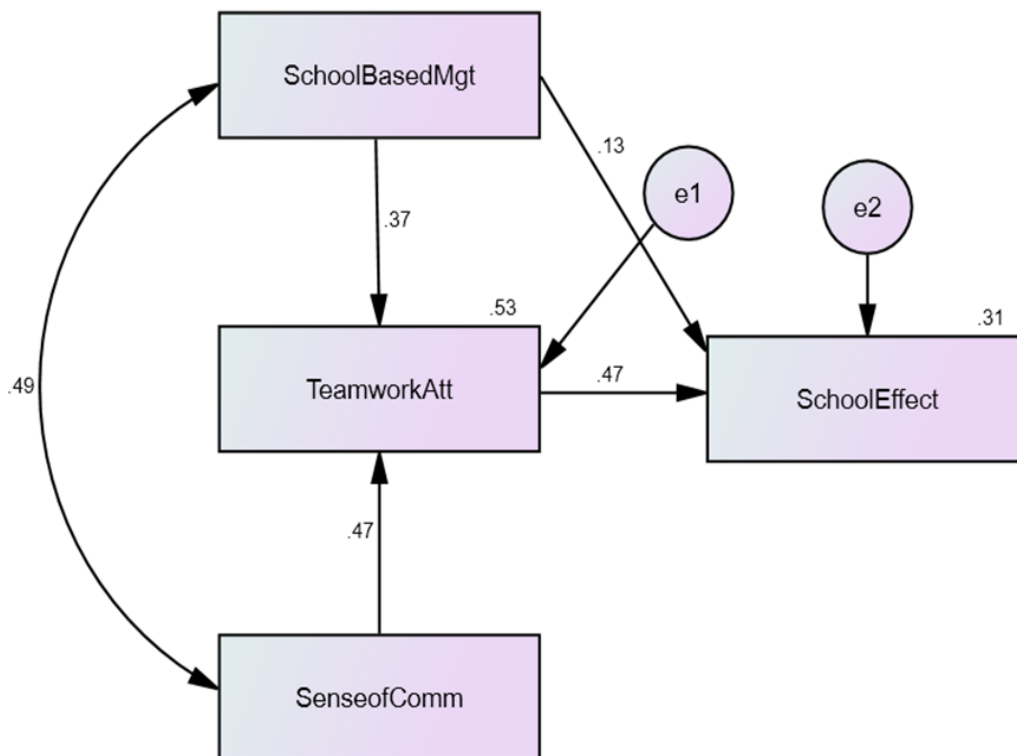

Figure 7. Path Analysis Model 2 in Standardized Solution

Legend: SchoolBasedMgt –School-based Management
            TeamworkAtt –Teamwork Attitudes
            SenseofComm – Sense of Community

SchoolEffect – School Effective

Displayed in Table 9 is the examination of Figure 7 Path Model 2 using goodness of fit indices. This model again is considered unacceptable because the Chi-Square/Degrees of Freedom (CMIN/DF) was 15.137; Normed Fit Index (NFI) was 0.949; Tucker-Lewis Index (TLI) was 0.708; Comparative Fit Index (CFI) was 0.951; Goodness of Fit Index (GFI) was 0.965; Root Means Square of Error Approximation (RMSEA) was 0.267; and P of Close Fit (P-Close) was 0.000 are very poor since all indices did not meet the set criterion against the obtained model fit value. All figures are too low to achieve the standard, therefore, considered as
poor fit. as shown in table 9.

Table 9 Goodness of Fit Measures of Path Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	0.001
CMIN/DF	0 < value < 2	15.137
P-value	> 0.05	0.000
GFI	> 0.95	0.965
CFI	> 0.95	0.951
NFI	> 0.95	0.949
TLI	> 0.95	0.708
RMSEA	< 0.05	0.267

Legend:

CMIN/DF	-	Chi-Square/Degrees of Freedom
NFI	-	Normed Fit Index
TLI	-	Tucker-Lewis Index
CFI	-	Comparative Fit Index
GFI	-	Goodness of Fit Index
RMSEA	-	Root Means Square of Error Approximation
Pclose	-	P of Close Fit
P-value	-	Probability Level

Generated Path Model 3

Shown in Figure 8 is the generated Path Model 3 which illustrates the interrelationship between the exogenous variables school-based management, teamwork attitude and sense of community and its causal relationship on school effectiveness.
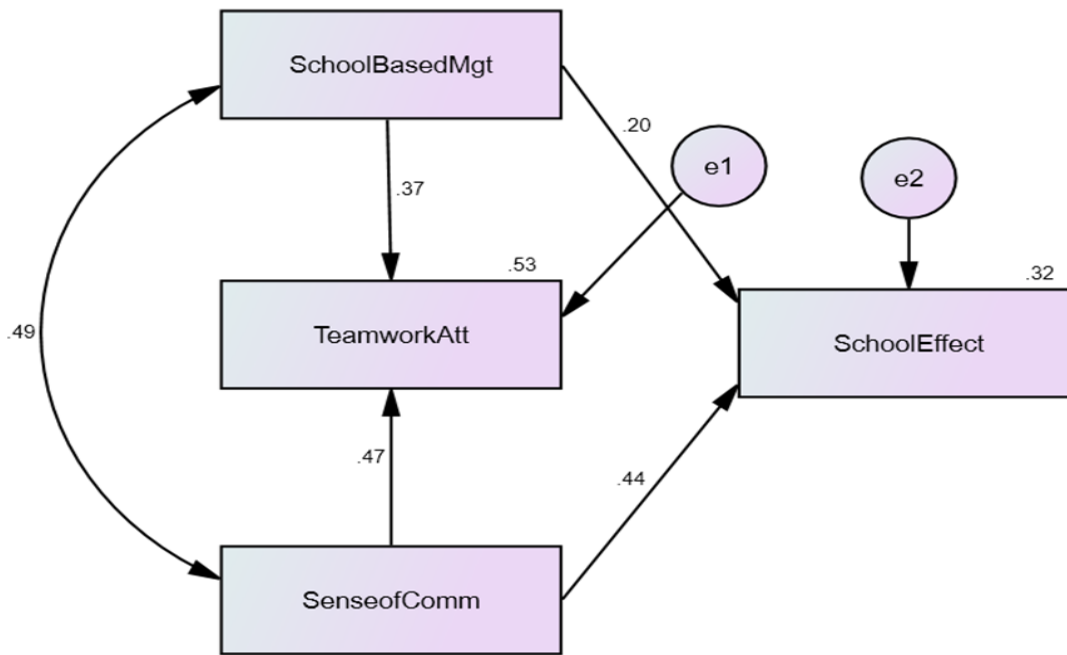
Figure 8. Path Analysis Model 3 in Standardized Solution

Legend: SchoolBasedMgt –School-based Management
                    TeamworkAtt –Teamwork Attitudes
                    SenseofComm – Sense of Community
                    SchoolEffect – School Effectiveness

This model seemingly displays the same variables with the previous model. However, model 3 depicts indirect relationship of sense of community towards the endogenous variable. Furthermore, displayed in Table 10 is the examination of Figure 8 Model 3 using goodness of fit indices. It can be derived from this model that it is considered unacceptable because the Chi-Square/Degrees of Freedom (CMIN/DF) was 12.518; Normed Fit Index (NFI) was 0.958; Tucker-Lewis Index (TLI) was 0.762; Comparative Fit Index (CFI) was 0.960; Goodness of Fit Index (GFI) was 0.970; Root Means Square of Error Approximation (RMSEA) was 0.241; and P of Close Fit (P-Close) was 0.000 are very poor since all indices did not meet the set criterion against the obtained model fit value. All figures are too low to achieve the standard, therefore considered as poor fit as shown in Table 10.

Table 10 Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	0.002
CMIN/DF	**0 < value < 2**	12.518
P-value	**> 0.05**	0.000
GFI	**> 0.95**	0.970
CFI	**> 0.95**	0.960
NFI	**> 0.95**	0.958
TLI	**> 0.95**	0.762

RMSEA	**< 0.05**	0.241

Legend:

CMIN/DF	**-**	Chi-Square/Degrees of Freedom
NFI	**-**	Normed Fit Index
TLI	**-**	Tucker-Lewis Index
CFI	**-**	Comparative Fit Index
GFI	**-**	Goodness of Fit Index
RMSEA	**-**	Root Means Square of Error Approximation
Pclose -		P of Close Fit
P-value	**-**	Probability Level

Generated Path Model 4

The generated path model 4 exhibited in Figure 9 displays the correlations of the exogenous variables: school-based management, teamwork attitude, and sense of community on school effectiveness.
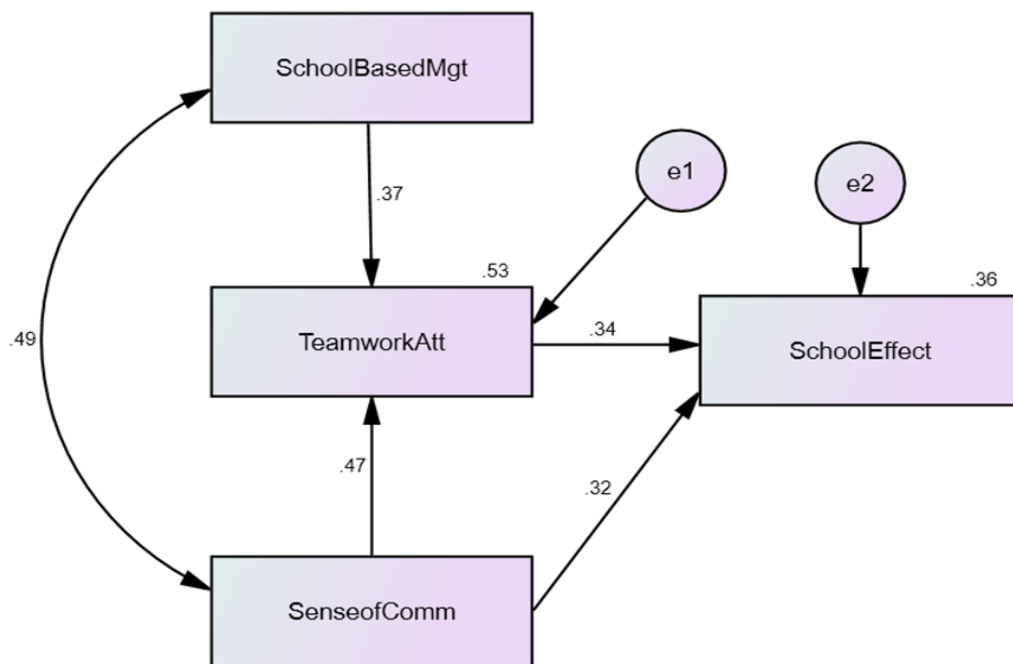

Figure 9. The Best Fit Path Model on School Effectiveness

Legend: SchoolBasedMgt –School-based Management
         TeamworkAtt –Teamwork Attitudes
         SenseofComm – Sense of Community
         SchoolEffect – School Effectives

Displayed in Table 11is the examination of Figure 9Model 4 using goodness of fit indices. Chi-Square divided by the degrees of freedom (CMIN/DF) is 1.399; Normed Fit Index (NFI) is 0.995; Tucker-Lewis Index (TLI) is 0.992; Comparative Fit Index (CFI) is 0.999; Goodness of Fit Index (GFI) is 0.997; Root Means Square of Error

Approximation (RMSEA) is 0.045and P of Close Fit (P-Close) is 0.346. The result of the goodness of fit of the model 4 is highly acceptable since all indices had met the set criterion against the obtained model fit value. These indices satisfied the requirement of the goodness of fit measures. Moreover, this is an indication that generated path model 4 is a very good fit model. Therefore, the null hypothesis is rejected. It could be stated that there is a model that best fit the school effectiveness of school heads.

The model clearly illustrates that the importance of school-based management, teamwork attitudes and sense of community towards school effectiveness of school heads. School based management; teamwork attitudes and sense of community contribute to the improvement of school effectiveness of school heads. It can be gleaned from the hypothesized model 4 the direct causal relationship between the independent variables: school-based management, teamwork attitudes and sense of community and their direct causal relationship with each other. Results suggest the independent variables teamwork attitudes and sense of community has significant contribution to the dependent variable, school effectiveness of school heads.

Table 11 Goodness of Fit Measures of Best Fit Path Model

INDEX	CRITERION	MODEL FIT VALUE
P-Close	**> 0.05**	0.346
CMIN/DF	**0 < value < 2**	1.399
P-value	**> 0.05**	0.237
GFI	**> 0.95**	0.997
CFI	**> 0.95**	0.999
NFI	**> 0.95**	0.995
TLI	**> 0.95**	0.992
RMSEA	**< 0.05**	0.045

Legend:

CMIN/DF	**-**	Chi-Square/Degrees of Freedom
NFI	**-**	Normed Fit Index
TLI	**-**	Tucker-Lewis Index
CFI	**-**	Comparative Fit Index
GFI	**-**	Goodness of Fit Index
RMSEA	**-**	Root Means Square of Error Approximation
Pclose	**-**	P of Close Fit

Table 12 describes the summary goodness of fit measures of the generated four models. It shows that P-close increased from 0.000 to 0.237; CMIN/DF decreases further to 1.399; P-value increased from 0.000 t 0.346; RMSEA decreased from 0.522 to 0.045. Likewise, there were evident increases of GIF (0.997), CFI (0.999), NFI (0.995) and TLI (0.992). It is noticeable from Table 13 that all the model fit values of Model 4 are within the standard criterion indices required for a model fit. Therefore, Model 4 is the best fit Model among the models presented.

Table 12 Summary of Goodness of Fit Measures of the Four Path Analysis Models

Model	CMIN/DF 0<value>2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	55.248	0.000	0.814	-0.120	0.813	0.892	0.522	0.000
2	15.137	0.000	0.949	0.708	0.951	0.965	0.267	0.001
3	12.518	0.000	0.958	0.762	0.960	0.970	0.241	0.002
4	1.399	0.237	0.995	0.992	0.999	0.997	0.045	0.346

Table 13 shows the estimates of variables regression weights in Path Analysis of Model 4. Path SBM -----> TA exhibits values of B=.252, β=.371 and p<0.01 which implies that SBM has a significant impact on TWA. It further indicates that for every percent increase in the level of SBM, it corresponds to 0.371-percent increase in the level of TWA. Path SC----->TWA obtains a value of B=0.459, β= 0.474 and p<0.01 which indicates that there was a high significant effect which indicates that there was a high significant effect on TWA. This implies further that for every percent increase in the level of SBM, it corresponds to 0.474-percent increase in the level of TWA. Although SE had no direct link on SBM, SE was being significantly influenced by both SC and TWA.

Path SC ----->SE obtains a values B=0.288, β= 0.316 and p<0.01 which indicates that there was a high significant effecton SE. This implies further that for every percent increase in the level of SC, it corresponds to 0.316-percent increase in the level of SE. Path TWA -----> SE obtains a values B=0.320, β= 0.340 and p<0.01 which indicates that there was a high significant effect on SE. This implies further that for every percent increase in the level of SC, it corresponds to 0.340-percent increase in the level of SE. Figure 9 further shows that there was a significant positive correlation between SC and TWA in which both exhibited direct effect on SE.

Table 13 Estimates of Variable Regression Weights in Path Analysis Model 4

VARIABLES			B	S.E.	C.R.	BETA	P
TeamworkAtt	<---	SchoolBasedMgt	.252	.038	6.669	.371	***
TeamworkAtt	<---	SenseofComm	.459	.054	8.521	.474	***
SchoolEffect	<---	SenseofComm	.288	.069	4.195	.316	***
SchoolEffect	<---	TeamworkAtt	.320	.071	4.520	.340	***

Chi-square = 1.399
Degrees of freedom = 1

Probability level = .237

Chapter 4

DISCUSSION

Presented in this chapter are the discussions of the level of school-based management, teamwork attitude, sense of community and level of school effectiveness. Also revealed in this section are the correlations between school-based management, teamwork attitudes and sense of community on school effectiveness. Likewise, the regression analyses of the influence of school-based management, teamwork attitudes and sense of community on school effectiveness are also discussed. Finally, the best fit model that predicts the school effectiveness of school heads in Region XI.

School Based Management

The high level of school-based management among public secondary school heads in region XI is due to the very high rating given by the respondents on school heads' resources as well as the high ratings on management strategies, curriculum and instruction and staff development. The public-school heads in region XI. The school heads in region XI are in high spirits in terms of discipline and reducing dropout rate. The results of the study were in consonance with the findings of Whitaker (2012) as he mentioned that effective leadership as one of the indicators of SBM is also effective at handling school discipline. Furthermore, it was stated by Jalahudin, Azwir, and Akmal (2015), that the high level of school-based management was also because of the high influence brought by school mentoring and training program of school based management, among others.

Teamwork Attitude

The high level of team attitudes of public secondary school heads in region XI is due to the very high rating given by the respondents on public school heads' leadership and team structure as well as with the high rating on communication, situation monitoring and mutual support. This means that school heads of region XI ensures that the team members help each other especially in times of needs. They highly believed that their behavior and that the team structure influenced the performance of the team. In terms of communication, the school heads firmly believe that communication played significant role on the things they need to be done. A result of this study was supported by the findings of Celik and Karaca, (2017) that teamwork attitudes are at high level particularly among nurses. Moreover, it was stated by Busse, (1992) and Kunkel (1997) that teamwork attitudes is an important tool in business success and often expected new employees to possess this kind of attitude as it played vital important the organization, among others.

Sense of Community

Based from the results, the high level of sense of community of public secondary school heads of region XI is mainly because of the very high rating on shared emotional connections high rating given by the respondents on influence, reinforcement of needs and membership. The public secondary school heads in region XI feels good when they are in their community and even expects to stay for a long time. They believed that living with the community who are cared so much is fulfilling supports the needs of the community. Likewise, they are capable of influencing nearby communities. This study was supported by results of the separate study of Hombrados-Mendieta, Fuentes and Jacinto (2013); Kenyon and Carter (2010), which stated that sense of community was at high level when members influence among others in terms of actions and decisions without which may not be motivated to participate, among others.

School Effectiveness

The very high level of school effective of public secondary school heads of region XI is attributed to the very high rating given by the respondents on public school heads of region XI in terms of ensuring desired results, improve teaching and learning, foster a culture of improvement, and organizational conditions. The school heads displayed actions relevant to caring their students the most particularly in maintaining high expectations for students' achievement, improving student learning that reflects academic, cognitive and metacognitive skills and create a classroom environment conducive to learning. These findings are therefore expected to increase the school

effectiveness since it is congruent with the finding of Bishara, (2017)which stated that school effectiveness is measured based on learners' academic achievement and an environment conducive to learning to learning among others.

Significance on the Relationship between Levels of School Based Management and School Effectiveness

The present study reveals significant relationship between school-based management and school effectiveness of secondary public- school heads in Davao Region. This means that the school-based management determines the effectiveness of the school as shown in the data. This is conformity of the study of Nurkolis (2017) that school-based management has a positive correlation with school effectiveness. With the implementation of SBM, a school became more transparent in terms of financial concerns, involves teachers in decision making and made them accountable and democratic and made its community become participative in education. Also stated by various authors (Kaabi& Ali, 2015) that SBM allowed autonomous decisions and most like improved school performance as well as allowed competent teachers to help in making decisions as well as a factor that influenced teachers' motivation and commitment to school. Therefore, school heads should be extra careful in terms of decision making as it may teachers' performance, in addition to their role in helping make decisions leading towards making the school effective.

Moreover, the result of the study is aligned with statement of Zarina (2003) stating that there is a significant relationship between SBM and school effectiveness. The research further revealed that the management strategy of school principals implementing SBM made schools become effective. Results of the present study is also aligned by the statements of various authors (Hung &Mui-Hung, &Ponnusany, P, 2010; Tatlah& Iqbal, 2012) stating that effective leadership (indicator of SBM) of school heads is the criterion for creating a successful school in the country and the school itself with high academic achievements. The later further states that there was relationship between effective leadership and school effectiveness.

Significance on the Relationship between Levels of Teamwork Attitude and School Effectiveness

The current study disclosed a significant relationship between teamwork attitudes and school effectiveness of public secondary school heads of region XI. This means that teamwork attitudes have something to do with school effectiveness. It is stated by various authors (Porter, 1993; Mc Corkle et al., 1999)that school effectiveness is impossible without teamwork attitudes among individuals. Their findings also revealed the necessity of teamwork among students for improving interpersonal skills. However, results of the findings of Ptaff and Huddleston, (2003) stated that mismanaged teamwork experiences discourage individuals in continued participation in teams. Also, Krug (1997) stated that negative team experience created negative attitudes towards teamwork that are transferred to the workplace.

Moreover, this current study is in accordance with the findings of Sah and Sheela (2005) that leadership (indicator of teamwork attitude) is positively correlated with school effectiveness. Leadership is necessary for efficiency and effective school operations. As stated by Shields (2004) educational leadership possessed by school heads contributed positively to school effectiveness. Similarly, Tatlah and Iqbal (20012) averred that there is a positive correlation between leadership of school heads and characteristics of school effectiveness. Further, Cameron, (2013) states that positive relationship of leadership and school effectiveness leads to excellent positive performance.

Significance on the Relationship between Levels of Sense of Community and School Effectiveness

This recent study revealed a significant relationship between sense of community and school effectiveness of public secondary school heads of region XI. This means that sense of community determines school effectiveness as shown in the data. Blum (2012) averred the link between community belongingness and school effectiveness. Effective schools have environment conducive to learners allowing them to grow in terms of academic, social and emotional aspects. Learners who felt belong to the school and have support from teachers, parents and other learners who shared the same engaging activities are likely to succeed.

Furthermore, as stated by Wighting, Nisbet and Spaulding (2009) that there is a positive relationship between sense of community and academic achievement. Academic achievement means the school is effective. Learners have

positive outcome when they are emotionally connected and felt the support of adults. As stated by various authors (Huffman &Hipp, 2003; Maughan, 2002) stated that effective school offered variety of ways to learners to help them improve the academic aspects as influenced by the schools' overall characteristics and classroom environment.

Best Fit Path Model for School Effectiveness of School Heads

Generated Model 4

The analysis on the interrelationships among school-based management, teamwork attitudes, sense of community towards school effectiveness among public secondary school consisted of four path models. The models were tested to achieve the best fit model of total quality school effectiveness. Each model has a framework that could be decomposed into two sub models which are measurement model and structural model. The measurement model represents the measure loads on each factor to their latent constructs while the path model defines relations among the latent variables. Moreover, the assessment of fit was used as baseline for accepting and rejecting the model.

Based on the findings the model evidently illustrates that that school-based management, teamwork attitudes and sense of community best capture school effectiveness among public secondary school heads where the shared values, beliefs and pattern of behaviors which are representations of school based management, teamwork attitudes and sense of community enable public secondary school heads to stay afloat in the practice of school effectiveness in a complex and changing learning environment.

The results clearly illustrate the importance of school-based management, teamwork attitudes and sense of community towards school effectiveness. In accordance toGunnarsson, Orazem, Sánchez and Verdisco's (2004) Theory of Roles of School Autonomy and Community which states that decentralization in practice depends more on local choice than on nation-wide decree or legislative fiat. Therefore, in cross section, revealed preference will generate a positive effect of practiced school autonomy on school outcomes. Consistent with that presumption, schools that practice autonomous decision-making generate superior test scores. However, when correcting for the endogenous choice to exert managerial effort, the positive effect disappears.

Further, Gibbons & Henderson's (2012) Team Cognition Theory which supported that human team performance develops a shared understanding or shared mental model to coordinate behaviors by anticipating and predicting each other's needs and adapting to task demands. Also, Rahman and Kodikal (2017) proposed the impact of employee attitude on job performance. Attitudes at work and organizational performance are the fundamental research issues in industrial psychology. The relationship between these factors is essential in every organization for maintaining efficiency of a business enterprise. Lastly, Hargreaves (2001) School Effectiveness Theory which explains that school effectiveness model is concerned with the organizations' structure and culture and how these are expressed in its policies and practices most especially how they relate to promote the overall goals of the school and teacher effectiveness at the classroom level. It mobilizes the intellectual and social capital to achieve desired educational outcomes of intellectual and moral excellences and innovative professional practices.

There are pertinent studies worth mentioning that can explain and support the interrelationships of the variables in the best fit model generated. First, the association between the schools-based management otherwise known as the autonomy of schools is a factor that greatly influenced school effectiveness. The indicators of SBM such as proper budget allocation and effective leadership are also associated with school effectiveness. Junge, Bosire and Kamau (2014) found a positive impact of proper budget allocation to have a positive impact on school effectiveness of public secondary schools. Likewise, Bouchama (2012) examined school effectiveness through academic achievement of learners and found that effective leadership is the backbone of the learners' academic success.

Second, the literature on teamwork attitudes generates assumptions about expected team performance in school effectiveness. Van and Scholtes (2014) explain how teams are evolving and what can be done to help teams in phases of growth (i.e. by adapting leadership style to the team's current phase). The hope is that the team will grow into a fully self-managed organization which will develop on the basis of its own initiative.Chen et al. (2016) and Hsieh (2011) published similar findings about the relationship between leadership, indicator of team attitudes and school effectiveness. The principals' positive leadership and school effectiveness gauge positive performance and adaptation of organizational efficiency enables exceptional organization's performance. This eventually allows school organizational culture to have a high influence on school effectiveness (Cameron, 2013).

Lastly, sense of community has link with school effectiveness. For instance, Kwashabawa (2013) pointed out that sense of community is significant in developing schools to make it more effective in delivering services to learners. Meanwhile, Gross, Haines, Hill, Francis, Blue-Banning and Turnbull (2015) emphasized the partnership of school and community is essential in the success of schools which often provided the support and resources to meet the basic needs of the clientele. Also, an indicator of sense of community, reinforcement of needs was found to have increased the academic performance of learners as one of the desirable results of school effectiveness.

Conclusion

Based from the findings of the study, the researcher came up with the following conclusion.

The levels of school-based management; teamwork attitudes and sense of community are very high whereas the level of school effectiveness is very high. There is a positive and have significant relationships between school-based management and school effectiveness of school heads, teamwork attitudes and school effectiveness and lastly, sense of community and school effectiveness. Results also revealed that among the four path models, model 4 is selected as the best fit model which best fit school effectiveness of school heads, two of the independent variables namely teamwork attitudes and sense of community which had greatly given significant influence to school effectiveness of school heads while the other independent variable as school based management did not greatly influence school effectiveness of school heads.

Recommendations

Based on the results of the study, the following recommendations are hereby offered:

As most of the measures in the latent variables yielded high, there is a need to improve to raise it too very high. To do this, school heads and school leaders be oriented with school-based management practices, teachers must be consistently be involve in works which require teamwork so as to have a positive attitudes and develop sense of community through community involvement tasks to create more understanding and share varied interests for the success of school effectiveness practices.

The significant relationship of the variables towards school effectiveness may be reinforced as these can become impediments to survival when not fully established especially if there are changes in the working environment and pressure within the school.The best path model showing teamwork attitudes and sense of community as strong predictors of school effectiveness may be highlighted to maintain school effectiveness practices among public secondary schools in the region. By doing so, this can provide the kind of holistic, nuanced view of school-based management, teamwork attitudes and sense of community that is needed by school heads to truly understand school environment and to have any hope of changing them for the better

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