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Table of Contents

	Page
<u>Effects of Peer-tutoring on the Level of Reading Comprehension of Young Learners</u> <i>Selina Sophia Jumuad, Jairah Faith Mendez, Khian Rob Redondo & Rina Lorraine Cagas</i>	1
<u>Flipped Classroom Approach and Motivation in the Acquisition of Practical Skills</u> <i>Antonio Ryan R. Joaquin VII & Edilberto Z. Andal</i>	16
<u>Students' Perspective towards Educational Service Quality in Ethiopian Public University: A Triangulation Approach</u> <i>Zelalem Zekarias Oliso & Demoze Degefa Alemu</i>	39
<u>Senior Managers in the UK: The Development of Educational Leaders in Further Education Institutions</u> <i>Ismail Mohammed Noriey</i>	63
<u>Teaching Efficacy Structures and Influencing Factors in Promoting Success and Retention Among Pre-Service Teachers</u> <i>John Vincent C. Aliazas, Anna Liza P. Del Rosario, & Rose R. Andrade</i>	90
<u>School Head's Managerial Roles as Correlates of Organizational Performance</u> <i>Cherylyn Devanadera & Delon Ching</i>	110

Effects of Peer-tutoring on the Level of Reading Comprehension of Young Learners

¹Selina Sophia Jumuad, ²Jairah Faith Mendez, ²Khian Rob Redondo & ²Rina Lorraine Cagas

Abstract

Reading and reading comprehension are interrelated skills; both of which learner need to advance in the higher educational years. However, this is not the case for many Filipino children in one barangay of Claveria, Misamis Oriental. Hence, this research measured the reading comprehension levels of learners between 8 and 14 years old, classified them into independent, instructional, and frustrated, and determined whether peer tutoring would increase their level of comprehension. The study utilized a one-group pre-test-post-test design and the standardized reading comprehension test Philippine Informal Reading Inventory (Phil-IRI). Research findings reveal that 4 out of 29 respondents are within the "instructional" level of reading comprehension, 1 out of 29 is "independent" and the remaining 24 young learners are within the "frustrated" level of reading comprehension during the pre-test. After the intervention, 4 achieved "independent" level of reading comprehension, another 4 are "instructional" while the remaining 21 remained in the "frustrated" level. The paired-t test results show that there is no statistically significant difference between the pre-test and post-test; however, this does not mean peer-tutoring is ineffective. With the limitations of the study, it is suggested to have a longer period for peer-tutoring or peer-led intervention.

Keywords: *peer tutoring, peer-led intervention, reading comprehension level, independent, instructional, frustrated*

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1. Introduction

Reading is both an avenue of communication and a repository of knowledge and ideas. In fact, Estremera and Estremera (2018) reported that reading is involved in 85 percent of what people do. For instance, individuals read menus in eateries, road signs, recipes from cookbooks, prescriptions of medicine, ingredients of a product, and many more. Reading and reading comprehension are interrelated skills, and reading comprehension is the crucial outcome of the reading, as it is the most significant ongoing activity (Estremera & Estremera, 2018). Reading comprehension is a bridge between the "new and the unknown," and the importance of apprehension is essential in the reading institution. In accordance with the Department of Education's Order No. 45, series of 2022, "No Read, No Pass Policy" as reported by the SunStar Baguio (2020), for a second grade student to move up into third grade, he/she should be able to read and comprehend the Filipino language, while third grade and up learners should be able to read and comprehend both in the English and Filipino language, and they are expected to be independent readers by the end of their primary education to be able to cope with the academic competence they need in the higher years in the academy.

However, this is not the case for many Filipino children in one of the barangays of Claveria, Misamis Oriental. According to numerous observations by the locals, there are still children who cannot comprehend the English language. In one of the witnesses' accounts, numerous children who would often buy from this individual's *sari-sari* store would just point with their fingers at the product they desired to purchase, which, of course, causes a huge misunderstanding and requires an enormous amount of patience. This is because the child cannot read what is written on the packaging of the product. Another instance is the mispronunciation of the product's name. For example, instead of "Zest-Oh," the child would pronounce it as "Jest-Ow" and "Choco-Mucho" would often read as "Chomo-Choco" or "Chumo-Chomo". This phenomenon unfortunately exists in many parts of the country.

Cabalo and Cabalo (2019) identified in a study that around 58.26 percent, or 187 out of 321 students, belong to the frustration level of reading, 30.22 percent, or 97 students, belong to the instructional level, and only 37, or 11.53 percent, were considered independent readers in the Southern District of Hilongo in Leyte. Another research conducted by Estremera and Estremera (2018) in the city division of Sorsogon showed that around 5 percent, or 1444 out of 2503 learners, were considered frustrated readers in terms of silent reading, and around 30

percent belonged to the instructional type of readers, and 12 percent were considered independent readers. In terms of oral reading, 71%, or out of 2503, 1789 were frustrated, 594 were classified as instructional readers, and the residual 5%, or 120 students, were classified as independent readers. Unfortunately, this phenomenon occurs in the United Kingdom as well. According to Mulcahy et al. (2016), roughly 16% of adults in the United Kingdom are functionally illiterate, making the United Kingdom the illiteracy leader in the developed world.

It is undeniable that some are struggling with reading and understanding what they are reading. Therefore, measuring their reading comprehension is vital. According to Cagas (2022), language learning and distance learning is one of the challenges for language teachers in the Philippines. Language is one component of the total knowledge that readers use to process the information in the text, and there is a strong correlation between language and reading proficiency, making language a key component of learning comprehension skills (Lobaton, 2022). Language is both intricately complicated and constantly changing. It is intricate because it involves phonology, lexemes, pragmatics, phonetics, semantics, and other grammatical markers (Lobaton, 2022). According to Chandran and Shah (2019), problems with reading and comprehension originate from environmental, educational, and biological sources. These causes imply that the environment in which one is born and raised determines their ease of grasping new languages, in this case English (Mohammad & Hasbi, 2021). Similar to this, a person's capacity to understand reading and comprehension depends on the types of instruction they receive early in life or as they mature (Mohammad & Hasbi, 2021).

In some specific geographical areas around the world, the use of English language is not common. But then again, assessing their reading comprehension alone is not sufficient, there should at least efforts be exerted to aid in this problem. According to Cooc and Kim (2016), a student's performance is influenced by their peers. In this case, the research study utilizing peer-tutoring or peer-led intervention was conducted over a month. Researchers were also able to identify if intervention or peer tutoring affected the learners' reading comprehension level. Another study conducted by Robison (2022) proved the effectiveness of peer-tutoring towards the level of reading comprehension of learners. Robison further stated that peer-tutoring is proven as an effective strategy across various behavioral and academic disciplines, as it is easy to implement and ideal for filling the gaps as resources can always be available. Moreover, Sholikhah (2018) stated that the participants (experimental group) who were given peer-tutoring assessments gained better scores in reading comprehension tests

compared to those who were not (control group). Sholikhah also stated that with the proper strategy, peer-tutoring is a powerful tool in aiding learners' reading comprehension difficulties.

With all the previous findings, this study implemented peer-tutoring suited to each student's needs and used this tool as a method to discover whether it is effective for learners in a particular geographical area. Hence, this study aimed to measure the level of reading comprehension among young learners in one barangay of Claveria, Misamis Oriental, and investigate the effects of peer tutoring through their pre-test and post-test results. Explicitly it answered the following questions.

1. What is the students' reading comprehension in terms of: frustrated level, instructional level, and independent level?
2. Is there a significant difference on the levels of reading comprehension among participants during the pre-test and post-test after peer-tutoring or peer-led intervention?

2. Literature Review

Reading has a significant impact on people's lives as it introduces various life concepts. It is a complex process that includes sensory experience, thinking, comprehension, application, and incorporation. It is the method for producing and deriving meaning from printed words and symbols. It is also one of the macro-skills which learners should foster in order to thrive in their literacy and academic endeavors (Jawili-Decena, 2021). Young learners must be literate in order to communicate with one another.

Reading comprehension is crucial among students (Victoriano & Dimaano, 2023; Lope, 2023). Reading, including context decoding, is a fundamental skill that a child must practice. In the first level of education, the learner should be capable to read and comprehend a variety of texts before proceeding to the next years of education. However, a student who cannot cope with their peers is one risk of problems in success and would depend on how they participate with their peers (Miller, 2018). Individuals with reading disabilities are less likely to gain employment, particularly in skilled roles, are more susceptible to behavioral issues and delinquency, have fewer chances of earning an above-average salary, are more likely to commit crimes, be sentenced to prison, and develop a habit of lifelong offending, less likely to achieve qualifications or receive work-based training or promotion, and less likely to have low indicators of mental well-being (Mulcahy et al., 2016).

Because of the fast-changing world and evolving technology, it is unfathomable that reading is sometimes overlooked (Estremera & Estremera, 2018). According to a report, out of 79 participating countries, the Philippines received the lowest reading score in the 2018 Program for International Student Assessment (PISA), with only one in five 15-year-old Filipino students achieving at least the minimum proficiency level in overall reading literacy. On the other hand, the 2019 Southeast Asia Primary Learning Metrics revealed that only 10% of the nation's Grade 5 students achieved the minimum proficiency level (Felipe, 2022). According to the Southeast Asia Primary Learning Metrics 2019 (SEA-PLM) results as cited by Peña (2023), only 10% of students in the Philippines met the minimum reading standard while 17% met the minimum standard expected at the end of primary education as specified in SDG 4.1.1—Education Proficiency, in which only Laos was ahead of the Philippines, where students received an average reading score of 275. While the 288 indicates a Filipino Grade 5 student can read a variety of everyday texts fluently and comprehend their meaning, only 10% achieved the minimum proficiency level, which is the ability to understand texts with familiarity (Peña, 2023).

Measuring the level of reading comprehension among young learners has been chosen as a topic by an inconceivable number of researchers, one of which is Estremera and Estremera (2018) which focused on measuring the level of reading comprehension among learners and determining which reading categories these students belong to. The researchers emphasized the importance of monitoring learners' comprehension levels in order to determine whether a learner is ready to compete in the higher years of the academy or not. The same sentiments were expressed in one of Jawili-Decena's (2021) studies on monitoring the level of reading comprehension in young learners. When a child struggles with understanding, they often mislay their aspiration to continue reading; that is why, according to them, educators should always monitor the level of reading comprehension of their students. Another research with the same emphasis conducted by Cabalo & Cabalo (2019) concluded that monitoring the level of comprehension while learners are still young is important, as this is one of the determining factors for a child's progress in their academic journey. As reading comprehension is important, Phil-IRI, a program of the Bureau of Elementary Education-Department of Education dedicated to making each Filipino adolescent a reader, was implemented. Phil-IRI's sole goal is to enable every Filipino child to converse in both English and Filipino through effective reading instruction, based on Dep-Ed's flagship program Every Child a Reader Program

(ECARP). This program has been the standard reading comprehension test kit for researchers concerned on the reading comprehension level of learners. Language is also taken into account for a learner to comprehend what he or she reads. Language is both intricately complex and ever-changing. It is difficult to understand because it involves phonology, lexemes, pragmatics, phonetics, semantics, and other grammatical indicators (Lobaton, 2022). Language is one component of total knowledge used by readers to process information in the text, and there is a significant association between language and reading proficiency, making language an essential aspect of learning comprehension skills (Lobaton, 2022).

Reading comprehension is a critical skill that allows students to recognize, analyze, and evaluate information in written texts. In the Philippine education system, reading comprehension is considered a core skill that students must master to succeed academically and in their future careers (Estremera & Estremera, 2018). It is even better if a parent or family member serves as the teacher at home. Reading and reading comprehension are important not only for advancing to the next level of education but also for the success of today's young learners and for the future. According to Chandran and Shah (2019), reading and comprehension issues stem from environmental, educational, and biological factors. These factors imply that the social setting in which a person is born and raised influences their ability to learn new languages, in this case English (Mohammad & Hasbi, 2021). Similarly, a person's capacity to understand reading and comprehension depends on the types of instruction they receive early in life or as they mature (Mohammad & Hasbi, 2021). Other obstacles included the participants' inability to identify errors such as omissions, mispronunciations, and substitutions, which adversely impacted their understanding and accuracy levels, and the need for more frequent exposure to and use of English in order to increase their understanding and accuracy levels.

Miller (2018) stated that peer tutoring, also known as peer-led intervention, is a flexible and peer-mediated strategy in which peers (6 to 8-year age gap) serve as academic tutors. According to research findings, peer tutoring or peer-led intervention in measuring the reading comprehension of young learners positively affected their performance (Moliner & Alegre, 2020; Rusli et al., 2021; Alegre et al., 2020). Conducted peer-tutoring for a total of 4 and a half weeks (5 times a week), the results presented that there is substantial progress in terms of reading fluency and comprehension among readers who are classified as "frustrated readers" after a peer tutoring or peer-led reading intervention was applied. Peer-tutoring or peer-led

intervention would influence the student's score from the pre-test to the post-test. It could be beneficial for young learners, especially if the reason for their lack of reading and reading comprehension skills is due to their family's inability to teach them.

Peer tutoring is a tool and an advantage in helping young learners to develop their reading habits and increase their level of reading comprehension, as it is proven effective in raising a child's literacy rate. Studies concluded that after implementing the peer tutoring strategy, learners' reading comprehension skills at the mid-intermediate, mid-advanced, and low levels have improved. The peer tutoring strategy is highly manualized, which can give teachers the strategies they need to engage culturally and academically diverse students in enhancing language acquisition (Robison, 2022). Additionally, Robison (2022) asserts that peer tutoring can assist teachers in diagnosing the reading difficulties and struggles of students with individual differences and diverse needs and interests, which can lead to formulating an intervention to address and close these gaps specifically in reading comprehension and language. Peer tutoring is an ideal intervention to bridge the gap of academically and culturally diverse learners in a classroom where resources can always be available. When utilized properly, it can alleviate the problem surrounding low levels of reading comprehension.

3. Methodology

3.1. Research Design

This study used a one-group pre-test-post-test design through an experimented reading comprehension levels of the participants when peer-tutoring or peer-led intervention is implemented. The study conducted a pre-test prior to intervention to categorize participants according to their level of reading comprehension. After which, the intervention was implemented for a total of 4 weeks, 3 hours per peer-tutoring session with a total of 30 hours, and post-test was then conducted after the peer-tutoring or peer-led intervention.

3.2. Sampling & Research Participants

Purposive sampling was utilized in identifying the participants of this study. With the assistance of the Barangay officials in the area, researchers were able to identify 29 young learners aged 8-14 years old classified as instructional and frustrated readers and cross-examined the information gathered with the information available in the local elementary school provided with the assistance of the school principal.

3.3. Research Instrument

Phil-IRI reading test materials were utilized throughout the study. Phil-IRI is a program of the Bureau of Elementary Education-Department of Education dedicated to making each Filipino adolescent a reader. It is used also to define the learners reading performance in terms of oral, silent, and listening comprehension in Filipino and English languages (DepEd, 2018). This study made use of the Phil-IRI silent reading test materials. There are 7 items in every reading test kit. The word count and difficulty of the given material vary by their grade level and age; the higher the grade level and age, the higher word count and difficulty. To identify reading comprehension level of each participant, a score scale was used. Scores ranging from 6-7 are considered independent readers, scores ranging from 4-5 are considered instructional readers, and a score of 3 and below is categorized as a frustrated reader.

3.4. Data Gathering Procedure

Before the conduct of the study, researchers asked permission from the parents or guardians of the selected participants and informed them of the schedule and duration of the intervention and did preliminary interview of both parents and children regarding their familiarity of the language and socio-economic status. Researchers downloaded Phil-IRI reading materials and reading test kits online from the Department of Education website, printed hard copies, and distributed the questionnaires according to the age and grade level of the participants during the pre-test. After the pre-test was conducted, participants were then categorized according to their level of reading comprehension using the score scale. An intervention was done for 4 weeks. The reading materials printed for the intervention were utilized, as well as activities and quizzes. After peer tutoring, a post-test was then conducted using the same reading test kits as the pre-test, and the students were finally categorized according to their level of reading comprehension after the intervention. Data forgery and manipulation were strictly prohibited.

3.5. Statistical Analysis

This study made use of the paired t-test as it is the most suitable statistical tool to indicate whether there was a significant difference between the pre-test and post-test results after an intervention was done for four (4) weeks.

4. Results and Discussion

Based on the data gathered and reading tests results, 4 out of 29 respondents, or 14% acquired an 'instructional' level of reading comprehension, 1 out of 29, or 3% acquired an

‘independent’ level of reading comprehension, while the remaining 24 young learners or 83% fell on the ‘frustrated’ level of reading comprehension category during the pre-test.

Table 1

Pre-test scores on the reading comprehension

Score	Frequency	%
6-7	1	3%
4-5	4	14%
2-3	9	31%
0-1	15	52%
TOTAL	29	100%

Researchers implemented peer-tutoring for 4 weeks and utilized learning materials provided by the Phil-IRI assessment during the process. After the administration of the post-test, results found out that a total of 4 out of 29 or 14% ranked as ‘independent’ level of reading comprehension, 4 out of 29 or 14% fell on the ‘instructional’ level of reading comprehension, while the remaining 21 or approximately 72% remained in the ‘frustrated’ level of reading comprehension.

Table 2

Post-test scores on the reading comprehension

Score	Frequency	%
6-7	4	14%
4-5	4	14%
2-3	7	24%
0-1	14	48%
TOTAL	29	100%

After the analysis of the data gathered, there has been an increase in test scores of some of the learners after peer tutoring or peer-led intervention was conducted.

Table 3

Paired T-test Results Between Pre-test and Post-test Scores

	n	Mean	SD	t	p
Pre-test	29	1.8	1.9	1.7	0.110
Post-test	29	2.2	2.2		

Results of the paired-t test indicated that there is a non-significant difference between Pre-test ($M = 1.8$, $SD = 1.9$) and Posttest ($M = 2.2$, $SD = 2.2$), $t(28) = 1.7$, $p = .110$. The average of the after population is considered to be equal to the average of the before population. In other words, the sample distinction between after and before averages is not substantial enough to be statistically significant. A non-significance result does not quite prove that H_0 is correct rather it demonstrates that the null assumption cannot be rejected. Although the paired t-test results showed that the significance of peer-tutoring cannot be defined, the results of the pre-test and post-test imply that there is an increase in reading comprehension level for some participants in the study after an intervention was initiated. The study identified several factors as to why there is a non-significant result between the pre-test and post-test scores.

- a. Peer-tutoring sessions should be longer because its relevance or effect cannot be determined directly. Although it has been proven effective by previous studies such that of Miller (2018), its effectiveness can only be determined by how long it is conducted. The longer the intervention, the higher the chances of positive effect.
- b. There is a language barrier present. Learners find it more difficult to understand the English language compared to the other two languages: Filipino and their mother tongue. Researchers observed that this community is not widely using the English language in their daily communication and children find the English language intimidating. According to Cagas (2022), language learning is one of the challenges for language teachers in the Philippines. Language is both intricately complex and ever-changing. It is difficult to understand because it involves phonology, lexemes, pragmatics, phonetics, semantics, and other grammatical indicators (Lobaton, 2022).
- c. In order for a child to perform well in his or her academics, familial support is essential, and sufficient support from his or her family members will help a learner excel in his or her academic endeavors (Padilha et al., 2021). However, in the case of these selected learners, familial support was not sufficient in order to attain fluency in both speaking and reading the English language due to the fact that parents themselves are not fluent in terms of reading and speaking the English language compared to the Filipino language and mother tongue. Therefore, they are not able to provide their children with vital information and tutoring in terms of the English language. According to Lumacad and Namoco (2023), learning difficulties

are possibly caused by low socioeconomic position, which makes it challenging for parents and guardians to provide their children with access to technology and educational resources. In relation to their study, research participants identified as frustrated readers in this study belong to low-income families. The majority of them are children of farm workers and carpenters, and some are children of fishermen according to the conducted preliminary interview with the parents while asking for their consent. With their socio-economic status, families are not able to support their education well and that they are deprived of learning materials and resources to obtain proper information and understanding regarding the English language.

Discussion

Peer-tutoring can be a powerful tool in assisting a child with his or her learning difficulties in any selected academic area. However, the method by which it is used is the determining factor for its significance. The more exposed participants are to peer-led intervention, the higher the chance their reading fluency will be alleviated (Miller, 2018). Indicated in the pre-test results is evidence of an ongoing struggle with reading comprehension among young learners, and this phenomenon is not only limited to this certain geographical area but also to other parts of the country and even in a developed world. When peer-tutoring was conducted even for a short period, an improvement was observed in few learners included in this study. Based on the post-test results, the majority of those were classified as instructional types of readers. Unfortunately, only a few of the learners classified as "frustrated readers" advanced into instructional levels in terms of reading comprehension.

Upon further analysis, the time spent on intervention was not enough. This is not surprising at all considering that the majority of these learners are intimidated by the English language. While conducting informal interview with the parents and research participants, many parents affirmed that they are not fluent in the English language, and they are not confident their child could read and comprehend even the basic components of the language, which is evident in the results of their reading comprehension level test during pre-intervention stage. Participants of the study claimed that they find the language intimidating and difficult compared to the Filipino language and Mother tongue, which they are fluent in. Despite the fact that the second language in the country is English, a lot of communities, especially in rural areas, do not use English, not even the slightest bit, in their daily communication. Additionally, familial support is insufficient. In order for a child to academically thrive, familial support is

vital (Padilha et al., 2021). The families of the student-participants are unable to teach them even the basic components of the English language as they themselves are not fluent in the language. Aside from familial support, socio-economic status is also a considerable factor. It has been found by Lumacad and Namoco (2023) that learning difficulties are a possible outcome of low socio-economic status. As it is perceived as challenging by parents to provide their children with sufficient learning resources such as educational materials and access to technology, reading and comprehension issues are caused by dynamics in the environment, in education, and in biology. These reasons specify that a person's ability to learn new languages, in this case English, rests on the environment in which they are born and raised (Mohammad & Hasbi, 2021). Furthermore, the challenge of teaching young learners how to read and comprehend using this language is present. This poses a challenge in the society as English is the universally used language in order to compete and cope, whether it is in business, entertainment, politics, or most especially in education.

5. Conclusion and Recommendation

Language played a vital role in this study, as it is one of the factors that affected the reading comprehension skills of learners in the English language. The less an individual is exposed to a specific language, the less they gain understanding of the components of that language. With all the findings in this study, the significance of peer-tutoring on the reading comprehension levels of young learners cannot be directly determined, as the results between pre-test and post-test scores are not extensive enough to be considered statistically significant. However, this does not mean peer-tutoring is ineffective. It only indicates that the null hypothesis cannot be rejected. Despite not being able to reject the null hypothesis, it produced an effect on some participants in the study and increased their reading comprehension level particularly a few instructional readers became independent readers, and a few frustrated readers became instructional readers. Stating that peer-tutoring is ineffective disregards the effects of peer-tutoring to a few research participants in the study whose level of reading comprehension increased after a month of intervention. With this notion, peer-tutoring, when conducted for a longer period of time, will produce a significant effect on language learners and aid the problem of reading comprehension in young individuals.

The researchers in this study recommend future researchers interested in this field to establish a longer period for peer tutoring or peer-led intervention in order to signify its relevance in the terms of reading comprehension.

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Flipped Classroom Approach and Motivation in the Acquisition of Practical Skills

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Abstract

This study examined the impact of flipped classrooms approach to learners' motivation as well as the acquisition of practical skills in the electrical installation and maintenance subject. Specifically, this study used the descriptive correlational research design with questionnaire as the basic data gathering tool. Furthermore, descriptive statistics were utilized to treat the data while Pearson-r correlation was employed to answer the study's inferential questions and the effects among variables. The study revealed that learners can become more engaged, motivated, and capable of developing practical skills by employing a flipped classroom approach. In addition, the results further showed that learning process was improved with the use of this approach. Statistical tests proved the significant relationship between flipped classroom approach to motivation but not in the acquisition of practical skills. The results imply the potential benefit of flipped classroom in addressing student motivation in any subject.

Keywords: *flipped classroom, motivation, practical skills, electrical installation and maintenance*

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1. Introduction

According to the Philippine Statistics Authority (PSA), one out of every four employed Filipinos is a laborer or unskilled worker. In fact, in the January 2017 report, the PSA revealed that elementary jobs accounted about 25.4 percent of the total employed population. This means that 9.99 million of the country's 39.34 million workers are laborers and unskilled workers (Ordinario, 2017). With the implementation of K to 12 Curriculum, it was hoped that after senior high school, learners would be competent in joining the workforce - making college education optional. However, according to the research conducted by the Philippine Institute for Development Studies (PIDS) in 2018, Senior High School graduates faced challenges integrating into the labor market, with 22 of 26 companies surveyed thinking that they lack adequate preparedness for employment.

This problem was further exacerbated by the onset of pandemic and the subsequent migration from face-to-face classes to blended learning. According to World Bank's annual global report, the Philippines got a 91% learning poverty rate and a 90% learning deprivation rate, which is the highest percentage in Asia. In fact, one secondary school in the country obtained a Mean Percentage Score (MPS) of Technology and Livelihood Education (TLE) performance grade of 87% from 2019-2020 to 61.33% in 2021. While the Technology and Livelihoods Education (TLE) aims to enhance students' knowledge, skills, values, and attitudes to prepare them for employment through variety of activities related to Home Economics, Entrepreneurship, Agriculture Arts, and Industrial Arts, values and attitudes formation that will assist learners in entering the workforce should be prioritized (Jacolbia, 2016).

Technical or practical skills, as one of the learning abilities important in developing 21st-century learners, can assist students in working more efficiently and effectively, boosting confidence, developing problem solvers, and becoming productive learners. In the technical and vocational education and training (TVET), students are exposed to practical and hands-on tasks; occasionally interchanging studying and training. Through this method, students can connect their academic theory to their professional experience (Proske et al., 2014). For example, employing strategies and creating jobs in the electrical installation industry, skill acquisition in electrical installation and maintenance works promote students' self-assurance and independence.

According to studies, the most common approach of skills development among students is flipped classroom (Hidalgo & Callo, 2023; Li & Li, 2022; Öztürk & Çakıroğlu, 2021). The flipped or inverted classroom is a modern and well-liked teaching approach in which tasks typically completed in the classroom (such as topic presentations) are completed at home and tasks often associated with homework are completed in the classroom (Akçayır & Akçayır, 2018). It is a well-known teaching method that alternates the amount of time teachers spend teaching in class and the amount of time students spend practicing outside of class (Lai & Hwang, 2016). In a flipped classroom approach, students arrive at class already equipped with similar knowledge that is ready for application. This procedure encourages participation in activities that support active learning. Additionally, students' motivation levels rise when they actively participate in class activities (Naciri et al., 2022). Understanding the significance of motivation in an educational setting is crucial since motivation can result in a variety of behaviors. For learning to be substantial and successful, learning motivation is a crucial prerequisite. This is the power of learning with motivation, and it enables learners to gather and process knowledge, process it actively, and apply it effectively through practical skills (Yilmaz et al., 2017).

The flipped classroom enables students to read articles and view videos at home before collaborating with their classmates on projects during the school day. All of these improve communication and trust amongst people as well as collaborative skills. The instructor can work one-on-one with the student who needs extra assistance during class time (Shi-Chun et al., 2014). Using video and other pre-recorded media gives students control over their education because they may pause, rewind, and fast-forward as needed. The ability to retake courses may be helpful for those for whom English is a second language. Additionally, collaborative learning projects can promote student social interaction, teamwork, and cultural diversity, making it simpler for them to support one another's learning and for people with varying ability levels to work together.

Since this flipped classroom approach connects with and communicates to this generation of learners through video and on-line technology, evidence suggests that there is enhanced student-teacher connection, rapid and relevant feedback, and improved student engagement. Students will be able to learn at their own pace, according to enthusiasts of the flipped classroom. Content becomes more meaningful when students practice and apply what

they've learned in the classroom (Smith, 2015). In turn, motivation is also activated since flipped classroom approach is utilized varied methods to stimulate learners' interest.

With the positive outcomes of previous studies on the flipped classroom approach, this study determined the impact of flipped classroom approach and the learners' motivation to the acquisition of practical skills in the electrical installation and maintenance subject of Grade 10 students. It proves or disproves the following hypotheses:

1. There is no significant relationship between the use of flipped classroom approach and motivation in terms of self-efficacy, active learning strategies, performance goal, achievement goal and learning environment stimulation.
2. There is no significant relationship between the utilization of flipped classroom approach and the acquisition of practical skills in electrical installation and maintenance.

2. Literature Review

People's roles in society have been changing in tandem with fast advances in the realm of information technology. As knowledge has become more widely available, educational environments must become more relevant and instructional technology must be used more effectively (Turan & Göktaş, 2018). According to studies, teachers should be well-educated in this skill and use technology in a professional manner. In addition, ICT training should include more practical applications and integrated instruction (Akarawang et al., 2015). The utilization of ICT in teaching is well-integrated in the flipped classroom approach. It is a teaching method that varies from typical lectures in that it switches the locations and times of assignments and lectures, as well as allowing students to learn more actively and cooperatively (Abeysekera & Dawson, 2015). The purpose of a flipped classroom approach is for students to study independently at their own leisure while receiving appropriate support materials for out-of-class instruction, and then return to class (in-class) to participate in group activities supervised by the teacher and *“after class sessions, students may need to reflect on their practice or complete assignments given during class time”* (Triantafyllou, 2015). The flipped (or inverted) classroom approach (Abeysekera & Dawson, 2015) is one of the most recent advances in teaching and is also a kind of active learning. As a result, active learning encompasses a variety of instructional strategies in which students are encouraged to do more than just listen — they are encouraged to read, write, discuss, and engage in higher-order thinking.

Several studies showed that flipped classroom addresses students' motivation (Xiu & Thompson, 2020; Campillo-Ferrer & Miralles-Martínez, 2021; Jong, 2023; Ferriz-Valero et al., 2022). Motivation is a meta term that encompasses several related ideas such as engagement, perseverance, curiosity, self-efficacy, and self-concept and it also encompasses a wide range of academic perspectives such as expectancy-value or intrinsic-extrinsic constructs, as well as numerous associated theories (Irvine, 2018). Learning environment stimulation includes teaching methods, classroom activities, student-teacher interactions, and interactions between students (Albalate et al., 2018). The flipped classroom's impact on students' motivation and performance has been documented in numerous researches across various contexts. Some claim that it has a favorable impact on students' dynamism (Naciri et al., 2022). Flipped classroom course content may be more effective in capturing learners' attention (Proske et al., 2014) that can enhance development of practical skills. Hence, this is necessary for the training students in the world of work (Promise, 2017; Jou & Wang, 2013). The primary goal of education is to meet students' learning needs so that they can achieve their full potential. The flipped classroom is one of the teaching approaches that has been found to be effective in enhancing student performance and addressing their educational needs. This can be utilized to boost motivation in the teaching and learning process, as well as in the acquisition of practical skills.

3. Methodology

3.1. Research Design

This study used the descriptive correlational research design with the questionnaire as the basic data gathering tool since it aimed to determine the significant relationship of flipped classroom approach to motivation and to the acquisition of practical skills. Correlational research was used to establish relationships between variables and to anticipate future events based on the current condition. Measurement of two or more important variables, as well as an assessment of the relationship between variables, were displayed in the descriptive correlational approach. It served as a guide in identifying, determining, describing, and analyzing the effectiveness of the flipped classroom approach and its relationship to motivation in terms of self-efficacy, active learning strategies, performance goal, achievement goal, learning environment stimulation, as well as the acquisition of practical skills among electrical installation and maintenance grade 10 students.

3.2. Participants of the Study

The participants of the study were the Grade 10 students of an integrated high school in the Philippines. Specifically, it included all learners of electrical installation and maintenance subject with a total population of 75 students. However, only 60 students in total had been selected since 15 of them from one of the batches were utilized for evaluating the reliability of the questionnaire.

3.3. Research Instruments

The research instruments used were survey questionnaire on the perceived effects in the utilization of flipped classroom approach and students' motivation towards acquisition of practical skills, and rubric rating scales or tool designed to measure the learners' performance of acquired practical skills. The pilot test was conducted to one of the batches composed of 15 learners who were not included in the study in order to evaluate its reliability. It reported an excellent coefficient for reliability index of $\alpha=0.935$.

3.4. Data Analysis

The respondents' perceptions on the effectiveness of flipped classroom approach were evaluated using descriptive statistics such as mean and standard deviation. The respondents' perceptions of motivation in terms of self-efficacy, active learning strategies, performance goal, achievement goal, learning environment stimulation, as well as the acquisition of practical skills, was determined using the same statistical methodologies and the relationship between the variables was tested using Pearson Product-Moment Correlation (Pearson r).

4. Result and Discussion

The study applied flipped classroom approach in the teaching of electrical installation and maintenance. After two weeks of integrating the approach to the teaching and learning, the survey was conducted in order to measure the students' acceptance of the approach using different indicators such as out-of-class, in-class and after-class.

Table 1

Students' Perception on the Effectiveness of Flipped Classroom Approach

Flipped Classroom Approach	Mean	Std. Deviation	Verbal Interpretation
Out-of-Class	4.15	0.47	Effective
In-Class	4.15	0.47	Effective
After-Class	4.15	0.47	Effective
Overall	4.15	0.38	Effective

Legend: 4.50-5.00 Highly Effective; 3.50-4.49 Effective; 2.50-3.49 Moderately Effective; 1.50-2.49 Somewhat Effective; 1.00-1.49 Not Effective

Results reveal that all of them were rated a mean of 4.15, with a standard deviation of 0.47, interpreted as “effective”. Cimermanova (2015) notes that flipping the classroom with well-prepared learning materials in advance transforms the classroom into an education laboratory where students arrive well-prepared and completely engaged in class activities. Results of the study showed that out-of-class phase promote flexibility, differentiation, active learning, teacher-student interaction, and student engagement. Furthermore, in-class activities give students the chance to collaborate with their peers, engage in active learning, and receive feedback and encouragement from their teacher. Furthermore, after-class activities give students the chance to reflect on what they have learned, review important ideas, and put their knowledge and skills into new applications and apply it to their daily living.

In terms of out-of-class phase, the students assessed several indicators such as instruction (Appendix A) and preparation (Appendix B). The instruction ($\tilde{x} = 4.25, \sigma = 0.52$) was assessed “well evident” confirming instruction as a vital component of out-of-class learning while preparation ($\tilde{x} = 4.15, \sigma = 0.47$) was also assessed “well evident”. Overall, the findings imply that the students see the use of lectures on video and learning activity sheets in the flipped classroom approach favorably and believe that these strategies effectively support their learning. This is similar to the findings of Talbert (2017), Cimermanova (2015) and Kim et al. (2022).

The in-class phase was assessed through class discussion (Appendix C), group activities (Appendix D) and feedback (Appendix E). In general, in-class phase was rated well-managed with class discussion ($\tilde{x} = 4.06, \sigma = 0.52$), group activities ($\tilde{x} = 4.33, \sigma = 0.51$) and group discussion ($\tilde{x} = 4.15, \sigma = 0.47$). These are similar to the studies of Bergmann and Sams (2016), Cheng et al. (2019) and Xu and Shi (2018). The in-class phase is highlighted by application of group activities and feedback mechanisms. The students believe that group activities during the in-class phase of the flipped learning approach are advantageous for their learning process, development of practical skills, and collaborative learning through collaboration and communication, group activities, immediate feedback and social support.

The after-class phase was assessed in terms of assignment completion (Appendix F) and extension of learning (Appendix G) with both of them rated “well evident” ($\tilde{x} = 4.28, \sigma = 0.43; \tilde{x} = 4.15, \sigma = 0.47$). Overall, the findings imply that assignments are valued by students and play a significant part in the flipped classroom strategy. These concur with the findings of Triantafyllou (2015).

Table 2
Students' Level of Motivation

Motivation	Mean	Std. Deviation	Verbal Interpretation
Self-Efficacy	4.09	0.44	Motivated
Active Learning Strategies	4.18	0.48	Motivated
Performance Goal	4.13	0.38	Motivated
Achievement Goal	4.49	0.45	Motivated
Learning Environment Stimulation	4.30	0.42	Motivated
Overall	4.24	0.43	Motivated

Legend: 4.50-5.00 Highly Motivated; 3.50-4.49 Motivated; 2.50-3.49 Moderately Motivated; 1.50-2.49 Somewhat Motivated; 1.00-1.49 Not Motivated

The respondents' level of motivation in terms of self-efficacy, active learning strategies, performance goal, achievement goal and learning environment stimulation are summarized in Table 2. All indicators were marked "motivated" as evident to their mean scores ($\tilde{x} = 4.09$, $\sigma = 0.44$) for self-efficacy, ($\tilde{x} = 4.18$, $\sigma = 0.48$) for active learning strategies, ($\tilde{x} = 4.13$, $\sigma = 0.38$) for performance goal, ($\tilde{x} = 4.49$, $\sigma = 0.45$) for achievement goal, and ($\tilde{x} = 4.30$, $\sigma = 0.42$) for learning environment stimulation. In general, their level of motivation is scored ($\tilde{x} = 4.24$, $\sigma = 0.43$), interpreted as "motivated" as well. These findings concur to the studies of Albalate et al. (2018), Alhadi and Nanda Eka Saputra (2017), Naciri et al. (2022) and Proske et al. (2014).

In terms of self-efficacy, it denotes that it is students' determination or belief to do things they cannot and want to have experience in it (Albalate et al., 2018). In the context of education, it is a crucial element of motivation because individuals who have high levels of self-efficacy are more likely to participate in the independent learning that is necessary for the flipped classroom's out-of-class phase and to take advantage of the in-class opportunities for collaboration and feedback.

In terms of active learning strategies, students are really motivated in learning as evidenced by them being able to understand new concepts even when in conflict with previous understanding, connect new concepts to previous experiences, being able to find relevant resources that will help them further understand the lesson, capable of discussing to the teacher clarifications of understanding and attempts to make connections among concepts learned during the process. Accordingly, Albalate et al. (2018) suggest active learning strategies that students get knowledge by studying and understanding things they do not know through participation, teamwork, and interaction with peers and the subject matter.

In terms of performance goal, students participate in learning activities to get a good grade ($\tilde{x} = 4.68, \sigma = 0.54$). While they assert getting good grades as their main goal, they as well, are motivated to perform better than others, participate for others think they are smart, gain teachers' attention and showcase their capabilities. A student's level of motivation for learning can be significantly affected by performance goals (Albalate et al., 2018). The results showed numerous ways performance goals affect motivation such as direction, challenge, and feedback. It's crucial to remember that performance goals should be matched with other various types of goals, such as achievement goals, which concentrate on acquiring knowledge as well as skills. It might result in a limited level of grades or competitiveness rather than a wider focus on learning and growth when performance goals are prioritized over achievement goals.

In terms of goal achievement, students feel most fulfilled when they attain a good score in a performance ($\tilde{x} = 4.72, \sigma = 0.64$). In general, students are quite motivated to be able to achieve certain goals which are focused on getting good grades, feeling fulfillment upon solving difficult problems, being able to demonstrate their skills, being accepted of their ideas and perform better than other learners. This is congruent with Albalate et al. (2018) that students are actively engaged in their academic endeavors; they are achieving their goals. As a result, their major goals are learning and task mastery for themselves. Overall, achievement goals provide students with an understanding of direction and purpose, boost their perseverance and effort, strengthen their sense of self-efficacy, encourage a growth mindset, and promote a proficiency orientation. Higher levels of motivation, engagement, and eventually academic success, can result from all of these components.

In terms of learning environment stimulation, students participate because the content is exciting and changeable ($\tilde{x} = 4.63, \sigma = 0.55$). The individual behavior appears to be driven by a range of elements that support an effective and interesting learning process. They are more likely to participate when the lesson is engaging and flexible, the teacher employs a range of teaching techniques, all students take part in discussions, and the learning task is challenging. These variables imply that the person's motivations are a sense of involvement, challenge, and meaningful learning. Learning environment stimulation includes teaching methods, classroom activities, student-teacher interactions, and interactions between students (Albalate et al., 2018).

Table 3*Students' Practical Skills Performance in Electrical Installation and Maintenance*

Score	Scale	Frequency	Percentage	Verbal Interpretation
Interpretation of Wiring Diagram				
Below 75	1	0	0	Beginning
75 - 79	2	4	6.7	Developing
80 - 87	3	20	33.3	Competent
88 - 94	4	21	35	Highly Competent
95 - 100	5	15	25	Advanced
Correct Installation of Electrical Circuit				
Below 75	1	0	0	Beginning
75 - 79	2	2	3.3	Developing
80 - 87	3	14	23.3	Competent
88 - 94	4	22	36.7	Highly Competent
95 - 100	5	22	36.7	Advanced
Testing of Electrical Wiring Installation				
Below 75	1	0	0	Beginning
75 - 79	2	1	1.7	Developing
80 - 87	3	12	20	Competent
88 - 94	4	21	35	Highly Competent
95 - 100	5	26	43.3	Advanced
Compliance with Safety Regulation				
Below 75	1	0	0	Beginning
75 - 79	2	1	1.7	Developing
80 - 87	3	12	20	Competent
88 - 94	4	21	35	Highly Competent
95 - 100	5	26	43.3	Advanced
Competence with Tools and Effective Use of Materials				
Below 75	1	0	0	Beginning
75 - 79	2	2	3.3	Developing
80 - 87	3	14	23.3	Competent
88 - 94	4	22	36.7	Highly Competent
95 - 100	5	22	36.7	Advanced

In the administration of flipped classroom approach, students' practical skills performance was rated using their wiring diagram output. The results summarized in table 3 showed that fifteen out of 60 students (25%) have scored 95-100 points thus marked "advanced". Majority, which is 21 students (35%) scored 88-94 points in the activity and marked as highly competent while (33.3%) or 20 of the students have scored 80-87 thus, identified "competent". On the least, only 4 students (6.7%) out of the 60 respondents were rated 75-79 thus marked developing. Results show that at least, more than half of the respondents are already competent and skilled in electrical installation and maintenance as shown by their wiring diagram outputs.

Understanding wiring diagrams is crucial for students working on electrical installation and maintenance projects because it enables them to fully understand how electrical systems are built and wired. By giving a visual picture of the parts' interconnections and the structure of the electrical system, students are better able to identify problems, set up installations, and carry out maintenance and repairs. Overall, learning practical skills in electrical installation and maintenance requires the ability to understand wiring diagrams. Even students can troubleshoot, plan, install, and maintain electrical systems more effectively and efficiently if they are aware of how electrical systems are built and wired.

In terms of correct installation of electric circuit, same proportion of the respondents are marked “advanced” and “highly competent” as 22 students or 36.7% were recognized for each level. Fourteen students (23.3%) are identified to be “competent” while only two students (3.3%) are “developing”. Results show that more than half of the respondents are already highly competent and advanced in terms of correct installation of electrical circuit as one practical skill needed in the subject. Overall, since it provides safety, compliance, efficiency, durability, and cost-effectiveness, proper electrical circuit installation is crucial to learning practical skills in electrical installation and maintenance.

In terms of testing of electrical wiring installation, twenty-six out of 60 students (43.3%) were identified to be “advanced” in testing electrical wiring. Twenty-one students (35%) are “highly competent” as they were marked 88-94 points in their performance. Twenty percent (20%) which is equivalent to 12 students were marked 80-87 points thus “competent”. Only one student (1.7%) was given score 75-79 thus identified to be “developing”. In addition, results show that almost all students are already skilled in electrical wiring installation. Furthermore, testing electrical wiring installation proves essential for acquiring practical skills in electrical installation and maintenance since it ensures customer satisfaction, safety, compliance, efficiency, and correction of errors.

In terms of compliance with safety regulation, 26 students (43.3%) were given scores 95-100 thus marked “advanced”. Twenty-one students (35%) are already “highly competent” as they were given scores 88-94. Twelve students (20%) were marked “competent”. Lastly only 1 student or (1.7%) was identified to be “developing”. This means that majority of the students are rated practically skilled in terms of compliance with safety regulation. Overall, adhering to safety regulations is vital to learning how to install and maintain electrical systems

because it assures public and individual safety, legal compliance, professionalism, adherence to industry standards, and efficient risk management.

In terms of competence with tools and effective use of materials, 22 students (36.7%) identified respondents for both “advanced” and “highly competent” levels. Fourteen students (23.3%) were marked 80-87 thus identified to be “competent”. On the other hand, only 2 students (3.3%) are considered “developing” as they were given scores of 75-79. Similarly, almost all respondents were practically competent with tools and effective in the use of materials in their electrical installation and maintenance class.

Tool proficiency guarantees that the student can handle and use numerous tools and equipment needed for electrical installation and maintenance. This involves choosing the appropriate tools for the task at hand, using them safely, and utilizing them efficiently to produce the intended results. The possibility of accidents, injuries, or damage to the tools or equipment is decreased by tool proficiency. Moreover, efficient material utilization is vital since it guarantees that the student can select the appropriate supplies for the task and employ them effectively. This includes being aware of the strengths and weaknesses of various materials as well as their particular features. Utilizing materials efficiently lowers installation and maintenance costs, guarantees durability, and raises the overall standard of the finished product. The results of the study agree with the conclusion of Promise (2017) that a student's future success as an electrician or a member of the electrical industry depends greatly on their ability to use tools and materials effectively.

Table 4

Relationship Between Students' Use of Flipped Classroom and their Motivation

Variables	Self-Efficacy	Active Learning Strategies	Performance Goal	Achievement Goal	Learning Environment Stimulation
Instruction	.377**	.512**	.240	.041	.314*
Preparation	.476**	.468**	.160	-.002	.374**
Class Discussion	.584**	.434**	.130	.076	.279*
Group activities	.019	.287*	.035	.500**	.292*
Feedback	.513**	.391**	.291*	.034	.419**
Student Complete Their Assignment	.373**	.474**	.231	.574**	.570**
Extend Their Learning	.582**	.354**	.214	.144	.257*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the test of correlation on the respondents' perception on the use of flipped classroom and their motivation. Only self-efficacy (0.377) and active learning strategies (0.512) are significantly correlated with instruction at 0.01 level. On the other hand, instruction and learning environment is significantly correlated at 0.05 level as evident to its calculated correlation value of 0.314. Meanwhile, preparation is significantly correlated to self-efficacy (0.476), active learning strategies (0.468) and learning environment stimulation (0.374) at 0.01 level of significance. Class discussion is significantly correlated to self-efficacy (0.584) and active learning strategies (0.434) at 0.01 level of significance. On the other hand, class discussion is significantly correlated to learning environment stimulation at 0.05 level of significance as evident to computed correlation value of 0.279. Furthermore, results show that the respondents' perception on group activities during the conduct of flipped classroom approach is significantly correlated at 0.05 level, with learning strategies and learning environment stimulation given their computed values 0.287 and 0.292, respectively. Consequently, group activities are significantly correlated with achievement goal (0.500) at 0.01 level of significance.

Results also reveal that feedback as a component of flipped classroom approach as per the perception of the respondents is significantly correlated with self-efficacy (0.513), active learning strategies (0.391) and learning environment stimulation (0.419) at 0.01 level of significance. More so, it is significantly correlated with performance goal at 0.05 level given that its computed value is 0.291. Another correlation with the indicated significant value was student being able to complete their assignment after-class, it was determined that it is significantly correlated to motivation in terms of self-efficacy (0.373), active learning strategies (0.474), achievement goal (0.574) and learning environment stimulation (0.570) at 0.01 level of significance. Lastly, respondents' perception on flipped classroom approach in terms of being able to extend their learning in the after-class shows significant correlation with self-efficacy and active learning strategies at 0.01 level of significance as indicated in their computed values of 0.582 and 0.354, respectively. It is, on the other hand, significantly correlated with learning environment stimulation at 0.05 level of significance since its computed value is 0.257.

The results are congruent with the findings of Naciri et al. (2022) and Yilmaz et al. (2017).

Table 5*Relationship Between Flipped Classroom Approach and Acquisition of Practical Skills*

Variables	Interpretation of Wiring Diagram	Correct Installation of Electrical Circuit	Testing of Electrical Wiring Installation	Compliance with Safety Regulation	Competence with Tools and Effective Use of Materials
Instruction	-.005	-.083	.095	.095	-.083
Preparation	-.043	-.158	.002	.002	-.158
Class Discussion	.027	-.100	.093	.093	-.100
Group activities	.146	.034	.106	.106	.034
Feedback	-.024	-.151	.007	.007	-.151
Student Complete Their Assignment	-.049	.003	-.039	-.039	.003
Extend Their Learning	-.097	-.067	-.018	-.018	-.067

****.** Correlation is significant at the 0.01 level (2-tailed).

*****. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the correlation between students' perception on the conduct of flipped classroom approach in terms of instruction, preparation, class discussion, group activities, feedback, students being able to complete their assignment and being able to extend their learning in the after-class, and their acquisition of practical skills. Results reveal that the indicators do not correlate significantly with any of the indicators of practical skills of the respondents including interpretation of wiring diagram, correct installation of electrical circuit, testing of electrical wiring installation, compliance with safety regulation and competence with tools and effective use of materials. This is evident to their computed correlation values as indicated in the table. The correlation coefficients, which range from -0.158 to 0.146, show a weak to none correlation among the teaching strategies and students' ability to acquire practical skills for electrical installation and maintenance. In accordance to the negative correlation coefficients for instruction, preparation, feedback, and extend their learning in some domains of the study, there is a correlation between using these instructional strategies more frequently and acquiring fewer practical abilities in those domains. There are a variety of potential causes for this, including internet availability, learners time management or a lack of interest in the subject matter.

The class discussion, group activities, and student completion of the assignment have positive correlation coefficients in some areas show that higher levels of these instructional approaches are related to higher levels of practical skill acquisition. This could be as a result of the active participation and engagement that these teaching strategies encourage, which can improve learning and the acquisition of practical abilities. However, it is possible that a number

of factors contributed to the lack of significant relationship between flipped classroom and the acquisition of practical skills in electrical installation and maintenance. For instance, how long the flipped classroom approach is implemented, the number of the respondents and if it is combined with other teaching strategies may affect how effective it is. A fuller picture of the relationship between these variables might be obtained by more studies utilizing larger samples, more reliable measurements, and more thorough analysis. Furthermore, acquiring practical skills could require hands-on training and application, which might be challenging in a flipped classroom environment where much of the learning takes place outside of class. As a result, it's likely that other teaching strategies, such group activities or student completion of assignments, may be more useful for helping learners acquire practical skills in this situation.

5. Conclusion and Recommendation

This study showed that flipped classroom approach encourages self-directed learning, active engagement, quick feedback, and enhanced motivation, all of which are essential for achieving successful learning outcomes. It also appeared that the students demonstrated outstanding performance in the acquisition of practical skills in electrical installation and maintenance. While there is a significant relationship between the perception of respondents in the use of flipped classroom approach and their level of motivation, there is no significant relationship between flipped classroom approach and acquisition of practical skills of the respondents at in any level. Due to a variety of factors, it is probable that the flipped classroom approach will not significantly affect students' ability to acquire practical skills in electrical installation and maintenance.

With the limits of the study, the results might have been affected by several factors not considered such as student learning style, research duration, sample size, lack of interactivity, and students' prior knowledge. Hence, while TLE teachers may be encouraged to use the flipped classroom approach, further research is encouraged with a longer time frame and a more comprehensive assessment instrument in evaluating the acquisition of practical skills.

Appendices

Appendix A

Use of Flipped Classroom Approach in terms of Instruction during Out-of-Class Phase

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. feel that watching video lessons/ reading learning activity sheets and taking notes contribute efficiently to my learning.	4.32	0.79	Well Evident
2. frequently pause or repeat parts of the videos, or reread learning activity sheets in order to increase my understanding of the material.	4.38	0.74	Well Evident
3. like watching the lessons on video/ reading learning activity sheets.	3.98	0.81	Well Evident
4. try to learn as much as possible while watching the video lessons/reading learning activity sheets.	4.27	0.78	Well Evident
5. feel learning foundational content prior to class greatly enhances my understanding of the lesson.	4.30	0.77	Well Evident
Overall	4.25	0.52	Well Evident

Legend: 4.50-5.00 Highly Evident, 3.50-4.49 Well Evident, 2.50-3.49 Moderately Evident, 1.50-2.49 Somewhat Evident, 1.00-1.49 Not Evident

Appendix B

Use of Flipped Classroom Approach in terms of Preparation during Out-of-Class Phase

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. feel that learning foundational content prior to class greatly enhances my understanding of the lesson.	4.42	0.77	Well Evident
2. put maximum effort in preparing for my in-class activity.	4.02	0.70	Well Evident
3. feel confident about the lesson before coming to class after watching the video lessons/ reading the learning activity sheets.	3.95	0.81	Well Evident
4. go about the preparatory activities at my own pace.	4.13	0.77	Well Evident
5. save time in class because I have more time to formulate questions if I don't understand the lesson.	4.22	0.69	Well Evident
Overall	4.15	0.47	Well Evident

Legend: 4.50-5.00 Highly Evident, 3.50-4.49 Well Evident, 2.50-3.49 Moderately Evident, 1.50-2.49 Somewhat Evident, 1.00-1.49 Not Evident

Appendix C

Use of Flipped Classroom Approach in terms of Class Discussion in the In-Class Phase

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. feel that flipped classroom encourages me to practice critical and creative thinking.	4.10	0.75	Well Managed
2. think that flipped classroom gives me the opportunity to ask more questions inside the classroom.	3.88	0.67	Well Managed
3. can get help from the teacher when I don't understand the lesson.	4.05	0.85	Well Managed
4. think that flipped classroom gives me more time to practice the skills.	4.12	0.76	Well Managed
5. feel that discussion in flipped classroom allows me to have a deeper understanding of the lesson.	4.13	0.75	Well Managed
Overall	4.06	0.52	Well Managed

Legend: 4.50-5.00 Highly Managed, 3.50-4.49 Well Managed, 2.50-3.49 Moderately Managed, 1.50-2.49 Somewhat Managed, 1.00-1.49 Not Managed

Appendix D*Use of Flipped Classroom Approach in terms of Group Activities in the In-Class Phase*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. think that the activities during the class improve the learning process.	4.57	0.70	Highly Managed
2. think that the activities during the class improve the acquisition of the practical skills.	4.05	0.79	Well Managed
3. think that flipped classroom gives me greater opportunities to communicate with other learners.	4.30	0.79	Well Managed
4. learn better when I have other classmates to ask for help.	4.43	0.74	Well Managed
5. think that flipped classroom improves collaborative learning.	4.32	0.65	Well Managed
Overall	4.33	0.51	Well Managed

Legend: 4.50-5.00 Highly Managed, 3.50-4.49 Well Managed, 2.50-3.49 Moderately Managed, 1.50-2.49 Somewhat Managed, 1.00-1.49 Not Managed

Appendix E*Use of Flipped Classroom Approach in terms of Feedback in the In-Class Phase*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. find the class activities helpful to complement the learning activity sheets and video lessons.	4.43	0.65	Well Managed
2. think flipped classroom enables me to focus on the quality of my work product or outputs.	4.12	0.72	Well Managed
3. think flipped classroom helps me done well in the lesson.	3.95	0.77	Well Managed
4. believe that the flipped classroom makes it simple for me to follow the instructions.	4.10	0.84	Well Managed
5. think flipped classroom is directly linked to my learning intentions and success criteria.	4.17	0.76	Well Managed
Overall	4.15	0.47	Well Managed

Legend: 4.50-5.00 Highly Managed, 3.50-4.49 Well Managed, 2.50-3.49 Moderately Managed, 1.50-2.49 Somewhat Managed, 1.00-1.49 Not Managed

Appendix F*Use of Flipped Classroom Approach in terms of Assignment Completion in After-Class Phase*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. am able to work on my assignment at my own pace.	4.40	0.67	Well Evident
2. find that doing the assignment helps me in synthesizing my learning.	4.17	0.67	Well Evident
3. find that the amount of assignment is appropriate.	4.38	0.76	Well Evident
4. find that it is easier for me to do the assignment after all the activities done before and during class activities.	4.37	0.71	Well Evident
5. find that the assignment reinforces the learning that I gained during and after class activities.	4.10	0.63	Well Evident
Mean	4.28	0.43	Well Evident

Legend: 4.50-5.00 Highly Evident, 3.50-4.49 Well Evident, 2.50-3.49 Moderately Evident, 1.50-2.49 Somewhat Evident 1.00-1.49 Not Evident

Appendix G*Use of Flipped Classroom Approach in terms of Extend their Learning in the After-Class Phase*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. believe that flipped classroom, along with delivery of content outside class and perform the activity is an instructional method appropriate for my specialization.	4.12	0.74	Well Evident
2. got the ability to self-pace my learning with flipped classroom approach.	4.12	0.61	Well Evident
3. believe that I am able to learn the lessons with flipped classroom approach better than with traditional lecture-based instruction.	4.37	0.76	Well Evident
4. have the flexibility to access information and create my own learning experiences.	4.02	0.77	Well Evident
5. believe that flipped classroom learning has reduced my dependency on the teacher.	4.13	0.70	Well Evident
Overall	4.15	0.47	Well Evident

Legend: 4.50-5.00 Highly Evident, 3.50-4.49 Well Evident, 2.50-3.49 Moderately Evident, 1.50-2.49 Somewhat Evident, 1.00-1.49 Not Evident

Appendix H*The Level of Motivation in terms of Self-Efficacy*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. am sure that I can understand the lesson even if the content is difficult or complicated.	4.07	0.73	Motivated
2. am sure that I can do well the practical skills application needed in the lesson.	4.03	0.69	Motivated
3. prefer to collaborate to other learners to know the lesson rather than do for myself during activities.	4.12	0.78	Motivated
4. easily learn no matter how much difficult or complicated the lesson.	4.10	0.71	Motivated
5. never give up or only do the easy parts when activities are too difficult.	4.15	0.80	Motivated
Overall	4.09	0.44	Motivated

Legend: 4.50-5.00 Highly Motivated, 3.50-4.49 Motivated, 2.50-3.49 Moderately Motivated, 1.50-2.49 Somewhat Motivated, 1.00-1.49 Not Motivated

Appendix I*The Level of Motivation in terms of Active Learning Strategies*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. can understand when new concepts that I learned have conflict with my previous understanding.	4.32	0.70	Motivated
2. connect them to my previous experiences when learning a new concept.	4.13	0.75	Motivated
3. find relevant resources that will help me when I do not understand the new concept.	4.32	0.68	Motivated
4. would discuss with the teacher or other learners to clarify my understanding when I do not understand the new concept.	4.07	0.76	Motivated
5. attempt to make connections between the concepts that I learn during the learning processes.	4.05	0.79	Motivated
Overall	4.18	0.48	Motivated

Legend: 4.50-5.00 Highly Motivated, 3.50-4.49 Motivated, 2.50-3.49 Moderately Motivated, 1.50-2.49 Somewhat Motivated, 1.00-1.49 Not Motivated

Appendix J*The Level of Motivation in terms of Performance Goal*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. participate in learning activities to get a good grade.	4.68	0.54	Highly Motivated
2. participate in learning activities to perform better than other learners.	4.18	0.75	Motivated
3. participate in learning activities so that other learners think that I'm smart.	3.70	0.79	Motivated
4. participate in learning activities so that the teacher pays attention to me.	3.80	0.80	Motivated
5. participate in learning activities to get higher scores to demonstrate my capability.	4.28	0.64	Motivated
Overall	4.13	0.38	Motivated

Legend: 4.50-5.00 Highly Motivated, 3.50-4.49 Motivated, 2.50-3.49 Moderately Motivated, 1.50-2.49 Somewhat Motivated, 1.00-1.49 Not Motivated

Appendix K*The Level of Motivation in terms of Achievement Goal*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. feel most fulfilled when I attain a good score in a performance.	4.72	0.64	Highly Motivated
2. feel most fulfilled when I am able to solve a difficult problem.	4.48	0.68	Motivated
3. feel most fulfilled when I can demonstrate and share my skills.	4.52	0.72	Highly Motivated
4. feel most fulfilled when other learners accept my ideas.	4.50	0.65	Highly Motivated
5. feel most fulfilled when I perform better than other learners.	4.25	0.84	Motivated
Overall	4.49	0.45	Motivated

Legend: 4.50-5.00 Highly Motivated, 3.50-4.49 Motivated, 2.50-3.49 Moderately Motivated, 1.50-2.49 Somewhat Motivated, 1.00-1.49 Not Motivated

Appendix L*The Level of Motivation in terms of Learning Environment Stimulation*

In EIM class, I...	Mean	Std. Deviation	Verbal Interpretation
1. am willing to participate in this learning activity because the content is exciting and changeable.	4.63	0.55	Highly Motivated
2. am willing to participate in this learning activity because the teacher uses a variety of teaching methods.	4.37	0.64	Motivated
3. am willing to participate in this learning activity because the teacher does not put a lot of pressure on me.	3.87	0.81	Motivated
4. am willing to participate in this learning activity because all of us are involved in discussions.	4.35	0.63	Motivated
5. am willing to participate in this learning activity because it is challenging.	4.27	0.66	Motivated
Overall	4.30	0.42	Motivated

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Students' Perspective towards Educational Service Quality in Ethiopian Public University: A Triangulation Approach

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Abstract

In higher education, evaluating educational service quality from students' perspective is vital to pinpoint institutional strengths and identify areas for improvement. The main purpose of this study was to examine students' perspective towards education service quality of a public University in Ethiopia. Using qualitative case study design, the study employed purposive sampling technique to select participants including regular undergraduate students, student union representatives, teachers, department heads, college deans and student service directorate director. Semi-structured interview was conducted with twenty participants, consisting of six teachers, four student union representatives, five department heads, four college deans and one student service directorate director. Meanwhile, focus group discussion was conducted with twelve purposefully selected students. The thematic qualitative data revealed that students' perception towards educational service quality of the University was found to be poor. This study further uncovered that poor provision of educational services affects students' learning. Based on the findings, conclusions, recommendations and directions for further studies were forwarded.

Keywords: *Perspectives, Service Quality, Quality Assurance, Academic Achievement, Higher Education*

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1. Introduction

Nowadays, Higher Education Institutions (HEIs) have been influenced by marketization. In fact, different push factors affect higher education to apply marketing practices such as increased competition among higher education, decreased government funding, and the increased cost of education (Guilbault, 2016). In today's dynamic higher education sector, educational service quality is considered as a fundamental element to the success of any higher education (Sandhu & Bala, 2011). As educational service quality is broadly defined in the educational settings (Schneider & White, 2004), it refers to the difference between students' expectations and their actual perceptions of service delivery (Silva et al., 2017).

Educational service quality is considered as an important element to assure the quality of higher education. According to Onditi and Wechuli (2017), it is a key determinant to measure the quality of higher education performance while Malik et al. (2010) pointed out that it is fundamental and an important parameter of educational excellence in general and higher education in particular. While Raju and Bhaskar (2017) argue that educational service quality is essential for high standard of education and good image of HEIs, Al-Dulaimi (2016) concludes that it is important to achieve universities' objectives and promote the effectiveness of the education system. In a nutshell, measuring higher education service quality is one of the key elements to ensure the quality of an HEI.

During the last fifteen years, Ethiopia has experienced rapid expansion of HEIs in different parts of the country (Kedir, 2009). The number of public universities increased from 2 in 1991 (Tesfaye, 2011) to 36 in 2015 (MoE, 2016). In total, there are 49 public universities and 128 accredited private HEIs in the country (Ministry of Education [MoE], 2018). The number of undergraduate students more than doubled from 326,318 (263,001 males and 63,317 females) in 2007/8 to 729,028 (475,971 males and 253,057 females) in 2014/15 (MoE, 2016). The most recent data released by Ethiopian MoE (2018) show that the total number of undergraduate students who are attending their education in different Ethiopian public universities reached more than 825,003 (520,177 males and 304,826 females) in 2018. This indicates that the annual intake rate of undergraduate students is dramatically increasing.

The radical expansion of higher education in Ethiopia had mainly affected the quality of higher education in general and the provision of necessary educational services in particular.

In recognizing these challenges, the government introduced various quality improvement initiatives and reform programs in higher education. For example, establishing supporting agencies such as the Higher Education Relevance and Quality Agency [HERQA], a Higher Education Strategic Centre [HESC], introducing new courses and curricula, making new funding arrangements, acquiring student contributions by means of cost sharing, building necessary infrastructure, recruiting new staff, improving service quality through the implementation of Business Process Re-engineering [BPR], developing and procuring teaching materials have been applied in the country (Ayalew, et al., 2009). Though different quality improvement initiatives and reform programmes have been implemented to improve the quality of Ethiopian higher education, the recent empirical studies found that these have brought low impact on Ethiopian higher education quality (Alemayehu & Solomon, 2017; MoE, 2018).

In the past two decades, the higher education service quality has received an increasing research attention from scholars and researchers (Al-Dulaimi, 2016). Although the issue of educational service quality has attracted considerable attention within the higher education sector, few research has been conducted from students' perspective about higher education service quality (Abdullah, 2006a). Abbas (2020) further contended that a qualitative aspect of service quality in HEIs is not well studied in academic settings, especially from students' perspectives. Furthermore, earlier quantitative studies heavily focused on the methods of measuring higher education service quality.

The present study mainly focuses on students' perspective towards educational service quality of a research university in Ethiopia. Even though it is argumentative to consider students as a pure customer in educational organization, any educational institutions have no worth without students because they are the most essential assets for educational institutions (World Bank, 2009). Students are the ones for which education has been primarily designed and they are primary recipient of educational services (Ali et al., 2009) as the customer and main stakeholders. Thus, it is essential to investigate student experiences of service quality in HEIs (Abbas, 2020). In higher education, evaluating educational service quality from students' perspective is vital to pinpoint institutions' strengths and identify areas for improvement (Hameed & Amjad, 2011). Hence, this study aims to examine how students perceive the educational service quality of the University and investigate the influence of educational service quality to students' learning.

2. Literature Review

In the existing literature, there are various definitions of 'service quality' both marketing and education concepts (Schneider & White, 2004). In the educational setting, defining and measuring educational service quality has turned to be problematic (Eshghi et al., 2008). Service quality in HEIs refers to the quality of factors considered when students select an institution, and failure to comply with perceived quality is the main reason for student withdrawal (Mahmood et al., 2014). Research by Silva et al. (2017) suggests service quality in higher education as the difference between students' expectations and their actual perceptions of service delivery.

There is no generally accepted dimension or model to measure higher education service quality. Different researchers propose different dimensions of higher education service quality. For example, Kara et al. (2016) identified the quality of administrative service, quality of instructional practices, perceived learning gains, quality of students' welfare services, quality of teaching facilities, library service environment, lecturer quality, internet services, reliability of university examinations, quality of computer laboratory services, availability of text books in the library as facets of higher education service quality. On the other hand, Manzoor (2013) indicated that academic resources, teaching quality, administrative service quality, and quality of student support services as dimensions of service quality in higher education while Jain et al. (2011) summarized higher education service quality in two primary categories, namely, (1) programme quality (curriculum, university–industry interaction, input quality and academic facilities) and (2) quality of life (non-academic processes, support facilities, campus and interaction quality).

The other well-known higher education service quality researchers like Abdullah (2006a,b), Annamdevula and Bellamkonda (2012) and Teeroovengadum et al. (2016) designed different models to measure higher education service quality. Abdullah proposed the new measure of higher education service quality called Higher Education Performance [HEdPERF]. The model adapted the Cronin and Taylor (1992) performance-only or Service Performance [SEVPERF] approach. The HEdPERF model has six dimensions, namely, non-academic aspects, academic aspects, reputation, access, programme issues and understanding. In his later work, Abdullah (2006b) modified the existing HEdPERF instrument by comparing three service quality measurements, such as, HEdPERF, SERVPERF and the moderating scale of HEdPERF-SERVPERF within a higher education setting. In the modified HEdPERF

instrument, Abdullah indicated five distinct factors, namely, non-academic aspects, academic aspects, reputation, access and programme issues by excluding understanding from the former HEdPERF instrument. The modified HEdPERF consists of 41 items of which 13 items were taken from SERVPERF, and the remaining 28 items were developed via literature review.

Annamdevula and Bellamkonda (2012) developed another new higher education service quality measure called Higher Education Quality [HiEdQUAL] model. Annamdevula and Bellamkonda (2012) also contend that since higher education services are complex combination of various factors, using the existing generic service quality measures such as Service Quality [SERVQUAL], Service Performance [SERPERF] and Evaluated Performance (EP) are not easy to apply in higher education sectors. Annamdevula and Bellamkonda introduced Higher Education Quality [HiEdQUAL] model which consists of 27 items, with five dimensions, viz., teaching and course content, administrative services, academic facilities, campus infrastructure and support services.

Other higher education service quality researchers like Teeroovengadam et al. (2016) argue that although the existing higher education service quality models are empirically tested in higher education, none of them integrated the notion of the transformative quality in the development of service quality models. In response to this argument, Teeroovengadam, et al. (2016) introduced the new higher education service quality measure called Higher Education Quality [HESQUAL]. The HESQUAL model consists of five primary dimensions and nine sub-dimensions such as administrative quality (attitude and behavior, administrative processes), support facilities quality, core educational quality (curriculum, attitude and behavior, competence and pedagogy), transformative quality and physical environment quality (support infrastructure, learning setting and general infrastructure) and included a total of 48 items.

Higher education institutions [HEIs] across the world have been experiencing quality assurance processes (Hasbullah & Yosuff, 2017). Measuring higher education service quality is one of the important elements to assure the quality of higher education. Based on the assessment results of educational service quality, an improvement plan should be made and this plan includes human resources, infrastructure improvement and they can be considered strategic goals for HEIs (Đonlagić & Fazlić, 2015).

Prior quantitative studies have examined the nexus between service quality and students' satisfaction (e.g., Hanaysha, et al., 2012; Son et al., 2018) and found positive link

between service quality and student satisfaction. Furthermore, studies noted that students who are dissatisfied with educational service delivery may cut back on the number of courses, perform low academic results, withdraw or drop out from institution, re-enroll at another university and pass negative comments to their friends or relatives that affect the university's enrollment and retention of students (Ong, 2013). On the contrary, students who receive better service quality can perform good academic results and retain in the university as compared with students who experience or get low educational services (Ahmed et al., 2010; Dhaqane & Afrah, 2016).

3. Methodology

This qualitative research was conducted in one Ethiopia's research University. The participants of the study include regular undergraduate students, student union representatives, teachers, department heads, college deans and student service directorate director. Among regular undergraduate students, the study targeted Graduating Class [GC] students because they have ample experiences regarding the provision of university's educational services. A purposeful sample of twelve (eight female and four male) students were recruited to participate in focus group discussion (FGD). Furthermore, twenty (sixteen male and four female) interview participants, consisting of six teachers, four student union representatives, five department heads, four college deans and one student service directorate director were recruited to participate in the study in order to triangulate data collected via FGD. All study participants were recruited from six different campuses of the University so as to get comprehensive information regarding the educational service quality of the university.

The data for the study collected via FGD and in-depth interviews. FGD was conducted with undergraduate regular students to get a rich data and to compare results among different groups (Neuman, 2007). It was conducted in Amharic language to reduce communication block and later translated into English language. To facilitate the sub-groups, the researchers assigned two department heads from the department of pedagogy and psychology as moderator and note-taker as per the suggestion of Mack et al. (2005), focus groups work best if the focus group is conducted by two researchers, often called facilitators (one person acts as the moderator of the discussion and the other is the note-taker). The researchers were playing researcher's role in encouraging the discussion open and interactive; preventing dominance and steer the group away from irrelevant ideas (Ritchie & Lewis, 2003). Furthermore, the researchers were also partly sharing the responsibility of some moderator's role like taking

additional notes and recording discussants' response so as to reduce information gap. In order to maintain confidentiality in the focus group, the researchers implemented name substitution and assigned numbers to each participant before formal FGD sessions.

Upon the completion of FGD sessions, an interview session was conducted with teachers, department heads and college deans so as to triangulate focus group data collected from students. For the purpose of this study, semi-structured interview was prepared as it allows the interviewer free to conduct the conversation as he/she thinks fit (Corbetta, 2003). During the interview session, the researchers took detail note and record the interview response via tape recorder in order to reduce the loss of audio information. The interview session lasted from one to two hours with each participant, including breaks and that was done as per the suggestion of Mack et.al (2005) who notes in-depth interviews should last from one to two hours.

The researchers employed qualitative aspect of data analysis using the following procedures. Firstly, the researchers read all the interview and focus group transcripts thoroughly many times to sense major related ideas that raised in both interview and FGD sessions and evaluated whether they are related to study objectives or not. Secondly, the researchers adjusted two columns word processor and typed all interview and focus group transcripts in the left column from hard copy. Thirdly, the researchers identified and labeled the major related ideas from interview and focus group transcripts via highlighting those using different colors. Fourthly, the researchers reviewed and examined the labeled concepts or categories critically to identify whether related concepts are cluster together or divide the existing concepts into sub-dimensions. Fifthly, the researchers coded major concepts in the right column that derived from each interview and focus group transcripts using descriptive coding system based on participants' pseudo name and the number assigned to them as suggested by Saldaña (2009). For example:

There is shortage of laboratory equipment at our campus. In addition, there are also inadequate rooms for laboratory equipment. For example, our university has been graduated students three batches for three rounds in the veterinary science department. As veterinary science department teacher, I am not confident enough that our graduates are well trained in practical skills. In my perspective, if students are not attending the practical lesson in well-organized laboratories, their academic performance in practical course is poor (Female, Interview Participant-7) = Delivery of Practical Lesson.

Sixthly, the researchers organized and grouped these major related concepts as major and sub-themes that emerged from the interview and focus group transcripts. Finally, the researchers described and analyzed the data thematically using verbatim and direct quotations.

This study adhered to ethical considerations. The main ethical principles that were considered in conducting this research are: obtaining permission from the University where the study was conducted, securing the respondents' oral and informed consent, confidentiality and protection from harm. In addition, the respondents were oriented that the information gathered from them will be kept confidential and individually focused report will never occur in any parts of the paper. Finally, the researchers debriefed that nothing will harm the study subjects by being a participant of the study.

4. Results

A detailed discussion summarizes the results in relation to each of the corresponding themes as associated with the research questions. In-depth descriptions with data from the FGD and interviews are presented next. The study participants were asked about their respective campuses' educational service quality and discussed how it affects their learning. Respondents of the study described their experiences towards service quality by focusing on their respective departments, institutes/ schools and colleges. The researchers summarized the major issues raised during focus group and interview into two major themes and ten sub or lower order themes. The major themes include: academic service quality and administrative or non-academic service quality. Table 1 shortly summarizes major and sub themes that emerged from focus group and interview transcripts.

Table 1

Major Themes and Sub-Themes

Major Theme-1	Major Theme-2
Academic Service Quality	Administrative Service Quality
Sub themes	Sub themes
<ul style="list-style-type: none"> ➤ Availability of teachers ➤ Delivery of practical lesson ➤ Quality of general infrastructure ➤ Quality of library services ➤ Adequacy of teaching tools 	<ul style="list-style-type: none"> ➤ Quality of dormitory services ➤ Quality of cafeteria services ➤ Quality of support services (health services, availability of sport and recreation places and facilities, guidance and counseling services) ➤ Unnecessary bureaucracies in finance ➤ Availability of offices to teachers

4.1 Major Theme-1 Academic Service Quality

4.1.1 Availability of Teachers

Most study participants, especially from the Medicine and Health Sciences (MHS) and the Institute of Technology (IT), were raising the shortage of teachers to deliver some assigned courses. Below are some of the responses that reflect this sub theme. One of the focus group discussants from the department of Civil Engineering at IT felt that:

We cannot complete some courses according to the university semester schedule because of shortage of teachers. When we reach to complete semester (for example, left with a maximum of one week), we start the delayed courses in the tighten time. This directly or indirectly affects our learning and academic performance (*Male, FGD Participant-9*).

Another focus group participant, from the MHS agrees with the earlier respondent's thought. "In our college, there is also a scarcity of teachers and hence we begin some courses out of the university schedule". Therefore, we are forced to go to clinical attachment without completing the classes and examinations" (*Female, FGD Participant-11*).

Furthermore, during the interviewing session, one of the deans at IT confirms the shortage of teachers as a common challenge. His response typically summarizes other's thought:

All courses assigned to a certain semester are well communicated with students, but we did not begin some courses according to the university schedule due to lack of teachers. Therefore, we assign teachers to those courses for a maximum of one week as a block course and this in turn affects students' learning and their academic performance (*Male- FGD Participant-3*).

Given these responses, it is obvious that the participants opined that there is shortage of teachers to deliver some courses in the university, especially in the health sciences and technology colleges.

4.1.2 Delivery of Practical Lessons

Many focus group discussants explained that students properly learn theoretical lesson, but the delivery of practical lesson is very poor. Among focus group participants, one of students from the department of Chemistry at the Natural and Computational Sciences (NCS) expressed that "in our university, theoretical education is good but the practical lesson is very poor. In my opinion, theoretical knowledge without practical knowledge is not enough because

we will apply both theoretical and practical knowledge in the real work places" (*Male-FDG Participant-8*). Another FGD participant, from the Department of Medical Laboratory shares the thought raised by earlier respondent. In his own words:

Even at the Diploma level, students learn theoretical lesson in the morning and learn practical lesson in the afternoon and vice versa. In our case; however, after completing the theoretical classes some teachers rarely try to teach practical lesson. Such kind of teaching method may confuse us and threats the practical lesson (*Female, FGD Participant-6*).

The other student from the Department of Computer Sciences supports these thoughts and she explains: "most applied science and technology education like ours highly demands practical lesson/demonstration but practical lesson is below our expectation in our university and this hampers students' learning" (*Female, FGD Participant-5*). The researchers further asked them whether there is adequate laboratory equipment in their respective colleges and institutes to deliver practical lesson. The study participants shared their respective college's service quality with regard to laboratory equipment. One of the FGD participants from the Department of Public Health instantly complains that: "in our college case; for example, we do not know because we have not that much more opportunity to enter into the laboratory class except clinical attachment" (*Male, FGD Participant-3*).

Another participant from Water Institute Technology (WIT) explains: "the adequacy of laboratory equipment is perhaps varying from campus to campus. In our institute, there is ample laboratory equipment, but some of them are outdated (stayed for more than 20 years) and hence these are non-functional" (*Female, FGD Participant-1*). Likewise, one of the deans at AWIT during interview session uncovered that: "in our institute, some laboratory materials are outdated. For example, water quality testing instruments are purchased before 20 years. Thus, it is hardly possible to use it for a practical lesson" (*Male, Interview Participant-2*). Another student from the Department of Plant Science under Agricultural Sciences (AS) shared that: "in our college, there is also deficit of laboratory equipment. Due to that reason, we go to another institution but we cannot easily get the access from the university, according teachers' plan" (*Male, FGD Participant-2*).

During the interview session, one instructor from the Department of Horticulture shared similar complain. He admits that:

In our college, the availability of necessary laboratory equipment is very limited. Hence, we take out our students to another institution to deliver practical lesson. If there is shortage of laboratories in the university, students cannot gain practical lesson and this in turn affects their academic performance mainly in practical courses (*Male, Interview Participant-6*).

Likewise, another teacher in the department of Veterinary Sciences stresses on the relationship between availability of laboratory equipment and students' learning. In her own words:

There is shortage of laboratory equipment at our campus. In addition, there are also inadequate rooms for laboratory equipment. For example, our university has graduated three batches for three rounds in the Doctor of Veterinary Medicine [DVM]. As Veterinary Medicine Department teacher, I am not confident enough that our graduates are trained in practical skills. In my perspective, if students are not attending the practical lesson in well-organized laboratories, their academic performance in practical course is weak (*Female, Interview Participant-7*).

Taking the study participants' response into consideration, one can understand that the University gives much emphasis to the theoretical lesson as compared with practical lesson.

4.1.3 Quality of General Campus Infrastructure

Most study participants from different campuses shared poor provision of general infrastructure. Among focus group participants, a graduating class student from the department of Radiology described the challenges related to Information Communication Technology [ICT]. She explains that:

Although there is one room reserved only for ICT services, many computers are non-functional in the room. Because of shortage of functional computers, those functional computers cannot serve all students who found on the campus. In addition, network connection is also very poor to easily access the necessary educational materials that we want (*Female, FGD Participant-7*).

The other focus group participants discussed the quality of classrooms. A third-year student from the department of Psychology felt that:

Because of the dearth of lecture rooms, sometimes we leave the class for other students while learning. As we know, formal teaching and learning processes can be conducted in the classrooms. So, how can we properly learn without classrooms? In addition, there

is no ventilator in each classroom. It has the hot air condition! If we have a lack of ventilator in each class, we cannot properly attend the lesson, especially in the afternoon session (*Female, FGD Participant-11*).

Moreover, from interview participants, a teacher and head in the Department of Midwifery raise the size of classrooms. She says: "we have a very small size classroom and students feel discomfort while learning due to the hot air condition" (*Female, Interview Participant-6*).

According to the study subjects' response, the participants opined that the quality of internet services and classrooms are poor among other general campus infrastructure.

4.1.4 Quality of Library Services

During focus group sessions, most study participants were complaining on the quality of the university's library services. One of the focus group participants and a third-year student in the Department of Public Health compares the quality of university's library services with preparatory school. "When we were at preparatory school, we have well organized library with necessary reference materials, but in our university, for instance, we cannot easily find necessary reference materials in the library" (*Male, FGD Participant-14*). Similarly, another FGD participant in his own words declares:

In the beginning of each semester, the course teachers provide course outlines before starting the course. In the course outline, there are many listed references. Our teachers order us to read those references books. However, we cannot find those reference materials in the library (*Male, FGD Participant-1*).

In addition, the other focus group participants were also sharing the poor internet connection in the library. One of focus group participants and fourth year student in the Department of Psychology were expressing how the library's poor internet access kills their learning time. His interview response typically summarizes others' thought: "the internet connection is very poor in the library. We cannot easily access and download necessary materials. As a result, we kill our time while struggling with poor network connection" (*Male, FGD Participant-7*).

4.1.5 Adequacy of Teaching Tools

Majority of study subjects discussed the inadequacy of different teaching tools in the university. Among focus group participants, a fifth year student in the Department of Computer Science shared that:

Lack of necessary teaching tools is another challenge to teachers. As a result, class representatives and teachers themselves, finding a Liquid Crystal Display [LCD] projector from another teacher and offices during class time and sometimes we kill our class period while waiting for an LCD projector. This directly affects our learning! (*Female, FGD Participant-12*).

Another focus group participant and a fifth-year student from the Department of Mechanical Engineering agree with the thought of another participant. He further added that:

The classrooms are not equipped with necessary teaching tools. For example, there are permanent LCDs in each class but majority of them are not functional. In addition, for some functional permanent LCDs, the socket outlets that found in the classrooms are not functional (*Male, FGD Participant-6*).

Not only students, but also teachers and department heads themselves were also raising the deficiency of teaching tools and equipment during interview sessions. An instructor and head in the department of Accounting and Finance under Business and Economics, explained that "most teachers have no laptops. So, it indirectly affects students' learning" (*Male, Interview Participant-7*). On top of his concern, another instructor from the Department of Midwifery added that:

For instance, in our department there are twenty-eight academic staff members. Out of these, only five teachers have a laptop and the rest twenty-three have no laptops. This is a higher education institution, how they teach the students without laptop? Obviously, this situation creates a big challenge in teaching and learning processes (*Female, Interview Participant-6*).

4.2. Major Theme-2 Administrative Service Quality

Respondents of this study described challenges associated with administrative service quality. The main administrative service quality challenges that the study participants shared during focus group and interview sessions include: the quality of dormitory and cafeteria services, student health related services, shortage of sports and recreation places, unnecessary bureaucracies in financial services and shortage of instructor's office. Though similar problems do not exist in all campuses, most campuses share at least some common challenges. During interview sessions, a student service directorate director expressed somewhat a comprehensive view with regard to the university's administrative service quality. In his own words:

In the provision of administrative quality services, there are differences from campus to campus because some campuses are newly established and some others are old. On old campuses, the administrative service quality is better than that of newly established campuses. In the newly established institutions, for instance, there are no fences and the thief cheating the student's educational materials like laptop from student's dorm (*Male, Interview Participant-5*).

Among focus group discussants, a third-year student in the Public Health Department explained that:

In my observation, all administrative services are poorer in our campus as compared with other campuses. For example, female and male students are living in one building. Because of this, most fresh female students drop out their education and leave the campus. Furthermore, the water supply is very poor and this mainly affects female students, including their education (*Male, FGD Participant-4*).

In the interviewing session, an instructor in the Department of Public Health also shared similar views on the quality of dormitory services to male and female students. Here are some quotes that taken from her interview response:

The worst thing in the MHS is the quality of dormitory services. The dorm for both male and female students is one block building and the only difference is the exit and entry gate of the building for male and female students. Consequently, female students' drop out is very high, particularly among fresh students (*Female, Interview Participant-8*).

Another focus group and interview participants were sharing the quality of cafeteria service in the university. Among focus group participants, a fifth year Civil Engineering Department student shared that:

In our university, for example the quality of food is not somewhat good. If the quality of the food is not, students are vulnerable to health-related problems. If the students are not healthy, how one student can properly attend his/her education? Thus, the quality of food plays a significant role to students' health, study habits and ultimately academic performance (*Male, Focus Group Participant -2*).

Similarly, another interview participant and a Student Union President expressed that:

Food is one of the most important basic needs for any individual. Students can properly learn when they fulfill this need. Most of the time, our university students are raising

complain regarding the quality of cafeteria services. The university provides of similar foods all the time. If the quality of the food is poor, that indirectly affects their health and learning (*Male, Interview Participant-6*).

Other interview participants responded that inflexible cafeteria service influences students' learning. One of the interview participants and a Psychology department teacher explained that:

The cafeteria service is not flexible in our university. There is only one hall for cafeteria service. All students irrespective their religion gets services in this one cafeteria hall. We can't begin classes at 2:00 AM Local Time [LT], because the lineup is too long and students are not available at class time. We kill about a one hour while waiting for students. This indirectly affects students' learning (*Male, Interview Participant-1*).

In the same vein, among focus group discussants, a fifth year student in the Department of Computer Sciences explained that:

Honestly speaking, there is a too long lineup to get cafeteria services. Due to that reason, we kill our class time. Some teachers not allow students to enter the classroom after class time. Thus, students are forced to cancel the regular classes and that affects students learning, including their academic performance (*Female, FGD Participant-2*).

Moreover, the respondents were expressing the availability of medicines in the student clinic. One of the interview participants and Students' Union Representative has shared the shortage of medicines as pressing challenge that limit students from getting proper medication in the university. He says:

In our university, there are available health professionals. However, there are shortages of medicines in the student clinic. The only medicines available on the student health center are Pain Killers, Malaria and Typhoid Medicines. We are ordered to purchase other medicines from outside Pharmacies. In addition, we observe similarity of disease findings for all students. For example, Typhoid and Malaria are the common disease findings for all students. How? (*Male, Interview Participant-8*).

Furthermore, the study participants were explaining were boldly sharing the influence of poor health related services on students' learning. One of the focus group discussants and a fifth year student in the Department of Computer Sciences felt that:

In my own understanding, students' health and learning are highly interconnected issues. If the students are not healthy, they cannot properly attend the regular classes

and vice-versa. For example, student clinic that found on our campus doesn't give proper medical service to students and that directly affects students' learning, including their academic performance (*Female, FGD Participant-2*).

Another interview participant and a Psychology Department teacher shares similar thought. In his own words:

Students can properly learn and attend the regular classes if and only if they are healthy enough. If students are not healthy, they can't attend the classes properly and achieve good academic performance. Thus, the health services play an imperative role on students' health and their learning (*Male, Interview Participant-1*).

Furthermore, study subjects also described the role of sports and recreation services on academic performance. Among interview participants, a Student Union V/President explained that:

Although sports and recreation services are somewhat good as compared with other universities, there are issues that need due attention, for example, making all sports and recreation facilities available in the university. Sports and recreation centers play a significant role on students' health. Healthy students can attend regular classes properly and study hard to pass exams and vice versa. Thus, poor delivery of sports and recreation services indirectly affect students' academic performance (*Male, Interview Participant-3*).

The Student Union President further added a similar concern:

Physical exercise is important for students to be healthier. If students are not healthier, they cannot properly learn their education. In addition, recreation centers are important to protect students from drug and substance abuse. The students spend their leisure times in recreation centers (*Male, Interview Participant-6*).

The other study participants, especially in interviewing sessions shared the quality of guidance and counseling services in the university. One of the interview participants and Institutional Quality Assurance Coordinator [IQAC] expressed that:

Our guidance and counseling service is not encouraging. The counseling service is not welcoming students who need the service. Some counselors assigned in each campus are not psychology graduates rather they are graduated from fields like sociology and anthropology. Our university's performance in guidance and counseling service is poor as compared with other universities. For example, in my observation [another

university] is performing better results in this sector than ours. In [another university], the counselors are professional to handle students' cases properly. If the client or counselee wants to contact with course instructors, the counselors easily connect them with teachers so as to solve the academic related problems (*Male, Interview Participant-5*).

The other interview participant and a Mathematics department teacher explained how poor delivery of guidance and counseling service affects students' learning. His interview response that taken from interview transcripts summarizes others' thought:

I regret that guidance and counseling service is properly given in our university. I know that there are freshman course coordinators. I understand that they handle different problems associated with freshman students. However, guidance and counseling services are very important for all students. As you know, students come to universities with different academic, economic, cultural, social and political backgrounds. Among these students, some students may face challenges in their learning and they need help to be successful in academic settings. Therefore, proper guidance and counseling services improve students' learning and their academic performance (*Male, Interview Participant-3*).

Finally, the interview participants were focusing on the finance procedure and shortage of the instructor's office. Among interview participants, one instructor from the department of Geography and Environmental Studies shared that: "finance procedure is not flexible in our university as there are unnecessary bureaucracies to get money to conduct research and other related academic activities. In my opinion, the university considers a '*challenge voice*' as a '*solution mechanism*'" (*Male, Interview Participant-1*). In the same way, another interviewee and instructor of the department of Animal Sciences additionally shares this thought. His response typically summarizes other's opinion: 'finance procedure is very common challenges across all campuses.' We need money to conduct research, take our students to another institution for field visit, but unnecessary procedures are high in our university to get money in the needed time'' (*Male, Interview Participant-4*).

Some other interview participants raised the shortage of offices in the campuses to teachers. A teacher in the Department of Midwifery expressed that:

For example, in our department, we have 28 academic staff members. But among these teachers, only 10 teachers have their offices and the remaining 18 have no offices. So,

they are unable to advise students, prepare themselves before entering into the classroom and so on (*Male, Interview Participant-3*).

Another interview participant and a Psychology Department teacher further added how shortage of offices for teachers indirectly influences students' learning. He says:

There is a severe shortage of offices for teachers. Due to the shortage of offices, teachers are unable to properly advise students, prepare themselves before entering the classrooms. See how even shortage of offices affect students' learning? If the teachers properly teach and advice students, the students' learning outcomes will be enhanced (*Male, Interview Participant-1*).

5. Discussion

The findings of this study revealed that students' perception towards educational service quality found to be poor. This finding is consistent with the earlier comparable study conducted by Solomon et al. (2018). In dealing with students' satisfaction regarding service quality at Ethiopian Public HEIs, Solomon et al. (2018) found that the majority of the elements that constitute the attributes of service quality were perceived by students to be very poor and that reflected in low satisfaction scores. Furthermore, according to the present study findings, there is a shortage of experienced teachers among different departments. Another educational service quality associated challenge found during this study was the poor delivery of practical lesson as compared with theoretical lesson. As evidenced by empirical data, the main challenges to deliver practical lesson are: a shortage of laboratory equipment, laboratory chemicals, support infrastructures and facilities. This finding echoes with the most recent empirical study conducted by MoE (2018) that found "most Ethiopian universities are confronted with insufficient supplies of text and reference books, laboratory and workshop equipment and access to ICT facilities" (p.49). In addition, a study carried out by Reisberg and Rumbley (2010) also observed that Ethiopian higher education quality is also constrained by support infrastructure and facilities. The construction of classroom space, expansion of library collections, the addition of computer labs, and the development of electronic networks lag behind enrollment expansion. The Ethiopian Federal Ministry of Education MoE (2015) in its fifth Education Sector Development Programme [ESDP V] document also stated that, in spite of massive resources have been allocated to improve the quality of the teaching and learning process, universities are still report insufficient supplies of academic resources, such as ICT infrastructure, library facilities, laboratory and workshop equipment and so on.

The findings of this study also revealed that the administrative service quality was also found to be poor even though there are differences between newly established and old campuses. As indicated in the above findings, the researchers identified the main administrative service quality related challenges. These include: poor dormitory and cafeteria services, shortage of separate dormitory buildings for male and female students, particularly in the MHS, poor health and guidance and counseling services, shortage of sports and recreation places, high bureaucracies in financial procedures and lack of offices to teachers. Likewise, in relation to the administrative service quality of Ethiopian higher education, Alemayehu and Solomon (2017) also observed shortage of adequate dormitories, dining rooms, and other facilities.

6. Conclusion and Recommendations

The main purpose of this study was to investigate students' perspective towards educational service quality of a public University in Ethiopia. The findings of the study confirm that students' perception towards educational service quality was found to be poor. In some colleges and institutes, there is a shortage of experienced teachers to deliver some courses. Due to that reason, the departments invite teachers from another university to deliver those courses in block base about the end of the semester. Although an experimental analysis is not conducted in the present study, the qualitative findings confirmed that poor delivery of educational services can directly or indirectly affect students' learning. Other teaching and learning problems are associated with delivering a poor practical lesson. In different campuses, mainly, science and technology departments, there is a lack of available laboratory equipment and chemicals to properly teach practical lesson. Besides, there is scarcity in the delivery of academic resources and facilities. For example, there is lack of ICT facilities, lack of up-to date classrooms, lack of teaching tools, and lack of well-organized library services with necessary reference materials. In addition, the findings of this study also found poor administrative service delivery. Based on this concluding remark, the researchers make the following recommendations:

- Firstly, in collaboration with the Ministry of Education [MoE], the university should recruit additional teachers in the department where there is a shortage of experienced teachers.
- Secondly, the university should balance theoretical and practical lesson so as to produce competent graduates in both theoretical and practical knowledge.

- Thirdly, in collaboration with the Ministry of Finance [MoF], the university should purchase available laboratory equipment and chemicals for practical lessons.
- Finally, in collaboration with the Ministry of Education [MoE] and the Ministry of Finance [MoF], the university should improve administrative service quality by building separate dormitories for male and female students and additional offices for teachers.

7. Research Limitations/Implications

In this study, the students' perspectives towards education service quality were examined using a public research University as a case site. The findings and conclusions of the study cannot be generalizable to all Ethiopian public universities. Future researchers and scholars should conduct their study in all Ethiopian public universities by taking a representative sample from the whole Ethiopian public universities. Furthermore, in this study a mere qualitative research approach was employed. Further comparable studies should conduct a mixed research using experimental design to better determine the influence of educational service quality on students' learning outcomes.

Conflict of Interest

The authors have no conflict of interest to declare. Corresponding author can be contacted at: zelalem.zekarias@gmail.com

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Senior Managers in the UK: The Development of Educational Leaders in Further Education Institutions

Ismail Mohammed Noriey

Abstract

The knowledge of the enhancement of the journey to educational leadership in the Further Education (FE) sector in the United Kingdom (UK) has attracted the attention of academics. The majority of the experiments reviewed illustrate the formal educational mechanisms that leaders have experimentally learned via their experiences in FE. However, this study proposed that in order to lead admirably, senior academic leaders need additional assistance for their training and hands-on leadership experience. With an emphasis on Gronn's theory of leadership model, the major objective is to critically evaluate educational leadership development at FE institutions in the UK. This supports the recognition of leadership in Gronn's model in career terms and explores the significant impacts of the four phases of Gronn's model in the development of academic leaders. Additionally, this study is interested in learning about leaders' experiences and how they view leadership in FE in general. This study used a mixed-method approach to ensure that the two main research questions were consistently addressed. Twelve leaders at the FBT participated in face-to-face interviews for the data-gathering process, while 61 leaders in the UK completed a questionnaire. The results showed that developing into an effective leader requires a number of factors, or what Gronn's concept of the leadership journey refers to as four sequential phases. Four areas of critical impact were identified during the professional pathway: family influence, educational influence, influential people, and significant experiences. The leader's major experiences, character traits, and leadership aspirations were all shaped by fostering knowledge. The research on educational leadership supports the idea that a school leader's capacity is greatly influenced by their leadership, which is the implication of this study.

Keywords: *Educational Leadership, Leadership Journey, Senior Managers, Further Education, Gronn's Theory of Leadership*

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1. Introduction

Recognizing how leadership may be advantageously seen in terms of careers is important, as is determining the significant effects of leadership theories that can be used to practice leading in Further Education (FE). In fact, Greatbatch and Tate (2018) emphasize that FE in the United Kingdom is undergoing significant reforms. The new framework released by the Department for Education in 2016 posed challenges for FE leaders on leadership skills, qualities and performance (Department for Education, 2016). The greater demand for aspirant principals and leaders justifies conspicuous assessment of leadership quality. Hence, revisiting and rethinking leadership is vital in the continuous leadership development (Preston, 2022; Raver et al., 2022; Frantzen et al., 2023; Rizvi & Popli, 2021).

While most of the studies in the educational leadership are anchored on several theories (Endres & Weibler, 2020; Laufer et al., 202; Hoekstra & Newton; 2017; Shiferaw et al., 2023; Cassata & Allensworth, 2023; Saraih et al., 2022; Fateh et al., 2021; Alinsunurin, 2020; Chen et al., 2018; Noriey, 2021), only few focused on leadership development of an academic leader (Day et al., 2014; Förster et al., 2022; Stevens, 2022; Tucker et al., 2014; Chase et al., 2020). In the few academic leadership studies, it has been determined that a person's upbringing, professional interactions, self-confidence, self-belief, and career prospects are all crucial in affecting their development as a leader and the path that secondary practitioners adopt, which ultimately influences their success in obtaining headship. When examining leadership as a job, Comte (2000), for instance, “places a strong emphasis on individual self-belief as a crucial prerequisite for self-realization” (p.63).

One of the most notable theoretical framework in leadership development is Gronn's (1999) leadership theory. This theoretical model tries to articulate a system or process. It is based on a well-known theory and provides an extensive description and illustration of each of the four stages in educational institutions. Furthermore, Rogers (2002) offered a model that takes into account both the known stages of the leadership career framework as well as the transformative journey dealing with an early formative incident. Accordingly, the career pathways of the Gronn leadership theory model that places an emphasis on personal self-belief, has come to light at a pivotal moment. He talks about two types of self-belief, starting with self-efficacy and self-esteem (the ability to influence or improve administrative

outcomes). (p.24). It also demonstrated four crucial stages, and four significant influences along the professional pathway: influences from families, schools, influential people, and significant experiences. These formative events shaped the leader's values, personal characteristics, and leadership aspirations. Therefore, contextual factors influence the process of developing leaders for educational leadership over the course of a leader's life.

This study aims to understand how the profession of educational leadership has evolved in the UK's FE sector. The study looked into the significant effects of the four stages of leadership development on the path to becoming an academic leader using Gronn's theory of leadership model in education. A leader cannot afford to practice every method of problem-solving to develop their leadership skills in FE. Leaders used to be required to assess, examine, and analyze knowledge in FE in the UK. "The professional journey contains four crucial phases, in accordance with Gronn's leadership: formation, accession, incumbency, and divestiture" (Gronn, 1999, p.66).

This research aims to investigate the four stages of individual activity with a focus on academic leaders, such as heads of department or faculty, and how their unique experiences during their formative years, academic careers, and professional education prepared them to eventually become academy leaders. This is to understand the extent to which these influences are thought to have impacted the leadership journey. The following two main research questions capture the focus of this study:

RQ1. What are the most influential factors in the path of leadership in Further Education in the United Kingdom?

RQ2. How does Gronn's model correspond to the academic leaders' experiences who further their education?

The significance of this study redounds to the benefit of academics and leadership experts by determining the elements academic leaders need to accomplish to become effective leaders. Moreover, this study explores the challenges that academic leaders encounter in directing their educational institutions. Thus, academic leaders with a desire to lead in FE would gain significantly from this study.

2. Literature review

This section is intended to examine the literature on the journey of academic leaders in FE and within the UK zone concerning FBT College at the heart of Birmingham City. It also provides a theoretical framework to support the research questions. This research begins by establishing the basic concepts used to determine the significant aspects that influence leadership in FE.

2.1. Academic Leaders in Further Education

According to Gronn's (1999) leadership theory, the imperative aspects use four phases: the values, attitudes, beliefs, and attributes, which are the keystone of every leader's focus in the period of educational leadership. As stated by Macaulay (2008), "educational leadership is the method of soliciting and supervising the talents and energies of leaders, teachers, students, and parents in the direction of accomplishing shared educational aims" (p.18). Likewise, as indicated by Bass and Riggio (2012), in FE, leaders must provide "a strategic vision, manage college finance, ensure a reputation for quality teaching and learning remains high, run a large student-centred, and deliver clear accountability" (p.27). Furthermore, Bass and Riggio (2012) claimed that their previous research focuses on "executive leaders in FE Colleges and seeks to provide a personal challenge of who they are, what they do, and how policy can help them to be most effective in challenging times" (p.23). In their project, 179 leaders in FE colleges in England acknowledged the importance of other parts of the sector, such as independent training providers, land-based colleges, and other specialist colleges. They emphasized that these institutions face diverse stresses and possibilities, and their leaders may require a range of experiences and talents. The highest senior managerial position in an FE college is generally designated as "Principal", "Executive Director", "Director" or a combination of the three.

The structure of FE colleges, as well as the structure of leadership teams, varies greatly. These factors have resulted in a significant disparity in the organization of FE Colleges as well as the alignment of educational leadership teams. Conversely, the traditional structure is a stand-alone college on one side with a principal and a senior staff in charge of activities, financing, external relations, and curriculum. As stated by Nigel (2018) "some institutions seek to hold the autonomy of the original individual colleges by having a head of FE and a chief executive control the wider institution" (p.34).

2.2 The Journey of Performance Leadership in FE

The term performance leadership in FE has been variously defined in the strategic management literature. For instance, Burns (1998) stated “performance leadership means enhancing human potential, which is about creating the right environment for people to develop as leaders and it is also about communicating clearly and effectively” (p.66). Thus, good leadership entails ensuring unity and cohesion in the face of FE decisions in the UK. As stated by Gunter (2001) “career leadership progression is implicit generally as desired, vertical, ladder-like movement through age-related and time-phased stages” (p.27). It means that leaders in FE, conclude that acknowledging a person’s life history is crucial to special qualities and experiences that capable leaders bring to the performance in their leadership journey. Similarly, critics of perspective point to the lack of clear boundaries between the career stages and the unclear criteria for performance leadership in FE. Callan (2001) has argued that the four stages are the only or best way to view the journey of performance leadership in FE, and he has represented “the most significant influences in the journey of performance leadership are characteristics such as self-belief, self-esteem, skills, responsibility, capabilities, and behaviour of senior managers and leaders” (p.26). In addition, Ryan (2008) claimed that “performance leadership may be thought of as four broad career phases: formation, accession, incumbency, and divestiture” (p.43). Individual leaders moving through these four phases make sense of them prospectively, but either way, they experience them as linear, sequential, and chronological. In addition, Punch (2001) stated that leaders in FE are “increasingly aware, which means responsibility that their performance will be judged by the performance of their faculty” (p.16). This study believes that the four sequential phases of leadership, as indicated by Gronn (1999), were the most significant impacts on the journey of performance leadership:

Formation. Leader formation has been proposed in two ways: from the entire society's perspective or critical sectors' standpoint. The seminal work of Jeff (2003) provides a comprehensive theoretical framework of a career pathway followed by a leader academy in FE. Gronn (1999), driven by a desire to empower future leaders through his work, compared the lives and careers of school leaders “at any one point in time across space, place, circumstance and time, to provide them with a vantage point from which to get their own lives as possible future leaders into perspective” (p.21). The character structure is formed throughout this formative period, which lasts from childhood to early adulthood when significant factors

such as parents, siblings, school, and friends are present. Gardner (1995) has distinguished that “characteristics, self-belief, and self-esteem are the vital points to consider the appropriate analytical construct on which to build performance leadership within FE” (p.32). Likewise, according to Jeff (2003) “the three principal institutions which shape individual character are families and their modes of upbringing, schooling, and educational agencies” (p.34). These represent a number of the systematic efforts used to identify early leadership performance.

Accession. This stage refers to a mentor in which leaders preparing for leadership responsibilities rehearse or test their potential capacity to lead through direct comparison with current leader-academies in FE for external facilitating conducive to growth, a vital internal pre-condition for self-realization in individual self-belief. Gronn (1999) argued, “candidates for leadership learn quickly in this period that the knack is to position themselves or to jockey with one another for preferment” (p. 38). From the aspirant's point of view, if she or he is to conform to anticipated institutional demands, then they have measured up based on their experience and to meet the first challenge means to undertake the necessary internal psychological construction. Furthermore, Ribbins (1997) discusses "the construction of oneself as a credible successor for office and the acquisition of a marketable performance routine to convince talent spotters, panels, and selectors" (p.466). During this period the leader compares their performance with others in similar roles and those holding roles that they aspire to achieve.

Incumbency. According to Gronn (1999), these stage leaders have developed and honed their public personas. “They now seek to give further expression to their quest for mastery and self-realization by gaining experience through circulating amongst various elite postings and leadership roles” (p.28). This means, during role incumbency; leaders may occupy a number of roles varying qualitatively with respect to status and significance, and circulate between functions and offices.

Divestiture. In this stage, Gronn, (1999) stated that “due to factors associated with ageing, illness, lack of performance or incapability, leaders have to divest themselves of leadership by releasing their psychological grasp” (p.38). Undeniably, the leader academy in FE moves on to comforts and compasses other than leadership, which may entail Robbin’s (2007), indicated notion of reinvention. Nowadays, the focus is on the extent to which

candidates in these early career stages actively select their educational experiences and pathways to maximize their advantage.

2.3 Leadership in Further Education

According to Corners (2005), “FE leaders do not matter what their stage, experience or ambitions have development needs, which should be addressed through professional development. This should be offered by the college; such as workshop or training event because it is important both for individual success” (p.39). The purpose of providing leadership skills is to grow, develop, and improve leadership competencies in administrative, professional, and guiding personnel in the leadership journey within FE. Parker (2002) has identified the powerful belief held by the leader academy in FE that they had the capacity, and were highly motivated, to make a difference in leadership performance by eagerly seeking new challenges along their career journey.

Gronn (1999) argued that the values, self-beliefs, attitudes and attributes of school leaders are vital for performance leadership. In other words, “they had to continue to meet their family and work commitments, balancing one against the other, for the whole of their working lives” (p.42). On the other hand, the relationship between leadership theory and leadership practice presents a conundrum. As stated by Bryman's (2007) recent literature review on leadership performance in FE, "not enough is known about exactly what makes an individual effective as a leader-academy in FE, and what, in turn, can make them ineffective in their journey" (p.14).

2.4 Factors Influence Leaders in Further Education

Several aspects influence leaders' views on the leadership journey in FE. These influences could be the length of their experience, self-belief, self-confidence, and cognitive theories that shifted leadership from being construed as an objective phenomenon to a concept that was seen as socially constructed. According to Gornn (1999), “accession is the time of grooming where individuals experience a range of roles, equipping themselves with a variety of skills and begin to assemble and rehearse a ‘role repertoire’” (p.34). This is clear evidence that length of experience is a factor that influences leaders' views on leadership performance. Furthermore, according to Fullan (2001), there are "multiple pathways and trajectories through different phases of the head of departments at college lives, and they obtained this from the

length of experience" (p.206). Similarly, Gornn (1999) agreed with Fullan (2001) that "the length of experience, lack of clarity, and leaders are subject to direct and indirect of the fear-factor in leadership in FE that influence leader's views on leadership" (p.32). This causes difficulties for leaders because the scaffolding of a character structure in FEs differs and is difficult to develop. Gronn's (1999) key work gives a complete theoretical framework of a career path followed by leaders in educational institutions. In comparison to the lives and careers of educational institution principals, he has been motivated by a desire to inspire future leaders through his work.

Finally, all leaders are required to be aware of four fundamental aspects of leadership: family influence, educational influence, influential people, and significant experiences. All four variables must constantly be considered when exercising leadership, although they influence each other differently at different times. This study intended to explore the features and conditions that influence college leaders' ability to influence colleagues in FE.

3. Methodology

3.1. Research Methodology

As stated by Noriey (2019), quantified to shape an actionable knowledge base; "three research approaches must be measured: quantitative, qualitative and mixed methods. The three methods are not as isolated as the first gives an impression. Quantitative and qualitative methods should not be viewed as rigid, diverse categories, tropical, contraries or contrasts" (p.6). To generate a more comprehensive analysis, this study used both quantitative and qualitative research designs.

This study looked into the perspectives of 12 leaders who hold leadership roles at FBT College in order to get the answers to the research questions. Through face-to-face interviews with 12 participants, which were utilized to gather the primary data, it describes the methodologies used and the circumstances under which successive stages of investigations were conducted. Conversely, 61 academic leaders in the UK answered a questionnaire on this research. Last but not least, maintenance has been engaged to guarantee that all aspects of the study plan and data collection are conducted in accordance with ethical standards.

Table 1*Classification of Respondents*

Name of FE Institution	Participants of Leader-academics	Number of participants
FBT College	12 (interview)	12
Sandwell College	21 (questionnaire)	15
Mathew Bolton College	21 (questionnaire)	14
Birmingham City College	26 (questionnaire)	21
Birmingham South College	21 (questionnaire)	11
Total number of participants		73

3.2. Interview

The goal of the interview was to employ a different strategy to fill in any gaps that the questionnaire may have missed. According to Noriey (2021), "it is one of the superb tools for data collection" (p. 5). It is also crucial for this study that realistically since the researcher looked into the biggest effects of the four stages of development in leadership on the path to becoming an academic leader.

3.3. Interview Questions and Analysis

One of the cornerstones of qualitative educational research is the in-depth, open-ended formal interview. According to Brown (2005), "in explanatory studies, semi-structured interviews and structured interviews are frequently used because they help to explain the themes that emerged from the results of open and closed questions" (p. 28). Additionally, the researcher avoids subjects lacking analytical and problem-solving abilities. This initial analytical structured interview was conducted to gauge a participant's aptitude for problem-solving, question-asking, and problem-analysis. The researcher also listened to the audio of the interview while taking notes. Lastly, for matters of privacy, the interviewees were given the code A each with a number from 1 to 12 (i.e., A1-A12).

3.4 Questionnaire Design and Development

In the questionnaire procedure, the researcher created twelve online statements that participants could choose from so they could complete the form truthfully and humbly. According to the study, the top colleges in the area are Matthew Bolton College, Birmingham City College, Birmingham South College, and Sandwell College, all colleges in the area are located close to Birmingham City. Furthermore, the researcher chose questionnaires utilized

by others who were interested in measuring the same constructs. Table 2 shows the source questionnaires, and the researcher for this study extracted and changed the items from existing questionnaires based on Dr. Spiegel's preliminary site-specific research.

Table 2

Questionnaire design

Questionnaire	Source	Validated
The short version of the Social and Community Opportunities Profile (SCOPE).	Huxley and colleagues (2012)	Yes
Participant Questionnaire for Arts and Social Inclusion	Jermyn (2004)	Yes
Participants' Questionnaire on the Social Impact of Arts Participation	Matarasso (1997)	Yes
Personal Growth Initiative Scale	Robitschek (1998)	Yes

3.5 Principles

The researcher of this study alleged it is essential to explain each of the two aspects of validity, and reliability.

Validity. According to Creswell (2002), “the validity of mail questionnaires can be seen from two viewpoints. First, whether respondents complete questionnaires precisely, honourably, and appropriately. Second, whether those who fail to return their questionnaires would have given the same distribution of answers as did the returnees” (p.34). The questionnaires are valid depending on the validity standards as it has been patterned by three leaders from Mathew Bolton College. Furthermore, it has face validity which appears to be the same for all participants, and is divided into two parts. Each question has a distinct section and set of options. Additionally, the interview is valid. The interview questions were approved by six leader academics at FBT College. As stated by Noriey (2022), “they are indeed allowed to respond to the questions by relying on their own experiences as academic leaders. It is not necessary to concentrate just on the exact responses” (pp.138.144).

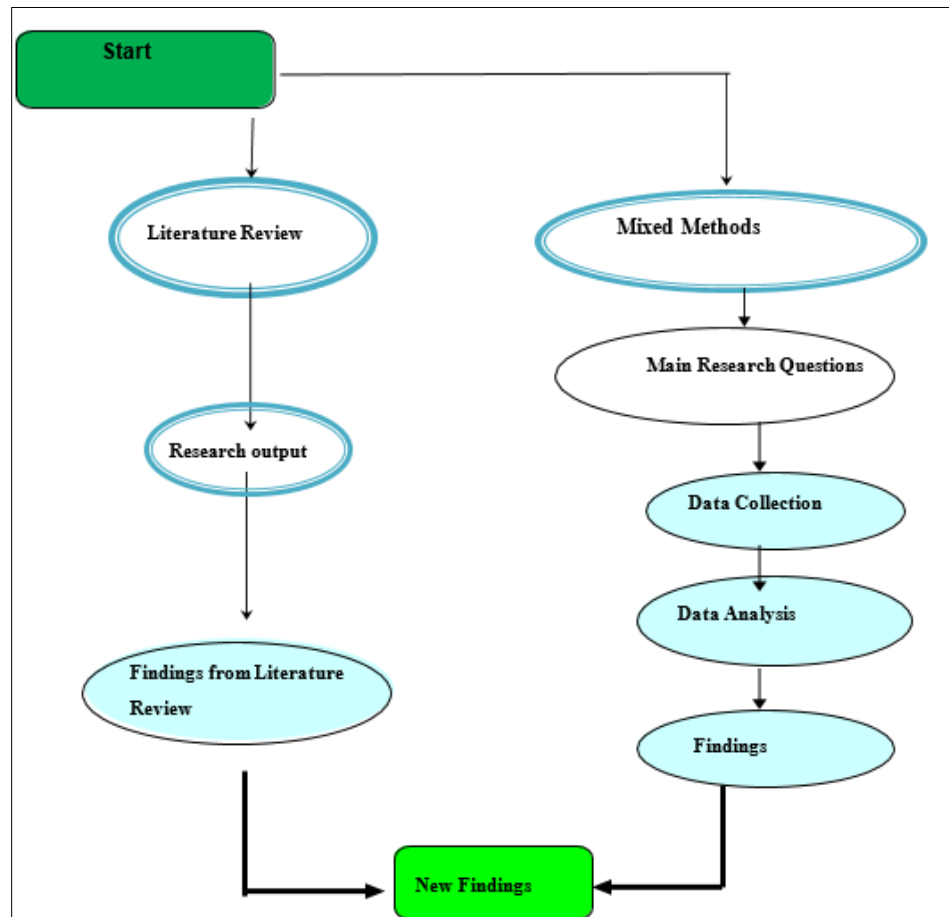
Reliability. The reliability of a questionnaire is a method of analyzing the quality of the data collection operation. To consider a valid outcome, the measurement process must first be dependable. Furthermore, while investigating the study's construct, select a measure. The construct being measured is the theoretical variable, and questionnaires are one of the means.

The Cronbach Alpha (1999) reliability of the questionnaire was calculated in this study. Cronbach's alpha calculates the internal consistency or average correlation of items in a survey instrument to evaluate the questionnaire's reliability. As a result, Cronbach's alpha is a reliability index linked to the variation accounted for by the true score of the "underlying construct" (Santos 1999). The questionnaire is reliable in a variety of ways. Since the submission procedure is reliable, all participants received the link. They also had enough time to complete the forms. The researcher offered the URL when they were not scheduled for any exams or holidays, according to their schedules. In order for people who participated in this study's questionnaire to be relevant and truthfully expressed.

3.6 Research Design

Figure 1

Research Design



For the research design in this study, the researcher created the following diagram, which is comparable to Denscombe (2003, p. 25). To clarify the instruments used for data collection and analysis, the diagram presented the study design, which is directly related to the

major research questions. The first findings from the analysis of the literature review reasonably guide the researcher in this study to determine which component of the research is lacking and needs to be found. The second findings integrated the first result to have the final findings. This typically refers to the entirety of the results rather than the conclusions or suggestions derived from them.

3.7. Philosophical Approach

Clarifying the researcher's philosophical stance is crucial to comprehend the technique and procedures used for this study. This is accomplished by outlining the researcher's ontological and epistemological perspectives. As stated by Thomas (2009), ontology is "...a study of what there is or what exists in the social world" (p.87). Ontology is interested like reality, truth, and existence. It investigates the nature of the world and what is found there. As life stories are recalled and the significance people attach to their experiences are investigated, the researcher felt academic leaders in FE have uniquely formed their social environment. Epistemology, on the other hand, is concerned with the study of knowledge. It is "how do we know about the world that we have defined ontologically?" (Thomas, 2009, p.87). It makes an effort to respond to the following queries: what sets true, appropriate knowledge apart from false, inadequate knowledge; how do we define knowledge and how do we acquire it? This study is based on the interpretivism paradigm and focuses on people, specifically one FE leader.

4. Findings and Discussion

Analysis and discussion of the results are provided in this section. To react to the important issues mentioned in the literature review and methods section, each research question was addressed one at a time. In doing so, the data gathered from one candidate will be analyzed using a framework to reflect the new information acquired in answering the study questions. The part also addresses two major research questions:

- 1) What are the most influential factors in the path of leadership in Further Education in the United Kingdom?
- 2) How does Gronn's model correspond to the academic leaders' experiences who further their education?

Research question 1: What are the most influential factors in the path of leadership in Further Education in the United Kingdom?

The results revealed that four factors had the greatest bearing on the respondent's journey toward leadership performance within FE during his or her early years. Four main factors have been recognized as the surrounding, major impacts: family influences, education influences, influential individuals, and significant experiences. Table 2 displays the results.

Table 2

The most significant influences in the journey of performance leadership

Indicators	Factors	Total (n=73)
Family influences, i.e., individual character, social class location, Parents and friends	Formation 1	68 out of 73
Schooling influences i.e., colleagues, Self-belief and Self-esteem	Accession 2	63 out of 73
Influential people	Incumbency 3	58 out of 73
Significant experiences	Divestiture 4	54 out of 73

The results indicated that four factors have the most bearing on leadership success inside FE. Based on the interview, the following are generated.

A-2, added "I figured that family pressures could have an impact on how leadership performance developed in FE colleges. I once had family stress, which interfered with my ability to think critically and make leadership decisions."

A-1 concurred with A-2 when he said, "I firmly believed that social influence or family influence is the ability to persuade another person to change their attitudes or behaviors, either consciously or unconsciously."

Consequently, A-5 added that social characteristics such as individual character, social class location and family consist of how individuals adjust their behaviour to meet the demands of the leadership journey. It proceeds in several forms such as peer pressure, leadership, persuading and socialization.

A-4 pointed out that "the expression leadership formation intentionally the focus, from emerging leadership journey in individual to how to create good leadership performance in FE

colleges”. Similarly, A-6 agreed “In my view, developing a leadership journey is vital to make better leadership performance in FE.

Furthermore, A-10 claimed that "I have developed a formula that aids my leadership performance at FBT College and I believe it is beneficial to anyone who is going to use it." The key is to comprehend the idea of "forming great leaders". This technique, which has four levels, is dynamic to use while training people to be excessive leaders. The first level is to encourage them to listen to understand not to reply, which means leading by example. The second level is empowering which is characteristics such as respect, building rapport, showing responsibility, and confidence. The third level is value, which is evaluate the relationship and provides the opportunity for them to see value. The final level is vision includes being determined, goal-oriented and following the vision.

A-12 shared his experience as an FE leader at FBT College and said “I have been the head of the business department since 2017, I have excellent team leadership and they are supportive during the jobs. Moreover, I have an excellent principal who always supports me during difficult circumstances and her leadership skills and experiences influenced me to lead my team in the facility effectively”.

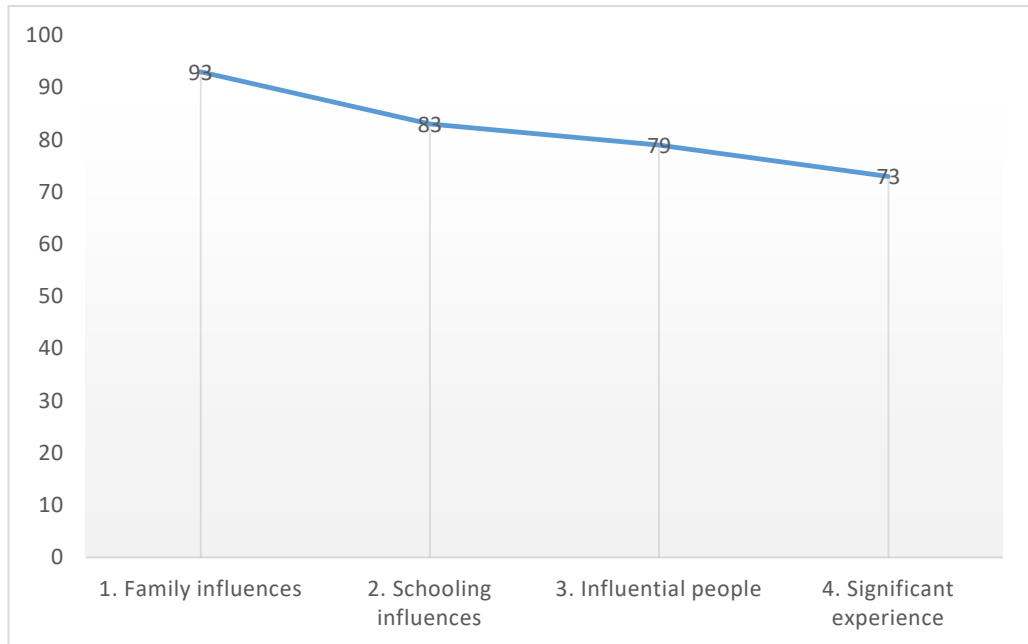
A-11 concluded that the four factors had the greatest impact on how leaders perform within FE in the UK. A-7 mentioned as a leader at FBT College, I firmly believe that the most important factors that have been found in a leader's history include influences from college, influences from family, influences from prominent individuals, and substantial experience.

Finally, A-8 said “I was working hard at the outset of my leadership experience to develop a coaching culture in my college. This was significant because coaching promotes a trusting and supportive culture, which fosters collective and interpersonal efficiency”. Similarly, A-9 stated, “The words you use, how you say them, and the actions you perform as a leader are all being studied and absorbed by people you lead." This was a crucial learning experience for me.

Accordingly, the participant's answers are summarized and presented in Figure 2.

Figure 2

The most significant influences in the journey of performance leadership in FE



The researcher also asked participants to answer questions based on measurements claimed to assess personal improvement. They scored their level of agreement on a scale of 1 (strongly disagree) to 5 (very agree). Participants rated each of the indicators higher after participating in the leadership journey in their educational institutions. Participants with higher scores were more optimistic about their personal growth for leadership positions. As a result, this demonstrates the most significant factors in the journey of performance leadership in further education in the United Kingdom.

Based on the results presented in table 3, the "n" in the first column represents the number of participants who responded to the question, the "mean pre" column represents the average score based on the responses of all participants who responded to the question about how family influences, individual character, and social class location influenced the respondents' leadership journey. The "mean post" column relates to the average rating for how they feel about their colleagues, as well as how their self-belief and self-esteem influence their leadership journey. The P values allude to the influential persons who make a difference in the leadership journey. A P-value of less than 0.001 indicates the impact of the background experience of academic leaders in their educational institutions.

Table 3*Personal Growth on the Leadership Journey*

Variable	n	Mean Pre	Mean Post	P value
Feel comfortable expressing your thoughts, opinions, or ideas.	63	3.16	4.58	<.002
Do you believe your viewpoint is valued by others?	73	3.42	3.92	<.001
Are you able to think through challenges and come up with your own solution?	72	3.41	4.15	<.003
Do you frequently feel like a failure?	70	3.68	4.44	<.003
Do you feel at ease interacting with people who are different from you?	73	3.61	4.19	<.004
Feel self-confident?	73	3.65	4.13	<.006
Are you proud of your personal accomplishments?	73	3.81	4.88	<.004
Do you feel comfortable expressing yourself creatively?	64	2.85	4.66	<.001
Will I go out of my way to assist others?	68	4.15	4.94	<.007

The participants in this study were asked to answer items from the social inclusion scale, which was evaluated from 1 (strongly disagree) to 5 (strongly agree). Participants rated higher on social inclusion markers as academic leaders after participating in social life. Individuals who scored higher felt more confident in their own social integration.

Table 4*Social Inclusion (Self-belief and Self-esteem)*

Variable	n	Mean Pre	Mean Post	P value
Do you like the way your social life is going?	71	2.88	4.11	<.001
Do you have a good feeling about where you live?	68	2.84	4.19	<.011
Are you satisfied with your family's relationship?	73	3.45	4.24	<.006
Do you feel like you're a part of a community or a group?	73	3.51	4.88	<.012
Are you satisfied with the ability to obtain suitable work if you so desire?	70	3.15	4.43	<.005
Feel socially accepted	73	3.44	4.41	<.001

Furthermore, the researcher inquired as to how likely participants were to embark on various leadership journeys in order to successfully lead their educational institutions. Participants stated improved scores on all engagement markers, indicating that he or she

believes that he or she has successfully adapted to every aspect required to become a great leader and obtain significant experience.

Table 5

Social Participation in Leadership Journeys

Variable	n	Mean	Mean	P
		Pre	Post	value
Do you get involved in groups, community projects, or social activism?	73	3.55	4.01	<.002
Do you have a positive assessment of the leadership style?	73	3.61	4.15	<.001
Are you comfortable with your leadership path?	73	3.62	4.82	<.003
Do you consider yourself a successful leader?	73	3.74	4.51	<.008
Are you pleased with your abilities to embark on a successful leadership journey?	73	3.68	4.21	<.006

Research question 2: How does Gronn's model correspond to the academic leaders' experiences who further their education?

All the respondents reported that they were born and raised in immediate families of their own in the UK and none was adopted or fostered. Notwithstanding, they reported that they might have had several challenges that were turned into opportunities for professional development in their careers. The following are the results of the interview.

1. Family Influences (The formative years)

A respondent was asked to recount their childhood from birth, through schooling to the completion of a Master's degree. A-1 described being brought up by a working-class family, and being deprived. A-7 respondent added; ".....Looking back, I suppose we were reasonably poor but we did not feel like it because everybody else was in the same boat". Similarly, in A-4 the respondent recalled an upbringing where education was regarded as a vital aspect of family life and gave it a high priority in their academics. Conversely, ... "Fortunately I had two parents who were both very keen on reading so for me it was quite normal to be taken to the library from a very early age so I think that sparked off a lot of interest" (A-3). A-6 has mentioned stated by Gardner (1995) that "characteristics, family life,

a variety of peers and school are the vital points to consider the appropriate analytical construct on which to build performance leadership” (p.32). I strongly agreed with him.

The study's researcher took into account the fact that a respondent had grown up with family members who had pursued careers in leadership when determining the factors that had the greatest influence on their job choice. Added by A-5, “The family is filled with several leaders. My sister is a principal. Since then, many of their nieces and relatives have become teachers. So, did that have anything to do with it at all? Well, I had to decide. A-9 further stated, "I recall telling my Mom that I would be getting this job at FBT College...and I recall her telling me, "Well that's nice sweetie. Are there any sandwiches you need for the train? And that was the comprehension level of my parents. My accomplishments have always been greatly admired by them”.

The respondents' "career journeys" were not influenced by outside or internal influences as implied by the word. As a result, the phrase "opportunity" was modified by familial influences to refer to important events. “This shows that individuals chose their own career paths by taking advantage of possibilities that they actively sought out or just happened to come upon”. Added by A-8.

2. School Influences (Accession)

When the researcher asked to describe their school experiences, primary schooling appeared irrelevant to a respondent. A-3 comment on primary schooling remembered mostly positive experiences, “When I was a vice principal, I was influenced by the principal which he was supporting me during the jobs.... This was useful because I learned from him what staff needs are and how can I communicate effectively with them. This was supporting me as a leader that influencing skills allowed me to lead my team in the faculty”

The researcher has found that A6 stated during school life he has a significant leadership role, for example as a head boy or sports captain, which was viewed as the major influence on their personal development. A-11 added that he described their relationships with staff in detail and it was evident that these encounters influenced how they behaved when they become leaders. “.... I used to go to school and enjoyed praise, I enjoyed the fact that I was one of the few clever kids in the school, and I was selected to become a sports captain”.

According to Gronn (1999), "accession is the time of grooming where individuals experience a range of roles, equip themselves with a variety of skills, and start to create and rehearse a "role repertory" (p.34).

Additionally, A8 defined leadership impact as a person's ability to affect academic leaders by changing values, beliefs, or attitudes towards education. Similarly, A-9 added on to say, "I strongly believe that any academic leaders influenced by school experience can use their knowledge and communication skills to offer a new perspective to an audience or team". A-7 agreed with A-8 as mentioned "I was a first-class student for success and outstanding communication skills with others, my school life was critical for me to become an academic leader in further study.

3. Influential People (Incumbency)

A-1 identified an excellent elementary school teacher whom they felt truly cared about them and their education as a major influence in his life. "...What would have been my year 10 teacher was the one who most inspired me because teaching was his profession, in my opinion. He was wonderful, single, and a good deal older."

A-12 further elaborated on his self-awareness of their working-class heritage in his memories, saying, "It is quite a badge of honour really, working-class hero." On the other side, A-11 outlined the bad characteristics of particular teachers, feeling that they had experienced terrible instruction at some point throughout their stay in school.

The responder who preferred secondary education most likely remembered being motivated by one or more head teachers:

A-7 "... I once had a head teacher who was incredibly motivating, intelligent, and young but who was also very much one of those people who gave people their head teacher, wasn't concerned with your position in the company and would accept ideas without seeing them as a threat. Correspondingly, A-8 mentioned by Gronn (1999), "The three principal institutions which shape individual character are families and their modes of upbringing, schooling, and a variety of peers" (p. 34) are families and their modes of upbringing, families, and schools.

A-9 also remembered a powerful head department from FBT College. This was either a result of the respondents' inappropriate behaviour, which caused them to run into the Head of the Department more than once, or it was a result of their common interest in a certain topic.

A-5 added that "My Head of Department, who specialized in English and was so passionate about it, was the most significant person in my life. And he had a strong belief in every young person's right to... He was simply so amazing, so uplifting and supporting, and that's really what got me started on my road, especially in those like myself who were among

the first in our family to attend FBT College”. Finally, A-8 added as he said, “My mother was an inspiration to me when I was a child since she was the head of a primary school, and her life immediately encouraged me to become a leader in education.”

4. Significant Experiences (Divestiture)

The respondents' formative experiences "lived were varied" in terms of their major events. A-2 remembered particular instances that involved his childhood and his parents' actions. These were quite extreme and entailed the use of illegal substances and intervention from specialized support organizations, like social care. It was clear that these respondents thought their parents had the best of intentions when they tried to nurture, support, and develop their children, but the experiences that came, as a result, were not pleasant.:

A-3.... “I can recall some genuinely horrible events that happened before I started elementary school. My mother was angry when she drank, and she would go missing for days on end. Similarly, A-5, I had a really miserable home life that year and my father's poor health made it impossible for him to take care of me”.

The responses "live" looked to be motivated by their formative experiences, which led them to choose a completely different course of action. A-6 has talked about a personal relationship ending while he was in the sixth form. All of these events were considered significant at the time in his life, but some of them were more crucial than others, such as his divorce.

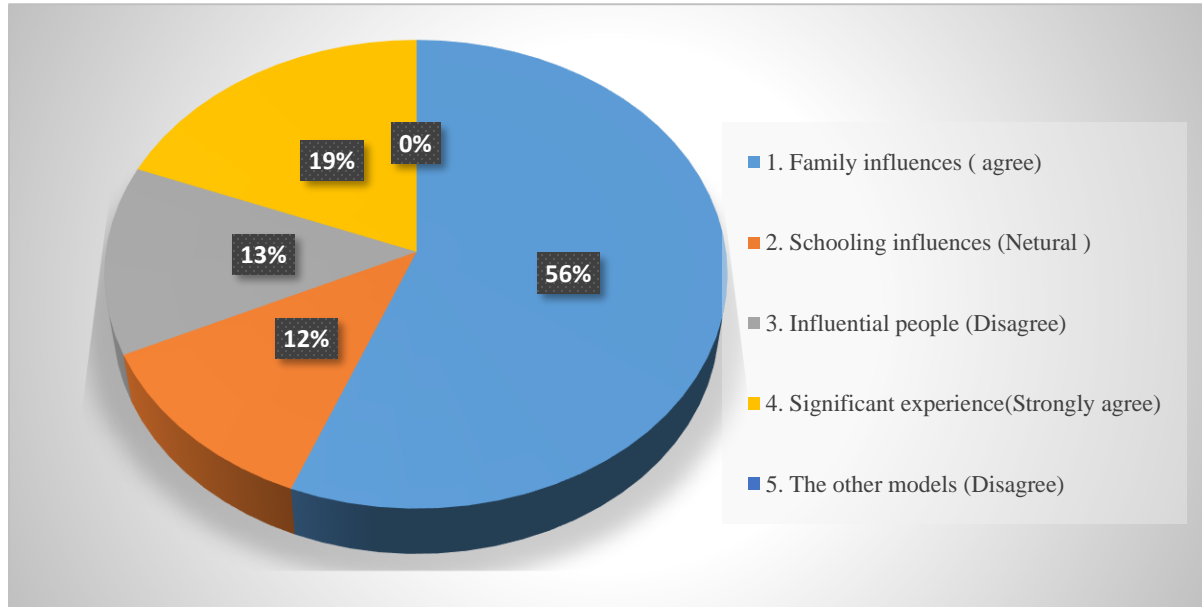
Nevertheless, A-7 said, “I am certain that all academic leaders have been influenced by significant life experiences, such as good school leaders developing and maintaining reciprocal family and community ties.” A-9, likewise, declared, "I joined the education leaders experience (ELE) program, which provides educators with a unique professional development opportunity to engage with community and policy leaders from across the UK in further education."

Finally, A-12 stated, “As I reflect on my leadership path, I realized the significance of educational experiences in my life, and my reactions to them, have influenced me as a leader, a wife, a mother, and a human being”. Likewise, A-10 said “Throughout my leadership career, I have been aware that my words, actions, and emotions build the culture of my school, affect the actions and conduct of the people around me, and have a significant impact on the result of an event. A-4 added, “Continuously reflecting on how I may enhance my words, actions,

and reactions has undoubtedly helped me develop into a better leader, allowing me to grow and evolve along my leadership journey”.

Figure 3

Gronn's Model Corresponds to the Academic Leaders' Experiences Who Further their Education



The researcher asked participants to respond to questions based on measurements that were employed to assess personal improvement according to leadership journey. Therefore, the participants judged their level of agreement on how Gronn's model would correspond to the academic leaders' experiences that further their education on a scale of 1 (strongly disagree) to 5 (extremely agree). Participants rated each of Gronn's models that corresponded to their experiences after participating in the leadership journey at their educational institutions. Higher-scoring participants were more optimistic about which model would come first for the development of leadership positions. As a result, the most important aspects of the journey of performance leadership in further education in the United Kingdom are demonstrated. Conversely, 56% of respondents mentioned that they agreed with Gronn's model match to the academic leaders' family influences while 13% only disagree with influential people's counterparts in Gronn's model. 12% of respondents showed a neutral attitude while 19% strongly agreed Gronn's model connected academic leaders with significant experience.

5. Conclusion

This study found that the leadership journey levels of academic leaders are considered average levels within FE in the UK. Meanwhile, academic leaders recognized that excellent

communication skills were crucial among them, whether they were professionals or ordinary individuals. Respondents indicated that they frequently employed their leadership talents at college performance on many platforms and in the community. Furthermore, in the United Kingdom, there is a favourable and significant association between leadership qualities and the leadership journey in colleges and universities. As a result, they were able to effectively utilize their leadership talents in their educational institutions on many platforms, as well as in the community.

This research study examined the life and career trajectories of academic leaders in FE with an emphasis on the leadership journey in further education. According to the findings of this study, any academic leader can improve their communication and leadership skills. It has also been established that effective communication skills in academic leaders are essential requirements for future academic or professional success. Academic leaders at all levels of education must be able to communicate successfully in their educational institutions. Finally, this study implies that academic leaders may need to acknowledge Gronn's (1999) four critical stages for the formation of educational leaders in the UK's further education institutions. Academic leaders may also present programs that aim to enhance leadership journeys among all FE educational leaders.

This study has limitations in the face of important contributions to the body of research on the relationship between the leadership journey and knowledge management for academic leaders. Firstly, despite efforts to increase the number of respondents in the sample, the researcher was unable to obtain informed consent from female leaders to be interviewed. Secondly, according to Gronn (1999), this study is limited in its focus on knowledge management and leadership skills, although the journey of leadership phases of academic leaders is the most significant. Hence, the researcher suggests that future research might investigate the effects of the two types of leadership in order to determine which is the most significant on leadership styles and stages in FE and process development among teaching staff.

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Teaching Efficacy Structures and Influencing Factors in Promoting Success and Retention Among Pre-Service Teachers

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Abstract

This study explored the collective teaching efficacy (CTE) and its influencing factors on the in-service teaching performance of pre-service teachers. The study, through purposive sampling, involved 301 graduating pre-service teachers from a state university in Laguna, Philippines. Multiple regression analysis was used to determine significant predictors of pre-service teachers' performance. Results showed that pre-service teachers had high levels of CTE and that influencing factors of teaching efficacy were well-manifested. The respondents' in-service teaching performance was outstanding, and there was a weak to moderate correlation between CTE, influencing factors, and pre-service teachers' performance. Furthermore, the construct of CTE (vicarious experience) and influencing factors (knowledge, perceived personality factors, and resource provision) were significant predictors of pre-service teachers' performance. The findings of this study have implications for the design and implementation of pre-service teacher development training programs. By enhancing pre-service teachers' collective efficacy and addressing the influencing factors of teaching efficacy, such programs can help promote effective teaching practices and better student outcomes. The study suggests that pre-service teacher education programs should provide opportunities for pre-service teachers to observe experienced teachers, acquire knowledge and skills related to teaching, develop their perceived personality factors, and access adequate resources to enhance their teaching efficacy. The study also provides insights into the importance of building a supportive learning environment that fosters a sense of collective efficacy among pre-service teachers.

Keywords: *Collective teaching efficacy, influencing factors, pre-service teachers, internship, regression*

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1. Introduction

Collective teacher efficacy (CTE) is claimed as the most significant factor influencing student achievement (Hattie, 2016; Moosa, 2021). CTE is characterized as the teachers' holistic perception of their abilities to provide affirmative effects and differences in students' learning field (Donohoo, 2017). It can be noted that CTE plays a crucial role in delineating students' outcomes. Several researchers have confirmed that CTE predicts academic success and school attainment (DeWitt, 2017; Donohoo, 2018; Hattie, 2016). However, CTE is believed to be an understudied construct in several investigations into school improvement and student achievement (Donoho, 2017; Guidetti et al., 2018).

In education, fostering CTE could be a major key in escalating the performance of Filipino students in international assessments. It was revealed in the World Bank report that 80% of Filipino students still needed to meet the minimum proficiency levels, as manifested in the three assessments. Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) in 2018 unveiled that the Philippines ranked 78 out of 79 countries, exceeding only the Dominican Republic in mathematics and science. Moreover, Trends in International Mathematics and Science Study (TIMSS) (2019) revealed that out of 58 countries, Grade 4 students' mathematics and science performance is at 58th. Further, Southeast Asia Primary Learning Metrics (SEA-PLM) (2019) showed an alarming report that Grade 5 students' reading, writing, and mathematics performance exceeds the minimum proficiency levels. Thus, school innovations should be implemented to mitigate the effect of education to economic growth through increasing CTE (Schwabsky et al., 2020) as it precedes teacher self-efficacy beliefs (Guidetti et al., 2018).

Teacher self-efficacy is the individual belief of teachers in their capacity to effect positive change in students' learning (Atasoy & Cakiroglu, 2019; Yada et al., 2021). Teacher self-efficacy is believed to be a significant predictor of CTE (Cansoy & Parlar, 2018; Ninkovic & Knezevic, 2018). On the contrary, Guidetti et al. (2018) noted that CTE influences teachers' self-efficacy. Although these two concepts influence each other mutually, definitions still vary. Teacher efficacy belief is anchored on a single teacher's belief (Seneviratne et al., 2019; Hartell, 2017; Alibakhshi et al., 2020; Guidetti et al., 2018; Barni et al., 2019; Mok & Moore, 2019; Cruz et al., 2020; Da'as et al., 2022).

In contrast, CTE is based on a group's shared belief of teachers in making an efficacious impact on students' level of attainment (Mosoge et al., 2018). There are several factors at the school level interact and influence the expansion of efficacy beliefs among teachers (Donohoo, 2017; Guidetti et al., 2018; Hogsteen, 2020). This only demonstrates that research has advanced significantly to include the school-level element as an essential factor that contributes to establishing collective efficacy and teacher efficacy beliefs. Given paramount attention, these two constructs will prompt students' positive outcomes and improvement. Hence, it is imperative to investigate how these efficacy beliefs evolve at all stages of professional learning, specifically pre-service teachers' schooling. Based on this tenet, an extensive understanding of how pre-service teachers perceive collective efficacy and efficacy beliefs should be considered, for they play a crucial role in shaping students' future performances.

Although there has been a notable increase in published research on the impact of collective teacher efficacy and teacher efficacy beliefs on student achievement and school improvement (Ramos et al., 2014; Moosa, 2021), there is limited literature examining preservice teachers' collective efficacy and teacher efficacy beliefs. The researchers have not yet investigated the relationship between these constructs and preservice teachers' performance. As a result, the current study seeks to ascertain the relationship between preservice teachers' collective efficacy and teacher efficacy as influencing factors in the performance of teacher education students.

The study aimed to answer the following research questions:

1. To what extent can collective teaching efficacy be observed among pre-service teachers, taking into consideration factors such as mastery experience, vicarious experience, social persuasion/socialization, and affective state?
2. To what extent are the factors that influence teaching efficacy manifested among pre-service teachers in terms of content knowledge, perceived personality traits, and resource provision?
3. What is the level of pre-service teachers' performance in terms of teaching competence, administrative compliance, personal, professional, and social competence, and service to school and community?

4. Is there a significant relationship between collective teaching efficacy, influencing factors, and pre-service teachers' performance?
5. Which parameters of collective teaching efficacy and influencing factors, singly or in combination, positively predict pre-service teachers' performance?

By addressing these research questions, the study aimed to provide insights into the collective teaching efficacy of pre-service teachers and the factors that influence their teaching efficacy and performance. The study may help develop effective strategies for enhancing pre-service teachers' collective teaching efficacy, improving their performance, and ultimately enhancing the quality of education in schools.

2. Literature Review

2.1. Collective Teaching Efficacy

CTE refers to the collective beliefs of a group of teachers in their ability to positively impact student learning outcomes (Cardullo et al., 2021). It is a construct related to self-efficacy, an individual's belief in their ability to perform specific tasks successfully. In the context of teaching, CTE reflects teachers' shared beliefs about their ability to promote student learning and achieve desired educational outcomes.

Numerous studies have explored the relationship between CTE and student outcomes. For example, a study by Erdogan et al. (2022) found that CTE was positively associated with student achievement, even after controlling for individual teacher efficacy and other factors that might affect student outcomes. Similarly, a study by Blatti et al. (2019) found that schools with high levels of CTE had better student outcomes than schools with lower levels of CTE. Similarly, several factors have been identified as influencing CTE. For example, vicarious experience, an inquiry or reflection on observing other teachers' success, significantly predicts CTE (Donohoo et al., 2020; Santiago, 2023). Teacher collaboration and communication have also been found to be related to CTE (Pressley, 2021). Additionally, teacher education and professional development programs can influence CTE by providing pre-service and in-service teachers with opportunities to observe effective teaching practices, acquire knowledge and skills related to teaching, and access resources that support effective teaching practices (Tschannen-Moran, 2020).

The literature suggests that CTE is an important construct that can significantly impact student outcomes. By enhancing CTE through teacher education and professional development programs, schools and educators can improve student outcomes and promote effective teaching practices.

2.2. Teacher Efficacy Influencing Factors

Teacher efficacy refers to teachers' beliefs in their ability to impact student learning outcomes positively (Bourne et al., 2021). Research has shown that teacher efficacy significantly predicts teacher performance and student outcomes (Tschannen-Moran, 2020; Donohoo, 2018). Various factors have been identified as influencing teacher efficacy, including personal factors, contextual factors, and professional development opportunities.

Personal factors that can impact teacher efficacy include prior teaching experiences, level of education, and self-reflection. For example, research has shown that experienced teachers generally have higher levels of efficacy than novice teachers (Tschannen-Moran, 2020; Fong-Yee & Normore, 2013). Additionally, teachers who engage in self-reflection and seek feedback from others can improve their teaching efficacy (Rezaeian & Abdollahzadeh, 2020).

Contextual factors influencing teacher efficacy include the school culture and support from colleagues, parents, and administrators. Teachers who perceive their school culture as supportive and collaborative tend to have higher efficacy levels (DeWitt, 2017). Similarly, teachers who feel supported by their colleagues, parents, and administrators tend to have higher levels of teaching efficacy (Rezaeian & Abdollahzadeh, 2020).

Professional development opportunities like workshops, conferences, and in-service training can also impact teacher efficacy. Research has shown that professional development that provides teachers with practical knowledge and skills related to teaching can improve their efficacy in field (Rezaeian & Abdollahzadeh, 2020). Additionally, professional development that incorporates opportunities for teachers to observe effective teaching practices, collaborate with colleagues, and receive feedback can also enhance teaching efficacy (Tschannen-Moran, 2020).

Overall, teacher efficacy significantly predicts teacher performance and student outcomes. Personal, contextual, and professional development opportunities can influence teacher efficacy. Schools and educators can enhance teacher efficacy and promote effective teaching practices by addressing these factors.

2.3. Pre-service Teachers' Performance

Pre-service teachers' performance refers to their ability to successfully apply their knowledge and skills in a classroom setting during their teaching practicum. Several factors have been identified in the literature as influencing pre-service teachers' performance. First, pre-service teachers' knowledge and skills in teaching are significant predictors of their performance field (van Driel, 2021). Studies have shown that pre-service teachers with higher content and pedagogical knowledge levels tend to perform better during their teaching practicum (Darling-Hammond et al., 2020). Second, pre-service teachers' self-efficacy is a significant predictor of their performance. Studies have shown that pre-service teachers with higher self-efficacy levels tend to perform better during their teaching practicum (Ashton & Webb, 1986; Klassen & Chiu, 2010). Pre-service teachers with high self-efficacy tend to take risks, persist in facing challenges, and use effective teaching strategies (Bourne et al., 2021). Third, pre-service teachers' prior teaching experiences have been found to influence their performance. Studies have shown that pre-service teachers with prior teaching experiences, such as tutoring or coaching, perform better during their practicum (Darling-Hammond et al., 2020; van Driel, 2021). Prior teaching experiences can provide pre-service teachers opportunities to practice their teaching skills and build their confidence in the classroom. Fourth, the support and feedback provided by cooperating teachers and university supervisors can also impact pre-service teachers' performance. Studies have shown that pre-service teachers who receive more frequent and meaningful feedback from their cooperating teachers and university supervisors tend to perform better during their teaching practicum (Darling-Hammond et al., 2020).

Overall, pre-service teachers' performance is influenced by their knowledge and skills in teaching, self-efficacy, prior teaching experiences, and the support and feedback they receive from their cooperating teachers and university supervisors (Donohoo, 2017). By addressing these factors in pre-service teacher education programs, educators can promote effective teaching practices and improve student outcomes.

3. Methodology

This study aimed to gain a deeper understanding of pre-service teachers' perceptions of CTE and the factors that influence their performance. Through purposive sampling, the study involved 301 pre-service teachers about to graduate from a state university in the Philippines during the 2021-2022 academic year.

The study used a survey questionnaire as the main instrument to gather data. The survey questionnaire was divided into three parts. Part 1 focused on the constructs of CTE, including mastery experience, vicarious experience, social persuasion/socialization, and affective state. Part 2 of the survey instrument covered the factors influencing teacher efficacy, including content knowledge, perceived personality traits, and resource provision. Part 3 of the survey instrument assessed the pre-service teachers' performance in terms of teaching competence, administrative compliance, personal professional and social competence, and service to the school and community.

The study used statistical techniques to analyze their data and draw conclusions. In particular, two common measures of statistical variability: mean and standard deviation. The mean measures central tendency, representing the average score of a set of data fields (Mishra, et al., 2019). The standard deviation is a measure of the spread of the data around the mean. Using these measures, the study determined the extent to which each variable was practiced and manifested by the pre-service teachers. This helped them better understand the relationship between the variables and the teachers' performance. In addition to these descriptive statistics, the study used multiple regression analysis to identify significant predictors of the pre-service teachers' performance. Multiple regression analysis is a statistical technique used to examine the relationship between a dependent variable and two or more independent variables field (Maulud & Abdulazeez, 2020). By using this method, the researchers could identify which variables had the strongest impact on the performance of the pre-service teachers. Overall, these statistical techniques allowed the researchers to gain a deeper understanding of the factors that influence pre-service teachers' performance, and to identify areas where interventions or training could be focused to improve teacher preparation and effectiveness. By conducting this study, the researchers aimed to contribute to the existing body of knowledge on pre-service teacher education and the factors that impact their performance. The study's findings could be

used to inform teacher education programs and help improve pre-service teachers' preparation for their future classroom roles.

4. Findings and Discussion

Table 1

The extent of collective teaching efficacy observed among pre-service teachers

Collective Teaching Efficacy	Mean	SD	VI
Mastery Experience	4.48	.411	HO
Vicarious Experience	4.46	.491	HO
Social Persuasion/Socialization	4.38	.480	HO
Affective State	4.31	.581	HO

Note: 4.50-5.00 VHO Very Highly Observed
 3.50-4.49 HO Highly Observed
 2.50-3.49 MO Moderately Observed
 1.50-2.49 LO Least Observed
 1.00-1.49 NO Not Observed

The findings presented in Table 1 indicate the level of collective teaching efficacy observed among pre-service teachers. Collective teaching efficacy refers to the belief shared by a group of teachers that they can positively impact student learning outcomes. The results suggest that pre-service teachers who participate in field experience during their internships have higher levels of collective teaching efficacy. Furthermore, the data indicate that spending more time monitoring students, in general, is associated with increased teaching efficacy. This suggests that pre-service teachers who take a proactive approach to monitoring and assessing their student's progress and needs are more likely to feel confident in their ability to teach effectively.

Importantly, these findings suggest that pre-service teachers who embrace the professional teaching field and actively seek to engage their students in creative and innovative ways are more likely to sustain student engagement (Nykvist et al., 2022). This is an important aspect of effective teaching, as engaged students are more likely to be motivated and achieve positive learning outcomes (Filgona et al., 2020). Thus, the results suggest that field experience during internships can enhance pre-service teachers' skills, including their ability to sustain student engagement through artistic and creative teaching strategies (Dalinger et al., 2020).

The discussion of Table 2 revolves around the factors that influence the teaching efficacy of pre-service teachers. Teaching efficacy refers to a teacher's belief in their ability to facilitate student learning effectively. The factors influencing teaching efficacy can be broadly

categorized into four constructs: content knowledge, pedagogical knowledge, perceived personality traits, and resource provision.

Table 2

The extent of teaching efficacy influencing factors manifested among pre-service teachers

Teaching Efficacy Influencing Factors	Mean	SD	VI
Content	4.51	.581	VHM
Knowledge	4.45	.521	HM
Perceived Personality Traits	4.48	.528	HM
Resource Provision	4.53	.380	VHM
<i>Note:</i>	<i>4.50-5.00</i>	<i>VHM</i>	<i>Very Highly Manifested</i>
	<i>3.50-4.49</i>	<i>HM</i>	<i>Highly Manifested</i>
	<i>2.50-3.49</i>	<i>MM</i>	<i>Moderately Manifested</i>
	<i>1.50-2.49</i>	<i>LM</i>	<i>Least Manifested</i>
	<i>1.00-1.49</i>	<i>NM</i>	<i>Not Manifested</i>

Content knowledge refers to a teacher's knowledge of the subject matter, while pedagogical knowledge refers to their knowledge of how to teach that subject matter effectively field (Lachner, et al., 2021). Perceived personality traits refer to the teacher's perception of themselves, their ability to build rapport with students, and their ability to manage a classroom. Resource provision refers to the resources teachers have at their disposal to facilitate student learning, such as textbooks, technology, and classroom supplies field (Ternenge & Agipu, 2019). The manifestation of these factors among pre-service teachers has significant implications for the quality of education they provide. When teachers believe in their ability to teach effectively, they are more likely to engage their students and create a positive learning environment. This is particularly important for students who may be challenging or uninspired, as these students may require additional effort and creativity on the part of the teacher to engage them (Mohd et al., 2023). Overall, the factors influencing teaching efficacy are critical to consider in teacher training and development programs. By addressing these factors and helping teachers build their confidence in their ability to teach, we can improve the quality of education and student outcomes.

Table 3 presents the perceived level of pre-service teachers' performance based on several performance indicators. These indicators include teaching competence, administrative compliance, personal, professional, and social competence, and service to school and community. Each factor has significant implications for the quality of education student teachers can provide.

Table 3*Perceived level of pre-service teachers' performance*

Pre-service teachers performance	Mean	SD	VI
Teaching Competence	4.44	.394	VS
Administrative Compliance	4.47	.381	VS
Personal, Professional and Social Competence	4.59	.385	O
Service to School and Community	4.43	.410	VS

Note:

4.50-5.00	<i>O</i>	<i>Outstanding</i>
3.50-4.49	<i>VS</i>	<i>Very Satisfactory</i>
2.50-3.49	<i>S</i>	<i>Satisfactory</i>
1.50-2.49	<i>FS</i>	<i>Fairly Satisfactory</i>
1.00-1.49	<i>P</i>	<i>Poor</i>

Teaching competence refers to the ability of pre-service teachers to effectively plan, deliver, and assess instruction (Jeschke et al., 2019). Administrative compliance refers to their ability to comply with school policies and regulations. Personal, professional, and social competence refer to their ability to manage their personal and professional lives while also building strong relationships with students and colleagues (DeWitt, 2017). Service to school and community refers to their involvement in extracurricular activities and community service initiatives (Atasoy & Cakiroglu, 2019).

Teaching internships are a crucial component of teacher education, as they allow student teachers to put theories into practice (Hoogsteen, 2020). Student teachers who are well-prepared in practical areas may be better able to teach the skills required to meet the demands of their future profession (Pressley, 2021). The findings in Table 3 suggest that pre-service teachers' performance was rated as being at a very satisfactory level, indicating that they have been adequately prepared to meet the demands of their future profession. It provides valuable insight into the perceived performance level of pre-service teachers. By addressing the factors that influence their performance, teacher education programs can better prepare student teachers to meet the demands of their future profession. This can ultimately lead to improved student outcomes and a more effective and efficient education system.

Table 4 presents the results of a test of correlation between collective teaching efficacy, influencing factors, and pre-service teachers' performance. Collective teaching efficacy refers to the shared belief among teachers in their ability to promote student learning. The influencing factors include content knowledge, pedagogical knowledge, perceived personality traits, and resource provision. Pre-service teachers' performance refers to their ability to plan, deliver, and assess instruction effectively.

Table 4

Test of correlation between collective teaching efficacy, influencing factors and pre-service teachers' performance

	Pre-Service Teachers' Performance			
	Teaching Competence	Administrative Compliance	Personal, Professional and Social Competence	Service to School and Community
Collective Teaching Efficacy				
Mastery Experience	.128*	.224**	.220**	-
Vicarious Experience	-	.168**	.278**	.307**
Social Persuasion/Socialization	-	.136*	.146*	.273**
Affective State	-	-	-	.277**
Teaching Efficacy Influencing Factors				
Content	.209**	.190**	.186**	.249**
Knowledge	.156**	.154**	.116*	.336**
Perceived Personality Traits	.320**	.293**	.277**	-
Resource Provision	.418**	.431**	.366**	.246**

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

The test results revealed a weak to moderate correlation between the variables. This suggests that a relationship exists between collective teaching efficacy, influencing factors, and pre-service teacher performance, but the relationship could be stronger. This may be due to several factors, such as individual differences in teaching style and personality or variations in the quality of teacher education programs. The test results also highlight the importance of collective teaching efficacy and its influencing factors in teacher education programs. By fostering a shared belief among teachers in their ability to promote student learning and by providing pre-service teachers with the knowledge, skills, and resources needed to be effective teachers, teacher education programs can help develop competent teacher education students (Santiago, 2023). This can ultimately lead to improved student outcomes and a more effective and efficient education system (Moosa, 2021).

Table 4 provides valuable insight into the relationship between collective teaching efficacy, influencing factors, and pre-service teachers' performance. While the correlation between the variables may be weak to moderate, it underscores the importance of addressing these factors in teacher education programs to help develop effective and competent teachers.

Table 5*Prediction of collective teaching efficacy and influencing factors to pre-service teachers' performance*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.714	.147		25.313	.000
Vicarious Experience	.173	.033	.292	5.279	.000
<i>F = (1,299) = 27.866; Adjusted R² = .082; p < .01; N = 301</i>					
(Constant)	2.150	.205		10.508	.000
Resource Provision	.314	.039	.410	8.052	.000
Knowledge	.102	.027	.183	3.761	.000
Perceived Personality Traits	2.150	.205		10.508	.000
<i>F = (3,297) = 44.484; Adjusted R² = .303; p < .01; N = 301</i>					

Dependent Variable: Pre-Service Teachers' Performance

In the study, a stepwise multiple linear regression analysis was conducted to examine the relationship between pre-service teachers' performance as the dependent variable, the four constructs of collective teaching efficacy, and the four constructs of teaching efficacy influencing factors as independent variables. The analysis aimed to determine which variables were most strongly associated with pre-service teachers' performance.

The multiple regression analysis revealed that the construct of collective teaching efficacy (vicarious experience) contributed significantly to the regression model. Specifically, the F-value for the model was $(1, 299) = 27.866$, $p < .05$, indicating that the model was statistically significant. Additionally, the construct of vicarious experience accounted for 8.2% of the variation in pre-service teachers' performance scores. The findings of the multiple regression analysis have significant implications for teacher education programs and the professional development of pre-service teachers. The results suggest that providing opportunities for pre-service teachers to observe and learn from the successful teaching strategies of their peers can positively impact their teaching efficacy and, ultimately, their students' learning outcomes.

One way to provide opportunities for pre-service teachers to observe successful teaching strategies is through classroom observations and feedback (Atasoy & Cakiroglu, 2019). For example, teacher education programs could facilitate classroom observations by pairing pre-service teachers with experienced teachers, who can model effective teaching strategies and provide feedback on their performance (Lachner, et al., 2021). Additionally, peer observations among pre-service teachers can be beneficial, as they can learn from each other's

successes and provide constructive feedback (Donohoo, 2018). Another way to provide opportunities for pre-service teachers to observe successful teaching strategies is through video-based observations. For example, teacher education programs could provide pre-service teachers with video recordings of successful teaching lessons, allowing them to observe and analyze effective teaching strategies at their own pace (Yada et al., 2021). This approach can be particularly helpful for pre-service teachers who may not have access to experienced teachers or who may be learning in remote or online environments.

Moreover, teacher education programs can facilitate collaborative learning among pre-service teachers through group projects, case studies, and other interactive activities. By working together, pre-service teachers can share their knowledge and experiences, learn from each other's successes and challenges, and develop a deeper understanding of effective teaching strategies (Blatti et al., 2019). Furthermore, the findings of the study emphasize the importance of providing opportunities for pre-service teachers to observe and learn from successful teaching strategies (van Driel, 2021). By fostering collective teaching efficacy and providing pre-service teachers with the knowledge, skills, and resources needed to be effective teachers, teacher education programs can help develop competent and confident teachers who can promote student learning and improve educational outcomes (Cardullo et al., 2021).

The findings also entail that the constructs of teaching efficacy (i.e., beliefs and confidence in one's ability to teach effectively) significantly impact pre-service teachers' performance scores. The study found that three specific factors - knowledge, perceived personality factors, and resource provision - influenced the constructs of teaching efficacy and contributed significantly to the variation in pre-service teachers' performance scores.

The regression model used in the study showed that the relationship between these factors and teaching efficacy was statistically significant, with an F-value of 44.484 and a p-value of less than 0.05. This means that the model is likely to fit the data well and that the relationship between the variables is not due to chance. Furthermore, the model accounted for 30.3% of the variation in pre-service teachers' performance scores, indicating that these factors significantly determine how well pre-service teachers perform in the classroom. Overall, the findings suggest that developing teaching efficacy through these three factors could improve pre-service teachers' performance.

The discussion of the research findings highlights the importance of teaching efficacy influencing factors in predicting pre-service teachers' performance (Dalinger et al., 2020). The study found that knowledge, perceived personality factors, and resource provision are significant predictors of teaching efficacy, which influences pre-service teachers' performance in the classroom (Tschannen-Moran, 2020).

Firstly, knowledge was identified as a key factor in predicting teaching efficacy. Pre-service teachers who possessed a high level of subject matter and pedagogical content knowledge were likelier to have a strong sense of teaching efficacy (Donohoo et al., 2020). This is because having a deep understanding of the content and how to teach it effectively will likely increase one's confidence in their ability to teach (Atasoy & Cakiroglu, 2019).

Secondly, perceived personality factors were found to influence teaching efficacy. Specifically, pre-service teachers with a positive self-concept were emotionally stable and had high levels of optimism were more likely to have a strong sense of teaching efficacy (Bourne et al., 2021). This suggests that teachers' beliefs about themselves and their abilities can have a significant impact on their performance in the classroom.

Finally, resource provision was also identified as a significant predictor of teaching efficacy. Pre-service teachers who had access to adequate resources, such as teaching materials, classroom technology, and support from colleagues and mentors, were likelier to have a strong sense of teaching efficacy (Ternenge & Agipu, 2019). This highlights the importance of providing pre-service teachers with the necessary resources and support to help them develop their teaching skills.

These findings suggest that teaching efficacy influence factors play a crucial role in predicting pre-service teachers' performance. By addressing these factors, teacher education programs and schools can help pre-service teachers develop a stronger sense of teaching efficacy, which will likely improve their classroom performance. This has important implications for improving the quality of education and preparing future teachers to meet the needs of diverse learners in today's complex world.

5. Conclusion

Teaching quality is a complex and multidimensional concept that encompasses various aspects of the teaching-learning process. Effective teaching practices are essential for improving student outcomes and enhancing the reputation of educational institutions. The study findings highlight the significance of teaching efficacy constructs and influencing factors in predicting pre-service teachers' performance.

The construct of CTE (vicarious experience) was a significant predictor of pre-service teachers' performance. Providing pre-service teachers with opportunities to observe experienced teachers in action and learn from their teaching practices can help enhance their teaching efficacy and improve their performance in the classroom. This finding has implications for the design and implementation of pre-service teacher development training programs, which should incorporate opportunities for pre-service teachers to observe and learn from experienced teachers.

The study also identified three key influencing factors of teaching efficacy that significantly predicted pre-service teachers' performance: knowledge, perceived personality factors, and resource provision. To enhance teaching efficacy, pre-service teacher education programs should provide opportunities for pre-service teachers to acquire knowledge and skills related to teaching, develop their perceived personality factors, and access adequate resources to support their teaching practice.

The findings have important implications for designing and implementing pre-service teacher development training programs. Pre-service teacher education programs should aim to create a supportive learning environment that fosters a sense of collective efficacy among pre-service teachers. This can be achieved by providing opportunities for pre-service teachers to collaborate with their peers, share their experiences and ideas, and receive feedback on their teaching practice.

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School Head's Managerial Roles as Correlates of Organizational Performance

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Abstract

The advent of the "new normal" undeniably introduced challenges that permeate educational environments where uncertainty has become prevalent leading schools to make significant adjustments to their plans. School leaders must now contemplate various scenarios to find solutions, as these undoubtedly aid in the continuity of effective learning delivery and assist educators in navigating through challenging period. Hence, this study explores the school head's managerial roles as correlates of organizational performance of public elementary schools employing descriptive-correlational design. The study utilized survey questionnaires to examine their proficiency with interpersonal, decisional, and informational roles. The findings suggest a clear and positively significant relationship between school heads' managerial roles and school performance. The school heads fulfillment of managerial duties has a notable impact on the overall performance and outcomes of the school. Likewise, the same result was obtained regarding the correlation between school heads' managerial roles and teachers' performance. This paper argues that effective school heads play a crucial role in supporting and developing their teachers and the entire school community.

Keywords: *managerial roles, teachers' performance, School-based Management, school performance*

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1. Introduction

In today's educational landscape, schools encounter numerous challenges that require the attention of school heads. In the Philippines, the most pressing problem faced by the schools is the lack of facilities and educational resources (Palatino, 2023; Hernando-Malipot, 2023; Magsambol, 2022; Durban & Catalan, 2012; Chanco, 2022), which becomes the responsibility of the school heads (Mbunde, 2017; Lapuz & Pecajas, 2022; Nhlapo, 2020). Similarly, basic education institutions frequently face recurring internal and external operational difficulties, and the resolution to these issues heavily relies on the school head's personal qualities as manifested through their management style (Harris, 2022; Tobin, 2014; Visone, 2018). As the leader of the institution, the school head assumes additional responsibilities and accountability within the organization (Tansiongco & Ibarra, 2020). Undoubtedly, they play a crucial role in implementing programs and initiatives within the school.

To promote a healthy learning environment, professional growth, self-efficacy, effective leadership, and decision-making among all members of the school community, the Department of Education (DepEd) has established various programs and activities. In response, the Philippine national government has prioritized the implementation of School-Based Management (SBM), which is rooted in the decentralization movement of the 1970s. SBM, an initiative led by DepEd, transfers decision-making authority from the Central Office and field offices to local schools and learning centers. This decentralization allows them to adapt more effectively to their specific education requirements. According to Skhosana et al. (2023), decentralized strategic planning influence leadership for improved performance and capable school leaders promote better performance.

Studies showed that management practices influence teacher performance (Cantos & Callo, 2022; Macatangay & Callo, 2022; Kirana et al., 2021; Tijani et al., 2019; Waseem, 2013; Jagero et al., 2021; Acido & Kilongkilong, 2022) as well as organizational performance (Kasyadi & Virgana, 2022; Metz et al., 2019; Jashari & Kutllovci, 2020; Paul & Anantharaman, 2003). In this regard, effective collaboration between school leaders and teachers is a crucial aspect of high-performing schools, with the school leader assuming a significant role in this dynamic setup. Teachers, being vital contributors to the educational process, necessitate substantial attention from both government bodies and school

administrators to fulfill their diverse responsibilities and tasks in translating educational objectives, policies, and programs into reality. Therefore, teachers require continuous support through training opportunities, active involvement in decision-making processes, and fair compensation, all of which contribute to their sense of belonging and enhance their overall job performance, ultimately driving the achievement of school goals and objectives. Giami and Obiechina (2019) refer to the various responsibilities undertaken by teachers to accomplish organizational goals within the school system as their work performance.

The functional approach to management provides insights into the daily activities carried out by managers within their respective organizations. For the efficacy of this function, Wahab and Mahmood (2015) emphasize that education administrators need a distinct combination of management and leadership skills to ensure efficiency. In the study of Mintzberg (1973), there is a correlation between managerial competence and performance, leading administrators to classify themselves into three primary roles: interpersonal roles, information roles, and decisional roles.

While there are studies on the correlation between managerial practices and organizational performance (i.e. Aquino, 2023; Melo, 2021; Uwazurike & Ezenwa-Adiuku, 2021; Amuche & Saleh, 2013; Silamine & Rodrigue, 2019; Dypiango, 2022), majority of which include teacher performance, student performance or school performance as variable. There are few studies that tested teacher performance and school performance as variables (i.e. Mulford, 2003; Lemos et al., 2021) but they used different indicators and criteria. Thus, the main objective of this study is to investigate the school head's managerial roles as correlates of organizational performance in public elementary schools. Specifically, the study intends to determine the extent to which teachers evaluate the interpersonal roles, decisional roles, and informational roles of a school leader, and describe the school's performance in leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Moreover, the study seeks to describe the level of performance of teachers in public elementary schools regarding content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, as well as community linkages, professional engagement, personal growth, and professional development. Furthermore, the study aims to determine whether a significant relationship exists between the school head's managerial roles and school performance, as well as the teachers performance.

2. Literature Review

2.1. Managerial Role

Saah (2017) acknowledged Mintzberg's managerial role as a structured set of behaviors associated with managerial positions and the day-to-day work of individual managers. Mintzberg categorizes these roles into three categories: interpersonal, informational, and decision-making. In the context of education institutions, academic leaders' performance of these managerial roles has implications for employee satisfaction (Kim & Cho, 2020; Mehrad & Fallahi, 2014; Zulfakar et al., 2021; Dubey et al., 2023; Elrehail et al., 2020; Cherif, 2020; Sypniewska et al., 2023; Martinez et al., 2019; Ramada, 2020) and talent management (Baltrunaite et al., 2023; Bolander et al., 2017; Jyoti & Rani, 2015). Therefore, comprehending the managerial roles of academic leaders, including their leadership styles, can serve as a valuable resource for the overall development of any educational institution.

2.2. School Performance

According to DepEd (2010), the growth and development of teachers and school administrators involve both individual practice and reflection, as well as exposure to the experiences and theories of others. A key factor in this process is the concept of growth, which can be facilitated through reflective practices and open learning environments where individuals can engage as critical friends. In response, the School-Based Management (SBM) was introduced as a crucial component of the Basic Education Sector Reform Agenda (BESRA) to enhance the Department of Education's efforts in promoting quality education through a decentralized system. SBM empowers schools to formulate localized policies that address specific improvement needs within their educational contexts.

Within the current context of the "new normal," SBM is guided by four key principles that drive the SBM processes: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources (RM no.53, s.2021). These principles form the basis for the school system's implementation of SBM. In 2001, SBM was officially implemented as a governance framework of DepEd with the passage of RA 9155, providing the necessary legal support. Subsequently, SBM was implemented in all public schools throughout the Philippines, ensuring its widespread adoption.

2.3. Teachers Performance

Performance refers to the attainment or demonstration of achievements and abilities by individuals or organizations in order to fulfill their objectives and targets. In the context of

teachers' performance within a school organization, teachers play a crucial role in the education and learning process, equipping students with the necessary competencies outlined (Parker et al., 2022; Gamage et al., 2021; Silva, 2021; Khine, 2022). Thus, teacher performance can be understood as the outcome or achievement of teachers' work in striving towards the goals of the school organization. The criteria for evaluating teachers' performance extend beyond mere competence, as outlined in Government Regulations No. 19 of 2005 concerning National Education Standards. Teacher performance encompasses four key competencies: pedagogic competence, personality competence, professional competence, and social competence. These competencies collectively contribute to assessing and determining the effectiveness of teachers' performance.

The DepEd introduced the Individual Performance Commitment Review Form (IPCRF) for Filipino teachers in 2015. This form serves as a comprehensive task plan that provides guidance to teachers. It is designed to be prepared before the start of classes, implemented throughout the school year, and evaluated at the end of the year. The IPCRF serves as a tool for assessing the performance of teachers. DepEd Order 2, S. 2015 - Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education (DepEd) states that the IPCRF is aligned with the Strategic Performance Management System (SPMS) of the Civil Service Commission (CSC). It provides detailed guidelines for the adoption of the SPMS in DepEd. The IPCRF aims to ensure that teachers fulfill their actual duties and responsibilities diligently, efficiently, and within the designated timeframe (Canoma, 2017). It serves as a tool for evaluating whether teachers are performing their duties effectively.

3. Methodology

3.1. Research Design

The study employed a descriptive correlational research design to determine the relationship between the school head's managerial roles and the organizational performance of select school district in the Philippines. Similarly, this method was also used to determine if there is a significant association between the extent of the school head's managerial roles and the organizational performance of the teachers. Correlational research, as described by Ary et al. (2010), is a type of non-experimental study in which the researcher uses data generated from pre-existing factors. In this type of research, no factors were manipulated.

3.2. Respondents of the Study

The respondent pool was composed of 142 public elementary teachers. The sampling technique used in this study was simple random sampling technique that selected the required number of respondents from the ten (10) public elementary schools in the district. This sampling technique is usually applied when the researcher is interested in the explicit capability profiles of the respondents. The online survey questionnaire (Google Form) was distributed to the teachers.

3.3. Instrumentation and Data Collection

The main instrument used to gather the necessary data for the study was a modified survey questionnaire adapted from the Philippine Professional Standards for Teachers (PPST) and SBM key principles of RM No. 53, S. 2021. This method was used to simplify data gathering. As a result of their reliability test, it was found that the sub-variables for managerial roles, school performance, and teacher performance posted good, excellent, and acceptable internal consistency. The data was collected through an online survey that lasted for a month. The study received 142 usable surveys with a response rate of 94% from the total number of teachers in the district.

3.4. Data Analysis

Descriptive statistics such as mean and standard deviation were used in this study. The school heads' managerial roles and school performance were tested using the Pearson-Product Moment Correlation Coefficient. It is also used to determine the significant association between managerial roles and teacher performance.

4. Results and Discussion

It is observed in table 1 that the school head interpersonal roles are performed when it comes to figurehead, leader and liaison with an overall mean of 3.67. As a figurehead, the school head serves as a representative of the school to the wider community and often embodies the values, principles, and vision of the institution. Since the results showed relative performance of this role, the school heads clearly understood the school's values, vision, and mission, and able to effectively communicate these to all stakeholders. According to Kapur (2021), school leaders and educators must take on the role of figureheads as they are expected

to serve as genuine mentors who effectively lead and guide students toward the right path. However, their responsibilities extend beyond helping students or subordinates achieve their goals and objectives. They also play a vital role in instilling qualities such as diligence, resourcefulness, and conscientiousness, thereby helping students develop into responsible and effective citizens of the country.

Table 1

Extent of School Head Interpersonal Roles

Indicators	Mean	SD	Interpretation
Figurehead	3.68	0.24	Performed
Leader	3.65	0.28	Performed
Liaison	3.68	0.26	Performed
Overall	3.67	0.26	Performed

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

In their role as a leader, they perform wide range of responsibilities and tasks aimed at guiding, managing, and inspiring the school community towards achieving its educational objectives. The primary skill they possess is the capability to garner substantial industry support in order to fulfill the school's mission. Kalargyrou (2012) emphasizes the significance of cultivating personal connections within the school and establishing robust and engaged relationships with alumni, as these factors were identified as vital components of effective leadership.

As a liaison, they establish and maintain communication with external stakeholders, collaborating with them to address concerns, promote community involvement, and advocate for the school's interests. This is important because parents and guardians are key stakeholders in the education system and have a significant impact on the success of the school. They liaise with parents and guardians to ensure that they are informed about the school's activities, their child's progress, and any issues that may arise. They also build and maintain relationships with other schools and educational organizations. This can help to ensure that the school is up-to-date with the latest developments in education, and can also help to provide opportunities for collaboration and sharing of resources. Building and maintaining networks of contact with stakeholders is crucial for managers to accomplish their responsibilities (Laud et al., 2016).

Table 2*Extent of School Head Decisional Roles*

Indicators	Mean	SD	Interpretation
Negotiator	3.62	0.25	Performed
Resource Allocator	3.59	0.27	Performed
Disturbance Handler	3.58	0.21	Performed
Overall	3.60	0.24	Performed

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

It is presented in the table 2 that the school heads performed their decisional roles as negotiator, resource allocator and disturbance handler with an overall mean of 3.60. It implies that school heads are competent in decision-making processes that impact the school, its teachers, and its students as negotiator. The school head might negotiate with teachers or staff about scheduling, resources, or other issues that impact the school's operation. By acting as a mediator and working to find solutions that are in the best interests of the school, the school heads help to create a positive and productive work environment for everyone involved. Saah (2017) observes that the decisional function of negotiating is related to conflict resolution and encompasses actions such as engaging with both internal and external partners of the organization. Aside from bargaining, additional actions under the negotiating function might include vendor bid activities or any other activity where the organization would be best represented by the official authority (the recognized leader of the institution).

As resource allocators, the school heads determine the most effective and efficient way to allocate resources to ensure that the goals are achieved. They attend a seminar for the preparation of budget proposal for a certain fiscal year which aims to provide guidance on the policies, processes and timelines that need to be observed regarding the preparation of budget proposal. Mace (2013) pointed out that in the resource allocation managerial role, managers are primarily responsible for making informed judgments regarding the timing, location, and circumstances under which resources should be distributed, as well as determining the appropriate recipients of these resources.

As disturbance handlers, school heads are responsible for addressing any disruptive issues or crises that may arise within the school. They are also involved in identifying and addressing issues that may be causing stress or conflict within the organization. School heads

that act as leader of School Grievance Committee or SGC in DepEd should establish an effective mechanism for identifying and addressing the specific underlying cause or causes of the grievance and facilitate positive and desirable employee relations within the Department while proactively preventing employee discontent and dissatisfaction. This demonstrates addressing interpersonal conflicts between staff members, creating clear policies and procedures for addressing concerns and grievances, and providing support and resources to individuals who are experiencing personal or professional challenges. This can include a wide range of issues, such as student behavior problems, conflicts among staff members, natural disasters, or other unexpected events. They act quickly and decisively to address the issue and minimize any negative impact on the school community. According to Robbins and Judge (2013), a manager's job as a disturbance handler includes dealing with unforeseen problems and complication that can impair the system's effectiveness. It is the job of managers to take corrective action to address unforeseen and unpredictable issues that may develop in the organization, ensuring that business operations run smoothly.

It can be gleaned from table 3 that the school head informational roles are performed when it comes to monitor, disseminator, and spokesperson for promoting the school's image and achievements with an overall mean of 3.64.

Table 3

Extent of School Head Informational Roles

Indicators	Mean	SD	Interpretation
Monitor	3.63	0.26	Performed
Disseminator	3.65	0.24	Performed
Spokesperson	3.63	0.23	Performed
Overall	3.64	0.24	Performed

Legend: 4.50-5.00 Strongly Agree/ Highly Performed; 3.50-4.49 Agree/ Performed; 2.50-3.49 Moderately Agree/Moderately Performed; 1.50-2.49 Disagree/ Somewhat Performed; 1.00-1.49 Strongly Disagree/ Not Performed

This shows that school heads intend to monitor and gather information about the internal and external environment of the school organization. This includes keeping track of changes in policies, regulations, and trends that may affect the school's operations and overall success. As a monitor, they collect and analyze data on various aspects of the school organization, such as student performance, staff performance, and financial performance. They

also keep track of changes in the external environment, such as new government regulations, emerging trends in education, and changes in the local community that may affect the school's operations. According to Oliveira et al. (2015), the monitoring role of a manager involves gathering internal and external information about issues that could potentially impact the organization. This includes assessing the department's success, identifying areas for improvement, and evaluating internal operations. The manager needs to maintain and organize all the information collected during this process.

School heads as disseminators have strong communication skills who tailor their messages to different audiences. This can be achieved by regularly conducting meetings with the stakeholders, such as State of the School Address or SOSA, Program/ Project Implementation Review or PIR, and General Assembly. They use a variety of channels to reach their intended audience, such as email, newsletters, social media, and in-person meetings. In this manner, stakeholders are informed about what is happening in the school and build a sense of community engagement among staff, students, and parents. Altamony et al. (2017) agreed on Mintzberg managerial role that the disseminator internally conveys facts that are obtained from both internal resources and stakeholders. This function necessitates managers carefully selecting factual and valuable internal and external information and communicating it to everyone inside the organization.

The spokesperson role requires the school head to communicate important information about the school to these stakeholders, which include updates on school programs and initiatives through SOSA or School Summit and providing School Report Card (SRC) that discussed the changes in policies or procedures, MPS results, performance of the school and student achievements and events. This is supported by the work of Altamony et al. (2017) that spokesperson plays a crucial role in conveying factual information about the company to its stakeholders. They act as a representative of the company's public relations (PR) team and fulfill responsibilities such as lobbying on behalf of the company and keeping key stakeholders informed about the enterprise's operations.

As revealed in table 4, it is observed that schools demonstrate a very good performance in leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources with an average mean of 3.72. As effective leaders, they provide direction and support for the school, ensuring that it operates efficiently and effectively to achieve its goals and objectives. According to the Department of Education's

Revised School-Based Management Assessment Tools (2012), a network of leadership and governance must guide the education system to achieve its common vision, purpose, and goals, making them responsive and relevant to the context of various contexts.

Table 4

Evaluation of the School Performance

Indicators	Mean	SD	Interpretation
Leadership and Governance	3.74	0.24	Very Good
Curriculum and Learning	3.74	0.25	Very Good
Accountability and Continuous Improvement	3.73	0.23	Very Good
Management of Resources	3.65	0.25	Very Good
Overall	3.72	0.24	Very Good

Legend: 4.50-5.00 Strongly Agree/ Excellent; 3.50-4.49 Agree/Very Good; 2.50-3.49 Moderately Agree/ Good; 1.50-2.49 Disagree/ Fair; 1.00-1.49 Strongly Disagree/ Poor

In terms of curriculum and learning, this means that a school's performance is determined by how well its instructional techniques and educational programs suit the requirements of its pupils. Students can be assured of receiving a high-quality education that will position them for success in postsecondary education and in their future employment by following a well-designed and implemented curriculum. This aspect of school-based management, particularly in curriculum and learning, where ongoing curriculum improvement is necessary to ensure both the level of learning of the students and the working conditions of the schools, is highlighted by a study by The Board of Regents of the University of Wisconsin (2012).

Based on the results, teachers feel that school performance involves holding schools responsible for the academic achievements of their students and the effective use of resources. For example, Continuous Improvement or CI is a methodology that offers opportunities to learn from their strengths and weaknesses and make necessary adjustments to enhance student learning outcome. This foster a culture of ongoing growth and development within schools, ensuring that they constantly strive to improve their educational practices for the benefit of students. Argon (2015) emphasizes the significance of prioritizing accountability as a crucial criterion in the selection of administrators within the education system. Hence, they should possess a strong sense of accountability in their roles and responsibilities.

Resources in a school context can encompass a wide range of elements, including financial resources, human resources, facilities, technology, instructional materials, and community partnerships. Managing these resources effectively involves careful planning, allocation, monitoring, and evaluation to ensure that they are used optimally to support teaching, learning, and overall school operations. According to the Revised Assessment Tool for SBM of DepEd (2012), the fourth dimension of SBM, which focuses on the resources that are collectively and prudently mobilized and managed with transparency, effectiveness, and efficiency by schools, particularly public schools.

Table 5*Evaluation of the Teachers' Performance*

Indicators	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.77	0.22	Very Good
Learning Environment	3.79	0.20	Very Good
Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	3.72	0.24	Very Good
Community Linkages and Professional Engagement & Personal Growth and Professional Development	3.79	0.20	Very Good
Overall	3.77	0.22	Very Good

Legend: 4.50-5.00 Strongly Agree/ Excellent; 3.50-4.49 Agree/Very Good; 2.50-3.49 Moderately Agree/ Good; 1.50-2.49 Disagree/ Fair; 1.00-1.49 Strongly Disagree/ Poor

As revealed in table 5, teachers demonstrate very good performance in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, and community linkages and professional engagement and personal growth and professional development with an overall mean of 3.77. This suggests that teachers possess a deep understanding of the subject matter they teach and effectively apply instructional strategies and techniques to facilitate student learning. They demonstrate expertise in their subject area, effectively communicate complex ideas, and respond to student questions and inquiries with accuracy and depth. They also demonstrate a deep understanding of teaching principles, learning theories, and instructional practices that promote student engagement, critical thinking, and active learning. Silver (2016) emphasizes the importance of teachers having a solid understanding of the material they are teaching. Teachers in elementary schools need to be very knowledgeable in the fundamentals of science, social studies, literacy,

and numeracy. They also need to understand how students learn. Additionally, they must be familiar with a range of instructional and disciplinary methods.

The learning environment encompasses the various ways in which teachers create and maintain a conducive atmosphere for learning in their classrooms. This involves establishing a welcoming and safe physical space where students feel comfortable and motivated to engage in the learning process. Teachers arrange the classroom layout, incorporate visually appealing displays, and provide appropriate resources to support learning activities. Lundberg and Stigmar (2022) stated that universities are asked to develop their learning environment in accordance with contemporary trends and quality standards in light of internationalization, globalization, and, last but not least, rapidly advancing digitalization.

The teachers create an inclusive environment where all students feel valued, respected, and supported. Similarly, effective teachers ensure that assessments are aligned with learning goals and are fair, valid, and reliable. According to Middelkoop and Meerman (2014), each student's needs differ due to individual differences, which has an impact on the demands made on teachers' capacity to efficiently manage the classroom. As a result, when it comes to classroom management, diversity must be considered. Gay (2018) emphasized the significance of appreciating and comprehending cultural diversity in the classroom and offers insights into the theoretical underpinnings of culturally responsive teaching, as well as how it can improve student engagement, academic performance, and overall educational outcomes.

Moreover, the teachers understand the importance of connecting with the community and involving external stakeholders in the educational process. They actively seek opportunities to collaborate with parents, guardians, community organizations, and local businesses to enrich the learning experiences of their students. Their outstanding performance reflects their dedication to providing high-quality education and meeting the diverse needs of their students. According to Ingersoll et al. (2018), effective school leaders emphasize cooperation because they understand how important it is to create a collaborative learning environment that fosters trust, shared responsibility, and a school-wide focus on raising student achievement.

It can be gleaned from table 6 that there is a positive significant relationship between school heads' managerial roles and school performance. This implies that when school heads are highly competent this would contribute to school performance which is leadership and

governance, curriculum and learning, accountability and continuous improvement and management of resources.

Table 6

Test of relationship between school heads' managerial roles and school performance

School Heads' Managerial Roles	School Performance			
	Leadership and Governance	Curriculum and Learning	Accountability and continuous improvement	Management of resources
Interpersonal Roles				
Figurehead	.548**	.489**	.549**	.523**
Leader	.594**	.578**	.669**	.600**
Liaison	.590**	.531**	.613**	.570**
Decisional Roles				
Negotiator	.365**	.296**	.348**	.331**
Resource Allocator	.586**	.607**	.671**	.636**
Disturbance Handler	.614**	.560**	.651**	.587**
Informational Roles				
Monitor	.577**	.623**	.685**	.606**
Disseminator	.599**	.618**	.662**	.679**
Spokesperson	.590**	.622**	.698**	.666**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Effective school leaders, who actively engage in their managerial roles and responsibilities, have the ability to positively influence various aspects of the school's performance. These leaders play a crucial role in shaping the teaching and learning practices within the school, actively collaborating with teachers, providing guidance on curriculum development, and supporting professional development opportunities. Additionally, effective school leaders make informed decisions regarding resource allocation, including finances, materials, and technology, ensuring equitable access to educational opportunities. This efficient and effective allocation of resources creates an environment that is conducive to teaching and learning, thereby positively impacting school performance. Furthermore, these

school leaders establish systems for accountability, regularly monitoring progress towards school goals, and evaluating the effectiveness of instructional practices. Through this process, they are able to identify areas for improvement and provide the necessary support to teachers, resulting in continuous growth and improvement in school performance.

In support, Labobar and Gaité (2022) mentioned that the success of an organization heavily relies on the role of its manager, specifically the principal. Effective managers play a crucial role in achieving the goals of their respective organizations, which ultimately contributes to the success of the organization as a whole.

Table 7

Test of relationship between school heads' managerial roles and teachers' performance

School Heads' Managerial Roles	Teachers Performance			
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning, & Assessment and Reporting	Community Linkages and Professional Engagement & Personal Growth and Professional Development
Interpersonal Roles				
Figurehead	.368**	.332**	.371**	.362**
Leader	.350**	.327**	.351**	.382**
Liaison	.332**	.238**	.275**	.360**
Decisional Roles				
Negotiator	.233**	.197*	.226**	.238**
Resource Allocator	.280**	.333**	.350**	.390**
Disturbance Handler	.278**	.298**	.305**	.338**
Informational Roles				
Monitor	.440**	.399**	.353**	.413**
Disseminator	.356**	.361**	.379**	.384**
Spokesperson	.316**	.352**	.362**	.425**

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

As indicated in table 7, there is a positive significant relationship between the school heads' managerial roles and teacher performance. It shows that when school heads are highly competent this would contribute to teachers' performance which are content knowledge and

pedagogy, learning environment, diversity of learners, curriculum and planning, and assessment and reporting, and community linkages and professional engagement and personal growth and professional development.

Based on the table, it is suggested that the effective execution of school heads' managerial roles directly influences teachers' performance. School heads who fulfill their managerial roles effectively contribute to creating an environment that supports and enhances teacher performance. They establish clear expectations and goals, provide guidance and support, and foster a positive and collaborative school culture. Additionally, school heads engage in classroom observations, provide feedback, and support teachers in their professional development. By offering constructive guidance and mentoring, they help teachers refine their teaching practices, adopt innovative strategies, and continuously improve their performance. Furthermore, effective communication and collaboration between school heads and teachers are vital for teacher performance. School heads who maintain open lines of communication, actively listen to teachers' concerns, and provide support and recognition create a conducive working environment.

According to Hope (2012), the implementation of an effective management system within an organization, which includes the proper execution of supportive roles, can significantly improve employees' working conditions. This, in turn, has a positive impact on their performance, leading to overall enhancement. Employees often have high expectations from their leaders, seeking high-quality services and support. Academic leaders have defined deliverable outcomes that aim to positively influence the lives of employees and their performance, striving to provide excellent services.

5. Conclusion

When examining the correlation between school heads' managerial roles and school performance, a clear and significant positive relationship was observed. The same result was obtained when examining the correlation between school heads' managerial roles and teachers' performance. This indicates that the manner in which school heads fulfill their managerial duties has a notable impact on the overall performance and outcomes of the school, as well as the effectiveness of the teachers within the school. Through effective leadership and management practices, school heads can create an environment that fosters success. They play a pivotal role in establishing a clear vision and goals for the school, which in turn motivates

and inspires both staff and students. They provide guidance, resources, and professional development opportunities that enable teachers to enhance their instructional practices and improve student outcomes. By setting clear expectations and fostering a positive working environment, school heads create a culture that promotes teacher growth and success.

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