ACADEMIC MATURITY OF PRIVATE SCHOOL ADMINISTRATORS IN HANDLING BASIC EDUCATION

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ABSTRACT

Everyone is entitled to be educated regardless of one's race, religion, or wherever country an individual originated. Everybody must be given an equal opportunity to participate in and benefit from public education. It is one of the human rights that should be enjoyed by everyone and shall be made accessible to all. In Batas Pambansa 232, it is stipulated that the government should secure basic education that will offer the fullest possible development of each learner to live morally, creatively, and productively and opens avenues for opportunities to every individual in uplifting the quality of his life and to possess key for self-advancement not merely for own self-improvement but to contribute to national development.

This is the reason why the state assigned the highest budgetary allocation to education. Having more than 27 million Filipino learners, public schools in the Philippines are not capable of accommodating them all. Hence, it is stipulated in the 1987 Philippine Constitution Article XIV Sec. 4 (1) that the state recognizes the complementary roles of private institutions in the educational system and shall exercise reasonable supervision and regulation of all educational institutions. It is therefore acknowledged by the state that private schools play an important role in delivering education to 27 million Filipino learners who cannot be accommodated by the public schools in the Philippines.

Parents sending their children to private schools have greater expectations with regard to the qualifications of the school administrators which enable them to navigate the school community in providing quality education among learners. Their academic maturity significantly influences the kind of education being offered by the private schools and how they can empower their teachers to be equipped with the necessary knowledge and skills needed to contribute in the holistic development of learners who are steeped with values, equipped with the 21st century skills, able to drive to country's development and in producing Filipino who passionately love their country, enable them to realize their full potential and contribute to the meaningful building of the nation.

The academic maturity of the private school administrators has been described by the researcher based on their academic pursuits, employment of self-motivation and self-discipline towards quality performance, their ability on how to resolve conflicts with challenging people, on how they respond to emergencies and how they develop trust among the school community Furthermore, the researcher also discussed how the academic maturity of the private school administrators will be manifested in their performances based on the Philippine Professional Standards for School Head (PPSSH) which serves as a guide for private school administrators to effectively and efficiently lead the school strategically in setting school's direction, goals and objectives; manage school operation and resources; foster quality teaching and learning; how committed they are in developing self and ensuring people's effectiveness; and how competitive they are in building connections.

Shkunina (2018) argued that school administrators have a colossal amount of responsibilities such as school policy maker, an instructional leader, finance manager, emergency respondents, designer of professional development programs, and community builder. And in order to be functional school administrators, they have to go through a continuous development process that will hone their skills to the fullest and enable to acquire necessary knowledge that will enable them to perform their duties and responsibilities in the most effective ways.

The academic maturity of school administrators armed them with the essential knowledge and necessary skills to guide them to effectively and efficiently run a school. It will enable them to be a strategic in data-based decision-making process, resolve conflicts, surpass all the challenges brought by emergencies, and be well-versed in terms of handling finances and building school community.

The study sought to evaluate how does academic maturation helps private school administrators to handle basic education effectively and efficiently. In particular, the study sought answer on (1) how may the academic maturity of private school administrators be described, (2) how does the academic maturity of private school administrators serve as a guide for them to effectively and efficiently run a school, (3) what are the best practices of the private school administrators that may be shared with other school administrators, and (4) what learning plan can be crafted from the DepEd Order No. 24, s. 2020 also known as National Adaptation and Implementation of the Philippine Professional Standard for School Heads that will improve the academic maturation of private school administrators and will increase their effectiveness in running their schools?

The study focused on the seventeen (17) PEAC participating private schools in Sta. Maria, Bulacan which are offering basic education with seventeen (17) private school administrators as the participants in the School Year 2021- 2022.

The researcher made use of mixed methods research particularly the explanatory sequential design. It is employed with a survey questionnaire with quantitative problems and ended up with interview guide questions as to explore qualitative strand and to serve as techniques in data collection. The researcher utilized a combination of self-made questionnaire and crafted form the National Adaptation and Implementation of the Philippine Professional Standards for School Head (PPSSH) in order to evaluate the academic maturity of private school administrators in PEAC participating private schools in Sta., Maria, Bulacan for the School Year 2020-2021.

The first part of the questionnaire dealt with the description of academic maturity of the private school administrators which include their academic pursuits, employment of self-motivation, and self-discipline towards quality performance, ability to resolve conflicts with challenging people, responding to emergency situations, and developing trust among the school community.

The second part dealt on how school administrators perceive their academic maturity which serves as their guide to effectively and efficiently run a school on the basis of the following domains which were crafted from the PPSSH.

Part three dealt with probing questions that described the best practices of private school administrators which they may share with other private school administrators in running their schools.

From the reiterated findings of the study, the researcher found out that private school administrators are not academically mature in order to handle basic education effectively and efficiently. There are standards based on the PPSSH which were not met by the participants

particularly in terms of managing school operations and finances, responding in emergency situations, and commitment in developing self and ensuring people effectiveness. Thus, it is essential for the DepEd to equip the private school administrators with the necessary programs, training, and seminars that will arm them on how to effectively handle private schools in basic education.

Key Words: Academic Maturity, Basic Education, Private School Administrators, Academic Pursuits, Philippine Professional Standard for School Heads (PPSSH) , Leading Strategically, School Operations and Resource, Teaching and Learning, Developing Self and Others.

1. INTRODUCTION

Basic education comprises primary and secondary education. In K12 program, it covers Kindergarten and 12 years of basic education which includes six years of primary education, four years of Junior High School (JHS), and two years of Senior High School (SHS). Basic education brings awareness among the masses on literacy, mathematical understanding, and general life skills. Ensuring quality basic education brings hope to reduce chronic and inter-generational poverty and to perpetuate long-term sustainable development of the nation.

Each of the nations is doing its best in order for all their learners to get access to quality education. The responsibility of national development lies with its citizens, predominantly the youth. Thus, it is relevant that the youth of the nation are educated for they are the people who are responsible for establishing wealth for the nation and who are more capable of enterprising technological advancement for the country. In a developing country like the Philippines, education is the most crucial element in nation- building.

More so, most of the parents want to educate their children in the best possible educational environment and prefer private schools for their children. Parents have the right to express their preferences for a particular school that they want their children to attend (Yaakob, 2014). Private school administrators, as stewards of the school, play an essential role in ensuring a supportive learning environment for successful and effective teaching and learning.

According to DepEd Order No. 88 s. 2010 also known as the 2010 Revised Manual of Regulations for Private Schools in Basic Education (MORPE) Sec. 55, to maintain the quality of education being offered by the private schools, school administrators should possess appropriate educational qualification and shall have adequate experiences in school administration and this encompasses the qualities of an academic mature school administrators.

2.RESEARCH PROBLEM

The general problem of the study is: How does academic maturation help private school administrators to handle basic education effectively and efficiently?

Specifically, the study sought answers to the following:

1. How may the academic maturity of private school administrators be described in terms of:
    1.1 academic pursuits
    1.2. employment of self-motivation and self-discipline towards quality performance
    1.3. ability to resolve conflicts with challenging people
    1.4.ability to responding to emergencies

    1.5. developing trust among the school community?

2. How does the academic maturity of private school administrators may serve as a guide for them to effectively and efficiently run a school based on:

    2.1. leading strategically in setting school's direction, goals, and objectives,

    2.2. managing school operations and resources effectively

    2.3. promoting quality teaching and learning as an instructional leader

    2.4. commitment in developing self and ensuring people effectiveness

    2.5.competence in building a connection?

3. What are the best practices of the participants that may be shared among private school administrators in running school?

4. What learning plan can be crafted based on the Philippine Professional Standard for School Heads that will improve the academic maturation of private school administrators and will increase their effectiveness in running their schools?

Integrated Review of Related Literature and Studies

    The study is basically anchored to Maturity Theory (Argyris, 1962). It explains about human nature and behaviour and emphasizes that a continuous break of an immaturity situation turns to a maturity situation. According to the author, a mature person tends to be active, independent, and self-regulated. On the other hand, an immature person is passive, dependent, and lacks self-confidence and self-control. Furthermore, he believed that administrators who positively treat people may achieve the highest productivity. Common problems encountered by the administrators to his employees such as lack of interest in their work, disaffection, and low morale can be a sign of a mismatch of the management practice and mature adult personality. However, he suggested that in order to solve such problems, the administrators should adjust their supervisory styles that will encourage employees to participate in doing tasks and to expand job responsibilities.

    As leaders of the schools, it is vital for the school administrators to display the qualities of a mature person especially in dealing with management problems and conflicts with parents. Observing maturity theory in the practice of management styles will help the school administrators to be mindful of being active, independent, and self-regulated individuals. It is the duty of school administrator to educate him self with the knowledge necessary to improve his management competency and to be active to initiate relevant activities that will promote human relations not only in the school family but also in the extended community. Also, school administrators as stated in the maturity theory must also be self-regulated where he displays confidence in how knowledgeable he is in managing school concerns, pursue long-term goals, and be able to manage his emotions in emerging inevitable difficulties in the implementation of rules and regulations particularly resolving conflicts with parents, between and among faculty members and co-administrators. These challenges require the school administrators to possess ample knowledge about the legal bases that can serve as foundations in solving conflicts that explain circumstances in a more comprehensive manner and exhibit fairness both for the school and for the parents.

    In addition, **Total Quality Management Theory** (Hasmin, 2007) gives emphasis on the continuous quality improvement of products and services by continuous feedback. This theory focuses on the need to correct poor work and failed service implementation. According to the theory, "doing the right the first time and over and over again" will enable the organization to meet the customer needs and attainment of organizational objectives. Hence, working with school

policies and programs in addressing problems and finding solutions to inevitable conflicts over and over again until the satisfaction of clientele is met will result in good feedback and fulfilment of the school philosophies, vision, mission, goals, and objectives.

Whatever flaws and concerns needed to be addressed in the education system to be able to deliver quality education among learners, school administrators should support a culture of research to facilitate data- driven and evidence-based innovations to improve school performance and foster continuous improvement.

Lastly, **Fusion Process Theory** (Bakke, 1954) recommends that administrators need to combine employees' personal goals and organizational goals in achieving success. According to Bakke, the simultaneous operation of the two processes will enable the employee to contribute to the organization while fulfilling his own interests and therefore, reconstruct both individual and the organization. There are some features in Bakke's theory that emphasize satisfying the personal goals of employees will enable them to work more. Hence, it is important for the administrators need to realize that organizations cannot achieve organizational goals if the goals of the employees are not obtained first. More so, it must also take into consideration that human resources do not mean acquisition of required skills to perform their duties but also to hone human abilities to think and learn.

In formulating school guidelines and policies and in planning programs for faculty and personnel development, school administrators should always consider meeting the needs, welfare, and security of the school personnel. Providing beneficial programs will allow them to feel that they are highly regarded in contributing to the success and attainment of schools' goals and objectives. Such feelings of satisfaction will also motivate them to perform their duties and responsibilities effectively, find joy in their work and will enable them to spontaneously perform their tasks, not because of the compensation but because they are happily engaged in their everyday tasks.

The creation of DepEd Order No. 24, s. 2020 also known as National Adaptation and Implementation of the Philippine Professional Standards for School Heads (PPSSH) was institutionalized as a public statement of professional accountability for school heads to reflect and assess their own practice as they aspire for and pursue professional development. The PPSSH introduces a continuum of professional practice that supports school heads to pursue career progression amid various national and international reforms such as the K to 12 Basic Education Program and the Philippine professional Standards for teachers as well as ASIAN integration, globalization and changing characters of the 21st century learners.

The PPSSH defines professional standards that establish a quality of school heads and what is expected from them, be able to do, and value as they progress. The PPSSH framework shows the interaction between maximizing the effectiveness of the school and ensuring people effectiveness through a range of instructional and administrative practices stated in five domains such as: (1) Leading Tactically, (2) Managing School Operations and Resources, (3) Focusing on teaching and Learning, (4) Developing Self and Others, and (5) Building Connection. Such domains in a conceptual sphere give emphasis that the school heads have important roles in the improvement of the learner achievement. The Standards also explains the expectation of the increasing level of knowledge, practice and professional engagement of school's heads. Such understanding will enable them to apply their learning to a more complex range of leadership and management situations.

Domain 1: Leading Strategically. It encompasses the school head's commitment to his role in navigating the school towards its direction, goals and objectives and to ensure that these goals are understood and accepted by the stakeholders. In this domain, school administrators are expected to determine and possess a comprehensive understanding about the relevant sources of information such as existing laws, policies, research, feedback and context and be able to appropriately respond to the active and evolving needs of the school through supporting collaborative strategies with stakeholders.

Domain 2: Managing School Operations and Resources. It emphasizes the commitment of the school administrators towards their role in managing school systems and processes and ensuring efficiency, effectiveness and fairness in discharging functions in maximizing the health of the organization. In this domain, school administrators are expected to implement laws, policies and guidelines, and issues which are related in managing human, financial, and material resources. Culture of transparency and accountability should be established while delivering basic education services.

Domain 3: Focusing on Teaching and Learning. It deals on the promotion of quality teaching and learning. This domain gives emphasis on the commitment of the school administrators towards instructional leadership towards improving competence among teachers and learners outcomes. In addition, the school administrators are expected to provide technical assistance on instruction that has relation in the curriculum, practice, and performance and create a learner-centered environment which ensures access in inclusive, excellent, relevant and liberating education.

Domain 4: Developing Self and Others. This domain recognizes the commitment of the school administrators in nurturing themselves to others as his role in ensuring people and team effectiveness. In this domain, school administrators are expected to reflect their personal and professional development in order to enhance their practice in leading and developing people as they support personnel's professional development and welfare. Hence, provision of development means such as opportunities to learn, reflect, lead, and progress in their profession must be provided by them.

Domain 5: Building Connection. This domain highlights the commitment of the school administrators in engaging stakeholders in initiatives towards school community improvement and advocating shared responsibilities of everyone. In this domain, school administrators are expected to be responsible and accountable in the inculcation of intensive understanding of the vision, mission and core values of the school as well as direction of the school to other relevant entities. School administrators are also expected to hold skills in relating with, dealing with and forgoing with people and must be able to establish positive relationships with individuals and organizations having mutual trust, honesty, openness, respect, and commitment towards the shared same vision that aims to attain the institutional goals.

It is very timely that in the midst of the new education system, DepEd recognizes the need to empower the school leaders through the creation of PPSSH. Complying with the Minimum Standards set by the aforementioned education agency became challenging not only during the opening of classes but also throughout the implementation of the prescribed requirements for the entire school year. However, if the school administrators, particularly in private schools, possess academic maturity aligned with the Standards, dealing with challenges brought by the new education system, would not be as difficult as compared to those who do not engage in professional development.

4. METHODOLOGY

In order to come up with comprehensive findings on how private schools' administrators are academically mature, the researcher made use of mixed methods research using explanatory design. The study combined the good elements of qualitative and quantitative research approaches and so to hold on the academic maturity of private school administrators and their best practices in handling basic education.

It is employed with a survey questionnaire with quantitative problems and ended up with interview guide questions as to explore qualitative strand and to serve as techniques in data collection.

Method of research design is characterized by at least one combination of qualitative and one quantitative research component (Creswell, 2013). Mixed Method Research (MMR) is used by a researcher or a team of researchers that combines elements of a quantitative and a qualitative research method approach. Accordingly, an example of this is combining data collection from quantitative research viewpoint; interview and observation from qualitative research viewpoint.

In quantitative part, the level of academic maturity of private school administrators can be described in terms of their academic pursuits, employment of self- motivation and self-discipline towards quality performance, ability to resolve conflicts with challenging people, responding to emergencies, and developing trust among the school community. Furthermore, the components of academic maturity were also described on how they serve as guide for private school administrators to effectively and efficiently run the school based on the Philippine Professional Standard for School Head (PPSSH) such as leading strategically in setting school's direction, goals and objectives, managing school operations and resources effectively, promoting quality teaching and learning as an instructional leader, commitment in developing self and ensuring people effectiveness, competence in building connection.

Qualitative part of the research discussed best practices that school administrator can share in running their schools. Proving questions were utilized to guide the participants in the interview part in order to solicit data.

Significant Findings

The general problem of the study is: How does academic maturation help private school administrators to handle basic education effectively and efficiently? The researcher utilized a combination of quantitative and qualitative approaches to yield significant findings.

1. How may the academic maturity of private school administrators be described?

 A. Academic Pursuits

The private school administrators acknowledged the importance of pursuing post-graduate education. Aside from choosing credible universities, participants validated that they are performing well in school and take all the responsibilities of all their undertakings to pursue high quality learning. It is very distinct in the table that the concept of beating the enemy called "average" was interpreted as *evident*. This only signifies that the desire of making themselves beyond an average person does not surface within their senses. Because the awareness of being important to excel in academic pursuit, encompasses all the items mentioned in the instrument.

B. Self- Motivation and Self-Discipline towards Quality Performance

Possessing self-motivation and self-discipline is the most important elements to have quality performance. With 9 items which discuss the participants' perception towards self-motivation and self-discipline, 6 of them (66%) got the interpretation of *evident* which means that even though they always put all their energies and do their best in all their work endeavours, having their methods in dealing with difficulties, procrastination, staying focus and knowing the reason why to perform everyday were the loops that compromised self-motivation and self-discipline.

C. Ability to Resolve Conflicts with Challenging People

In terms of participants' ability to resolve conflicts with challenging people, it is very evident that school administrators are capable of resolving conflicts however, *setting out a future course of action* surfaced with *evident* as an interpretation. This means that marking and laying out plans in a systematic manner on the consequences to be taken by the challenging people was not given emphasis.

D. Responding to Emergency Situations

School administrators must be equipped with the knowledge on how to respond to emergency cases. It was found out that out of 11 items, 10 items which is 90% of the items got the interpretation of *evident.* Such items show that in terms of responding to emergency situations, participants were not that armed with the knowledge and skills on how to respond during emergency situations as supported with the same interpretation.

Nevertheless, both provision of the personal training and workshop on how to deal with students and personnel who are under trauma due to the experienced crisis events and failure to allocate funds to use to support necessary expenses while in the process of overcoming and recovery period under emergency situations. This means that the aforementioned statements should be given importance in order to claim that school administrators can handle basic education effectively.

Moreover, some of the participants failed to see the importance of establishing contacts and setting arrangements with government agencies which could be of help in times of emergency and collaborating with the experts in creating emergency management systems, plans and guidelines.

E. Developing Trust among School Community

With regard to the ability of the school administrators in developing trust among the school community, it was found out that participants are capable of developing trust among school community members.

2. How does academic maturity of private school administrators serve as a guide for them to effectively and efficiently run a school?

a. Leading Strategically in Setting School's Direction, Goals and Objectives

The interpretation of *stable and flexible* signifies that school administrators perceived that they are able to lead the school strategically in terms of setting school's direction, goals and objectives. The participants claim that they have the knowledge and

understanding to align their school policies programs, projects and activities with the DepEd mission, vision and core values. However it was also found out they find it hard to identify from reliable sources in facilitating data-driven and evidence-based innovations to improve the performance of school administrators.

On the other hand, school administrators display the knowledge on processing and creation of monitoring and evaluation tools on how to effectively promote learners achievement. More so, participants do not demonstrate knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.

b. Managing School Operations and Resources Effectively

With regard to the perception of the school administrators in terms of managing school operation and resources effectively, it was found out that the participants are not quite capable of managing their school operations and finances. This is supported with the interpretation of *measured and controlled*.

Item number 12, *demonstrate knowledge and understanding of policies, guidelines and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned with the school plan,* is a very distinct one because it got the lowest computed value. It can be assumed that school administrators do not get involved in the procurement, disbursement, and liquidation of finances since the school has a finance officer who is in-charge of the said duties.

Nevertheless, it was also found out the school administrators have limited knowledge and understanding on the guidelines and policies which pertain to acquisition, recording, utilization, repair and maintenance, storage, and disposal in managing school facilities and equipment as well as in terms of **on** managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction**.** .

c. Promoting Quality Teaching and Learning as an Instructional Leader

As instructional leaders, it surfaced in the study that school administrators have the ability to promote quality teaching and learning as it is supported by the weighted computed mean of 4.66 with the interpretation of very evident.

However, *demonstrate knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum,* it can be assumed that school administrators have inadequate understanding on how to integrate career awareness and opportunities in the provision of learning experiences among students.

d. Commitment in Developing Self and Ensuring People Effectiveness

School administrators in relation to their commitment in developing self and people effectiveness, it was found out that generally, the participants have insufficient knowledge and understanding on the professional development in enhancing strengths and addressing performance gaps among school personnel which compromises their commitments in developing self and ensuring people effectiveness.

e. Competence in Building Connection

With regard to the perceptions of school administrators in terms of competence in building connections, an interpretation of *stable and flexible* justifies that the participants are competent in establishing connection with the community.

In fact, it was revealed that school administrators demonstrate skills in dealing with authorities, colleagues, parents and stakeholders to encourage an enabling and supportive environment for learners. Though, as it was found out that school administrators are not much competent in demonstrating their skills in speaking and writing, as well as in utilizing communication platforms, in communicating with teachers, learners, parents and other stakeholders.

3. What are the best practices of the respondents that may be shared among private school administrators in running school?

Private school administrators recognize the importance of academic maturity in order to handle the basic education effectively. They believe as the navigators of the private school, they need to be armed and equipped with the necessary skills and understanding to effectively overcome the struggles, barriers and conflicts in handling basic education. This could only be possible if they will be academically matured through engaging with their academic pursuits, employment of self- motivation and self-discipline towards quality performance, ability to resolve conflicts with challenging people, responding to emergency situations, and developing trust among the school community. More so, they need to meet the standards set by the DepEd Order No. 24 s. 2020 also known as the Philippine Professional Standard for School Head (PPSSH).

From the participants' clear description, themes emerged pertaining to the best practices of the participants in the following probing questions.

Best Practice 1: We make sure that we always attend seminars and webinars regarding the updates and new trends in education."

Best Practice 2: Research plays an important tool in re-engineering and re-tooling the curriculum. It is the duty of school administrators to enhance their managerial skills through research.

Best Practice 3: In implementation of curriculum using varied research-based strategies, it helps them to keep in mind that it is not about writing the best lesson plan or developing a perfect set of in-class projects and assignments. Instead, what is the most important thing is meeting the needs of the learners.

Best Practice 4: Setting the standards for professional development, it is important that teachers are well-motivated and prepared to participate and organize professional learning programs.

Best Practice 5: They involve themselves and the stakeholders in an honest and clear communication and practice of what they believe in and stand for as a school.

Best Practice 6: School administrator should be flexible. He or she must be ready and able to change so as to adapt to different circumstances to establish a positive relationship among the school community."

To summarize, the best practices shared by the academically mature school administrators in handling basic education effectively is to be abreast with latest trends, issues and legal basis through attending seminars; base their decisions from research, set standards in formulating professional development programs for faculty members and school personnel, allow the stakeholders and school community members to get involve in school's activities, and school administrators must possess the characteristics of being flexible and honest.

5. CONCLUSION

From the reiterated findings of the study, the researcher was able to formulate this conclusion:

Private school administrators are not academically mature in order to handle basic education effectively and efficiently. There are standards based on the PPSSH which were not met by the participants particularly in terms of managing school operations and finances, responding in emergency situations, and commitment in developing self and ensuring people effectiveness. Thus, it is essential for the DepEd to equip the private school administrators with the necessary programs, training and seminars that will arm them to improve school administration and school outcomes as it bridges educational policy and practices to effectively and efficiently handle private schools in basic education.

6.RECOMMENDATIONS

With the sufficient interpreted data, responses from the participants of the study and after the thorough analyzation of the finding, the researcher is humbly recommending the following:
1. Private school administrators must pursue post-graduate education that will equip them with the knowledge and relevant information on how to implement laws, guidelines and policies necessary to run the school effectively and efficiently. This can be promoted through scholarship grants to be given to the qualified faculty members.
2. Private school administrators are encouraged to have personal development engagement such as reading books, attending seminars, and watching videos that discuss self-motivation, personal development and leadership.
3. DepEd must provide training and workshops for school personnel on how to deal with students and personnel who are under trauma due to the experienced crisis events
4. Private school administrators should allocate funds that can be utilized to support necessary expenses while in the process of overcoming and under the recovery period of the experienced emergency situations.
5. Private school administrators are encouraged to collaborate with the experts in formulating emergency management plans with comprehensive guidelines for various crisis events that will enable the designated school personnel to manage quick and appropriate response before, during and after the crisis events.
6. DepEd must provide training programs that will educate private school administrators with basic accounting and bookkeeping to arm them with knowledge on how to manage school's finances, as

well as in disbursement and liquidation aligned with the school plan. This will also enable the school administrators to create their school's financial management system which will allow them to monitor and evaluate the school's financial status.

7. The school administrators are encouraged to initiate intensive training and seminars which will provide technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas and to integrate career awareness among learners and provide learning opportunities that will connect their classroom learning with future workplace.

8. There must be intensive programs to be provided by the DepEd for the private school administrators to acquire knowledge and skill in facilitating data-driven and evidence-based innovations to improve the performance of school administrators and to be strategic in decision-making process.

9. DepEd must initiate programs that will enhance the speaking and writing skills of private school administrators, as well as in utilizing communication platforms, in communicating with teachers, learners, parents and other stakeholders.

10. Private school administrators are encouraged to create evaluation tools that will measure the display of knowledge acquired and behavioural change of the school personnel with regard to the provided development programs.

11. Private school administrators are encouraged to promote school-community programs to share the accomplishments of the school to the community that may result in determining the specific needs of the community by which the school can give assistance.   Through this, education would be recognized implementing client-based activities and the school can respond to a diverse community.

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