



MULTI-TASKING PRACTICES AND TASK-BASED MANAGEMENT STYLE OF CLASSROOM LEADERS AND ITS IMPACT ON TEACHERS' PERFORMANCE AND PRODUCTIVITY

¹VERONICA JANES S. LAGUNA, ²ELISA N. CHUA

¹0000-0003-2729-6465, ²0000-0003-1358-9953

¹veronica.laguna@deped.gov.ph, ²elisa.chua@lspu.edu.ph

¹San Lucas I Elementary School, Brgy. Dolores, San Pablo City, Laguna, Philippines

²Laguna State Polytechnic University San Pablo City, Laguna, Philippines

ABSTRACT

This research study designed to assess the perception of teachers on multi-tasking practices, task-based management style of classroom leaders and its impact on teachers' performance and productivity. The research is intended to deal with the difficulty of teacher in handling numerous multiple assignments/tasks aside from the usual teaching loads. The following are the compelling objectives in the conduct of the study: determine the perceptions of teachers on multi-tasking practices and task-based management style and find out the impact on classroom leaders' performance and productivity of teachers having multi-tasking practices. This study is generally a descriptive designed research. The statistical tools that were used to analyze the data are the weighted mean, frequency distribution, percentage, standard deviation and Pearson r. Results revealed that teacher-respondents perceived multi-tasking in terms of instructional task, academic functions, co-curricular and community service as well as task-based management style as "very highly practiced". They also perceived the level of their performance as "very highly performed" based on the Philippine Professional Standards for Teachers and they were also very highly productive in their job and other tasks. Based on the findings the following conclusions are drawn: There is a significant relationship in the perceptions of teachers as to the multi-tasking practices to teachers' performance and productivity therefore the null hypothesis is not supported. There is a significant relationship in the perceptions of teachers as to the task-based management style to teachers' performance and productivity therefore the null hypothesis is not supported.

Keywords: Multi-tasking and Task-Based Management Style, Teachers' Performance and Productivity, Quantitative Method of Research, Lakeside District.

INTRODUCTION

In the Lakeside District, multi-tasking skills have become an important tool of the teachers in their workplace. With intense pressure on time and finishing multiple tasks at once, a teacher is forced to multi-task, in order to save time. Multi-tasking skills are, generally, considered the deciding factor between leaders and followers. Leaders have excellent multitasking skills; they can, and are required to, take care of multiple things at the same time.

Teachers who multi tasks help them in managing the time better, getting things done on time and finding some spare time for themselves. The rapid pace and high demands of the modern workplace, for instance in school teachers search of ways to increase their productivity. One popular technique that many teachers utilize in an attempt to execute many tasks quickly is known as multi-tasking. When a teacher attempts to multitasks, he or she accomplishes



two or more tasks at the same time. Many teachers claim that their ability to multi-task is one of their most important skills. These workers argue that multitasking allows them to remain productive even when overwhelmed with activity.

The Department of Education (DepEd) issues the enclosed Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. These guidelines affirm the role of the K to 12 teachers as facilitator of learning. Preparing for lessons through the Daily Lesson Log (DLL) or Detailed Lesson Plan (DLP) provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process. These guidelines also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom. The purposes will be worthless if the teachers are pre-occupied with multiple tasks aside from teaching.

It has been said that "You cannot give what you do not have". With this, teachers should continue to learn, pursue their Master's degree or Doctoral degree, attend seminars, trainings, and workshops to improve their ability in teaching. Effective teachers apply what they have learn from their training to their class. Good teachers make best preparations for teaching, prepare adequate teaching materials and aids for the class. They must be flexible and recognize individual differences and respond to immediate needs of their pupils. Good teachers are also committed to their profession even at the extent of self-sacrificing in the call of duty, when the need arises.

Under Republic Act 4670 also known as the Magna Carta for Public School Teachers, section 13 emphasizes that teaching hours shall not be required to render more than six hours a day. Provided however, that where the exigencies of the service so require, any teacher may be required to render more than six hours but not exceeding eight hours.

The teacher is the classroom's manager. As a manager, he is also the leader. As a leader, he has various tasks like: instructional, academic, co-curricular and community services. Effective classroom teacher can help improve

the quality of learning. A real test of a good teacher is the extent to which he/she contributed to the growth and development of the pupils. Good classroom leaders are characterized by the development of a human person so as to discover his strength and weakness as bases for the improvement of learning process.

Classroom leaders who have been working more than the described time in a day, switch one task to another depending on the need and urgency of the job to be finished just happened to become a routine. Teaching, supervising, making documents and more works might affect also the quality of the work outputs they produce.

The Lakeside District of San Pablo City comprises a population of learners and teachers that need attention and focus. Based on some feedback, teachers viewed their job with many complex and laborious tasks that requires enough experience in order to handle effectively. Some thought that as our education system progress, the job description of the teachers shifts into a broader form.

In this study, the researchers wanted to find out the impact of multi-tasking practices of teachers' performance and productivity in Lakeside District. The result of this study may give more information and may guide of him in helping the school administrator to managerial obligation particularly in the selection and delegation of different tasks for the teachers.

OBJECTIVES OF THE STUDY

This study aimed to determine the relationship between the multi-tasking practices and task-based management style of classroom leader and their performance and productivity. Specifically, this study sought to: 1) determine the perception of teacher-respondents on their multi-tasking practices in terms of: instructional task; academic functions; co-curricular task; and community service. 2) find out how do respondents perceive the extent of teacher practices task-based management style as to: costumer focus; leadership; engagement of people; process approach; improvement; evidence-based decision making; and



relationship management. 3) assess the performance level of teachers in terms of content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development.

METHODOLOGY

The study utilized the measurement of research to describe fully the characteristics of multi-tasking practices and task-based management style of classroom leaders as variables of teachers’ performance and productivity.

More so, the main instrument in gathering data of the study was a self-made questionnaire. This method was used to simplify the data gathering. A questionnaire is a list of written questions related to the characteristics of the independent variables with a space provided for indicating responses to each question. To ensure that the content and format is congruent with the definition of the variables and the sample of content to be measured, the researcher submitted the questionnaire to the thesis adviser for corrections and suggestions.

The respondents of the study were the teaching staff of the five elementary schools in Division of San Pablo City, Lakeside District for S. Y. 2018 – 2019 namely: San Pablo Central School, CM Azcarate Elementary School, Bagong Pook Elementary School, San Lucas I Elementary School and San Lucas II Elementary School.

The researcher conceptualized the paradigm using the concepts of multi-tasking practices, task-based management and teachers’ performance and productivity. After the conceptualization of the paradigm, was the identification of the statement of the problem based on the variables stated in the research paradigm.

The researchers prepared request letter to conduct the data gathering in the participant schools within the Division of San Pablo City, Lakeside District. Primarily, the questionnaire was designed for the classroom leaders. It has a

set of questions addressing issues related to the teaching performance and productivity and to the type of multi-tasking practices and task-based management style of classroom leaders; the researchers also conducted visits to retrieve data. Follow-up were done in case of discrepancies and compiled the accomplished questionnaires and tallied the obtained data.

Validity of the instrument were established using the following tools: for the profile of the respondents, frequency distribution and mean were used; mean and standard deviation were used in determining the perception of respondents on multi-tasking activities of teachers, perceived level of the respondents on the task-based management style of teachers, the performance level of teachers and the perception of teachers’ productivity.

The significant relations of the factors were determined by Pearson *r* at .05 level of significance.

RESULTS AND DISCUSSION

1. Perception of teacher-respondents on their multi-tasking practices

Table 1
Summary on Multi-tasking Practices

Variables	Mean	SD	VI
Instructional Task	4.56	0.43	VHP
Academic Functions	4.35	0.58	VHP
Co-curricular Task	4.45	0.53	VHP
Community Service	4.33	0.58	VHP
Overall	4.42	0.53	VHP

Table 1 displays the summary perception of the respondents regarding multi-tasking with an overall mean of 4.42 and interpreted as very highly practiced. In final analysis, the teachers are consistent in practicing multi-tasking in doing their role and responsibilities in terms of instructional task, academic functions, co-curricular task and community service. They also take into consideration the satisfaction of their pupils and other stakeholders.



In addition, teacher respondents are very much aware on how to handle different tasks that will not affect their duty as a classroom leader. Despite of multiple tasks, they are effective in doing the instructional task, academic functions, co-curricular task and community service. Teachers in Lakeside District are aware of Memorandum No. 291, s. 2018, teachers' responsibilities in spite of numerous tasks or assignment, that's why teachers performed multi-tasking to handle those errands.

The data also show that Instructional task got the highest mean of 4.56 and interpreted as very highly practiced. It denotes that the respondents focus on instructional task, teachers in Lakeside District are always prepared in their daily lesson log/lesson plan and doing an instructional material that are appropriate, adequate and suited in the level of their pupils. Teachers also accomplished all school forms that are needed to check the accuracy at the end of the school year. Four classroom observations are required for the whole school year, but teachers can be observed more than four times for the technical assistance from the supervisor, school head and master teacher

2. Extent of teacher practices task-based management style

Table 2
Summary on Task-Based Management Style

Variables	Mean	SD	VI
Costumer Focus	4.48	0.48	VHP
Leadership	4.51	0.49	VHP
Engagement of People	4.45	0.49	VHP
Process Approach	4.42	0.55	VHP
Improvement	4.52	0.52	VHP
Evidence-based decision making	4.33	0.56	VHP
Relationship Management	4.35	0.54	VHP
Overall	4.44	0.52	VHP

Table 2 shows the summary of results on Task-based Management Style. As presented the overall mean is 4.44 and interpreted as very highly practiced. The result further shows that the teachers are stable in practicing task-based management which focus on the welfare of the pupils, which show whether there is unity within the school, how teachers deal with others, how teachers help other in establishing responsibility and the continuous training of teachers. They also put emphasis on the assessment process as based for decision making and how the stakeholders are being managed by the teachers.

It is also evident that all indicators under the task-based management style are perceived by the teacher respondents as very highly practiced. It denotes that classroom leaders in Lakeside District focus on the tasks that need to be executed to meet certain objectives or to attain a particular performance standard. The respondents in Lakeside District put emphasis on structure and goal, step-by-step preparation and reward/punishment systems and prioritizing accomplishment of specific outcomes, sticking to rigid schedules and requiring employees to set process-oriented goals and formulate plans to achieve them.

3. Performance level of teachers

Table 3
Summary on the Performance Level of Teachers- Respondents

Variables	Mean	SD	VI
Content Knowledge and Pedagogy	4.25	0.60	VHP
Learning Environment	4.34	0.56	VHP
Diversity of Learners	4.19	0.59	VHP
Curriculum and Planning	4.23	0.59	VHP
Assessment and Reporting	4.25	0.61	VHP
Community Linkages and Professional Engagement	4.28	0.61	VHP
Personal Growth and Professional Development	4.36	0.52	VHP
Overall	4.27	0.58	VHP



Table 3 presents the summary of performance level of teacher respondents with overall mean of 4.27. This interpreted as very highly performed. In final analysis, the teachers are outstanding in their performance as a teacher focus on the knowledge of teachers; how they react on their workplace; focus on the pupils' need; how they plan based on curriculum and assessing the needs of the pupils and how to report it in the concerned person; community linkages. Also teachers communicate and engage on the stakeholders; and personal growth and professional development.

It was revealed that the performance level of teacher respondents is very high, and it implies that they are effective teachers who exhibit certain capability and qualifications. These include verbal ability, coursework in pedagogy, knowledge of special-needs pupils, teacher certification, and content understanding of the specific subjects to be taught. Personal qualities of teachers such as a positive and compassionate attitude, fairness and respect for pupils, enthusiasm, dedication and reflective teaching contribute to their effectiveness in the classroom. Just as important are classroom association and classroom management ability. Instructional planning, allocating time for academics, keeping pupils engaged, using appropriate instructional approaches, correctly sequencing instruction, questioning approaches, monitoring learning and differentiating learning for individual pupils are all important qualities of an effective.

4. Perceive job productivity of the classroom leader

Table 4
Summary Table on Teachers' Productivity

Variables	Mean	SD	VI
Task Capacity	4.33	0.51	VHP
Individual Capacity	4.34	0.53	VHP
Individual Effort	4.42	0.53	VHP
Overall	4.36	0.52	VHP

Table 4 highlights the summary of the respondents' perception regarding teachers' productivity. The overall mean is 4.36 and interpreted as very highly productive. In final analysis the teachers are consistent to become more productive in terms of task capacity, individual capacity and individual effort. It implies that individual characteristics that constitute the knowledge, skills, and abilities of an individual bring to job productivity.

It is apparent that teachers perceived all statements as very highly productive. It means that teachers in Lakeside District are aware on how to become an effective teacher even when gives multiple tasks to improve the overall productivity of the faculty such as recruitment based on possession of skills, knowledge and attitudes relevant to performance of their task of teaching. Output refers to pupils' learning.

5. Significant relationship between multitasking practices and teachers' performance.

Table 5 shows significant relationship between multi-tasking practices and teachers' performance. This implies that teacher-respondents with greater content knowledge in a given subject and those with more teaching related to his/her multi-tasking practices developed their teaching skills, attitudes, and knowledge that can be used effectively inside the classroom to support learners understanding, involvement and success in different learning contexts.

Teacher-respondents are required to accept other duties not directly related to teaching, it shows that these duties lead them to higher level of thinking when it comes to curriculum development and learners development, this also strengthen participation not only to the school organization but to community partnership. Teacher-respondents performed multi-tasking practices. It marked various performance and more accountable to learners 'outcome. Teacher in Lakeside District also know to manage their time, apply strategic action to handle contact time with their learners,



Table 5
Correlation Between Multitasking Practices and Teachers Performance

Variables	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Development
Instructional Task	.676**	.619**	.596**	.610**	.635**	.620**	.585**
Academic Functions	.728**	.662**	.658**	.688**	.672**	.673**	.667**
Co-curricular Task	.722**	.648**	.641**	.658**	.689**	.667**	.646**
Community Service	.669**	.608**	.601**	.623**	.630**	.653**	.600**

share ideas to other teachers, flexibility of teachers in handling multiple tasks but not compromising the performance of teachers.

The data in Table 5 reveal that multi-tasking practices with instructional task, academic functions, co-curricular task and community service signify performance of teachers in Lakeside District.

6. Significant relationship between multitasking practices and teachers’ and productivity.

Table 6
Correlation Between Multitasking Practices and Teachers’ Productivity

Variables	Task Capacity	Individual Capacity	Individual Effort
Instructional Task	.633**	.606**	.592**
Academic Functions	.735**	.691**	.700**
Co-curricular Task	.696**	.674**	.673**
Community Service	.630**	.599**	.649**

Table 6 exhibits significant relationship between multi-tasking practices and teachers’

job productivity. This implies that teacher-respondents attending different trainings/seminars/workshops and other opportunities related to their multi-tasking practices developed their teaching abilities, manner, and expertise that can be used effectively inside and outside of the classroom to support pupils understanding, involvement and success in different academic and non-academic activities.

According to Kraft and Papay (2015), teachers who work in supportive school environments become more effective at raising pupil performance over time than do teachers who work in less supportive schools. According to their findings, schools that support teachers in improving their practices have strong leaders, opportunities for collaborative learning, and a culture of mutual respect and shared commitment to pupil learning.

Jesli Lapus (2008) highlights that—Teachers training and development is a DepEd priority program that will redound to the delivery of quality education to our learners. Trainings are considered as a learning process whereby teachers learn skills, concept, attitudes, and knowledge to aid in the attainment of goals.

7. Significant relationship between task-based management and teachers’ performance.



Table 7
Correlation Between Tasked-based Management Style and Teachers' Performance

Variables	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and development
Costumer Focus	.723**	.674**	.632**	.658**	.681**	.660**	.635**
Leadership Engagement of People	.712**	.677**	.644**	.681**	.687**	.659**	.623**
Process Approach	.741**	.685**	.690**	.739**	.743**	.684**	.680**
Improvement	.732**	.647**	.657**	.708**	.688**	.702**	.599**
Evidence-based decision making	.683**	.662**	.604**	.659**	.607**	.615**	.574**
Relationship Management	.792**	.706**	.723**	.757**	.731**	.724**	.661**
	.718**	.638**	.676**	.694**	.659**	.706**	.649**

Table 7 presents the significant relationship between task-based management style and teachers' performance. This entails that teacher-respondents management style is an effective way of human efforts for it brings system and orderliness to people's endeavors. In addition, it proved that having a good management style greatly affect their performance as a teacher. Some of the teachers in Lakeside District attended Regional Training of Teachers on Pedagogical Retooling in Mathematics, Language and Science (PRIMALS). The said training focus on pedagogical approach in English, Filipino, Science and mathematics wherein teachers can apply it in teaching and enhance their performance in terms of teaching the said subjects.

As Johnson (2015) argues, opportunities for teachers to engage in close collaboration with colleagues are essential for ensuring that teachers' knowledge about content, students, and pedagogy is made public and can benefit teachers' colleagues. It also indicates that students directly benefit when their teachers have opportunities to work with more effective colleagues. This suggests that policies designed to strengthen the teaching force may be more successful if they take a collective and collaborative approach to growing professional capacity, rather than focusing on ranking and rewarding individual educators.

8. Significant relationship between task-based management and teachers' productivity

Table 8
Correlation Between Tasked-based Management Style and Teachers' Productivity

Variables	Task Capacity	Individual Capacity	Individual Effort
Costumer Focus	.720**	.709**	.692**
Leadership Engagement of People	.709**	.663**	.682**
Process Approach	.752**	.698**	.728**
Improvement	.677**	.668**	.675**
Evidence-based decision making	.683**	.656**	.668**
Relationship Management	.767**	.723**	.697**
	.674**	.691**	.667**

Table 8 reflects a significant relationship between task-based management style and teachers' productivity. This implies that teachers in Lakeside District are the key personality in any education institution and their contribution had been widely recognized by different organizations. Teachers' positive attitude towards his work and environment maximizes their ability, personality and relations with students. Teacher-respondents show that they love their work.

According to Agboli and Chikwendu (2006), the most effective managers vary their



styles depending on the individuals' knowledge and skills, the nature of the task and the other factors.

Goetzel (2008) in his study reached the conclusion that the relationship between employee health and safety in the workplace with productivity is significant.

According to Panda and Mohanty (2003), cited by Usop et al., (2013) the teachers are the key personality in any education institution and their contribution had been widely recognized by different organizations. Teachers' positive attitude towards his work and environment maximizes their ability, personality and relations with students. It is a proven fact that teachers' performance had contributed much in students' learning and academic achievement.

CONCLUSIONS

The following are the salient findings of the study.

1. The perception of teacher-respondents on their multi-tasking practices in terms of: instructional task; academic functions; co-curricular task; and community service as – very highly practiced.
2. The extent of teacher practices task-based management style in terms of costumer focus; leadership; engagement of people; process approach; improvement; evidence-based decision making; and relationship management as – very highly practiced.
3. The performance level of teachers in terms of content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development – very highly performed.
4. The perceived job productivity of the classroom leader in terms of task capacity; individual capacity; and individual effort as very highly productive.

5. There is significant relationship between multitasking practices and teachers' performance.
6. There is significant relationship between multitasking practices and teachers' productivity.
7. There is significant relationship between task-based management and teachers' performance.
8. There is significant relationship between task-based management and teachers' productivity

RECOMMENDATIONS

The following are the recommendations set forth based from the findings of the study and the conclusions drawn.

1. Teachers may be encouraged multi-task to continuously execute their role and responsibility as well as other assigned tasks for the progress of school and development of the entire school association.
2. Teachers may be mandated to pursue master's degree not only for promotion reason but for professional growth and development of teachers, a certain scholarship program shall benefit all teachers and be fairly given to all teachers in school and not only to those who are capable and with potentials.
3. School heads are encouraged to adjust process of giving the right tasks to the right person in order to maximize the teachers' potentials and value in accomplishing the tasks without sacrificing the main functions of a teacher.
4. School heads may limit the making of avoidable assignment to teachers thus prioritized the —filtering out of tasks to effectively delegate effective and efficient teachers in the school.
5. A connected study may be carried out but not limited from the responses of teachers through self-made questionnaires but an interview and focus-group conversation may



also be incorporated in order to hear the voice of the teachers.

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AUTHORS' PROFILE

Veronica Janes S. Laguna, is a Teacher III at San Lucas I Elementary School, San Pablo City. She teaches Mathematics 5, Edukasyon sa Pagpapakatao 5, Filipino 6 and MAPEH 6. She is the teacher-in-charge from 2016 up to the present. She is the former Information Communication Technology Coordinator of SL1 ES. She has served as school paper adviser and coach of Student Journalists from 2011 up to the present. She earned her Master's Degree at Laguna State Polytechnic University, San Pablo City.



Elisa N. Chua, is an Associate Professor V at Laguna State Polytechnic University, San Pablo City Campus, College of Teacher Education, Faculty of Graduate Studies and Applied Research. She teaches science courses in undergraduate program and





major science subjects, methods of research and thesis writing in the graduate program. She is the former Research Services Chairperson of LSPU. She has served as thesis adviser to numerous graduate students major in Science and Technology and Educational Management. She earned her Master's Degree at Ateneo de Manila University and Doctor of Philosophy in Educational Management at Philippine Normal University, Manila.

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