School-Based Management, School Structure, Pay–Pay-for-Performance: A Causal Model on Effective Development in Public Schools in Region XI

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study aimed to determine the best-fit model for effective performance management and development in public schools. Using descriptive-correlational and Structural Equation Modeling, the writer selected 400 Secondary Teacher I to Teacher III respondents from the eleven divisions of Davao Region, Philippines, through stratified sampling. This study adapted four downloaded questionnaires from internet sources. The questionnaires were modified and included only the items relevant to the study. The draft was submitted to the writer's adviser for comments and suggestions. Results revealed very high levels of school-based management, and school structure, while pay-for-performance showed high results. On the other hand, the endogenous performance management and development of teachers obtained a very high level of descriptive equivalent. Significant correlations existed between the three exogenous variables: school-based management, school

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structure, and pay-for-performance, and the endogenous variable, effective performance management and development. Findings also revealed that Model 3 portrayed the best-fit model exhibiting direct causal relationships of school-based management, school structure, and pay-for-performance on performance management and development. Further structure modifications showed that Performance Management and Development were defined by its retained indicators: Performance Review Meeting, Motivation, and Career Development. Moreover, School-based Management was described by its domains: Leadership and Governance, Curriculum and Instruction, and Resources Management. Also, School Structure was ascertained by its retained indicators: Physical Structure of the Building, and Organizational Structure of the Building. Finally, Pay-for-Performance was determined by its domains: Performance Pay, and Development and Evaluation. The findings of this study may shed light and ameliorate cognizance concerning how institutions may boost organizational efficiency.

Keywords: School-based management; school structure; pay-for-performance; performance management and development.

1. INTRODUCTION

One of the most important concerns confronting educational institutions worldwide is the management and improvement of teachers' performance. According to the study of Alshaikhi and Alshaikhi [1], problems with the execution of performance management itself are the root cause of teachers' dissatisfaction. Additionally, the performance management system must gather essential data that should be a springboard for school leaders to craft teacher guidelines. Data also pointed out teachers' belief in the existence of biases and the lack of training among school heads in performance management systems. Similarly, Kamau, Bula, and Oringo [2] agreed that this system is viewed as detrimental and inflicted as a form of punishment among teachers.

To mitigate the dilemmas above, the Department of Education (DepEd) has implemented a performance management system following the organization's thrust. This system ensures that the workforce is geared towards attaining the desired goals. A performance management system lays the exact expectations and framework, enhancing performance and the organization's performance. The information serves as the basis for analyzing strengths, evaluating faulty areas, examining potential growth, helping the organization develop talents, improving individual performance, and lessening predicaments, as cited by Mamauag and Antonio [3]. More so, the metamorphous disparate needs of the teachers incited DepEd to craft and realign performance management policies, identify employees' needs, and create solutions to address workers' demands, thus increasing employee engagement and productivity. The study of Amulaiki [4] confirmed that a performance management system has a significant moral effect on employees' efficiency.

One of the panaceas that educational institutions have been implementing is School-Based Management (SBM). Several researchers like Carr-Hill, Rolleston, and Schendel [5]; Elmelegy [6]; Usman, Muslim, Nur, Saiful, and Yunus, [7] alluded to the positive relationship between implementing School-Based Management and satisfactory organizational operation. Countries such as Thailand, the United States of America, Australia, Indonesia, New Zealand, England, and Wales attributed the success of their schools to bolstering SBM implementation, Pepugal [8] stated.

On the other hand, some researchers figured out the relationship between school structure as one of the underlying factors for organizational success. There is an established consensus that organizational structure has a significant relationship with school performance, as opined by Kirui [9]; Lam [10]; Perawironegoro [11]. Researchers Ahmed, Tayyub, and Ismail [12] have also substantiated the significant effects of a conducive classroom, a part of the organization's physical structure, which helps educators facilitate learning effectively and support students to acquire learning conveniently, leading to better academic performance.

In addition, Nyathi and Bhebhe [13] viewed that flexible structures allow teachers to learn and share insights; it is a system that provides an opportunity for teachers to create teams and express views about new trends, developments, and skillsets relevant to teaching. The dynamic

flow of information in the 21st century requires teachers to adapt and adjust rapidly so schools do not use obsolete information and teaching pedagogy. Hence, teams are indispensable to endlessly notify every member, which is advantageous for the entire school. Guhao Jr. and Quines [14] affirmed that leaders need to assist and hone the teamwork skills of their people if they steer an organization toward success. In another study conducted by Songcog and Guhao Jr. [15], they posited that school heads may facilitate social gatherings, which offer an avenue to kindle fellowship and teamwork.

Anent to performance management system implementation, Brown, Mazumdar, and McCracken [16] uncovered that in the year that they conducted a study based on the online published study, 77- the highest number of researches on this subject came from European countries, 56 researches were also conducted in Asia, another 53 were also done in North America, and a lesser number of studies were found from Australia and New Zealand which has obtained a record of 18. Conversely, only four studies come from Africa and two from the South American context. This prompted the writer of this study to assess the performance management practices, especially since the locale of this study is part of an Asian country, which is second only among those keenly interested in the conduct of performance management study. So, if organizations aim to compete with world-class countries like European countries, studies such as this are imperative.

From a global perspective, the results will aid educational institutions in crafting programs about school-based management, school structure, and pay-for-performance. This study is committed to creating essential contributions and shedding light to assist the Department of Education in policy-making. Hence, making the results the springboard for program implementation. These scientific data shall succor school heads in determining the predictors of effective performance management. Thus, the best-fit model will serve as its basis for creating strategies and formulating policies toward enhancing teachers' performance and the organization. This will also help the teachers understand how school-based management, school structure, and pay-for-performance affect performance management and development. Consequently, this study will be of great use

among students as they are the recipients of all enhancement programs instigated by the department. And the results of this study could be utilized as secondary data for future study.

2. METHODOLOGY

2.1 Study Design

This study employed the quantitative study method. It is quantitative because it involves collecting and analyzing numerical data. It is also used to find patterns and averages, make forecasts, test causal relationships, and draw results for a larger population, as postulated by Bhandari [17]. Hence, the writer used the validated questionnaires and drew results from numerical facts. Results were interpreted and analyzed, describing and examining the relationship between and among variables. Specifically, a descriptive-correlational study design was used. Descriptive, as its name suggests, where a systematic process of observing and describing the respondents happened without manipulating them. It described the level of school-based management, school structure, pay-for-performance, and performance management and development. And it is correlational as it examines the relationship between two or more variables without intervening the process, as Schober, Boer, Schwarte, and Lothar [18] described. Likewise, school-based management, school structure, and pay-for-performance degree of relationship were measured about performance management and development, hence a correlational study.

2.2 Sampling Design and Technique

This study adapted four downloaded questionnaires from internet sources. The questionnaires were modified and included only the items relevant to the study. The draft was submitted to the writer's adviser for comments and suggestions. Then, a panel of experts was requested to validate the said questionnaires. The questionnaire validation average result was 4.63 out of 5 as the perfect score. After passing a thorough validation from the experts, the reliability was verified through pilot testing with an average result Cronbach Alpha of .977. Normally, Cronbach's alpha reliability coefficient ranges between 0 and 1, as cited by Gliem and Gliem [19]. However, there is no lower limit to the coefficient. George and Mallery (2003, as cited by Gliem et al., 2003, p. 231) stated the following

as the rule of thumb in the alpha coefficient implied reliability: greater than .9- Excellent, greater than .8- Good, greater than .7- Acceptable, greater than .6- Questionable, greater than .5- Poor and less than .5 is Unacceptable.

The first questionnaire focused on school-based management adapted from DepEd Order No. 83, s. 2012 with indicators namely: leadership and governance comprising five statements; curriculum and instruction having seven statements; accountability and continuous improvement with five statements; and management of resources having five statements. Pilot testing revealed a .962 Cronbach's alpha result implies a relatively high internal consistency.

The second instrument dealt with school structure, adapted from Galland [20], with the following indicators: role clarity having ten statements; physical structure of the building having six statements; organizational structure of the building has ten statements, and the effectiveness of teacher leaders has four statements. Its pilot testing showed a .937 Cronbach's alpha result, signifying that the items possess a relatively high internal consistency.

The third part of the questionnaire concentrated on pay-for-performance, comprising three indicators: performance pay having twenty-five statements; development and evaluation having seventeen statements; and compensation having eight statements, adapted from Forand [21]. After pilot testing, the instrument obtained a Cronbach's alpha of .963, implying that the items attained a relatively high internal consistency.

Finally, the fourth set of instruments dealt with performance management and development comprising seven indicators, to wit: structure encompassing four statements; process encompassing four statements; measurement encompassing four statements; performance review meeting encompassing six statements; motivation encompassing four statements; reward and recognition comprising five statements; and career development comprising five statements based on the study of Whately [22]. This instrument has also undergone pilot testing and obtained a Cronbach's alpha result of .956, telling that the items possess a relatively high internal consistency.

The five-point Likert scale that was utilized for the study variables has the following range and means: 4.20-5.00 as the highest, denoting that the statement expressed in the item is very much evident,3.40-4.19 with a descriptive equivalent of high, meaning that the statement expressed in the item is much evident, 2.60-3.39 with a descriptive equivalent of moderate suggesting that the statement expressed in the item is fairly evident, 1.80-2.59, with a descriptive equivalent of low, suggesting that the statement expressed in the item is less evident, and 1.00-1.79 as the lowest, indicating that the statement expressed in the item is never evident.

2.3 Respondents of the Study

The respondents of this study were the government high school educators from Region XI: Southern Mindanao, Philippines. Based on the academic year 2021- 2022 data, there are 43,715 elementary and secondary public- school teachers in Davao Region. Among this population, 17,901 are government secondary teachers. In 1985, Boomsma, as cited by Ranatunga and Priyanath [23], suggested a 100 to 400 minimum sample size of respondents. Thus, the 400 government secondary teachers were chosen as the subjects of the study using stratified random sampling, a technique of selecting the respondents by creating sub-groups or strata based on the set criteria of the study as explained by Howell, Su, Nassel, Agne, and Cherrington [24]. Aside from this, Slovin's Formula was also utilized to determine the number of samples wherein the writer determined the margin of error, which is 0.05, as expounded by Adhikari [25].

Specifically, the writer took the following as respondents of the study: 111 teachers from Davao City Division, 22 teachers from Tagum City Division, 43 teachers from Davao del Norte Division, 15 teachers from Panabo City Division, 71 teachers from Davao de Oro Division, 32 teachers from Davao del Sur Division, 14 teachers from Digos City Division, 15 teachers from Mati City Division, 37 teachers from Davao Oriental Division, 12 teachers from Island Garden City of Samal Division, and 28 teachers from Davao Occidental Division.

Meanwhile, Teacher I to Teacher III were chosen as respondents of the study. The writer took these respondents from the recognized implementing schools. These are big schools and the target of the study since the writer wanted to determine if teachers could attest to the implementation of the latent variables in the

study. In addition, they are reliable sources of truthful information and pertinent thoughts regarding the operation and the processes in their respective schools. Nevertheless, the school heads and coordinators are excluded from the study. These people might reveal only the positive side of implementing their school's programs, making them unfit to join this endeavor.

Assuredly, the conduct of the study was free from coercion, and the respondents' participation was voluntary. The writer followed the proposition of Barrow, Brannan, and Khandar [26] that respondents may withdraw if they find the survey offensive and irrelevant.

This undertaking covers the entire Davao Region, the food basket of Mindanao bounded by the Philippine Sea, and the western portion by the Central Mindanao provinces. The region is subdivided into five provinces: Davao de Oro, Davao del Norte, Davao del Sur, Davao Occidental, and Davao Oriental. Davao de Oro is situated in the Middle Eastern part of the Davao Region. It encompassed eleven municipalities with two hundred thirty-seven barangays.

On the other hand, Davao del Norte flourished with its eight municipalities, three cities, and two hundred twenty-three barangays, according to Govph [27]. Another component province is Davao del Sur, a thriving territory that is bordered to the north by Davao del Norte, to the east by the Davao Gulf, to the south-east by Davao Occidental, to the west by North Cotabato and Sultan Kudarat, and the Southwest by Sarangani and South Cotabato. It encompassed nine municipalities, two hundred thirty-two barangays, and one component city- Davao City [28]. Moving on to Davao Occidental Province, situated at the Southwestern tip of the Davao Region, emerge five municipalities and one hundred five barangays. Lastly, Davao Oriental covers one city and ten municipalities with one hundred eighty-three barangays.

Overall, Davao region comprises eleven schools division, namely: Davao City, Tagum City with thirteen public secondary schools, Samal City with twenty- three public secondary schools, Panabo City with fourteen public secondary schools, Digos City, Mati City, Davao de Oro with seventy-one government secondary schools, Davao Oriental with sixty-five government secondary schools, Davao del Norte with forty-three government secondary schools, Davao del

Sur, and Davao Occidental with fifty-four government secondary schools- identified government secondary schools is based on the 2022 data given by their respective Division Information Officer.

As gleaned from online and other printed archives, studies concerning performance management and development among government high school teachers are nowhere to be found in Davao Region. As mentioned above, no available study in the region investigates the causal effect of school-based management, school structure, and pay-for-performance on performance management and development. In addition, the writer is currently teaching in Panabo City Division, a strategic location to pursue the conduct of the study.

2.4 Data Analysis

This study employed the quantitative study method. It is quantitative because it involves collecting and analyzing numerical data. It is also used to find patterns and averages, make forecasts, test causal relationships, and draw results for a larger population, as postulated by Bhandari [17]. Hence, the writer used the validated questionnaires and drew results from numerical facts. Results were interpreted and analyzed, describing and examining the relationship between and among variables. Specifically, a descriptive-correlational study design was used. Descriptive, as its name suggests, where a systematic process of observing and describing the respondents happened without manipulating them. It described the level of school-based management, school structure, pay-for-performance, and performance management and development. And it is correlational as it examines the relationship between two or more variables without intervening the process, as Schober, Boer, Schwarte, and Lothar [18] described. Likewise, school-based management, school structure, and pay-for-performance degree of relationship were measured about performance management and development, hence a correlational study.

Also, Structural Equation Modeling was used to develop the best-fit model for effective performance management and development. Abrahim, Mir, Suhara, Mohamed, and Sato [29] described a structural equation model which explains associations between measured variables and latent variables and relationships

between latent variables. Latent variables in this study include school-based management, school structure, pay-for-performance, and performance management and development.

Data was gathered through the following procedures: first, the writer sought approval from the Davao Regional Director of the Department of Education to conduct the study.

Second, the writer took the endorsement letter from the Regional Director and submitted a copy addressed to the eleven Schools Division Superintendents respectively, for courtesy and for proper coordination. Upon approval of the Schools Division Superintendents, the endorsement letters were sent to the School Heads and to the School Principals.

During the administration of the questionnaire, the writer personally handed the instruments and the informed consent forms to the school principal and the school guidance counselor, the person in charge of the one on one distribution since majority of the teachers in that period were having offsite duty due to the pandemic. The writer oriented both the school principal and the school guidance counselor regarding the inclusion and exclusion criteria of the study, with which they willingly cooperated. The writer also emphasized that it is of paramount consideration to safeguard the respondents' privacy and confidentiality. In addition, a Non-disclosure Agreement (NDA) was provided. A month after the administration, the school guidance counselor informed the writer that the questionnaires were already intact and ready for retrieval.

Since the study was conducted during a pandemic, the writer strictly adhered to the IATF Health Protocols during questionnaire distribution and retrieval.

Concurrently, the responses were scrutinized by getting the mean and construed the typical index of the levels of school-based management, school structure, pay-for-performance, and performance management and development. The Standard Deviation was also utilized to describe how far the individual responses to a question differ or "deviate" from the mean. Aside from this, Pearson r was used to ascertain the significant relationship between variables. The Path Analysis was used to investigate patterns of effect within a system of variables; it is used to measure which of the probable relationships

matter the most and which might turn out to be unrelated. Multiple Regression Analysis was also employed to estimate the strength of the relationship between school-based management, school structure, pay-for-performance, and performance management and development. The goodness of Fit Statistics was also utilized for the alternative model through Analysis of Moment Structure (AMOS). Finally, Structural Equation Modeling (SEM) was used to develop the best-fit model.

To assess the goodness of the best-fit model, the following indices should fall within the specified criterion, to wit: P of Close Fit (Pclose) Values should be greater than 0.05 as mentioned by Kenny [30]; Tabachnick and Fidell (2007, as cited by Hooper, Coughlan, and Mullen [31], p. 52) recommended Chi-Square/Degrees of Freedom (CMIN/DF) Values should be greater than 0 but less than 2; Probability Level (P-value) Values should be greater than 0.05 as stated by Kock [32]; Miles and Shevlin (1998, as cited by Hooper et al. [31], p. 54) indicated that the goodness of Fit Index (GFI) Values should be greater than 0.95; Comparative Fit Index (CFI) Values should be greater than 0.95 as cited by Hooper et al. [31], p. 58); Hu and Bentler (1999, as cited by Hooper et al. [31], p. 55) suggested that the Normed Fit Index (NFI) Values should be greater than 0.95; Tucker Lewis Index (TLI) Values should be greater than 0.95 as discussed by Hooper et al. [31], p. 58); and Root Means Square of Error Approximation (RMSEA) Values should be less than 0.05 as mentioned by MacCallum, Browne, and Sugawara (1996, as cited by Hooper, et al. [31], p. 54).

Regarding ethical considerations, the writer complied all the requirements to acquire the permit from the University of Mindanao Ethics Review Committee (UMERC) Notice for Protocol Modification with Protocol No./ Version: UMERC-2022-050 last February 20, 2022, a month before administering questionnaires, which commenced last March 2022 and was completed last June 2022. Heeding all the University's given standards and regulations, the writer submitted all the pertinent documents and sought a permit from Davao Education Regional Office, Schools Division Offices down to the respective schools where the study was undertaken. The study was accomplished through the voluntary participation of the respondents. All data obtained were kept with utmost confidentiality, free from fabrication or the creating of an idea without a reliable basis, no falsification or the altering of information to

mislead others, free from risks, and the respondents are ensured that they will not be endangered to physical, psychological and any form of threats because of the study, free from conflict of interest, free from deceit and that all sources were cited appropriately.

3. RESULTS AND DISCUSSION

This chapter highlights the discussion and data analysis obtained from the respondents' responses. The presentations are arranged as follows: level of school-based management, level of school structure, level of pay-for-performance, and level of performance management and development; the relationship between school-based management and performance management and development; school structure and performance management and development; and pay-for-performance and performance management and development. Presented also is the best-fit model that predicts performance management and development.

3.1 Level of School-Based Management

Presented in Table 1 are the data on the level of school-based management of secondary teachers, which disclosed an overall standard deviation of 0.46 and obtained an overall mean of 4.40, getting a descriptive equivalent of very high. This means that school-based management among secondary teachers in Region XI is practiced and is always evident.

This very high extent of school-based management is contributed by the following indicators: leadership and governance with a mean rating of 4.41; curriculum and instruction with a mean rating of 4.41; management of resources with a mean rating of 4.41; and accountability and continuous improvement obtained the lowest mean rating of 4.35.

The results implied that school-based management is attributed to the following aspects, namely: a school that follows a well-defined leveling of position, an atmosphere where role clarity is specified and where employees' efforts are recognized as part of governing the entire organization; there is the presence of an inclusive, gender-sensitive school learning environment, that nurtures the vision, mission, and goals of the Department of Education; where" no learner shall be left behind"; the school promptly acclimates and takes prudent actions in response to the learning needs of the community; principals and learning facilitators have portrayed a high level of accountability and resiliency mechanism in the management, and the acquisition and utilization of resources for learning weaved the support of stakeholders.

The findings of the study confirmed the established consensus of Carr-Hill, Rolleston, Schendel [5]; Elmelegy [6]; Usman, Muslim, Nur, Saiful, and Yunus, [10]] that SBM is indeed effective in improving school performance, especially if leadership is shared among its stakeholders. Even with the scarcity of resources but through the partnership of the school head, teachers, parents, and other stakeholders, the burden is lessened by rallying support from various entities. The result also validated the findings of Pepugal [8] that SBM has significantly contributed to the success of the school's operation. By fortifying SBM implementation, the school can leverage this system as its implementing arm to address various challenges to deliver quality education to learners.

3.2 Level of School Structure

Revealed in Table 2 is the level of school structure of secondary teachers, which has an overall standard deviation of 0.45. Its overall mean result is 4.33. This means that school structure among secondary teachers in Region XI is manifested and is always apparent.

Table 1. Level of school-based management

Indicator	SD	Mean	D.E.
Leadership and Governance	0.52	4.41	Very High
Curriculum and Instruction	0.52	4.41	Very High
Accountability and Continuous Improvement	0.52	4.35	Very High
Management of Resources	0.49	4.41	Very High
Overall	**0.46**	**4.40**	**Very High**

Table 2. Level of school structure

Indicators	SD	Mean	D.E.
Role Clarity	0.48	4.46	Very High
Physical Structure of the Building	0.54	4.26	Very High
Organizational Structure of the Building	0.55	4.27	Very High
Effectiveness of Teacher Leader	0.57	4.34	Very High
Overall	**0.45**	**4.33**	**Very High**

The following indicators contribute to this very high level of school structure: role clarity with a mean rating of 4.46; effectiveness of teacher leader with a mean rating of 4.34; organizational structure of the building with a mean rating of 4.27; and physical structure of the building with a mean rating of 4.26.

Data implied that school structure is strongly attributed to being supported by the school principal; facilitating teacher collaboration; allowing time for teacher collaboration; and significantly improving instruction in my classroom.

The findings affirmed the proposition of Kirui [9]; Lam [10]; Perawironegoro, [11] that school structure helps improve teacher performance, which augments the schools' overall performance. Thereby, prudent leaders provide opportunities for teachers to hone their teamwork skills, allowing teachers to associate formally and informally, aiming to steer the organization toward success, as Guhao Jr. and Quines [14] underscored.

3.3 Level of Pay-for-performance

The level of pay-for-performance with reference to the three indicators is shown in Table 3, with an overall standard deviation of 0.59. Its overall mean rating resulted in 3.88 or qualitatively described as high. This means that the level of pay- for-performance among public secondary teachers is much evident.

It could be viewed from the findings that the indicator with the highest mean rating of 4.02 or high is – Development and Evaluation. On the contrary, the indicator with the lowest mean rating of 3.65 though still described as high, is – compensation. Data unveiled that teachers consider their pay-for-performance as high.

The high result implied that pay-for-performance is attributed to the following: performance pay reinforces good performance; performance pay is resulting better and more effective teaching;

teachers are being involved in monitoring and evaluating the system's implementation; and teachers desire that pay reward should be more than 65% of the monthly salary.

Comparing pay-for-performance with the other two exogenous variables in this study, this has obtained the lowest overall mean, implying that teachers yearned to avail better performance pay. This result agrees with the findings of Watkins and Fusch [33] that compensation is significantly related to organizational success. If teachers are rewarded with reasonable incentives, they are also motivated to do their tasks efficiently.

3.4 Level of Performance Management and Development

Depicted in Table 4 is the level of performance management and development concerning the seven indicators, having an overall standard deviation of 0.47 with its overall mean rating result of 4.31, described as very high. This signifies that the performance management and development level among public secondary school teachers is very much evident.

Data further exhibited that the indicator with the highest mean rating is structure, obtaining a mean rating of 4.48 with its descriptive equivalent of very high. On the other hand, the indicator with the lowest mean rating is reward and recognition, which obtained a mean rating of 4.20, with its descriptive equivalent of very high.

Performance management and development's very high level is due to the following indicators: structure with a mean rating of 4.48; measurement having a mean rating of 4.36; performance review meeting; and motivation with a similar mean result of 4.33; process; and career development which also obtained an equal mean of 4.23; and finally, the reward and recognition having a mean of 4.20, all indicators got a descriptive equivalent of very high.

Table 3. Level of pay-for-performance

Indicators	SD	Mean	D.E.
Performance Pay	0.61	3.97	High
Development and Evaluation	0.66	4.02	High
Compensation	0.79	3.65	High
Overall	**0.59**	**3.88**	**High**

Table 4. Level of performance management and development

Indicators	SD	Mean	D.E.
Structure	0.51	4.48	Very High
Process	0.59	4.23	Very High
Measurement	0.55	4.36	Very High
Performance Review Meeting	0.54	4.33	Very High
Motivation	0.56	4.33	Very High
Reward and Recognition	0.62	4.20	Very High
Career Development	0.58	4.23	Very High
Overall	**0.47**	**4.31**	**Very High**

The findings suggested that performance management and development is attributed to: understanding the teacher's role within the school; believing that the school has given its workforce ample time in imbibing the various processes of performance management, which will eventually lead to personal and organizational development; understanding how performance is currently evaluated and measured; allowing the workforce to prepare and comply what is expected from them; being motivated by their job role; understanding the effects and the results of performance management about the school's rewarding policy; and providing numerous opportunities among teachers to grow as individuals and acquire new skills.

This authenticates the strong support of the Department of Education's implementing body encompassing the region, divisions, and schools despite the limitations of its resources. This shows that the teachers working on the ground feel the performance management system implemented by the central office. Truly, a performance management system plays a vital role in accomplishing the organization's goals. It serves as a compass and points out the finite expectations of the working force, helping every educator to improve performance by applying job clarity and executing continuous monitoring and feedback. Moreover, this system's gathered information serves as a baseline for identifying strengths, assessing defective areas, and exploring potential growth for improvement,

hence a big help for the organization to hone talents, enhance performance and mitigate dilemmas as indicated by Mamauag and Antonio [3].

3.5 Relationship between School-Based Management and Performance Management and Development

Discussed in Table 5 is the relationship between school-based management and performance management and development. Results showed that school-based management has a significant relationship with performance management and development with Pearson r value of .66 at 0.05 level of significance. Therefore, the data showed sufficient evidence to reject the null hypothesis. Hence, school-based management has a significant relationship with performance management and development.

When the exogenous variable school-based management was correlated with performance management and development, its indicator leadership and governance got a correlation coefficient of .56; curriculum and instruction got a correlation coefficient of .58; accountability and continuous improvement obtained a correlation coefficient of .63; and management of resources has a correlation coefficient of .61, which are all significant at 0.05 significance level.

The result aligns with Carr-Hill, Rolleston & Schendel [5]; Elmelegy 2014; Usman, Muslim,

Nur, Saiful, and Yunus [10]] insights that the influx of school-based management is due to its positive effects on organizational performance. Hence, they all agreed that school-based management is a powerful system that directs an educational institution to balance its operation, focusing on the four principles: leadership and governance; curriculum and instruction; accountability and continuous improvement; and management of resources. The study above also confirms that the leadership of the school head immensely influences SBM, teachers' collaboration, the provision of a conducive and quality learning atmosphere, and the partnership of the school and the community.

3.6 Relationship between Levels of School Structure and Performance Management and Development

Depicted in Table 6 is the relationship between levels of school structure and performance management and development. The results showed that school structure has a significant relationship with performance management and development, with an overall Pearson r value of .67 at a 0.05 significance level. Therefore, the null hypothesis is, at this moment, rejected. There is a significant relationship between school structure and the level of performance management and development of secondary teachers.

When the exogenous variable school structure was correlated with performance management and development, its indicator role clarity had a correlation coefficient of .62 significant at 0.05 level of significance; the physical structure of the building was correlated with performance management and development, having a correlation coefficient of .53 significant at 0.05 level of significance; organizational structure of the building was correlated with performance management and development obtaining a correlation coefficient of .58 significant at 0.05 level of significance, and the effectiveness of teacher leader was correlated with performance management and development having a correlation coefficient of .55 significant at 0.05 level of significance and obtaining an overall result of .67 significant at 0.05 significant level.

Palpably, the result aligns with the insights of Ahmed, Tayyub, and Ismail [12], who elaborated on the significant effects of a conducive classroom, a part of the physical structure of the organization which aids teachers in facilitating learning which sequentially helps the students understand the instructions better resulting from improving academic performance.

Further, data also confirms the perception of Nyathi and Bhebhe [13] that schools which allow teachers to collaborate, share ideas, and create teams would be beneficial not only for the professional growth of the teachers but would also benefit the students since they are the center of the educative process.

3.7 Relationship between Levels of Pay-For-Performance and Performance Management and Development

Described in Table 7 is the relationship between the level of pay-for-performance and performance management and development. Data showed that pay-for-performance has a significant relationship with performance management and development, with an overall Pearson r value of .57 at a 0.05 significance level. Therefore, the data showed sufficient evidence to reject the null hypothesis that pay-for-performance has no significant relationship to performance management and development. Pay-for-performance has a significant relationship with performance management and development.

When the exogenous variable pay-for-performance was correlated with performance management and development, its indicator performance pay obtained a correlation coefficient of .50; development and evaluation with a correlation coefficient of .57; and compensation with a correlation coefficient of .41, which are all significant at a 0.05 significance level.

These findings validate the study of Asaari et al. [34] that Pay-for-performance is related to performance and unfolds to have a significant influence on performance management. The findings accentuated that the higher the salary reward, the higher the motivation. Thus, salary reward is an effective motivating factor in an organization that wishes to direct its employees to attain organizational goals.

Table 5. Significance on the relationship between levels of school based management and performance management and development

| School Based Management	Performance Management Development							
	Structure	Process	Measurement	Performance Review Meeting	Motivation	Reward and Recognition	Career Development	Overall
Leadership and Governance	.510* (0.000)	.422* (0.000)	.452* (0.000)	.491* (0.000)	.500* (0.000)	.445* (0.000)	.474* (0.000)	.562* (0.000)
Curriculum and Instruction	.558* (0.000)	.405* (0.000)	.484* (0.000)	.536* (0.000)	.490* (0.000)	.445* (0.000)	.494* (0.000)	.581* (0.000)
Accountability and Continuous Improvement	.561* (0.000)	.402* (0.000)	.525* (0.000)	.569* (0.000)	.532* (0.000)	.526* (0.000)	.552* (0.000)	.625* (0.000)
Management of Resources	.534* (0.000)	.438* (0.000)	.496* (0.000)	.556* (0.000)	.534* (0.000)	.498* (0.000)	.545* (0.000)	.614* (0.000)
Overall	.599* (0.000)	.461* (0.000)	.541* (0.000)	.595* (0.000)	.569* (0.000)	.530* (0.000)	.571* (0.000)	.659* (0.000)

Significant at 0.05 significance level.

Table 6. Significance on the relationship between levels of school structure and performance management and development

School Culture	Performance Management Development							
	Structure	Process	Measurement	Performance Review Meeting	Motivation	Reward and Recognition	Career Development	Overall
Role Clarity	.593* (0.000)	.411* (0.000)	.522* (0.000)	.546* (0.000)	.567* (0.000)	.482* (0.000)	.531* (0.000)	.622* (0.000)
Physical Structure of the Building	.469* (0.000)	.435* (0.000)	.449* (0.000)	.423* (0.000)	.422* (0.000)	.439* (0.000)	.456* (0.000)	.529* (0.000)
Organizational Structure of the Building	.512* (0.000)	.462* (0.000)	.445* (0.000)	.484* (0.000)	.500* (0.000)	.449* (0.000)	.529* (0.000)	.577* (0.000)
Effectiveness of Teacher Leader	.477* (0.000)	.367* (0.000)	.454* (0.000)	.492* (0.000)	.514* (0.000)	.439* (0.000)	.492* (0.000)	.552* (0.000)
Overall	.603* (0.000)	.494* (0.000)	.551* (0.000)	.573* (0.000)	.590* (0.000)	.533* (0.000)	.592* (0.000)	.671* (0.000)

Significant at 0.05 significance level.

Table 7. Significance on the relationship between levels of pay-for-performance and performance management and development

Pay-For-Performance	Performance Management Development							
	Structure	Process	Measurement	Performance Review Meeting	Motivation	Reward and Recognition	Career Development	Overall
Performance Pay	.363* (0.000)	.480* (0.000)	.406* (0.000)	.404* (0.000)	.414* (0.000)	.433* (0.000)	.406* (0.000)	.498* (0.000)
Development and Evaluation	.404* (0.000)	.511* (0.000)	.476* (0.000)	.515* (0.000)	.445* (0.000)	.501* (0.000)	.477* (0.000)	.570* (0.000)
Compensation	.195* (0.000)	.448* (0.000)	.260* (0.000)	.329* (0.000)	.296* (0.000)	.417* (0.000)	.406* (0.000)	.408* (0.000)
Overall	.364* (0.000)	.557* (0.000)	.434* (0.000)	.479* (0.000)	.442* (0.000)	.523* (0.000)	.500* (0.000)	.568* (0.000)

*Significant at 0.05 significance level.
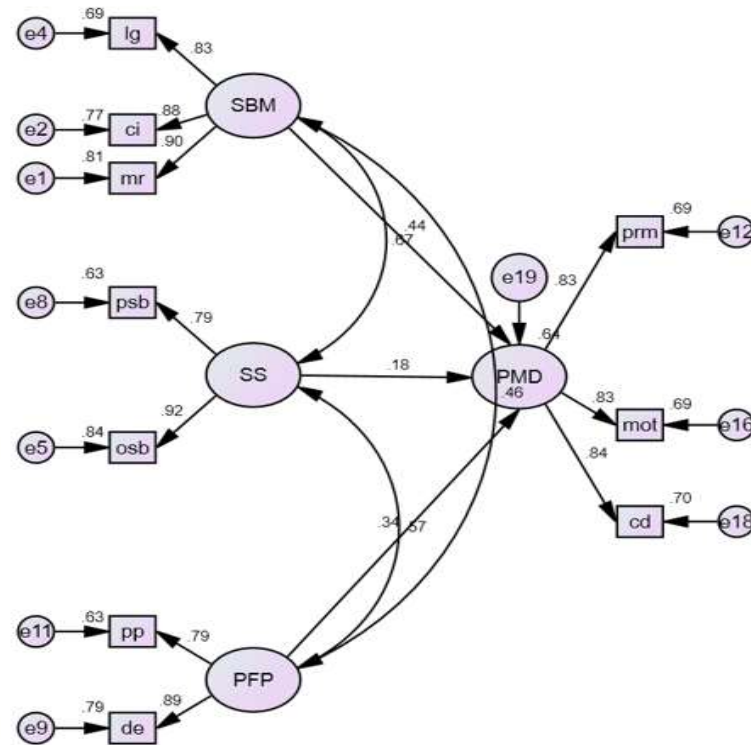
Fig. 1. Structural equation model 3 in standardized solution

Legend:
lg – Leadership and Governance   pp – Performance Pay
ci – Curriculum and Instruction   de – Development and Evaluation
mr– Management of Resources   PFP– Pay-For-Performance
SBM – School-Based Management   prm – Performance Review Meeting
psb – Physical Structure of the Building mot – Motivation
osb – Organizational Structure of the Building cd – Career Development
SS– School Structure   PMD – Performance Management & Development
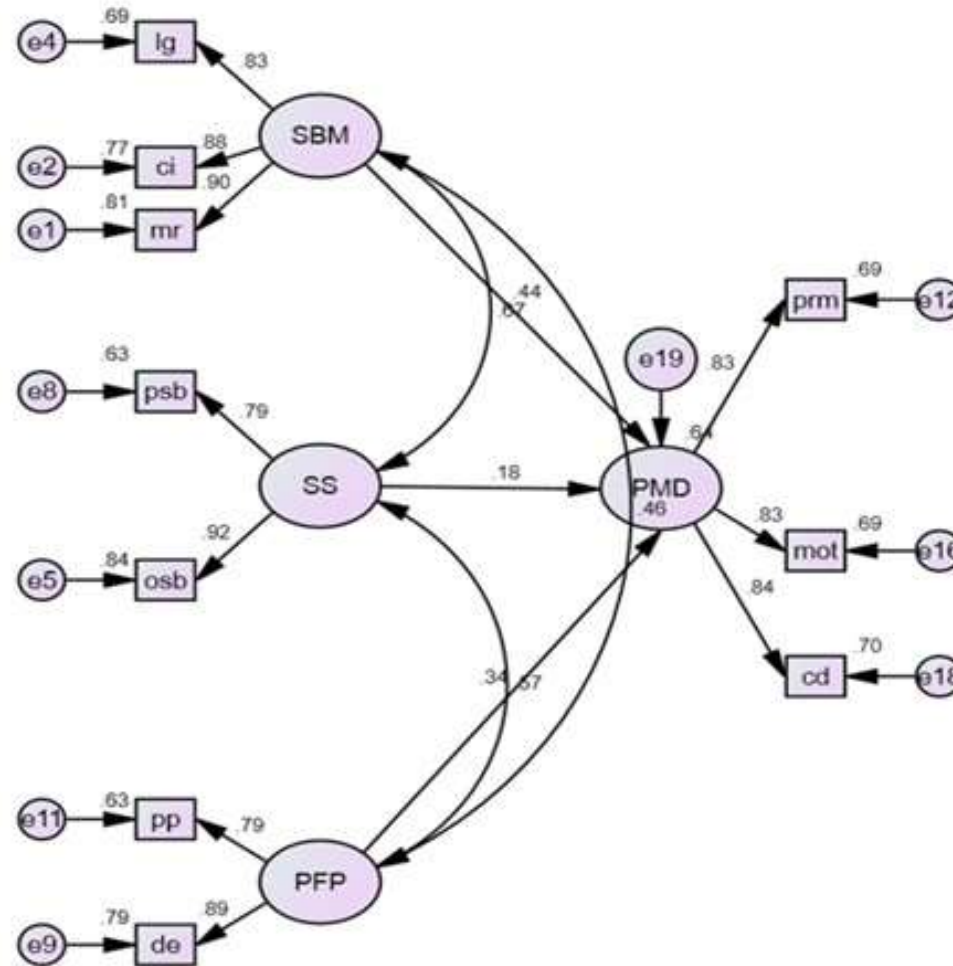
Fig. 2. Structural Equation Model 3 in Standardized Solution

3.8 Best Fit Model of Performance Management and Development

The most appropriate way to determine the best-fit model is to consistently ensure that all indices mentioned fall within acceptable criteria, as follows: the P of Close Fit and the Probability Level should be less than 0.05; the Chi-square/ Degrees of Freedom should fall between zero to two; the Root Means Square of the Error Approximation value must be less than 0.05; the Goodness Fit Index, Comparative Fit Index, Normed Fit Index, and Tucker-Lewis Index should be greater than 0.95.

Indicated on the first generated structural model is the direct causal relationship of the exogenous variables: school-based management, school structure, and pay-for-performance and its underlying relationship on the endogenous variable performance management and development. All the indices did not fall on the given acceptable ranges, hence, a poor fit.

The second generated structural model revealed three indices, namely: Comparative Fit Index, Normed Fit Index, and Tucker-Lewis Index, which fall under the given criterion that should be greater than 0.95. However, the P of Close Fit and the Probability Level model fair value did not reach the criterion that should be greater than 0.05. Also, the Chi-Square/ Degrees of Freedom of 2.776 does not fit the criterion as it exceeds 2, deviating from its criterion that should be greater than 0 but less than 2. The Root Means Square of Error Approximation model fair value of .067 exceeds 0.05 of the set criterion, thus, making the model a poor fit.

Finally, the third generated structural model reveals the best-fit model when checked based on the illustrated criteria, matching the result presented in the model fit value.

Revealed in Table 9 is the goodness of fit using the following indices: P of Close Fit (P-Close), Chi-Square/ Degrees of Freedom (CMIN/DF), Probability Level (P-value), Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), Tucker-Lewis Index (TLI), and Root Means Square of Error Approximation (RMSEA). The criterion for each index that indicated a good fit is also shown in Table 9. Model 3 was found to have indices that consistently show a very good fit to the data as indicated by P-Close=.965 and P-value= .169 that fall under the set criterion that should be

greater than 0.05; CMIN/DF = 1.246 with its criterion that should be greater than 0 but less than 2; RMSEA = .025 with its set criterion that should be less than 0.05; and the GFI, CFI, NFI and the TLI should all be greater than 0.95. All of them fall within each criterion, showing the best-fit model.

Therefore, the null hypothesis is rejected. There is a model that best fits the performance management and development of secondary teachers. The model clarifies that school-based management, school structure, and pay-for-performance are performance management and development predictors.

Fig. 2 depicts the generated structural model 3. This model presents that 64% performance variation is explained by school-based management, school structure, and pay-for-performance.

The figure also showed the direct effects of predictor variables on the dependent variable: performance management and development. Data showed that School-based management has the highest direct effect on performance management and development with an r-value of .67, having only three variables out from its original four, namely: leadership and governance, curriculum and instruction, and management of resources; then pay-for-performance that is .57 include two retained variables out from the original three: performance pay, and development and evaluation; and school structure with .18 r value got two retained indicators out from the original three: physical structure of the building, and organizational structure of the building. As gleaned from the result, the findings suggest that performance management and development among secondary school teachers in Region XI was best anchored on school-based management, which was ascertained in terms of leadership and governance, curriculum and instruction, and management of resources, followed by pay-for-performance which was determined by: performance pay, and development and evaluation; and school structure involving physical structure of the building and organizational structure of the building. Performance management and development are measured in terms of performance review meeting, motivation, and career development.

From the original seven indicators of the endogenous variable, the model divulged

performance review meetings, motivation, and career development as viable performance management and development measuring constructs. Hence, validating the proposition of Mamauag and Antonio [3] that employees need continuous feedback from their superiors to appropriately execute the organization's expectations by conducting incessant review meetings. Consequently, it enhances individual performance and eventually impacts the organization's overall performance by kindling motivation among employees. That is why the performance review meeting's result serves as a baseline for identifying strengths, evaluating flaws, and assessing potential growth, leading to career development, which helps the organization develop talents and alleviate problems.

School-based management, as one of the highest predictors of performance management and development, revealed three remaining indicators: leadership and governance, curriculum and instruction, and management of resources. This result verified the findings of Usman et al. [10] that school principals orchestrate the success of a school in the sense that their leadership determines the quality of the students it produces. The result also affirmed the study, as mentioned above, that SBM significantly improves teaching, facilitating the student's learning level. This implies that if the school seeks quality, it follows that the curriculum and instruction should also be by the standard to be at par with other thriving schools- one of the inherent accountabilities of the school leader. Finally, the result uncovered that the management of resources is an inextricable component in the overall school operations is assessed by the teachers to be evident. However, in a study by Usman et al. [10], it indicated that the insufficiency of funds for the implementation of SBM is still a challenge to many of the school principals in Indonesia, a synonymous scenario to the Philippine education setting, which has to hurdle a plethora of challenges in sourcing out funds as well.

Table 8. Summary of goodness of fit measures of the three structural equation models model

Model	CMIN/DF 0<value<2	P-Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	4.247	.000	.903	.909	.923	.858	.090	.000
2	2.776	.000	.959	.963	.973	.946	.067	.021
3	1.246	.169	.986	.996	.997	.982	.025	.965

Table 9. Goodness of fit measures of structural equation model 3

Index	Criterion	Model fit value
P-Close	> 0.05	.965
CMIN/DF	0 < value < 2	1.246
P-value	> 0.05	.169
GFI	> 0.95	.982
CFI	> 0.95	.997
NFI	> 0.95	.986
TLI	> 0.95	.996
RMSEA	< 0.05	.025

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

For school structure, data showed two remaining indicators: the physical structure of the building and the organizational structure of the building. The physical structure of the building, which facilitates teacher collaboration, and the organizational structure of the building, which provides opportunities for teachers to meet at a certain time, create teams and discuss policies, are beneficial not only among teachers for their development and sharing of insights but is also beneficial for the students. This aligns with the study of Nyathi and Bhebhe [13] that when teachers are given ample time to associate with other educators, they not only build a positive working relationship but more than that, they learn from their colleagues, thereby eliminating obsolete teaching strategies instrumental for students' improvement and the school.

Another predictor of performance management and development is pay-for-performance with its retained indicators: performance pay, and development and evaluation. Data revealed that teachers perform better with higher performance pay, a statement parallel to the findings of Kadir, Hosani, Ismail, and Sehan [35]. Thus, if organizations are hunting to elicit better performance among their working force, it is paramount to consider pay-for-performance, equivalent to the remarkable hard work given by the teacher [36-40].

4. CONCLUSION AND RECOMMENDATION

This section presents the summary of the descriptive and inferential findings. It also cited other studies which support or disprove the study and made recommendations for future work. The writer employed quantitative study design and structural equation modeling (SEM) using a set of survey instruments for data gathering. Results showed that the level of school-based management is Very High; the level of school structure is Very High; the level of pay-for-performance is High; and performance management and development is Very High.

Overall, it exhibited a significant relationship between school-based management and performance management and development, school structure and performance management and development, and pay-for-performance and performance management and development of secondary public-school teachers. Among the tested structural models, model 3 was found to have indices that consistently displayed a very good fit. All the indices presented fall within each criterion. Therefore, it was found to be the best-fit model. This model showed performance management and development with indicators: performance review meeting, motivation, and career development is strongly influenced by school-based management described by the indicators: leadership and governance, curriculum and instruction, and management of resources; school structure has the following indicators: the physical structure of the building, and organizational structure of the building; and pay-for-performance was determined by indicators performance pay, and development and evaluation.

The results of the study are parallel to the classical management theory as described in the study of Sulieman [41], which reiterates three main concepts: first, hierarchical structure, the school-based management, which describes the decentralization of decision-making activities from the central office down to the regional divisions and schools, eliciting collaboration among educators and parents, revealed a significant relationship with performance management. Second, the theory stressed the importance of specialization, wherein as used in this study, falls under school structure involving the physical structures of the buildings, such as classrooms, laboratories, and offices. The structure also includes an organizational structure wherein teachers are given opportunities to collaborate with their colleagues, aiming to empower every team member, which consequently benefits the teacher to become effective in teaching revealed to have a significant relationship with performance management and development. And finally, incentives, as mentioned in the classical theory, to be a driving force that motivates teachers to perform better is corroborated by the result of this study that pay-for-performance compensation is indeed a powerful tool that motivates teachers to be more efficient. Therefore, school-based management, school structure, and pay-for-performance revealed influence on performance management and development.

Based on the findings of the study, the following recommendations are proposed. The indicators of school-based management which obtained the lowest mean rating are as follows: under the first principle- leadership and governance, the execution of School Development Plan /Enhanced School Improvement Plan (ESIP) was

found to have the lowest mean suggesting that school administrators may fortify the implementation of School Development Plan/Enhanced School Improvement Plan (ESIP). For curriculum and instruction, the Department of Education (DepEd), with the help of the schools, may revisit the curriculum to ensure equipping learners with lessons that are vital in instilling knowledge, skills, and values that shall teach responsibility and accountability to improve their learning, especially in the new normal in education. Also, schools may sustain resiliency programs adaptive to varying contexts, changing times, and educational trends in delivering quality basic education. The result also suggested that schools may upgrade networks and linkages and multifaceted and integrated partnerships to address complex needs in resource management.

The result supports the idea of Arar and Nasra [42] that it is beneficial for the school to create linkages among its internal and external stakeholders. Thus, the collaboration of teachers, parents, and public and private agencies, lessens the burden in the implementation of the various programs and projects in school.

Concurrently, teachers may be given support to fortify the school structure, especially from the district leaders or the division. Also, teachers may be encouraged to create informal gatherings as it is useful for their professional growth that would impact their performance. School administrators may also allow teachers to create informal teams at their offices. Further, teachers are given a chance to associate with their colleagues. In that case, there is a better chance that teachers can help augment not only their assigned students but also help improve the student's performance of their colleagues. This data is congruent with the study of Guhao and Quines [11], unfolding the necessity of support from the school leaders, such as giving time for informal conversation, creating teams, and collaborating with their colleagues, yields positive advantages in improving the school.

Moreover, to alleviate the predicaments of the teachers concerning pay-for-performance, the Department of Education (DepEd) may consider performance pay not solely based on student's test scores as it is unfair for teachers handling heterogeneous sections, and the development and evaluation may be free from the involvement of parents. In addition, teachers are longing that if the Department of Education grants additional monetary compensation, the teachers will be delighted to receive even below 50% of their monthly salary. This result agrees with the insights of Asaari, Desa, and Subramaniam (2018) that the higher the salary reward, the higher the motivation will be. Thus, DepEd may address this predicament by creating better compensation schemes.

Finally, concerning performance management and development, the school administration may consider cascading organizational goals down to the individual level to elicit cooperation among teachers, parents, and the local government units. Second, schools may conduct training in performance management. Third, school administrators are encouraged to safeguard the trust of the teachers, especially in the conduct of performance evaluations that should be fair and equitable. Fourth, school heads are encouraged to inform teachers that the most recent performance review concerns reviewing past performance rather than setting future objectives. Fifth, to motivate teachers, DepEd may consider rewarding teachers with what they value, such as compensation, recognition, flexibility, benefits, and career advancement. Sixth, DepEd, down to the school level, may consider fortifying the rewards and recognitions to give commendations when teachers have shown exemplary efforts. And DepEd may consider providing equitable training for all employees. Hence they may conduct nonselective training except if the training is a specialized seminar intended only for a specific group of identified teachers. The data affirms the study of Mamauag and Antonio [3] that performance management is a potent system that reveals what is going on in the school operations and that data serve as the basis for improvement. Lastly, similar study may be conducted to ascertain the predictors of effective performance management and development.

CONSENT

As per international standards or university standards, Participants' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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