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INFLUENCES OF THE EXTERNAL AND INTERNAL ENVIRONMENT ON THE MANAGEMENT OF SECONDARY SCHOOLS

MARIA TERESA MORALES CAPIRAL
Master Teacher III
Occidental Mindoro National High School
maria.capiral@deped.gov.ph

ABSTRACT

Any organization is constituted by human resources which performs the tasks that will lead to the attainment of educational goals. Although there are other factors such as the internal and external environment influence which also affect the goal attainment, one cannot discount the fact that human resources are largely attributable to the success of the organization.

The primary objective of this study is to determine the influences of the external and internal environment in secondary schools of Lubang, Occidental Mindoro during the school year 2012-2013.

This research made use of the descriptive correlational method to determine the extent of influences of the external and internal environment in secondary schools in Lubang, Occidental Mindoro as bases for a proposed human resource development program. A total of fifty four (54) teacher respondents from the five high schools in Lubang, Occidental Mindoro are the respondents of this study. The self-made questionnaire which was validated and pre-tested was the main instrument used.

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Results of the study showed that the external environmental influences measured in terms of community relations, economic conditions and government laws, regulations and policies were agreed by the respondents to a high extent.

On the other hand, the internal environmental influence measured in terms of organizational climate and work values was favorable to a high extent. The F-values show that there was a significant relationship between the perceived external and internal environmental influences on the management of secondary schools in Lubang, Occidental Mindoro.

The study proposed the following recommendations: Regular consultative meetings and conferences with the parents and the community must be conducted to rationalize the needs of the students. Meanwhile, the school head should conduct a monthly forum about the policies being implemented in schools; careful analysis and provisions for corrective measures on the external and internal environmental influences indicators should be done because it could bring failure on the existing status of the organization; external and internal environmental influences that have positive effect on school management should be improved to some degree of effectiveness

Future studies similar to this research must be conducted using other variables like effectiveness of instruction and the performance of students must be included as part of the internal environmental influences.

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INTRODUCTION

The teachers and school heads are the human resources in a school system. The quality of instruction is dependent on the capability and competence of the teaching force in educating the youth and inculcating the desirable values that will turn them to good citizens in society. Castetter (2008) asserts that teachers perform a vital role in the development of the youth. They are the key figures in the educative process. The magnitude of their task demands that they should grow professionally as they perform their duties in order to be effective, efficient and competent. They are expected to participate in a suitable development programs to include pedagogical skills in keeping with recent educational reforms and innovations. Since teachers are associated with quality education, they are expected to bring about desirable changes in the youth's behavior in keeping with the changing times.

In the Philippines, teachers are encouraged to have time for the pursuit of continuing education because some applied theories, principles and teaching techniques, might prove obsolete and ineffective in the face of new development in instruction. Thus, teaching should be a potentially challenging task and teachers should enjoy a pleasant and meaningful experience.

On the other hand, administrators of school organization are as important as the teaching force. The acquisition, utilization and development of technical materials including market resources are dependent on management of key officials. Through the capability of management, other resources can be of great use to the organization. If management cannot

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develop their staff, resources can be dissipated and lost. Hence, people are the most potent factor of all resources available to an organization.

It is when management provides for the needs of its staff, listens to their problems and gives assistance and maintains harmonious relationship that a sound organizational climate exists. Ultimately, job satisfaction becomes attainable to employees. Another indication for internal environmental influence would be the work values of the teachers. Leader's style and experience have also a bearing on the performance of the teachers. The nature of the task of the respondents can also influence the internal efficiency of the school.

On the other hand, external environment influence such as government laws and regulations, economic condition, community relations, geographic location of the organization have significant impact on human resource management programs in the school. They can also influence the functions of the school system. Thus, it is indispensable to diagnose the external and internal environmental influences in secondary schools in Lubang, Occidental Mindoro.

The result of the evaluation of the aforementioned influences can be used as bases for a proposed human resource management program. In this regard, the researcher is motivated to conduct this study.

Theoretical Framework

This study is anchored on the system theory. A system is a set of interdependent elements forming an organized whole. Organizations such as schools are systems of social

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interactions. They are social systems comprised of interacting personalities bound together in mutually interdependent relationships.

The open system perspective was a reaction to the unrealistic assumption that organizational behavior could be isolated from internal forces. Competition, resources and political pressure from the environment affect the internal workings of organizations. The open system model views organizations as being influenced by the organizational climate. In general, organizations are easily pictured as open systems. Organizations take inputs from the environment, transform them, and produce outputs. For example, schools are social system that take resources such as labor, students and money from the environment and subject these inputs to an educational transformation process to produce literate, educated students and graduates (Hoy & Miskel, 1991).

Open systems have a number of important characteristics. First, the organization's capacity for feedback facilitates the repetitive and cyclic pattern of "input-transformation-output". Feedback is information about the system, which enables it to correct itself. Second, systems which survive tend to move toward a steady-state-equilibrium. Energy from and to the environment continuously imported and exported. Although any force that threatens to disrupt the system is countered by forces that seek to maintain the system.

Third, open systems overcome the tendency to run down by demonstrating adaptation. They seek to maintain a favorable position with respect to their environments; they adapt to changing environmental demands (Hoy & Mickel, 1991).

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An organization system is made up of five subsystems namely: 1) technical, 2) psychosocial, 3) structural, 4) goals and value held together, and 5) managerial subsystem. Each system interacts with other systems and with the environment in a special or unique way. The technical subsystem includes the knowledge needed to perform tasks and the techniques necessary to transform inputs to outputs. Meanwhile, individuals and groups working together make up the psychosocial system. This determines how effectively and efficiently technology is used. On one hand, the structural subsystem of the organization is formal or well defined. Structure ties the technical and psychosocial systems together. Formal structure is often set out in organizational chart. The goals and values sub-system are extremely important, as the organization acquires many of its values from the socio-cultural environment. Lastly, the managerial subsystem interacts with the whole organization and connects the various subsystems.

It performs the core functions of relating the organizations to its environment, designing the structure, developing goals, operating plans, and mission statement, and establishing and maintaining a control process.(Hoy & Miskel, 1991)

This theory lends credence to the present study because in this research the external environmental influences might affect the organization's subsystems. Thus, it is essential to consider the factors which hinder the operation of the school system.

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Conceptual Framework

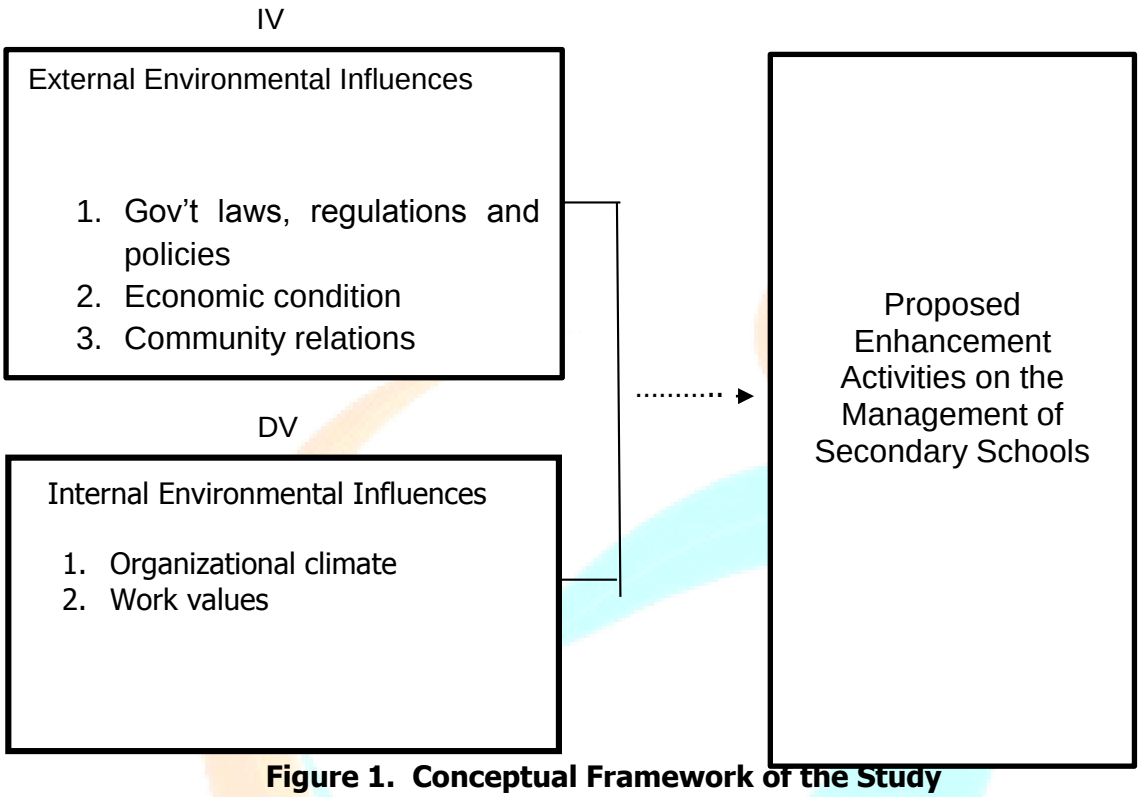


Figure 1. Conceptual Framework of the Study

Figure 1 shows the hypothesized relationship between the independent and dependent variables.

The independent variable (IV) consisted of the external environmental influences in terms of government laws, regulations and policies; economic conditions; and community relations, and the internal environmental influences in terms of organizational climate and work values.

The dependent variable (DV) is the management of secondary schools.

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After determining the external and internal environmental influences, an appropriate enhancement activities is proposed to enhance the management of secondary schools.

Statement of the Problem

This study tried to determine the influences of the external and internal environment in the management of secondary schools during the school year 2012-2013.

Specifically, it sought answers to the following questions:

1. What are the influences of the external environment on the management of secondary schools in terms of:

   1.1 government laws, regulations and policies;

   1.2 economic conditions; and

   1.3 community relations?

2. What are the influences of the internal environment on the management of secondary schools in terms of:

   2.1 organizational climate; and

   2.2 work values ?

3. Is there a significant relationship between the influences of the external and internal environment on the management of secondary schools?

4. Based on the findings of the study, what enhancement activities on Human Resource Management can be proposed to enhance the management of secondary schools?

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Hypothesis

1. There is no significant relationship between the influences of the external and internal environment on the management of secondary schools.

Significance of the Study

This study would be of great significance to the following:

Administrators. School administrators would gain insights on the assessment of the influences of the external and internal environment in their own school. They would be enlightened on the climate of their institution because when the school has a healthy and conducive climate where the components have satisfactory working relationship, such organization performs better and the delivery of basic services becomes satisfactory.

Teachers. The findings of this study would help teachers understand their role and become more committed to their work. The feedback that would be gathered would help them realize that they have to make some adjustments in some of the influences of the external and internal environment existing in the school. They would also know the totality of the prevailing organizational climate, work values, satisfaction felt by the majority of their jobs as well as with the nature of task and leadership style of their school heads.

Students. Results of this study would make the students aware of the existing environmental influences that affect their performance.

Future Researchers. Future researchers would be guided in their effort to find solutions to the diagnosed problems identified in the external and internal environmental

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influences. Other researchers may replicate this study in another setting. They could also consider other variables which are not treated in this study.

Scope and Delimitations of the Study

This study is limited to the prevailing influences of the external and internal environment on the management of secondary schools in Lubang, Occidental Mindoro. All the secondary school teachers were the subjects of the study. This study was conducted during the first semester of the school year 2012-2013.

In determining the external environment influences the following indicators were used: government laws, regulations and policies, economic conditions and community relations while the internal environmental influences used are the following: organizational climate, and work values.

The relationship between the external and internal environment influences on the management of secondary schools was determined in this study. The results of the diagnosis of the influences of the external and internal environment on the management of secondary schools were used as bases for the proposed human resource enrichment activities.

Definition of Terms

The following terms used in this study were operationally and conceptually defined:

Community relations. This refers to the teachers' relationship with the parents and the community. It refers to the support of PTA to school projects; good rapport of the parents

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and teachers; adoption of the clean and green projects of the school; and working together of the school and the community in the development of the students' academic performance.

Economic Conditions. This refers to the maximization of productivity of teachers; recruitment and selection procedures employed; motivation and compensation techniques employed; and competitiveness of job.

External environmental influence. It refers to government laws, regulations and policies, economic condition and community relations.

Internal environmental influence. It refers to organizational climate, and work values.

Government laws, regulations and policies. It refers to equal opportunities provided to teachers; standardized criteria and policies being followed in promotion of teachers; implementation of compensation regulation which affects pay, hours of work, unemployment and similar conditions; and benefits regulations which affects pension and retirement relevant to the needs of teachers.

Organizational climate. It refers to teacher's interpersonal relationship; motivational pattern; work environment; evaluation system; reward system; and communication system

Work values. It refers to love of work and value of quality work done.

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REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and studies that have a direct bearing to the present study.

Conceptual Literature

Organization climate

The organizational climate or psychological environment consists of the people working within the system. Each organization has its own unique climate. Along with this concept, John Kotter has developed a model which suggests that all organizations are made up of seven systems – one major control system and six supportive systems. Each of these affects one another and together composes the organization's personality. These are the following: 1) Key organization process. This is the central factor of an organization which goes about collecting and communicating information necessary to achieve goals of the organization. It also includes how decisions are arrived, as well as the process used in developing its products services.

This central system is affected by other six systems which create the total climate of the organization. They are: a) a. Employees and other tangible assets. These are the resources with which the organization must work. It includes the size and internal characteristics of the organization such as employee's population, plant

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and offices, equipment, tools and other assets. The presence and quality of these factors create progressive or deprived climate. b) Formal organizational arrangement. This refers to all the formal systems that have been designed to regulate the actions of an organization's machinery and employees. It includes among other things the organizational structure, reporting hierarchy rule, religions, and standard operational procedures. c) Social system. This section composes the norms and values shared by the majority of the elements of the system. It is the set of relationships that exists among employees in terms of power, affiliation or trust, one of which is crucial in establishing organizational climate. d) Technology. This system includes the major techniques used by employees in performing their duties and functions. It also includes the underlying assumption about its purposes of technology-for example, replacement of human factor in the environment or changes in procedures and techniques with the advent of a new product or a new machine like a computer. The degree of technology used in a system can shape the organizational climate. e) Dominant coalition. An organization climate is very much affected by its objectives, strategies, personal characteristics and internal relationships of managers who oversee the organization and controls its policy-making. This includes the leadership style of management and its impact, employees' view of management and organizational policies, rules and regulations. f) external environment. This factor operates outside the system but influences the other variables within system.

Another model used by Davis (1982) which identifies several typical elements that contribute to a favorable climate are: quality of leadership, amount of trust, communication,

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feeling of useful work, responsibility, fair rewards, reasonable job pressures, opportunity, reasonable control, bureaucracy, and employee participation. In this particular model, employees in an organization feel that the climate is favorable when they are doing something useful and that it provides a sense of personal worth that is intrinsically satisfying. They also want to be heard and be treated as if they are individuals. They want to feel that the organization really cares about their needs and problems.

Communication

Newstrom and Davis (1993) emphasized that organization cannot exist without communication. If there is no communication, employees cannot know what their co-workers are doing, management cannot receive information inputs, and supervisors cannot give instruction. Coordination of work is impossible, and the organization will collapse for lack of it. Cooperation also becomes impossible, because people cannot communicate their needs and feeling to others. Anyone can say with confidence that every act of communication influences the organization in some way. Communication helps accomplish all the basic management functions, planning, organizing, directing and controlling so that organizations can achieve their goals and meet their challenges.

When communication is effective, it tends to encourage better performance and job satisfaction. People understand also their job better and feel more involved in them. On one hand, the position response of the employees supports one of the basic proposition of organizational behavior – that open communication is generally better than restricted

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communication In effect, it emphasizes that one should know the problems an organization is facing hear what managers are trying to do, they will usually respond favorably.

Part of the management's failure has been that it has not prepared for effective communication. It has failed to lay a good foundation, and so communication "house" has been built upon sand. There are four cornerstones that act as prerequisites to a solid approach. First, managers need to develop a positive communication attitude. They must convince themselves that communication is an important part of their jobs, as research on managerial responsibilities convincingly shows. Second, managers must continuously work to get informed. They need to seek out relevant information or inters to employees, share it and help employees feel informed. Third, managers need to consciously plan for communication, and they must do this at the beginning of a course of action. Finally, developing trust between senders and receivers is important in all communication. If subordinates do not trust their supervisors, they are not as likely to listen or to believe on management's messages.

Halpin's Organizational Climate

Six types of organizational climate were identified by Halpin and Croft which ranged from open to close climates all the way delineating the effective and ineffective types. The authors classified the autonomous and controlled climates among the closed climates. It is confirmed that the social behavior of the employees affects the quality of production and the cause of manifest behavior is traced to the type of climate prevailing in an organization. Thus,

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the level of satisfaction an employee feels in his job is affected by the organizational climate. In this study, the organizational climate is used as one of the indicators of internal environmental influence.

The Human Resource Development Theory

Graham's Theory of human resource states that the development of human beings cannot be avoided nor left to specialists or to the managers of an organization. For an employer to get the greatest possible benefits from abilities, knowledge and skills of his employees, the employer must invest on the training, provide materials and psychological rewards of their work, plan for their advancement and meet their needs that ensure satisfaction.

As the management function, the development of human resource in the organization becomes very satisfying if decision-making is participatory. There is dissatisfaction if management does not share some of its functions and responsibilities. After diagnosing the internal and external environmental influences, it is the focus of the study to propose enhancement activities on management of secondary schools.

The Theory of Values

Andres and Andres (1986), describe the values that are strongly related to leadership and followership. The Filipino is personalistic. He knows how to deal with co-employees and

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with superiors. He values friendship and maintains smooth interpersonal relationship in his environment.

Another values related to work are the practice of procrastination, reciprocation and enthusiasm in work that is not lasting. These values affect job dissatisfaction which can also cause low quality performance if not satisfying.

Work values are used as one of the indicators in this study thus it is important to consider this theory.

Magna Carta for Public School Teachers

The Magna Carta for Public School Teachers of R.A No. 4670 Article 1 Section 1 states that it is hereby declared to be the policy of this Act to promote and improve social and economic status of public school teachers, their living and working conditions, their employment and career prospect in order that they can compare favorably with existing opportunities in all walks of life, attract and retain in the teaching profession more people with the proper qualifications. It is being recognized that advancement in education depends on the qualifications and ability of the teaching staff and that education is an essential factors in the economic growth of the nation (Valdes, 1972)

Research Literature

Baradi's (2001) study revealed that all middle managers as being assessed in their technical skills, human skills, values and beliefs, were said to improve after the training

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exposure. The study is considered related because it was focused on human resource development.

A study which pertained to school administrator's leadership styles, work values and personal-social factors was conducted by Redoble (2003). Her findings, among others, included significant correlation between the school administrator's work values and their leadership styles. The general profile revealed that elementary school administrators in the division of Misamis Oriental and Osamis City were very low in consideration and high in structure. This explains their most important value which is achievement.

Her study was considered related to this study because administration was used as basis for implications to improve school management.

The value of organizational climate in the Philippine schools was stressed by Minda Sutaria (2009) in her work which assess the general office of the then Bureau of Public Schools. Using the systems approach she found out that leadership style, organizational climate, and organizational performance are critical indicators of organizational functioning. Her work was also found a positive relationship between leadership style and organizational climate and between leadership style and organizational performance.

This implies that leadership style subscribes to by school administrators may be to a large extent affect the kind of school climate that prevails. Also, the perceived school climate influence the motivation of the school to attain its objectives, bringing about a kind of organizational health and atmosphere or functioning of the system.

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Bacsa (2009) attempted to investigate the relationship between organization climate and teacher effectiveness in state colleges and universities in Region 7. The study reveals that the organization climate of San Carlos University significantly affected teachers' effectiveness. The different state universities and colleges disclosed that the State Universities and colleges had a different organization climate.

RESEARCH METHODOLOGY

This chapter presents the research method used, population frame and sampling scheme, description of the respondents, research instrument, validation of the instrument, data gathering procedures, and statistical treatment of data used in this study.

Research Method Used

The researcher made use of the descriptive-correlational method of research. Calderon and Gonzales (1993) define descriptive research as a method which is concerned with conditions of relationships that exists; practices that prevail; beliefs, processes that are going on; effects that are being felt, or trends that are developing. The process of descriptive research goes beyond mere gathering and tabulation of data. It involves the interpretation of the meaning of what is being described.

On the other hand, correlational method was also used to determine the relationship between two or more variables, that is, how a variable varies with another.

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Study Population

The respondents of this study were all the secondary school teachers of Lubang, Occidental Mindoro. These high schools were Lubang Integrated School, Lubang Vocational High School, Tilik National High School and Cabra National High School. Lubang Vocational High School have 23 teachers, Lubang Integrated School with 16 teachers, Tilik National High School with 8 teachers and Cabra National High School with seven teachers; a total of 54 teachers. No sampling technique was used in this study since the population size is small. The distribution of the respondents by school is shown in Table 1 below.

Table 1

Distribution of Respondents by School

School	Population
1. Cabra National High School	7
2. Lubang Integrated School	16
3. Lubang Vocational High School	23
4. Tilik National High School	8
TOTAL	54

Description of the Respondents

The respondents of this study were all the teachers of the secondary schools in Lubang, Occidental Mindoro. They consisted of 15 male and 39 female, holding a permanent items and whose ages ranged from 25 to 55 years old.

The teacher-respondents are occupying teacher I, teacher II and teacher III positions.

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Research Instrument Used

The main instrument used in this study was the researcher-made questionnaire .consisting of two parts. Part I include the influence of the external environment influences measured in terms of government laws, regulations and policies and economic conditions with five indicators each.

Part II of the questionnaire dealt on the internal environmental factors which include organizational climate and work values. The organizational climate is composed of teacher's interpersonal relationship, motivational pattern, work environment, evaluation system, reward system and communication system. On the other hand, work values include love of work and value of quality of work done.

Validation of the Instrument

In the validation of the instrument, the researcher presented the questionnaire to the adviser and experts for comments, suggestions and corrections. All the suggestions and comments were incorporated. After the refinement of the questionnaire, it was then printed in its final form and subjected to reliability test before using it in the study.

To ensure the reliability of the questionnaire, the researcher used the test-retest method. The reliability of the questionnaire was administered to ten teachers who were not included in the study. This was done over a week interval. Pearson's Product Moment Correlation Coefficient was used in computing the reliability of the questionnaire. The result of the reliability of questionnaire is shown in Table 2.

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Table 2.

Result of the Reliability of the Questionnaire

Variables	r value	Interpretation
External Environmental Influences		
1. Government laws, regulations and policies	0.85	Reliable
2. Economic conditions	0.91	Reliable
3. Community relations	0.83	Reliable
Internal Environmental Influences		
1. Organizational climate		
a. teacher's interpersonal relationship	0.86	Reliable
b. motivational pattern	0.79	Reliable
c. work environment	0.81	Reliable
d. evaluation system	0.88	Reliable
e. reward system	0.83	Reliable
f. communication system	0.85	Reliable
2. Work value		
a. love for work	0.91	Reliable
b. value of quality of work done	0.89	Reliable

Data Gathering Procedures

Before the conduct of the study, the researcher sought the permission of the Schools Division Superintendent though the principal of the school. The questionnaire was personally

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administered to the respondents giving them more time to answer the said instrument. The retrieval of the questionnaire was also done by the researcher herself.

The researcher tallied, scored, tabulated, analyzed and interpreted all the data gathered from the respondents. Tables were also devised to show answers to the specific questions under study.

Statistical Treatment of Data

The researcher used both the descriptive and inferential statistics in analyzing and interpreting the data gathered in the study.

Weighted mean was employed to determine the extent or degree of influence of the external and internal environment on the management of schools. The weighted mean was used to answer specific questions 1 and 2.

$$WM = \frac{f_1x_1 + f_2x_2 + \ldots\ldots f_nx_n}{f_1 + f_2 + \ldots f_n}$$

or

$$WM = \frac{Efx}{Ef}$$

WM = weighted mean

Efx = sum of all the products of f and x

F = the frequency of each option

X = the weight of each option

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Ef = sum of all the subjects

The Likert Scaling Technique of summated rating was applied to indicate the extent of different items. A rating of 5 was used. The scale value, the ranges of the weighted and verbal interpretation of scale intervals are as follows:

Scale	Statistical Limits	Description
5	4.51 – 5.0	Very high extent
4	3.51 – 4.50	High extent
3	2.51 – 3.50	Moderate extent
2	1.51 – 2.50	Low extent
1	1.00 – 1.50	Very low extent

Regression Analysis was used to determine the degree of relationship between the external and internal environmental influences and the predictive validity of the predictor-variables. This was used to answer question number 3. Corresponding beta weights (b) was computed by using the formula:

$$b = \frac{N(Exy) - (Ex) - (Ey)}{N(Ex^2) - (Ey^2)}$$

The beta weight was tested for significance by using F-test, which is given by the formula:

$$F = \frac{SS\ (regression) / (k - 1)}{SS\ (error) / (n - k)}$$

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Where :	SS (regression)	=	b (NEXY – EXEY)
	SS (error)	=	SS (Total) – SS (Regression)
	SS (Total)	=	$NEx^2 – (Ex^2)$
	N	=	number of observation
	K	=	number of columns

In the test for significance of each of the beta weight, the null hypothesis form: H1 : B = 0 with (K – 1, N – K) degrees of freedom.

After the beta weight is computed, the value of the ordinate (a) for each combination of the criterion and the predictor-variable was computed using the formula:

$$a = \frac{(Ex)}{N} - b = \frac{(Ey)}{N}$$

Where:

Ey = sum of score in the y variable

Ex = sum of scores on the predictor-variable

b = beta weight

The regression equation of x and y given by the equation $y = a + bx + ei$ in estimate where *ei* is normally distributed and *ei* = zero was also formulated.

The proportion of variance x^2 in percent, for each of criterion y and X_k where k = 1, 2, 3, 4, 5, 6 was also computed for find the amount of variation observable.

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Coefficient of determination (r^2) was used to determine the strength of the linear association between x and y and how much of the variation in the dependent variable y is explained by the estimated regression line.

The level of significance used in this study was 0.05. In using alpha level of 0.05, the researcher was more comfortable and 95% confident of the study.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data gathered from the study.

The External Environmental Influence on the Management of Secondary Schools.

Table 3

Mean Distribution and Verbal Description of External Environmental Influences on the Management of Schools in terms of Government Laws, Regulations and Policies

Indicators	Weighted Mean	Verbal Description
1. Equal employment opportunities are provided to the teachers.	3.67	High extent
2. Standardized criteria and policies are being followed in the promotion of teachers.	3.57	High extent
3. Compensation regulation which affects pay, hours of work, unemployment and similar conditions are implemented.	3.86	High extent
4. Benefits regulation which affects pension and retirement are relevant to the needs of the teachers.	3.95	High extent
Overall Mean	**3.76**	**High extent**

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Table3 shows the mean distribution and verbal description of the external environmental influences on the management of secondary schools in terms of government laws, regulations and policies.

As gleaned from the table, benefits regulations which affect pension and retirement relevant to the needs of the teachers got the highest mean score of 3.95 in the mean distribution. Implementation of compensation regulation which affects pay, hours of work, unemployment and similar conditions; equal employment opportunities are provided to the teachers, and following the standardized criteria and policies in the promotion of teachers.

The overall mean of 3.76 indicates that the government laws, regulations and policies being implemented to a high extent. The foregoing data suggests that teachers have the thorough knowledge of the laws, regulations and policies being implemented in the school. Benefits regulation which affects pension and retirement are relevant to the needs of the teachers.

Table 4

Mean Distribution and Verbal Description of External Environmental Influences on the Management of Schools in terms of Economic Conditions

Indicators	Weighted Mean	Verbal Description
1. Productivity of the teachers has been maximized to the fullest.	3.36	Moderate extent
2. The recruitment and selection procedures employed In DepEd can attract and hire the best teachers.	3.69	High extent
3. Motivation and compensation techniques must be employed so that teachers would improve performance .	4.23	High extent

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4. The students can compete globally in academics and other aspects.	3.85	High extent
5. Jobs become competitive thus the parents try their best to educate their children.	4.18	High extent
Overall Mean	**3.86**	**High extent**

Table 4 shows the mean distribution and Verbal Description of External Environmental Influences on the Management of Secondary Schools in terms of Economic Conditions.

As shown in table 4, the employing motivation and compensation techniques so that teachers would improve performance obtained the highest means score of 4.23 described as high extent while maximizing the productivity of teachers to the fullest obtained the lowest mean score of 3.36 described as moderate extent.

On the other hand, the items jobs become competitive thus parents try their best to educate their children; the students can compete globally in academics and other aspects; the recruitment and selection of procedures employed in DepEd can attract and hire best teachers obtained the following mean scores of 4.18, 3.85 and 3.69 respectively all described as high extent

The data implies that the respondents have the knowledge and information on the economic conditions of Lubang. Nevertheless, they believe that teachers' productivity was still dependent to their skills. With this scenario, the teachers need to be more motivated and committed to their present work.

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Table 5

Mean Distribution and Verbal Description of External Environmental Influences on the Management of Secondary Schools in terms of Community Relations

Indicators	Weighted Mean	Verbal Description
1. PTA supports the projects of the school.	4.45	High extent
2. The people in the community prioritize the education of the children.	4.38	High extent
3. Parents have good rapport with the teachers and the administrators.	4.11	High extent
4. The community adopts the clean and green project of the school.	4.27	High extent
5. The school and the community work together in the development of the students' academic performance.	4.15	High extent
Overall Mean	**4.27**	**High extent**

Table 5 presents the mean distribution and verbal description of the external environmental influences in the management of secondary schools in terms of community relations.

As gleaned from the table, the respondents agreed that PTA supports the projects of the school, the people of the community prioritize the education of their children, the community adopt the clean and green program of the school; the school and community work together in the development of the student's academic program; and parents have good rapport with the teachers and the administrators as evidenced by the obtained mean scores of 4.45, 4.38, 4.27, 4.15 and 4.11 respectively.

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The overall mean of 4.27 described as high extent indicates that favorable relation existed with the school and the community. In this set up, the school could better accomplish its organizational goals because they are full supported by the community.

Table 6

Summary Table on the External Environmental Influences

Items	Weighted Mean	Verbal Description
1. Government laws, regulations and policies.	3.76	High extent
2. Economic conditions	3.86	High extent
3. Community relations	4.27	High extent
Overall Mean	**3.96**	High extent

Table 6 shows the summary table on the external environmental influences.

As shown, community relations as one of the indicators of external environmental influences got the highest mean score of 4.27 in the rank distribution, followed by economic conditions, 3.86; and government laws, regulations and policies, 3.76. The overall mean of 3.96 indicates that external environment influences the management of secondary schools to a high extent. Results show that community relations have been described by the respondents as favorable.

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The Internal Environmental Influence on the Management of Secondary Schools.

Table 7

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in terms of Teachers Interpersonal Relationship

Indicators	Weighted Mean	Verbal Description
1. Teachers accomplish their task with vigor and pleasure.	4.29	High extent
2. Teachers attend social gatherings in the community.	4.17	High extent
3. Teachers readily help fellow teachers in all the time of personal needs.	4.41	High extent
4. Teachers work together preparing reports.	4.47	High extent
5. There is a minority of teachers who oppose the majority.	3.36	Moderate extent
6. Teachers socialize in small selected groups.	3.92	High extent
7. Teachers talk about their personal lives and experiences with fellow teachers.	4.08	High extent
8. Teachers have fun socializing together during school time.	3.21	Moderate extent
Overall Mean	**3.99**	High extent

Table 7 shows the mean distribution and verbal description of internal environmental influences in terms of teachers' interpersonal relationship.

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As shown, working together in preparing reports obtained the highest mean score of 4.49 in the rank distribution described as high extent while having fun socializing together during school time gained the lowest mean score of 3.21 described as moderate extent.

Helping fellow teachers in all the times of personal needs; accomplishing teachers task with vigor and pleasure; attending social gatherings in the community; talking about their personal lives and experiences with fellow teachers; and socializing in small selected groups obtained mean scores of 4.41, 4.29, 4.17, 4.08, and 3.92 respectively. On the other hand, there are minority of teachers who opposed the majority as evidenced by the mean score of 3.36 described as moderate extent.

The overall mean of 3.99 indicates that teachers have established strong interpersonal relationships and good rapport with each other. This in turn would lead to better accomplishment of work.

Table 8

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in terms of Teachers Motivational Pattern

Indicators	Weighted Mean	Verbal Description
1. The school head shows interest in solving school problems.	4.33	High extent
2. The school head shows considerations for employees' interest, abilities and/or training in giving assignments.	4.04	High extent
3. The school head sets an example by working hard.	4.12	High extent
4. The school head tells new ideas he comes across to employees		

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5. The school head makes sure that the details of work are followed according to instructions.	4.03	High extent
6. The school head looks out for the welfare of the constituents	4.07	High extent
7. The school head discusses school problems/evaluation openly and directly with employees to arrive at proper solution	4.21	High extent
8. The school head tries to facilitate the teacher's work.	4.08	High extent
	4.18	High extent
Overall Mean	**4.13**	High extent

Table 8 presents the mean distribution and verbal description of internal environmental influences on the management of secondary schools in terms of teachers' motivational pattern.

As presented in the table, the respondents perceived that the school head show interest in solving school problems; looks out for the welfare of the constituents; tries to facilitate teachers work; sets examples by working hard; discusses school problems/evaluation openly and directly with employees to arrive at proper solution; makes sure that the details of work are followed according to instruction shows considerations for employees' interests, abilities, and/or training in giving assignments; and tells new ideas he come across to employees as evidenced by the mean scores obtained of 4.33, 4.21, 4.18, 4.12, 4.08, 4.07, 4.04 and 4.03 respectively all described as high extent.

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The overall mean of 4.13 indicates that teachers are highly motivated by the efforts and commitment by their school heads.

The result also imply that school heads are supportive and oriented in determining school problems and has the ability to provide needed solutions in a manner which shows transparency. Further analysis of the results also reveal that school heads motivate teachers to perform well by showing interest in their welfare and setting an example for them.

Table 9

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in terms of Teachers' Work Environment

Indicators	Weighted Mean	Verbal Description
1. Teachers are assigned according to their specializations.	3.88	High extent
2. Teachers are concerned with the healthy appearance of the school.	4.16	High extent
3. School activities are enjoyable.	4.17	High extent
4. There is a division of labor in all school activities.	3.98	High extent
5. Sufficient time is given for teachers to prepare their reports.	3.95	High extent
6. Routine duties do not interfere with job of teaching	3.71	High extent
7. Offices/rooms afford teachers a wholesome workplace	3.92	High extent
8. There are adequate materials and equipment for school use	3.35	Moderate extent
Overall Mean	**3.89**	**High extent**

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Table 9 shows the mean distribution and verbal description of the internal environmental influences in terms of teachers' work environment.

The highest mean score of 4.17 was obtained by the item on school activities are enjoyable, followed by 4.16 for teachers are concerned with the healthy appearance of the school, 3.98 for there is a division of labor in all school activities, 3.95 for sufficient time is given for teachers to prepare their reports, 3.92 for offices/classrooms afford teachers a wholesome workplace, 3.88 for teachers are assigned according to their specialization, and 3.71 for routine duties do not interfere with job of teaching, all described as high extent.

The lowest mean of 3.35 which is described as moderate extent was assigned to adequacy of materials and equipment for school use.

The grand mean of 3.89 indicates that the work environment is pleasant as this obtained a descriptive rating of high extent.

The results revealed that the working condition was satisfying as evidenced by their strong concern in the physical appearance of the school and their enjoyment in doing the jobs assigned to them. Proper distribution of work is observed thus everybody are given opportunities to prove their capabilities and worth as active members of the organization.

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Table10

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in terms of Reward System

Indicators	Weighted Mean	Verbal Description
1. The school provide opportunities for professional growth.	3.92	High extent
2. The school sees to it that teachers' potentials are tapped by assigning as coaches, trainors, etc.	3.97	High extent
3. The school sends qualified employees to scholarships	4.20	High extent
4. The school sends teachers to attend in-service trainings.	4.00	High extent
5. The teachers feel that the school head is the spokesperson for their benefit.	3.64	High extent
6. The school gives attention to the more basic thing concerning employees benefit	3.85	High extent
7. Promotion is based on merit system.	3.69	High extent
8. Teachers' exemplary performance is recognize.	3.81	High extent
Overall Mean	**3.89**	**High extent**

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Table 10 shows the mean distribution and verbal description of internal environmental influences on the management of public secondary schools in terms of reward system.

As shown in the table, sending teachers to attend in service trainings; acting as spokesperson of teachers benefit; tapping of teachers' potentials by assigning as official/coaches and trainor; providing opportunities for professional growth; giving attention to employees basic benefits; sending qualified employees to scholarship; and using merit system as basis for promotion obtained mean scores of 4.20, 4.00, 3.97, 3.92, 3.85, 3.81, 3.69, and 3.64 respectively all described as high extent.

The overall mean score of 3.89 indicates that teachers conform to the standards followed in awarding merit and recognition of the exemplary performance.

The data imply that teachers received proper encouragement from their superior to advance in their field of specialization. They are given equal opportunities participate in related trainings and enhance their potentials by giving them assignments which could harness their inner abilities.

Table 11

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in terms of Evaluation System

Indicators	Weighted Mean	Verbal Description
1. Teachers are aware of the purpose of evaluation.	4.03	High extent
2. The school head evaluates performance every year using the performance appraisal.	4.36	High extent
3. Promotions are decided on the basis of		

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performance evaluation system.	3.90	High extent
4. The school head determines the efficiency ratings on the basis of what he observes.	3.98	High extent
5. Teachers are informed of the results of evaluation.	4.16	High extent
6. Teachers come up with certain suggestions for the improvement of the supervision/administration of the school.	3.94	High extent
7. The school head conducts evaluation with teacher to be evaluated	3.96	High extent
8. There is peer evaluation among teachers.	3.65	High extent
Overall Mean	**4.00**	**High extent**

Table 11 presents the mean distribution and verbal description of internal environmental influences on th management of secondary schools in terms of evaluation system.

As presented in the table, the highest mean score of 4.36 was obtained by the item which states th3at the school head evaluates performance every year using the performance appraisal system report. Other items like, informing teachers of the results of evaluation; being aware of the purpose of evaluation; determining the efficiency ratings on the basis of what is observed; conducting evaluation with teachers to be evaluated; considering teachers' suggestions for the improvement of supervision and administration; using performance rating as basis for promotion and using peer evaluation among teachers obtained the mean scores of 4.16, 4.03, 3.98, 3.96, 3.94, 3.90, and 3.65 respectively, all described as high extent.

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The overall mean of 4.00 indicates that teachers to a high extent are properly evaluated by the school head.

The data further indicates that the evaluation system adopted was objective and properly documented through the effective use of performance appraisal system. Furthermore, teachers were given feedback of their performance since they understand the purpose of evaluation. In so doing, they can make necessary adjustment and modifications in their current practices.

Moreover, teachers were given opportunities to be heard and their grievances are spelled out for improvement.

Table 12

Mean Distribution and Verbal Description of Internal Environmental Influences on the Management of Secondary Schools in in terms of Communication System

Indicators	Weighted Mean	Verbal Description
1. School problems are discussed during meetings.	4.21	High extent
2. Scheduled meetings are used to disseminate information.	4.10	High extent
3. Memoranda issued by the school head are written clearly.	4.02	High extent
4. There is a free exchange of ideas and information between the school head and subordinates.	4.13	High extent
5. Request of teachers are coursed through proper channels.	4.01	High extent
6. School rules and policies are planned by		

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school head.	4.03	High extent
7. There is no communication gap between school head and subordinates.	3.81	High extent
8. Teachers are objective and mature in Interpreting the results of evaluation.	3.84	High extent
Overall Mean	**4.02**	**High extent**

Table 12 shows the mean distribution and verbal description of internal environmental influences in terms of communication system.

As shown, discussing school problems during meetings; evidence of free exchange of ideas and information between the school head and the subordinates; using scheduled meetings to disseminate information; planning of school rules and policies by the school head; issuing of clearly written memoranda by the school head; coursing through proper channels of teachers' request; objectivity and maturity of teachers in interpreting evaluation results; and absence of communication gap between school head and subordinates obtained the mean scores of 4.21, 4.13, 4.10, 4.03, 4.02, 4.01, 3.84 and 3.81 respectively described as high extent.

The overall mean of 4.02 suggest that there is an open communication between the school head and the subordinates as it is described as high extent.

It is also evident in the results that the teachers are well informed of the decision, policies and ideas dealing with matters that affect the operation of the organization.

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Table 13

Mean Distribution and Verbal Description of Internal Environmental Influence on the Management of Secondary Schools in terms of Love for Work

Indicators	Weighted Mean	Verbal Description
1. I feel I am a born teacher because I love my work as teacher.	4.59	Very high extent
2. I feel happy when I am with my students performing class activities.	4.43	High extent
3. I entertain questions & provide the correct answer	4.18	High extent
4. I simplify my lessons to the level of my students' ability.	4.46	High extent
5. I do not get irritated if asked questions that are sometimes irrelevant.	4.12	High extent
6. I do not get bored correcting students reports/papers.	4.09	High extent
7. I enjoy teaching the subjects assigned as my teaching loads.	4.15	High extent
8. Although I have other work to do, I always spend my time for teaching lessons.	4.21	High extent
9. I am education oriented and I love to observe my students grow in knowledge.	4.42	High extent
Overall Mean	**4.27**	**High extent**

Table 13 presents the mean distribution and verbal description in terms of love for work.

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To a very high extent, the respondents feel that they are born teachers because they love their work as teacher as shown by its highest mean score of 4.59.

To a high extent, the teachers simplify their lessons to the level of students' ability; feel happy with their students performing class activities; that they are education oriented and love to observe students grow in knowledge; always spend time for teaching lessons although they have other works to do; entertains questions and provides correct answers; enjoys teaching the subject assigned as teaching loads; do not got irritated if students sometimes asked irrelevant questions; and do not got bored correcting students reports and papers garnered mean scores of 4.46, 4.43, 4.42, 4.21, 4.18, 4.15, 4.12 and 4.09 respectively.

The overall mean of 4.27indicates that teachers have high work values. This suggests that teachers put greater emphasis on their role as educator. This rests on the premise that they are cognizant of their invaluable contributions on the development of a child as a responsible member of the society. Furthermore, teachers feel the importance of their commitment to deliver the best they can give to students.

Table 14

Mean Distribution and Verbal Description of Internal Environmental Influence on the Management of Secondary Schools in terms of Value of Quality Work Done

Indicators	Weighted Mean	Verbal Description
1. I always give my best in teaching.	4.45	High extent
2. I do not feel contented with my accomplishment and seek always for improvement through professional growth	4.26	High extent

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3. I feel happy if my students get good grades because this means that I am effective teacher.	4.64	Very High extent
4. I feel proud of my students who pass examinations.	4.61	Very high extent
5. I praise students who show quality in their work.	4.58	Very high extent
6. I am impressed on my students the importance of quality service.	4.25	High extent
7. I don't want to stay a mediocre in my profession.	4.47	High extent
8. I strive to be an ideal teacher.	4.48	High extent
9. I work late night to have quality in my lessons preparation.	4.33	High extent
10. I give chance to students to improve their work .	4.41	High extent
Overall Mean	**4.45**	**High extent**

Table 14 shows the mean distribution and verbal description in terms of value of quality work done.

To a very high extent, teachers feel happy if their students get good grades; feel proud if students pass the examinations; and praise students who show quality in their work as evidenced by the mean scores obtained of 4.64, 4.61 and 4.58 respectively.

To a high extent, striving to be an ideal teacher; desire not to stay mediocre in the profession; giving chance to students to improve their work; working late at night to have

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quality in lesson preparations; not being contented with their accomplishments and seek always for improvement; and being impressed on their students' knowledge of the importance of quality service garnered the mean scores of 4.48, 4.47, 4.45, 4.41, 4.33, 4.26 and 4.25 respectively.

The overall mean of 4.45 indicates described as high extent indicates that teachers have the desire to grow in their profession so that they serve the best they can.

Results further indicates that teachers on the value of quality of outputs in their teaching would be very important since they can improve the students' performance by applying different measures enhance students learning outcomes by setting aside time for careful preparation so that the best learning experiences for students are provided.

Table 15

Summary Table of the Internal Environmental Influences on the Management of Secondary Schools

Indicators	Weighted Mean	Verbal Description
1. Organizational climate	3.99	High extent
2. Work values	4.36	High extent
Overall Mean	**4.18**	**High extent**

Table 15 shows the summary table of the internal environmental influences on the management of secondary schools in terms of organizational climate and work values.

To a high extent, work values obtained the highest mean score of 4.36 and organizational climate garnered mean score of 3.99. The overall mean of 4.18 described as

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high extent indicates that organizational climate and work values are potent factors that could influence the performance in an organization.

The preference of the respondents to work values as the first and the most important could be attributed to the fact that others can be overruled when teachers manifest proper work values. When teacher follow a well-defined set of values about the importance of their respective roles, they could easily adjust themselves in the prevailing organizational climate and raise valuable suggestions to improve current practices leading to a more enjoyable atmosphere within the organization.

Relationship between the influences of the external and internal environment and the management of secondary schools.

Table 16

Summary of F-values, R, r^2

Internal Influences	F-value	R	r^2	Interpretation
1. Teachers interpersonal relationship	10.023	0.5993	0.3591	Significant
2. Teachers motivational pattern	7.592	0.5459	0.2980	Significant
3. Teachers' work environment	11.973	0.6332	0.4080	Significant
4. Reward system	8.243	0.5616	0.3154	Significant
5. Evaluation system	10.470	0.6076	0.3692	Significant
6. Communication system	9.427	0.5875	0.3451	Significant

Critical F-value = 1.88 df = 6, 47

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Regression result shows that the computed F-values of 10.023, 7.592, 11.973, 8.243, 10.470, and 9.427 exceed the critical F-value of 1.88 at 5% level of significance using 6 and 47 degrees of freedom. This indicates that a significant relationship between the external and internal environmental influences considering organizational climate. The coefficient of determination reveals that 35.91%, 29.80%, 40.80%, 31.54%, 36.92% and 34.51% for teachers interpersonal relationship, motivational factors, work environment, reward system, evaluation system and communication system respectively account for the variance in the organizational climate as explained by the external environmental influences with multiple r values of 0.5993, 0.5459, 0.6332, 0.5616, 0.6076 and 0.5875 which are deemed a moderate to a high degree of correlation among the variables regressed.

Further analysis shows that regression coefficients that laws and regulations, community relations, and economic conditions are good predictors of the organizational climate as evidenced by the values of 0.3655, 0.3042, and 0.3504 respectively. These beta-values are positively identified to have greatly influenced the teachers' interpersonal relationship, motivational pattern, prevailing reward system, existing communication system and working environment. The null hypothesis is therefore rejected.

The result implies that teachers are well-motivated to perform their job well because a great majority of people are considering their important roles as molders of youth by sending their children in school thereby prioritizing education of equal degree of importance, self-motivation is stimulated by their appreciation of the implementation of legal policies.

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Table 17

Summary of F-values, R, r^2

Work Values	F-value	R	r^2	Interpretation
1. Love of work	5.900	0.4980	0.2480	Significant
2. Value of quality of work done	3.037	0.3810	0.1451	Significant

Critical F-value = 1.88 df = 6, 47

Table 17 shows the summary table of F-values, R and r^2.

Regression results shows that the computed F-values of 3.037 and 5.900 exceed the critical F-value of 1.88 at 5% level of significance using 6 and 47 degrees of freedom. This indicates that a significant relationship between the external and internal environmental influences considering work values. The multiple r values of 0.3810 and 0.4980 indicate a marked to high degree of correlation among the variables regressed. It he data further indicates that 14.51% and 24.80% of the variation in work values are explained by external factors.

Examining beta weights, economic conditions and laws and regulations are positive predictors of teachers work values as evidenced by the values of 0.2386 and 0.2094 respectively. The null hypothesis is therefore rejected.

The results imply that teachers have a high regard on the quality of their outputs brought about by the increasing demands for highly competitive individuals to compete globally not only in academic but also in other aspect. This is made possible by developing

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among them the desire to show students how much they love their work thus making them realize the importance of quality service.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions and recommendations.

Summary of Findings

The following are the major findings of the study.

1. The management of secondary schools measured in terms of community relations, economic conditions and government laws, regulations and policies were influenced by the external environment to a high extent as indicated by the mean scores obtained of 4.27, 3.86, and 3.76, respectively. The overall mean was 3.96.

2. The internal environmental influences in was considered favorable to a high extent. In terms of organizational climate it was favorable to a high extent as evidenced by the mean score of 3.99 and to a high extent, work values obtained a mean score of 4.36

With respect to the respondents' work values, they show positive reactions that imply their commitment in ensuring that they do their job well and with quality of outputs. This is evidenced by the mean scores of 4.27 and 4.45 respectively for love of work and quality of work done.

` 3. There was a significant relationship between the perceived external and internal environmental influences of teachers in Lubang. Since the computed F- values of 0.60, 0.55,

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0.63, 0.56, 0.61, and 0.59 for interpersonal relationship, motivational pattern, working environment, reward system, evaluation system and communication system , respectively are greater that the critical F-value of 1.88 at 5% level of significance using 6 and 47 degrees of freedom. Thus, the null hypothesis is rejected. There is a significant relationship between the external environment influences and their perceived organizational climate.

Similarly, the computed F-values of 0.50 for love of work and 0.38 for value of quality of work done are greater that the critical F-value of 1.88 at 5% level of significance using 6 and 47 degrees of freedom. Thus, the null hypothesis is rejected. There is a significant relationship between the internal environmental influences and the love of work and value of quality work done.

Conclusions

In view of the foregoing findings, the following conclusions are made.

1. The government laws, regulations and policies being implemented by DepEd favor the needs of the teachers.

The economic conditions prevailing were favorable thus enabling the teachers to be more productive in their work.

The school and the community act as partners in enhancing the student's competencies as well as in the achievement of school's goals.

2. The prevailing organizational climate is characterized by a democratic structure as everybody's voice and ideas runs with the flow of the organizational framework.

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The teachers follow a hierarchy of well-defined values about their work and roles as education of the youth.

A high preference over and above other environmental influences is given by the respondents on work value as the most important factors that directly affect the performance of the organization.

3. The external environmental influences are related to internal environmental influences like organizational climate, love of work, value of quality of work done. The effectiveness of the school as well as the relations that exist in their organizations is dependent on such external environmental influences.

Recommendations

In view of the foregoing findings and conclusions, the following recommendations are offered:

1. Regular consultative meetings and conferences with the parents and the community must be conducted to rationalize the needs of the students. Meanwhile, the school head should conduct a monthly forum about the policies being implemented in schools.

2. Careful analysis and provisions for corrective measures on the external and internal environmental influences indicators should be done because it could bring failure on the existing status of the organization.

3. External and internal environmental influences that have positive effect on school management should be improved to some degree of effectiveness.

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4. Future studies similar to this research must be conducted using other variables like effectiveness of instruction and the performance of students must be included as part of the internal environmental influences.

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