DEVELOPING A TOOL ON EFFECTIVE SCHOOL IMPROVEMENT STRATEGY: EXPLORATORY APPROACH

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ABSTRACT

The purpose of this research was to examine the development of a tool for successful school improvement strategies utilizing exploratory sequential design. The 300 and 17 respondents were chosen at random and on purpose to examine teachers' lived experiences in developing a tool for school effectiveness plan. Effective evaluation is important for school success, including learning and teaching. It allows instructors to assess the efficacy of their training by comparing students' achievement of certain learning objectives. As a result, it comprises seven (7) emergent themes, including a lack of funding, effective strategy implementation, collaboration with stakeholders, a lack of management and leadership skills, a lack of time, collaboration, responsibility, and accountability. During the Exploratory Factor Analysis (EFA) Factor Loadings, three (3) underlying dimensions were generated, which are as follows: Standards of Strategy Implementation, Adaptable School Environment, and Safety School Environment. Furthermore, these measurements serve as the foundation for the creation of a final tool. It was discovered that there are 13 items in sets of surveys that are appropriate for factor loadings. This signifies that these questions are acceptable for the study's measuring instruments and pass the face validity test. The study's results advised targets and activities that are compatible with the reality of the growing educational center to increase academic accomplishments and student value integral improvement. This preparation asks teachers to figure out what they want to do, what tools they need, and how they're going to do it. They also need to use a strategic and integrated approach.

Keywords: *School Improvement Strategy, Tool Development, School Effective Strategy, Columbio Districts.*

INTRODUCTION

Issues related to developing an effective school improvement plan and strategy tool have been a difficulty for educators all over the world for decades. An improvement plan and strategy are a set of activities derived from a previous unit diagnosis process that collects and formalizes improvement objectives and actions aimed at enhancing the good qualities and addressing the weak areas in a prioritized and timely manner.

However, there has always been a lot of scientific discussion in the Philippines regarding how to develop effective tools and school performance strategies. Scientific research has provided a variety of instruments for dealing with these processes; nonetheless, the system of responsibility is the most widely used and embraced in educational systems across the world. When it comes to measuring school effectiveness, it has been discovered that there is much more that needs to be done to better a tool development plan (Dussaillant & Guzman, 2021).

Similarly, Guzman (2021) asserted that evaluation of the effectiveness is a vital component of school success, including teaching and learning. It allows teachers to assess the efficacy of their instruction by comparing student achievement of specified learning objectives. it was found out that among 150 evaluated tools for the efficacy of school improvement plan only **45%** are standard. Meanwhile the remaining **55%** are still in progress and need to study deeper for improvement.

Furthermore, Anderson (2020), there are three sorts of responsibility in developing a tool in school improvement strategy such as conformity with norms, accordance with the instantaneous rules, and compliance with professional conduct. The third type of responsibility is learning outcomes and student performance.

According to Puryear et al. (2020), confirmed that the school development plans and strategy on educational innovation initiatives carried out in schools with the cooperation of all members, with the goal of enhancing the organization in didactic, organizational, and managerial aspects. An Improvement Plan and strategy is described as a deliberate activity in which a center articulates a procedure that allows it to strengthen those features deemed beneficial and alter or eliminate those deemed bad because of its prior self-evaluation process.

Meanwhile, the school improvement plan and strategy is a continuous improvement process planned that defines goals and activities that are matched with the reality of the educational center that implements developing to enhance academic outcomes as well as the value of the students (integral improvement). This planning compels educators and planning teams to establish priorities, define goals, tools, strategies (Armstrong, 2020).

Some academics are sceptical that formal improvement planning, and strategy may have a significant impact on schools in developing a tool that enhance student results and school performance. This article will analyse the most recent research on school improvement plan and strategy and their effects in developing a tool to determine whether these accountability-based instruments are reliable and effective (Murphy, 2020).

Few empirical studies on the development of school effectiveness tools have been conducted in the Philippines (Luna, 2021). Luna emphasizes that the majority of research evaluating the performance of Philippine schools is evaluated using effective tools. Among the limited research available, San Antonio and Gamage (2005) highlighted supporting, proactive, prioritizing, cooperative, lack of decisiveness, and excessive manifestation of their conventional authority as variables in building tools impacting school success in a school in the Philippines. According to a study conducted in the Philippines (Sindhvad, 2009), 59% percent of principals observed demonstrated tool effectiveness, whereas 16 (32.7 percent) and four (8.2 percent) said that further research is needed to produce successful tools, respectively. School development tools are designed to influence change and innovation for the purpose of increasing school effectiveness, and so constitute a complete long-term planning effort. The procedure and aim of the development planning tool are to help the school in effectively implementing changes that will increase the quality of teaching and learning standards. In this respect, say that using a school development planning tool may serve as a method for school improvement (Guzman, 2021).

Based on the prevailing issues mentioned above this study aim to examine a developing

tool on effective school improvement strategy.

FRAMEWORK

The school improvement plan and strategy can only be prepared once the school has provided effective development tool examined the outcomes attained by school performance. Critically, data analysis must center on the outcomes of statutory assessments, exams, and test results for all school performances. However, before the school development plan can be developed, the school's internal data concerning different year groups and topics must be analyzed (Asturas, 2019).

As a pragmatist, I see this study's worldview as being open to a variety of data collection approaches, such as qualitative and quantitative sources; a focus on the research's real repercussions; and an emphasis on doing research that best answers the research issue. Science, in my opinion, has the potential to explain and develop practical, real-world solutions. For combining approaches, in my case quantitative and qualitative, pragmatism provides epistemological validation (via pragmatic epistemic principles and standards) and reasoning (via the use of a mixture of methods and theories that better frame, prese Pragmatism is a philosophy that focuses on acts, situations, and outcomes rather than pre-existing circumstances. It allows for the use of a wide range of approaches, worldviews, and conclusions, as well as numerous modes of data collection and analysis (Creswell, 2008). Pragmatic philosophy seeks to alter ideas and attitudes. It is primarily focused with the creation of new ideas and viewpoints and offer falsifiable answers to my study questions (Johnson et al. 2019).

This study is anchored on the theory of Andrew Barr, the **Theory and Methods Tool.** The Theory & Methods Tool is an interactive resource that provides information on the connections between behavior change techniques (BCTs) and their mechanisms of action (MoAs). It was created to help intervention designers, researchers, and theorists construct and evaluate theory-based treatments. The Theory of Change tool not only assists you in clearly articulating and connecting your work to your larger objective, but it also enables you to identify possible risks in your strategy by disclosing the underlying assumptions in each phase. When numerous projects are going concurrently in a large organization, the Theory of Change assists in mapping these distinct initiatives first and then considering how they link and relate to one another. This tool can also assist team members align with the wider end objective and understand their role in attaining it.

Another theory is **School of Improvement Plan Theory** developed by Hopkins et al., (1994). This theory is very essential in developing a certain tool for school improvement plan and strategy. A theory for improvement is a collection of interconnected ideas on how to improve some element of what happens in your school for your students. This improvement in learner performance is typically articulated as a goal. The purpose of building an improvement theory is to have everyone on the same page regarding the techniques you've chosen collectively will achieve your goal, as well as the thinking that behind those specific strategies.

METHODS

Research design

In this investigation, the exploratory mixed method testing research was employed. This method collects both qualitative and quantitative data sequentially, and the analyses are combined to produce a more robust and full interpretation than utilizing any one data source alone (Creswell, 2013). This approach is also used to cross-validate or corroborate results. As a result, it's frequently utilized to compensate for a defect in one system by leveraging the capabilities of another (Creswell, 2013).

Respondents

Teachers and school administrators of Columbio District 1 and 2, Sultan Kudarat Division were chosen as respondents for this study. Included the selected teachers in selected schools for the school year 2021-2022. Ten (10) educators participated in the videotaped in-depth interview **(IDI).** It featured a fresh group of seven (7) educators in a focus group discussion **(FGD),** The quantitative strand used random sampling to choose a total of 300 respondents.

Instruments

The parts of the questionnaire were chosen by the frequency of occurrence as established by focus group discussions. When the technique is established from a qualitative approach, the viewpoints on the application of pandemic restrictions will be exposed. Experts were also requested to assess the material validity of the interview questions as well as the acceptability of the items used to capture the perspectives during the epidemic limitations. This is done to ensure that the questionnaire is easy to read and understand. Sets of adopted questionnaires were used to gather data from the respondents. Even if the tools already have validity and reliability assessment. These instruments were subjected to validity and reliability test.

Statistical Tools

Mean and Standard Deviation was used to determine the levels of burnout, self-awareness, and psychological well-being of teachers. Moreover, the Pearson Product Moment Correlation was utilized to determine the relationship between burnout, self-awareness, work engagement, and psychological well-being of teachers. Furthermore, the multiple regression analysis was used to measure the influence of burnout and self-awareness on the psychological well-being of teachers.

RESULTS AND DISCUSSIONS

This chapter deals with presentation, analysis, and interpretation of data. It includes the emerging themes of developing a tool on effective school improvement strategy.

Essential Themes on Developing a Tool on Effective School Improvement Strategy

In this study, thematic analysis was utilized to create a theme based on the responses and fundamental concepts of respondents developed through in-depth interviews and Focus Group Discussions. As a result, seven (7) primary themes emerged from Developing a Tool On Effective School Improvement Strategy namely: Lack of Funding and Effective Strategies Implementation, Cooperation with the Stakeholders, Lack of Management and Leadership Skills,

Lack of time, Cooperation, Responsibility and Accountability.

Lack of Funding

Most of the participants believed that funding plays a significant role in developing a tool for school improvement strategy. Thus, most of the participants depict the statements below:

> *''Luck of financial funds, teacher students' relations and parental Deficiencies'' (IDI_P1).*
> *"As an administrator of the school, funding is one of the challenges in developing an effective school improvement strategy" (IDI_P4).*
> *"Human and financial resources" (IDI_P3).*
> *"Lack of Financial Support" FGD 1).*
> *"Lack of Sourcing out of funds" (FGD 2).*

The significant remarks of the participants imply that Managing finances is critical to the success of any organization. In addition to everyday expenditures, monies should be available to acquire long-term assets for the company's needs.

Thus, the remarks of the participants is supported by Diaz, (2020). The managing financial elements is critical to the success of every successful firm. Sufficient money is required to cover daily expenditures and to acquire long-term assets that fulfill the company's requirements; moreover, cash should be available to cover any potential unplanned excess costs that may develop.

Effective Strategies Implementation. Most of the participants believed that rather than just talking about it, strategy execution is a critical part of the strategy development process. It demonstrates to the group the viability of the ideas being discussed by putting them into action. Because everyone can contribute, it's a terrific tool for team building

> *"Most of the participants believed that efficacy on the strategies and implementation among school administrators are very important in developing tool. Thus, most of the participants believed that: A school improvement plan outlines the practices that the school wishes to alter. The strategy's implementation will necessitate changes in culture, employee professional development, staff redeployment, and physical resources, among other things" (IDI_P5).*
> *"Effective school improvement strategy can help both student and teachers in terms of learning and teacher and students' relationship can be developed more" (IDI_P2).*
> *"In developing a tool on effective school improvement strategy, one of the challenges of it is the determining or identifying the prioritization of the school programs and projects that need to be implemented considering the resource of the school organization" (FGD 2).*
> *Yes, if possible, we should have worked out other ideas because more ideas much better strategies for the school improvement. For instances, if the ideas or tools are worked excellently on that school, so, we can borrow it but we should modify it that this tool will be applicable in our school" (FGD 3)*

The statements of the participants implied that the execution of an effective school strategy is an important aspect of creation process in developing a tool. It shows that the ideas being discussed are viable by putting them into action. It's an excellent tool for team building because everyone can contribute for school effectiveness. The implication of the study is supported by Gozzi (2021) The process of putting plans into action to achieve a desired result is known as strategy implementation. He pointed out that It is essential that every organization's ability to make choices and carry out crucial operations swiftly, effectively, and consistently is critical to its success.

Cooperation with the Stakeholders. The participants believed that collaborating and dividing equal responsibilities among others are very essential in good crafting tools for school effective school strategy. Cooperation is a must to organize a tool for efficacy. Thus, the following ideas are indicated below:

> *"To develop a tool on effective school improvement strategy, we need a collaborative idea in planning and hands-on implementation from the school personnel's, school administrator, stakeholders, BLGU, LGU and community. As we all know that more heads are better than one" (IDI_P10).*
> *"To apply the tools or strategies that the school developed we need the cooperation of everyone who have crafted the tools. Meaning the people who have planned the tools or strategies they were the same people to implement it" (IDI_P11).*

The significant statements of the participants believed that strategy execution is a critical part of the strategy development process. It demonstrates to the group the viability of the ideas being discussed by putting them into action. Because everyone can contribute, it's a terrific tool for team building.

Thus, the idea is supported by Santos, (2020). Implementing a strategy is critical since it is done via action rather than words or ideas. It assists the team in demonstrating the viability of the plans discussed and puts them into action. Additionally, it is an excellent tool for team building since it allows for participation from all members.

Lack of Management and Leadership Skills. Most of the participants believed that managerial and leadership skills among school administrators plays a significant role in determining better tool development for school effectiveness. Hence, the significant statement of the participants revealed that:

> *"More work for stakeholders, reduced efficiency, unequal school performance, a greater need for staff development, misunderstanding about new roles and duties, and coordination difficulties are some of the issues that School may face" (IDI_P9).*
> *"Lack of parents' cooperation, Unsupportive BLGU, LGU and Community, and Lack of managerial and leadership skills of the school administrator" (IDI_P7)*
> *"The common challenges encountered in developing a tool on effective schoo improvement are the school administrator is lack of leadership and managerial skills in running the school, and lack of support from stakeholders, BLGU, LGU and community" (FGD 7).*

The statements of the participants implied that Lack of Leadership and Management Skills Image. A company without in vision will lack leadership. Employees will lack purpose without vision. Employees are driven only by their compensation. Ineffective managers contribute to poor employee retention, low customer satisfaction, and reduced productivity. Poor leadership abilities are blamed for up to 32% of involuntary employee turnover.

The implication of the study is supported by Romoza, (2020). He emphasized that Without leadership, a company will also lack vision. Without a compelling vision, workers will lack a sense of purpose. Without a sense of purpose, workers are driven just by their salary. Meanwhile, having incompetent managers results in poor retention, low customer satisfaction, and long-term productivity loss. Poor leadership abilities are blamed for up to 32% of involuntary employee turnover.

Lack of time. Majority of the participants believed that time is significant in developing a tool for school effectiveness. Framing an output needs essential time to better craft of a tool. Thus the majority of the participant enumerated below:

"*Lack of Time and financial*" (IDI_P1).

"*Time management and over lapping activities*" (IDI_P4).

"*Time management*" (IDI_P5).

"*Instructional time*" (FGD 2).

They discovered that participants in the time restriction condition felt much more time pressure, encountered more task difficulties, expressed less satisfaction with their performance, placed a premium on speed, and participated in enhanced metacognitive monitoring.

The idea is supported by Doque (2020). He pointed out that participants in the time restriction condition reported considerably more time pressure, had higher task difficulty, less satisfaction with their performance, increased importance of working rapidly, and participated in more metacognitive monitoring than those in the control condition.

Cooperation. Most of the participants believed that cooperation is building and responsibilities through collaborative work and effort within the organizations. Thus, the significant statements of the participants revealed below:

"The school should need the cooperation of the stakeholders, BLGU, LGU and community" (IDI_P4).
"Encourage all the team to cooperate and most of all always include the community in the meeting" (IDI_P5).
"Cooperation of the teachers and stakeholders and the capacity of every member to do so" (IDI_P6).
"Teachers, school heads, stakeholders work together to reach the goals of the school" (FGD 7).
"collaboration with my colleagues and strong connection with the

Stakeholders" (FGD 7).

This imply that participants in cooperative circumstances encourage and support one another, creating a positive environment. The ability to learn, feel emotionally mature, and have a strong sense of self are all associated with being cooperative. Thus, this idea is concorded with the study of Sudha, (2021). She emphasized that Cooperation and teamwork generate a climate of mutual support among team members, which makes it easier for them to communicate. There is an improvement in team cohesiveness as each member has an understanding of where the team is heading via open communication.

Responsibility and Accountability. The participants believed that responsibility and accountability among stakeholders and school administrators in developing a tool for school effectiveness is very essentials. Thus, the significant remarks of the participants are concorded below:

> *"Every school should have reliable plan, programs, and projects for them to be responsible and accountable to the result" (IDI_P7).*
> *"Assigned coordinators, responsibilities, and accountabilities in some important role and functions in the school organization is very crucial (IDI_P8).*
> *"Series of meeting and consultation before final tool on improvement Strategies" (FGD 5).*

This imply that responsibility and accountability are important when creating a strategic tool since they emphasize the aims of the tool and successfully compel to improve. The significant statements of the participants is supported by Aquino (2019). He highlighted in his study results that accountability and responsibility It fosters interpersonal and team trust. It enables workers to rely on one another, whether it means meeting deadlines, doing assigned tasks, or feeling safe approaching a coworker or management for assistance.

Table 1

Essential Themes on Developing a Tool on Effective School Improvement Strategy

ISSUES PROBED	CORE/STATEMENTS	THEMES
Points Of View on Effective School Improvement Strategy	● Financial support and the people involve. ● Sourcing out of funds. ● Human and financial resources.	**Lack of Funding**
	● School Should possess effective implementation. ● The school specify desired outcomes, design, and implement an improvement strategy, measure and monitor the results. ● School should develop an effective school improvement	**Effective Strategies Implementation**

	strategy.	
	● The school should have strong connection with the stakeholders, BLGU, LGU and community. ● The school should collaborate with the stake holder. ● School should have a strong connection with the stakeholders. ● School administrators need cooperation with the stakeholders.	**Cooperation with the Stakeholders**
Common Challenges of Developing a Tool on Effective School Improvement Strategies	● The school administrators are lack of leadership skills. ● The schools' administrators are lack of managerial skills. ● The school administrators should undergo managerial and leadership skills. ● The school administrators should develop leadership and managerial skills.	**Lack of Management and Leadership Skills**
	● Schools' administrators depicts lack of time. ● School administrators need ample time for good planning. ● School administrators are struggles in finding quality time in the implementation of a good tool for school safety. ● Time management plan should be implemented. ● Time management and over lapping activities	**Lack of time**
Teachers' Recommendation to Develop A Tool For School Improvement Strategy	● The school should need the cooperation of the stakeholders, BLGU, LGU and community. ● Encourage all the team to cooperate and most of all always include the community in the meeting. ● Cooperation of the teachers and stakeholders and the capacity of every member to do so. ● Teachers, school heads, stakeholders work together to reach the goals of the school. ● collaboration with my colleagues and strong connection with the	**Cooperation**

	stakeholders.	
	• Every school should have reliable plan, programs, and projects for them to be responsible and accountable to the result. • Assigned coordinators, responsibilities and accountabilities in some important role and functions in the school organization is very crucial. • Series of meeting and consultation before final tool on improvement strategies.	**Responsibility and Accountability**

Construction of Developing a Tool on Effective School Improvement Strategy Scale

Table 2 exhibits the suggested Checklist Survey Questionnaire to be Subjected for EFA which reflected the skills of Developing a Tool on Effective School Improvement Strategy scale components which are included in the checklist. The items reflect the fundamental topics, fundamental ideas/ assertions, issues demonstrated, and implications. There are 40 items on the survey questionnaires.

Table 2

Developing a Tool on Effective School Improvement Strategy Scale Questionnaire

Items
1. I am free of threats, abuse, and harassment at school.
2. The majority of kids at our school adhere to the school's policies.
3. I make sure that in my school students get along.
4. My colleagues show concern for me and treat me with dignity.
5. I have the opportunity to participate in the school development of policies that impact me (for example, school regulations and student activities).
6. A member on the faculty assists me in checking my pedagogies on a regular basis.
7. In general, I am happy with the school's quality.
8. I like the subjects I am teaching at school.
9. Our educational atmosphere is conducive to learning.
10. Someone looks after me if I am injured or ill at school.
11. I am aware of my school's objectives.
12. My higher colleagues anticipate that I will produce high-quality work.
13. The school is always looking for methods to enhance teaching and learning in order to raise student accomplishment.
14. I am actively engaged in the process of school improvement.
15. Administrators, teachers, other school employees, and parents communicate openly.
16. I invite parents to attend my classroom and urge them to do so.
17. The school keeps its community stakeholders aware about school activities.
18. Our school has high performance objectives for all students based on established criteria.

19. My professors assist me in comprehending what I am supposed to know and be capable of doing.
20. My higher colleagues instill in me the ability to think critically and solve difficulties.
21. My higher colleagues engage me in learning in a variety of ways.
22. I can demonstrate my knowledge in a variety of ways (for example, via projects, portfolios, and presentations).
23. I've developed the ability to appraise my own work.
24. I collaborate with my school administration in sharing new ideas to improve school strategy.
25. I get students point of view with regards on school improvement.
26. I participate in every school administration meeting and conferences.
27. I always socialize with my students and colleagues.
28. I provide care for my colleagues and students to form a good camaraderie.
29. I made class preparation every period.
30. I respect my students and colleagues learning process.
31. I organize seminars with students to present the ways of how they can study each subject and what learning goals are expected from them.
32. I organize remedial learning classes for the ones left behind and a different teacher from their own teaching the same subject.
33. I organize seminars with the parents for them to know some strategies and regulations inside the class or school.
34. I conduct action research and equip it, then monitor the change process and self-evaluate based on research findings.
35. I arrange and support teachers to identify the problem with the teaching and learning process and collect information on the problem.
36. I set up monthly subject-area meetings to support staff with their question in the organization.
37. I focus more on electronic mediums for advancement.
38. I make sure the school changes contribute to the welfare of the community.
39. I think critically and analytically to avoid school improvement errors.
40. I speak clearly and effectively for them to understand my perspective and opinions.

Dimensions of Developing a Tool on Effective School Improvement Strategy

Testing of the proposed Questionnaire consisting of 40- item scale on Developing a Tool on Effective School Improvement Strategy. Prior to the proposed 40-item scale for developing a tool on school improving strategy underwent factor analysis, the Kaiser Meyer-Okin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity was performed. Table 3 highlighted the results.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.647
Bartlett's Test of Sphericity	Approx. Chi-Square	2542.867
	df	780
	Sig.	.000

The results displayed that the KMO test generated the value of .647 which is above the .5. This means the sample can be treated with EFA. Also, Bartlett's Test of Sphericity result yields a .000 significant value which tells that the data have patterned relationships, and factorability was assumed. Hence, there was empirical evidence to proceed with the factor analysis.

Derivation of Developing a Tool on Effective School Improvement Strategy. To determine the number of factors, the 40-item scale was tested using an unrotated factor matrix with estimates of eigenvalues, percent of the variance, and cumulative variance. Eigenvalues represent the total amount of variance that can be explained by a given principal component. They can be positive or negative in theory, but in practice, they explain variance which is always positive (UCLA, 2021). Under the Kaiser criterion, all components are dropped with eigenvalues under 1.0, this being the eigenvalue equal to the information accounted for by an average single item (Costello & Osborne, 2005).

Meanwhile, three factors were identified in the model with eigenvalues above 1. The loading factor for each item corresponds to a factor score which was above .40. This means, there was a sufficient correlation between factors and variables; hence, the item can be considered as part of the particular factor.

The Table 3 shows the pattern matrix using Principal Axis Factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loadings of items in the three factors are above .4. It can be supported by Field (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized by Hair et al. (1998) that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor.

Table 4

Pattern Matrix Three-Factor Model

Items	Factor Loading		
	1	2	3
1. Our school has high performance objectives for all students based on established criteria.	.456		
2. My professors assist me in comprehending what I am supposed to	.420		

	know and be capable of doing.			
3.	My higher colleagues instill in me the ability to think critically and solve difficulties.	.409		
4.	I organize remedial learning classes for the ones left behind and a different teacher from their own teaching the same subject.	.472		
5.	I speak clearly and effectively for them to understand my perspective and opinions.	.404		
6.	I make sure that in my school students get along.		.432	
7.	My colleagues show concern for me and treat me with dignity.		.554	
8.	I like the subjects I am teaching at school.		.597	
9.	Someone looks after me if I am injured or ill at school.		.494	
10.	I am aware of my school's objectives.		.443	
11.	I am free of threats, abuse, and harassment at school.			.503
12.	The majority of kids at our school adhere to the school's policies.			.479
13.	In general, I am happy with the school's quality.			.470

Extraction Method: Principal Axis Factoring.
Rotation Method: Promax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the three-factor model of Developing a Tool on Effective School Improvement Strategy with 13 items was developed as shown in table 5, namely: Standard Strategies Implementation (5) items, Adaptable School Environment (5) items, and Safety School Environment (3) items.

The items that do not fit with the factor were removed in the final questionnaire. More specifically, the items in factor included are the following: Item 5 "I have the opportunity to participate in the school development of policies that impact me (for example, school regulations and student activities), item 6 "A member on the faculty assists me in checking my pedagogies on a regular basis", item 9 "Our educational atmosphere is conducive to learning".

Moreover, item 12 "My higher colleagues anticipate that I will produce high-quality work", item 13 "The school is always looking for methods to enhance teaching and learning in order to raise student accomplishment", item 14 "I am actively engaged in the process of school improvement", item 15 "Administrators, teachers, other school employees, and parents communicate openly", item 16 " I invite parents to attend my classroom and urge them to do so".

Furthermore, item 17 "The school keeps its community stakeholders aware about school activities", item 21 "My higher colleagues engage me in learning in a variety of ways", item 22 "I can demonstrate my knowledge in a variety of ways (for example, via projects, portfolios, and presentations)", item 23 " I've developed the ability to appraise my own work", item 24 "I collaborate with my school administration in sharing new ideas to improve school strategy", item 25 "I get students point of view with regards on school improvement", item 26 " I participate in every school administration meeting and conferences".

Additionally, item 27 "I always socialize with my students and colleagues", item 28 " I provide care for my colleagues and students to form a good camaraderie", item 29 "I made class preparation every period", item 30 "I respect my students and colleagues learning process", item

31 "I organize seminars with students to present the ways of how they can study each subject and what learning goals are expected from them".

Besides, item 33 "I organize seminars with the parents for them to know some strategies and regulations inside the class or school", item 34 "I conduct action research and equip it, then monitor the change process and self-evaluate based on research findings", item 35 "I arrange and support teachers to identify the problem with the teaching and learning process and collect information on the problem".

Meanwhile, item 36 "I set up monthly subject-area meetings to support staff with their question in the organization", item 37 " I focus more on electronic mediums for advancement', item 38 "I make sure the school changes contribute to the welfare of the community", and item 39 "I think critically and analytically to avoid school improvement errors" does not fit the factor loadings on developing a tool on effective school improvement strategy.

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in the Table 5 that the overall reliability is high with a Cronbach's alpha value of .863. The subscale or dimension also is above the criteria of reliability above .70 alpha, namely Standard Strategies Environment (α= .782), Adaptable School Environment (α=.821), and Safety School Environment. This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 5

Reliability test on Effective School Improvement Strategy

Scale	Cronbach's alpha
Standard Strategies Environment	.782
Adaptable School Environment	.821
Safety School Environment	.875
Overall Reliability	**.863**

Final Version of Developing a Tool on Effective School Improvement Strategy

The final version of the instrument, which is the output of this study, is presented in the form provided in Table 6. From 40 items was reduced to 13 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, Hair et al. (2010) loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using the EFA, developing a tool on school improvement strategy Questionnaire was developed. This scale consists of 13 items. Specifically, a total of five (5) items for Standards of Strategies Implementation, five (5) items for Adaptable School Environment, and three (3) items for Safety School Environment. The five-point Likert scale from 5-strongly agree to 1- strongly

disagree is shown below.

Table 6
Developing a Tool on Effective School Improvement Strategy Questionnaire

Items	Factor Loading		
	1	2	3
Factor 1: Standards of Strategies Implementation			
1. Our school has high performance objectives for all students based on established criteria.	.456		
2. My professors assist me in comprehending what I am supposed to know and be capable of doing.	.420		
3. My higher colleagues instill in me the ability to think critically and solve difficulties.	.409		
4. I organize remedial learning classes for the ones left behind and a different teacher from their own teaching the same subject.	.472		
5. I speak clearly and effectively for them to understand my perspective and opinions.	.404		
Factor 2: Adaptable School Environment			
6. I make sure that in my school students get along.		.432	
7. My colleagues show concern for me and treat me with dignity.		.554	
8. I like the subjects I am teaching at school.		.597	
9. Someone looks after me if I am injured or ill at school.		.494	
10. I am aware of my school's objectives.		.443	
Factor 3: Safety School Environment			
11. I am free of threats, abuse, and harassment at school.			.503
12. The majority of kids at our school adhere to the school's policies.			.479
13. In general, I am happy with the school's quality.			.470

Legend:
   5 = Strongly agree
   4 = Agree
   3 = Moderately agree
   2 = Disagree
   1 = Strongly Disagree

Implication for Educational Practice

The findings of this research on Developing a Tool for Effective School Improvement Strategy have significance for educational practice in numerous ways. According to the research, instructors used a variety of abilities to create a tool for implementing successful school tactics such as student engagement and motivation, time management, a reward system, and information and communication technology integration.

These data demonstrate unequivocally that instructors are trying their best to mentor, even if it means devoting time to housekeeping and self-care. Administrators and teachers may strengthen their abilities in developing an effective school tool by attending training and seminars.

CONCLUSION

Seven (7) emerging themes significantly emphasized on Developing a Tool on Effective School Improvement Strategy include: Lack of Funding and Effective Strategies Implementation, Cooperation with the Stakeholders, Lack of Management and Leadership Skills, Lack of time, Cooperation, Responsibility and Accountability. Results revealed from the Exploratory Factor Analysis (EFA) four underlying dimensions occur from the Developing a Tool on Effective School Improvement such as Standards of Strategies Implementation, Adaptable School Environment, and Safety School Environment.   Based on the reliability test score revealed on the developing a tool on effective school improvement strategy is very high with an overall Cronbach's Alpha value of .863. It was found out that subscale for the subscale or dimension also is above the criteria of reliability above .70 alpha, namely Standard Strategies Environment (α= .782), Adaptable School Environment (α=.821), and Safety School Environment (α= .875). This indicates that the tool has good internal consistency.This means that the tool is being used in the study has good internal consistency. Results from the Exploratory Factor Analysis revealed that there are 13 items of sets of questionnaires that are suitable for factor loadings. This means that these items are appropriate and pass the face validity for measuring tools in the study.

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