A Theoretical Study on the Fitness of the Decisions of School Administrators in the Implementation of the Arabic Language and Islamic Values Education Classes: An Exploratory Assessment Approach

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Abstract

The main objective of this study is to theoretically assess the school administrators' exercise of their leadership and management skills relative to the implementation of their ALIVE classes. Hence, the five propositions were posited and probed. The data used came from the demographic profile of the schools that implemented the ALIVE classes in the Schools Division of Iligan City. As such, it is therefore factual data. The data were then subjected to appropriate statistical testing. The results have shown that of the five propositions, four yielded a result suggestive of a commendable exercise of the school administrators' leadership and management skills while one proposition reflected a lamentable exercise of their leadership and management skills. As the study's recommendation, it, therefore, encourages researchers to pursue research that touches on testable propositions that are anchored on logic and observation.

Keywords: Arabic Language and Islamic Values Education, Theoretical Propositions, ALIVE Assessment, Madrasah Education, Educational Planning and Administration, Schools Division of Iligan City, Northern Mindanao-Philippines.

1. INTRODUCTION

For school administrators in the Philippine setting, the Madrasah Education Program (MEP) has many challenges in the implementation of the Arabic Language and Islamic Values Education (ALIVE) classes (Department of Education 2022). Some of these challenges were already being identified in reports and studies (Asian Development Bank 2002; Hassoubah 1981; Muhamat, Guleng and Zulkefli 2015; Nunag 1970; Solaiman 2017).

Nevertheless, as stated in the Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program (Department of Education 2017), it is very explicit with regards to the school administrators' roles, functions, and accountabilities in the implementation of the ALIVE classes. On this consideration, there is a need to study how school administrators carry out their roles, functions, and responsibilities relative to the implementation of the ALIVE Program since there is a dearth of studies done on this matter, especially at the local or school level (Sali and Marasigan 2020). Furthermore, there is also a need to emphasize that most if not all of the challenges being cited by the aforementioned reports and studies either implicitly or explicitly, directly or indirectly impinge on the role, functions, and responsibilities of the school administrator. Such as, for instance, lack of permanent infrastructure (physical facilities), limited instructional resources, learners' absenteeism, low and delayed Asatidz allowances, and cultural variances among Muslim Filipinos (Sali and Marasigan 2020). In light of this, it further reinforces the argument for a need to study the school administrators' roles, functions, and responsibilities regarding their implementation of the ALIVE classes at the school level. Consequently, this study sought to analyze, explore, and test some theoretical propositions that have bearing on the role, functions, and administration of school administrators' implementation of the Madrasah Education Program (MEP) in the City Schools Division of Iligan City.

It is in these aspects that possible new insights can be acquired that can further enrich the existing studies and literature relative to the implementation of the Arabic Language and Islamic Values Education in the Philippines. As noted in the abovementioned policy, it explicitly underscores the importance of the leadership and management skills of school administrators (principals) as one of the key elements for the achievement of the MEP program's goal and objectives (Department of Education 2017). To put it differently, integral to the success in the implementation of the ALIVE classes is the ability of the school administrator to carry out or execute skills in school leadership and management (Ubben 1997). How commendable the leadership and management skills of school administrators are discernible in their handling of the challenges as they implemented their respective ALIVE classes.

1.1. The Problem

Given the fact that the studies that were done about the implementation of the ALIVE classes were focused on the identification of challenges and issues in its implementation, this study, on the other hand, attempted to be more theoretical in its approach although the propositions being posited here are far from being comprehensive. Nonetheless, what is being suggested in this study is that in advancing some theoretical propositions, we, therefore, anticipate that such could provide significant guidelines and trails for the conduct of further study by pointing to areas in the implementation of the ALIVE classes that are most likely to be challenging and obviously demand regular monitoring and assessment. In this way, meaningful insights among concepts are likely to be found in relation to the leadership and management skills of school administrators.

The central idea being proposed here is that the exercise of leadership and management skills of school administrators specifically as it relates to the implementation of the ALIVE classes entails decision consequences that are attendant upon the inherent challenges encountered in the MEP's implementation. In other words, the leadership and management skills of school administrators should be commendably at par with the challenges that the schools are facing.

Given this perspective, the study forwarded working assumptions that are oriented towards discovering the fitness of the leadership and management skills of school administrators relative to the implementation of the ALIVE classes. With this in mind, the following assumptions were set forth.

Assumption 1: In the hiring of Asatidz, the exercise of school administrators' leadership and management

skills was commendable

In light of the first assumption, Proposition 1 is posited for verification.If the actual number of hired Asatidz fits the school's expected number of Asatidz supposed to be hired, hence, there is congruence between the actual number of hired Asatidz and the expected number of Asatidz that needs to be hired. Thus, this is indicative that the school administrators were able to exercise commendably their school leadership and management skill by being able to match the actual number of hired Asatidz and the expected number of Asatidz supposed to be hired.

Correspondingly, the following hypothesis had been proposed for testing:

H_0: The actual number of hired Asatidz provides no evidence to support the claim that it fits with the expected number of Asatidz that the school needs to hire.

H_1: The actual number of hired Asatidz provides evidence to support the claim that it fits with the expected number of Asatidz that the schools need to hire.

Furthermore, if indeed there is a fit between the actual number of hired Asatidz and the expected number of Asatidz that are supposed to be hired, consequently, the actual number of hired Asatidz is in-synch with the actual number of ALIVE learners. Based on this premise, we, therefore, put forward assumption two, which states:

Assumption 2: Given there is such a fit, it follows that the actual number of Asatidz hired by the schools is in congruence with the actual number of enrolled ALIVE learners.

In view of that, Proposition 2 was propounded. Thus, if the number of hired Asatidz is significantly correlated with the number of enrolled learners in the ALIVE Program, hence, the two significantly cohere. If they significantly cohere, then, it follows that the number of hired Asatidz matches that of the number of ALIVE learners. Moreover, this is suggestive that the average ratio of one (1) Asatidz per sixty-seven (67) ALIVE learners is a good teacher-student ratio as far as the implementation of ALIVE classes in the City Schools Division of Iligan City, is concerned.

In accord with Proposition 2, the following hypothesis had been proposed for statistical testing:

H_0: The number of hired Asatidz provides no evidence to support the claim that it is significantly correlated with the number of ALIVE learners.

H_1: The number of hired Asatidz provides evidence to support the claim that it is significantly correlated with the number of ALIVE learners.

In response to the lack of classrooms and other facilities that have a bearing on the implementation of ALIVE classes, school administrators came up with the strategy of assigning several ALIVE learners per mono and multi-grade classes, respectively. If this strategy is a commendable exercise of their leadership and management skills, then, the actual number of ALIVE learners fits with the expected number of learners per mono and multi-grade class.

Assumption 3: The actual number of ALIVE learners in the mono-grade classes fits with the expected number of learners in the mono-grade classes.

Consequently, Proposition 3 was posited for verification: Thus, if the actual number of learners assigned in mono-grade classes' fits with the expected number of learners supposed to be assigned in mono-grade classes, this signifies congruence between the actual number of learners and the expected number of learners in mono-grade classes. Then, it follows that the strategy of offering mono-grade classes is a significant match in addressing the number of ALIVE learners in schools with ALIVE classes. From this, we can fairly deduce that school administrators have commendably exercised their leadership and management skills as far as the

strategy in the offering of mono-grade classes is concerned.

In line with this, the following hypothesis was set for testing.

H_0: The actual number of learners assigned in the mono-grade classes provides no evidence to support the claim that it fits with the expected number of learners that are supposed to be assigned in the mono-grade classes.

H_1: The actual number of learners assigned in the mono-grade classes provides evidence to support the claim that it fits with the expected number of learners that are supposed to be assigned in the mono-grade classes

Corollary to the foregoing assumption, hence, we advanced Assumption 4. The actual number of ALIVE learners in the multi-grade classes fits with the expected number of learners in the multi-grade classes.

With the aforesaid assumption in mind, we bring forward the following Proposition 4. Thus, if the actual number of learners assigned in multi-grade classes' fits with the expected number of learners supposed to be assigned in multi-grade classes, this signifies congruence between the actual number of learners and the expected number of learners in multi-grade classes. Then, it follows that the strategy of offering multi-grade classes is a significant match in addressing the number of ALIVE learners in schools with ALIVE classes. From this, we can fairly deduce that school administrators have commendably exercised their leadership and management skills as far as the strategy in the offering of multi-grade classes is concerned.

We posited the following hypothesis for testing:

H_0: The actual number of learners assigned in the multi-grade classes provides no evidence to support the claim that it fits with the expected number of learners that are supposed to be assigned in the multi-grade classes.

H_1: The actual number of learners assigned in the multi-grade classes provides evidence to support the claim that it fits with the expected number of learners that are supposed to be assigned in the multi-grade classes

Lastly, we would also like to find out if the scheduling of ALIVE classes by school administrators is a reflection of a commendable exercise of their school leadership and management skills.

Consequently, Assumption 5 is posited. The schedule of the schools conducting ALIVE classes fits with the schedule of the expected number of schools that are supposed to follow the said time schedule.

With this, Proposition 5 is being advanced. Thus, if the schedule of the schools with ALIVE classes fits with the schedule of the expected number of schools that are supposed to follow said time schedule, this signifies a congruence between the schedule of the actual number of schools and that of the expected number of schools. Then, it follows that the school administrators' decision in the scheduling of ALIVE classes is reflective of a commendable exercise of their school leadership and management skill. Particularly in the context of scheduling ALIVE classes as one of the challenges in addressing the implementation of the ALIVE classes in their schools.

In line with this, thus, we proposed the following hypothesis for testing

H_0: The schedule of the actual number of schools with ALIVE classes provides no evidence to support the claim that it fits with the schedule of the expected number of schools.

H_1: The schedule of the actual number of schools with ALIVE classes provides evidence to support the claim that it fits with the schedule of the expected number of schools.

In view of the above considerations, the study attempted to probe and demonstrate its veracity.

2. METHODOLOGY

2.1. Locale of the Study

The research took place in the Schools Division of Iligan City, one of the schools' divisions in Northern Mindanao in which ALIVE classes are being implemented. Specifically, the study covered all the twenty-eight (28) schools in the said Schools Division. All in all, these schools have 5,858 ALIVE learners and 87 Asatidz. by which these school communities were chosen in testing the Torrens Disaster Resilience Scorecard Toolkit.

2.2. Research Design/Instrument/Sampling Design

The study used a Survey Design. The Instrument was created based on the Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program (Department of Education 2017). Specifically, the creation of the instrument took its cue from that section in the department order that specifies the role, functions, and responsibilities of school administrators/school heads/principals relative to the implementation of ALIVE classes in their respective schools. In so doing, the research instrument could be assured of its validity. Meaning to say, the study has a strong underpinning that it measures what it claimed to measure.

The original instrument is composed of a combination of structured and open-ended statements. The structured statements are in scale while the crafted open-ended statements intend to make a follow-through of the responses garnered in the structured statements. Furthermore, those statements measured in scale were subjected to a reliability test with a Cronbach Alpha of 0.83.

Nonetheless, the data were taken only in the first section of the instrument. This section elicited the profile of the schools implementing the ALIVE classes. Hence, it is fair to aver that the information being considered in this paper is factual data and not perceptional data. The data gathering took place during the school-year 2020 to 2021.

2.3. Data Analysis

In the data analysis, we need to pay attention to the level of measurements of the data that were collected. We applied descriptive as well as inferential statistics to validate or test the five propositions we have made. However, it is worth underscoring that the type of statistical technique we applied was prompted by the level of measurements used to measure the variables. In general, the presentation of the findings was based on the sequence of the assumptions, propositions, and hypotheses that were laid down earlier.

Thus, in testing the hypotheses of Propositions 1, 3, 4, and 5, the variables being considered here were all measured at the nominal level. Hence, the Chi-square goodness of fit test was applied, and the level of significance was set at .05.

We need to underscore that the Observed frequency should be understood as being the actual count of what was being observed whereas the Expected frequency denote that it is based purely on mathematical/theoretical thinking (Hauke 2008; Statology 2020). In this instance, the observed frequency is the actual number of hired Asatidz for Proposition 1; the actual number of Alive learners for Proposition 3; and the actual number of schools for Proposition 4 and 5, respectively. The Expected frequency that corresponds to each of the Observed frequencies is what we mathematically/theoretically supposed should be

how the results look like based on probability scales (AlamandaMaths 2022).

On the other hand, for Proposition 2, the variables under consideration were measured at the ratio level, hence, the Pearson Product Moment Correlation was used.

We need to underscore that all these tests were complemented by descriptive statistics such as the frequency count, mean, and standard deviation.

3. RESULTS AND FINDINGS

3.1. Fitness in the number of hired Asatidz for the ALIVE classes

The schools currently implementing the ALIVE classes could be classified as follows, as depicted in Table 1:

Table 1. Classification of Schools that Implement the ALIVE classes via the number of Asatidz, Schools Division of Iligan City, SY 2020-2021

Type of Schools with ALIVE Program	No. of Schools	Actual Number of Asatidz
Elementary Schools	10	47
Central Schools	6	28
Memorial Schools	6	8
High Schools	6	21

Given Table 1, we attempted to find out the veracity of Assumption 1:

> In the hiring of Asatidz, the exercise of school administrators' leadership and management skills was commendable.

Based on this, we set forth the following proposition:

> *If the actual number of hired Asatidz fits the school's expected number of* Asatidz supposed to be hired, hence, there is congruence between the actual number of hired Asatidz and the expected number of Asatidz that are supposed to be hired. Thus, this is indicative that the school administrators were able to exercise commendably their school leadership and management skill by being able to match the actual number of hired Asatidz and the expected number of Asatidz that are supposed to be hired.

To demonstrate the tenability of this proposition, we, thus, set out to empirically test the following hypothesis:

H_0: The actual number of hired Asatidz **provides no evidence** to support the claim that it fits with the expected number of Asatidz that the school needs to hire.

H_1: The actual number of hired Asatidz **provides evidence** to support the claim that it fits with the expected number of Asatidz that the schools need to hire.

We used the following data in testing the Hypothesis under Proposition 1, as reflected in Table 1 below.

Table 2. Classification of Schools that Implemented the ALIVE classes with Actual number of Asatidz hired and the Expected number of Asatidz hired Schools Division of Iligan City, SY 2020-2021

Type of Schools with ALIVE Program	Actual Number of Asatidz hired (Observed Frequency)	Expected Number of Asatidz To be hired (Expected Frequency)
Elementary Schools	47	26
Central Schools	28	26
Memorial Schools	8	26
High Schools	21	26
Total	104	104

The results were as follows:

Table 3. Summary of Chi-Square Statistics

K	4	Number of categories
n	104	Sample size
χ^2	30.54	Chi-square test statistic
DF	3	Df=k-m-1=28-0-1=27
p-value	0.000001063 < .05	Reject the null hypothesis
Phi effect (Φ)	0.542	$\Phi=\sqrt{(\chi^2/n)}$. The observed effect size phi is **large**, 0.54.
GThe goodnessof fit, using χ^2 distribution (DF=3) (right-tailed) (validation)		
H_0: The **actual number** of hired Asatidz **provides no evidence** to support the claim that it fits with the **expected number** of Asatidz that the school needs to hire.		
H_1: The **actual number** of hired Asatidz **provides evidence** to support the claim that it fits with the **expected number** of Asatidz that the schools need to hire.		
Interpretation: Reject the null hypothesis (H_0).		

Given the results shown in Table 3, we can aver reasonably that, at a 5% level of significance, there is a 95% probability there is evidence to support the claim that the actual number of hired Asatidz fits the school's expected number of Asatidz supposed to be hired. Hence, we can be 95% confident in concluding that the actual number of Asatidz hired by the school administrators as they implemented their ALIVE classes, during the school years 2020-2021, is significantly similar to the expected number of Asatidz that are supposed to be hired. Therefore, suggestive that the school administrators exercise their school leadership and management skills relative to the number of Asatidz that was hired is commendable.

The above findings empirically support the viewpoint that the school administrators have exercised their leadership and management skills commendably. Nonetheless, there is still a need to reinforce such findings by way of ascertaining whether the number of hired Asatidz would be significantly and strongly correlated with the number of ALIVE learners. The result may buttress or weaken the said viewpoint.

Thus, we need to emphasize though that the ratio between Asatidz and ALIVE learners for the school year 2020-2021 in the Schools Division of Iligan City is 1:67. That is to say, on average, each Asatidz handles 67 ALIVE learners.

3.2. Fitness in the Number of Hired Asatidz and the Number of ALIVE learners

On this premise, we proceeded to test the correlation between the actual number of hired Asatidz and the actual number of ALIVE learners to ascertain their correlation.

Thus, we propounded Proposition 2:

If the number of hired Asatidz is significantly and strongly correlated with the number of enrolled learners in the ALIVE Program, hence, the coherence could denote that the strength of the correlation is not attributable to random chance. Then, it follows that the number of hired Asatidz matches that of the number of ALIVE learners. Thus, suggestive that the average ratio of one (1) Asatidz per sixty-seven (67) ALIVE Learners is still a good teacher-students student ratio as far as the implementation of ALIVE classes in the City Schools Division of Iligan City, is concerned.

To demonstrate the tenability of Proposition 2, we, thus, tested the following hypothesis:

H_0: The number of hired Asatidz **provides no evidence** to support the claim that it is significantly correlated with the number of ALIVE learners.

H_1: The number of hired Asatidz **provides evidence** to support the claim that it is significantly correlated with the number of ALIVE learners.

The following is the result of the test of correlation.

Table 4. Summary Result of the Test of Correlation

Parameter	Value
Coefficient of Correlation (r)	0.871
p-value	1.669e-9 <.05
Covariance	293.68
Sample size (n)	28
Mean (Asatidz)	3.107
Standard Deviation (Asatidz)	1.912
Mean (ALIVE learners)	209.214
Standard Deviation ((ALIVE learners)	176.383
Interpret the action: Reject null hypothesis. Results of the Pearson Product Moment Correlation indicated that there is a significant large positive relationship between hired Asatidz and ALIVE learners.	

In view of the results shown in Table 4, thus, at a 5% level of significance, we have a 95% probability there is evidence to support the claim that the number of Asatidz hired is significantly and strongly correlated with the number of ALIVE learners. This could denote that such a match is not due to random chance. Therefore, suggestive that we are relatively confident in concluding that the ratio of one (1) Asatidz per sixty-seven (67) ALIVE learners is a good teacher-student ratio as far as the implementation of the ALIVE classes for the school year 2020-2021 in the City Schools Division of Iligan City, is concerned. On this premise, it is fair to aver that generally, the school administrators were able to exercise commendably their leadership and management skills specifically in being able to match the number of hired Asatidz with the number of ALIVE learners.

3.3. Fitness in the number of ALIVE learners with the assigned number of learners per mono-grade classes

As depicted in Table 5, the schools currently implementing the mono-grade ALIVE classes are seven. In total, these schools have 2,183 ALIVE learners. Moreover, the number of students in these mono-grade classes ranges from 10-to 20, 30-to 40, and 50 to 60.

Table 5. Summary Table of Schools with ALIVE Program Implementing Mono-Grade Classes, Schools Division of Iligan City, SY 2020-2021

Learners Per Mono-Grade Class	No. of Schools	Actual Number of Learners (Observed Frequency)	Expected Number of Learners (Expected Frequency)
10 – 20 learners	1	465	727.666667
30 – 40 learners	4	808	727.666667
50 – 60 learners	2	910	727.666667
Total	7	2,183	2,183

Given Table 5, we attempted to find out the veracity of Assumption 3. The third assumption that we want to test theoretically is to probe whether the school administrators' strategy of assigning the number of ALIVE learners in mono-grade classes is a commendable exercise of their school leadership and management skills. In other words, we want to demonstrate that the designated assignment per mono-grade class fits the actual number of learners in the ALIVE mono-grade class. As a means of illustrating whether the strategy of mono-grade classes used by school administrators in addressing the challenges in the implementation of their respective ALIVE classes was a commendable exercise of their school leadership and management skills.

Thus, Assumption 3 stated that the strategy of mono-grade classes fits with the number of enrolled learners in the ALIVE program.

Based on this, we set forth Proposition 3, as follows:

> If the actual number of learners assigned in mono-grade classes fits with the expected number of learners supposed to be assigned in mono-grade classes, this signifies congruence between the actual number of learners and the expected number of learners in mono-grade classes. Then, it follows that the strategy of offering mono-grade classes is a significant match in addressing the number of ALIVE learners. From this, we can fairly deduce that school administrators were commendable in the exercise of their school leadership and management skill as far as the strategy in the offering of mono-grade classes is concerned.

To demonstrate the tenability of this proposition, we, thus, set out to empirically test the following hypothesis:

H_0: The **actual number of learners** assigned in the mono-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the mono-grade classes.

H_1: The **actual number** of learners assigned in the mono-grade classes **provides evidence** to support the claim that it **fits** with the expected **number of learners** that are supposed to be assigned in the mono-grade classes.

Table 6. Summary of Chi-Square Statistics

K	3	Number of categories
n	2183	Sample size
χ^2	149.371507	Chi-square test statistic
DF	2	Df=k-m-1=28-0-1=27
p-value	3.66766E-33< .05	Reject null hypothesis
Phi effect (Φ)	0.261581	$\Phi=\sqrt{(\chi^2/n)}$. The observed effect size phi is **medium**, 0.26.
Goodness of fit, using χ^2 distribution (DF=3) (right-tailed) (validation)		
H_0: The **actual number of learners** assigned in the mono-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the mono-grade classes.		
H_1: The **actual number of learners** assigned in the mono-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the mono-grade classes.		
Interpretation: Reject the null hypothesis (H_0).		

Given the results in Table 6, at a 5% level of significance, which means 95% probability there is evidence to support the claim that the actual number of learners assigned in mono-grade classes fits with the expected number of learners that are supposed to be assigned in the mono-grade classes. Consequently, this may imply that the school administrators' mono-grade class strategy, used by 25% of schools in the City Schools Division of Iligan City, currently implementing the ALIVE program, is a significant match as far as addressing the challenges in the number of ALIVE learners in these schools is concerned. Therefore, this is suggestive of commendable school leadership and management skills exercised by schools administrators by being able to match the actual number of assigned learners in mono-grade classes and the expected number of learners that are supposed to be assigned in mono-grade classes.

3.4. Fitness in the number of ALIVE learners with the assigned number of learners per multi-grade classes

As depicted in Table 7, there are twenty-one schools currently implementing the multi-grade ALIVE classes for the school year 2020-2021. In total, these schools have 4,455 ALIVE learners. Moreover, these multi-grade classes have numbers of students that ranges from 10 to 20, 20 to 30, 30 to 40, and 50 to 60.

Shown below are the number of ALIVE learners per multi-grade class as well as the summary of actual learners per disaggregated ALIVE classes along with the number of schools implementing such number of ALIVE learners in their multi-grade classes.

Table 7. Summary Table of Schools with ALIVE Program Implementing Multi-Grade Classes, Schools Division of Iligan City, SY 2020-2021

Learners Per Multi-Grade Class	No. of Schools	Actual Number of Learners (Observed Frequency)	Expected Number of Learners (Expected Frequency)
10 – 20 learners	1	59	1113.75
20 – 30 learners	5	496	1113.75
30 – 40 learners	12	2483	1113.75
50 – 60 learners	3	1417	1113.75
Total	21	4455	1113.75

In view of Table 7, we attempted to find out the veracity of Assumption 4. The fourth assumption that we want to ascertain is to probe whether the school administrators' strategy of assigning the number of ALIVE learners in the multi-grade class is a commendable exercise of their school leadership and management skills.

In other words, we want to demonstrate that the designated number of learners per multi-grade class fits the actual number of learners taking the ALIVE multi-grade class. As a means of illustrating whether the strategy of multi-grade classes used by school administrators in addressing the challenges in the implementation of their respective ALIVE programs, was a commendable exercise of their school leadership and management skills.

Thus, Assumption 4 states that the strategy of multi-grade classes fits with the number of enrolled learners in the ALIVE program.

Based on this, we set forth Proposition 4, as follows:

> If the actual number of learners (observed frequency) assigned in multi-grade classes fits with the expected number of learners (Expected frequency) supposed to be assigned in multi-grade classes, this signifies congruence between the actual number of learners and the expected number of learners in multi-grade classes. Then, it follows that the strategy of offering multi-grade classes is a significant match in addressing the number of ALIVE learners. From this, we can fairly deduce that school administrators were commendable in the exercise of their school leadership and management skill as far as the strategy in the offering of multi-grade classes is concerned.

To demonstrate the tenability of this proposition, we, thus, set out to empirically test the following hypothesis:

H_0: The **actual number of learners** assigned in the multi-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the multi-grade classes.

H_1: The **actual number** of learners assigned in the multi-grade classes **provides evidence** to support the claim that it **fits** with the expected **number of learners** that are supposed to be assigned in the multi-grade classes.

Table 8. Summary of Chi-Square Statistics

K	4	Number of categories
n	4455	Sample size
χ^2	3107.446689	Chi-square test statistic
DF	3	Df=k-m-1=28-0-1=27
p-value	0.000 < .05	Reject null hypothesis
Phi effect (Φ)	0.835176	$\Phi=\sqrt{(\chi^2/n)}$. The observed effect size phi is **large**, 0.84.
The goodness of fit, using χ^2 distribution (DF=3) (right-tailed) (validation)		
H_0: The **actual number of learners** assigned in the multi-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the multi-grade classes.		
H_1: The **actual number of learners** assigned in the multi-grade classes **provides no evidence** to support the claim that it **fits** with the **expected number of learners** that are supposed to be assigned in the multi-grade classes.		
Interpretation: Reject the null hypothesis (H_0).		

Given the results in Table 8, at a 5% level of significance, which means 95% probability there is evidence to support the claim that the actual number of learners assigned in multi-grade classes fits with the expected number of learners that are supposed to be assigned in the multi-grade classes. Consequently, this may imply that the school administrators' multi-grade class strategy, used by 75% of schools in the City Schools

Division of Iligan City, that are implementing the ALIVE program, is a significant match as far as addressing the challenges in the number of ALIVE learners in these schools is concerned. Therefore, this is suggestive of commendable school leadership and management skills exercised by schools administrators by being able to match the actual number of assigned learners in multi-grade classes and the expected number of learners that are supposed to be assigned in multi-grade classes.

3.5. Fitness in the schools time scheduling of ALIVE classes

As depicted in Table 9, the schools implementing the ALIVE classes as of the school year 2020-2021 are twenty-eight. The schedule of these ALIVE classes could be classified as follows: morning and afternoon, morning only, afternoon only, and those schools that set no specific schedule for their ALIVE classes.

Table 9. Summary Table of Schools Time Schedule in the Conduct of their ALIVE Classes, Schools Division of Iligan City, SY 2020-2021

Schedule	Actual Number of Schools (Observed Frequency)	Expected Number of Schools (Expected Frequency)
Morning and afternoon	9	7
Morning only	6	7
Afternoon only	9	7
Without specified schedule	4	7
Total	28	28

Given Table 9, we attempted to find out the veracity of Assumption 5. The fifth assumption is to probe whether the schedule of the actual number of schools in the conduct of ALIVE classes is reflective of a commendable exercise of school administrators' school leadership and management skills. In other words, we want to demonstrate that the schedule of the actual number of schools in the conduct of ALIVE classes fits the expected number of schools that are supposed to follow the said schedule. As a means of illustrating whether the decision of the school administrators about the scheduling of the ALIVE classes, in addressing the challenges in the implementation of their respective ALIVE programs, was a commendable exercise of their school leadership and management skills.

Thus, Assumption 5 states that the schedule of the schools in the conduct of ALIVE classes fits with the schedule of the expected number of schools that are supposed to follow the said schedule.

Based on this, we set forth Proposition 5, as follows:

> If the schedule of the ALIVE classes of schools fits with the schedule of the expected number of schools that are supposed to follow the said schedule, hence, this signifies congruence in the scheduled time of the actual and expected number of schools. Then, it follows that the school *administrators' decision about the scheduling of ALIVE classes is* reflective of a commendable exercise of their school leadership and management skill, particularly in the context of scheduling ALIVE classes as one of the challenges in addressing the implementation of the ALIVE Program.

To demonstrate the tenability of this proposition, we, thus, set out to empirically test the following hypothesis:

H_0: The schedule of the **actual number** of schools with ALIVE classes **provides no evidence** to support the claim that it **fits** with the schedule of the expected number of schools.

H_1: The schedule of the **actual number** of schools with ALIVE classes **provides evidence** to support the claim that it **fits** with the schedule of the expected number of schools.

Table 10. Summary of Chi-Square Statistics

K	4	Number of categories
n	28	Sample size
χ^2	2.571429	Chi-square test statistic
DF	3	Df=k-m-1=28-0-1=27
p-value	0.462520443 > .05	Accept null hypothesis
Phi effect (Φ)	0.303046	$\Phi=\sqrt{(\chi^2/n)}$. The observed effect size phi is **large**, 0.84.
The goodness of fit, using χ^2 distribution (DF=3) (right-tailed) (validation)		

H_0: The schedule of the **actual number** of schools with ALIVE classes **provides no evidence** to support the claim that it **fits** with the schedule of the expected number of schools.

H_1: The schedule of the **actual number** of schools with ALIVE classes **provides evidence** to support the claim that it **fits** with the schedule of the expected number of schools.

Interpretation: Accept the null hypothesis (H_0).

Given the results in Table 10, at a 5% level of significance, there is a 95% probability that it provides no evidence to support the claim that the schedule of the actual number of schools with ALIVE classes fits with the schedule of the expected number of schools that are supposed to follow the said schedule. Therefore, suggestive that the school administrators' exercise of their school leadership and management skills relative to their decision in the scheduling of ALIVE classes could fairly be stated as off at a tangent. To put it differently, the decision of school administrators relative to the scheduling of ALIVE classes failed to exemplify a commendable exercise of leadership and management skills as far as addressing the challenges in the scheduling of the ALIVE classes is concerned.

4. CONCLUSION

This study sought to probe five propositions in relation to the exercise of school administrators' leadership and management skills as they address the challenges their schools are facing in view of the implementation of the ALIVE classes.

Of the five propositions that were being probed, all the four Propositions, namely, 1, 2, 3, and 4 showed that schools administrators commendably exercised their leadership and management skills relative to the handling of the challenges in the implementation of the ALIVE classes.

However, it is worth noting that in probing the fifth proposition it showed a result that is indicative that school administrators failed to commendably exercise their leadership and management skills as far as the scheduling of ALIVE classes.

5. RECOMMENDATIONS

This study is amenable to the obvious limitations of the different theoretical propositions that were being forwarded. Nonetheless, this limitation should only be considered as a means by which new paths especially in the theoretical aspect could find their positive side. For this reason, the study would like to encourage others to exercise their logical thinking in order to come up with propositions that are empirically testable. This is because current literature and studies at present seem to obviously overlook or even neglected the theoretical side. For we believe it is only in this manner that new theoretical knowledge can be garnered through testable propositions that are anchored on logic and observation.

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