International Journal of Advanced Multidisciplinary Research and Studies

School-Based Management Practices and Competencies of Secondary School Heads in Region VI, Philippines

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Abstract

School-Based Management is concerned with the decentralization of decision-making authority from the central, regional, and division offices to the individual schools. The idea is to unite the school heads, teachers, students, local government units, and the community to improve the quality of early formal education in Philippine public schools.

This study desired to assess the school-based management practices and school operation competency level among school heads of public secondary schools in Region VI, Philippines. This also aims to determine whether there is a significant relationship or difference between their school-based management practices and school operation competency level.

Results of this study will be beneficial to school heads by providing awareness not only on the level of school-based management practices but as well as their level of competence in school operations. This will likewise help teachers determine the impact of the school-based management practices and school head's competence to the schools' academic performance. Knowing the impact of the school-based management, the parents and other stakeholders will become supportive to their children's activities in school. The learners will be provided with intended support and conducive learning environment that will lead to the attainment of better education outcomes. Findings of this study may provide some ideas and concepts in the continued quest to establish a culture of excellence in schools.

Introduction

The constantly changing thrusts in education call for a more competitive, competent, efficient and flexible school managers. In the same manner, the success or failure in the attainment of organizational goals, objectives, mission and vision depends to a large extent on the said school managers since he holds the vital position in the school's organizational set up. Many researchers affirm that one of the most significant reforms in the current restructuring of school systems has been the devolution of decision-making authority to school levels through the move towards the School-Based Management (SBM) (Zajda & Gamage, 2009).

Unlike the traditional approaches, SBM was designed to provide an accountability system between the beneficiaries (students and parents), and the agents (teachers and policy makers), in order to improve the quality of education. According to Barrera-Osorio, Fasih and Patrinos (2009) SBM is "the decentralization of levels of authority to the school level". Moreover, SBM is primarily concerned with a system of educational decentralization in order to strengthen and empower school communities. Thus, SBM empowers stakeholders within school communities, increases participation in decision-making, and provides opportunities to share power and authority at the school level. SBM was driven by the belief that people who are responsible for the education of children, and who are closest to where the implementation will occur are in the best position to decide how implementation should take place at the school level (Oswald, 2014). The stated purpose of SBM is to improve school performance by making those closest to the delivery of services (teachers, principals and community) more independent, more involved, and therefore more responsible for their decisions. Although moving authority down to the school level is crucial in SBM, schools have to operate within a set of policies determined by the central government (Barrera- Osorio, Fasih, Patrinos & Santibanez, 2009). Thus, both the central government and the schools have distinctive roles to perform in a SBM system, and only when they work collaboratively can SBM be truly successful.

SBM differs in terms of who has the power over decision-making, and in terms of the amount of autonomy devolved to the

school's level. In some SBM programs, the power is devolved to the school principals, in others, it is devolved to the parents and community, while others are devolved to the principals and teachers. According to Burns, Filmer, and Patrinos (2011), the amount of autonomy in the SBM can be divided into three types; strong, intermediate and weak.

It should be noted that the popularity and the diversity of SBM together with the dissatisfaction with the central approach has increased the implementation of the SBM in the developed and developing countries. Today, "more than 800 school-based management programs have been implemented in more than two dozen countries ranging from Australia, and the United States to Spain, Mexico, Cambodia, and Mozambique" (World Bank, 2007).

Like in many countries, the United Arab Emirates (UAE) education system is involved in reform efforts to improve the performance of public schools and increase student achievement. According to Harold (2005), the MoE made some local efforts to develop the curriculum for subjects such as Arabic and Islamic Studies. There has also been a movement towards shifting teaching methodology approach from a more teacher-centered to a more learner- centered (Tabari, 2014).

SBM is a reform movement that consists in allowing schools more autonomy in decisions about their management; that is, in the use of their human, material, and financial resources. Also referred to as school-based governance, school self-management, or school site management, this trend has become very popular over the past decade (Caldwell 2005).

Today, countries as diverse as New Zealand, United States, the United Kingdom, El Salvador, Nicaragua, Guatemala, Mexico, Spain, the Netherlands, Hong Kong (SAR), Thailand, and Israel have institutionalized SBM programs.

Many governments and international agencies are increasingly interested in finding ways to boost learning outcomes and get maximum benefit from their education investments, especially in developing countries. Indeed, education quality continues to be very low in middle and low-income countries despite the success in expanding schooling access and enrollment in the last decades. Education systems in developing countries are usually highly centralized and have very strong teacher unions. Teachers often lack strong incentives and accountability mechanisms, which results in high teacher absenteeism rates (Banerjee and Duflo 2006; Chaudhury and others 2006). Moreover, many schools lack the basic equipment and school supplies, and many children learn much less than the learning objectives set in the official curriculum.

Hanushek and Woessmann (2007) remind policy makers and implementers about the equity or improve the quality of education in the absence of institutional reforms" (World Bank, 2007). For a successful SBM, all stakeholders of education should effectively and meaningfully participate in its implementation and all aspects of educational management should also synchronize with efforts related to decentralization.

School-based management with its different meanings has been implemented in wide range of social context both in developed and developing countries. Caldwell (2004) defines SBM in a system of public education as "the systematic and consistent decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards and accountabilities". While the term school-based management has international prevalence, the practice has different names in different settings, including 'school self-management', 'school autonomy' and 'local management of schools', 'site-based management'.

Santibaňez (2006) further asserts that SBM, as a reform strategy, has a strong theoretical appeal due to its participative decision making and autonomy wherein schools under SBM are expected to be more efficient in the use of resources and more responsive to local needs. Parents are involved in school affairs such as monitoring and evaluating school personnel. SBM can pave the way to a transparent, higher accountability and an increased focus on improving educational outcomes.

Cromwell (2006) says that the "philosophy supporting site-based management has its roots in industry and business. In the last half of the 20th century, an industrial model touting the benefits of empowering factory workers to change their roles gained widespread celebrity and credibly'.

Barrera- Osorio, *et al*. (2009) put in a continuum SBM as regards the degree to which decision making is developed in the school. They identify "weak SBM reforms" at one end of the continuum in schools with limited autonomy regarding instructional methods and planning school improvement. In a weak SBM, school councils serve only as advisory role. By contrast, "strong SBM" is characterized by school councils that receive funds directly from national government, have granted to hire and fire teachers and have also given the responsibility to setting curricula.

With the vision of SBM to empowered schools, proactive school heads, innovative teachers, engage community stakeholders and improved student academic performance and psycho-social growth. This is the vision of the Department of Education (DepEd) for school in the country. This is the essence of School-Based Management (SBM), a strategy which paves the way for quality education and holistic development for our school children.

The importance of education in national development can never be underestimated. Education is "a key investment that can break the Filipino's seemingly endless cycle of poverty, particularly the youths, with more opportunities" (MTPDP 2004-2010). Improving the quality of basic education redounds to the development of the society in general. Today, education becomes more relevant as we are living amidst a knowledge-based society that demands human capital in the form of knowledge workers who can steer the local as well as the global economy. Since education systems in many societies are not poised to meet the challenges of the times that include the demands of a globalized world, reforming and transforming the educational system has been at the core agenda of national governments worldwide.

Education leaders and policy makers are always on the look for reforms to improve the quality of basic education in their country. One of the most popular strategies that came out during the 1980's – the school reform movement- was school based management (Abulencia, 2008).

School Based Management is concerned with the decentralization of decision-making authority from the central, regional, and division offices to the individual schools. The idea is to unite the school heads, teachers, students, local government units, and the community to improve the quality of early formal education in Philippine

public schools (DepEd, 2006b). The DepEd has decentralized decision-making powers to local officials as its response to RA 7160 (the Philippine Local Government Code) in 1999. DECS Order 230, defined decentralization as: (a) Promotion of school-based management, (b) transfer of authority and decision-making powers from the central office to the divisions and schools, (c) sharing of responsibility of educational management of local schools with the local governments, parents, the community and other stakeholders, and (d) the devolution of education functions (DepEd, 2006b).

The public education system in the Philippines was established with the passage of the Education Act of 1901, otherwise known as Act No. 74 of the Philippine Commission. Although the Spanish regime attempted to establish an over-all public school system and normal schools, the American government saw wisdom of setting up a centralized public school system in the country.

The Department of Education (DepEd) has been in existence for more than 100 years now- from its institutional beginnings as the Department in 1947, as the Department of Education and Culture in 1972, the Ministry of Education, Culture and Sports in 1987 and the Department of Education.

Good education is not only about physical inputs, such as classrooms, teachers, and textbook, but also about incentives that lead to better instruction and learning. Education systems are extremely demanding of the managerial, technical, and financial capacity of governments, and, thus as a service, education is too complex to be efficiently produced and distributed in a centralized fashion (King E. and B. Ozler, 2005); and (Institute, 2007).

Hanushek and Woessmann (2007) suggest that most of the incentives that affect learning outcomes are institutional in nature, and they identify three in particular: (i) choice and competition; (ii) school autonomy; and (iii) school accountability. The idea behind choice and competition is that parents who are interested in maximizing their children's learning outcomes are able to choose to send their children to the most productive school that they can find.

The World Development Report 2004, making Services work for Poor People, presents a very similar framework, in that it suggests that good quality and timely service provision can be held accountable to their clients (World Bank, 2003) In the case of education sector, this would mean students and their parents.

In the context of developed countries, the core idea of SBM is that those who work in a school building should have greater control of the management of what goes on in the building. In developing countries, the idea behind SBM is less ambitious, in that it focuses mainly on involving community and parents in the school decision-making process rather than putting them entirely in control. However, in both cases, the government always plays some role in education, and the precise definition of this role affects how SBM activities are conceived and implemented (Leithwood, 2008).

Notwithstanding the basic theory of SBM, no theorist disputes the interdependence of governments, school administration, teacher classroom behavior, and in most cases parental attitudes. So, by definition, putting SBM into practice involves ensuring that all of these actors work together in a system of mutual dependence. However, devolving power to the school level means that some groups outside of the school, such as district or local education offices, are likely to lose some of their power, thus changing the power dynamics within each school. For instance, this might mean that teachers have to surrender some control over how they run their classrooms or the local education offices lose control over funds and hence, the power that comes with that. Thus, describing SBM in terms of the transfer of powers will inevitably make it difficult to implement because, while some stakeholders will gain, others will lose (Duflo, 2006).

The premise of SBM is that principals, teachers, parents, and the local communities are in the best position to know the needs of their schools and to make appropriate decisions in a timely manner. So "involving local stakeholders in addressing local problems is the key to improving schools and even to mobilizing much-needed resources" (World Bank, 2004). The SBM practice is ascertained by the existence of structural mechanisms, processes and practices in all indicators. A team of practitioners and experts from the district, Division, region and central office validates the self-study assessment before a level of SBM practice is established. A school on the advanced level may apply for accreditation. The highest level, the "advanced" is a candidacy for accreditation. In this study, the SBM and the school management and operation competency is triangulated among the school heads themselves, Division SBM Supervisors and the school governing bodies. The SBM is focused on the four dimensions leadership governance, curriculum and instruction, accountability and continuous improvement and management of resources.

Management and leadership are closely related with each other. Some consider the two as synonymous. Traditionally, could also apply to competency leadership skills. These two have reciprocal relationship which implies that an effective manager should possess school-based management practices and competency skills in school operations. An effective leader should demonstrate management skills both in school-based and school operations.

Unfortunately, many public-school managers still lack the mindset and capacity to be managers. Many, because they were teachers before they were principals, "manage" the school as if it is merely a huge classroom filled with unruly students. Many public-school managers do not know how to raise funds for their own schools, relying solely on their quarterly funds from DepEd which on average are just enough to cover utilities incurred in debt. Like Local Chief Executives and middle managers in the LGUs, what they need is exposure in the management curriculum and atmosphere in top schools such as AIM. PHDs in Education are irrelevant for school managers. They have their teachers and curriculum specialists to teach and review/update the curriculum. What they need is a PHD in school management. So yes, quality education is also about quality school management. DepEd is not new to this. In fact, its School-Based Management System has this goal. To excellently perform the school-based management practices, school heads should have competent skills in managing school operations. To identify the school leadership experience level of the school head particularly in managing school operations, The Training Development Needs Assessment for School Heads (TDNASH) uses a triangulation process with data collected from the School Head, School Head's direct supervisor and from teachers working with the School Head.

The Department of Education's main goal will be to provide the school with a sound basis on which to establish its plan of action and improve the SBM support systems through interventions that the school and other administrative levels of the Department may introduce. In response to the decentralization trend since the 70s School-Based Management has been adopted by many countries as a national education policy. SBM entices many education managers and experts, because it yields various results such as improved academic performance of students, increased participation of parents and the community in the education of students/children, and more importantly, empowerment of the local school heads, among others. Thus, the centralization and bureaucratic system of education is deconstructed and reconstituted to give way for a decentralized management system. With this system, different educators and scholars of SBM provide insights and feedback as to the effectiveness of SBM in addressing education corners. With the vision of SBM to empowered schools, proactive school heads, innovative teachers, engage community stakeholders and improved student academic performance and psycho-social growth. This is the vision of the Department of Education (DepEd) for school in the country. This is the essence of School-Based Management (SBM), a strategy which paves the way for quality education and holistic development for our school children.

The assessment of this system, school-based management practices and the school operation competency among school heads of secondary schools in the Region VI will be highlighted. Thus, this study was conducted.

The study will be beneficial to the following: to the principals/school Heads that the research in this area would provide the school heads awareness not only on the level of SBM practices but as well as their level of competence in school operation among secondary schools in Region VI. To benefit for teachers in this study will be attributed to the effectiveness of the SBM practices and the school operation competence. Teachers would be the benefactor of the SBM practices and school operational competencies of the school heads that can contribute to their teaching performance as well as the academic performance of the schools. The parents are at the direct and the baseline sources of the delivery of the SBM practices and school operation competencies. This will help teachers determine the impact of the SBM practices of the schools to the schools' academic performance. Knowing the impact of the SBM, the parents will be supportive to their children's activities in school. The pupils will be provided with intended output that leads to the attainment of better education outcomes. Findings of this study may provide some ideas and concepts in continuing the search for culture of excellence in the schools.

Based on these premises, the researcher of this study was determined to assess the school-based management practices and school operation competencies among school heads of secondary schools in Region VI during the school year 2015-2016.

Methodology
This chapter provides and explains the methodology of the study which includes the research method, the place and respondents of the study, data gathering tool/procedure and treatment of data.

Research Method
The descriptive type of research in the study was used in assessing the school-based management practices and the school operation competency level among school heads of the secondary schools in Region VI.

Research Environment
The study was conducted at Region VI which was composed of six provinces namely: Iloilo, Negros Occidental, Capiz, Antique, Aklan and Guimaras. DepEd Region VI is composed of eighteen divisions and categorized into three types of schools divisions - the large schools divisions, medium schools divisions and the small schools divisions. Schools belonging to a large schools divisions include the secondary schools in the province of Negros Occidental and schools from Iloilo. Medium schools divisions are secondary schools that belong to the divisions of Aklan, Antique, Bacolod City, Bago City, Cadiz City, Capiz, Guimaras, Iloilo City, Kabankalan, Roxas City, Sagay City, San Carlos City and Silay City. While small schools divisions include secondary schools in the Divisions of La Carlota City, Passi City and Escalante City.

Region VI, one of the 17 regions of the Philippines, consists of six provinces; Aklan, Antique, Negros Occidental, Capiz, Guimaras and Iloilo and 16 cities making it the region with the highest number of cities with City and Bacolod City the most highly urbanized.

Respondents
The respondents of the study were the Division SBM Supervisors, school heads and the school governing council representatives in Region VI. There are 18 divisions in Region VI with 648 number of secondary schools, 18 number of division SBM supervisors and 648 number of the school governing councils. Employing the Slovin's formula, the sample size was taken from the total number of schools, school heads and school governing councils with the total of 247. The division was used as stratum in the sampling. There are 18divisions in the region in as much as 648 equals to 38.10% of 247, every population number of the school heads and school governing councils in Region VI was multiplied by .3810. However, the total population of division SBM supervisors was purposely taken as the respondents of the study.

For the purpose of identifying the individual respondents, Fish Bowl Procedure was applied. This was done by writing the names of the schools according to division in a small sheet of paper. The sheets of paper were rolled and dropped into a container assigned for each school. Subsequently, the rolled sheets of paper, corresponding to the number of sample size per school, were drawn from each container. The names were listed down and constituted the respondents for this investigation.

Data Gathering Tool
The instrument to gather data on school-based management practices and school operation competency level was with the use of the standard instrument from DepEd. For the SBM, an assessment tool is guided by the four principles of ACCESs (A Child- and Community Centered Education System) based from DepEd Order No. 83, s. 2012, the Revised School-Based Management Assessment Tool. The indicators are contextualized on the ideals of an ACCESs

school system. While the school management and operations competency was based from the National Competency-Based Standards for School Heads which was based on DepEd Order No. 32, s.2010, The National Adoption and Implementation of National Competency-Based Standards for School Heads.

The instrument consisted of three (3) parts. Part I solicited information on the respondents' profile which will be subsequently used in the treatment of the problems. This includes the profile of the Division SBM Supervisors, school heads and the school governing councils namely: the age, gender, educational attainment and the type of schools division.

Part 2, however, requested perceived information on the school-based management practices among school heads. The school heads will rate themselves, the Division SBM Supervisors and the school governing bodies will be rating their school heads. The data gathering tool reflects twenty-one (21) indicators from four dimensions namely: leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. Each item will be rated using the Likerts' scale of five where 5 is described as to the greatest extent, 4 great extent, 3 moderate extent, 2 low extent and 1 very low extent.

Consequently, to identify the school operations competency level, the tool is composed of three strands namely: managing school operations, fiscal management and the use of technology in the management of operations. There are 20 item indicators, and each item is to be rated using the five point Likerts' scale of five where 5 is to the greatest extent, 4 as great extent, 3 moderate extent, 2 low extent and 1 very low extent.

Data Gathering Procedure
The researcher asked for permission from 18 Schools Division Superintendents to conduct the study in selected schools under their supervision. Letter requesting the respondents' cooperation was attached to the questionnaires. The researcher administered the instrument to selected school heads, SGC representatives and Division SBM Supervisors in each of the schools division. The purpose of the study was explained briefly to the respondents prior to their accomplishing the instrument. Instructions were also given and explained carefully as to the time allotment for answering the questionnaire and the confidentiality of their answers.

The questionnaires were then gathered by the researcher after the respondents accomplished them. All accomplished questionnaires were compiled and the results were tallied and computed. Assisted by the authorized statistician of the school and the adviser of the researcher, data were analyzed using the Statistical Package for Social Sciences (SPSS) software. Tables were made with the corresponding interpretations.

Statistical Tools Used
In the analysis of data, the following statistical tools were used in accordance with the nature of the specific problems raised and their corresponding hypotheses:

To determine the profile of school heads, Division SBM supervisors and the school governing council in terms of age, gender, educational attainment and the type of school in Region VI, Frequency and Percentage were used.

To determine the school-based management level of practices of the school heads, mean was used. The mean is the most applicable measure of central tendency because it describes a given set of data and it is concerned with quality. The weighted means were computed for descriptive interpretation. For the level of practices of the school-based management among school heads when taken as a whole and respondents will be grouped according to variables, the interpretations were as follows:

Table 1

Scale	Description	Interpretation
4.21- 5.00	Very High Extent	The School head indicates practices and procedure satisfy quality standards. Ensure the production of intended outputs/ outcomes and meeting all standards of a system fully and to a very high extent the integration in the local community and is self-renewing and self-sustaining.
3.41-4.20	High Extent	The School head indicates practices and procedure satisfy quality standards. Ensure the production of intended outputs/ outcomes and meeting all standards of a system fully and to a high extent the integration in the local community and is self-renewing and self-sustaining.
2.61-3.40	Moderate Extent	The School head indicates practices and procedure satisfy quality standards. Ensure the production of intended outputs/ outcomes and meeting all standards of a system fully and to a moderate extent the integration in the local community participation and learning outcomes.
1.81-2.60	Low Extent	The School head indicates practices and procedure satisfy quality standards. Ensure the production of intended outputs/ outcomes and meeting all standards of a system fully and to a low extent the integration in the local community and significantly improve performance and learning outcomes.
1.00- 1.80	Very Low Extent	The School head indicates practices and procedure satisfy quality standards. Ensure the production of intended outputs/ outcomes and meeting all standards of a system fully and to a very low extent the integration in the local community and impact on learning outcomes.

The weighted means were computed for descriptive interpretation. For the level of competence of the school management and operations among school heads when taken as a whole and respondents were grouped according to variables, the interpretations were as follows:

Table 2

Scale	Description	Interpretation
4.21- 5.00	Very High Level	The School head has comprehensive knowledge of the competency and can apply it with a high level of confidence. Outputs resulting in the performance of the competency are viewed as very comprehensive, of high quality and have been used as a benchmark for others.
3.41-4.20	High Level	The school head has substantial knowledge of the competency and can apply it without supervision/guidance. Outputs resulting in the performance of the competency are viewed as comprehensive, of quality and very useful.
2.61-3.40	Moderate Level	The school head has basic understanding of the competency and can apply it with supervision or some external support. Outputs resulting in the performance of the competency meet the basic standards.
1.81-2.60	Low Level	The school has minimal understanding of the competency but cannot apply the competency. Requires training or direct guidance to achieve outputs related to the performance of the competency.
1.00- 1.80	Very Low Level	The school head has very minimal understanding of the competency but cannot apply the competency. Requires training or direct guidance to achieve outputs related to the performance of the competency.

The t-test was used to determine the difference on the level of practices of the school-based management among school heads and the level of competency of the school management and operations when respondents were grouped according to age, gender and educational attainment. The Analysis of Variance was used to determine the difference on the level of practices of the school-based management among school heads and the level of competency of the school management and operations when respondents were grouped according to type of schools divisions.

Results and discussions
This study was mainly concerned with the school-based management practices and school operation competencies among school heads of secondary schools in Region VI during the school year 2015-2016.

Profile of the respondents
Table 3 presents the profile of the Division SBM Supervisors, school heads and the school governing council representatives when grouped according to their profile variables namely age, gender, educational attainment and the type of school Division in Region VI.
As for the age of the respondents, majority of the 344 respondents or 67% were aged 41 years old and above in Division SBM Supervisors, school heads and the school governing council. The findings also show that nine out of 18 were female supervisors, 113 of 247 were female from the school heads and 123 school governing council representatives were female and the overall number of female was 243, 269 were males. As to their educational attainment, there were no bachelors' degree from the

Division SBM Supervisors, there were thirteen of them with masters' degree and five were doctoral degree holders. Majority of the school heads and school governing council were having bachelors' degree. There were 281 from the respondents with bachelors' degree, 182 were masters' degree holders and 49 obtained their doctoral degree. For the type of schools divisions, most of the Division SBM Supervisors were from the medium-size divisions by 13, there were only seven school heads taken from small divisions and about 81 school governing council representatives taken from large schools divisions.
The results show that there were a big number of Division SBM Supervisors, school heads and the school governing councils who are old in the service but still need for more trainings and seminars on school-based management and practices.
This study found relevant in the educational enterprise, school leaders young or old, had stayed in longer or shorter years in teaching, male or female and whatever size of divisions are perceived to play the most important job in the school. School based management sets the tone of the school, the climate of learning, level of professionalism, the morale of teachers and the degree of concern of what students may become. The school leaders largely determine the accomplishment of school vision and mission.
However, various social processes may affect how school-based management establishes a pattern of perceptions, beliefs, attitudes, practices and habits among teachers and surrounding communities (Hoy *et al.*, 2008).Many scholars also have reported that school authorities older in age and with highest educational attainment are given opportunities for flexible decision-making (Gamage, 2003, O'Neil, 2005 and Bergman, 2002).

Table 3: Frequency and Percentage Distribution of Respondents' Profile

Respondents' Profile	Variables	Division SBM Supervisors f	School Heads f	School Governing Council f	Total f	Percentage (%)
Age	40 years and below	7	56	105	168	33
	41 years and above	11	191	142	344	67
	Total	18	247	247	512	100
Gender	Male	9	134	124	269	53
	Female	9	113	123	243	47
	Total	18	247	247	512	100
Educational Attainment	Bachelor	0	180	101	281	55
	Masters	9	52	121	182	36
	Doctoral	9	15	25	49	10
	Total	18	247	247	512	100
Type of School Divisions	Large Divisions	2	109	81	192	38
	Medium Divisions	13	131	129	274	54
	Small Divisions	3	7	37	46	9
	Total	18	247	247	512	100

School-Based Management Practices of the School Heads

The succeeding tables present the mean computation of the school-based management practices of the school heads as perceived by themselves, by their Division SBM Supervisors and the School Governing Councils in Region VI.

By the Division SBM Supervisors

The Division SBM Supervisors in Region VI comprising the18divisions rated the level of school-based management practices of the school heads when they were grouped according to their age, gender, educational attainment and by division in which school heads were assigned.

By Age

Table 4 presents the level of school-based management practices of school heads as perceived by the Division SBM Supervisors in Region VI for school year 2015- 2016. Result shows that assessment on the school heads' level of school-based management obtained an overall mean of 2.78 described as moderate. The table further revealed that the four domains of the school-based management practices obtained the following mean: leadership and governance (2.33) described as low, curriculum and instruction (3.81) described as high, accountability and continuous improvement (2.29) as low and management of resources (2.72) described as moderate.

When respondents were grouped according to their age,

Division SBM Supervisors who were classified in 40 years old and below and 41 years old and above obtained the mean range between 2.61-3.40 described as moderate. However, Division SBM Supervisors who were grouped 40 years old below and 41 years old and above perceived the school heads low level of school-based management practices as low, but curriculum and instruction obtained a mean of 3.81 described as high. Respondent Division SBM Supervisors whose age were 41 years old and above obtained a low mean range 1.81-260 in leadership and governance and the accountability and continuous improvement of the school.

The results showed that the school head indicates practices and procedure satisfy quality standards. This ensures the production of intended outputs/outcomes and meeting all standards of a system fully and to a moderate extent the integration in the local community participation and learning outcomes.

In the context of effective SBM development for the purposes of enhancing the quality of school atmosphere in supporting effective teaching and learning as well as improvements in student performance, Gamage (2006) reveals that a genuine partnership leads to participatory decision-making in which the participants are able to appreciate point of view. In addition, Gamage (2006) confirms that whenever that the young leader, male or female, from large division, average or even small division understand the concerns of others and establish the conventions of the particular form of decision making.

Table 4: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the Division SBM Supervisors Grouped According to Age

School-Based Management Practices	Age				Overall	
	40 Years Old and Below		41 Years Old and Above		Mean	Des
	Mean	Des	Mean	Des		
1. Leadership and Governance	2.15	Low	2.50	Low	2.33	Low
2. Curriculum and Instruction	3.81	High	3.80	High	3.81	High
3. Accountability and Continuous Improvement	2.44	Low	2.14	Low	2.29	Low
4. Management of Resources	2.60	Low	2.83	Moderate	2.72	Moderate
Total	2.75	Moderate	2.82	Moderate	2.78	Moderate

By Gender

Table 5 presents the Division SBM Supervisors' perception on the school heads' level of school-based management practices when Division SBM Supervisors were grouped according to gender.

When classified as to gender, Division SBM Supervisors both male and female had perceived a moderate level of a school-based management practices of the school heads in Negros Occidental at an overall mean of 2.84. The findings also revealed that female Division SBM Supervisors had relatively higher level of perception on school heads school-based management practices the obtained mean of 2.88and 2.77 of the male Division SBM Supervisors. This signifies that female Division SBM Supervisors of Region VI perceived the school heads practices and procedure a satisfying quality standard. Division SBM Supervisors perceived that the school heads ensure the production of

intended output or outcomes meet all standards of a system fully and to a moderate extent of integration in the local community participation and learning outcomes.

The finding is in accordance with the findings indicated in the study that the implementation of SBM in Indonesia has resulted in shifting adequate power and authority from central government to school councils. In line with these results, some scholars affirm that traditionally, female school heads were vested with full authority than male schools for the total management of the school. However, under SBM, principals either male and female have become partners of other formally constituted school decision-making groups, consisting of teaching and non-teaching staff, parents, community, government, and alumni representatives, and in the case of secondary schools, students (Lam, 2006; Gamage & Hanson, 2006; Gamage, 2006a, 2003, Lingard, Hayes & Mills, 2002).

Table 5: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the School Division Superintends Grouped According to Gender

School-Based Management Practices	Gender				Overall	
	Male		Female			
	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	2.53	Low	2.47	Low	2.50	Low
2. Curriculum and Instruction	3.96	High	3.57	High	3.77	High
3. Accountability and Continuous Improvement	2.41	Low	2.48	Low	2.45	Low
4. Management of Resources	2.63	Moderate	2.58	Low	2.61	Moderate
Total	2.88	Moderate	2.78	Moderate	2.83	Moderate

By Educational Attainment

As shown in Table 6, the Division SBM Supervisors respondents with masters' degree perceived the school heads school-based management practices as very low in an obtained mean of 1.25 while those with doctoral degree perceived the school heads as low in a mean of 2.09. The table further presents that when Division SBM Supervisors are grouped as to their educational attainment such as the with masters' degree and their perception on the school heads school-based management practices particularly in areas such as leadership and governance, accountability and continuous improvement and management of resources are very low as obtained in the mean range between 1.00 – 1.80. However, curriculum and instruction of the school heads was perceived as moderate in a mean of 2.80. Generally, when Division SBM Supervisors were grouped according to their educational attainment the school heads school-based management practices is very low in an overall mean of 1.67.

This implies that the Division SBM Supervisor respondents both with master's degree and doctoral degree perceived the school heads school-based management practices as very low which indicate that school heads practices and procedures are not satisfying. School heads were perceived as not ensuring the production and intended outputs in quality standards. School heads also meet the system to a very low extent, very low integration in the local community and with less impact on learning outcomes.

This means that decision-making process was strongly related to the highest educational attainment. It implies that school-based decision making through partnerships is associated with improvements in higher educational attainment. It is clear that devolving power and authority to school level decision-makers have resulted in improvements of teaching/learning environments in school.

Similarly previous studies also demonstrated that shifting authority for decision-making from higher levels of educational attainment is fundamental to encourage improvements in schools (Lam, 2006; Lingard, Hayes & Mills, 2002).

Table 6: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the Division SBM Supervisors Grouped According to Educational Attainment

School-Based Management Practices	Educational Attainment				Overall	
	Masters' Degree		Doctors' Degree			
	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	1.06	Very Low	1.38	Very Low	1.22	Very Low
2. Curriculum and Instruction	1.92	Low	3.68	High	2.80	Moderate
3. Accountability and Continuous Improvement	1.00	Very Low	1.41	Very Low	1.21	Very Low
4. Management of Resources	1.03	Very Low	1.87	Low	1.45	Very Low
Total	1.25	Very Low	2.09	Low	1.67	Very Low

By Division Type

Table 7 presents the level of school-based management practices of school heads as perceived by the Division SBM Supervisors who were grouped according to division type. The school divisions were classified as large, medium and small. The large is composed of two schools divisions, medium divisions were composed of 13 school divisions and small divisions with three divisions. The findings revealed that the Division SBM Supervisor respondents from large division, medium division and small school division perceived the school heads' school-based management practices as high in an obtained overall mean of 3.79. The table further presents that when Division SBM Supervisors are grouped as to their school division assigned such Division SBM Supervisors from large, medium and small perceived the school heads school-based management practices high in a mean range between 3.41-4.20 in four areas such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. Generally, when Division SBM

Supervisors were grouped according to their assigned school division the school heads' school-based management practices is high in an overall mean of 3.79.

The result of the findings implied that Division SBM Supervisors perceived the school head school-based management practices as high with indications that school heads in all divisions have substantial knowledge of the competency and can apply it without supervision or guidance. School heads outputs resulting in the performance of the competency are viewed as comprehensive, of quality and very useful.

In a study for instance, on the basis of research conducted in Australia, Gamage (2006) states that devolving authority to school heads in different school divisions either large, medium or small school divisions can create flexibility in school-based management implementation. It can also encourage ownership, higher levels of motivation and commitment to the process of implementation, as well as greater responsibility on the part of school stakeholders.

Table 7: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the Division SBM Supervisors Grouped According to Division Type

| School-Based Management Practices | Division Type | | | | | | Overall | |
| | Large Division | | Medium Division | | Small Division | | | |
	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	4.00	High	3.99	High	3.74	High	3.91	High
2. Curriculum and Instruction	3.87	High	3.88	High	3.72	High	3.82	High
3. Accountability and Continuous Improvement	3.83	High	3.87	High	3.74	High	3.81	High
4. Management of Resources	3.67	High	3.69	High	3.48	High	3.61	High
Total	3.84	high	3.86	high	3.67	High	3.79	High

By the School Heads

The school heads were composed of 247 as the actual respondents of the study taken from the 18 divisions in Region VI who rated themselves their level of school-based management practices when they were grouped according to their age, gender, educational attainment and by division they were assigned.

By Age

Table 8 reflects the level of school-based management practices of school heads as perceived by themselves for school year 2015 - 2016. Result shows that assessment on the school heads' level of school-based management obtained an overall mean of 3.88 described as high. The table further revealed that all of the four domains of the school-based management practices such as leadership and governance obtained a mean of 3.99 curriculum and instruction with a mean of 3.92, accountability and continuous improvement obtained a mean of 3.89 and management of resources with a mean of 3.74, all were described as high.

When respondents were grouped according to their age, school heads who were classified in 40 years old and below and 41 years old and above obtained the mean range between 3.41-4.20, described as high. The results indicated that school heads practices and procedure satisfy quality standards and that there is a high extent of integration in the local community and is self-renewing and self-sustaining.

Dampster (2000) claims that it is misleading for assuming that SBM automatically makes school decision-making more responsive to the needs of individual school communities. In fact, as he concludes by raising the issue: "school-based management has increased tensions over whose priorities should have primacy". With regard to the results of SBM in relation to the age of the school heads, he points out there is no clear indication of how age affect SBM, apart from school development planning and communication that help in shaping school conditions which indirectly influence classroom practice.

Table 8: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by Themselves when They are Grouped According to Age

| School-Based Management Practices | Age | | | | Overall | |
	40 Years Old and Below		41 Years Old and Above		Mean	Des
1. Leadership and Governance	4.01	high	3.98	high	3.99	High
2. Curriculum and Instruction	4.00	High	3.84	High	3.92	High
3. Accountability and Continuous Improvement	3.96	High	3.82	High	3.89	High
4. Management of Resources	3.84	High	3.63	High	3.74	High
Total	3.93	high	3.82	High	3.88	High

By Gender

Table 9 presents the school heads' perception on their level of school-based management practices when they were grouped according to gender.

When classified as to gender, school heads both male and female had looked at themselves with a high level of a school-based management practices in Region VI at an overall mean of 3.85. The findings also revealed that female school heads have relatively higher level of perception on themselves of their school-based management practices from the obtained mean of 3.90 against male school heads of 3.79 which both means described as high. This signifies that both female and male school heads of Region VI perceived their level of school-based management and practices as satisfying quality standard. School heads ensured the production of intended output or outcomes have to meet all standards of a system fully and to a high extent of

integration in the local community participation and learning outcomes.

Lam (2006) affirms that changes have been affected in learning attitudes and habits, learning process, teaching strategies, and changing roles of male and female school heads since the implementation of SBM in Hongkong in September 2000. With regards to the changing role of the school heads either a male or a female, he asserts that the roles of school heads in new millennium have changed. traditionally, male principals played fixed roles and had certain recognized status, power, and authority. In contrast, their roles and responsibilities under SBM are not as straightforward as previously. In the case, a paradigm shift in school leadership practices and decision-making has become a participative activity shared among various school constituents, including teachers, parents, and members of the school governing council committee.

Table 9: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by themselves and when they are Grouped According to Gender

School-Based Management Practices	Gender				Overall	
	Male		Female			
	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	3.86	High	4.11	High	3.99	High
2. Curriculum and Instruction	3.87	High	3.88	High	3.88	High
3. Accountability and Continuous Improvement	3.81	High	3.90	High	3.86	High
4. Management of Resources	3.63	High	3.72	High	3.68	High
Total	3.79	High	3.90	High	3.85	High

By Educational Attainment

As shown in Table 10, the school heads with masters' degree rated relatively higher than the school heads with bachelor's degree and doctoral degree on their school-based management practices in an obtained mean of 3.89 against 3.85 from the bachelor's degree and 3.68 from the doctoral degree, all described as high. The table further presents that when school heads are grouped as to their educational attainment such as bachelor's degree, with masters' degree and with doctoral degree, their perception on their level of school-based management practices particularly in areas such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources are high as obtained in the mean range between 3.44-4.20. Generally, when school heads were grouped according to their educational attainment their level of school-based management practices is high in an overall mean of 3.80.

This implies that the school head respondents either with bachelor's degree, with master's degree and doctoral degree saw themselves on their level of school-based management practices as high which indicated that their network of leadership and governance guide the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.

Cheng & Cheung (2003) conducted a large scale cross-sectional study to investigate the relationship between SBM and the educational attainment of the school heads. The study involved 2,477 school heads in 82 public schools. On the basis of Pearson correlation test, the study indicated that the implementation of SBM was associated with the educational attainment of the school heads in terms of organizational effectiveness, culture and higher teacher participation in decision making. The higher the educational attainment of the school heads the schools were school heads were assigned were perceived as effective in adaption, flexibility and productivity. This study implies that SBM has resulted in school effectiveness.

Table 10: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by themselves and when they are Grouped According to Educational Attainment

School-Based Management Practices	Educational Attainment						Overall	
	Bachelors' Degree		Masters' Degree		Doctors' Degree		Mean	Des
	Mean	Des	Mean	Des	Mean	Des		
1. Leadership and Governance	3.92	high	4.26	high	3.84	high	4.01	High
2. Curriculum and Instruction	3.89	High	3.87	high	3.69	High	3.82	high
3. Accountability and Continuous Improvement	3.87	High	3.81	high	3.76	high	3.81	high
4. Management of Resources	3.71	High	3.62	high	3.41	high	3.58	high
Total	3.85	High	3.89	high	3.68	high	3.80	high

By Division Type

Table 11 presents the level of school-based management practices of school heads as perceived by them who were grouped according to division type. The findings revealed that the school head respondents from large division, medium division and small school division perceived themselves as high in their level of school-based management practices in an obtained overall mean of 3.80. The table further presents that when school heads are grouped as to their school division assigned from large, medium and small perceived school-based management practices high in a mean range between 3.41-4.20 in four areas such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

The result of the findings implied that school heads are given the responsibility to lead the process of shared governance. They take on the new role of school managers aside from being instructional leaders.

The result of the findings is related in 1991, in keeping with the school management initiative (SMI) undertaken by the Hong Kong Education, public school system moved towards SBM (Pang, 2008; Gamage & Pang, 2006; Lam, 2006; Dowson, Bodycott, Walker, & Coniam, 2003; Cheng & Cheung, 2003; Gamage, 2002; Cheng & Chang, 2000; Abu-Duhou, 1999). Gamage (2002) affirms that the main purpose of SMI was to introduce SBM and encourage the participation of teachers, parents, and the community in school administration. Later in 1997, the government required all Hong Kong public schools to implement SBM by 2000. Thus, it was only by 2000 that all public schools implemented SBM (Lam, 2006; Yu, 2005).

Table 11: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by themselves and when they are Grouped According to Division Type

School-Based Management Practices	Division Type						Overall	
	Large Division		Medium Division		Small Division		Mean	Des
	Mean	Des	Mean	Des	Mean	Des		
1. Leadership and Governance	4.10	High	3.99	High	3.74	High	3.94	High
2. Curriculum and Instruction	3.88	High	3.89	High	3.73	High	3.83	High
3. Accountability and Continuous Improvement	3.84	High	3.87	High	3.74	High	3.82	High
4. Management of Resources	3.67	High	3.69	High	3.49	High	3.62	High
Total	3.87	high	3.86	High	3.68	High	3.80	High

By The School Governing Council

The School Governing Councils (SGCs) are composed of internal and external stakeholders such as students and student organizations, parents of students/ pupils and Parent Associations, Teachers, Non-teaching and Teacher Associations in the school. For the external stakeholders composed of various government Agencies, non-government agencies, civic and social organizations, alumni, retirees, professionals, basic sectors: Business, fisher folks, farmers, indigenous people or cultural minorities and others. In this study, there were 247 SGC representatives taken as the actual respondents in 18 divisions in Region VI for the school year 2015-2016.

By Age

Table 12 presents the level of school-based management practices of school heads as perceived by the School Governing Councils in Region VI for school year 2015-2016. Result shows that assessment on the school heads' level of school-based management obtained an overall mean of 3.68 described as high. The table further revealed that the four domains of the school-based management practices as perceived by the School Governing Council Representatives from the school heads had the following mean: leadership and governance (3.73) curriculum and instruction (3.64), accountability and continuous improvement (3.72) and

management of resources (3.62) all were described as high. When School Governing Councils were grouped according to their age, SGCs who were classified in 40 years old and below perceived the school heads' level of school-based management and practices as relatively higher at a mean of 3.72 than those SGCs aged 41 years old and above at a mean of 3.64 which both described as high.

The results showed SGCs either aging 40 or 41 years old have found the school heads' level of school-based management and practices high and they have felt the critical need for effective school-based leaders in the school. As what Sergiovanni (2007), Darling-Hammond, & Orphanos, 2007) affirmed that the age of the school governing councils affects the leadership skills and work relationship related to school management effectiveness. Thus, leadership is a critical factor for organizational performance by shaping organizational process and structures.

In contrast, Andres (2001) also posits the mission of the SGC as leader is to empower his people and organization to live the positive values and principles and teach them to others without his coaching. In relation to the findings, Andres noted that age does not influence the SBM of the school heads since a leader is always a leader whether he is young or old at age.

Table 12: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the School Governing Council Grouped According to Age

School-Based Management Practices	Age				Overall	
	40 Years Old and Below		41 Years Old and Above		Mean	Des
1. Leadership and Governance	3.73	High	3.73	High	3.73	High
2. Curriculum and Instruction	3.74	High	3.57	High	3.64	High
3. Accountability and Continuous Improvement	3.78	High	3.65	High	3.72	High
4. Management of Resources	3.64	High	3.60	High	3.62	High
Total	3.72	High	3.64	high	3.68	High

By Gender

Table 13 presents the SGCs' perception on the school heads' level of school-based management practices when SGCs were grouped according to gender.

When classified as to gender, SGCs both male and female had perceived a high level of school-based management practices of the school heads in Region VI at an overall mean of 3.67. The findings also revealed that male SGC representatives had relatively higher level of perception on school heads school-based management practices at the obtained mean of 3.71 than 3.64 of the female SGCs. This signifies that male SGCs of Region VI perceived the school heads practices and procedure a satisfying quality standard. SGCs perceived that the school heads ensure the production

of intended output or outcomes to meet all standards of a system fully and to a moderate extent of integration in the local community participation and learning outcomes.

Other scholars found that SBM has encouraged shared decision-making among school community (Erbes, 2006; Gamage, 2006, 2003; Anderson, 2006; Gamage & Zajda, 2005; Cranston, 2001). In particular, Erbes (2006) has stated that decision-making procedures that took into account community concerns and involved those who are responsible for implementing the decisions would produce better decisions, and ultimately, better education for students. The finding relates that whether the SGCs are male or female the behavioral perspective in perceiving the role of the school heads in SBM procedure are the same.

Table 13: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by School Governing Council Grouped According to Gender

School-Based Management Practices	Gender				Overall	
	Male		Female			
	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	3.75	High	3.71	High	3.73	High
2. Curriculum and Instruction	3.62	High	3.65	High	3.64	High
3. Accountability and Continuous Improvement	3.79	High	3.61	High	3.70	High
4. Management of Resources	3.66	High	3.58	High	3.62	High
Total	3.71	high	3.64	high	3.67	High

By Educational Attainment
As shown in Table 14, the SGCs with bachelor's degree perceived the level of SBM of the school heads as moderate in a mean of 3.13, those SGCs with masters' degree obtained a mean of 3.96 and described as high while those SGCs with doctoral degree perceived the school heads level of school-based management practices as very high in an obtained mean of 4.47. Generally, the SGCs when grouped according to their education attainment perceived the school heads' level of school-based management and practice as high in an overall mean of 3.85. The table further presents that when SGCs are grouped as to their educational attainment such as bachelor's degree, with masters' degree and with doctoral degree their perception on the school heads' level of school-based management practices particularly in areas such as leadership and governance, curriculum and instruction, accountability and continuous

improvement and management of resources are high as obtained in the mean range between 3.44-4.20.

This implies that the SGCs respondents either with bachelor's degree, with master's degree and doctoral degree observed the school heads' level of school-based management practices as high which indicated as progressive, intensifies mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes.

The higher the educational attainment of the SGCs the higher is their perceptions in viewing things. In this context, many researchers and government policy-makers point out that one of the primary goals of the implementation of SBM is to raise the level of involvement of stakeholders in the governance and school management, leading to increasing ownership and commitment (Brown & Cooper, 2000).

Table 14: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the School Governing Council Grouped According to Educational Attainment

School-Based Management Practices	Educational Attainment						Overall	
	Bachelors' Degree		Masters' Degree		Doctors' Degree			
	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	3.14	Moderate	4.03	High	4.66	Very High	3.94	High
2. Curriculum and Instruction	2.99	Moderate	4.01	High	4.39	Very High	3.80	High
3. Accountability and Continuous Improvement	3.25	Moderate	3.94	High	4.41	Very High	3.87	High
4. Management of Resources	3.14	Moderate	3.85	High	4.41	Very High	3.80	High
Total	3.13	Moderate	3.96	High	4.47	Very High	3.85	High

By Division Type
Table 15 presents the level of school-based management practices of school heads as perceived by the school governing councils who were grouped according to division type. The findings revealed that the SGCs respondents from large division, medium division and small school division perceived the school heads' level of school-based management as high in an obtained overall mean of 3.73. The table further presents that when SGCs are grouped as to their school division assigned from large, medium and small perceived school-based management practices as high in a mean range between 3.41-4.20 in four areas such as leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.

The result of the findings implied that SGCs perceived the school heads level of school-based management as

progressive, intensifies mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes.

Results of this data analysis are similar to previous research in Indonesia. For instance, prior to the implementation of SBM Indonesia, Werf, Creemers and Guldemond (2001) conducted a study in Aceh and North Sulawesi to find out how parental and community participation contributed to the improvements in student outcomes. For the purpose of the study, an experimental study was conducted, followed by interviewing parents and principals and observing parents' meetings. The experimental study involved 27 PEQIP primary schools in the two provinces. On the basis of their findings, Werf, Creemers and Guldemond (2001) have concluded that participation of stakeholders from different provinces have resulted in improving student achievements.

Table 15: Generated Mean of the Level of School-Based Management Practices of School Heads Perceived by the School Governing Council Grouped According to Division Type

School-Based Management Practices	Division Type						Overall	
	Large Division		Medium Division		Small Division			
	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Leadership and Governance	3.70	High	4.00	High	3.97	High	3.89	High
2. Curriculum and Instruction	3.63	High	3.38	High	3.70	High	3.57	High
3. Accountability and Continuous Improvement	3.70	High	3.91	High	3.65	High	3.75	High
4. Management of Resources	3.61	High	3.89	High	3.60	High	3.70	High
Total	3.66	High	3.79	High	3.73	High	3.73	High

School-Based Management Level of Practices of School Heads when Grouped by Schools Divisions
Table 16 presents the level of school-based management level of practices of school heads when grouped by schools division along with leadership and governance, curriculum and instruction, accountability and instruction and management of resources. These are presented and discussed here under by domain.

Leadership and Governance: The level of school-based management practices of the school heads in Region VI particularly in the leadership and governance domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 3.89. The table further revealed that out of the 18 divisions, only the divisions of Bago City, Passi City and Sagay City obtained the very high level of school-based management practices as indicated in the mean ranges between 4.21-5.00. There were 13 divisions in Region VI obtained a high level of school-based management practices in a mean ranges between to 3.41-4.20, these divisions include the following: Aklan, Antique, Bacolod City, Cadiz City, Capiz, Guimaras, Iloilo City, Kabankalan City, Roxas City, Silay City, San Carlos City, La Carlota City and Escalante City, while divisions of Negros Occidental and Iloilo obtained the moderate level of school-based management practices.
The findings implied that there is a critical need for effective school-based leaders in the schools (Sergiovanni, 2007; Darling-Hammond, & Orphanos, 2007). As for leadership competence and work relationship in Hongkong, SMI's Recommendations were focused on clearer definitions of the roles and clear responsibility for School Management Committee (SMC), sponsors, supervisors, school heads and school governing councils for the delivery of quality education in effective school management (EMB & ED, 2001).

Curriculum and Instruction: The level of school-based management practices of the school heads in Region VI particularly in curriculum and instruction domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 3.84. The table further revealed that out of the 18 divisions, only the divisions of Bago City, Passi City and Sagay City obtained the very high level of school-based management practices as indicated in the mean ranges between 4.21-5.00. The only division which obtained a moderate level of school-based management practices is the Division of San Carlos City with a mean of 3.25. The rest of the divisions obtained a high level of school-based management practices in a mean ranges between to 3.41-4.20.

Curriculum and instruction are domains particularly held by the supervisors and schools heads of the schools. Principals or the school heads indicated a higher degree of implementation of curriculum and teachers for instructions, which could suggest that school heads are merely purporting the SBM implementation at higher degrees because they are aware of the consequences that could come from not claiming to be a site-based campus. Another possibility is that teachers were reporting what actually takes place or does not take place at their campuses, regardless of consequences that may come from admitting limited degrees of SBM (Rodriguez & Slate, 2001).

Accountability and Continuous Improvement: The level of school-based management practices of the school heads in Region VI particularly in accountability and continuous improvement domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 3.78. The table further revealed that out of the 18 divisions, only the divisions of Negros Occidental, Roxas and Sagay Cities had obtained a moderate level of school-based management practices as indicated in the mean ranges between 2.61-3.40. The rest of the divisions obtained a high level of school-based management practices in a mean ranges between to 3.41-4.20. These are the schools divisions of Iloilo, Aklan, Antique, Bacolod City, Bago City, Cadiz City, Capiz, Guimaras, Iloilo City, Kabankalan City, Passi City, Silay City, San Carlos City, La Carlota City and Escalante City.
Good financial planning program in school is essential to students' learning (Goetz, Durband, Halley& Davis, 2011). As for accountability and continuous improvement, relate to financial management, each school receiving a block grant to cover all non-salary expenditures and to allow with greater flexibility to decide its own spending pattern. Schools were to be given the discretion to use savings from up to five percent of a teacher's salary for any staff. In SMI giving transfer of budgetary authority, schools were allowed for devolution of authority and for financial management with the use of multiple measures of control and accountability in allocating its budget planning in terms of priorities of school direction on progress and school improvement (O'Donoghue & Dimmock, 2008).

Management of Resources: The level of school-based management practices of the school heads in Region VI particularly in management of resources improvement domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 3.61. The table further revealed that out of the 18 divisions, only the divisions of Bago City and Passi City had obtained a very high level of school-based management practices as indicated in the mean ranges

between4.21-5.00. There are five divisions in Region VI obtained the moderate level of school-based management in a mean ranges between 2.61-3.40. The rest of the divisions obtained a high level of school-based management practices in a mean ranges between to 3.41-4.20. These are as follows: Iloilo, Aklan, Antique, Bacolod City, Capiz, Guimaras, Iloilo City, Kabankalan City, Silay City, San Carlos City and Escalante City.

Under SMI, the school physical environment and facilities were to be up-graded or enhanced and learning resources diversified (Briggs & Wohlstetter, 2003). Facilities like classrooms, school halls, the library, staff rooms, computer-assisted learning room and computer rooms air-conditioned are essential. In addition, the schools should have certain resources to ensure the quality teaching (De Grauwe, 2005). Generally, the level of school-based management practices of the school heads when grouped by divisions in Region VI is high at a mean of 3.76. The findings implied that when grouped according to divisions, school heads are progressive, intensifies mobilization of resources and maximizes efforts of the school to achieve desired learning outcomes.

Table 16: The Level of School-Based Management Practices of the School Heads when Grouped by Schools Divisions in Region VI

Region VI	School-Based Management Practices									
	Leadership and Governance		Curriculum and Instruction		Accountability and Continuous Improvement		Management of Resources		Overall Mean	
	Mean	Des	Mean	Des	Mean	Des	Mean	Des	Mean	Des
Negros Occidental	3.38	Moderate	3.74	High	3.19	Moderate	3.14	Moderate	3.36	Moderate
Iloilo	3.40	Moderate	3.94	High	3.90	High	3.75	High	3.75	High
Aklan	4.06	High	3.79	High	3.78	High	3.58	High	3.80	High
Antique	3.94	High	4.00	High	3.96	High	3.79	High	3.92	High
Bacolod City	3.98	High	3.98	High	3.95	High	3.85	High	3.94	High
Bago City	4.33	Very high	4.50	Very high	4.06	High	4.26	Very high	4.29	Very high
Cadiz City	4.20	High	3.61	High	3.68	High	3.31	Moderate	3.70	High
Capiz City	3.97	High	3.94	High	3.97	High	3.82	High	3.93	High
Guimaras	3.63	High	3.70	High	3.63	High	3.40	High	3.59	High
Iloilo City	3.92	High	4.00	High	4.00	High	3.84	High	3.94	High
Kabankalan	3.80	High	3.85	High	3.85	High	3.57	High	3.77	High
Passi City	4.33	Very high	4.50	Very high	4.06	High	4.26	Very high	4.29	Very high
Roxas City	4.08	High	3.24	High	3.16	Moderate	2.88	Moderate	3.34	High
Sagay City	4.23	Very high	3.51	Very high	3.40	Moderate	3.20	Moderate	3.59	High
Silay City	3.83	High	3.87	High	4.03	High	3.80	High	3.88	High
San Carlos	3.50	High	3.25	Moderate	4.00	High	3.60	High	3.59	High
La Carlota	3.20	High	3.60	High	3.70	High	3.10	Moderate	3.40	Moderate
Escalante	4.16	High	4.18	High	3.80	High	3.76	High	3.98	High
Total	3.89	High	3.84	high	3.78	High	3.61	High	3.78	High

Difference on the Level of School-Based Management Practices by the School Heads when Respondents were Grouped According to Divisions

As presented in Table 17, there is no significant difference in the level of school-based management practices of school heads when respondents were grouped according to Divisions. The respondents involved were the Division SBM Supervisors, school heads themselves and the school governing councils of Region VI. The computed F-value of 1.306 at .189 is greater than the .05 level of significance of the test. Therefore, in the statement which stated that there is no significant difference in the level of school-based management practices when respondents were grouped in divisions was accepted.

The findings implied that the level of school-based management practices of the school heads are not influenced by the size of the Division.

The result of the findings is in contrast with the study of Rodriguez & Slate (2011) which stated that supervisors indicated a higher degree of implementation than the school heads or the school governing council, which could suggest that supervisors are merely purporting the SBM implementation at higher degrees because they are aware of the consequences that could come from not claiming to be a site-based campus. Another possibility is that school heads were reporting what actually takes place or does not take place at their campuses, regardless of consequences that may come from admitting limited degrees of SBM.

Table 17: The Analysis of Variance of the Difference on the Level of School-Based Management Practices by the School Heads when Respondents were Grouped According by Divisions

Divisions	Div. SBM Supervisors	School Heads	School Governing Council	Overall	F-test	Sig	Interpretation/decision
	Mean	Mean	Mean	Mean			
Negros Occidental	3.50	3.82	3.75	3.69			
Iloilo	5.00	3.85	3.63	4.16			
Aklan	5.00	3.88	3.70	4.19			
Antique	3.30	3.85	3.65	3.60			
Bacolod City	3.10	3.45	3.75	3.43			
Bago City	3.40	4.23	3.46	3.70			
Cadiz City	3.20	4.18	3.25	3.54			
Capiz City	3.30	3.83	3.78	3.64			Not Significant
Guimaras	3.00	3.80	3.30	3.37	1.306	.189	
Iloilo City	2.80	3.84	4.18	3.61			Accept the Null Hypothesis
Kabankalan City	2.60	3.77	3.35	3.24			
Passi City	2.40	3.43	3.53	3.12			
Roxas City	2.20	3.56	4.02	3.26			
Sagay City	1.80	4.16	3.40	3.12			
Silay City	1.60	4.18	4.00	3.26			
San Carlos City	1.50	3.65	3.35	2.83			
La Carlota City	1.40	3.65	3.70	2.92			
Escalante City	2.10	3.68	3.22	3.00			
Total	2.84	3.82	3.61	3.43			

P>.05, Not Significant

School Operation Competency Level of the School Heads
Table 18 presents the level of school operation competency level of school heads as perceived by the Division SBM Supervisors, school heads themselves and the school governing council in Region VI for school year 2015 - 2016. Result shows that assessment on the school heads' level of management competency level as perceived by the Division SBM Supervisors in three domains namely: managing school operation, fiscal management and the use of technology in the management of operation, the obtained mean was 3.57 described as high. The table further revealed that both school heads themselves and School Governing Council obtained the mean of 3.76 on the three domains of the management competency level, described as high.
The table further shows the three domains of the level of management competency as perceived by the Division SBM Supervisors, school heads themselves and the school governing council of the school heads had the following mean: managing school operation (3.76), fiscal management (3.82), and the use of technology in the management of operations (3.51).
Generally, the level of management competency of the school heads as perceived by the Division SBM Supervisors, the school heads themselves and the school governing councils is high in an obtained mean of 3.69.
Many societal transformations have generated significant changes in the education system and ultimately, complex challenges for school heads (Bush, 2008; Warfield, 2009; Levine, 2005). The building superintendent of yore must possess multiple forms of expertise, such as managing school operation, fiscal management and the use of technology in the management operation (Darling-Hammond *et al.*, 2007; Huber, 2008; Levine, 2005; Perez *et al.*, 2011).

Table 18: The Level of School Operation Competency of the School Heads as Perceived by the School Heads Themselves, Division SBM Supervisors and School Governing Council

School Management Competency Level	Respondents						Overall Mean	
	Division SBM Supervisors		School Heads		School Governing Bodies			
	Mean	Des	Mean	Des	Mean	Des	Mean	Des
1. Managing School Operation	3.71	High	3.93	High	3.63	High	3.76	High
2. Fiscal Management	3.37	High	4.07	High	4.01	High	3.82	High
3. Use of Technology in the Management of Operations	3.62	High	3.28	Moderate	3.63	High	3.51	High
Total	3.57	High	3.76	High	3.76	High	3.69	High

School Operation Competency Level of the School Heads when Grouped by Divisions in Region VI
Table 19 presents the level of school operation competency level of school heads when grouped by division along with school management operation, fiscal management and use of technology in the management operation. These are presented and discussed below by domain.
School Management Operation: The level of management competency of the school heads in Region VI particularly in the school management operation domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 3.90. The table further revealed that out of the 18 divisions, the divisions of Capiz, Sagay City, Silay City and La Carlota City had obtained the very high level of management competency as indicated in the mean ranges between 4.21-5.00. Guimaras and Iloilo City divisions had obtained moderate level of management competency, the rest obtained high level of management competency in a mean ranges between to 3.41-4.20 except Roxas City which obtained a mean of 2.34, described as low. Schools divisions that obtained high level

of management competency include Negros Occidental, Iloilo, Aklan, Antique, Bacolod City, Cadiz City, Bago City, Kabankalan City, Passi City, San Carlos City, and Escalante City, as perceived by the Division SBM Supervisors, school heads and school governing council during the school year 2015-2016.

The findings support the changing role of the school heads depending on the context. This role takes precedence over that related to administrative functions by privileging pedagogy and student achievement and thus reflects the preoccupation of education systems to improve student outcomes. To reach the proposed objectives of the schools, three principles are evoked in school management operation, namely, transparency, accountability and flexibility (Secretariat du Conseill du Tresor Du Quebec, 2012).

Fiscal Management: The level of management competency of the school heads in Region VI particularly in fiscal management domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 4.11. The table further revealed that out of the 18 divisions there are seven divisions obtained the very high level of management competency in term of fiscal management. These are schools divisions of Cadiz City, Iloilo City, Kabankalan City, Roxas City, Sagay City, San Carlos City and Escalante City which obtained the high level of management competency as indicated in the mean ranges between 4.21-5.00. While divisions of Negros Occidental, Iloilo, Aklan, Antique, Bacolod City, Bago City,

Capiz, Guimaras, Passi City, Silay City and La Carlota City obtained high level of management competency as perceived by the Division SBM Supervisors, school heads and school governing council during the school-year 2015-2016.

Many education systems emphasize the need to focus on the school heads' training particularly in the fiscal management in order to introduce effective management and elevate the level of management competency of school heads (Mathibe, 2007: Salazar, 2007).

The Use of Technology in the Management of Operations: The level of school-based management practices of the school heads in Region VI particularly in the use of technology in the management operation domain as perceived by the three groups of respondents such as the Division SBM Supervisors, school heads and the school governing councils is high as obtained from the overall mean of 4.00. The table further revealed that two out of the 18 divisions, obtained the very high level of management competency in the use of technology, namely, Sagay City and Cadiz City as indicated in the mean ranges between 4.21-5.00. The rest obtained high level of management competency particularly in the use of technology in the management of school operations.

Research has shown that school heads do in fact play a pivotal role in improving school and classroom conditions and in teacher supervision, not to mention the student learning (Daves *et al.*, 2005).

Table 19: The School Operation Competency Level of the School Heads when Grouped by Schools Division in Region VI

Region VI	School Operation Competency Level						Overall Mean	
	School Management Operation		Fiscal Management		Use of Technology in the Management of Operations			
	Mean	Des	Mean	Des	Mean	Des	Mean	Des
Negros Occidental	3.79	High	3.68	High	3.73	High	3.73	High
Iloilo	3.95	High	4.03	High	3.99	High	3.99	High
Aklan	3.89	High	4.11	High	4.00	High	4.00	High
Antique	3.99	High	4.04	High	4.01	High	4.01	High
Bacolod City	3.41	High	3.81	High	3.61	High	3.61	High
Bago City	3.43	High	4.22	High	3.82	High	3.82	High
Cadiz City	4.61	High	4.38	Very High	4.49	Very High	4.49	Very High
Capiz City	4.40	Very High	4.01	High	4.20	High	4.20	High
Guimaras	3.19	Moderate	3.90	High	3.54	High	3.54	High
Iloilo City	2.94	Moderate	4.33	Very High	3.63	High	3.63	High
Kabankalan	4.19	High	4.22	Very high	4.20	High	4.20	High
Passi City	4.00	High	3.81	High	3.90	High	3.90	High
Roxas City	2.34	Low	4.33	Very High	3.33	High	3.33	High
Sagay City	4.52	Very High	4.39	Very High	4.45	Very high	4.45	Very High
Silay City	4.53	Very High	3.92	High	4.24	High	4.23	Very High
San Carlos	4.14	High	4.39	Very High	4.26	High	4.26	Very High
La Carlota	4.57	Very High	4.11	High	4.34	High	4.34	Very High
Escalante	4.31	High	4.35	Very High	4.33	High	4.33	Very High
Total	3.90	High	4.11	High	4.00	High	4.01	High

Relationship Between the Level of Management Competency and School-Based Management
The data in Table 20, showed the relationship on the level of management competency and school-based management practices. It could be deduced from the data that there was no significant relationship on the level of management competency and school-based management practices showed in the computed r-value of .012 at .792 which is greater than the .05 level of significance of the test. Therefore, the null hypothesis which states that there is no significant relationship in the level of management

competency and school-based management practices is accepted.

The findings implied that management competency of the school heads as perceived by the school heads themselves, Division SBM Supervisors and the school governing council of Region VI does not significantly influence the school-based management practices.

The SBM is the shifting of decision-making authority from the division office to individual schools (Anderson, 2006). It is also affirmed that the movement toward SBM is often assumed as the approach to serve students better by

improving the school management practices and management competency in meeting the diverse expectations of the stakeholders in a changing environment toward increasing student performance and achievements (Anderson, 2006; Bandur & Gamage, 2009; Blank, 2004; Caldwell, 2005; Cheng & Mok, 2007).

Table 20: Correlation Analysis Between Management Competency Level and School-Based Management Practices

Variables Compared	Pearson r	Strength of Relationship	Sig	Interpretation	Decision
Management Competency Level and School-Based Management Practices	.012	Very low	.792	Not significant	Accept the null hypothesis

P> .05, Not Significant

Conclusions

Based on the findings enumerated, the researcher has come up with the following conclusions:

1. Division SBM Supervisors, school heads and school governing councils' respondents in Region VI were dominated by males, were mostly old and who had still earned their bachelors' degree for the school year 2015-2016.
2. School-based management practices of the school heads as perceived by the respondents is moderate when grouped by their gender and age. A need to enhance their leadership skills that will provide them the opportunity to become transforming leaders who can create significant changes for the improvement of the schools.
3. Level of school-based management practices of School Heads of Secondary Schools is high along with leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources. It is therefore, in the understanding, that leadership is a major contributor to become a good and effective school head.
4. The school heads' level of school-based management practices are not significantly related when grouped by divisions of Region VI. It can be concluded that school heads' level of SBM practice in the divisions of Region VI do not vary.
5. The school operation competency level of the school heads as perceived by themselves, Division SBM Supervisors and school governing council representatives is high particularly in the areas of managing school operation, fiscal management and the use of technology in the management of operations.
6. The school operation competency level of school heads when grouped by schools division is high which implied that school heads have substantial knowledge of the competency, viewed the output as quality and useful.
7. School-based management practices of the school heads of secondary schools in Region VI are not significantly related with their school operation competency level.
8. 8. Administrators developmental plan recommended by the researcher needs to be properly implemented in order to enhance leadership skills.

Recommendations

Based on the conclusions formulated above, the following are recommended by the researcher:

1. Team building sessions should be continually conducted as part of school leadership trainings. Open communication should be encouraged among school heads. Another step is to hold regular meetings of teachers to create bonding and collegial partnerships. The type of meetings may be varied to create sense of newness and variety.
2. School heads in every division should have decision-making authority in the areas of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources.
3. Schools in Region VI should strengthen shared governance involving internal and external stakeholders in planning and decision-making for the betterment of school-based management.
4. The school operation competency level of the school heads should be prevalent among administrators and school heads. School heads often take on the role of manager, and facilitator of change.
5. Revisit quarterly the School Improvement Plan (SIP) / Annual Implementation Plan (AIP) with the stakeholders both for adjustment and enhancement purposes. Monitoring and evaluation process must be oriented towards a school-wide capacity for change, creating a professional learning community and a participatory governance.
6. School operation competency of school heads should be sustained by providing mechanism in collecting information related to school priorities and for effective communication and collaboration with school stakeholders.
7. Further studies are recommended for future researchers in a wide range of locale and respondents to affirm the results and convey more accurate findings to develop leadership qualities of the school heads.
8. A proposed administrative development plan is recommended for school heads in Region VI.
9. A follow up of the current study shall be conducted on school-based management practices not only in Region VI but also in other regions of the country.

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