

School Based Management Practices among Selected Laboratory High Schools in the National Capital Region: Basis for Policy Formulation

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Abstract:

This study aimed to describe the assessment of teachers and administrators in laboratory high schools when it comes to their respective schools' School Based Management (SBM) practices in line with the SBM accreditation standards of the Department of Education through the use of the Revised School-Based Management Assessment Tool that were attached and explicated in the DepED Order No. 83, series of 2012. Results shall be used to craft a proposed policy formulation which can be adopted by laboratory schools. This specifically sought the following: (a) It identified the profile of the respondents in terms of position, number of teaching preparations and length of teaching experience; (b) It determined the respondents' assessment in the school-based management practices in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and management of resources; and (c) It measured if there is a significant difference in the respondents' assessment in the school-based management practices when they are grouped by profile. A proposed development program that would further enhance the school-based management practices of the laboratory high schools was created based on the findings. The researcher utilized the descriptive-comparative research design. There were six laboratory high schools that participated in this study. Each school provided the following as respondents: 1 principal, 3 administrative staff and 18 teachers. These respondents were chosen employing the stratified random sampling technique. The researcher used the Revised School-based Management Assessment Tool developed by the Department of Education as the primary tool in data

gathering. Frequency and Percentage Distribution, Weighted Mean, F-test and t-Test were utilized as statistical tools.

The respondents when grouped by position, number of teaching preparation, length of teaching experience, and employment assessed that the school-based management practices showed evidence which indicates that planned practices and procedures are fully implemented in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and employment status. This SBM full implementation however is not enough to satisfy quality standards of practices and procedures stipulated in the Department of Education's SBM framework as articulated by DepED Order No. 83, series of 2012.

Key words: School Based Management Practices, Laboratory High Schools, National Capital Region, Policy Formulation

INTRODUCTION

If the schools will offer the same courses, the graduates will compete for the same job. But if their programs will be specialized, they can focus on jobs as well as business opportunities available in their areas," remarked Bro. Armin Luistro, Department of Education Secretary (as mentioned by Flores, 2013) in his plea to colleges and universities to put up —specialized senior high school programs under the government's K to 12 Program. This move, according to Luistro, would eventually ease unemployment in the country.

If there would be any schools in the Philippines with the capacity to put up specialized senior high school programs, it would be the Laboratory High Schools (LHS). Laboratory schools are K-12 schools with some variation of those grades, and typically are operated by a university or college (Kennedy, 2014). "These laboratory high schools also serve as pilot schools for innovations in teaching methodologies, new books and curriculum revisions. These make them a perfect start off point

to gauge the efficacy of new projects planned for implementation covering the entire secondary school system" just like that of the K-12 program (Robles, 2009). There are a many highly recognized and promising laboratory schools clustered in the National Capital Region. Some of the prominent laboratory high schools are the Polytechnic University of the Philippines Laboratory High School (PUPLHS), which specializes in business courses; the Philippine Normal University – Center for Teaching and Learning (PNU-CTL), which specializes in producing quality educators and the Rizal Technological University Laboratory High School, which specializes in technology and engineering. Despite the growing number and experience of Laboratory High Schools in Metro Manila and its nearby regions (e.g. Region IV-A), the lessening of youth unemployment in the country is still far from realized.

According to the Department of Labor and Employment (2014) there are 1.456 million unemployed youth as of April 2014. Labor and Employment Secretary Rosalinda Dimapilis-Baldoz said that "youth unemployment rate is more than double the national unemployment rate." These —youths-at risk, as she explained, are —aged 18-24 years...currently not working, or has less than a year of work experience, and who are not enrolled in an educational or training program, or who have at least completed a high school education (DOLE, 2014).

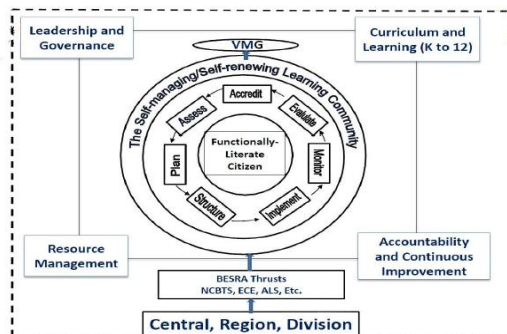


Figure 1. DepED School Based Management Framework

Figure 1 above shows the different components essential in educational systemic change as conceptualized by the Department of Education (2012). Take note that systemic change here is culminated through accreditation and even higher levels of accreditation. This process of accreditation is guided by —a self-managing, self-renewing learning community that assumes responsibility for basic education of all types of learners! (Department of Education, 2012). DepED Order No. 83, series of 2012 clarifies that the guiding practices to reach full iteration of SBM or continuous accreditation are those based on A Child and Community-Centered Education Systems (ACCESs). The Department of Education (2012) explains the four guiding practices in the framework which were espoused by ACCESs:

- 1. Practice of Collective Leadership and Governance (Leadership and Governance):** A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environments.
- 2. Practice of Community-Based Learning (Curriculum and Learning K-12):** The curriculum and the learning systems anchored on the community and learners' contexts and aspirations are collaboratively developed and continuously improved.
- 3. Practice of Accountability for Performance and Results (Accountability and Continuous Improvement):** A clear, transparent, inclusive and responsive accountability system is in place, collaboratively developed by the school community, which monitors performance and acts appropriately on gaps and gains.
- 4. Practice of Convergence to Harness Resources for Education (Resource Management):** Resources are collectively organized, judiciously mobilized and managed with

transparency, effectiveness and efficiency to support targeted education outcome.

Descriptive-comparative research design is used in this study. Descriptive comparative is where the “researcher considers two variables (not manipulated) and establishes a formal procedure to compare and conclude that one is better than the other” (Calmorin, 2008). The comparison on this study is between the teachers and administrator’s assessment of their schools’ School-Based Management Practices, between respondents grouped according to different demographic variables, SBM Practices. The study is also descriptive in that it aims to describe the present state of SBM Practices among respondent schools and provide insight as to the state of SBM practice among laboratory schools in the Philippines.

RESULTS AND DISCUSSIONS

This study focused on the assessment of the School Based Management Practices of the Laboratory High Schools in the National Capital Region. Specifically, the components refer to: Principle of Collective Leadership and Governance, Principle of Community-Based Learning, Principle of Accountability for Performance and Results and Principle of Convergence to Harness Resources for Education (DepEd Order No. 83, Series of 2012). Only six laboratory schools comprised the data sample of this study, which included Rizal Technological University (RTU) Laboratory High School, Polytechnic University of the Philippines Laboratory High School, Philippine Normal University Center for Teaching and Learning, University of the East Laboratory High School, University of Santo Tomas Education High School, and Arellano University—Juan Sumulong High School. The centers of excellence in teacher education is comprised only of two schools, the Philippine

Normal University Center for Teaching and Learning and the University of Santo Tomas Education High School (CHED, 2014).

Table 1: Profile of the Respondents in Terms of Position

Position	Frequency	Percent
High School Teacher	87	85.29
School Administrator	5	4.90
Both	7	6.86
No Response	3	2.94
Total	102	100.00

Majority of the respondents were high school teachers, with 3 teaching preparations, have been teaching for twenty years or more, and with regular/permanent employment status. The respondents when grouped by position, number of teaching preparation, length of teaching experience, and employment assessed that the school-based management practices showed evidence which indicates that planned practices and procedures are fully implemented in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and employment status. This SBM full implementation however is not enough to satisfy quality standards of practices and procedures stipulated in the Department of Education's SBM framework as articulated by DepED Order No. 83, series of 2012. As per to the number of teaching preparation, length of teaching experience, and employment assessed that the school-based management practices showed evidence which indicates that planned practices and procedures are fully implemented in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement and employment status.

Table 2: Respondents’ Assessment on the School-based Management Practices When They are Grouped by Position in Terms of Leadership and Governance

LEADERSHIP AND GOVERNANCE	Position							
	High School Teacher		School Administrators		Both		Total	
	WM	VI	WM	VI	WM	VI	WM	VI
The development plan guided by the school vision, mission and goal (VMG) is developed through the school and the participation of some invited community stakeholders	2.01	B	1.80	B	2.29	B	2.02	B
The development plan is evolved through the shared leadership of the school and the community stakeholders	1.97	B	1.60	A	2.00	B	1.95	B
The development plan is enhanced with the community performing the leadership roles, the school providing technical support	2.08	B	1.80	B	1.57	A	2.03	B
1. In place is a Development Plan (e.g. SIP) developed collaboratively by the stakeholders of the school and community	2.02	B	1.73	B	1.95	B	2.00	B
The school leads the regular review and improvement of the development plan	2.07	B	1.80	B	1.86	B	2.04	B
The school and community stakeholders working as full partners lead the continual review and improvement of the development plan	2.00	B	2.00	B	2.00	B	2.05	B
Continuation of table 5								
The community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process	2.00	B	1.80	B	1.86	B	1.98	B
2. The development plan (e.g. SIP) is regularly reviewed by the community to keep it responsive and adaptive to emerging needs, challenges and opportunities.	2.04	B	1.87	B	1.90	B	2.02	B
The school defines the organizational structure and the roles and responsibilities of stakeholders	2.08	B	1.60	A	2.14	B	2.06	B
The school and community collaboratively define the structure and the roles and responsibilities of stakeholders	2.09	B	1.60	A	2.14	B	2.07	B
Guided by an agreed organizational structure the community stakeholders lead in defining organizational structure and the roles and responsibilities; school provides technical administrative support	2.13	B	1.80	B	2.00	B	2.10	B
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	2.10	B	1.67	B	2.10	B	2.08	B
A network has been collaboratively established and is continuously improved by the school community	2.08	B	1.80	B	1.86	B	2.05	B
The network actively provides stakeholders information for making decisions and solving learning and administrative problems	2.05	B	1.80	B	1.86	B	2.02	B
The network allows easy exchange and access to information sources beyond the school community	2.01	B	1.80	B	1.43	A	1.96	B
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning	2.05	B	1.80	B	1.71	B	2.01	B
Developing structures are in place and analysis of the competency and development needs of leaders is conducted; result is used to develop a long-term training and development program	2.03	B	1.80	B	2.00	B	2.02	B
Leaders undertake training modes that are convenient to them (on-line, off-line, modular, group or home) and which do not disrupt their regular functions. Leaders monitor and evaluate their own learning progress	1.95	B	1.80	B	2.00	B	1.95	B
Continuation of Table 5								
Leaders assume responsibility for their own training and development. School community leaders working individually or in groups, co and mentor one another to achieve their VM	2.03	B	1.80	B	2.00	B	2.02	B
5. A long term program is in operation that addresses the training and development needs of school and community leaders	2.01	B	1.80	B	2.00	B	2.00	B

Table 2 shows the respondents’ assessment on the school-based management practices when grouped by position in terms of leadership and governance. It can be gleaned that it is in the item —In place is a Development Plan developed collaboratively by the stakeholders of the school and community that high school teachers have attributed the

highest weighted mean of 2.08 (Evidence indicates planned practices and procedures are fully implemented). Both teachers and administrators have given a weighted mean of 2.29 (Evidence indicates planned practices and procedures are fully implemented) to –The development plan guided by the school’s vision, mission and goal (VMG) is developed through the school and the participation of some invited community stakeholders. First on *broad stakeholder ownership*, Joseph and Reigeluth (2010) described this step as getting educational stakeholders involved in the school system. Educational stakeholders are the people in a school community (e.g., parents, teachers, students, civil servants, clergy) that have a vested interest, or stake, in the school system in their neighborhood.

Table 3 Respondents’ Assessment on the School-based Management Practices When They are Grouped by Position in Terms of Curriculum and Instruction

CURRICULUM AND INSTRUCTION	Position							
	High School		School Administration		Both		Total	
	Teacher							
	WM	VI	WM	VI	WM	VI	WM	VI
All types of learners of the school community are identified, their learning curves assessed appropriate programs with its support materials	2.13	B	1.40	A	2.14	B	2.09	B
Programs are fully implemented and closely monitored to address performance discrepancies, benchmark best practices, and coach low performers, mentor potential lead reward high achievement, and maintain environment that makes learning meaningful and enjoy	2.09	B	1.80	B	2.14	B	2.08	B
The educational needs of all types of learner are being met as shown by continuous improvement on learning outcomes and products of learning. Teacher's as well as students' performance is motivated by	2.13	B	1.60	A	1.86	B	2.08	B

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intrinsic rather than extrinsic rewards. The School's differentiated program is frequently benchmarked by other schools								
Continuation of Table 6								
1. The curriculum provides for the development needs of all types of learner in the school community	2.11	B	1.60	A	2.05	B	2.08	B
Local beliefs, norms, values, traditions, folklores, current events and existing technologies are documented and used to develop a lasting curriculum. Localization guidelines are agreed to by school community and teachers are properly oriented	2.00	B	1.60	A	1.71	B	1.96	B
The localized curriculum is implemented and monitored closely to ensure that it makes learning more meaningful and pleasurable, produces desired learning outcomes, and directly improves community life. Ineffective approaches are replaced and innovative one are developed	2.02	B	1.80	B	1.86	B	2.00	B
Best practices in localizing the curriculum are mainstreamed and benchmarked by other schools. There is marked increase in number of projects that uses the community as learning laboratory and the school as an agent of change for improvement of the community	2.02	B	1.60	A	2.00	B	2.00	B
2. The implemented curriculum is localized to make it more meaningful to the learner and applicable to life in the community	2.02	B	1.67	B	1.86	B	1.99	B
A representative team of school and community stakeholders assess content and methods in teaching stakeholders develop the methods and materials for developing creative thinking and problem solving	1.94	B	1.60	A	1.71	B	1.91	B
Learning materials and approaches to reinforce strengths and address deficiencies are developed and tested for applicability on	1.99	B	1.40	A	1.71	B	1.94	B

The educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning. Teacher 's as well as students' performance is motivated by intrinsic rather than extrinsic rewards. The School's differentiated program is frequently benchmarked by other schools| achieves 2.13 from high school teachers (Evidence indicates planned practices and procedures are fully implemented), 1.60 (Evidence indicates early or preliminary stages of implementation) from school administrators and 1.86 (Evidence indicates planned practices and procedures are fully implemented) from both.

The general weighted mean is 2.08. It can be assumed that evidence indicates planned practices and procedures are fully implemented in curriculum and instruction on the statement —The curriculum provides for the development needs of all types of learners in the school community. The data affirms the result of the study by Erden (2010) where he states that preschool teachers, parents and school administrators might work in collaboration for detecting inclusive child 's needs. Accordingly, they may prepare a schedule for the whole year to enhance the inclusive child's development and learning. Table 3 exhibits that —Local beliefs, norms, values, traditions, folklores, current events and existing technologies are documented and used to develop a lasting curriculum.

Overall, the general weighted mean accumulated is 1.92, interpreted as —Evidence indicates planned practices and procedures are fully implemented|. This meant that the respondents assessed that there is a full implementation of the school-based management practices in terms of curriculum and instruction in line with the statement —A representative group of school and community stakeholders develop the methods and Materials for developing creative thinking and problem solving.

Table 4: Respondents' Assessment on the School-based Management Practices When They are Grouped by Position in Terms of Accountability and Continuous Improvement

ACCOUNTABILITY CONTINUOUS IMPROVEMENT	AND	Position							
		High School		School		Both		Total	
		Teacher		Administrator					
		WM	VI	WM	VI	WM	VI	WM	VI
		2.01	B	2.00	B	1.83	B	2.00	B
There is an active party that initiates clarification of the roles and responsibilities education delivery		2.01	B	2.00	B	1.83	B	2.00	B
The stakeholders are engaged in clarifying and defining their specific roles and responsibilities		2.05	B	2.40	C	2.00	B	2.06	B
Shared and participatory processes are us in determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education		2.02	B	2.13	B	1.89	B	2.02	B
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders		2.01	B	2.20	B	2.17	B	2.03	
Performance accountability is practiced at school level		1.87	B	1.60	A	2.00	B	1.87	
A community-level accountability system is evolving from school-led initiatives		1.87	B	1.40	A	1.80	B	1.84	
A community-accepted performance accountability, recognition and incentive system is being practice		1.92	B	1.73	B	1.99	B	1.91	
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gap are addressed through appropriate actio		2.00	B	1.80	B	2.00	B	1.99	B
The school articulates the accountability assessment framework with basic components, including implementation guidelines to the stakeholders									
Stakeholders are engaged in the development									

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and operation of an appropriate accountable assessment system	1.98	B	1.60	B	2.17	B	1.97	B
School community stakeholders continuous and collaboratively review and enhance accountability system's processes, mechanisms and tools	1.98	B	1.40	B	2.00	B	1.95	B
3. The accountability system is owned the community and is continuously enhance to ensure that management structures and mechanisms are responsive to the emerging learning ne and demands of the community	1.98	B	1.60	B	2.06	B	1.97	B
The school, with the participation of stakeholders, articulates an accountability assessment framework with basic components, including implementation guidelines	1.98	B	1.60	A	2.17	B	1.97	B
Stakeholders are engaged in the development of an appropriate accountability assessment systems	1.98	B	1.80	B	2.17	B	1.98	B
Stakeholders continuously and collaborativ review and enhance accountability system processes, mechanisms and tools	1.95	B	1.60	A	2.17	B	1.95	B
4. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gap are addressed through appropriate action	1.97	B	1.67	B	2.17	B	1.97	B
School initiates periodic performance assessments with the participation of stakeholders	1.98	B	1.80	B	2.00	B	1.97	B
Collaborative conduct of performance assessment informs planning, plan	2.04	B	1.40	A	2.00	B	2.00	B

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adjustments and requirements and requirements for technical assistance								
School-community-developed performance assessment is practiced and is the basis for improving monitoring and evaluation systems providing technical assistance, and recognizing and refining plans	1.96	B	1.80	B	2.00	B	1.96	B
5. Participatory assessment performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment	1.99	B	1.67	B	2.00	B	1.98	B

In accountability and continuous improvement, Table 4 shows the respondents' assessment of the school-based management practices in terms of the statement —Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders. There is an active party that initiates clarification of the roles and responsibilities in education delivery and the stakeholders are engaged in clarifying and defining their specific roles and responsibilities| got 2.00 while —Shared and participatory processes are used in determining roles, responsibilities, and accountabilities of stakeholders in managing and supporting education| got 2.06. The general weighted mean was 2.02 interpreted as —Evidence indicates planned practices and procedures are fully implemented This means that in terms of clearly defined roles and responsibilities, practices and procedures are deemed fully implemented by the respondents who are grouped by accountability and continuous improvement.

Joseph and Reigeluth (2010) quote Banathy in explaining the importance of including every stakeholder:

Table 5: Respondents’ Assessment on the School-based Management Practices when Grouped by Position in Terms of Management of Resources

MANAGEMENT OF RESOURCES	Position							
	High School		School		Both		Total	
	Teacher		Administration					
	WM	VI	WM	VI	WM	VI	WM	VI
Stakeholders are aware that a regular resources inventory is available and is used as basis fo2.00 resource allocation and mobilization		B	1.80	B	2.00	B	1.99	B
Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for resource allocation and mobilization	1.99	B	1.40	A	2.00	B	1.96	B
Resource inventory is characterized by regularity, increased participation of stakeholders, and communicated to the community as the basis for resource allocation and mobilization	2.01	B	2.00	B	2.00	B	2.01	B
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization	2.00	B	1.73	B	2.00	B	1.99	B
Stakeholders are invited to participate in the development of an educational plan in resources programming, and in the implementation of t ^{2.01} educational plan		B	1.60	A	2.00	B	1.99	B
Stakeholders are regularly engaged in the planning and resource programming, and in 2.01 implementation of the education plan		B	1.80	B	2.00	B	2.00	B
Stakeholders collaborate to ensure timely an need-based planning and resource programming and support continuous implementation of the education plan	2.02	B	1.60	A	2.00	B	2.00	B
2. A regular dialogue for planning and resource programming, that is accessible and inclusive continuously engage stakeholders and support implementation of community education plan		B	1.67	B	2.00	B	2.00	B
Stakeholders support judicious, appropriate, and effective use of resources	2.03	B	1.80	B	1.83	B	2.01	B
Stakeholders are engaged and share expertise in the collaborative development of resource2.06 management system		B	1.20	A	2.00	B	2.01	B
Stakeholders sustain the implementation an 1.99		B	1.80	B	2.00	B	1.98	B
improvement of a collaboratively developed, periodically adjusted, and constituent-focused resource management system								

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Continuation of Table 8								
3. In place is a community-developed resource management system that drives appropriate behaviors of the stakeholder ensure judicious, appropriate, and effective use of resources	2.03	B	1.60	A	1.94	B	2.00	B
Stakeholders are invited to participate in the development and implementation of monitoring evaluation, and reporting processes on resource management	2.01	B	2.00	B	2.17	B	2.02	B
Stakeholders collaboratively participate in the development and implementation of monitoring evaluation, and reporting processes on resource management	2.02	B	1.40	A	2.17	B	2.00	B
Stakeholders are encouraged, held accountable and implement a collaboratively developed system of monitoring, evaluation and reporting for resource management	1.99	B	1.60	A	2.17	B	1.98	B
4. Regular monitoring, evaluation, and reporting process of resource management are collaboratively developed and implemented by the learning managers, facilitators, and community stakeholders.	2.01	B	1.67	B	2.17	B	2.00	B
An engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident	2.03	B	1.80	B	1.83	B	2.01	B
Stakeholders support a system of partnership for improving resource management	2.05	B	1.60	A	1.83	B	2.01	B
An established system of partnership is managed and sustained is manage and sustained by the stakeholders for continuous improvement of resource management	2.06	B	1.80	B	1.83	B	2.03	B
5. There is a system that manages the network and linkages which strengthen a sustain partnerships for improving resource management	2.05	B	1.73	B	1.83	B	2.02	B

Table 5 illustrates the respondents' assessment of the school-based management practices when grouped by position in terms of management of resources. In terms of the indicator, Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization, the overall mean is 1.99. This denotes that when it comes to regular resource inventory as basis for resource allocation and mobilization, respondents feel that the school-based management practices are fully implemented.

Joseph and Reigeluth (2010) explains that for parents and other stakeholders of public schools to be truly involved and having ownership of the local school there is a need for

them to change their present roles. —They not only would need to be involved and help make decisions, but would also need to become creators, designers and visionaries of a new and fundamentally different educational system.

Recommendations

The researcher suggested that laboratory schools should add younger teachers and administrators with varied academic backgrounds, and levels taught to have a more sustainable and specialized practice of school based management. The majority of respondent teachers and administrators have twenty years of career experience and have at least three (3) loads which could change if laboratory schools are to head into sustainable practices of SBM and more specialized delivery of its academic preparations. This is especially important now that the Department of Education has institutionalized the offering of different strands and tracks for the senior high school

It is not enough that respondents view that school-based management practices are fully implemented. There should be continuous programs and activities (as sampled in the development plan crafted by the researcher) to maintain and enhance the status of management practices of schools. Teachers and administrators of laboratory schools need to show that their respective schools can transcend the practice of SBM towards indicating that practices and procedures satisfy quality standards (especially the Department of Education standards) and this involves the full iteration of the framework provided by Joseph and Reigeluth.

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