PARTICIPATORY SCHOOL ADMINISTRATION, LEADERSHIP AND MANAGEMENT (PSALM): ITS IMPACT ON THE CREATION OF BETTER PHILIPPINE PUBLIC SECONDARY SCHOOLS

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D E C L A R A T I O N

I hereby certify that the work embodied in this thesis is a result of original research and has not been submitted for a higher degree at any other University or Institution.

DIOSDADO M. SAN ANTONIO

2006

This thesis is dedicated to my inspirations

My ever-dearest wife Ruth SA. Abrigo-San Antonio

and our loving sons

Raphael Dorutheo Martin A. San Antonio

Raymond Dorutheo Francis A. San Antonio

John Roi Dorutheo A. San Antonio

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TABLE OF CONTENTS

TITLE PAGE ……. i

DECLARATION …….. ii

DEDICATION …… iii

ACKNOWLEDGEMENTS …… iv

TABLE OF CONTENTS …… v

LIST OF APPENDICES …… xiii

LIST OF TABLES …… xvi

LIST OF FIGURES …… xx

ABBREVIATIONS ……... xxi

ABSTRACT …….. xxiii

Chapter I AN INTRODUCTION TO THE STUDY

1.0 Overview …….. 1

1.1. Background of the Study …… 1

1.2 The Context of the Philippine Public School System ……. 4

1.3 Identification of the Research Problem …….. 7

1.4 Purpose and Specific Objectives of the Study …… 9

1.5 The Research Questions ……. 9

1.6 Methodology and Sample ..…… 10

1.7 Theoretical Framework ……. 12

1.8 Definition of Relevant Terms …….. 12

1.9 Significance of the Study ..…… 13

1.10 Limitations of the Study …… . 14

1.11 Scheme of the Study …….. 15

Chapter II LITERATURE REVIEW

2.0 An Overview ……..… 16

2.1 Trends in the Quest for 'Better Schools' …… 17

2.1.1 A Brief Historical Perspective on the Quest for 'Better Schools' ……..... 17

2.1.2 Features of Successful Schools …… 21

2.1.3 Other Research Findings on the Search for 'Better Schools' …….. 26

2.2 Leadership and Management Concepts Underpinning PSALM …….. 31

2.2.1 Transformational Leadership……. 31

2.2.2 Visionary Leadership …… 34

2.2.3 Emancipatory Leadership …… 35

2.2.4 Authentic Leadership …….. 35

2.2.5 Facilitative Leadership …… 36

2.2.6 Theory Y Management…….. 37

2.2.7 System 4 Management …….. 37

2.2.8 Stewardship …… 38

2.2.9 Distributed Leadership …….. 39

2.2.10 Sergiovanni's Leadership as Community-Building …….. 42

2.2.11 Creighton's Leading from Below the Surface …….. 43

2.2.12 Contingency-Based Leadership and Management Concepts …… 44

2.2.13 Characteristics of Leaders for Effective Collaboration …… 50

2.3 Collaboration and Participatory Decision Making …… 53

2.3.1 Rationale for the Adoption of Collaboration in Organizations …… 53

2.3.2 Forms of Collaboration …… 54

2.3.3 Areas for Collaboration/Decisional Involvement …… 55

2.3.4 The Positive Effects of Collaboration …….. 56

2.3.5 What is Needed for Successful Collaboration? …… 58

2.3.6 Barriers to Effective Collaboration…… 62

2.3.7 Teachers' Reactions to Collaboration …… 63

2.4 School-Based Management (SBM) …… 66

2.4.1 Rationale for SBM …… 66

2.4.2 Different SBM Models …….. 67

2.4.2.1 Models Based on Authority Granted …… 67

2.4.2.2 Models Based on Stakeholders' Influence on Decisions …… 68

2.4.3 Some Countries Implementing SBM …… 69

2.4.4 Ensuring Effective SBM Implementation …… 75

2.4.5 Factors Hindering SBM Effectiveness …… 80

2.4.6 Impact of SBM …… 81

2.5 The Concepts of Commitment, Empowerment and Trust ……. 82

2.5.1 Commitment in Participative Organizations …….. 83

2.5.1.1 Ways of Drawing Commitment …… 83

2.5.1.2 Impact of Commitment …… 85

2.5.2 Empowerment …… 86

2.5.2.1 Forms of Empowerment …….. 86

2.5.2.2 Enhancing Empowerment …… 88

2.5.2.3 Impact of Empowerment …… 89

2.5.3 Trust in Organizations ……. 90

2.5.3.1 Exploring the Concept of Trust …… 91

2.5.3.2 Fostering Trust in Organizations ……. 93

2.5.3.3 Impact of Trust in Organizations ……. 96

2.6 Summary …….. 98

Chapter III METHODOLOGY, RESEARCH DESIGN AND SAMPLE

3.0 Overview …….. 99

3.1 Specific Research Questions …… 100

3.2 The Rationale for the Research Methodology and Design …….. 101

3.3 Participants …… 104

3.4 Instruments …….. 106

3.5 Procedure ……. 110

3.5.1 The Experiment …… 110

3.5.2 The Interviews ……. 115

3.6 Theoretical Framework …… 117

3.7 Summary ……..... 119

Chapter IV EFFECTS OF PARTICIPATORY SCHOOL ADMINISTRATION, LEADERSHIP AND MANAGEMENT (PSALM)

4.0 Overview …… 121

4.1 The Independent and Dependent Variables …… 121

4.2 The Statistical Techniques Used …… 123

4.3 Effects on the Dependent Variables …… 125

4.3.1 Experimental and Control Groups before Implementing PSALM ……. 126

4.3.1.1 Analysis at the Individual Stakeholder Level …… 126

4.3.1.2 Analysis at the School Level …….. 128

4.3.2 Experimental and Control Groups after Implementing PSALM …… 130

4.3.2.1 Analyzing PSALM Effects at the Individual Stakeholder Level …… 130

4.3.2.2 Analyzing PSALM Effects at the Level of Schools …… 133

4.3.3 The Results in the Context of Previous Research …… 136

4.3.3.1 On Academic Achievement ……. 136

4.3.3.2 On Commitment, Empowerment and Trust …… 137

4.4 Influence of the Characteristics of Stakeholders on the Variables …….. 139

4.4.1 Constituency …… 139

4.4.2 Gender ……. 142

4.4.3 Age …….. 144

4.4.4 Position in the ASC …… 147

4.5 Operational Effectiveness of PSALM …… 150

4.5.1 Perceptions on the ASC Decision-making …….. 150

4.5.2 Perceptions on the Effectiveness of Sub-committees …….. 155

4.5.3 Perceptions on the Operation of the ASC …… 158

4.5.4 Inter-Correlating the Aspects of PSALM Effectiveness ……. 162

4.6 Factors that Affect Effective PSALM Implementation ……... 165

4.6.1 Constituency, Gender, Age, Position in the ASC and PSALM Effectiveness.. 166

4.6.1.1 Constituency and PSALM Effectiveness ……. 166

4.6.1.2 Gender and PSALM Effectiveness …….. 170

4.6.1.3 Age and PSALM Effectiveness …….. 172

4.6.1.4 Position in the ASC and PSALM Effectiveness ……. 174

4.6.2 Relating the Respondents' Perceptions on PSALM Effectiveness to their Commitment, Empowerment and Trust Levels ……. 177

4.6.2.1 PSALM Effectiveness and Commitment Levels …… 178

4.6.2.2 PSALM Effectiveness and Empowerment Levels ……. 179

4.6.2.3 PSALM Effectiveness and Levels of Trust …… 180

4.6.2.4 PSALM Effectiveness and the Respondents' Inclination for Meaningful Participation in Improving the School …… 182

4.7 Using Aspects of PSALM Effectiveness to Predict Some Variables ..…… 183

4.7.1 Predicting Levels of Commitment …….. 183

4.7.2 Predicting Levels of Empowerment …… 184

4.7.3 Predicting Levels of Trust ……... 185

4.7.4 Predicting Inclination for Meaningful Participation in Improving the School …….. 187

4.8 Making Sense of Quantitative Results ……. 188

4.9 Summary …….. 190

Chapter V PSALM IMPLEMENTATION: WHAT MADE IT EFFECTIVE?

5.0 Overview ……. 192

5.1 The Interviewees …… 192

5.2 The Factors Affecting Effective PSALM Implementation …… 194

5.2.1 Factors that Enhance PSALM Effectiveness ……. 194

5.2.1.1 Changes on the Leadership/Management Approaches of the School Head …. 195

5.2.1.2 Positive Leadership Behaviors …… 196

5.2.1.3 Facilitative Traits of the Other ASC Members……. 197

5.2.1.4 Useful Personal Traits for Active ASC Participation ……. 199

5.2.1.5 Ways PSALM Enhances Inclination for Meaningful Participation …… 200

5.2.1.6 Reasons for Satisfaction with PSALM Implementation ……. 202

5.2.1.7 Reasons for Recommending PSALM to Others …….. 204

5.2.2 Hindering Factors and Other Suggestions
to Implement PSALM Effectively……. 206

5.2.2.1 Leadership Approaches that Constrain Active Participation …… 206

5.2.2.2 Constraining Behaviors of Other ASC Members …… 208

5.2.2.3 Knowledge, Skills and Attitudes Needed for Better ASC Involvement ……. 209

5.2.2.4 Difficulties Encountered in Implementing PSALM …… 210

5.2.2.5 Ways of Addressing Difficulties in PSALM Implementation …… 212

5.2.2.6 Other Suggestions to Improve PSALM Implementation …… 213

5.3 Making PSALM Effective, What School Heads Have Done ……... 214

5.3.1 New Approaches Adopted by School Heads to Implement PSALM …….. 214

5.3.2 School Heads' Behaviors that Encouraged Better Participation …….. 216

5.3.3 Constraining Behaviors of the School Heads ……... 216

5.4 Making PSALM Effective, What ASC Members Have Done …… 217

5.4.1 Productive ASC Members' Traits …….. 217

5.4.2 ASC Members' Behaviors that Hinder Active Participation …….. 218

5.4.3 Skills Needed for Successful Participation in ASC Activities …… 219

5.5 Making PSALM Effective, How School Councils Should Operate …… 219

5.5.1 Stakeholders' Satisfaction with PSALM …… 220

5.5.2 Enhancing Inclination to Participate through PSALM ……... 220

5.5.3 Challenges to Face in Implementing PSALM …… 221

5.5.4 Overcoming Difficulties in Implementing PSALM …… 222

5.5.5 Recommendations for Better PSALM Implementation …… 222

5.6 The Results of Quantitative and Qualitative Analyses …….. 223

5.7 Towards a Model of an Effective PSALM Implementation …….. 225

5.8 Summary …… 228

Chapter VI CONCLUSIONS, RECOMMENDATIONS AND FUTURE DIRECTIONS

6.0 Overview …… 230

6.1 The Research Context …… 230

6.2 Methods Used …… 231

6.3 Conclusions …… 233

6.3.1 Research Question No. 1 …… 233

6.3.2 Research Question No. 2 …… 235

6.3.3 Research Question No. 3 …… 238

6.3.4 Research Question No. 4 …… 241

6.4 Recommendations …….. 248

6.5 Limitations of the Study …… 252

6.6 Future Directions …… 253

6.7 Summary ……..... 254

REFERENCES…… 256

APPENDICES …… 292

LIST OF APPENDICES

Appendix A.1	Permission from the Schools Division Superintendent……..	292
Appendix A.2	Letter of Invitation to School Heads……..	293
Appendix A.3	Letter of Invitation to Other Stakeholders…….	294
Appendix A.4.a	Information Statement (English Version)……..	295
Appendix A.4.b	Information Statement (Filipino Version)…….…….	298
Appendix A.5.a	Consent Form (English Version)……	301
Appendix A.5.b	Consent Form (Filipino Version)……	302
Appendix B.1	Questionnaire for School Heads…….	303
Appendix B.2	Questionnaire for Teachers……..	305
Appendix B.3	Questionnaire for Students……..	307
Appendix B.4	Questionnaire for Alumni……	309
Appendix B.5.a	Questionnaire for Parents (English Version)……..	311
Appendix B.5.b	Questionnaire for Parents (Filipino Version)……..	313
Appendix B.6.a	Questionnaire for Community Leaders (English Version)….	316
Appendix B.6.b	Questionnaire for Community Leaders (Filipino Version)…	318
Appendix B.7.a	Questionnaire on the Operational Effectiveness of ASCs (English Version)……..	321
Appendix B.7.b	Questionnaire on the Operational Effectiveness of ASCs (Filipino Version)……	327
Appendix C.1.a	Interview Schedule (English Version) ……..	333
Appendix C.1.b	Interview Schedule (Filipino Version) …….	335
Appendix D.1.a	Results of the Division Achievement (Pre) Test ……..	337
Appendix D.1.b	Results of the Division Achievement (Post) Test……..	338

Appendix E.1.a Factor Analysis of 1st Survey Commitment Scale…… 339

Appendix E.1.b Factor Analysis of 1st Survey Empowerment Scale…….. 341

Appendix E.1.c Factor Analysis of 1st Survey Trust Scale……. 343

Appendix E.1.d Factor Analysis of 1st Survey Inclination for Meaningful Participation in Improving the School Scale…… 345

Appendix E.2.a Factor Analysis of 2nd Survey Commitment Scale……... 349

Appendix E.2.b Factor Analysis of 2nd Survey Empowerment Scale…… 351

Appendix E.2.c Factor Analysis of 2nd Survey Trust Scale…… 353

Appendix E.2.d Factor Analysis of 2nd Survey Inclination for Meaningful Participation in Improving the School Scale…… 354

Appendix E.3.a Reliability Analysis of 1st Survey Commitment Scale……. 358

Appendix E.3.b Reliability Analysis of 1st Survey Empowerment Scale…… 359

Appendix E.3.c Reliability Analysis of 1st Survey Trust Scale…… 360

Appendix E.3.d Reliability Analysis of 1st Survey Inclination for Meaningful Participation in Improving the School Scale…….. 361

Appendix E.4.a Reliability Analysis of 2nd Survey Commitment Scale…….. 363

Appendix E.4.b Reliability Analysis of 2nd Survey Empowerment Scale…… 364

Appendix E.4.c Reliability Analysis of 2nd Survey Trust Scale……..…. 365

Appendix E.4.d Reliability Analysis of 2nd Survey Inclination for Meaningful Participation in Improving the School Scale…….. 366

Appendix E.5.a ANOVA for Constituency and Dependent Variables…… 368

Appendix E.5.b ANOVA for Age and Dependent Variables…… 378

Appendix E.5.c ANOVA for Position in the ASC and Dependent Variables… 386

Appendix E.5.d ANOVA for Constituency and Aspects of PSALM Effectiveness…… 394

Appendix E.5.e ANOVA for Age and Aspects of PSALM Effectiveness…… 405

Appendix E.5.f ANOVA for Position in the ASC and Aspects of PSALM Effectiveness……..... 415

LIST OF TABLES

Table 3.1 Comparison of quantitative and qualitative research approaches……. 103

Table 3.2 Summary of Information Concerning Respondents to Surveys…… 105

Table 4.1 Independent samples t-test results for the dependent variables between the EG and CG before the intervention…… 127

Table 4.2 Independent samples t-test results for the dependent variables between the schools in the EG and CG before the intervention…… 129

Table 4.3 Independent samples t-test results for the dependent variables between the EG and CG after intervention…….. 131

Table 4.4 Independent samples t-test results for academic achievement, empowerment, trust and commitment levels of the schools in the EG and CG after intervention……. 134

Table 4.5 Mean scores and standard deviations of respondents for the different dependent variables according to their constituency …… 139

Table 4.6 Mean scores and standard deviations of respondents on the specific dimensions of empowerment according to their constituency……. 141

Table 4.7 Independent samples t-test results for EG's gender and their levels of commitment, empowerment and trust ……. 143

Table 4.8 Mean scores and standard deviations of respondents on the dependent variables according to their age…… 145

Table 4.9 Mean scores and standard deviations of respondents in the dimensions of empowerment according to their age…….. 146

Table 4.10 Mean scores and standard deviations of respondents on the dependent variables according to their positions in the ASC……. 148

Table 4.11 Mean scores and standard deviations of respondents in the dimensions of empowerment according to their positions in the ASC…… 149

Table 4.12 How decisions were made by the Advisory School Councils (ASCs)…… 151

Table 4.13 Areas on which ASC was involved in decision-making…… 152

Table 4.14 Constraints on ASC Decision-making……... 152

Table 4.15 Domination of meetings by particular stakeholder groups…… 153

Table 4.16 Availability of adequate information for decision-making…… 154

Table 4.17 Perception of the ASC Members on the Process of Decision-making... 155

Table 4.18 Committees organized by the ASCs…… 156

Table 4.19 The usefulness of the committee structure…….. 157

Table 4.20 Procedures adopted by sub-committees in assisting ASC in decision-making…….. 157

Table 4.21 The composition of the Advisory School Councils (ASCs)…… 158

Table 4.22 Power and authority vested in the ASCs…….. 159

Table 4.23 Availability of time for ASC business……. 160

Table 4.24 Ways of ensuring accountability to their respective constituencies… 160

Table 4.25 Perceptions on the influence of the ASC on teaching/learning…… 161

Table 4.26 Perceptions of participants on the overall functioning of the ASCs… 162

Table 4.27 Inter-correlations among the different aspects of PSALM effectiveness…….. 163

Table 4.28 Mean scores and standard deviations of respondents' perceptions on the effectiveness of implementing PSALM according to their constituency…… 166

Table 4.29 Independent t-test results for the indicators of PSALM Effectiveness between the male and female respondents in the EG…… 170

Table 4.30 Mean scores and standard deviations of the respondents' perceptions on the composition of the ASC according to their age……. 172

Table 4.31 Mean scores and standard deviations of the respondents' perceptions on the effectiveness of implementing PSALM according to their position……. 175

Table 4.32 The correlation between the commitment levels of the respondents and their perceptions on the effectiveness of implementing PSALM…… 178

Table 4.33 The correlation between the empowerment levels of the respondents and their perceptions on the effectiveness of implementing PSALM…….. 180

Table 4.34 The correlation between the trust levels of the respondents and their perceptions on the effectiveness of implementing PSALM…… 181

Table 4.35 The correlation between the respondents' inclination for meaningful participation in improving the school and their perceptions on the effectiveness of implementing PSALM……... 182

Table 4.36 The Stepwise regression analysis model showing the predictor variables for the respondents' commitment levels…….. 183

Table 4.37 The stepwise regression analysis model showing the predictor Variables for the respondents' trust levels…….. 186

Table 4.38 The stepwise regression analysis model showing the predictor variables for the inclination for meaningful participation in improving the school…….. 187

Table 5.1 Changes on the administration, leadership and management approaches of the school heads with the implementation of PSALM…… 195

Table 5.2 Encouraging behaviors of the school heads…… 196

Table 5.3 Facilitative behaviors of other ASC members…… 198

Table 5.4 Personal traits useful in active participation in ASC…….. 199

Table 5.5 Ways PSALM enhances inclination for meaningful participation….. 201

Table 5.6 Reasons for satisfaction with PSALM…… 203

Table 5.7 Reasons for recommending PSALM to others…… 205

Table 5.8 Constraining approaches of the school head…… 207

Table 5. 9 Constraining behaviors of other ASC members…….. 208

Table 5.10 Knowledge, skills and attitudes needed by ASC members…… 210

Table 5.11 Difficulties faced in implementing PSALM……. 211

Table 5.12 Ways of addressing difficulties in the PSALM implementation…… 212

Table 5.13 Other suggestions/recommendations on PSALM implementation… 213

Table 6.1 Were the experimental and control groups different in terms of the dependent variables before and after implementing PSALM?..... 234

Table 6.2 Did the participants differ in the specific indicators of desire to participate? …… 236

Table 6.3 Perceptions on the ASC decision-making activities…….. 239

Table 6.4 Perceptions on the effectiveness of sub-committees……. 240

Table 6.5 Perceptions on the overall operation of the ASC…….. 240

Table 6.6 Were the stakeholders' perceptions on PSALM effectiveness affected by their constituency, gender, age and position in the ASC?..... 242

Table 6.7 Were the indicators of PSALM effectiveness related to the stakeholders' levels of commitment, empowerment, trust and inclination to participate?..... 244

Table 6.8 Factors affecting effective PSALM implementation…….. 246

LIST OF FIGURES

Figure 4.1 Comparison between the EG and CG in terms of commitment, empowerment and trust levels after intervention……. 132

Figure 4.2 Comparison between the EG and CG on their specific dimensions of empowerment…… 133

Figure 4.3 Comparison of the EG and CG in terms of commitment, empowerment and trust levels using school as unit of analysis……. 134

Figure 4.4 Comparison of the EG and CG in terms of the specific dimensions of empowerment using school as unit of analysis…… 135

Figure 4.5 Empowerment level mean scores according to respondents' constituency…… 140

Figure 4.6 Mean scores for the specific dimensions of empowerment of the respondents according to constituency…… 141

Figure 4.7 Inclination for meaningful participation in improving the school mean scores according to the respondents' constituency…… 142

Figure 4.8 Empowerment level mean scores of respondents according to age…… 145

Figure 4.9 Mean scores of respondents in the specific empowerment dimensions according to age……. 147

Figure 4.10 Mean scores for satisfaction in the ASC composition according to constituency……. 167

Figure 4.11 Mean scores for satisfaction in the ASC influence on teaching and learning according to constituency…… 169

Figure 4.12 Mean scores for satisfaction in the ASC influence on teaching and learning according to age…… 174

Figure 5.1 An effective PSALM implementation model…… 226

ABBREVIATIONS

AA	Academic Achievement
ANOVA	Analysis of Variance
ASC	Advisory School Council
AusAID	Australian Agency for International Development
BEAM	Basic Education Assistance for Mindanao
CG	Control group
CL	Commitment Level
CSR	Comprehensive School Reform
DAT	Division Achievement test
DepED	Department of Education
EG	Experimental group
EL	Empowerment Level
HSD	Honestly Significant Difference
IMP	Inclination for Meaningful Participation in Improving the School
JBIC	Japan Bank for International Cooperation
KMO	Kaiser-Meyer-Olkin measure of sampling adequacy
LEA	Local Education Authority
LMS	Local Management of School
LSC	Local School Council
M	Mean
N	Number of Cases
01	Results of pretest

02	Results of posttest
PSALM	Participatory School Administration, Leadership and Management
R	Random assignment
SBM	School-Based Management
SD	Standard Deviation
TEEP	Third Elementary Education Project
TL	Trust Level
UK	United Kingdom
USA	United States of America
X	Experimental Treatment

A B S T R A C T

Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

Diosdado M. SAN ANTONIO

This thesis examines the impact of implementing participatory school administration, leadership and management (PSALM) via Advisory School Councils (ASC) in Philippine public secondary schools. Through an experiment with empirical surveys, documentary analyses and interviews, this study reveals that the experimental group (EG) had higher levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school compared with the control group (CG) after one year of implementing PSALM. However, the one-year experiment did not yield a significant impact on the students' academic achievement levels. Survey respondents (735 for the 1st survey and 603 for the 2nd survey) were the school heads, teachers, students, alumni, parents and community leaders from the 76 participating schools (38 schools for experimental group and the same number for the control group). The EG perceived the ASC operations in their schools as effective. Factors that either elicit or inhibit active participation from the stakeholders in collaborative decision making have been identified. An authentic model for the effective implementation of PSALM is proposed. The study suggests that the Philippines should expedite the process of establishing school councils in the public schools as an approach for creating better schools.

Chapter I

AN INTRODUCTION TO THE STUDY

1.0 Overview

This research examines the impact of participatory school administration, leadership and management (PSALM) on the creation of conditions for better public secondary schools in the Philippines. In this chapter, the background of the study is first explored. Then, the Philippine public school system is briefly described, the research problem is identified, the purpose and specific objectives are explained, relevant terms are defined, and the significance and limitations of the study are presented. Finally, the structure of the thesis is outlined.

1.1. Background of the Study

The perennial challenge facing school systems worldwide is how to improve student-learning outcomes. In the pursuit of improvements, educators introduce various innovations. Most of these innovations towards better school outcomes assign utmost importance to the quality of leadership and management in the schools. In fact, researchers claim that the principal plays a key role in the success of efforts for enhanced levels of school effectiveness (Caldwell, 1994; Gamage & Ueyama, 2003; Hallinger & Heck, 2003; Leithwood & Jantzi, 2000; Manasse, 1985; Sebring & Bryk, 2000; Wong, 2003; Yu, 2005).

Principals who aspire to succeed in working for continued school improvement need the involvement, participation and support of the other stakeholders such as teachers, parents, community leaders and students. As Dixon (1996) argues, helping students who are prepared to learn in the school, should be a joint effort between the school and the community. Indeed, no head teacher or

principal can carry out his/her tasks in isolation (Hayes, 1995). This explains why staff involvement is becoming a trend in school management (Cross & Reitzug, 1995/1996; Hayes, 1996). Involving diverse categories of stakeholders provides benefits to the school (Brown & Cooper, 2000; Daniels, 1996). In the same vein, parents have been found to be significant contributors towards school effectiveness and students' success (Henderson & Raimondo, 2001; Rosenblatt & Peled, 2002). The help of active and engaged community is truly a prerequisite for schools wishing to succeed in educating the students (Benson & Harkavy, 2001; Sanders, 2001).

In characterizing successful schools, Purkey and Smith (1983) prepared a list which includes collaborative planning and collegial work. Golarz and Golarz (1995) declare that 'high levels of parental involvement and support, collaborative collegial instructional planning, and individual school autonomy and the resulting flexibility' (p. 3) are effective school characteristics that justify the implementation of participatory governance. In fact, efforts to enhance organizational effectiveness since 1990s have featured participative management (Cheng & Cheung, 2003). As Caldwell and Spinks (1992: 131) aptly point out, securing a 'synergy of communities' is the key to attainment of educational benefits.

It can be said, therefore, that the current trend in the field of educational management around the world is towards decentralization and implementation of collaborative school governance (Anderson, 1998; Chan & Chui, 1997; Walker & Dimmock, 2000). Gamage (1996) points out that there are two types of decentralization: administrative or bureaucratic and political or democratic. ***Administrative or bureaucratic decentralization*** delegates limited decision-making authority to the lower organizational levels. On the other hand, ***political or***

democratic decentralization devolves more power and authority to the lower organizational levels.

The issue of decentralization in education involves paradoxes and dilemmas (Zajda, 2004). There are researchers who claim that decentralization has not been able to yield improved educational outcomes (Bjork, 2004; Daun, 2004; Geo-Jaja, 2004; Jenni & Mauriel, 2004; Mukundan & Bray, 2004; Schiefelbein, 2004). The most common explanation for their being cautious in viewing decentralization efforts in education is the accompanying decrease in financial resources that governments allocate to schools. These concerned scholars do not argue against the concept of decentralization, particularly the creation of school councils, as a tool for democratizing and improving schools. They only criticize the central governments' diminishing resource allocation for schools. They do not dispute what a UNESCO report has conceded that decentralization is a step towards better school efficiency and effectiveness (International Working Group on Education, 2005).

The usual concrete manifestation of this worldwide trend for decentralization and devolution of authority to the school level can be referred to as the school-based management (SBM) phenomenon. SBM involves the formal change in the structures of school governance that leads to a more democratic administrative approach in which planning and decision making are devolved to the individual school (Doran, 1999). Other terms that describe this form of managing schools are: site-based management (Dempster, 2000); self-managing school (Caldwell & Spinks, 1988); self-governance (Bush & Gamage, 2001); local school management (Mulford, Kendall, & Kendall, 2003); local management of schools (Gamage, 2000; Giles, 1995); and collaborative management (Cooperman, 1999). Various countries around the world have adopted one of these versions of SBM in their school systems.

Australia, USA, UK and many other developed and developing countries have joined the march towards self-governing schools. Even if SBM is implemented in various modes, a common element of its implementation is 'autonomous planning and practice through decentralization' (Kim, 2004: 132). Grauwe (2005) refers to this common element as 'autonomy in decisions about their management' (p. 271).

1.2 The Context of the Philippine Public School System

During the school year 2004-2005, the Department of Education (DepED) in the Philippines served the needs of more than 17 million students in the public elementary and secondary schools. DepED has seventeen regional offices headed by directors, serving 185 provincial and city school divisions managed by schools division superintendents. There are 41,769 public schools – 37,000 elementary and 4,769 secondary.

Before 1988, secondary schools in the Philippines fell into two major categories based on the source of financing: the national high schools that got 100 percent budgetary support from the national government and the *barangay* (village) high schools that relied heavily on village funds for their operation. Only one third of the funds for salaries was extended by the national government to these schools and the rest of the operational expenses had to be covered by tuition fees and other contributions from the parents and community.

Former President Corazon C. Aquino, who was catapulted to power after the bloodless people power revolution of 1986 and brought back democracy in the Philippines after more than 20 years of dictatorship, signed Executive Order 189 in 1988. The said executive order nationalized the public secondary schools formerly operated substantially from village funds. The accompanying tuition-free secondary education authorized by a Congressional enactment, Republic Act 6155 of 1989,

opened the door for the 13-16 year old Filipinos to increase their schooling levels to ten years – six years elementary and four years of secondary education.

In 1994, the Commission on Higher Education was created via Republic Act 7722 to remove the administration of tertiary education from the hands of the Education Secretary. Likewise, another law, Republic Act 7796, created the Technical Education and Skills Development Authority that manages technical and vocational education and training. So at present, the Department of Education (previously known as Department of Education, Culture and Sports, DECS) takes care only of basic education – education at the elementary and secondary levels.

The decentralization of the administration of public schools has been an on-going initiative from the top management officials of both the DepED and Congress. DECS Order No. 17 of 1997 vested the school principals with instructional, administrative and fiscal autonomy. Five years ago, the school superintendents were authorized to perform tasks previously carried out by the regional directors in pursuant to DECS Order No. 4 of 2001. The appointment of head teachers, principals and supervisors by superintendents are examples of these delegated tasks. Republic Act 9155 of 2001 mandates the implementation of shared governance in the administration of public schools. The said educational legislation grants authority, accountability and responsibility to school heads along twelve areas including: the development of the school improvement programs; management of school resources; and fostering of active school-family-community linkages. As published in the DepED web site: "RA 9155 provides the overall framework for (i) school head empowerment by strengthening their leadership roles and (ii) school-based management within the context of transparency and local autonomy" (Department of Education, 2003). However, it should be noted that there is no mandate to create

school councils in the Philippine public schools. Its existing version of SBM is anchored on an empowered school principal. The different educational stakeholders have their respective associations like the Faculty Club, Student Council, Parents-Teachers Association, and Alumni Organization. However, no school council, that synergizes the efforts of these sectors in the performance of school management functions, exists in most public elementary and secondary schools. De Guzman (2006) observes 'that the way power and authority sharing cascades down to the school level has been very minimal, if not negligible' (p. 70).

An encouraging development in the Philippines is the try-out of SBM in schools covered under the Third Elementary Education Project (TEEP) funded by the World Bank (WB) and the Japan Bank for International Cooperation (JBIC). Twenty-three school divisions in the country's poorest provinces were included in the TEEP, which was introduced in 1997. SBM as implemented in the TEEP schools decentralized five resources to schools: 'power to make decisions that influence organizational practices, policies and directions…; knowledge that enables all school personnel to understand and contribute to organizational performance….; information about the performance of the school…; a vision-mission statement and school improvement plan used by educators and community stakeholders…; and rewards that are based on the performance of the organization and the contribution of individuals' (Department of Education, 2005: 5-6). Another recent positive step being taken by system-level administrators towards large-scale SBM is the Schools First Initiative launched by former Secretary Abad (2004). In addition, the Basic Education Assistance for Mindanao (BEAM), a project funded by the Australian Agency for International Development (AusAID) stresses school-community partnerships in improving the quality of basic education. Finally, the newly installed

Secretary Jesli Lapus has announced that one of the approaches he will introduce to improve schools is SBM (Martinez-Clemente, 2006).

1.3 Identification of the Research Problem

Considering the worldwide trends and the latest developments in the governance of public secondary schools in the Philippines, it is timely to find out whether the implementation of participatory school management practices can be an instrument in creating conducive conditions for better schools. To date, encouraging research results are available in the literature reviewed extolling the value of participatory management in organizations. Among the justifications found in the literature for efforts towards participatory school management are the following:

1. School-based management or localization of education services promotes increased productivity or enhanced school effectiveness and improvement (Adams & Chapman, 1998; Brown, 1990, 1991; Caldwell & Spinks, 1988; Chapman, Froumin, & Aspin, 1995b; Gamage, Sipple, & Partridge, 1996; Karlsen, 2000; Pierce, 1980; Sackney & Dibski, 1994);
2. Implementing collaborative school practices such as school councils, collegial instructional leadership and parental/community involvement facilitate improved instruction, better learning, and enhanced organizational efficiency (Anderson, 1998; Cooperman, 1999; Gamage, 1998a; Locke & Schweiger, 1979; Rice & Schneider, 1994; Tomlinson, 1998); and
3. Moving the school closer to the community and listening to the sentiments of concerned parties create a synergy and interdependence or connectedness that promote a learning organization and yield better decisions (Beyerlein, Freedman, McGee, & Moran, 2003; Greenberg, 1975; Gretz, 2003; Kezar, 2001; Owens, 1998; Powers & Powers, 1983).

Since the Philippine public secondary schools likewise desire to achieve the goal of improved student learning outcomes, this research is both timely and appropriate. If the countries presently implementing various models of participatory leadership via school councils are reaping salutary gains, it is worthwhile to investigate whether a similar school management and leadership concept can succeed in the Philippines.

Moreover, two points made by educational administration researchers almost two decades ago still hold true in the Philippine public schools today. Conway (1984) called for more investigations documenting the effects of teacher participation while Sykes and Elmore (1989) argued for the pursuit of studies creating conditions which encourage new structures for fostering leadership in the school on a broad basis.

Aside from determining the applicability to the Philippine situation of the foregoing worldwide trends in school management, this study addresses the concern of Griffith (2001) as he bewails the shortage of studies about specific principal behaviors that associate with high parental involvement levels. Likewise, introducing a management intervention and documenting the process as well as analyzing the results respond to the observation of Fullan and Watson (2000) that most research focus on successful initiatives once they are attained but little insight is offered on how success is realized. Harris and Young (2000) echo this point when they wrote: 'despite a good deal of research describing effective schools once they have improved, there is surprisingly little known about how they get there' (p. 31). Finally, taking an experimental approach to education reform enables educators to discover whether or not the program makes a difference (Borman, Hewes, Overman, & Brown, 2003). In the circumstances, it is proposed to investigate "Participatory

School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines".

1.4 Purpose and Specific Objectives of the Study

This research primarily aims to look into the impact of implementing participatory school administration, leadership and management (PSALM) in the Philippine public secondary schools. The specific objectives of this study are:

1. Compare the schools and their stakeholders in terms of students' academic achievement levels, levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school before and after implementing PSALM;
2. Determine the influence of the characteristics of the stakeholders on their levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school after the experiment;
3. Evaluate the effectiveness of implementing PSALM in the public secondary schools in the Philippines; and
4. Identify the factors that promote successful implementation and difficulties, if any, experienced by the experimental group in the process of implementing PSALM.

1.5 The Research Questions

In order to determine whether the study was able to attain its purposes and objectives, the researcher sought answers to the following questions:

1. Did the respondents from the experimental group (EG) and control group (CG) significantly differ in terms of their school's academic achievement, their levels of commitment, empowerment, trust and inclination for

meaningful participation in improving the school before and after the experiment?

2. Did the experimental group of stakeholders' levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school differ in terms of their constituency, gender, age, and position in the ASC after the experiment?
3. How did the stakeholders in the EG assess the effectiveness of PSALM?
   3.1 How did the EG perceive the advisory school council (ASC) operation in the area of decision-making?
   3.2 How did the EG perceive the effectiveness of the sub-committees?
   3.3 How did the EG perceive the operation of the ASC as a whole?
4. What factors affected the implementation of PSALM?
   4.1 Did the EG's perception of the PSALM effectiveness differ on account of their constituency, gender, age and position in the ASC?
   4.2 Were the EG's perceptions of the PSALM effectiveness related to their commitment, empowerment, trust and inclination for meaningful participation in improving the school after the experiment?
   4.3 Were there factors that facilitated the successful implementation of PSALM?
   4.4 Were there factors that hindered the success of implementing PSALM?

1.6 Methodology and Sample

This study employed a mixed method, combining experimental design with empirical surveys and interviews with documentary analyses for the collection of qualitative data, to adequately address the research objectives. Mixed method research, apart from avoiding unimethod bias, capitalizes on the strengths of

quantitative and qualitative approaches to provide a more complete understanding of the research problem and/or address multiple questions (Johnson & Christensen, 2004; Wiersma & Jurs, 2005). This research adopted mixed method for 'expansion' purposes – 'to increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components' (Greene et al. 1989: 259).

A detailed description of the research methodology and sample is presented in chapter 3.

Participants

Conducting the study in one school division simplified the coordination of activities that were organized requiring the participants to attend seminars. Camarines Sur, being the biggest school division in the Bicol Region, Philippines was chosen as the study site to ensure the easier formation of equivalent groups with adequate number of schools to be studied. Out of all the 154 public secondary schools invited, 76 (49.35 per cent) granted written consent. Eleven individuals including the school principal, two representatives from teachers, students, parents, alumni and community leaders were the target participants. Out of the 836 prospective respondents who gave consent, 735 stakeholders completed the first survey. This represents a response rate of 87.92 per cent. For the second survey, questionnaires were forwarded to the 735 respondents in the first survey and 603 usable questionnaires were received, representing a response rate of 82.04 per cent.

It should be noted that this study made use of respondents who expressed a willingness to try out participatory school administration, leadership and management (PSALM), hence generalizing the results for those who may be reluctant to engage in PSALM should be done with caution. However, considering that both the

experimental and control groups came from people who wish to try the experimental intervention, appropriate conclusions can be validly made.

Forty (40) stakeholders from the experimental group gave permission to be interviewed. There were 17 male and 23 female interviewees. When categorized according to stakeholder groups, there were 14 school heads; 8 teachers; 4 students; 4 alumni; 5 parents; and 5 community leaders. Follow up interviews were conducted with 8 of the 14 school heads.

1.7 Theoretical Framework

Implementing participatory school administration, leadership and management (PSALM) is hinged on various theories that stress the value of involving a representative group of stakeholders in the task of leading and managing an organization. One of these is the theory of democratic educational leadership. This theoretical framework traces its roots from Dewey (1916) who stressed the value of participation in a society's pursuit of the promoting the general welfare. Starrat (2001b) emphasizes that democratic leadership is basically concerned with the cultivation of an environment that supports participation, sharing of ideas, and the virtues of honesty, openness, flexibility, and compassion. Starrat (2004) likewise argues that the democratic educational leader nurtures a sense of community in an environment characterized by 'a democratic way of life, a democratic process of learning, a democratic participation in the life of the community of the school'(p. 729). Chapter 3 provides a more detailed explanation of this theory.

1.8 Definition of Relevant Terms

Advisory School Council (ASC) introduced in this study was composed of 11 members with two representatives from each stakeholder category, such as the teachers, students, parents, alumni, and community with the principal serving as

another member. The council takes up all issues relevant to school management and makes recommendations on policy issues to the principal.

Commitment is present in a school when the stakeholders are willing to go beyond their expected participation (Belenardo, 2001).

Empowerment is the process of enabling organizational members to act freely within known boundaries to attain agreed results (Applegarth & Posner, 1997).

Inclination for meaningful participation in improving the school (IMP) is a term used in this study that refers to the combined levels of commitment, empowerment and trust among the stakeholders.

Participatory school administration, leadership and management (PSALM) is a form of managing a school that involves stakeholders in decision-making and invites active involvement of parents and community in the education of the students. In this study, it features an advisory school council and school/family/community partnerships.

School/family/community partnership is the linkage between the school, the parents and the community leaders in promoting better education for the students in the school.

Trust is manifested when someone feels confident and assured in allowing something to be in the care or control of another (M. Tschannen-Moran & W. Hoy, 1998).

1.9 Significance of the Study

In the midst of the deteriorating quality of education in the Philippines, it is timely to undertake measures designed at restructuring schools and pursuing participatory school improvement efforts.

Educational policy makers in the Philippines who are on constant look out for more effective ways of running the public schools may find the results of this study useful. Positive results of the experimental intervention may trigger structural changes in the public school governance on a large-scale.

An experiment-based educational management intervention offers concrete evidence of its effectiveness. The findings of this research may help educational leaders make decisions whether or not to join the list of countries that mandate genuine school-community collaboration through school councils, not merely by learning from the best practices elsewhere but, by devising a school-based management model that suits the nature of their own educational system.

Likewise, researchers on participatory management approaches and school-family-community partnerships as well as such concepts as commitment, empowerment and trust may gain new insights and support for their own respective pursuits. The knowledge base on the areas covered in this investigation can be strengthened by the findings of this research. In other words, this research will make a significant contribution to the existing stock of knowledge and understanding of school-based management with community participation.

1.10 Limitations of the Study

Generalizations from this study are limited by several considerations. First it should be noted that the respondents were only those who wished to implement PSALM, so there is no way to find out the impact of the scheme on those who have negative inclinations against the implemented school management scheme. Second, no public secondary school in the DepED Division of Camarines Sur is situated in a city. Third, the factors related to each individual respondent were not the consideration in the stratified random assignment of participants, but the school

factors, because the intervention involved school communities. In addition, the small number of schools involved, with three schools not returning questionnaires for the second survey may have affected the basis for making robust generalizations. Another limitation is that the effects of intervention introduced were assessed within one year of its implementation. Furthermore, the analysis of the academic achievement was based on the comparison between the experimental and control groups, not on the increase/decrease from the pretest to posttest within each group of participants in the study. Finally, no attempt was made to clearly delineate the concepts of administration, leadership and management.

1.11 Scheme of the Study

The first chapter of the thesis presents an overview of the whole thesis by providing the background and explaining the reasons for the choice of the research topic. The second chapter reviews extensively the related literature, organized according to specific sub-topics relevant to this investigation. The third chapter describes the methodology and sample as well as the research design. Reasons for the choice of the research method are explained. Data collection, tabulation and analysis are likewise discussed. The fourth chapter presents an analysis of the quantitative data. The fifth chapter examines qualitative data and provides the triangulation of the data, discussions and interpretations. The final chapter presents the summary, conclusions and recommendations.

Chapter II

LITERATURE REVIEW

2.0 An Overview

This literature review explores various ideas, conceptualized by the researchers and scholars in leadership and management, that underpin the concept of participatory school administration, leadership and management (PSALM). Specifically, the review focuses on five main areas:

1. Trends in the Quest for 'Better Schools';
2. Relevant Theories of Leadership and Management;
3. Collaboration and Participatory Decision-making;
4. The School-Based Management (SBM) Phenomenon; and
5. The Concepts of Commitment, Empowerment and Trust.

By tracing the research trends in the quest for better schools, how PSALM associates with schools that yield better results is shown. By discussing the relevant theories of leadership and management, insights on how these concepts of leadership and management interrelate to produce improved school outcomes are provided. By explaining the nature and concept of collaboration and participatory decision-making, a broader perspective on the main focus of this research is presented. By looking into the SBM phenomenon, a version of which has been implemented in this experimental research, adequate information on what should be done to ensure its effective implementation is offered. By discussing the concepts of commitment, empowerment and trust, a clearer focus on how PSALM enhances organizational conditions for better performance is made.

This review of literature, particularly the discussion on the relevant theories of leadership and management, and the concepts of collaboration and its effects on commitment, empowerment and trust, has covered substantial research from the field of business administration. This is because school management and leadership is an applied field of study. Besides, business management has historically been of immense influence to educational administration (Gamage, 1992).

2.1 Trends in the Quest for 'Better Schools'

This section presents the trends in the quest for better schools focusing on both school effectiveness and school improvement research. First, a brief historical perspective on the contemporary search for better schools is made. Next, the features of successful schools are discussed. Then, other research results on the quest for better schools are presented.

2.1.1 A Brief Historical Perspective on the Quest for 'Better Schools'

Sparkes (1999) differentiates school effectiveness literature from school improvement literature by claiming that school effectiveness is focused on explaining cause and effect relationships in the school setting while school improvement is geared on change and problem solving. In this study, the quest for better schools involves both school effectiveness and school improvement.

As noted in the first chapter, the quest for better student-learning outcomes in schools is a constant endeavor among educators. Three major strands have emerged in the field of research for better schools:

- School Effects Research – studies of the scientific properties of school effects evolving from input-output studies to current research utilizing multilevel models;
- Effective Schools Research – research concerned with the processes of effective schooling, evolving from case studies of outlier schools through

to contemporary studies merging qualitative and quantitative methods in the simultaneous study of classrooms and schools;

- School Improvement Research – examining the processes whereby schools can be changed utilizing increasingly sophisticated models that have gone beyond simple applications of school effectiveness knowledge to sophisticated 'multiple lever' models (Reynolds, Teddlie, Creemers, Scheerens, & Townsend, 2000: 3).

Prior to the 1970s, researchers on school effectiveness in the USA utilized input-output paradigm as they sought to determine the potential impact of the human and physical resources of the school upon educational outcomes (Reynolds et al., 2000). The Coleman Report (Coleman et al., 1966) indicated that the characteristics of the school offer minimal influence on the achievement of the students. Another significant finding of the said report is that the socioeconomic status of the learners tends to determine their academic achievement. In the same report, it was likewise concluded that improving the quality of the school attended by the disadvantaged groups of learners significantly fosters better student achievement levels.

Hill (1990) observed that *A Nation at Risk* (National Commission on Excellence in Education, 1984), is credited as the trigger in the effort to reform education. He likewise pointed out that the works of Boyer (1983), Sizer (1984), and Goodland (1984) carried similar criticisms of American schools. However, if the National Commission on Excellence in Education proposed tightened standards and increased accountability, the latter three writers called for radical restructuring of America's school system that includes empowering teachers to meet the challenges of an ever-changing society.

In response to the Coleman report, some researchers looked into successful schools serving students from low socioeconomic status. Weber (1971 in Clark, Lotto, & Astuto, 1984) used observational, case study methodology and reported that certain factors distinguish successful urban schools from the unsuccessful ones.

Edmonds (1979), who is the acknowledged pioneer in the effective schools research, focused on the issue of equity in schools. He argued that schools serving poor learners can succeed in producing enhanced results. Context factors were the focus of the next group of researchers (Hallinger and Murphy, 1986; Teddlie and Stringfield, 1985). They were more interested in the efficiency ideal (Reynolds, Teddlie, Creemers, Scheerens & Townsend, 2000). Using productivity profiles was suggested by Bryk, Thum, Easton and Luppescu (1998) as a better way of evaluating school effectiveness.

In UK, Reynolds and colleagues (Reynolds, Jones, & St. Leger, 1976; Reynolds & Teddlie, 2000) looked into the secondary schools characterized as seemingly varied in their levels of effectiveness. Rutter and associates (1979) studied the comparative effectiveness of 12 secondary schools in London along several outcome variables, including academic achievement, delinquency, attendance and behavior problems. Mortimore, Sammons, Stoll, Lewis and Ecob, (1988) delved into a wider range of outcomes in their research as they collected abundant data on school processes, with focus on classroom processes. Similarly, Gewirtz (1998) notes that the current British education era is influenced heavily by the discourse of market and performance-orientation. 'Good management' identified as a feature of successful schools 'is in large part defined as the ability to transform the socio-economic and linguistic make up of a school' (Gewirtz, 1998: 456). In addition, Gewirtz (1998) pointed out that this current set up fails to address the root causes of academic underachievement because students coming from disadvantaged groups are only redistributed to other schools perceived to be under-performing. Adnett and Davies (2003) likewise observe that schooling reforms in England initially featured competitive market structures like open enrolment. The recent trends encourage

partnership and cooperation among education providers. For the school reform to succeed, Adnett and Davies (2003) believe that the most desirable foci for competition and cooperation should be identified. They add that 'continuing school improvement requires not only that a schooling system is efficient in meeting the principals' (parents and students) current needs, but also that it innovates effectively and ensures that new knowledge about effective schooling spreads rapidly from school to school' (p. 394).

Recently, Borman and colleagues (2003) acknowledge that even if comprehensive school reform is a field that is still evolving, the general effects of the comprehensive school reform models seem to be encouraging. In sustaining school improvement initiatives, it seems that 'a dual focus on organizational and pedagogical change' is necessary (Harris, 2005a: 419). McCarthy (2004), who conducted a quantitative study involving 3858 teachers, students and parents from 44 secondary schools in New South Wales, Australia supplemented by case studies of 15 schools, likewise asserts that school level structures and cultures were highly effective when they are complementary, collaborative and supportive. Finally, Mulford (2005) suggests that there are three 'elements of practice in successful school reform (p. 328).' This means that in such schools, there should exist: a transparent and facilitative structure where people are trusted, valued and empowered to act and be a part in making decisions; a professional community where norms are shared, differences and diversity are valued, constant improvement of student learning is a focus and collaborative and critically reflective dialogue is allowed; and a 'capacity for change, learning and innovation' (Mulford, 2005: 328).

2.1.2 Features of Successful Schools

Researchers and scholars characterize successful schools by preparing lists of varying length. Weber (1971 in Clark et al., 1984) proposes that successful schools are characterized with: strong administrative leadership; high expectations for student achievement; positive school atmosphere – a sense of order, purpose, and a pleasure in learning; strong emphasis on reading; additional reading personnel; use of phonics; individualization of instruction; and regular evaluation of pupil progress. Similarly, Edmonds (1979) summarizes the most important characteristics of effective schools as: (1) strong administrative leadership; (2) high expectation for children's learning; (3) a conducive environment; (4) a focus on basic skills; (5) an efficient use of resources; and (6) frequent monitoring of pupil progress.

Clark, Lotto and Astuto (1984) list the following characteristics of the best-run American schools: strong commitment; high expectations; action-orientation; strong leadership; clear focus; relaxed, orderly and safe environment. Tyler (1987) identifies characteristics of successful school change by pointing out that education reform proposals fail due to lack of focus, absence of a feasible implementation plan, and inadequacy of resources for effective implementation. According to him, the improvement in the effectiveness of any school depends substantially on the efforts of its personnel and parents. He adds that constructive school reform outcomes are brought about by school personnel and parents who begin their efforts by identifying school problems before seeking effective solutions.

Odden and Marsh (1988) enumerate several factors that are critical in the local implementation of reform: effective district leadership; balanced concern for both academic and psycho-social demands; active involvement of teachers and administrators; and a shared vision between district and school and between teachers

and administrators. According to Stringfield and Teddlie (1988), the factors associated with achievement are: '(1) student perception of positive academic climate, (2) principal's sense of school efficacy, (3) family commitment to education, (4) student sense of long-term educational achievement, and (5) absence of negative school climate' (p. 44). They add that the school's journey to effectiveness begins with the presence of a leader, who has a vision for the school and its students, doing an instructional audit, implementing staff development, stressing the need for good quality classroom instruction, and working hard to improve the school. Joyce (1991), having presented five ways to school improvement, aptly declared that it is in working together that more could be done to improve schools. According to him, the doors are: collegiality; research orientation; availability of site-specific information; curriculum initiatives; and instructional initiatives.

There are five school characteristics repeatedly mentioned in the literature as significantly correlated to educational achievement: 'strong educational leadership; high expectations of student achievement; an emphasis on basic skills; a safe and orderly climate; and frequent evaluation of pupils' progress' (Creemers, 1994:12). Creemers (1994) notes that this 5-factor model has been refined by several researchers. Regardless of the doubts about the validity of the school effectiveness models, Creemers (1994) argues that the school effectiveness movement was a breakthrough in disproving the idea that schools and classrooms did not matter as suggested by the Coleman report.

Kanthak (1996) offers a list of characteristics of high-achieving middle schools such as: belief that all students can perform at high levels; a challenging and meaningful curriculum and appropriate pedagogy; empowered students; the curriculum is meaningful to young adolescents; focus on achievement; belief that

school improvement is a continuous process; presence of small communities of learning; interdisciplinary team organization is a central feature; clear vision; collaborative leadership that focuses on instruction and encourages risk taking; the needs of youngsters are addressed; and balanced emphasis on being child-centered and achievement-centered.

In order to support school improvement initiatives, Stoll (1998) recommends the following:

- An overarching vision with a focus on learning should be provided;
- The school should build the capacity to take charge of change and identify its own direction;
- Strategies and support for schools should be differentiated;
- The power of school culture should be appreciated and schools should be helped in developing positive cultural norms;
- School self-evaluation should be encouraged;
- Schools should be helped in understanding and working through the turmoil in fostering change;
- Development of opportunities should be promoted and networks of learning communities should be established;
- The emotions of schooling should be recognized and the passions of teaching should be rekindled;
- Attention to context should be paid and inter-agency connections should be created; and
- Longitudinal studies that will further clarify school improvement and school effectiveness should be supported (Adapted from Stoll, 1998).

The Education Commission of the States (1999) identifies five lessons in making remarkable changes in American education: 'comprehensive school reform changes the way schools, districts and states do business; legislative leadership sets the tone; state education department support is key to long-term success; teachers make or break comprehensive school reform; and evaluation of results – early and often – is critical' (p.3). In 1999, two school governance models have been recommended by the Education Commission of the States (Sandham, 1999). One governance structure decentralizes authority to individual schools while the other

structure would be run by independent entities. However, the features of both approaches include: provision of information on students, teachers, and school performance to parents and community members; granting parents more choice about where their children attend school; giving individual schools control over their personnel and budgets; focusing accountability systems on improved student achievement; and strengthening the role of school boards.

Sparkes (1999) suggests that the following themes are essential in building a quality school: (1) articulation of a vision and goals; (2) receptivity to change to improve the existing organization; (3) recognition of public policy as a change catalyst; and (4) operation is based on the belief that it is an organic organization. Scott (1999) echoes the findings of school effectiveness researchers by claiming that effective schools have strong leadership, staff involved in decision-making, parents involved in the mission of the school, and emphasis on student learning and academic success.

Harris and Hopkins (2000) note that successful school improvement effort is neither top-down nor bottom-up, it is about capacity building from within. They list the 'key management arrangements' that bolster efforts for school improvement, namely: 'a commitment to staff development; practical efforts to involve staff, students and community in school policies and decisions; "transformational" leadership approaches; effective co-ordination strategies; proper attention to the potential benefits of enquiry and reflection; and a commitment to collaborative planning activity" (Harris & Hopkins, 2000:10). In addition, Harris and Young (2000) identify components that bring successful school improvement undertakings, namely: 'internal and external agency, a focus upon specific teaching and learning goals, devolved leadership, formative and summative evaluation' (pp.37-40).

According to them, 'the leadership responsibilities for improvements are deliberately diffused and encourage participation from teachers at all levels' (Harris & Young, 2000:40).

The most recent initiative of the USA education department is the comprehensive school reform (CSR) program (U.S. Department of Education, 2002), which grants financial support to schools that initiate a CSR. Among the eleven components addressed in the CSR are: measurable goals and benchmarks; support within the school; support for teachers and principals; parental and community involvement; external technical support and assistance; and strategies that improve academic achievement.

Larson (2002) points out that 'a clear sense of purpose, organizational values that are consistent with that purpose, and the resources necessary to support the entire enterprise' (p. 45) distinguishes an effective school from the unsuccessful ones. Springston (2002) presents a successful school implementer of restructuring that developed eight guiding principles, namely: activities are relevant to students and school staff; relationships among stakeholders are productive; goals drive program implementation; skills developed are for lifelong learning; people and projects adapt to changes; basic skills are stressed; character development is pursued; physical and emotional health of students and school staff are maintained. Moreover, Lambert (2002) characterizes constantly improving schools as having: principals, teachers, parents and students that collaborate in learning and leading; coherent programs guided by a shared vision; decision-making that is informed by collective inquiry; constant innovations from reflective practice; and authentic achievement that is high.

The Queensland School Reform Longitudinal Study (Education Queensland, 2003) recommendations along productive leadership stress that schools should recognize and respond to the need for:

> educational leadership in schools; support for principals so that they are not overwhelmed by the management duties of their position; selection of principals to take account of candidates' knowledge of pedagogy and of the principles of productive leadership; research into impact upon student outcomes of teacher professional learning communities; dispersal of leadership in schools; the development of a sense of whole-school responsibility for student learning; professional development for school principals, especially on productive leadership and dispersal of leadership; recognition of the synergistic relationships between elements of school organizational capacity (p. 1).

Marzano's (2003) list of school-level factors affecting student achievement aptly synthesizes the foregoing enumeration of the characteristics of successful schools. According to Marzano (2003), these factors are: 'a guaranteed and viable curriculum; challenging goals and effective feedback; parental and community involvement; a safe and orderly environment; and collegiality and professionalism' (p. 19). It is evident that two of these factors relate to the need for participatory mechanisms to exist in schools.

2.1.3 Other Research Findings on the Search for 'Better Schools'

Numerous studies have been undertaken, focusing on various aspects of school effectiveness and school improvement. Scott and Walberg (1979) claim that schools alone are not sufficient to spell the difference in academic performance of the students. According to them, there are three sets of factors that influence academic learning: 'student ability and motivation, amount and quality of instruction as well as the socio-psychological morale of the classroom group, and the educationally stimulating qualities of the home environment' (Scott & Walberg, 1979:24). Another scholar believes that 'the individual characteristics of principals, teachers, schools,

neighborhoods, and home influence a pupil's achievement far more than particular instructional models' (Austin, 1979:14).

Contrasting findings have been reported on factors that influence achievement. Caldas and Bankston (1999), using hierarchical linear modeling technique for the Graduation Exit Examination (GEE) of 42,041 Lousiana 10th graders in 1990, acknowledge that family structure has stronger relationship with school achievement than socio-economic status or racial composition. Conversely, Sutton and Soderstrom (1999), after studying 3,856 schools in Illinois based on the 1994 performance of 3rd and 10th graders in reading and mathematics at the Illinois Goal Assessment Program (IGAP), conclude that the achievement score of schools 'is more a function of the school's demographic status and socioeconomic status than its effectiveness' (p. 330). On the other hand, Nelson (1999) reports that student achievement is significantly associated with self-esteem and school satisfaction. The study of 358 American 7th and 8th graders revealed that higher achieving students tend to possess higher levels of self-esteem and satisfaction with their own school.

However, it can be gleaned from results of research on school improvement and school effectiveness that involved stakeholders such as the teachers, parents, students, and community leaders are found in 'better schools.' Casner-Lotto (1988) reports the initial gains reached by a school improvement process that relies 'on the collective energy and expertise of teachers, administrators, students, parents and other community members…' (p. 349). In addition, Stedman (1988) offers an alternative approach to the implementation of school effectiveness projects by encouraging educators to consider 'cultural pluralism, academically rich programs, personal attention to students, and shared governance with parents and teachers' (p. 442). Moreover, Hargreaves and Fink (1998) argue that the most important step in efforts

to improve schools is to reach out 'to that which is best in the human experience among educators, parents and students alike' (p.48). As pointed out by Johnson and colleagues (2000), the 'research reviewed in the effective schools literature clearly supports the importance of parent and community involvement as well as the significance of the care ethic' (p. 346). Likewise, Jehlen (2002) describes how a school became better by empowering teachers and creating small learning communities.

Weller (1996) studied a school reform project that adopted the principles of total quality management. The schools emphasized 'Deming's principles of constancy of purpose, institutional training in the quality principles, and involving everyone in the quality transformation' (Weller, 1996: 68-69). The implementation of the school reform resulted in higher students' achievement rates.

Other authors offer ideas on what focus should schools have in pursuing better results. Lezotte (1993) lists nine strategic assumptions about the future of education, among which are: 'schools will be held accountable for measurable results; educational equity will receive increasing emphasis; decision making will be more decentralized; collaboration and staff empowerment must increase; school empowerment processes must emphasize the utilization of research and descriptions of effective practices' (p. 22).

Similarly, Raymond (1996) wrote about the ideas of Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, who issued a report entitled *The Basic School: A Community for Learning*. According to the basic school concept, 'an effective school connects people, to create a community. An effective school connects the curriculum, to achieve coherence. An effective school connects

classrooms and resources, to enrich the climate. And an effective school connects learning to life, to build character' (Raymond, 1996: 42). In other words, the building blocks for the basic school are: community, coherence, climate, and character.

Bloom and colleagues (1998) favor the implementation of systematic approaches to attain effective and lasting school improvement outcomes. They wrote about a districtwide model for school change that completely integrated school improvement, staff development, and the delivery of the curriculum. According to them, the model has empowered school-level personnel and eventually yielded meaningful change.

Reynolds and Teddlie (2000), drawing from the findings of major school effectiveness research, synthesize nine processes of school effectiveness as follows:

(1) Leading effectively by being firm and purposeful, allowing others to get involved, practicing instructional leadership, regular personal monitoring and choosing and replacing staff;

(2) Teaching effectively by maximizing class periods, grouping and organizing students successfully, manifesting best teaching practices, and suiting teaching practice to the nature of the learners and the learning situation;

(3) Focusing extensively on learning by stressing academics and optimizing learning time in the school;

(4) Creating a strong school culture by shaping a shared vision, developing an orderly atmosphere, and stressing positive reinforcement;

(5) Fostering high and reasonable expectations for both the students and the staff;

(6) Stressing the responsibilities and rights of the students;

(7) Assessing progress at the school, classroom and student levels;

(8) Developing the skills of the staff at the school campus via an integrated continuous professional development; and

(9) Allowing parents to be involved in productive and apt ways by mitigating negative influences and motivating productive interactions with them (Adapted from Reynolds and Teddlie, 2000).

Tobergte and Curtis (2002) outline the process of school improvement by writing: 'The process begins with relationships built upon trust, time spent together and respect and passion for each child. Movement along this process is based on knowledge, research and experience and is driven by data. The process is continually reviewed, assessed and redirected as the needs are addressed or as the needs change' (pp. 775-776).

As schools venture into the pursuit of constant improvement, uncertainty is always a reality. Glickman (1987) contends that recognizing the inevitability of uncertainty in efforts towards better schools can be beneficial. Educators can depend on the use of informed human judgment in driving future reform efforts. Educators can likewise learn from others in developing their own courses of action. Educators who accept uncertainty view school improvement efforts as ways to explore, rather than to control, the unknown. Educators then take risks and responsibility for what their schools and students become.

By looking at reasons why education reforms fail, it is possible to enhance the chance of schools to succeed by addressing these reasons. Zajda (2003) attributed Russia's failure in education reforms to the following factors, which are likewise applicable to most school systems:

- absence of a sense of ownership by all stakeholders (reforms were always from the top down, at the ministerial level);
- teachers and principals were not involved;
- failure to reflect regional and local cultures;
- lack of adequate funding;
- lack of necessary training; and
- absence of monitoring devices (pp. 77-78).

The foregoing paragraphs suggest that any attempt towards better schools involves school constituents who work harmoniously to achieve their desired goals. However, it should be noted that attempts to improve the school usually take time to

produce the desired results. As reported in earlier research, educational change such as SBM takes time to affect the students' academic learning outcomes (David, 1989; Inbar, 1975). Zajda (2003) also points out that 'many benefits of improved education are invisible in the short term' (p. 59). In the case study undertaken by Boland (2003), it was likewise found that students and parents did not perceive improvement in learning outcomes after implementing school renewal and cultural change for 18 months.

2.2 Leadership and Management Concepts Underpinning PSALM

To enable the school principal to lead and manage effectively in the midst of varying challenges and roles inherent in his/her position necessitates the use of participative and empowering approaches (Thomas, 2000). The practice of PSALM takes the form of any or a combination of several leadership and management concepts such as transformational leadership, visionary leadership, emancipatory leadership, authentic leadership, facilitative leadership, Theory Y leadership, Likert's System 4, stewardship, distributed leadership, Sergiovanni's leadership as community building, Creighton's leading from below the surface and contingency-based leadership and management. A discussion of the characteristics of effective leaders will conclude this section. Most of these leadership types fall under the collegial model of Bush (2003) in which 'school policy is determined within a participative framework' (p. 75).

2.2.1 Transformational Leadership

Owens (2001) attributes the conceptualization of the idea of transforming leadership to James MacGregor Burns. Burns (1978) considers transforming leadership as better or more appropriate than transactional leadership and an essential stage towards moral leadership, which he considers to be the best or most appropriate

leadership level. Transforming leadership 'occurs when one or more persons *engage* with others in such a way that leaders and followers raise one another to higher levels of motivation and morality….transforming leadership becomes *moral* in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both' (p. 20). In other words, the relationship prevailing in an organization under transforming leadership is characterized by mutual stimulation and elevation that changes followers into leaders and leaders into moral agents.

Bass (1998), distinguishes transformational from transactional leadership by identifying their components. Idealized influence (charismatic leadership), inspirational motivation, intellectual stimulation, and individualized consideration comprise transformational leadership. On the other hand, contingent reward, management-by-exception and laissez-faire leadership are included in transactional leadership.

Caldwell and Spinks (1992) describe the fundamentals of transformational leadership. According to them, leaders in the self-managing school possess the capacity to collaborate with the other stakeholders in formulating the school vision. Likewise, leaders possess a clear philosophy of education that guides their behavior. Moreover, the school vision is communicated to elicit commitment from the various stakeholders. Furthermore, self-managing schools demand that leaders assume different roles: technical, human, educational, symbolic and cultural with the latter two given more importance. Another fundamental is the need for leaders in self-managing schools to be well-informed about the trends and issues, threat and opportunities prevailing. Finally, the kind of leadership that empowers the other

stakeholders, especially on decision-making, is essential in the successful operation of the self-managing school.

Bennis and Nanus (1985) argue that 'leadership is the wise use of power' (p. 17). They exhort leaders to be transformative in their approach to synergize the collective energies of school stakeholders in pursuing a common goal. Leaders 'lead by pulling rather than by pushing; by inspiring rather than ordering; by creating achievable, though challenging, expectations and rewarding progress toward them rather than by manipulating; by enabling people to use their own initiative and experiences rather than by denying or constraining their experiences and actions' (Bennis & Nanus, 1985: 225). According to them, the four areas of competency for transformative leadership are as follows: attention through vision, meaning through communication, trust through positioning, and the deployment of self through positive self-regard. Bennis and Nanus (1985) claim that transformative leaders should possess the following abilities: accepting people as they are; approaching relationships and problems in terms of the present; treating people equally with courtesy; trusting others, even if the risk seems great; and doing something without need for recognition.

Leithwood and Jantzi (2006) propose a transformational leadership model for schools that has three broad categories of leadership practices that include nine specific dimensions of practice, namely: *setting directions* (build school vision, set specific goals and priorities, and hold high performance expectations); *developing people* (provide intellectual stimulation, offer individual support, and model desirable professional practices and values); and *redesigning the organization* (develop a collaborative school culture, create structures and foster participation in school decisions, and create productive community relationships).

Rosener (1990) uses the term **interactive leadership** in discussing the merits of "transformational" leadership, which she describes as transforming the self-interest of the employees into the interest of the organization through a focus on the attainment of a broader goal. According to her, interactive leaders strive to make their interactions with subordinates in a positive way. Leaders who are interactive 'encourage participation, share power and information, enhance other people's self-worth and get others excited about their work' (Rosener, 1990: 120). These are manifestations of the interactive leader's belief that permitting employees to share and to feel influential and important, creates a win-win situation that is beneficial to both the employees and the organization.

2.2.2 Visionary Leadership

Chance (1992) stresses the need for visionary leadership in schools. He claims that developing a personal vision and a personal organizational vision is the first and most important step in implementing visionary leadership in schools. Then, an overall organizational vision is developed, with the involvement of the various educational stakeholders. In this stage, the educational leader should know how to manage group processes and group dynamics. Once the organizational vision is developed, the visionary leader communicates this vision and at the same time involves others in the management of the school by allowing them to take active part in making decisions, solving problems and shaping goals that actualize the organizational vision. The vision is sustained via the combination of efforts of the various stakeholders. 'Continually focusing on the vision provides the organization a sense of direction and purpose' (Chance, 1992: 107).

2.2.3 Emancipatory Leadership

Corson (2000) declares that emancipatory leaders have the following characteristics: knowing their limitations and acknowledging the greater expertise of community members or their colleagues in certain situations; determining when they need to extend the circle of decision makers; trying to make their own presence a matter of small importance to the context of debate and decision-making; removing the effects of their own power from the process of decision-making; agreeing to leave implementation of a decision in the hands of those chosen for that task by the group.

This emancipatory leadership is similar to the open principalship described in the work of Blasé (1989). According to Blasé (1989), teachers describe the open principal as having reasonably high performance expectation, honest, communicative, using participatory decision-making, collegial, relatively informal in dealing with teacher and supportive.

2.2.4 Authentic Leadership

Begley (2001) explains that as a genuine type of leadership, authentic leadership is a 'hopeful, open-ended, visionary and creative response to social circumstance' (p. 354) that recognizes and harmonizes the individual, group, organizational or community needs and cultures. To Sawyer (2001) authentic leadership gives importance to the head, the heart and the hand of leadership and capitalizes on the different stakeholders' voice and strengths available in a given school. To Anderson (1998) leader authenticity is fostered when the school head practices what s/he preaches. Duignan and Bhindi (1997) note that the emerging paradigm of authentic leadership responds to the complaints about the lack of honesty and integrity in leadership among most organizations. In the same vein, Paulson

(2004) cautions leaders to avoid the 'manipulation trap' (p. 3) because leaders are expected to inspire the followers not to coerce or manipulate them.

2.2.5 Facilitative Leadership

Dunlap and Goldman (1991) espouse the use of facilitative power, power manifested through someone. They likewise claim that it is a process that features the creation and maintenance of conditions favorable to the subordinates being able to improve their individual and collective performance. When facilitative power exists, school professionals consider each other as colleagues rather than superiors and subordinates, and behave accordingly. The principal using facilitative power does not abdicate control. Rather, s/he stresses the potential of optimizing the capabilities for problem-solving, relying on the available professional skills in the school. Dunlap and Goldman (1991) list specific instances where administrators can exercise facilitative power. According to them, facilitative administrators help to procure resources that provide support for educational activities; form work teams by considering the mix of skills and personalities; monitor activities not for hierarchical control but for feedback and reinforcement; and provide networks for all employees as a way of optimizing the diffusion of innovative ideas.

Blasé and Blasé (2001) enumerate the following fundamental assumptions of facilitative leadership in democratic schools: the role of the principal basically as facilitator of collaborative efforts among mutually supportive and trusting professionals; the leader assists other stakeholders in recognizing the complex nature of schools as social organizations in the midst of varying milieu; factors that constrain effective shared governance such as lack of support are minimized if not eliminated.

2.2.6 Theory Y Management

Theory Y managers recognize the central principle of integration, which means that conditions are created in organizations so that the members can achieve their own goals best by rendering efforts towards the success of the organization (McGregor, 1960). According to McGregor (1960), human collaboration in organizations depends on the ingenuity of the management in finding ways of realizing the potential of the organization's human resources.

The assumptions involved in Theory Y management are:

1. The expenditure of physical and mental effort in work is as natural as play or rest.
2. External control and the threat of punishment are not the only means for bringing about efforts toward organizational objectives. People will exercise self-direction and self-control in the service of objectives to which s/he is committed.
3. Commitment to objective is a function of the rewards associated with their achievement.
4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.
5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
6. Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized (McGregor, 1960:47-48).

2.2.7 System 4 Management

System 4 management recognizes that a human organization that is highly effective and intensely motivated is capable of attaining enormous success in almost everything such an organization ventures into (Likert, 1967). It has been pointed out that:

> A fundamental concept of System 4 is that the results achieved by an organization are a manifestation of the effectiveness of the interaction-influence system of its human staff. An important focus, consequently, is on building and maintaining a highly effective, highly motivated human organization (Likert, 1967: 131).

According to Likert (1967), managers using System 4 have complete confidence and trust in subordinates. System 4 organizations have widely dispersed decision-making; open communication flows; highly motivating environment; extensive, friendly interaction between and among members; usually group-derived goals; and there is pervasive sense of the control functions.

2.2.8 Stewardship

Block (1993) uses the term stewardship to refer to the leadership that is willing to assume accountability for the well-being of the larger organization by serving, rather than controlling, the people. It is a set of principles and practices concerned with a governance scheme that fosters a strong sense of ownership and responsibility for results at the bottom of the organization. Block (1993) acknowledges three challenges in adopting the view of stewardship, namely: 'doing more with less, learning to adapt to customers and the marketplace, and creating passion and commitment in employees' (pp. 20-21). Stewardship does away with class distinctions between managers and workers if only for them to live out a set of values and create an organization whose members have a sense of ownership and responsibility. Creation of teams responsible for specific tasks is one way to breed ownership and responsibility. Conceding that SBM is a step towards building teams of stakeholders, Block (1993) cautions that changing structures alone is not enough. The belief system about control, consistency and predictability should be changed if fundamental changes are to be expected from structural changes like SBM. Zbar (1996) adds that stewardship 'means choosing partnerships over patriarchal leadership; empowerment of people over relationships of dependency; and service and commitment over sheer self-interest' (p. 150).

DePree (1989) believes that leadership should 'liberate people to do what is required of them in the most effective and humane way possible' (p.1). The leader understands that people have diverse gifts, talents and skills. DePree (1989) argues that the leader-as-steward thinks in terms of relationships: 'of assets and legacy, of momentum and effectiveness, of civility and values' (p. 10). When others are enabled to reach their potential, effectiveness in the organization is fostered.

Leaders, according to DePree (1989), should encourage *roving leadership*. Roving leaders possess unique gifts, or special skills, or the distinct temperament to lead in circumstances that need their gift, skill or temperament. Roving leadership puts to practice the idea that every individual is capable of contributing to the success of the organization.

Rather than sticking strictly to contractual relationships that characterize organizations, DePree (1989) suggest *covenantal relationships* to be cultivated in organizations. Covenantal relationships rest 'on shared commitment to ideas, to issues, to values, to goals, and to management processes…They are an expression of the sacred nature of relationships' (DePree, 1989:51).

DePree (1989) elucidates the essence of democratic leadership and management with the following statement.

> Effective influencing and understanding spring largely from healthy relationships among the members of the group. Leaders need to foster environments and work processes within which people can develop high-quality relationships – relationships with each other, relationships with the group with which we work, relationships with our clients and customers (p. 23).

2.2.9 Distributed Leadership

Gronn (2002) acknowledges that Gibb, an Australian leadership theorist, first thought of leadership as having a distributed feature in the work included in the

Handbook on Social Psychology published in 1954. Distributed leadership is anchored on the belief that 'leadership is a collection of roles and behaviors that can be split apart, shared, rotated, and used sequentially or concomitantly' (Barry, 1991: 34). In other words, it 'is concerned with engaging many people in leadership activity (Harris, 2005b: 11). According to Brown and Gioia (2002), distributed leadership 'suggests that activities such as setting a vision, fostering commitment and identification and promoting organizational learning are best accomplished through a collective effort by the leadership team' (p. 417). Viewing leadership from a distributed perspective means that its focus is on the leadership practice in terms of the interaction between the leaders and followers in a given situation. (Spillane, 2005; Spillane, Halverson, & Diamond, 2001) This new way of viewing effective school leadership allows many school members to exercise influential instructional leadership towards improved results (Camburn, Rowan, & Taylor, 2003). Woods (2004) compares democratic leadership and distributed leadership by pointing out that 'democracy is dependent on initiative and influence distributed throughout the organization' (p. 23).

School leaders play an important role in establishing distributed leadership (Crawford, 2005). Distributed leadership in schools cannot succeed if leaders in the team do not share the same objectives, targets and performance measures (Storey, 2004). Hatcher (2005) argues that in order for the leadership functions to be distributed, there is a need to distribute power. He claims that it is possible to implement distributed leadership in schools via 'collective self-management', which 'can take several forms with different combinations of direct and delegated decision-making, perhaps involving the appointment or election of staff to management posts but subject to collective strategic policy-making' (p. 264).

House and Aditya (1997 in Brown & Gioia, 2002) list three forms of distributed leadership, namely: **delegated**, which involves the division of management tasks between and among two or more leaders with one person remaining still in-charge; **coleadership**, which makes different team members assume leadership tasks and social roles; and **peer leadership**, which allows followers and formally designated leaders to assume leadership tasks. On the other hand, Goldstein (2004) suggests two models of distributed leadership: **task division** – dividing tasks between actors; and task sharing – **sharing tasks** among actors.

Moreover, MacBeath (2005) identifies six forms of distributed leadership: (1) **formal** in which distribution is through designation of roles and description of jobs; (2) **pragmatic** in which distribution is based on necessity and often take the form of ad hoc delegation of work load; (3) **strategic** in which distribution is based on planned assignment of people to areas that will optimize their contribution to better results in the school; (4) **incremental** in which people are given increased responsibility as they manifest improved capacity to lead; (5) **opportunistic** in which capable teachers volunteer to assume leadership roles because of their predisposition to taking initiative in leading others; and (6) **cultural** in which leadership practice reflects the culture, ethos and traditions of the school. Likewise, Gronn (2003) suggests that distributed leadership may be viewed as 'numerically multiple actions' which means 'that the aggregated leadership of an organization is dispersed among some, many or all of its members' (p. 34). According to him, distributed leadership may also be viewed as 'concertive action'. This holistic view comes in three forms: spontaneous collaboration in carrying out the task; intuitive working relations among the members; and institutionalized practices in task performance either through formal or informal arrangements. Finally, Spillane and Orlina (2005) suggest that

there are three types of leadership distribution, namely: **collaborated distribution**, which 'refers to leadership practice that is stretched over the work of two or more leaders who work together in place and time to perform the same leadership routine' (p. 165); **collective distribution**, which 'refers to leadership practice that is stretched over the work of two or more leaders who perform a leadership routine while working separately and independently' (p. 166); and **coordinated distribution**, which 'refers to those leadership routines that have two or more activities that have to be performed in a particular sequence' (p.166).

2.2.10 Sergiovanni's Leadership as Community-Building

Sergiovanni (2001) argues for schools to become communities of leaders. According to him, 'In creating community, what matters most is what the community shares together, what the community believes in together, and what the community wants to accomplish together. It is this shared idea structure, this community of mind, that becomes the primary source of authority for what people do. Together, principals and teachers become followers of the dream and are committed to making it real. Within this view, leadership is nothing more than a means to make things happen' (Sergiovanni, 2001: 145). Holding people accountable to shared values while empowering and enabling them to decide what to do when and how is a feature of this view of leadership. Motivation is anchored on the belief that 'what is rewarding gets done, gets done well, and gets done without close supervision or other controls. What we believe in and feel obligated to do because of moral commitments gets done, gets done well, and gets done without close supervision or other controls' (Sergiovanni, 2001: 63).

2.2.11 Creighton's Leading from Below the Surface

Creighton (2005) proposes an interesting way to approach school leadership by strengthening the foregoing theories with a focus on what is 'below the surface'. While acknowledging that effective school leaders manifest trait and behaviors consistent with the previously discussed concepts, Creighton (2005) believes that truly effective school leaders are characterized by a third group of traits and behaviors he lists as follows:

- Careful, cautious decision making; bending, not braking rules; managing political capital;
- Evidence-based decision making;
- Strategy;
- Collaboration: beyond cooperation;
- Looking below the obvious; and
- Practicing leadership (p. 16).

School leaders who are careful and cautious in decision making distinguish important from urgent issues and choose important causes to pursue. School leaders who bend the rules are serious about rules but find creative and innovative ways to follow the spirit of the rules as they are bent. School leaders who effectively manage their political capital are able to establish a good reputation and foster harmonious relationships with other stakeholders.

In terms of evidence-based decision making, school leaders do not rely merely on existing data. They explore the issues and concerns below the surface of data used to determine accountability in education. This investigation beyond what is traditionally indicated by data enables school leaders to provide 'fair, equitable, rigorous and appropriate' (Creighton, 2005: 26) educational experiences for the students. In addition, school leaders who practice strategy attend simultaneously to a variety of concerns. School leaders who employ strategy are able to design possible response before problems arise.

In acknowledging the greater importance of collaboration today that in the past, Creighton (2005) points out that the educational, social and health care concerns that keep growing today are becoming more intermingled. It is imperative then for school leaders to establish an organizational structure that is built on authentic collaborative partnerships. Indeed, solving educational problems cannot be done by educators alone, collaborative partnerships with other institutions of society are vital.

In looking beyond the obvious, school leaders are encouraged to find ways of implementing system-wide reforms in ways that truly address the need for students to learn more. School leaders, then, are expected to go beyond being bureaucrats to becoming entrepreneurs. Being entrepreneurial is not easy but school leaders who are courageous and strong believers in the causes they choose are able to provide the conditions to make the students succeed.

Creighton's (2005) final dimension for leading below the surface is practicing leadership. The practice of leading from below the surface entails the learning of new behaviors of listening and respecting in addition to suspending their certainties and realizing the great power of their voices on the operations of the school.

The foregoing discussion of various leadership models distinguished by the different adjectives attached before the word leadership may indeed have specific variations in terms of their actual practice in schools. However, it can also be said that all these conceptualizations of leadership are embraced in the concept of PSALM, the intervention implemented in this research.

2.2.12 Contingency-Based Leadership and Management Concepts

Proponents of contingency leadership and management approaches acknowledge the value of understanding the situation, nature of the leader as well as

the idiosyncracies of members in leading and managing successfully. These various leadership concepts also consider the optimum usefulness of participatory approaches.

Tannenbaum and Schmidt (1958) propose seven ways by which managers can behave given specific situations. Their continuum of leadership behavior has the manager: making the decision and announcing it; selling his/her decision; presenting his/her ideas then invites questions; presenting a tentative decision subject to change; presenting the problem, getting suggestions, and then making his/her decision; defining the limits and requesting the group to make a decision; permitting the group to make decisions within prescribed limits. According to Tannenbaum and Schmidt (1958), the number of decisions made by subordinates does not reflect their degree of autonomy, it is the significance of the decisions entrusted to subordinates that count. In deciding how to lead, the following factors are to be considered: 'forces in the manager; forces in the subordinates; and forces in the situation' (p. 98). Among the key internal forces affecting the manager are: his/her value system, his confidence in his/her subordinates, his/her own leadership tendencies, and his feelings of security in a situation of uncertainty. The behavior of the manager is likewise affected by the nature of the subordinates. The manager allows subordinates to take part in making decisions when s/he perceives that the subordinates possess a high need for independence, readiness to assume responsibility for making decisions, tolerance for ambiguity, interest in the problem, clear understanding of organizational goals, knowledge and experience to deal with the problem and an expectation to be permitted to share in decision making. Moreover, the forces in the situation such as the organizational type, group effectiveness, the problem itself and time pressures affect the way managers behave. Tannenbaum and Schmidt (1958) stress that leaders

who wish to succeed should have keen awareness of the forces mentioned, that are of significance at a particular time. Being able to determine the most appropriate behavior for a given situation is the hallmark of effective leadership.

Blake and Mouton (1964) identify the different management styles through a grid. The grid classifies management styles by taking into account the manager's concern for production and concern for people. Relevant to this study is their 9,9 Managerial Style – high in both concern for people and concern for productivity. This style is underpinned by the belief that it is possible to effectively integrate 'people with production by involving them and their ideas in determining the conditions and strategies of work' (p. 142). Those with greatest stake in the work outcomes are granted authority to plan, direct and control their efforts. Subordinates are made to understand the organizational goals and how they can contribute to the attainment of these goals. Blake and Mouton (1964) argue that 9,9 management stresses the significance of organizing, measuring, motivating, coordinating and controlling people and their actions in linking individual effort of employees into the organizational purpose. In addition, Blake and Mouton (1964) believe that 'high concern for people is most likely to result in efforts to create conditions where people's ideas and feelings can be harnessed in a fully productive way. Most significant is the capacity of people to become involved in activities – to be committed to a purpose and to work autonomously once this condition has been achieved' (p. 154).

Fiedler (1967) postulates that three factors affect the extent to which a leader succeeds in a given situation: the positional power of the leader, the relationship between members of the organization and the leader, and the task structure. In this contingency view of leadership, the most favorable situation for leadership

effectiveness exist when there is good relationship between the leader and the members, when the task is structured, and when the leader possesses a high degree of power. The theory suggests that task-oriented leaders tend to be most effective in extremely favorable or unfavorable situation. On the other hand, relationship-oriented leaders are best suited for moderate situations in terms of the factors cited earlier.

Reddin (1967) presents twelve 3-D styles of leading people. Among them are the leader as developer and executive. The developer 'sees his job as primarily concerned with developing the talents of others and of providing a work atmosphere conducive to maximizing individual satisfaction and motivation' (Reddin, 1967:15). The executive views his job as the effective maximization of the efforts of employees in the pursuit of short and long term goals. High production and performance standards are set and individuals are treated differently.

Heller and Yukl (1969) propose a 'five-fold typology of decision behavior on a continuum of subordinate influence' (p. 227). Decisions can range from the leader's own decision without explanation to the subordinates, to leader's own decision with explanation to subordinates, to prior consultation with subordinates before the leader decides, to joint decision-making between the leader and subordinates, to delegation of decision-making to subordinates.

House (1971) presents a path-goal theory of leader effectiveness by expounding on the effects of leader behaviors classified as initiating structure and consideration. In initiating structure, the leader establishes structures for subordinates to psychologically perform the tasks. This is accomplished when the leader assigns specific tasks, specifies strategies to use, makes his/her expectations clear to subordinates, and schedules assigned work. In extending consideration, the leader

develops an environment that is psychologically supportive, warm, friendly and helpful. This is achieved when the leader promotes friendliness and is easy to approach, shows concern for the self-interest of the group members, and gives advance notice of forthcoming organizational changes. Among the key ideas included in this theory is the need for leaders to provide conditions for subordinates to attain work-goals in a satisfying manner. In carrying out this motivational function, the leader makes the path for attaining goals easier.

Vroom and Yetton (1973) suggest a situational model of leader behavior focused on decision-making using the following symbols: AI, AII, CI, CII, GI, GII, and DI. In AI and AII styles, the manager makes the decision, A stands for autocratic decision-making. The C styles signify consultative decision-making. In CI, the subordinates are consulted individually but the manager decides. In CII, the subordinates are consulted as a group before the manager makes the decision, which may or may not reflect the opinions of subordinates. In G models, decisions are made by the group – the manager and the subordinates. GI involves the manager and a concerned subordinate while GII has the manager facilitating the discussion and choice of final decision. In DI style, the manager delegates the problem to the subordinate for the choice of solution.

In using the Vroom-Yetton model, there are rules that should be observed to arrive at effective decisions. Vroom and Jago (1978) identified these rules as: (1) the leader information rule; (2) the goal congruence rule; (3) the unstructured problem rule; (4) the acceptance rule; (5) the conflict rule; (6) the fairness rule; and (7) the acceptance priority rule. The first three rules protect the decision quality while rules 4-7 ensure that the decision will be acceptable to the subordinates. These rules

represent the factors to be considered by the manager in choosing the most appropriate decision-making style in a given situation.

The situational leadership theory of **Hersey and Blanchard** (1988) identify four leadership styles, namely: telling, selling, participating, and delegating. Relevant to this research are their participating and delegating leadership styles. According to them, when a person or group has just developed the ability but has not yet gained confidence to do the job on his/her own, participating style is appropriate. Another situation that fits participating style is when a person or group has the ability but appears to have deteriorating motivation levels or is unwilling to carry out the task. Hersey and Blanchard (1988) point out that participating style involves 'high amounts of two-way communication and supportive behavior but low amounts of guidance' (p. 178). To solve problems or soothe the apprehension of employees who are already competent to do the job, discussion and supportive and facilitating behaviors are considered appropriate. The role of the leader is to encourage and communicate with the employees. Leaders of this style focus on high relationship and low task behaviors. The delegating style identified by Hersey and Blanchard (1988) is applied when the individual or group possesses both the competence and willingness to perform the task. The leader is both low in relationship and task behaviors. The confidence and motivation of the employees, coupled with their competence does not demand more supportive nor directive behaviors from the leaders because the employees can do their task. The leader allows the employees to perform their tasks with greater autonomy.

It is evident that various ways have been attempted to understand how leadership effectiveness can be fostered and enhanced. It cannot be denied that most

of these research undertakings go back to the identification of productive leadership behavior as influenced by the leader's characteristics.

2.2.13 Characteristics of Leaders for Effective Collaboration

The researcher has earlier synthesized the characteristics of the effective leader for the modern times by introducing a contemporary PRINCE. This is completely different from the prince of Machiavelli, who may have been ideal in earlier times, because the trend today requires leaders to possess new competencies. The PRINCE is **P**roactive, **R**esult-orientated, **I**ntelligent, **N**etwork-building, **C**redible and **E**mpowering (San Antonio, 2001).

The **proactive leader** takes risks. As pointed out by Berry (1996), the ability to anticipate changing environments is the mark of a high-impact leader. Fullan (1997) echoes this idea when he suggested that leaders should practice 'fearlessness' (p. 31) and be prepared to lose before winning. The proactive leader is prepared to act courageously at the right time and s/he anticipates the consequences of his/her actions (San Antonio, 2001). Jupe and Murphy (1998) recommends that school leaders must confront the modern day issues and challenges in a more proactive manner. Even if the work environment of school principals is innately reactive, effective principals have been found to be proactive (Manasse, 1985). Stringfield and Teddlie (1988) call this 'bias for action' (p. 45). Creighton (2005) uses the term strategy to refer to what the 'school leaders do before a problem arises' (p. 38).

The **result-oriented leader** is aware of the value of having a vision in an organization. According to Musella (1982) and Hill (2000), having a vision is a crucial competence for effective leadership. Effective educational leaders provide inspiration for others to aspire for the attainment of ambitious goals (Leithwood & Riehl, 2003). Smith (1998) asserts that the 'leader must be able to identify the

group's goal and stay on task' (p. 1). In other words, leaders should 'emphasize a clear vision or super-ordinate goal' (Francesco & Gold, 1998:121). Wood and colleagues (2004) stress the need for clear high performance standards to foster peak performance. Result-orientation enables the leader to provide a guiding star for all members to follow (San Antonio, 2001). Fullan (1997) believes that an organization 'needs both a vision of the nature or content that it represents and a clear vision of the processes it characteristically values and follows so it can be effective' (p. 31). Manasse (1984) argues that without an organizational vision, effective leadership is an impossibility.

The **intelligent leader** has the ability to use good judgment, reasoning and thinking capacity in leading and managing the organization (Lussier, 1993). Gardner (1999) contends that there are eight domains of intelligence, namely: linguistic, logical/mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and naturalist. On the other hand, Ritchhart (2001) suggests that intelligence be viewed as an intellectual character that involves dispositions in creative thinking (being open-minded and curious); reflective thinking (being metacognitive and a truth seeker); and critical thinking (being strategic and skeptical). The intelligent leader and manager can 'touch the hearts and minds of the organizational members to make them strive for more competence and deeper commitment towards higher productivity' (San Antonio, 2001: 21).

The **network-builder** believes that alliances with senior level administrators, colleagues and other concerned people, provide a source of fresh ideas and constructive feedback upon which his/her power base is fortified (Fullan, 1997). This network of relationships termed 'social capital' by Ortiz and Ogawa (2000:498) is useful in pursuing community development. Kanter (1983) uses the term 'coalition

building' (p. 157) to describe this process of persuading others to contribute to the organization's success. Krackhardt and Hanson (1993) suggest that managers should take into account the existence of informal organization in any attempt for organizational improvement. This network of relationships formed by employees is a key in fast tracking task accomplishment. The network building school manager likewise utilizes teamwork among the staff because, as it has been claimed by Adair (1997), performance peaks when organizational members work as a team. Halbert and Kaser (2002) suggest that networks succeed when a sense of team is developed and participants are committed to and identify with that goal.

The **credible leader** is 'honest, value driven and of unquestionable integrity' (San Antonio, 2001: 30). Most authors consider credibility, defined by Small Business Encyclopedia (1999) as the combination of honesty, competence and ability to inspire, as the most important trait that a leader should possess. As Pauker and Gallaghan (1999) recommend, leaders should do what they promise in order to enhance credibility. Credible leaders are aware 'that it is their visible actions that demonstrate true commitment' (Kouzes & Posner, 1993: 55). The practice of consistent human resource management strategies likewise foster credibility (Baron & Kreps, 1999).

The **empowering leader** 'strengthens his/her own bases of power by sharing them with his/her co-workers' (San Antonio, 2001: 31). By sending a signal to the employees that they are trusted and their ideas are respected, sharing power creates loyalty to the organization. As discussed in another section of this work, empowerment is enhanced when information is shared (Bailey, 1991; Bowen & Lawler III, 1995). Klose (1993) calls the empowering leader an organizational emancipator.

2.3 Collaboration and Participatory Decision Making

Collaboration as used in this section refers to the practice of PSALM by way of the school head sharing authority with an advisory school council (ASC) composed of representatives from teachers, parents, students, alumni and community leaders and involving the members in decision making (Beyerlein et al., 2003; Cooperman, 1999; Hart, 1998; Smith & Scott, 1990; Tschannen-Moran, 2001). Corrigan (2000) acknowledges that collaboration is a higher-level activity than cooperation or coordination. In the following discussion however, collaboration covers synonymous terms such as participation, partnership, consultation, involvement, participative decision making, collegial management and shared decision making. The discussion focuses on the rationale, forms, areas, positive effects, factors for effective implementation and teachers' reactions to collaborative school management practices.

2.3.1 Rationale for the Adoption of Collaboration in Organizations

Improved instruction, better learning, and enhanced school effectiveness/organizational efficiency are the most commonly cited reasons for implementing collaborative school practices such as school councils, collegial instructional leadership and parental/community involvement (Anderson, 1998; Cooperman, 1999; Harvard Family Research Center, 2003; Locke & Schweiger, 1979; Moisan, 1990; Rice & Schneider, 1994; Sparkes, 1981; Tomlinson, 1998). This is achieved because moving the school closer to the community and listening to the sentiments of concerned parties create a synergy and interdependence or connectedness that promote a learning organization towards better decisions (Beyerlein et al., 2003; Greenberg, 1975; Gretz, 2003; Kezar, 2001; Lindelow, Coursen, Mazzarella, Heynderickx, & Smith, 1989; Owens, 1998; Powers & Powers,

1983). Other scholars believe that collaborative school practices bring about higher levels of employee motivation, morale and commitment (Beare, Caldwell, & Millikan, 1989; Lawler III, Mohrman, & Ledford Jr., 1992; Nielsen, 1995). Finally, it is argued that this method is the most consistent governance scheme with democracy (Johnson Jr., 1998; Lindelow et al., 1989).

2.3.2 Forms of Collaboration

There are various forms of collaboration identified in the literature reviewed. Locke and Schweiger (1979) present the types of participative decision-making by contrasting them along three areas: forced or voluntary; formal or informal; and direct or indirect. It is **forced** when a law decrees its implementation and it is **voluntary** when both management and employees agree to adopt it in the organization. It is **formal** when an officially recognized decision-making body is created and it is **informal** when participation is based on the personal relationship between the managers and their subordinates. It is **direct** when each employee is involved in reaching decisions and it is **indirect** when representatives of stakeholders take part in the decision-making bodies.

On the other hand, Conway (1984) offers two broad categories of participative decision-making: internal participative decision-making, and external participatory decision-making. **Internal** participative decision-making makes the administrators deal with the teachers and/or students while **external** participative decision-making involves administrators with the people of the community. Finally, Tschannen-Moran (2001) identifies three forms of collaboration in the school, namely: **principal-teacher collaboration** on school-level decisions; **principal-parent collaboration** on school-level decisions; and **teacher-colleagues collaboration** on classroom decisions.

2.3.3 Areas for Collaboration/Decisional Involvement

The literature suggests that the usual areas for collaboration or decisional involvement are:

- ✓ Hiring personnel and providing staff development (Alutto & Belasco, 1972b; Apodaca-Tucker & Slate, 2002; Bacharach, Bamberger, Conley, & Bauer, 1990; Connors, 1978; Conway, 1976; Dondero, 1996; Duke, Showers, & Imber, 1980; Imber & Duke, 1984; Lindquist & Mauriel, 1989; Locke & Schweiger, 1979; McColskey, Mikow-Porto, & Bingham, 1998; Murphy, Telfer, & Wood, 1981; Rice & Schneider, 1994);
- ✓ Establishing academic and related policies (Alutto & Belasco, 1972b; Apodaca-Tucker & Slate, 2002; Bacharach et al., 1990; Conway, 1976; Dondero, 1996; Duke et al., 1980; Imber & Duke, 1984; Locke & Schweiger, 1979; McColskey et al., 1998; Murphy et al., 1981; Rice & Schneider, 1994);
- ✓ School budget (Alutto & Belasco, 1972b; Apodaca-Tucker & Slate, 2002; Bacharach et al., 1990; Connors, 1978; Conway, 1976; Dondero, 1996; Rice & Schneider, 1994);
- ✓ Selection of textbooks and other instructional materials (Alutto & Belasco, 1972b; Apodaca-Tucker & Slate, 2002; Bacharach et al., 1990; Conway, 1976; Rice & Schneider, 1994);
- ✓ Curriculum development (Apodaca-Tucker & Slate, 2002; Connors, 1978; Dondero, 1996; Duke et al., 1980; Imber & Duke, 1984; Lindquist & Mauriel, 1989; McColskey et al., 1998; Murphy et al., 1981);

- ✓ Planning new school facilities (Alutto & Belasco, 1972b; Bacharach et al., 1990; Connors, 1978; Conway, 1976; Duke et al., 1980; Imber & Duke, 1984);
- ✓ Addressing students' academic and other needs (Alutto & Belasco, 1972b; Bacharach et al., 1990; Conway, 1976; Duke et al., 1980; Murphy et al., 1981; Rice & Schneider, 1994);
- ✓ Student discipline issues (Alutto & Belasco, 1972b; Bacharach et al., 1990; Duke et al., 1980; Imber & Duke, 1984; McColskey et al., 1998; Rice & Schneider, 1994);
- ✓ Resolving problems in school-community relations (Alutto & Belasco, 1972b; Conway, 1976; Imber & Duke, 1984; Rice & Schneider, 1994);
- ✓ Evaluation and assessment of students and teachers' performance (Bacharach et al., 1990; Duke et al., 1980; Rice & Schneider, 1994);
- ✓ Resolving grievances of staff and students (Alutto & Belasco, 1972b);
- ✓ School mission, vision and goals (Connors, 1978; Imber & Duke, 1984; Rice & Schneider, 1994); and
- ✓ Teaching methods (Alutto & Belasco, 1972b; Bacharach et al., 1990; McColskey et al., 1998).

2.3.4 The Positive Effects of Collaboration

Research suggests that allowing teachers to take part in decision-making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and implementation (Chapman & Boyd, 1986; Doyle & Wells, 1996; Driscoll, 1978; English, 1979; Gamage & Pang, 2003; Hargreaves & Hopkins, 1991; Hunton, Hall, & Price, 1998; Jenkins Jr. & Lawler III, 1981; Lawler III et al., 1992; Lindelow & Bentley, 1989;

Locke & Schweiger, 1979; Vroom, 1960; Watkins, 1985). Similarly, employee commitment and loyalty are fostered by collaborative school management practices (Beyerlein et al., 2003; Chapman & Boyd, 1986; Hargreaves & Hopkins, 1991; Wong, 2003). Moreover, researchers claim that better decisions are reached and greater efficiency is achieved as the issues are discussed extensively via open communication among people having varying viewpoints involved in participative set-ups (Connors, 1978; Dachler & Wilpert, 1978; Fidler & Bowles, 1989; Gamage, 1996b; Hargreaves & Hopkins, 1991; Hoy & Tarter, 1993; Likert, 1967; Lindelow & Bentley, 1989; Lindelow et al., 1989; Locke & Schweiger, 1979; Owens, 1998; Powers & Powers, 1983; Rosener, 1990). Another noteworthy impact of participatory management is that participants tend to have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such efforts (Duke et al., 1980; Gamage, 1996d; Hargreaves & Hopkins, 1991; Kefford, 1985; Lindelow & Bentley, 1989; Melcher, 1976). That opportunity for participation promotes learning of new skills or personal development among participants is another encouraging result of participative management schemes (Connors, 1978; Dachler & Wilpert, 1978; Owens, 1998; Salisbury, 1980; Tschannen-Moran, Uline, Hoy, & Mackley, 2000). Furthermore, creativity is allowed to flourish in a participative and collaborative atmosphere (Hargreaves & Hopkins, 1991). Other positive effects of implementing participative management practices are: heads cannot easily manipulate people (Watkins, 1985); teachers are given a sense of control over their own work lives (Weiss, Cambone, & Wyeth, 1992); power inequities are balanced (Harchar & Hyle, 1996); and additional resources become available to the organization (Gamage et al., 1996; King & Swanson, 1990; Lienhart & Willert, 2002).

2.3.5 What is Needed for Successful Collaboration?

Connors (1978) claims that high degree of commitment is required in organizations implementing participative decision-making. English (1979) also notes that the willingness of principals to share decision-making with staff determines the extent of actual teachers' participation. Watkins (1985) exhort administrators to share information and accept other information unearthed during the collaborative process. McGonagill (1987) gave the following steps in forging effective partnerships: (1) development of trust and keeping lines of communication open; (2) clarifying roles; (3) specifying information needs; and (4) creating mutual accountability.

Prestby, Wandersman, Florin, Rich and Chavis, (1990) suggest that increased participation is attained when management increases the benefits and reduces the costs associated with participation. Hargreaves and Hopkins (1991) believe that a partnership that is focused on improving the quality of teaching and learning in the school should have participants who are open to the idea of change, give adequate time for such ideas to prosper, share their experience, talents and ideas, and are willing to learn from mistakes. Lawler et al (1992) claim that there are four essentials for participants to be effective, namely: power, information, knowledge and rewards. To Easton and Storey (1994), the most important condition for the success of shared decision-making is a democratic climate for extensive discussion of various ideas for school improvement. Townsend (1994) observes realistically that community people will get involved only when they see the benefits to be gained. Rice and Schneider (1994) recommend that principals should allow teachers to participate in areas of school operation that fall outside the teachers' zone of indifference.

To Nielsen (1995), the activities such as: 'face-to-face communication; open-ended problem-solving; jargon-free communication; active participation; planning; engaging an external facilitator; off-site activities; positive climate setting; support from administrators; procedures guaranteeing interaction; and belief in the value of stakeholder participation' are essential for success in consultation (pp.219-220). Brandt (1995/1996) asserts that it is not the set of procedures that determine successful participative management but the set of beliefs among the stakeholders. It is important that they should believe that people are really capable of making productive decisions.

When there is a high degree of cooperation between teachers and ideas are allowed to interplay freely in a positive climate, collaboration is more likely to be effective (Hayes, 1996). When implementing collaborative management, Hayes (1996) suggests that parties that collaborate derive benefits from the endeavor and their relationships be nurtured.

Owens (1998) notes that 'the need for an explicit decision-making process, the nature of the problem to be solved or issue to be decided and criteria for including people in the process' (p. 271) should be considered in implementing participative schemes in the schools. Among the steps recommended by Hickey and Casner-Lotto (1998) in creating a culture of participation are: making the employees aware that participation will entail changed roles and responsibilities; devoting time; and providing channels for two-way communication in the organization. Hargreaves and Fullan (1998) believe that building strong partnerships requires the overcoming of initial difficulties in order to shape a shared focus and mutually beneficial relationships. To attain improved instructional delivery via collaboration, Evans-Stout (1998) suggests that there are at least four conditions to be considered: that it

takes time, that there should be trust; that tenacity is necessary; and that focus of teachers' interaction should go beyond irrelevant issues to the discussion of classroom concerns. Roberson, Moye and Locke (1999) reported that when employees perceive that the procedures taken in arriving at a decision are fair, their participation leads to satisfaction.

Hill (2000) asserts that to unleash and harness the collective genius of organizational members, managers should: appreciate individual differences while fostering collective identity and goals; encourage support as well as foster confrontation among the members; stress performance and focus on learning and development; and balance their authority with the autonomy of members. Owens (2001) acknowledges that collaborative decision making will not succeed unless the administrator believes that sharing power is a win-win proposition.

To Sawyer (2001), there should be regular and genuine discussions on teaching practices if collegial practices are to succeed. As Leonard and Leonard (2001) argue, teachers holding similar beliefs and values tend to collaborate in easier ways. This need for shared values is also recognized by Brundrett (1998). Decker (2001) acknowledges that time and patience on the part of the school professionals are needed in developing collaborative relationships with families. He adds that sharing power, taking risks, admitting mistakes and mediating controversy should be done by administrators, when needed. Tschannen-Moran (2001) likewise asserts that trust is essential in making collaboration work in schools. Belenardo (2001) claims that building a sense of community in the school requires the principal to introduce appropriate structures with delegation to prioritize goals and manage the school efficiently.

Lienhardt and Willert (2002) recommend that administrators wishing to shape communities with shared values should be ready to share responsibilities, and utilize inputs from stakeholders in improving the school. Gideon (2002) points out that collegial school management centered on instructional improvements must be concerned with issues that are immediately useful to teachers and that collaboration must be incorporated into the regular school schedule.

The type of participation to be drawn from stakeholders is not the same all the time. Gamage and Pang (2003) suggest that the nature of the problem, composition of the group, consensual process, impact of leader behavior and impact of circumstances should be considered when choosing the appropriate approach.

It can be said, therefore, that the following factors determine the success of collaborative efforts in organizations:

- Organizational members should be aware of the benefits and rewards to be derived from collaborative endeavors;
- Organizational members should have good rapport, characterized by open communication lines and trust, and be willing to share responsibilities in facing the challenges;
- Organizational members' attention should be drawn to the relevant issues to be addressed in their collaborative efforts;
- Organizational members should be granted the power and authority to choose and implement options for solving organizational problems; and
- Organizational members should be given adequate time to learn how to collaborate effectively.

2.3.6 Barriers to Effective Collaboration

To succeed in implementing collaborative or participatory school management, there is a need to be aware of the different barriers that one has to overcome. The most commonly cited barrier is that it is time consuming (Anderson, 1998; Chapman & Boyd, 1986; Duke et al., 1980; Hargreaves & Fullan, 1998; Pounder, 1998; Tschannen-Moran, 2001). It has been likewise reported that majority of the other stakeholders fail to participate actively because they feel excluded as principals are perceived to be autocratic or hesitate to involve them due to the apprehension that they do not possess expertise on educational matters (Kezar, 2001; Powers & Powers, 1983; Robertson & Briggs, 1998; Tschannen-Moran, 2001; Watkins, 1985). The differences in socio-economic and cultural backgrounds among the various stakeholders pose another barrier to effective collaboration (Gilbert & Dewar, 1995; Hayes, 1996; Lam, 2000).

Others list different barriers to involvement. Lawler and colleagues (1992) claim that: 'short-term performance pressures, lack of a champion for employee involvement, unclear employee involvement objectives, lack of long-term strategy, and management culture' hinder stakeholder involvement (p. 50). In addition, Kezar (2001) wants to avoid the following pitfalls:

> Not being aware of power relations and multiple perspectives;
> Not being observant of possible oppressive or coercive outcomes of any leadership model;
> Not being aware how a model can serve to exclude or define people out of leadership;
> Not emphasizing collective growth, but instead expecting growth from those who do not fit a singular or dominant model;
> Using shock or force against individuals who need to align because they are acting in oppressive ways, rather than negotiation and challenge; and
> Not clearly articulating the reasons why individuals should change their identity to align with the institution (p. 99).

Beyerlein and colleagues (2003) declare that collaborating effectively entails the following difficulties: 'lack of personal accountability prevents people from trusting others and coaching them to perform to acceptable standards; managing complex tradeoffs requires people to bring conflicting perspectives to the table and integrate them effectively; and misalignment of information, authority, and decision making, preventing people from making effective decisions' (p. 7).

Discussing the difficulties in involving the students in policy-making in education, Critchley (2003) identifies the following constraints: lack of policies providing for student involvement in educational policy-making; token student involvement; adults' mindset that they must do everything for young people; absence of faith in the capabilities of students to make decisions; reluctance to share power in policy-making; and educators' lack of skills in working with students.

Another point to remember in any attempt to collaborate with other stakeholders is the likelihood that the other stakeholders may be less enthusiastic to take part (Gamage, 1996a). In addition, it has been reported that 'the level of community participation in secondary schools was much lower than that in primary schools' (Gamage, 1996a: 367). This was so because students themselves preferred to be more independent from parents.(Gamage, 1996a)

These barriers are considered challenges by innovative leaders who wish to succeed in harnessing the synergistic potential of organizational members for peak performance.

2.3.7 Teachers' Reactions to Collaboration

Research shows that collaborative or participatory school management is viewed by teachers in different ways. Harrison (1998), after obtaining data from 1181 teachers and 107 principals in Israel, concludes that teachers feel not to have a

significant influence on all levels of schooling under a condition of limited decentralization. Leonard and Leonard (2001) likewise reports that collaboration as practiced in the schools are perceived by teachers to be less than desirable. In another study, it was concluded that the stated desires for cooperation and collaboration in schools do not match with perceived practices – teachers do not perceive that the rhetoric for cooperation is practiced in the schools (Jenni & Mauriel, 2004).

Teachers' willingness to participate in decision-making depends on the 'situation-participation match' (Hoy & Tarter, 1993:6). Involvement of subordinates is appropriate only when they possess the knowledge and skill to enhance the decision, and they feel a personal stake in the outcome of the decision. When subordinates lack expertise but have personal stakes, their participation should be limited. When subordinates possess expertise but have no stakes in the decision outcome, the leader/manager should extend extra effort in sustaining the interest of subordinates to participate in order for them not to feel being exploited or used. In a situation where subordinates have no expertise and stake in the decision outcome, they should not be involved at all.

In two studies on decisional involvement conducted by Alutto and Belasco (1972b; Alutto & Belasco, 1973), it was discovered that younger male teachers in the secondary levels in the rural areas tend to feel the highest levels of decisional deprivation – the feeling that they are not being allowed to take part in making decisions on areas they wish to have a say. Conversely, older female teachers at elementary levels in the urban areas tend to feel decisional saturation – the feeling that they are being so much involved in decision-making even on matters beyond their concerns (Alutto & Belasco, 1972b, 1973). In another study, Alutto and Belasco (1972a) explored the relationship between decisional participation and

teacher satisfaction. The findings revealed that teachers who have high decision deprivation levels have low levels of satisfaction. This suggests that decision involvement appears to be associated with higher job satisfaction levels.

Conway (1976) clarifies that 'the greatest need in schools is still in the direction of increasing the level of teacher involvement' (p. 138). Positive reactions of teachers to collaboration were revealed in the findings of other researchers. Riley (1984) reports that teachers desire to take part in shared decision-making. Blasé (1989) points out that teachers tend to be more open with principals they consider to be participatory. Johnson (1989) declares 'that if teachers were truly permitted to set school policies, if formal authority over matters of consequence were truly granted, they would likely assume more active roles, particularly over instructional decisions' (p. 107). Rice and Schneider (1994) indicate that teachers constantly yearn for more involvement in school decision making. They also added that teachers who perceive themselves as possessing higher levels of influence also reported higher levels of decision involvement, interest in decision issues and job satisfaction.

Theakston, Robinson and Bangs (2001) have concluded that extensive teacher involvement is acceptable to the teachers and when it happens, their sense of ownership of decisions appeared to be greater. Gaziel (2002), who interviewed 10 teachers in four elementary schools in Israel, found that teachers reported positive effects of decisional involvement to their job in the sense that they were encouraged to put more energy into their actual teaching and into student development as well as making them feel a greater sense of professionalism.

2.4 School-Based Management (SBM)

This sub-section discusses the SBM phenomenon by presenting its rationale, models that some countries are implementing, implementation strategies, factors hindering its successful implementation, and impact of its implementation.

2.4.1 Rationale for SBM

Several rationales support the adoption of SBM. The most common reason offered for the desirability of SBM is increased productivity or enhanced school effectiveness and improvement (Brown, 1990, 1991; Caldwell & Spinks, 1988; Chapman, Froumin, & Aspin, 1995a; Gamage et al., 1996; Karlsen, 2000; McGinn, 1998; Pierce, 1980; Sackney & Dibski, 1994). Another popular justification for employing SBM is the greater flexibility it provides school level stakeholders (Brown, 1990, 1991; Cheung & Cheng, 1996; Dondero, 1996; Gamage et al., 1996; Nir, 2002). Increased authority and autonomy to school decision makers is another reason for pushing SBM implementation in the schools (Beare, 1983; Cheung & Cheng, 1996; Dondero, 1996; Gamage et al., 1996; Nir, 2002). Furthermore, it is argued that SBM promotes efficiency and economy in the operation of schools (Caldwell & Spinks, 1988; Karlsen, 2000; Mann, 1990; McGinn, 1998; Walker, 2002). Other arguments for SBM and decentralization include: generation of better educational decisions and vigorous implementation of such decisions (Chapman et al., 1995b; Pierce, 1980); enhancement of the accountability of school personnel (Brown, 1990, 1991; Gamage et al., 1996); utilization of local input/strengthening local culture/developing the external community (Bryk & Rollow, 1992; Gamage, 1993; Gamage et al., 1996; Karlsen, 2000; Leithwood, Jantzi, & Steinbach, 1999; Walker, 2002); and fostering of commitment and sense of ownership among the stakeholders (Lindquist & Mauriel, 1989; Walker, 2002).

2.4.2 Different Types of SBM Models

Bush and Gamage (2001) postulate a continuum of governing body types on the basis of the level of activity. According to them, governing bodies range from being 'inactive' to 'proactive'. **Inactive** governing bodies have governors who fulfill their minimum statutory tasks and delegate most of their responsibilities to the professional staff while the **proactive** governing bodies have governors wanting to directly influence policies and operational management. Aside from this, there are two approaches by which scholars categorize school-based management models. One group of researchers and scholars considers the extent of authority granted to the decision-making council while the other group bases its classification on who has substantial control of decisions.

2.4.2.1 Models Based on Authority Granted

As to the extent of authority granted, four lists have been discovered. Morley-Jones (1989) cites four models of school governance, namely: accountable, advisory, supportive, and mediating set ups. **Accountable school governance** assumes responsibilities from delegated authority granted by superiors and concentrate on improving services to the community. **Advisory form of school governance** checks whether school practice conforms to standards. **Supportive school governance** assists the school by strengthening links with other organizations and school authorities. **Mediating school governance** attempts to involve all constituents in shaping a consensus for action that consequently bring about smooth operation among all parties in the school system. Likewise, Easton and Storey (1994) propose four different governance types: balanced, limited, excessive, and moderate. Active, involved and democratic governance councils are **balanced**; councils that merely affirm principal decisions are **limited**; governance councils overwhelmed by conflict

are **excessive**; and governance councils wavering between balanced and limited governance styles are **moderate**. To Cheung and Cheng (1996) the four typical forms of self-management are: operational, zero, policy, and full self-management. In **operational self-management**, the staff works without autonomy in deciding what to do but is granted autonomy in deciding how to do things. In **zero self-management**, autonomy on what and how to do things in school is absent. In **policy self-management**, the staff has autonomy to decide what to do but does not function to carry out the task. In **full self-management**, the staff is granted high level of autonomy in deciding what to do and how to do things in the school.

By considering the approaches adopted in introducing SBM, Gamage and Zajda (2005), classify governing bodies as **voluntary advisory type** as in New South Wales, Australia, **mandatory advisory councils** as in Western Australia, **voluntary corporate governing type** as in Northern Territory and **mandatory and corporate type** as in the ACT, Victoria and South Australia**.**

2.4.2.2 Models Based on Stakeholders' Influence on Decisions

For models based on the stakeholder having substantial decision-making authority, five lists were found. Wohlstetter and Odden (1992) have three models: **community control model, administrative decentralization, and principal-centered decision-making**. Leithwood and Menzies (1998) characterize **administrative control model** as having increased accountability to superior offices for efficient use of resources. **Professional control model** features teachers as the key decision-makers while **community control model** has parents and community representatives being allowed to have more influence on decisions. Jongmans, Biemans and Beijard (1998) offer three categories: hierarchically-oriented; colleague-oriented; and limited colleague-oriented. **Hierarchically-oriented type** is dominated

by the school management; **colleague-oriented type** has teachers dominating policy decisions; and the **limited colleague-oriented type** takes the middle ground between the two school types. Lingard, Hayes and Mills (2002) suggest three options for implementing SBM: granting **limited flexibility** to schools allowing superiors to supervise the planning and accountability of the schools; allowing **higher levels of community involvement** in school decision- making; and establishing **school councils** with higher level offices merely monitoring the work of the local schools.

Ranson, Farrel, Peim and Smith (2005) distinguish four distinctive types of school governing bodies as: a **deliberative forum** in which the head teacher leads discussions of school management concerns; a **consultative sounding board** in which the school head presents policies to the board to secure their consent and authorization; an **executive board** in which the business aspects of the school are the board's responsibility while the principal takes responsibility for instructional leadership; and a **governing body** in which the board 'takes overarching responsibility for the conduct and direction of the school' (p. 311) as it exercises the function of scrutiny, strategy and accountability.

2.4.3 Some Countries Implementing SBM

Among the leading implementers of SBM are Australia, the USA, Great Britain and New Zealand. In Australia, it is acknowledged that Victoria has developed a tradition of community participation in school management as early as the passage of the Education Act of 1958, which mandated the establishment of school committees (Gamage, 1996d). According to Gamage (1996d), prior to the Education Act of 1975, the Victorian Director General of Education already offered options for organizing school councils. School councils mandated by the said Education Act became mandatory corporate governing bodies. The membership in

secondary school councils comes from the parents, teachers, community representatives, and students, with the school head as an ex-officio member and chief executive officer. After a series of reviews on the school council composition, it was agreed that secondary schools should have school councils whose total membership composition should be: not less than one-third parents; not more than one-third staff members; not more than one-fifth students; and co-opted members should not exceed one-fifth of the membership (Gamage, 1996d). The research by Gamage and colleagues in 1996 suggest that an overwhelming majority of the school council members in Victoria were highly satisfied with the decision-making processes and the over-all functioning of their councils. The council members were also satisfied with the improvements within teaching/learning environments.

In Chicago, Local School Improvement Councils composed of members appointed by the principal and given advisory power on school improvements and school spending priorities, have been mandated by the School Reform Act of 1988 (Chicago Public Schools, 2003). Gamage (1996d) acknowledges that this Act introduced the most radical educational reforms in America. This act mandated the creation of parent-dominated Local School Councils (LSC) in the form of mandatory, corporate governing bodies in every school. The LSC is composed of six parents, two community representatives, two teachers and the principal with a student member included in high schools (Hess Jr., 1994). The school councils were granted the authority to hire and fire the school principals (Sebring & Bryk, 2000). Various research on school reforms in Chicago show significant student achievement gains brought about by local school autonomy (Sebring & Bryk, 2000). In 1995, Chicago School Reform Amendment Act legislated an integrated school governance

mechanism that provided clearer LSC accountability and stronger system-level authority (Wong, 2000).

The Education Act of 1986 and the Education Reform Act of 1988 introduced the concept of local management of schools (LMS) in England and Wales, with autonomy for school management (Gamage, 2000). According to Gamage (2000), the board of governors is composed of representatives elected from parents and teachers as well as additional members appointed by the Local Education Authority (LEA) and co-opted members appointed by the governors, with the principal as an ex-officio member. Depending on a school's enrolment numbers, membership of boards varies from 9 to 19 members. In schools with less than 99 students, the board is composed of 2 parents, 2 LEA appointees, 1 teacher, 3 co-opted governors and the head teacher. At the other end of the continuum, schools with more than 600 students have a board composed of 5 parents, 5 LEA appointees, 2 teachers, 6 co-opted governors and the school head. Since September 1999, schools in England and Wales have been mandated by law to introduce signed home-school agreements as a way of reinforcing school-family partnerships (Hood, 2001).

In New Zealand, Tomorrow's Schools project introduced in October 1989 has two features: all administrative layers between the central state agencies and the local schools were dismantled and many functions were devolved to the school boards of trustees; and a partnership between the professional staff and the community was made the basis of school governance (Robinson, Timperley, Parr, & McNaughton, 1994). In other words, New Zealand schools have become stand-alone units, free from the shadows of district, education boards or national level bodies since the introduction of site-based management (Wylie, 1995/1996). As reported by Wylie (1995/1996), a board of trustees, composed of 5 parent representatives, one (1) staff

representative, the principal and a student in the case of secondary schools assuming responsibility for hiring and firing of all school staff, administering the school budget, maintaining buildings and grounds and helping provide professional development to the staff.

Many other countries from all parts of the world are currently implementing their own versions of SBM. In 1968, schools in Quebec in Canada were required by the Department of Education to create advisory school councils composed of teacher representatives (Isherwood & Taylor, 1978). Before making decisions on pedagogical and disciplinary issues, principals were required to consult the council. In 1991, the Royal Commission on Learning in Ontario recommended the creation of school community councils, which was launched in April 1995 via a Policy and Procedure Memorandum (PPM 122). A study conducted by the Education Improvement Commission recommended to stress that school councils' common goal in Ontario is to provide assistance in improving student learning. Regulations 612 and 613 further clarified the roles and responsibilities of educators and parents participating in school councils (Ontario Ministry of Education, 2001).

Chile has started its major decentralization initiatives in the early 1980s (Schiefelbein & Schiefelbein, 2000). Derqui (2001) states that some states allowed the creation of school councils composed of teachers, administrators, students and parents after democracy was re-established in Brazil in 1985. In Greece, the Law 1566 of 1985 tried to devolve educational control to regional and local levels, but this attempt merely centered on reconstructing existing bureaucratic elements rather than modernizing educational administration (Ifante, 1995).

In keeping with the worldwide trends for more school autonomy in the second half of the 1980s, the Netherlands outlined its new management philosophy in 1985,

giving significant decentralized authority to the school level (Karsten, 1998). The relations between parents and school boards have changed with the trend towards deregulation and greater school autonomy in the Netherlands (Smit & Van Esch, 1996). In Belgium, treatment of parents as co-equal of other school professionals started in the state schools in 1991 and in city and free schools in 1992 (Verhoeven & Van Heddegem, 1999). It has been acknowledged that multiple motives pressed Mexico's federal government into adopting educational reforms when the National Agreement for the Modernization of Basic education was signed on May 18, 1992 (Ornelas, 2000). In 1993, pursuant to the first general law on education in the history of Argentina, the national government was empowered to design educational policy and control its implementation (Derqui, 2001). Each school is encouraged to develop its own organizational and management structure based on its own context. Principals are elected democratically.

South Africa, through Act No. 84 of 1996, mandated that the administration of every public school be vested in an elected school governing body (Gamage & Zajda, 2005). Members of the governing body include the principal in his/her official capacity, co-opted members, and elected members from each of the categories which include: parents, teachers, non-teaching staff, and students in schools with an eighth grade or higher.

Bezzina (2000), commenting on the efforts to decentralize Maltese school management in the late 1990s, claims that it is extremely difficult to provide leadership, which moves away from an absolutely authoritative to a more collaborative style. Among others, he suggests that educational leaders should pursue empowerment and practice collegial leadership in their efforts to cope with the systematic changes taking place.

Asian countries have likewise joined the march towards decentralized schools that collaborate extensively with the community. In Singapore, the government started encouraging schools to opt for more administrative and professional autonomy in 1988 (Kam & Gopinathan, 1999). In Hong Kong, the Education Department has stressed the importance of home-school partnership since 1991 as a feature of the School Management Initiative (SMI), which granted Hong Kong schools increased financial and administrative control (Ng, 1999; Wong, 1995). In 1999, the establishment of corporate governing body type school management committees was mandated in Hong Kong (Gamage & Zajda, 2005).

Educational decentralization in China was introduced when the State Council issued the program for educational reform and development in March 1993 (Hawkins, 2000). In Japan, the Comprehensive Decentralization Law of 1999 transferred substantial authority over schools to principals as a way of providing more autonomy to schools and school administrators (Muta, 2000). In Korea, pilot schools organized school councils composed of teachers, parents and community leaders as early as 1995, but it was only in 2001 that most schools implemented SBM (Kim, 2004).

After the Asian financial crisis of the mid-1990s, within the ASEAN, Thailand diagnosed that the main economic ills were resulting from her bureaucratic, rigid education system. Accordingly, the Education Reform Act of 1999 decentralized the Thai Education System with devolution of authority to school councils, which operate as mandatory, corporate governing bodies. Each school council comprises of representatives of teachers, parents, alumni, local government bodies, special interest groups together with the principal as an ex-officio member (Gamage & Sooksomchitra, 2004). Among the main reform strategies implemented

in Indonesia is the involvement of community in managing the schools (Yulaelawati, 2002). In 2003, Indonesia introduced SBM with mandatory corporate governing body type school boards.

2.4.4 Ensuring Effective SBM Implementation

There are writers who recommend ways of further refining the implementation of SBM to make it more effective. Caldwell and Spinks (1988), who conducted an experiment in one high school in Tasmania, identified the techniques for effective SBM implementation by listing the following characteristics of the Collaborative School Management model: integrated setting of goals, making of policies, planning, budgeting, implementing and evaluating in an efficient and effective way; involvement of staff, students and the community, with specific roles for governing bodies that assume responsibility for policy-making; and focused on the key functions of schools – learning and teaching – and, accordingly, organizing school management around programs that fit the preferred patterns of work in the school.

Wohlstetter and Odden (1992) call for linking SBM with reforms focused on curriculum and instruction; authentic decentralization of power, staff development, school data base and new remuneration schemes; looking into how SBM promotes a new culture in the school; and encouraging district and school leadership to support SBM.

The Schools of the Future Programmes in Victoria has been characterized by Townsend (1994) as: schools being responsible for decisions on finance, staffing and curriculum via school councils; principals being responsible for leading and managing the curriculum, resources and personnel as well as organizing the school; a new Board of Studies being responsible for establishing a broad curriculum and

standard framework while each school being responsible for developing a charter, which will be the most important instrument for accountability.

Odden and Wohlstetter (1995) found that three crucial resources need to be decentralized in order for a school to utilize its new powers: opportunities for training and professional development; sufficient information as bases for key school decisions; and a system of rewarding excellent performers. They likewise identify characteristics of successful school-based management implementers, namely: power is dispersed throughout the school; information is disseminated to school-based management participants; principals delegate and lead; vision of the school is well-defined; and accomplishments are rewarded.

Briggs and Wohlstetter (2003) believe that there are eight key elements of successful SBM schools, namely:

- An active vision;
- Meaningful decision making authority;
- Distribution of power;
- Development and use of knowledge and skills;
- Collecting and communicating information;
- Rewards for progress;
- Shared leadership; and
- Cultivating resources (pp. 356 – 366).

Similarly, Anderson (2006) asserts that the successful operation of a school council has the following elements: focus is on students; membership is diverse; council members are well-trained; council is well-organized; guidelines for operation are clear; decision-making is a shared endeavor; and members are accountable.

Spilman (1995/1996) used a model of transforming school that consists of the following: empowered teachers in a collegial and collaborative team; committed educators whose vision is to develop the students' potentials; pedagogy that addresses the holistic needs of the students; and school development programs based on

entrepreneurial school/business partnerships. Cross and Reitzug (1995/1996) identify ways in building ownership in schools, namely: making parental involvement real; challenging current relationships; letting go of destructive relationships; building a climate of trust; creating meaningful staff involvement; and allowing sufficient time for effective practices to evolve.

Bezzina (1997), in his research conclusions about restructuring schools in Malta, asserted that school-site management is about ownership and entails the empowerment of key stakeholders in decision-making; potential for enhancing organizational effectiveness and improving student outcomes; the belief that school is a center of critical inquiry, not a target of change; envisages staff development leading to networking and problem-focused activities; reliance on collaborative approaches to development; and focuses directly on the learner rather than on money.

McColskey et al (1998) highlight the need for substantive school leadership that role models behaviors engendering trust, building constancy of purpose or focus, listening more than talking, and encouraging the taking of risks towards innovation.

Fullan and Watson (2000) recommend that to make SBM more effective, the authorities should focus on: reviewing and strengthening decentralization policies; reviewing and building infrastructure that enhance local school and community capacities; establishing a system of data gathering; and being persistent and patient.

The Queensland School Reform Longitudinal Study (Education Queensland, 2003) pointed out that SBM does not necessarily yield better student achievements if not coupled with attempts to: infuse adequate financial and emotional investments in teacher professionalism; develop a learning community; and improve classroom practices of pedagogy and assessment.

Pharis and colleagues (2005) have concluded that open communication, availability of information, cooperation, teamwork and clear focus are factors that enable effective school council operations. The findings of Pointing (2005) in a multi-site case study of three newly formed school councils in Queensland included: 'where a culture of shared decision-making and stakeholder involvement already exists there seems to be a greater chance for success when Councils are introduced; for any change such as School Councils to be effective, ownership of those affected by the change would be beneficial;…the leadership style of the principal may affect the successful operation of councils, with a democratic and collaborative style seeming to be the most appropriate; and working collegially and team cohesion appear to be necessary elements for school councils to be successful' (pp. 232-233).

One factor acknowledged as crucial in the effective SBM implementation is the need for instruction to be given adequate attention. Guskey and Peterson (1995/1996) enumerate the following ways to put classroom practices at the heart of school-based decision making:

- Focusing on student learning as a clear mission;
- Clarifying goals for the decision-making process;
- Stressing that school-based decision making as a process for bringing about change and not as a goal in itself;
- Altering governance structures to give administrators, teachers, and parents real power and authority;
- Being responsive to parents' concerns, and involving them in the school community;
- Redesigning schedules to give teachers time to participate in decision making;
- Investing in meaningful professional development;

- Obtaining the essential expertise on which to base decisions;
- Ensuring active support from all concerned;
- Rewarding accomplishments; and
- Working to establish a collaborative school culture focused on improvement.

Training or professional development is important in ascertaining that SBM implementers are competent to carry out their changed roles and functions. In fact, building capacities of schools, head teachers and communities has been conceded as the crucial element in implementing effective SBM (Caldwell, 2005; Grauwe, 2005). As Weiss et al (1992) assert, teachers will fail if there is no constant effort towards capacity building in the school. Herman (1990) lists: communicating verbally or non-verbally; planning methodologies; developing a vision, mission and action plans; developing policies and standard operating procedures; leading and being a follower; defining desired results and the methods of assessing success in achieving such desired results; being agents of change; planning collaboratively; and other related activities as the areas in which training should be ensured for effective SBM implementation. It should be noted, however, that professional development may bring results unexpected by school administrators. As Mabry and Ettinger (1999) realized, training gives teachers confidence that promotes autonomy which may be used either to support or jeopardize school improvement projects.

From the foregoing discussion, it can be said that the following features characterize effective SBM implementation:

- Effective SBM integrates the school council's setting of goals, formulating of policies, planning, budgeting, implementing and evaluating of school improvement efforts;

- Effective SBM obtains the involvement and participation of the stakeholders in school improvement pursuits;
- Effective SBM focuses on the key function of the school – teaching and learning or a vision for intellectual and social development of the students;
- Effective SBM sets aside adequate time for developing a rapport amongst educational stakeholders, discussion of ideas and implementation and evaluation of action steps chosen; and
- Effective SBM trains people involved to ensure their productive participation.

2.4.5 Factors Hindering SBM Effectiveness

Researchers concede that the changes associated with the introduction of SBM give birth to difficulties and problems. In some areas, SBM fails to attain its goals because of a number of factors. One is time constraint (Dellar, 1995; Leithwood & Menzies, 1998; Lindquist & Mauriel, 1989; Malen, Ogawa, & Kranz, 1990; Marren & Levacic, 1994; McColskey et al., 1998). Another factor is the absence of training that may make stakeholders aware of their new roles at the same time that their skills are being honed (Chapman & Boyd, 1986; Leithwood & Menzies, 1998). Another constraint is lack of resources and support (Chapman & Boyd, 1986; Geraci, 1995/1996; Lindquist & Mauriel, 1989; Wylie, 1995/1996). The negative attitudes of professionals in the school – the principal and the teachers – coupled with the prevailing norms in schools offer other obstacles to genuine involvement of the parents and community leaders (Badcock, 1988; Johnson & Scollay, 2001; Leithwood & Menzies, 1998; Malen et al., 1990; Marren & Levacic, 1994; Robinson et al., 1994). It is likewise a fact that various educational stakeholders have diverse interests, power, influence and expertise which contribute to parents being deprived of the chance to take an active part in the school council

(Johnson & Scollay, 2001). Moreover, school councils that focus on trivial issues, rather than educational concerns, hamper SBM's potential to promote improvements in the schools (David, 1995/1996).

In reporting on the findings of research conducted in New South Wales, Gamage (1996d) summarizes the difficulties in the functioning of school councils by writing:

> 'uncertainty about the powers, responsibilities and the role of a school council,…..lack of direction, the feeling of being a rubber stamp; and parent and teacher apathy; and the reluctance of principals to divulge information [were] some of the main problems in preventing active community involvement' (p. 139),

Evidently, the above hindrances to the effective implementation of SBM are not insurmountable at the hands of innovative and dynamic school leaders and managers who employ effective strategies in implementing reforms.

2.4.6 Impact of SBM

There are researchers who have noted that SBM has not been successful in producing its expected outcomes (Grauwe, 2005; Mulford et al., 2003; Wong, 2000). On the other hand, results of investigations seeking to assess the impact of SBM show a number of positive results of its implementation. The most commonly identified positive effect is the enhanced participation of and stronger partnership among the stakeholders in working towards better schools (Beck & Murphy, 1998; Gamage, 2002; Johnes, 1995; Johnstone, 1990; Spicer, 1995). Likewise, decisions are made quickly at the school level that leads to more responsive and flexible procurement and allocation of resources and purposeful implementation of plans (Beck & Murphy, 1998; Brown, 1990; Gamage, 1996d; Johnes, 1995; Johnstone, 1990; Mann, 1990; Spicer, 1995). Moreover, implementers of SBM experience increased job satisfaction and uplifted morale (Malen et al., 1990). Other benefits

identified are: being able to hire the best personnel (Beck & Murphy, 1998); increased financial accountability (Johnes, 1995); ownership of school policies/understanding reasons for decisions (Allan, 1990; Gamage, 1996a, 1996c, 1998a); and greater recognition of the teachers' professionalism (Soliman, 1995). SBM also tends to heighten militancy among parents (Nir & Ami, 2005). In another study, Nir and Miran (2006) report that SBM implementation in Israel enabled schools with students from high socio-economic backgrounds to get more funding support from parents. However, increased funding provided by LEAs to schools of low SES following the introduction of SBM enhanced equity in schools' financial resources.

Recently, a national study of school governance in Wales involving a sample of 72 schools has suggested that the type of governing bodies appear to be associated with schools' academic performance (Ranson et al., 2005). Governing bodies in primary schools that perform better have 'more robust practices of scrutiny, accountability, and strategy' while lower performing primary schools tend to have weaker practices of governance – using the board as a mere 'discussion forum' or 'consultative sounding board' (Ranson et al., 2005: 314).

2.5 The Concepts of Commitment, Empowerment and Trust

In this research, the effects of implementing PSALM are gauged using the levels of commitment, empowerment and trust among the educational stakeholders in addition to the main dependent variable - students' academic achievement. Using commitment, empowerment and trust as indicators of the schools' potential to produce better outcomes is consistent with Tschannen-Moran's (2003) point that school personnel must perform beyond their minimum duties for schools to succeed. Higher commitment, empowerment and trust among the people comprising the

school community hasten the giving of extra effort for improvement. It is therefore necessary to explore these concepts more in order to set the context for a clearer discussion of research findings.

2.5.1 Commitment in Participative Organizations

This section discusses organizational commitment as it relates to PSALM. The ways of drawing commitment from organizational members will first be explained, followed by a discussion of the consequences of commitment in organizations.

Belenardo (2001) refers to commitment as willingness of the people to go beyond the expected levels of participation in order to attain goals. It is 'a high level of attachment to someone or something in a social endeavor' (Tyree Jr., 1996: 295). Kushman (1992) presents two types of teacher workplace commitment, namely: organizational commitment and commitment to student learning. **Organizational commitment** is defined as the concept that 'an individual internalizes organizational values and goals and feels a sense of loyalty to the workplace' (Kushman, 1992: 6). On the other hand, **commitment to student learning** refers to the dedication of the teacher in aiding the students to learn, regardless of their academic abilities and social status. Ulrich (1998), who proposed that intellectual capital is a critical concern of leaders and managers, declares that employees who possess commitment and competence are the most important asset of any company or organization.

2.5.1.1 Ways of Drawing Commitment

Allowing people to participate in decision making increases their commitment levels to the organization (Bacharach et al., 1990; Balfour & Wechsler, 1996; Conway, 1984; Dunham, Grube, & Castañeda, 1994; Gamage, 1996b; Kushman, 1992). In addition, providing good quality work experiences develops the

commitment of organizational members (Balfour & Wechsler, 1996; Kushman, 1992; Meyer, Bobocel, & Allen, 1991; Steinhaus & Perry, 1996; Ulrich, 1998; Wiener, 1982). Sharing accurate information or incorporating high degree of communication likewise deepens the commitment of employees (Meyer et al., 1991; Ulrich, 1998; Whitney & Lindell, 2000). Moreover, offering continuous learning and development through training fosters commitment in pursuing various efforts for higher organizational outcomes (Cheng, 1998; Hagen & Nelson, 2001; Ulrich, 1998). Furthermore, allowing people to work freely engenders commitment (O'Neil, 1995/1996; Ulrich, 1998). Maintaining harmonious relationships through people-centered leadership and management is associated with highly committed members (Angle & Perry, 1986; Hagen & Nelson, 2001; Lee, 2003; Ulrich, 1998). Finally, increasing job satisfaction has been reported to be associated with higher organizational commitment levels (Hrebiniak & Alutto, 1972; Lee, 2003; Testa, 2001).

Commitment to teaching has been found to be dependent on the teacher's sense of calling, strong professional service ethics, and perceived legitimacy of teaching responsibilities (Serow, Eaker, & Ciechalski, 1992). Nir (2002) reports that implementing SBM, which features most of the preceding factors, caused a corresponding increase in the commitment of teachers towards the students' academic achievement. When teachers perceive that their efforts will benefit students, they extend higher levels of commitment to the undertaking (Mabry & Ettinger, 1999). Finally, recent studies report that the practice of transformational leadership directly affects the commitment levels of teachers (Leithwood & Jantzi, 2006; Nguni, Sleegers, & Denessen, 2006; Ross & Gray, 2006).

2.5.1.2 Impact of Commitment

Clark, Lotto and Astuto (1984), after an analytical comparison between school effectiveness and school improvement research declared that one important ingredient of school effectiveness is commitment. Similarly, it has been pointed out that commitment, particularly by the school head, leads to the success of school councils (Chan & Chui, 1997; Parker & Leithwood, 2000). According to Beck and Murphy (1998), 'factors that contribute to genuine reform are deeply rooted in the commitments and knowledge of educators and parents' (p. 383). Sayer (1993) believes that 'real and lasting change will come through the commitment of teachers' (p. 137). In enhancing the commitment levels of the teachers, the principal has a crucial role (Tarter, Hoy, & Kottkamp, 1990).

In another study, it was likewise found that teacher interns who experienced higher commitment and satisfaction in a job had lesser tendency to experience feelings of early career withdrawal (Lam, Foong, & Moo, 1995). Zangaro (2001) asserts that commitment brings about higher levels of retention, attendance and job productivity. Furthermore, it was found that 'professional commitment is positively associated with research productivity. The greater the professional commitment, the greater is the research productivity' (Jauch, Glueck, & Osborn, 1978:90). In a meta-analysis of research on goal commitment, it was found that 'goal commitment had a strong positive effect on performance across all studies' (Klein, Wesson, Hollenbeck, & Alge, 1999: 893). Another meta-analytic review pointed out that occupational commitment was positively related to job involvement and satisfaction as well as to job performance (Lee, Carswell, & Allen, 2000). Neubert and Cady (2001) report that commitment to programs has a positive impact on both participation and performance.

It can be said, therefore, that higher commitment levels among organizational members and leaders yield better outcomes.

2.5.2 Empowerment

In a school setting, empowerment refers to the process of enabling stakeholders to act freely or take charge in working for the attainment of agreed outcomes (Blase & Blase, 2001; Caldwell & Spinks, 1992; Cochran & Dean, 1991; Johnson & Short, 1998; Kizilos, 1990; Klose, 1993; Pardo del Val & Lloyd, 2003; Short, Greer, & Melvin, 1994). Klose (1993) uses the term organizational emancipator to refer to organizational leaders who promote empowerment among employees. Organizational emancipators look for schemes of enabling employees to do the job freely. This sub-section discusses empowerment by presenting its forms, ways of enhancing implementation, and impact.

2.5.2.1 Forms of Empowerment

Thomas and Velthouse (1990) identified four bases for worker empowerment, namely: sense of impact, competence, meaningfulness, and choice. Zimmerman (1990), as reiterated by Perkins and Zimmerman (1995), proposes a different way to categorize empowerment by considering the levels of analysis. According to him, **individual empowerment,** which he also calls **psychological empowerment** 'includes participatory behavior, motivations to exert control, and feelings of efficacy and control. **Organizational empowerment** includes shared leadership, opportunities to develop skills, expansion, and effective community influence. **Empowered communities** comprise empowered organizations, include opportunities for citizen participation in community decision making, and allow for fair consideration of multiple perspectives during times of conflict' (Zimmerman, 1990: 169-170).

Rich, Edelstein, Hallman and Wandersman (1995) discuss the four forms of empowerment, namely, formal, intrapersonal, instrumental and substantive. According to them, **formal empowerment** is created when organizations 'provide mechanisms for the public to influence decisions which interact with the characteristics of the affected citizens and their social institutions in such a way as to create real opportunities for citizens to be involved in decision making' (Rich et al., 1995: 665). **Intrapersonal empowerment** refers to the sense of being personally competent in a given situation. **Instrumental empowerment** is the actual capacity of the individual to participate in and influence a process of making decisions. '**Substantive empowerment** refers to the ability to reach decisions that solve problems or produce desired outcomes' (Rich et al., 1995: 668).

Wilkinson (1998) offers the following classifications of empowerment: information sharing, upward problem solving, task autonomy, attitudinal shaping, and self-management. **Information sharing** necessitates that channels of communication are available downward, upward and horizontally. **Upward problem solving** grants autonomy and responsibility for employees to identify problems and solve problems right in their own levels. **Task autonomy** involves the creation of autonomous work groups while removing inspectors from the production line. **Attitudinal shaping** entails a psychological process to make employees more confident in the abilities and consequently change their behaviors. Finally, **self-management** offers a work environment where the gap between managers and workers are closed and policies are no longer decided upon by a few management people.

Leslie, Holzhalb and Holland (1998) developed a scale for measuring worker empowerment. In their scale, conceptual areas in understanding the concept were identified. The identified areas suggest another way to classify worker

empowerment. According to them, **empowerment and personal work orientation** relates 'to an individual's perception of self-efficacy in relation to work performance and to being valued by the organization' (Derqui, 2001; Leslie et al., 1998: 214). **Empowerment and control of work environment** refers 'to perception of power or control over one's own resources and an understanding of major aspects of delegation of decision making' (Leslie et al., 1998: 214). Finally, **empowerment and work relationships** includes worker's 'understanding that work outcomes are contingent on interactive relationships among staff and a view of the need for and legitimacy of shared authority' (Leslie et al., 1998: 214).

2.5.2.2 Enhancing Empowerment

Leaders and managers attempting to enhance the empowerment levels of the people in their organization focus on the following areas: improving the knowledge, competence, and expertise of the organizational members (Bailey, 1991; Bowen & Lawler III, 1995; Fawcett et al., 1995; Frey, 1993; Kirby & Colbert, 1994); providing maximum opportunities for organizational members to participate or be involved in decision making (McMillan, Florin, Stevenson, Kerman, & Mitchell, 1995; Owens, 2001; Prestby et al., 1990; Strawn, 1994; Wood et al., 2004; Zimmerman, 1990; Zimmerman & Rappaport, 1988); allowing free flow of information through open communication channels (Bailey, 1991; Bowen & Lawler III, 1995; Kanter, 1983; Kizilos, 1990; Matthews, Diaz, & Cole, 2003; Owens, 2001; Wood et al., 2004); and granting authority, freedom and autonomy for organizational members to make decisions affecting their work (Bowen & Lawler III, 1995; Dondero, 1996; Matthews et al., 2003; Wood et al., 2004).

Other factors that enhance the empowerment levels of people in organizations have likewise been identified by researchers. The presence of a dynamic

organizational structure suited to collegial or team activities also enhances empowerment (Fawcett et al., 1995; Kanter, 1983; Matthews et al., 2003; Sweetland & Hoy, 2000). When employees trust their managers and leaders, their sense of empowerment tends to be higher (Owens, 2001; Wilkinson, 1998). In addition, rewards and incentives tend to make organizational members feel empowered (McMillan et al., 1995). According to Blasé and Blasé (1997), facilitative school leaders have significant contributions to the overall sense of empowerment among the teachers in shared governance schools.

2.5.2.3 Impact of Empowerment

Research on empowering people in workplaces have yielded contrasting results. There are research reports that claim absence of positive effects of empowerment in organizations. Reitzug (1994) asserts that the literature on empowerment is long on concept and theory but short on empirical examples that inform practice. It should be noted though that this observation was made on the basis of a case study of a single school. Harley (1999), after analyzing data from the 1995 Australian Workplace Industrial Relations Survey of approximately 20,000 employees in 2,000 workplaces, could not find evidence of significant association between empowerment and autonomy.

On the other hand, other researchers claim that empowerment brings about salutary effects in organizations. Empowered educational stakeholders have been found to contribute more in the school's quest for improvement. In the case of empowered teachers, the most common positive effect is on their job satisfaction (Bowen & Lawler III, 1992; Dondero, 1996; Gamage, 1996a; Gamage et al., 1996; Gaziel, 2002; Malone, 1997). Their sense of professionalism becomes higher (Blase & Blase, 2001; Gamage et al., 1996; Gaziel, 2002). In addition, empowered

employees possess improved level of commitment and loyalty (Bennis & Nanus, 1985; Blase & Blase, 2001; Gamage, 1996a; Malone, 1997; Niehoff, Moorman, Blakely, & Fuller, 2001; Rinehart & Short, 1991). Moreover, Speer (2000) found that persons with higher levels of intrapersonal empowerment tend to participate more actively in organizational activities and possess a stronger sense of community. Ashforth (1989) suggests that 'fostering a sense of control can forestall frustration and reluctance, increase perceptions of organizational legitimacy and self-efficacy, and stimulate involvement' (p. 234). Sweetland and Hoy (2000) report that teacher empowerment significantly contributes to school effectiveness. Bogler and Somech (2005), using data collected from 983 high schools in Israel, found that teacher empowerment significantly correlated with participatory decision-making (PDM) aside from mediating the relationship between PDM and organizational citizenship behavior. Teachers who reported higher levels of empowerment tend to have higher levels of trusts in their principals (Gamage, 1996a; Gamage et al., 1996; Moye, Henkin, & Egley, 2005).

Johnson and Short (1998), who studied 154 teachers in a southern state in America, found that principals that rely on coercive power tend to be identified with teachers who feel disempowered. Conversely, principals who possess expert and referent power are associated with school having more empowered teachers. They caution, however, that empowerment may actually increase the instances of teacher conflicts in schools if its implementation is not preceded by adequate training, motivation or efforts to diminish teachers' resistance.

2.5.3 Trust in Organizations

This section discusses trust in organizations as a related concept to PSALM. Trust as used in this study means that someone feels confident and assured in

allowing to be in the care or control of another (Hoy & Tschannen-Moran, 2003; Moreland & Levine, 2002; Rotter, 1967; M. Tschannen-Moran & W. K. Hoy, 1998; Zand, 1972). Cummings and Bromiley (1996) point out that the person trusted behaves in good faith as s/he fulfills his commitment, is honest, and does not take advantage of others in the midst of opportunities. Bryk and Schneider (2002) drew from Coleman's (1988) concept of social capital to develop 'an explicit focus on the distinctive qualities of interpersonal social exchanges in school communities, and how these cumulate in an organizational property', they refer to as 'relational trust' (p. 12). First, the concept of trust is explored. Then, an analysis as to how trust can be fostered in organization is made. Finally, the impact of trust in organizations is considered.

2.5.3.1 Exploring the Concept of Trust

In the literature reviewed, common approaches in clarifying the concept of trust have been identified. One approach distinguishes three forms of social trust (Bryk & Schneider, 2002); another, explains five facets of trust (Hoy & Tschannen-Moran, 2003; Tschannen-Moran, 2003); moreover, trust is conceptualized as a continuum (MacMillan, Meyer, & Northfield, 2004); finally, trust is believed to evolve in three stages (Lewicki & Bunker, 1996).

Bryk and Schneider (2002), in their enlightening book, suggest that trust takes three forms – organic, contractual and relational. **Organic trust** exist when individuals unconditionally believe in the moral authority of an institution, the rightness of the system and the moral character of their leaders which yields strong social bonds among members. **Contractual trust** uses material and instrumental considerations as bases for social exchange of parties involved in a contract. Declaring that these two forms do not aptly fit school organizations, they introduce

the idea of **relational trust**, which 'views the social exchanges of schools as organized around a distinct set of role relationships' (Bryk & Schneider, 2002: 20). They add that there are four considerations taken into account by school community members as they discern whether to trust others – respect, competence, personal regard for others, and integrity.

On the other hand, trust has been conceptualized as having the following facets: benevolence, reliability, competence, honesty, and openness (Tschannen-Moran, 2003). **Benevolence** means that one is confident that s/he can rely on the goodwill of others to promote that which best benefit him/her. **Reliability** means that someone can consistently rely on another. **Competence** is the possession of the basic skills in fulfilling the expectations of others. **Honesty** involves telling the truth and fulfilling promises. And **openness** makes one more vulnerable to others when they share information, influence, and control. The addition of honesty as a facet of trust has refined the four dimensions of trust previously presented by Mishra (1996).

Moreover, trust can be viewed as a continuum starting from role trust to correlative trust (MacMillan et al., 2004). **Role trust** uses the legal mandate, policies and culture as bases for predicting a superior's action or reaction in a given situation. In **practice trust**, subordinates base their predictions of the superior's behavior on the consistency between what is practiced and what the announced beliefs are. In **integrative** trust, organizational members 'develop a sense of whether a coherent and acceptable belief system underpins practice' (p. 38) after observing the superior's practice that go beyond the mandate. In **correlative trust**, emotions and the affective domain and the positive effect of extensive authentic interactions establish connections that enable members to identify with one another.

Shapiro, Sheppard and Cheraskin (1992 in Lewicki & Bunker, 1996) identified three types of trust operating in business relationships: deterrence-based trust, knowledge-based trust, and identification-based trust. Trust is **deterrence-based** when people are consistent in doing what they say they are going to do, particularly in punishing violations of trust. Lewicki and Bunker (1996) describe this as *calculus-based* trust. Trust is **knowledge-based** when people adequately know and understand others such that they can predict their likely behavior. Trust is **identification-based** when one completely empathizes with the desires and intentions of others. These types are considered stages in the evolution of a trust relationship (Lewicki & Bunker, 1996).

2.5.3.2 Fostering Trust in Organizations

There are sufficient research results showing that the principal's leadership and management approaches crucially affect the trust prevailing in the school. In a study conducted by Tarter and colleagues (1989), it was found that the 'leadership behavior of the principal, rather than the interrelationships of the teachers, predicts trust in the administration. Interrelationships among teachers, not the leadership of the principal, facilitate trust in colleagues. Supportive behavior is most strongly related to trust in the principal' (p. 305). In like manner, it was asserted that 'those factors that promote faculty trust in the principal are primarily related to the openness of the leadership behavior of the principal, while those factors that enhance faculty trust in colleagues are more directly related to teacher-teacher relationships' (Hoffman, Sabo, Bliss, & Hoy, 1994: 496). In another study, it was discovered that collegial behavior of the principal is the best way of fostering trust in the principal while strong teacher affiliation is the best way of advancing trust in colleagues (Hoy, Sabo, & Barnes, 1996). Similarly, Tschannen-Moran and Hoy (1998) note that the

principal's collegial behavior fosters trust in the principal by the teachers, especially when teachers are highly professional. Tarter and Hoy (1998) note that consideration and institutional integrity are the most important predictors of the faculty's trust in the principal. They suggest that principals who wish to be trusted by teachers should manifest behavior that is caring, collegial, supportive and protective. In fostering faculty trust in colleagues, it was found that morale and principal influence are very important.

To build a trusting environment in a shared governance school, Blasé and Blasé (2001) suggest that the principal should encourage openness; facilitate effective communication; and model understanding, which is the cornerstone of trust. There are likewise three factors, which principals should consider in building trust: 'skills must be practiced, conflicts are likely to occur, and teacher-leaders must also be learners' (Blase & Blase, 2001: 26). According to Newcombe and McCormick (2001), establishing an environment of trust involves 'the implementation of processes based on integrity, openness, consistency, fairness and a professional approach to financial decision making'(p. 193).

Even in a non-educational setting, trust manifested by cooperative behaviors 'is buttressed by sustained contact, regular dialogue, and consistent monitoring' (Powell, 1996: 63). In addition, trust has been posited to result in 'decentralized decision-making, undistorted communication and collaboration' when an organization is in crisis (Mishra, 1996: 280).

The foregoing results of research studies stress the key role played by the communication system in the organization. In fact, Saunders and Thornhill (2003) stress the value of excellent two-way communication and the demonstration of caring attitudes and roles by managers in order to foster trust among the employees.

When the organizational climate is healthy, the degree of faculty trust is greater (Hoy et al., 1996). Rosenblatt and Peled (2002) point out that trust increases when the organizational climate is ethical.

Other factors that influence the level of trust in organizations are suggested by the following writers. Butler (1991) lists ten conditions of trust, namely: 'availability, competence, consistency, discreetness, fairness, integrity, loyalty, openness, promise fulfillment, and receptivity' (p. 648). Tschannen-Moran (2001) asserts that when 'principals, teachers and parents have opportunities for greater genuine participation, this may fuel a spiral of trust that generates more trust' (p. 315). Brown (1991) believes that faith in people is necessary in order to trust them. In the words of Abrashoff (2002), 'before you can receive trust, you have to give it away' (p. 12). In a quasi-experiment conducted by Mayer and Davis (1999), it was discovered that the introduction of a more acceptable performance appraisal system increased the employees' trust for the top management.

Moreland and Levine (2002) discuss factors that affect trust using three broad categories: characteristics of the individuals, group characteristics and the characteristics of the environment. According to them, the reputation, knowledge and ability, social ties, perceived commitment, behavior, and demeanor of the individual affect the extent to which s/he gains the trust of others in a work group. The history of the work group in dealing with new members, the demography, the climate and the vulnerability of the group likewise influence the way a group trusts an individual. Finally, the environmental characteristics that determine the extent to which trust is given to an individual are: the level of uncertainty in the environment, the environmental threats, and the staffing level of the group.

The study of Moye and colleagues (2005) revealed that teachers who never had administrative responsibilities and were less involved in committee work reported higher levels of trust in their principals. In the same study, the demographic variables gender, race, years in teaching were not related to the teachers' levels of trust.

What is shown in the foregoing research findings is that trust is generated when the administrator is collegial in his/her approach. Open communication channels likewise foster trust among organizational members. Moreover, the presence of a healthy organizational climate enhances the levels of trust among the members.

2.5.3.3 Impact of Trust in Organizations

A variety of benefits can be derived by organizations who can foster an atmosphere of trust (Tschannen-Moran, 2001). In another study, Tschannen-Moran (2003) reports that trust is significantly related to transformational leadership and productive organizational citizenship. In fact, she found that trust in the principal and not transformational leadership is associated with higher levels of organizational citizenship behavior. To stress the value of trust in schools, Blasé and Blasé (2001) wrote: 'the reward of a trusting environment is immeasurable, yet the price of lack of trust is dear' (p. 23). They add that when there is trust, people are able to work together in identifying and solving problems. Siegall and Worth (2001) report that greater trust in the administration yields more positive work outcomes among faculty members. In high-trust groups the socially generated uncertainty is minimal and problem solving is more effective (Zand, 1972). Hargreaves (2001) argues that high levels of trust hasten the establishment of strong networks and collaborative relations among the members and stakeholders in a school rich in social capital. As Coleman

(1988) notes, 'a group within which there is extensive trust is able to accomplish much more than a comparable group without trustworthiness and trust' (p. S101).

Successful implementation of SBM or any form of school renewal is hinged on trust (Daniels, 1996; Lindelow & Heynderickx, 1989; Spilman, 1995/1996). Gamage (1996a; 1998b) states that trust and confidence between the teachers and students or the teachers and parents in schools with open climates promote unity in the school community towards the attainment of goals for greater school effectiveness. To Conway and Calzi (1995/1996), 'where trust is high, participation becomes less crucial (though never unnecessary)' (p. 49). Additionally, Driscoll (1978) argues that people who have stronger trust in the organization's decision makers tend to be more satisfied with their level of participation.

When trust and collaborative spirit pervade faculty meetings, collegiality is fostered (Edwards, Green, & Lyons, 2002). Rochester (1981) suggest that all staff can express their sentiments without fear of reprisal when trust prevails in the school. Bryk and Schneider (2002), after looking into the issue of improving academic outcomes of highly disadvantaged schools in urban areas, acknowledged that multiple factors influence the quest for better learning outcomes. However, they have explicitly indicated that allowing relational trust to grow in a school community triggers the effective interplay of the various factors towards improved academic productivity.

Similarly, a study of trust-effectiveness patterns in 79 American Midwestern schools concluded that high trust among parents and teachers in a high SES school leads to positive teacher efficacy beliefs, enabling school structures and high academic performance (Forsyth, Barnes, & Adams, 2006). Forsyth and colleagues (2006) also found that parents' trust influences academic performance more than the

teachers' trust. Indeed, it can be said that trust brings about salient benefits to the organization in the form of better performance outcomes.

2.6 Summary

The foregoing review of literature shows that attempting to create better schools entails a focus on various factors. Among these key factors is the quality of leadership and management that exists in the school. Current trends call for participatory school administration, leadership and management (PSALM) and its related concepts to be adopted in the public schools. Exemplified by SBM, these trends in pursuing improved learning outcomes require the school head to learn new competencies for effective collaboration with the other stakeholders through school councils. Implementing approaches that characterize PSALM has been indicated to positively affect the levels of commitment, empowerment and trust of educational stakeholders.

Having reviewed the literature on the concepts covered in this investigation, the next chapter focuses on the methods used, participants and data gathering techniques. Due care has been taken in conducting this research through an appropriate research design and methodology.

Chapter III

METHODOLOGY, RESEARCH DESIGN AND SAMPLE

3.0 Overview

Research design refers to the construction of plans and strategies designed in seeking, exploring and discovering answers to the research questions (Taylor, 2000). This chapter enumerates the exact steps followed as the researcher attempted to realize the research aims by answering the research questions. Most authors on research methods suggest that the chapter on research design and methodology typically covers the following areas: subjects or participants, instrumentation or measures, and procedures (Ary, Jacobs, & Razavieh, 2002; Bennet, 1973; Charles & Mertler, 2002; Ogier, 1998; Rudestam & Newton, 1992; Slavin, 1992; Taylor, 2000). Ogier (1998) adds that the ethical considerations are also included in the discussion of methodology.

In the discussion of the participants, instrumentation and procedures, the researcher focuses on how the ethical issues in research have been addressed. As shown in the discussion, the principles of ethical conduct in research (consent, integrity, respect for persons, beneficence and justice) stipulated in the National Statement on Ethical Conduct in Research Involving Humans (Commonwealth of Australia, 1999) have been faithfully observed. Ruane (2005) emphasizes the importance of ethics in research by pointing out that the following areas need to be addressed:

- Research should not cause harm to participants
- Researchers should obtain the informed consent of participants
- Researchers should respect the privacy of participants

- Researchers should avoid conflict of interest
- Researchers should fairly and accurately report their findings.

This chapter first presents the theoretical framework before the specific research questions and the hypotheses are stated. Likewise, the justifications for the choice of a research design featuring a mixed method are presented. Next, the participants are introduced. Moreover, the research instruments used are discussed. Finally, the research procedures that included the experiment with two empirical surveys, the interviews and the documentary analysis, are explained.

3.1 Specific Research Questions

As indicated in the first chapter, the main aim of this research was to look into the effects of implementing PSALM in Philippine public schools. To attain this main aim as well as the other aims, this study attempted to answer the following specific research questions:

1. Did the respondents from the experimental group (EG) and control group (CG) significantly differ in terms of their school's academic achievement, their levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school before and after the experiment?
2. Did the experimental group of stakeholders' levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school differ in terms of their constituency, gender, age, and position in the ASC after the experiment?
3. How did the stakeholders in the EG assess the effectiveness of PSALM?
   3.1 How did the EG perceive the advisory school council (ASC) operation in the area of decision-making?

3.2 How did the EG perceive the effectiveness of the sub-committees?

3.3 How did the EG perceive the operation of the ASC as a whole?

4. What factors affected the implementation of PSALM?

4.1 Did the EG's perception of the PSALM effectiveness differ on account of their constituency, gender, age and position in the ASC?

4.2 Were the EG's perceptions of the PSALM effectiveness related to their commitment, empowerment, trust and inclination for meaningful participation in improving the school after the experiment?

4.3 Were there factors that facilitated the successful implementation of PSALM?

4.4 Were there factors that hindered the success of implementing PSALM?

3.2 The Rationale for the Research Methodology and Design

This study employed a mixed method, combining the experimental design with empirical surveys, interviews and documentary analysis to adequately address the research questions. Mixed method research, apart from avoiding unimethod bias, capitalizes on the strengths of quantitative and qualitative methods to provide a more complete understanding of the research problem and/or address multiple questions (Johnson & Christensen, 2004; Wiersma & Jurs, 2005). Sogunro (2002) observes that 'both quantitative and qualitative methods have different but complementary roles to play in a research process and outcome' (p. 3). As argued by Bryman (2004), there are research issues that require the combination of quantitative and qualitative approaches to provide a general picture.

In this research, the use of mixed method primarily serves the purpose of 'expansion' while the other purposes are, to a certain extent, likewise addressed.

According to Green, Caracelli and Graham (1989), the purposes of mixed method evaluation designs are:

- **Triangulation** seeks convergence, corroboration, correspondence of results from the different methods.
- **Complementarity** seeks elaboration, enhancement, illustration, and clarification of the results from one method with the results from the other method.
- **Development** seeks to use the results from one method to help develop or inform the other method, where development is broadly construed to include sampling and implementation, as well as measurement decisions.
- **Initiation** seeks the discovery of paradox and contradiction, new perspectives of frameworks, the recasting of questions or results from one method with questions or results from the other method.
- **Expansion** seeks to extend the breadth and range of inquiry by using different methods for different inquiry components (p. 259).

Mixed method research differs from mixed model research in the sense that the qualitative and quantitative phases of the research are 'kept intact, separate from one another' (Johnson & Christensen, 2004: 418). The mixed method employed in this study is categorized as 'Sequential Explanatory Strategy' (Creswell, 2003: 215). This strategy first collects and analyzes quantitative data before considering the qualitative data, with integration of data made at the interpretation stage of the study. In this approach, qualitative results are used to explain and interpret the findings of a primarily quantitative study.

In this study, the quantitative and qualitative studies are conducted as part of a larger, overall study. As explained by Ogier (1998), quantitative research primarily involves the collection and analysis of data focusing on numbers and frequencies instead of meaning or experience. Schurink (1998 in Poggenpoel, Myburgh, & van der Linde, 2001) argues that the main aims of quantitative research are to provide an objective measure of the social world, to test hypotheses and to predict and control the behavior of human beings. On the other hand, qualitative research basically

involves descriptions and the collection and analysis of data focusing on meanings, attitudes and beliefs instead of numerical counts that lead to statistical inferences (Ogier, 1998). Understanding social life and the meaning attached by people to everyday life is the main aim of qualitative research (Schurink, 1998 in Poggenpoel et al., 2001). Ary and colleagues (2002) have used a table (3.1) to compare quantitative and qualitative research. From the table, it can be said that quantitative and qualitative research approaches differ mainly in the areas of data collection and analysis. Combining these methods enabled the researcher to adequately realize the research aim.

Table 3.1
Comparison of quantitative and qualitative research approaches

	QUANTITATIVE	**QUALITATIVE**
Purpose	To study relationships, cause and effect	To understand social phenomena
Design	Developed prior to study	Evolves during study
Approach	Deductive; tests theory	Inductive; generates theory
Tools	Uses standardized measurement	Uses face-to-face interaction
Sample	Uses large samples	Uses small samples
Analysis	Statistical analysis of numeric data	Narrative description and interpretation

(Source: Ary et al., 2002: 23)

In selecting a research approach, Creswell (2003) identifies three criteria to be considered: the nature of the research problem; the training and experience of the researcher; and the audience for the study. Apart from attempting to determine the effects of the experimental treatment, the research problem sought to look into the factors that either facilitated or hindered the successful implementation of participatory school administration, leadership and management as perceived by the participants. The research problem, therefore, suits the mixing of methods. The researcher is adequately prepared to carry out research in both areas. Moreover, the

intended audience of the study, the researchers and practitioners in educational leadership and management, are capable of grasping mixed method research outcomes.

3.3 Participants

Before the initial survey, the researcher sent a letter of invitation, duly endorsed by the Schools Division Superintendent, to all of the school heads of all 154 public secondary schools in Camarines Sur, Philippines to take part in the study. The letter of invitation contained instruction for the school heads to distribute the Information Statements to the leaders of the following stakeholder groups: teachers, students, parents, alumni and community. The presidents and secretaries of the existing organizations of the parents, students, teachers and alumni of the school were invited. Two community leaders identified by the school head in consultation with the teachers were also invited. This means that ten other stakeholders were invited together with the school head for a total of eleven (11) persons from a school amounting to a total of 1,694 people initially invited.

There were 76 schools, comprising 836 people, who expressed interest in taking part in this study. This means that 49.35 per cent of the public secondary schools in Camarines Sur were involved in this study. As shown in Table 3.2, 735 out of 836 people who expressed willingness to participate attended the orientation seminars and all of them completed the first survey. This represents a response rate of 88 per cent. For the second survey, all the 735 stakeholders who attended the orientation seminars were sent questionnaires through their principals. Six hundred and three (603) duly completed questionnaires were received, representing a response rate of 82 per cent. The same table indicates that there were more female respondents in the surveys. In terms of age, a significant number (28%) of

respondents were in the 41-50 age bracket. Student respondents outnumbered any other category of stakeholders in the surveys.

Table 3.2
Summary of Information Concerning Respondents to Surveys

Profile	Experimental Group				Control Group				Total			
	1st Survey		2nd Survey		1st Survey		2nd Survey		1st Survey		2nd Survey	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Male	148	40.2	122	43.3	151	41.2	132	41.1	299	40.68	254	42.12
Female	217	59.0	157	55.6	214	58.3	182	56.7	431	58.64	339	56.22
Not responded	3	.8	3	1.1	2	.5	7	2.2	5	0.68	10	1.66
Total	**368**	**100**	**282**	**100**	**367**	**100**	**321**	**100**	**735**	**100**	**603**	**100**
Age												
14-20 yrs	78	21.2	61	21.6	80	21.8	63	19.6	158	21.50	124	20.57
21-30 yrs	59	16.0	49	17.4	69	18.8	59	18.4	128	17.42	108	17.91
31-40 yrs	69	18.8	50	17.7	77	21.0	61	19.0	146	19.86	111	18.41
41-50 yrs	111	30.1	82	29.1	97	26.4	85	26.5	208	28.30	167	27.69
51 yrs & above	43	11.7	33	11.7	40	10.9	36	11.2	83	11.29	69	11.44
Not responded	8	2.2	7	2.5	4	1.1	17	5.3	12	1.63	24	3.98
Total	**368**	**100**	**282**	**100**	**367**	**100**	**321**	**100**	**735**	**100**	**603**	**100**
Constituency												
School Heads	38	10.3	32	11.3	38	10.4	35	10.9	76	10.34	67	11.11
Teachers	72	19.6	53	18.8	73	19.9	64	19.9	145	19.73	117	19.40
Students	74	20.1	62	22.0	75	20.4	64	19.9	149	20.27	126	20.90
Alumni	61	16.6	47	16.7	56	15.3	49	15.3	117	15.92	96	15.92
Parents	62	16.8	45	16.0	68	18.5	59	18.4	130	17.69	104	17.25
Community Leaders	61	16.6	43	15.2	57	15.5	50	15.6	118	16.05	93	15.42
Total	**368**	**100**	**282**	**100**	**367**	**100**	**321**	**100**	**735**	**100**	**603**	**100**

It should be noted that this study made use of respondents who expressed willingness to try out PSALM, hence generalizing the results for those who may be reluctant to engage in PSALM should be done with caution. However, considering that both the experimental and control groups come from people who wish to try the experimental intervention, appropriate conclusions can be validly made.

Forty (40) stakeholders from the experimental group who agreed were interviewed. There were 17 male and 23 female respondents. When categorized according to stakeholder groups, 14 were school heads; 8, teachers; 4, students; 4, alumni; 5, parents; and 5 community leaders. Eight (8) school heads responded to follow up interviews.

3.4 Instruments

Both the first and second surveys collected data on the following variables: levels of commitment, empowerment and trust and the stakeholders' characteristics. Existing instruments for measuring commitment, empowerment and trust were used with appropriate adaptations to suit the needs of this research. For the empowerment and commitment scales, one change is the use of even number of response options. In this research, a six-point Likert response format (1 – strongly disagree, 2 – disagree, 3 – slightly disagree, 4 – slightly agree, 5 – agree, and 6 – strongly agree) was used instead of the original 7-point scale. As pointed out by Anderson and Bourke (2000), even number of response categories tend to produce better scale reliability when compared with odd number ones.

The questionnaires for parents and community leaders were translated into Filipino to avoid problems related to the comprehension of questions, even if some parents and community leaders possess an adequate grasp of the English language. The translation was initially made by a secondary school teacher in the Philippines who is a Filipino major, reviewed by the Filipino Division Supervisor and eventually certified by an employee at the Migrant Resource Centre based in Newcastle, Australia whose first language is Filipino.

The scale designed by Mowday, Steers and Porter (1979) was used to measure commitment levels. From an original 15-item organizational commitment questionnaire, seven items were chosen. The choice of the items was based from the researcher's judgment as informed by the literature review undertaken. It is acknowledged that the fewer number of items indeed limit the basis upon which the respondents' commitment levels could have been measured. However, considering the reported reliability for the actual items used in the analysis, it is contended that

the instrument used is valid and reliable. The coefficient alpha for the original questionnaire ranged from .82 to .93. With the use of principal component analysis and varimax rotation with Kaiser normalization for the seven items used in the first survey, two factors were extracted. It was then decided that only the five items comprising the first factor be used in the final data analysis. For the first survey, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was .717, way above the desired level of .6 (Brace, Kemp, & Snelgar, 2003; Francis, 2004). Bartlett's test of sphericity was: approximate chi-square = 954.771, df (21), p.< .001, indicating good factorability (Brace et al., 2003; Francis, 2004). The Cronbach's Alpha reliability of items 1, 2, 4, 5 and 7 in the original commitment scale was .739 with the factor loadings in the principal component analysis and varimax rotation results reported in Appendix E.1.a. The second survey yielded a KMO of .769, Bartlett's test of sphericity: approximate chi-square= 621.535, df (10), p. < .001 with a Cronbach's Alpha reliability of .741. The factor loadings in the principal component analysis with varimax rotation are indicated in Appendix E.2.a.

To measure empowerment level, the instrument developed by Spreitzer (1995) was used. Six items representing the sub-scales on self-determination and impact in Spreitzer's intrapersonal empowerment tool was used. For the first survey, the KMO was .796 and Bartlett's test of sphericity: approximate chi-square = 1485.844, df (15), p. < .001, indicating sampling adequacy and good factorability. The principal component analysis and a varimax rotation yielded the factor loadings for the six items as shown in Appendix E.1.b. The Cronbach's alpha reliability of .810 was derived. In the second survey, which has KMO of .804 and Bartlett's test of sphericity: approximate chi-square = 1410.428, df (15), p. < .001, a Cronbach's

Alpha reliability of .830, principal component analysis and variamax rotation factor loadings are indicated in Appendix E.2.b.

The scale for trust validated by Hoy and Kupersmith (1985) was utilized. Originally, it was a six-point Likert type scale of 21 items grouped into three measures. The 7-item measure for trust in the principal was used in this study. Again, the researcher chose the items for inclusion in the questionnaire based on the review of literature and the research objectives. This measure had all items loading higher than .6 in the factor analysis with an alpha coefficient of .93. After using principal component analysis and varimax rotation with Kaiser normalization, two factors were extracted from the results of the first survey. It was then decided to use only the four items that comprised the first factor in the final data analysis. The KMO was .701 with Bartlett's test of sphericity: approximate chi-square = 934.189, df (21), p. < .001, indicating sampling adequacy and good factorability. In the first survey, items 2, 4, 6 and 7 in the original trust scale yielded a Cronbach's alpha reliability of .708 while the factor loadings in the principal component analysis and varimax rotation are reported in Appendix E.1.c. In the second survey, these four items registered a KMO of .774, Bartlett's test of sphericity: approximate chi-square = 814.599, df (6), p. < .001 and a Cronbach's alpha reliability of .796. The factor loadings in the principal component analysis and varimax rotation are indicated in Appendix E.2.c.

To measure the inclination for meaningful participation in improving the school, items from commitment, empowerment and trust scales were combined. For the first survey, the principal component analysis with varimax rotation of the fifteen items indicated that they belong to one initial component. KMO was .861 and Bartlett's test of sphericity: approximate chi-square = 3191, df (105), p. < .001. The

factor loadings are reported in Appendix E.1.d and the Cronbach's alpha reliability was .845. For the second survey, KMO was .844, Bartlett's test of sphericity: approximate chi-square = .3192, df (105), p. < .001. The factor loadings are shown in Appendix E.2.d and the Cronbach's alpha reliability was .837.

Another questionnaire, originally developed by Gamage (1996d), was used to determine the perceptions of the experimental participants on the operational effectiveness of the ASCs, the scheme introduced as a mode of implementing PSALM. The 23-item questionnaire included items on the respondents' personal information, the council decision-making processes, use of sub-committees and the operation of the ASCs. The questions were mostly of the multiple-choice Likert-type with open-ended questions in relevant areas.

Considering that the items used were taken from questionnaires previously validated in earlier research, no attempt was made to undertake a pilot run of the questionnaire used in this research. It was assumed that the questionnaire items used constitute a valid tool for measuring the variables. However, as discussed earlier, only items that comprised a single factor for each variable was used. The reliability coefficients of the items used meet the standards set by statisticians. Scores with modest reliability (coefficients ranging from .50 to .60) are acceptable in measurement results used for research purposes (Ary et al., 2002). The Cronbach alpha for the instruments used are acceptable even at the level of at least 0.70, the level recommended by Nunnally (1978) and Martin and Bateson (1986).

Another instrument used was a 12-item interview guide. The interview guide was constructed along two themes, the factors that facilitated the implementation of PSALM and the difficulties encountered in implementing the experimental treatment. The review of literature guided the choice of the themes and actual questions raised

during the interview. Dixon and Bouma (1984) stress that each question raised should address the variable or issue being studied. The questions focused on the perceived changes in the principal's manner of managing the school when PSALM was implemented, behaviors of the school head and ASC members that affected their motivation to participate, skills needed for effective participation as well as difficulties encountered and how they were resolved, if ever such difficulties were resolved. The interview schedule is found in Appendix C.1.

3.5 Procedure

As pointed out earlier, the research involved both quantitative and qualitative research methods. The quantitative research method, which was primarily an experiment with empirical surveys, is first described. Then, the qualitative aspect of the research procedure is discussed.

3.5.1 The Experiment

The quantitative phase of this study employed the pretest-posttest design with two empirical surveys. This experimental design, also called 'two group pretest-treatment-posttest design' (Charles & Mertler, 2002: 330), demands that two groups randomly assigned are given a pretest and posttest (Tuckman, 1999). This design is considered a strong experimental research design because the presence of the control group eliminates the influence of confounding extraneous variables (Charles & Mertler, 2002; Johnson & Christensen, 2004). This experimental design adequately addresses the main research aim – to determine the effect of PSALM on some variables. Experimental designs usually involve the following essential steps: assigning participants to experimental and control groups based on randomization; subjecting experimental group to treatment condition; and measuring the dependent variables in both groups (Charles & Mertler, 2002; Gall, Gall, & Borg, 2005).

This ‘classic experimental design’ (Pawson & Tilley, 2004: 54) is illustrated as follows:

EG	R	O1	X	O2
CG	R	O1		O2

Where: R = random assignment;

O1 = result of pretest;

O2 = result of posttest; and

X = the experimental treatment (PSALM).

After receiving positive response to the Information Statements from 76 schools, these schools were matched on the basis of the students’ academic performance, the main dependent variable in this research. The documents showing Division Achievement Test (DAT) result for school year 2003-2004 were analyzed. DAT result was used as the indicator for academic performance. This was available at the DepED Division of Camarines Sur office. This was chosen because the national level achievement test only involves fourth year students while the DAT covered students from all year levels. Using the initial measure of the dependent variable as the basis for matching is one way of equating the experimental and control group (Tuckman, 1999). In fact, Leedy (1997) asserts that matching based on the factors being studied greatly strengthens the research design.

The independent variable, implementation of PSALM, was manipulated using the presence or absence technique (Johnson & Christensen, 2004). This technique of manipulating the independent variable presents one group with the treatment condition while such a treatment is withheld from the other comparable group.

To ensure that results are indeed caused by the treatment, experiments are expected to have internal validity. Internal validity refers to ‘the extent to which the

changes observed in a dependent variable are, in fact, caused by the independent variable(s) in a particular experimental situation rather than by some extraneous factors' (Ary et al., 2002: 281). Internal validity is enhanced when its threats are addressed. Johnson and Christensen (2004) explain these threats to internal validity in the following manner:

1. Ambiguous temporal precedence – the inability to specify which variable preceded which other variable.
2. History – specific events, other than the independent variable, that occur between the first and second measurement of the dependent variable.
3. Maturation – the physical or mental changes that may occur in individuals over time such as aging, learning, boredom, and fatigue.
4. Testing – changes in score a person makes on the second administration of a test that can be attributed entirely to the effect of having previously taken the test.
5. Instrumentation – any change that occurs in the measuring instrument between the pretesting and posttesting.
6. Regression artifact – the tendency of extreme scores to regress or move toward the mean of the distribution on a second testing.
7. Differential selection – differences that exist in the comparison groups at the outset of the research study and are not due to the independent variable.
8. Additive or interactive effects – differences that exist in the comparison groups because one of the threats, such as maturation or history, affects the groups differently.
9. Differential attrition – difference that exists in the comparison groups because the participants that drop out of the previous comparison groups have different characteristics (pp. 257-258).

After match-pairing, schools were randomly assigned to the EG and CG by tossing a coin for every pair involved. Random assignment based on match-pairing ensured that the requirement for experimental and control groups to be equal before administering the experimental treatment is met (Drew, Hardman, & Hart, 1996). Likewise, random assignment to either the experimental or control group is a technique that controls the threats to internal validity (Johnson & Christensen, 2004). This happens because the assignment to either the experimental or control group

happens on the basis of chance and this maximizes the probability that the comparison groups are equated on all extraneous variables.

Experimental studies likewise need to address threats to external validity – 'the degree to which the results of a study can be applied to subjects or settings other than the one in which the research took place' (Slavin, 1992: 109). The findings of a study do not have high generalizability if the following threats to external validity are not addressed.

- Selection-treatment interaction – subjects are not selected randomly, which limits generalizability.
- Pretest-treatment interaction – pretest sensitizes subjects to treatment to produce an effect not generalizable to an unpretested population.
- Setting-treatment interaction – artificiality or uniqueness of experimental setting limits generalizability.
- Subject effects – subjects' attitudes developed during the study affect the generalizability of results.
- Experimenter effects – researchers' deliberate or unintentional actions influence results.
- Operational definitions – operational definitions of variables influence the generalizability of results (Ary et al., 2002: 301)

The first three threats have been addressed by implementing random assignment of schools, pretesting both experimental and control groups as well as administering the posttest ten months after the pretest, and conducting the experiment in a natural school setting. The researcher dealt with both groups in a fair manner, aware of possible effects of actions on the results of the study. Variables have been clearly described to enable easier replication of the study. Because the experiment provided different experiences to the experimental and control groups, subject effects may not have been adequately controlled. But the difference in the attitudes of the participants from the experimental and control groups was one area explored in this study.

To minimize Hawthorne effect, principals in the control group attended a seminar–workshop on effective schools management that does not stress the participatory approaches used in the control group. Then, the respondents in the control group had a seminar on their rights as educational stakeholders. During this seminar, the initial survey for the control group was administered. The control group of schools then proceeded with their usual school management practices.

For the experimental group, the 38 principals attended a seminar-workshop on PSALM. Then, the presidents and secretaries of various stakeholder groups such as teachers, students, parents and alumni, and the identified community leaders underwent an orientation workshop on how to participate in the council's activities, particularly during meetings. During this orientation-workshop, the initial survey for the experimental group was administered. The experimental group then proceeded with the implementation of the intervention – implementing participatory school administration, leadership and management (PSALM) via ASCs, which had monthly meetings.

After one school year of implementation, the posttest for both experimental and control groups were administered. The questionnaires containing items used in the initial survey were distributed to all the ASC members in the experimental group and the previous respondents in the control group. A questionnaire on the operational effectiveness of ASCs was likewise included in the second survey for the experimental group. All the questionnaires in the second survey were distributed through the school heads. To ensure privacy of responses, respondents were asked to return the questionnaires to their school heads in a sealed envelop provided by the researcher. After the collection of responses, the quantitative data were analyzed and interpreted using appropriate statistical tools via the SPSS software package. The

specific research questions guided the data analysis and interpretation. Moreover, it should be noted that a documentary analysis was undertaken to evaluate the results (pre and post) of the DAT, being one of the dependent variables considered in this investigation.

3.5.2 The Interviews

To obtain a clearer picture of the school heads' practices that either facilitated or hindered the effective implementation of PSALM, 40 experimental participants who granted permission were interviewed. Using interviews is a highly flexible tool that is applicable to a wide variety of concerns (Walliman, 2005). An interview enables individuals 'to express how they regard situations from their own point of view' (Cohen, Manion, & Morrison, 2000 :267). According to Kvale (1996) qualitative research interview describes and interprets 'the themes in the subjects' lived world' (p.187).

Open-ended responses were allowed during the semi-structured interview. Semi-structured interviews allow 'respondents to express themselves at length, but offers enough space to prevent aimless rambling' (Wragg, 2002: 149). 'Semi-structured interviewing is used when the researcher knows something about the area of interest, for example from a literature review, but not enough to know the answers to the questions that are to be asked' (Mayan, 2001: 15).

Before each interview started, unrecorded informal chats were initiated by the researcher who himself conducted the interview. This was done, including the manifestation of gratitude for the interviewees' willingness to share their precious time and ideas, to make them feel at ease. Permission for the interview to be audio-recorded was sought before the tape recorder was turned on. Each interview then proceeded with a brief explanation on the reason for the interview, emphasizing that

it was purely for research purposes and assuring the interviewees that they were highly capable of responding to the questions since their experience in the experiment was to be the focus. Interviewees were assured that their responses were to be held in utmost confidence. Wragg (2002) believes that assuring confidentiality encourages interviewees to provide candid responses to the questions. The interviews, which used the 12 guide questions, lasted between 20-30 minutes. To avoid misconstruing their responses, the transcripts of interviews were shown to the interviewees.

Interview responses were analyzed and interpreted using the Nvivo software. Kvale (1996) enumerates six steps of interview analysis as follows: (1) interviewees' description of their lived world during the interview; (2) interviewees' discovery of new relationships during the interview; (3) interviewer's condensation and interpretation of meaning of what the interviewee describes; (5) conduct of re-interview to gain feedback on the interviewer's interpretations; and (6) action based from new insights gained from the interview.

On the other hand, Watling (2002) asserts that qualitative data analysis involves six elements, namely: 'defining and identifying data; collecting and storing data; data reduction and sampling; structuring and coding data; theory building and testing; and reporting and writing up research' (p. 266). The whole research process involves analysis.

Creswell (2003) enumerates the steps in qualitative data analysis as: (1) organization and preparation of data for analysis; (2) obtaining a general sense of the information and reflecting on its overall meaning; (3) starting detailed analysis by coding; (4) describing the setting or people and categories or themes for analysis using the codes; (5) advancing how the descriptions and themes are to be represented in the qualitative narrative; and (6) interpreting or giving meaning to the data.

Kvale (1996) likewise discusses five main approaches to the analysis of meaning, namely: condensation, categorization, narrative, interpretation and ad hoc meaning generation. **Meaning condensation** abridges the responses of the interviewees into shorter expressions. **Meaning categorization** entails coding of the responses into categories. **Narrative structuring** organizes the text temporally and socially as a way of bringing out its meaning. **Meaning interpretation** 'goes beyond a structuring of the manifest meanings of a text to deeper and more or less speculative interpretations of the text' (Kvale, 1996: 193). Finally, generating meaning through **ad hoc methods** uses various commonsense approaches to the interview text and sophisticated textual or qualitative methods to derive meanings from the responses.

3.6 Theoretical Framework

Allowing genuine participation in making educational management decisions is the core of participatory school administration, leadership and management (PSALM). This concept of leading and managing schools derives support from the theory of democratic educational leadership. This theoretical framework traces its roots from Dewey (1916: 99) who asserted that a society which makes provision for participation of all its members on equal terms and which secures flexible readjustment of its institutions is a democratic one. Such a society must have an education system which gives individuals a personal interest in social relationships and control to secure social changes without introducing disorder.

Starrat (2001b) emphasizes that democratic leadership is basically concerned with the cultivation of an environment that supports participation, sharing of ideas, and the virtues of honesty, openness, flexibility, and compassion. In his 'pragmatic, ironic theory of democratic educational leadership', Starrat (2001b: 348) posits that, among the concerns of the democratic educational leader are: establishing various

consultative procedures and processes that will enable major stakeholders to participate in the formulation of school policies; believing that conflicts will enrich the deliberations towards better choices; continually integrating decisions within a larger sense of purpose and value to support and improve the learning being pursued at the school; establishing specific proactive processes and procedures in the regular school operations; ensuring that various public spaces are available for all voices to be heard; providing for students and teachers to manage their own affairs as much as possible; and recognizing that not all stakeholders appreciate or benefit from the leader's attempt to carry out his/her tasks. Recently, Starrat (2004) has acknowledged that democratic educational leadership takes multiple forms in practice ranging from the view of democracy as 'political negotiation between groups' to the perspective that it is 'the exercise of democratic participatory practices' in the decision-making processes of schools (p. 728). Starrat (2004) prefers a democratic leadership that is 'a form of social living, in which individuals live and conduct their affairs within a sense of belonging to a community that exercises mutual care for its members' (p. 728). Finally, Starrat (2004) argues that the democratic educational leader nurtures this sense of community in an environment characterized by 'a democratic way of life, a democratic process of learning, a democratic participation in the life of the community of the school'(p. 729).

Similarly, Gale and Densmore (2003) point out that democratic educational leaders develop organizations that are social, learning and culturally-responsive by creating conducive conditions and employing tactics that facilitate their achievement. According to them, 'a democratic stance towards participation and decision making involves establishing conditions that foreground: respectful relationships, associations, consideration, reflexivity, consultation, empathy and active cooperation

and community mobilization' (Gale & Densmore, 2003: 132). In addition, Doyle (2003) believes that democratic leaders 'build supportive environments of trust and involvement in which everyone challenges current policies and procedures by asking for whom and why' (p. 158).

According to Johansson (2004), democratic leadership entails 'leading the school in accordance with democratic ideas and understanding that school democracy is for all who are working in the school' (p. 701). Johansson (2004) adds that the democratic leader assumes responsibility in managing power struggles to enable everybody in the school to examine what is happening and influence the making of decisions. Finally, Johansson (2004) asserts that the democratic and reflective leader capitalizes on the power of dialogues and discussions.

This theory indicates that enabling educational stakeholders to participate in managing schools can foster the creation of the conditions conducive to school improvement. As suggested in the literature review, higher organizational outcomes can result from the practice of participatory school administration, leadership and management (PSALM). In this study, this theory holds that participation in advisory school councils (ASC) – the independent variable – can affect the dependent variables – the schools' academic outcomes as well as the stakeholders' commitment, empowerment and trust. This expectation that the experimental treatment would affect the dependent variables is made on the basis of the results of studies reviewed.

3.7 Summary

This chapter presents the specific research questions before the justifications for the research methodology and design were offered. Then, the participants, instruments and procedures are described. Explained in this section are the specific research activities that were undertaken to address threats to the validity and

reliability inherent in each stage of the research endeavor. This is followed by the theoretical framework adopted for guiding the research and the analysis of data.

Having fully described the research design and methodology, the researcher considers it appropriate to proceed to the analysis of data, which is covered in the succeeding chapters.

Chapter IV

EFFECTS OF PARTICIPATORY SCHOOL ADMINISTRATION, LEADERSHIP AND MANAGEMENT (PSALM)
ANALYSIS OF QUANTITATIVE DATA

4.0 Overview

This chapter presents the findings from the quantitative phase of the study. Before discussing the results, key variables and the statistical techniques used are first clarified. Then, the experimental results are discussed. Discussions are initially guided by the first three research questions: whether differences between the experimental and control groups on the variables considered as indicators for better schools were recorded after the experiment; whether the characteristics of the stakeholders caused the differences in the commitment, empowerment and trust levels of experimental participants; and how the experimental participants perceived the effectiveness of implementing participatory school administration, leadership and management (PSALM). This quantitative phase of the study likewise covered two of the sub-questions under the fourth specific research question: whether the participants' perceptions on PSALM effectiveness differed on account of their gender, constituency, age and position in the advisory school councils (ASC), and whether such perceptions of effectiveness relate to their commitment, empowerment and trust after the experiment

4.1 The Independent and Dependent Variables

This research used the **implementation of PSALM** as the independent variable. The experimental group of schools adopted this scheme of school administration, leadership and management while the control group relied on usual practices. The main dependent variable for this research is **academic achievement** as

measured by the results of the Division Achievement Tests (DAT). Similar to most efforts towards better schools, this study likewise considered the learning outcomes as a possible indicator of the effectiveness of PSALM. In addition, this research considered other variables that may indicate that a school possesses conditions that are conducive for success. These are the stakeholders' levels of commitment, empowerment and trust.

Using the results of the factor analysis, the following items were used to measure the **level of commitment** of the stakeholders in the analysis of data:

- I am willing to put in a great deal of effort beyond what is normally expected to make this school a successful one.
- I commend this school to my friends as a great school to work for.
- I am proud to tell others that I am a part of this school.
- This school really inspires the very best in me in the way of job performance.
- For me, this is the best of all possible schools for which to work (Adapted from Mowday et al., 1979).

The **level of empowerment** was measured using the dimensions of self-determination and impact in the scale developed by Spreitzer (1995):

Self-determination

- I have a significant autonomy in determining how I do my job.
- I can decide on my own how to go about doing my work.
- I have considerable opportunity for independence and freedom in how I do my job.

Impact

- The impact of what I do in the school is large.
- I have a great deal of control over what happens in my school.
- I have a significant influence over what happens in my school.

In measuring the **level of trust,** the following items were used:

- I have faith in the integrity of the teachers'/principals' actions.
- The teachers/principal in this school typically act with the best interest of the students in mind.
- I trust the teachers/principals in this school.
- The teachers/principal in this school keep their word (Adapted from Hoy & Kupersmith, 1985).

In the analysis of quantitative data, the **inclination for meaningful participation** (IMP) in improving the school was considered as another variable. This was derived by obtaining the average of the respondents' scores for commitment, empowerment and trust. It should be noted that commitment, empowerment and trust levels were found to be significantly correlated.

Other variables included in the analysis are constituency, gender, age and position in the ASC. **Constituency** as used in this study refers to the stakeholder group represented by the members of the ASC. Categories for constituency were: principal/school head, teachers, students, parents, alumni, and community leaders. **Gender** categorized the respondents whether as a male or a female. **Age** had five categories: 14-20 years old, 21-30 years old, 31-40 years old, 41-50 years old, and 50 years and older. **Position** in the ASC is indicated by the stakeholder being a president, vice president, secretary, treasurer or member.

4.2 The Statistical Techniques Used

In analyzing the quantitative data, both descriptive and inferential statistics were used. Quantitative calculations were made using the SPSS. Descriptive statistics included frequency count, measures of central tendency and variability, correlation and linear regression. Inferential statistics used were independent samples t-test and one-way analysis of variance (ANOVA) with Tukey HSD post hoc test, when necessary. In dealing with statistical techniques, it is worth bearing in mind that 'statistical analysis does not prove anything; rather, it helps us identify patterns and encourages us to ask additional questions' (Creighton, 2001: 51).

According to Pagano (1998), **frequency distribution** provides the score values and their frequency occurrence. Creighton (2001) declares that a 'sample distribution allows the educator to see general trends more easily than does an

unordered set of scores' (p. 19). Similarly, Gravetter and Wallnau (2004) clarify that frequency distribution is a systematic presentation of the number of persons falling under each category on the scale of measurement.

Mean, as a measure of central tendency, entails the summing up of all scores and dividing by the total number of cases in the distribution (Creighton, 2001). S**tandard deviation** 'uses the mean as a reference point and measures variability by considering the distance between each score and the mean (Creighton, 2001: 23).

Correlation basically aims to measure and describe a relationship between two variables by determining the magnitude and direction of such a relationship, if any exists (Creighton, 2001; Gravetter & Wallnau, 2004; Howell, 2002; Pagano, 1998). Relationships do not necessarily suggest causation (Creighton, 2001). Howell (2002) point out that the 'correlation coefficient is only a point on a scale between -1 and 1, and the closer it is to either of these limits, the stronger is the relationship between the two variables' (p. 254).

Regression analyses are techniques in statistics that assess the relationship between one dependent variable and several independent variables (Tabachnick & Fidell, 2001). Regression serves the following purposes: summarizing and reducing the observed data in order to explore and present the relationship between variables; and identifying the predictive value of the variables based from the model (Green & Silverman, 1994). In this research, stepwise regression was used. According to Cryer and Miller (1994), **stepwise regression** derives the models by sequentially adding or deleting variables from the present model. The one-predictor models are first examined and the best one is chosen.

An **independent samples t-test** 'uses the data from two separate samples to help decide whether or not there is a significant mean difference between two

populations or between two treatment conditions' (Gravetter & Wallnau, 2004: 317). Three factors influence the outcome of statistical analysis using independent samples t-test: 'the size of the mean difference between the two samples; the magnitude of the sample variance; and the number of scores in each sample' (Gravetter & Wallnau, 2004: 326).

In addition, Creighton (2001) clarifies that **analysis of variance** (ANOVA) 'permits the educator to compare many variables at one time, allowing for much more flexibility' (p. 54). Besides, ANOVA reduces the making of type I error (Creighton, 2001). Type I error in research happens when a null hypothesis is rejected when it is actually true. In this instance, the researcher believes that differences exist or the treatment has an effect when it is otherwise.

If the null hypothesis is rejected as a result of ANOVA and if there are three or more treatments or populations, post-hoc tests are carried out. The post-hoc test seeks to determine exactly which mean differences are significant and which are not. In this research, the Tukey's Honestly Significant Difference (HSD) post hoc test was used. **Tukey's HSD** test allows for the computation of a single value that determines the minimum difference between means that is necessary for significance (Gravetter & Wallnau, 2004). Diekhoff (1992) clarifies that Tukey's HSD is used in making all possible pair-wise comparisons between group means after a significant F has indicated that one or more significant differences exist. Research scholars prefer the use of Tukey's HSD as a post hoc test (Creighton, 2001; Manning & Munro, 2006).

4. 3 Effects on the Dependent Variables

The first research question focused on determining whether the experimental group (EG) differed from the control group (CG) before and after the experiment. Valid conclusions can hardly be made in experiments involving unequal groups in

terms of the variables considered in the study. Starting from a state of being equal, differences between the experimental group and control group after the implementation of the treatment indicate experimental effects. This explains why both pre and posttest data for both groups are included in this section.

4.3.1 Experimental and Control Groups before Implementing PSALM

In analyzing the results, analyses were made using two levels: the individual stakeholders and the school. This was done to provide a clearer idea of the effect of PSALM on both the participating individuals as well as their schools.

4.3.1.1 Analysis at the Individual Stakeholder Level

Prior to the introduction of the experimental treatment, both EG and CG had no statistical differences in the levels of student academic achievement, commitment, empowerment and trust as shown in Table 4.1. The mean achievement levels were 40.92 (SD = 9.23) for the EG and 40.84 (SD = 9.27) for the CG. The student achievement levels of the EG and CG were compared using an independent samples t-test. There was no significant difference between the academic achievement levels of the EG and CG, t (733) = .104, p. = .917.

In terms of computed commitment levels, mean scores were 5.43 (SD = .510) for the EG and 5.40 (SD = .507) for the CG. Independent samples t-test was likewise used to compare the commitment levels between the EG and CG. There was no significant difference between the commitment levels of the EG and CG, t (726) = .796, p. = .426.

For the empowerment levels, EG had a mean score of 4.93 (SD = .688) while CG had a mean of 4.98 (SD = .670). Comparing their empowerment levels through an independent samples t-test, there was no significant difference in the empowerment level between the EG and CG, t (730) = -.902, p. = .367. In looking at

the specific dimensions of empowerment, a t-test was likewise undertaken showing that the mean sense of impact of the EG 4.81 (SD = .874) compared with the CG mean of 4.88 (SD = .915) yielded a t (731) = -1.122, p. = .262. This result indicates that the sense of impact among the respondents from both groups were not significantly different. For the level of self-determination, the EG had a mean equivalent to 5.06 (SD = .700) while the CG's mean was 5.08 (SD = .657). The t-test result was t (732) = -.370, p. = .711, indicating no significant differences in the levels of self-determination among respondents from both the EG and CG.

Table 4.1
Independent samples t-test results for the dependent variables between the EG and CG before the intervention

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
AA*	EG	368	40.92	9.23	.481	.104	733	.917	.071	.583	-1.27	1.41
	CG	367	40.84	9.27	.484							
CL*	EG	366	5.43	.510	.027	.796	726	.426	.030	.038	-.044	.104
	CG	362	5.40	.507	.027							
EL*	EG	367	4.93	.688	.036	-.902	730	.367	-.045	.050	-.144	.053
	CG	365	4.98	.670	.035							
TL*	EG	359	5.29	.619	.033	1.514	715	.130	.068	.045	-.020	.157
	CG	358	5.22	.589	.031							
IMP*	EG	359	5.22	.477	.025	.432	709	.666	.015	.035	-.054	.084
	CG	352	5.21	.454	.024							

*AA – Academic Achievement; CL – Commitment Level;
EL – Empowerment Level; TL – Level of Trust;
IMP – Inclination for Meaningful Participation in Improving the School;

Moreover, the EG had a mean sense of trust equivalent to 5.29 (SD = .619) while the CG's sense of trust was 5.22 (SD = .589). Using independent samples t-test to compare their mean trust levels, results indicate that the EG and CG did not significantly differ before the experiment, t (715) = 1.514, p. = .130.

Considering the respondents' inclination for meaningful participation in improving the school, the EG has a mean score of 5.22 (SD = .477) while the CG's mean was 5.21 (S = .454). Using independent samples t-test to compare their

inclination for meaningful participation in improving the school, results indicate that the EG and CG did not significantly differ before the experiment, t (709) = .432, p. = .666.

It is true that only the academic achievement was used as basis for matching the schools involved in this research. Yet, data in Table 4.1 show that both groups started the experiment with no statistically significant differences in the other variables considered as indicators of schools having better chances of producing improved outcomes, namely: levels of commitment, empowerment and trust.

4.3.1.2 Analysis at the School Level

Using school as the unit of analysis for the data prior to the implementation of the experiment, Table 4.2 presents a similar picture. Both the EG and CG were not statistically different in the levels of student academic achievement, commitment, empowerment and trust.

The mean achievement levels were 40.55 (SD = 9.58) for the EG and 40.55 (SD = 9.48) for the CG. Using an independent samples t-test, the student achievement levels of the EG and CG were found not to have significant differences t (74) = -.003, p. = .998.

Table 4.2 likewise shows that while the mean commitment level of the EG (M=5.427, SD =.238) was slightly higher than the mean commitment level of the CG (M=5.400, SD = .172), this difference was not significant t (74) = .640, p. = .524. Commitment levels of the schools from both the EG and CG were therefore not statistically different before the experiment.

The mean empowerment level of the schools from EG was 4.915 (SD = .322) while the CG's mean empowerment level was 4.984 (SD = .267). The empowerment levels were compared using an independent samples t-test. There was no significant

difference between the empowerment levels of the EG and CG, t (74) = -1.017, p. = .313. For the specific dimensions of empowerment, the computed mean level of the EG's sense of impact was 4.78 (SD = .388) while the CG had a mean score of 4.89 (SD = .371). Using the independent samples t-test to compare their sense of impact, results indicate that EG and CG were not significantly different before the experiment, t (74) = -1.187, p. = .239. On the other hand, the computed mean level of self-determination for the EG was 5.04 (SD = .309) and 5.05 (SD = .283) for the CG. After comparing the mean scores using independent samples t-test, results indicate that the groups were not significantly different in terms of their level of self-determination, t (74) = -.136, p. = .892.

Table 4. 2
Independent samples t-test results for the dependent variables between the schools in the EG and CG before the intervention

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						T	df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
AA*	EG	38	40.55	9.58	1.55	-.003	74	.998	-.006	2.19	-4.36	4.35
	CG	38	40.55	9.48	1.53							
CL*	EG	38	5.427	.238	.039	.640	74	.524	.030	.048	-.064	.125
	CG	38	5.400	.172	.028							
EL*	EG	38	4.915	.322	.052	-1.017	74	.313	-.069	.067	-.204	.066
	CG	38	4.984	.267	.043							
TL*	EG	38	5.271	.291	.047	.593	74	.555	.039	.066	-.092	.171
	CG	38	5.232	.285	.046							
IMP*	EG	38	5.208	.241	.039	-.092	74	.927	-.005	.050	-.103	.094
	CG	38	5.212	.187	.030							

*AA – Academic Achievement; CL – Commitment Level;
EL – Empowerment Level; TL – Level of Trust;
IMP – Inclination for Meaningful Participation in Improving the School;

Furthermore, the computed level of trust for the EG has a mean score of 5.27 (SD = .291) while the CG's mean was 5.232 (SD = .285). Independent samples t-test revealed that both groups were not significantly different before the experiment started t (74) = .593, p. = .555.

Finally, the groups were compared on the basis of their inclination for meaningful participation in improving the school. The EG had a mean score of 5.208 (SD = .241) in terms of respondents' inclination for meaningful participation in improving the school while 5.212 (SD = .187) for the CG. Independent t-test results showed that both groups were not statistically different in their inclination for meaningful participation in improving the school, t (74) =.-092, p. = .927.

Both at the levels of the individual stakeholders and the schools, the groups showed no statistical differences in terms of the dependent variables prior to the commencement of the experiment.

4.3.2 Experimental and Control Groups after Implementing PSALM

Similar to what was done in the preceding section, the comparison of the EG and CG after implementing PSALM covered the individual stakeholder and school levels.

4.3.2.1 Analyzing PSALM Effects at the Individual Stakeholder Level

After the implementation of the experiment for one school year, the posttest was carried out, results of which are reported in Table 4.3. Just like in the pretest, achievement levels were measured using the Division Achievement Test results while the levels of commitment, empowerment and trust were taken from the responses to the second survey. The table shows that the EG had statistically significant higher levels of commitment, empowerment and trust when compared with the CG. However, the EG and CG did not have a significant difference in their student academic achievement levels.

The EG and CG were compared using an independent samples t-test for all the variables included in this study. As indicated in the table, the mean difference of .896 in the academic achievement levels between the EG and CG yielded a t (513) =

1.433, p. = .153. This suggests that the higher mean difference is not statistically significant.

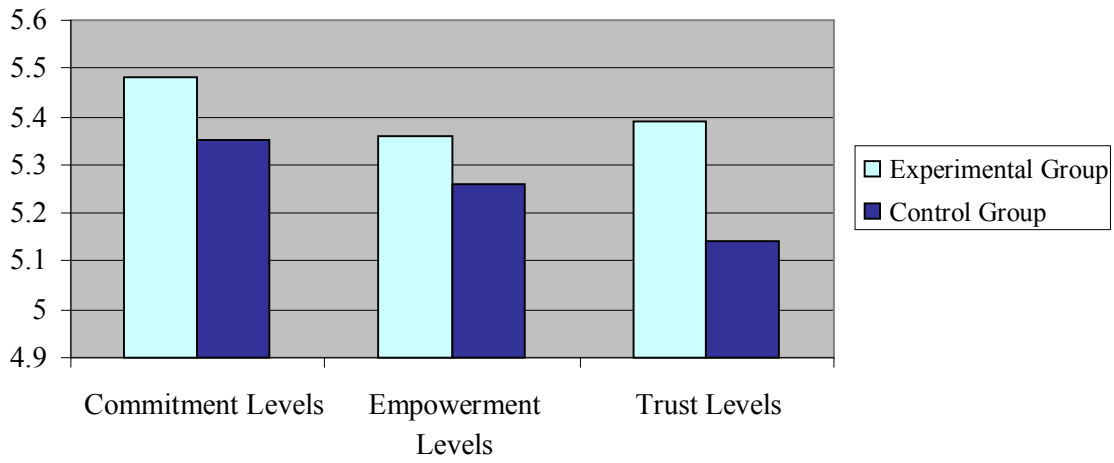
Table 4.3
Independent samples t-test results for the dependent variables between the EG and CG after intervention

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						T	Df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
AA*	EG	282	38.43	8.54	.509	1.433	513	.153	.896	.626	-.333	2.126
	CG	291	37.54	6.22	.365							
CL*	EG	282	5.48	.489	.029	3.258	601	.001	.133	.041	.053	.213
	CG	321	5.35	.509	.028							
EL*	EG	274	5.36	.463	.028	2.435	593	.015	.097	.040	.019	.176
	CG	321	5.26	.503	.028							
TL*	EG	282	5.39	.575	.034	4.933	601	.000	.256	.052	.154	.358
	CG	321	5.14	.685	.038							
IMP*	EG	274	5.32	.433	.026	4.696	593	.000	.173	.037	.100	.245
	CG	321	5.14	.458	.026							

*AA – Academic Achievement; CL – Commitment Level;
EL – Empowerment Level; TL – Level of Trust;
IMP – Inclination for Meaningful Participation in Improving the School;

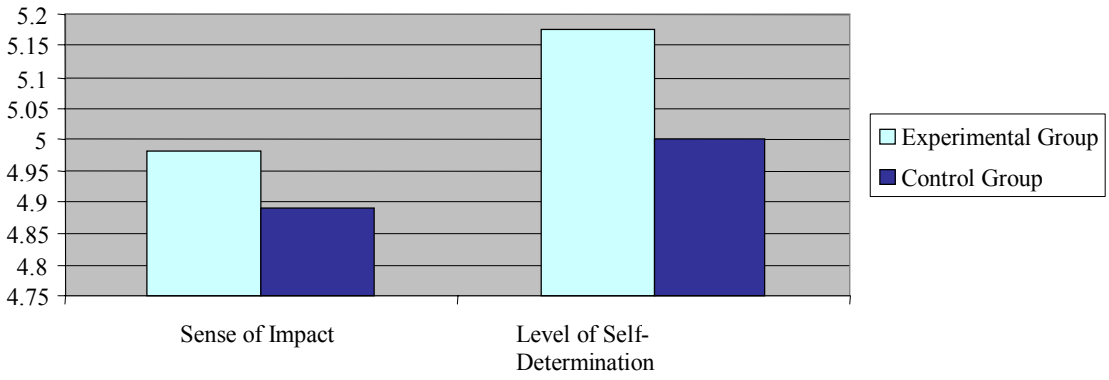
However, the effects of the experimental treatment on the stakeholders' levels commitment, empowerment and trust are positive. Figure 4.1 provides a clear comparison of the groups in terms of the respondents' levels of commitment, empowerment and trust. For commitment levels, the mean difference between the EG and CG was .133 with a t (601) = 3.258, p. = .001. For the empowerment levels the mean difference between the EG and CG was .097 with a t (593) = 2.435, p. = .015 in a 2-tailed test. For trust levels, the mean difference between the EG and CG was .256 with a t (601) = 4.933, p. < .001. All these results indicate that the experience in implementing participatory school management provided opportunities for the stakeholders to achieve higher levels of self-empowerment, trust in their school authorities and commitment to work for school improvement. It appears from Figure 4.1 that the groups' biggest mean difference was on their levels of trust.

Figure 4.1 Comparison between the EG and CG in terms of commitment, empowerment and trust levels after intervention



The effects of PSALM on the two dimensions of empowerment were also considered. The EG had a mean sense of impact equivalent to 4.984 (SD = .906) while the CG's mean was 4.892 (SD = .854). Using independent samples t-test to compare this result, t (601) = 1.283, p. = .200 shows that the EG and CG did not have significant differences in terms of their sense of impact after implementing PSALM. In terms of levels of self-determination, the EG had a mean of 5.176 (SD = .274) while the CG had a mean of 5.002 (SD = .673). Using independent samples t-test to compare the mean, results show that EG was significantly different from the CG in terms of their levels of self-determination after the experiment, t (598) = 3.287, p. = .001. As shown in Figure 4.2, the levels of self-determination among the EG of respondents were substantially higher than those of the CG. The higher sense of impact reported by the EG was found not to have statistical significance.

Figure 4.2 Comparison between the EG and CG on their specific dimensions of empowerment



For the inclination to meaningfully participate in improving the school, the EG recorded a mean score of 5.318 (SD = .433) while the CG had a mean of 5.145 (SD = .458). Comparing their mean scores using the independent samples t-test, results indicate that the EG had a significantly greater inclination for meaningful participation in improving the school after the experiment, t (593) = 4.696, p. < .001. After the implementation of PSALM, stakeholders felt more inclined to participate meaningfully in improving their schools compared with their CG counterparts.

4.3.2.2 Analyzing PSALM Effects at the Level of Schools

Another way to confirm the effects of the experimental treatment on the variables included in this research was to carry out an independent t-test for the groups with schools as the unit of analysis. Results are indicated in Table 4.4.

After the experiment, the mean student academic achievement of the EG was 38.10 (SD = 8.78) while the CG was 37.35 (SD = 6.58). Similar to the results of analysis with each participant as a unit, schools from the EG and CG did not significantly differ after an independent t-test, t (67) = .400, p. = .690.

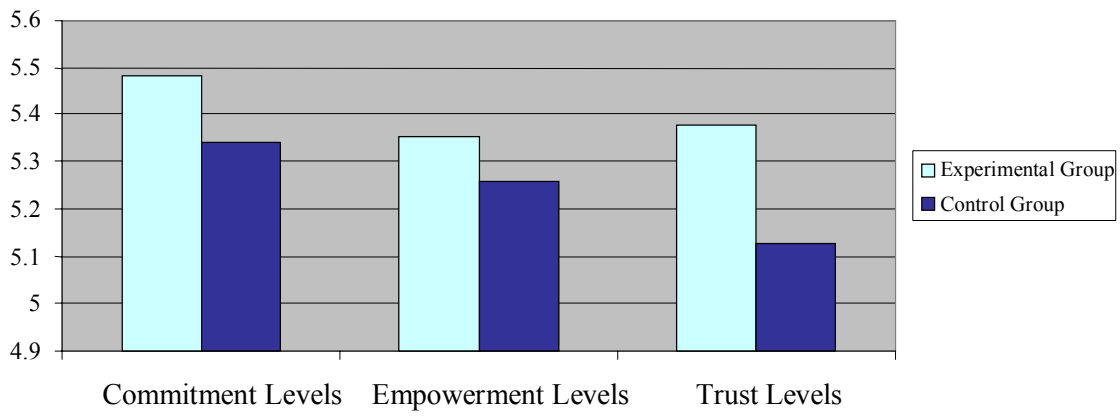
Table 4.4
Independent samples t-test results for academic achievement, empowerment, trust and commitment levels of the schools in the EG and CG after intervention

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						t	df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
AA*	EG	35	38.10	8.78	1.48	.400	67	.690	.749	1.872	-2.987	4.485
	CG	34	37.35	6.58	1.13							
CL*	EG	35	5.482	.221	.037	2.419	71	.018	.141	.058	.025	.257
	CG	38	5.341	.272	.044							
EL*	EG	35	5.352	.217	.037	2.039	71	.045	.092	.045	.002	.182
	CG	38	5.260	.169	.027							
TL*	EG	35	5.378	.339	.057	2.972	71	.004	.253	.085	.083	.423
	CG	38	5.125	.385	.062							
IMP*	EG	35	5.310	.234	.040	2.919	71	.005	.170	.058	.054	.286
	CG	38	5.140	.262	.042							

*AA – Academic Achievement; CL – Commitment Level;
EL – Empowerment Level; TL – Level of Trust;
IMP – Inclination for Meaningful Participation in Improving the School;

However, the commitment, empowerment and trust levels of the schools from the EG were significantly higher than the CG of schools. Mean commitment level of EG (M = 5.482, SD = .221, N = 35) was significantly higher than the CG (M = 5.341, SD = .272, N = 38), t (71) = 2.419, p. 018.

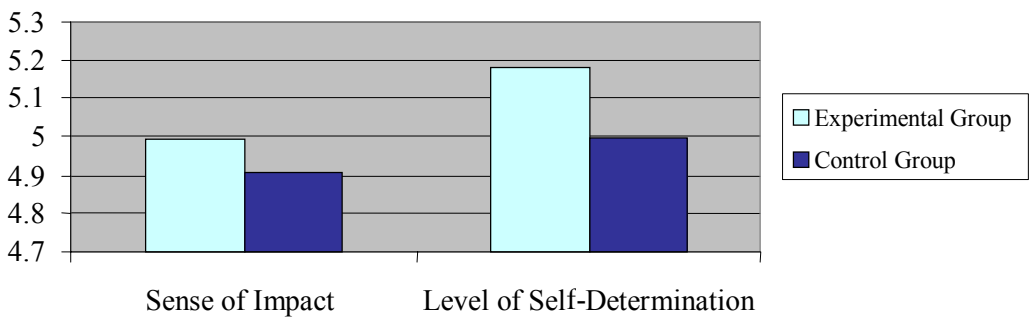
Figure 4.3 Comparison of the EG and CG in terms of commitment, empowerment and trust levels using school as unit of analysis



Likewise, the mean empowerment level of EG (M = 5.352, SD = .217, N = 35) was significantly higher than the CG (M = 5.260, SD = .169, N = 38), t (71) = 3.209, p. = .002. Finally, the mean level of trust of the EG (M = 5.378, SD = .339, N = 35) was significantly higher than the CG (M = 5.125, SD = .385, N = 38), t (71) = 2.972, p. 004. From the figure, it is evident that the trust levels had the greatest significant mean differences for the EG and CG.

The effect of PSALM on the specific dimensions of empowerment using school as the unit of analysis was also considered. The EG has a mean sense of impact equivalent to 4.99 (SD = .413) while the CG's mean was 4.91 (SD = .372). Using independent samples t-test to compare this result, t (71) = .825, p. = .412 shows that the EG and CG did not have significant differences in terms of their sense of impact after implementing PSALM. In terms of self-determination, the EG had a mean of 5.176 (SD = .274) while the CG 5.000 (SD = .201). Using independent samples t-test to compare the means, results indicate that the EG scored at a significantly higher level of self-determination after PSALM implementation, t (71) = 3.215, p. = .002. Figure 4.4 illustrates the substantial mean differences between the EG and CG in their levels of self-determination and sense of impact.

Figure 4.4 Comparison of the EG and CG in terms of the specific dimensions of empowerment using school as unit of analysis



For their inclination for meaningful participation in improving the school, the EG's mean was 5.310 (SD = .234) while the CG had 5.140 (SD = .262). Comparing their means with the use of the independent samples t-test, results show that the inclination for meaningful participation to improve the schools of respondents grouped according to their schools were significantly different after the implementation of PSALM, t (71) = 2.919, p. = .005.

4.3.3 The Results in the Context of Previous Research

Two significant findings about PSALM implementation have been revealed in the foregoing discussion of results. One, academic achievement was not significantly affected by the experimental treatment. Two, the stakeholders' levels of commitment, empowerment and trust as well as their inclination for meaningful participation in improving the school were significantly higher among the EG when compared with those of the CG.

4.3.3.1 On Academic Achievement

The result indicating no statistically significant differences in academic achievement between the EG and CG after implementing change in school management structure appears to suggest that PSALM failed to improve the learning outcomes in the experimental schools more specifically in the short term of one year. As reported in earlier research, educational change such as SBM takes time to affect the students' academic learning outcomes (Inbar 1975, David 1989; Zajda, 2003). In the case of a study undertaken by Boland (2003), it was likewise found that students and parents did not perceive improvement in learning outcomes after implementing school renewal and cultural change for 18 months. Although there was no statistical significance in the EG's higher mean academic achievement level when compared with the CG, it is still an encouraging trend that is worth looking into beyond the life

of this research endeavor, particularly in schools that voluntarily opted to continue implementing PSALM via ASCs. This result means that the one year of implementing a changed management structure in the schools did not bring substantial benefits to the academic performance of the students in the short term.

4.3.3.2 On Commitment, Empowerment and Trust

The significant differences in terms of levels of commitment, empowerment and trust between the EG and CG confirmed by the results of t-tests conforms with what earlier studies have reported. The related literature reviewed shows that commitment is increased when people are allowed to take part in decision-making (Bacharach et al., 1990; Balfour & Wechsler, 1996; Conway, 1984; Dunham et al., 1994; Gamage, 1996b; Kushman, 1992). Other researchers report that practicing transformational leadership positively affect teachers' commitment levels (Leithwood & Jantzi, 2006; Nguni et al., 2006; Ross & Gray, 2006). Implementing PSALM in the schools must have provided the opportunity for wider sharing of information via open communication (Meyer et al., 1991; Ulrich, 1998; Whitney & Lindell, 2000); continuous learning via training (Cheng, 1998; Hagen & Nelson, 2001; Ulrich, 1998); allowing people to work freely (O'Neil, 1995/1996; Ulrich, 1998); and fostering harmonious relationships through people centered leadership (Angle & Perry, 1986; Hagen & Nelson, 2001; Lee, 2003; Ulrich, 1998). These genuine participatory management practices have been acknowledged by earlier researchers as reasons why members become more committed to their organizations. In fact, Nir (2002) has reported that implementing SBM, a version of which has been tried out in this research, caused a corresponding increase in the commitment of teachers towards academic achievement.

The result showing increased levels of empowerment among the stakeholders in the schools that implemented PSALM confirm that the school management structure tried out in this project was successful with regards to enabling stakeholders to believe that they can do something to produce better results in the schools. The literature is replete with similar results. In previous studies, it has been reported that the following organizational features heighten the sense of empowerment among members: providing maximum opportunities for organizational members to participate or be involved in decision making (McMillan et al., 1995; Owens, 2001; Prestby et al., 1990; Strawn, 1994; Zimmerman, 1990; Zimmerman & Rappaport, 1988); allowing free flow of information through open communication channels (Bailey, 1991; Bowen & Lawler III, 1995; Kanter, 1983; Kizilos, 1990; Matthews et al., 2003; Owens, 2001); and granting authority, freedom and autonomy for organizational members to make decisions affecting their work (Bowen & Lawler III, 1995; Dondero, 1996; Matthews et al., 2003). All these features characterized the PSALM implemented in this research. Indeed, the presence of a dynamic organizational structure suited to collegial or team activities also enhances empowerment (Fawcett et al., 1995; Kanter, 1983; Matthews et al., 2003; Sweetland & Hoy, 2000). Furthermore, Blasé and Blasé (1997) also point out that facilitative school leaders have significant contribution to the overall sense of empowerment among the teachers in shared governance schools.

Another significant result in the preceding discussion reveals that trust was enhanced in experimental schools as a consequence of PSALM management. This is likewise consistent with what previous researchers have reported about the influence of the kind of school leadership on trust among the school stakeholders. Previous studies have concluded that trust is enhanced when leadership behavior is

characterized by being supportive (Tarter et al., 1989; Tarter & Hoy, 1998); open (Blase & Blase, 2001; Hoffman et al., 1994); and collegial (Blase & Blase, 2001; Hoy et al., 1996; Tarter & Hoy, 1998; Tschannen-Moran & Hoy, 1998). Implementing PSALM must have helped school principals to highlight these desirable behaviors.

4.4 Influence of the Characteristics of Stakeholders on the Variables

The second research question centered on how certain characteristics of the stakeholders (experimental participants) influence their levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school. The characteristics considered were: constituency, gender, age and position in the ASC.

4.4.1 Constituency

Considering that constituency is of six types, independent samples ANOVA was used to determine whether the stakeholders' levels of empowerment, trust and commitment differed in terms of their constituency. The means and standard deviations of the different stakeholder groups for the dependent variables are shown on Table 4.5.

Table 4.5
Mean scores and standard deviations of respondents for the different dependent variables according to their constituency

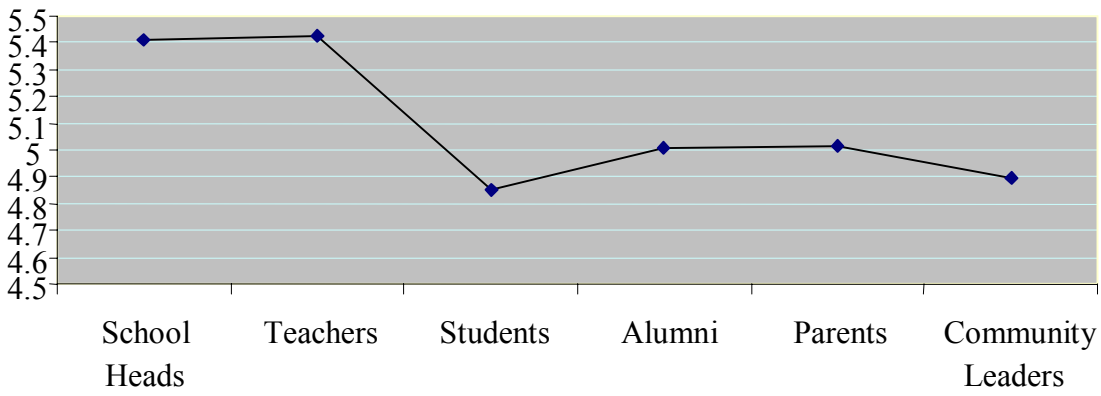
Variable		School Heads	Teachers	Students	Alumni	Parents	Community Leaders
Commitment Levels	**Mean**	**5.5563**	**5.5808**	**5.4678**	**5.5070**	**5.4400**	**5.3500**
	SD	.42116	.38656	.50324	.55950	.49286	.54866
Empowerment Levels	**Mean**	**5.4115**	**5.4245**	**5.8472**	**5.0054**	**5.0148**	**4.8953**
	SD	.46756	.40489	.65497	.66308	.74181	.72490
Trust Levels	**Mean**	**5.4219**	**5.4375**	**5.4068**	**5.4244**	**5.3389**	**5.3563**
	SD	.51758	.55323	.60866	.59894	.62422	.48664
IMP*	**Mean**	**5.4632**	**5.4772**	**5.2397**	**5.3143**	**5.2646**	**5.2035**
	SD	.36550	.35546	.43178	.41984	.49160	.43633

*IMP – Inclination for Meaningful Participation in Improving the School

The analysis of variance revealed no significant differences in the commitment levels of the stakeholders after the experiment, F (5, 273) = 1.310, p. = .260. This suggests that constituency was not a significant factor in enhancing the commitment of PSALM implementers.

There were differences in the empowerment levels of respondents in terms of constituency. This is shown by an F (5, 273) = 7.567, p. < .001 derived from the ANOVA for empowerment level and constituency. Using the Tukey's HSD post hoc test, it was revealed that the parents, alumni, students and community leaders had significantly lower empowerment levels when compared with the teachers and school heads. Figure 4.5 illustrates this trend, which suggests that the school professionals (principal and the teachers) ended up having higher empowerment levels after the implementation of the experiment.

Figure 4.5 Empowerment level mean scores according to the respondents' constituency



For the specific dimension of empowerment, Table 4.6 shows the means and standard deviations. The stakeholders' sense of impact was significantly different after the experiment, F (5, 276) = 10.639, p. < .001. Results of the Tukey's HSD post hoc test reveal that a higher sense of impact was reported by the school professionals

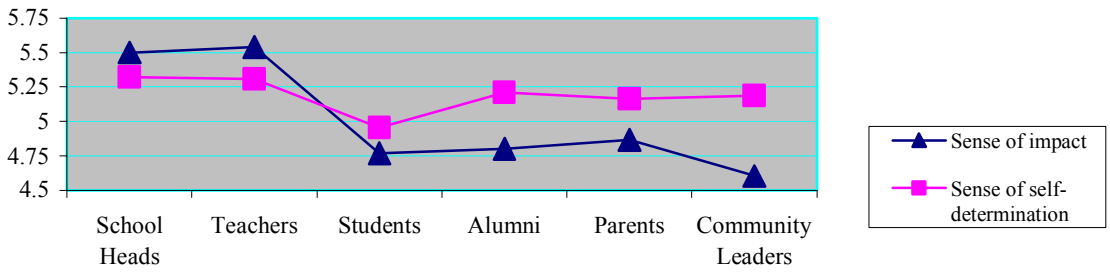
(head teacher and teachers) compared with those of the students, alumni, parents and community leaders.

Table 4.6
Mean scores and standard deviations of respondents on the specific dimensions of empowerment according to their constituency

Dimensions of Empowerment		School Heads	Teachers	Students	Alumni	Parents	Community Leaders
Sense of Impact	**Mean**	**5.5000**	**5.5409**	**4.7688**	**4.8007**	**4.8667**	**4.6047**
	SD	.37864	.42480	.79568	.95168	1.05505	1.02935
Level of Self-determination	**Mean**	**5.3229**	**5.3082**	**4.9556**	**5.2101**	**5.1630**	**5.1860**
	SD	.70066	.52236	.59650	.62995	.61801	.57873

Illustrated in Figure 4.6 is the lower sense of impact scores of non-educators, particularly among the community leaders. This suggests that the non-educators did not perceive themselves as having as much impact as the teachers and the school heads.

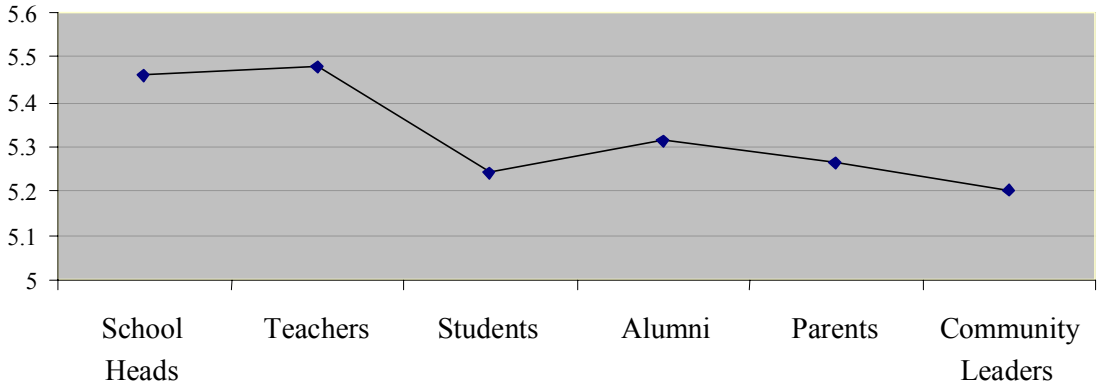
Figure 4.6 Mean scores for the specific dimensions of empowerment of respondents according to constituency



In addition, the stakeholders' levels of self-determination were significantly different after the experiment, $F(5, 273) = 2.533$, $p. = .029$. Results of the Tukey's HSD post-hoc test revealed that only the school heads recorded a significantly higher mean level of self-determination to the students. The other stakeholder groups did not significantly differ from one another.

Results of ANOVA show that the stakeholders' trust levels were not significantly different on the basis of their constituency, F (5, 270) = .235, p. = .947. Regardless of their constituency, trust could either wane or grow depending on other factors inherent in the school.

Figure 4.7 Inclination for meaningful participation in improving the school mean scores according to the respondents' constituency



Results of the one-way ANOVA, F(5, 265) = 3.397, p. = .005, indicate that the participants' inclination for meaningful participation in improving the school differed statistically in terms of their constituency. The Tukey's HSD post hoc test revealed that the school heads and the teachers had significantly different inclinations for meaningful participation in improving the school when compared with the community leaders. Other stakeholders were not found to have significant differences in their inclination for meaningful participation in improving the school.

4.4.2 Gender

Gender being a dichotomous variable, an independent samples t-test was used to determine whether there are differences in the levels of commitment, empowerment and trust between the male and the female research participants. Table

4.7 shows that the levels of commitment, empowerment and trust among the stakeholders do not differ in terms of their gender.

In terms of commitment levels, males had a mean of 5.454 (SD = .491) while females had a mean of 5.507 (SD = .489). The computed t (274) = -.882, p. = .378, indicating that male and female research participants did not significantly differ in their commitment levels after the experiment.

Table 4.7
Independent samples t-test results for EG's gender and levels of commitment, empowerment and trust

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						t	df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
CL*	M	122	5.454	.491	.044	-.882	274	.378	-.052	.059	-.169	.065
	F	154	5.507	.489	.039							
EL*	M	121	5.039	.729	.066	-.831	274	.407	-.067	.081	-.226	.092
	F	155	5.106	.614	.049							
TL*	M	118	5.384	.568	.052	-.446	271	.656	-.031	.070	-.168	.106
	F	155	5.414	.572	.046							
IMP*	M	117	5.294	.461	.043	-.877	266	.382	-.047	.053	-.151	.058
	F	151	5.341	.408	.033							

*CL – Commitment Level; EL – Empowerment Level; TL – Trust Level;
IMP – Inclination for Meaningful Participation in Improving the School;
M – Male; F - Female

For empowerment level, the male participants had a mean score of 5.039 (SD = .729) and the female experimental participants' mean score was 5.106 (SD = .614). The computed t (274) = -.831, p. = .407, indicates the absence of a significant difference between the males and females in terms of their empowerment levels after the experiment. For the sense of impact as a specific dimension, males had a mean score of 4.917 (SD = .982) while females had 5.026 (SD = .845). Using independent samples t-test to compare their mean scores, results indicate that their sense of impact did not significantly differ after the experiment, t (277) = -.993, p. = .321. In terms of levels of self-determination, the mean scores were: 5.165 (SD = .632) for males and 5.176 (SD = .597) for females. Their computed independent samples t-test, t (274) =

-.149, p. = .882, reveal no significant differences in the levels of self-determination between the males and the females.

For their level of trust, the mean scores were 5.384 (SD = .568) for males and 5.414 (SD = .572) for females. There was no significant difference between the male and female research participants in terms of their levels of trust after the experiment since the computed t (271) was = -.446, p. = .656.

The means for the inclination to participate meaningfully in improving the school among the respondents were 5.294 (SD = .461) for males and 5.341 (SD = .408) for females. Independent samples t-test results, t (266) = -.877, p. = .382, indicate that gender did not cause the respondents to differ in terms of their inclination to participate meaningfully in improving the school.

It can be said, then, that gender does not cause differences in the stakeholders' commitment to the school's welfare, self-empowerment and trust for school authorities. Regardless of gender, a stakeholder may possess high or low level of likelihood to be engaged in school improvement initiatives.

4.4.3 Age

In this research, age of the participants was clustered into five categories. The independent samples ANOVA was used to test whether experimental participants differed in their levels of empowerment, trust and commitment in terms of their ages. Results of the statistical analysis revealed that empowerment levels differed on account of age while no significant differences exist in the stakeholders' trust and commitment levels in terms of their ages. The mean scores and standard deviations of the respondents on the dependent variables are shown in Table 4.8.

Commitment levels of respondents did not significantly differ in terms of their age, F (4, 267) = .287, p. = 886. This suggests that implementers of PSALM become committed to the welfare of the school regardless of their ages.

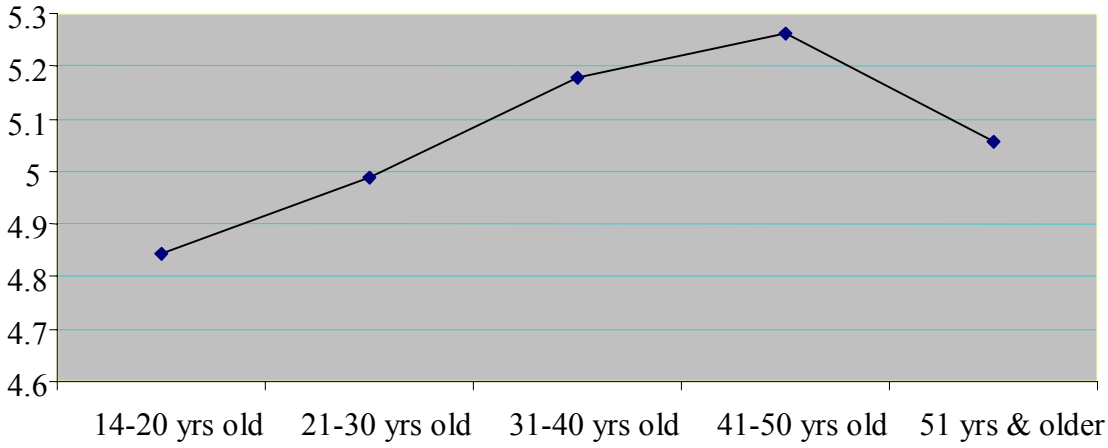
Table 4.8
Mean scores and standard deviations of respondents on the dependent variables according to their age

Variables		14-20 yrs old	21-30 yrs old	31-40 yrs old	41-50 yrs old	51 yrs & older
Commitment Levels	**Mean**	**5.4678**	**5.5319**	**5.4857**	**5.5114**	**5.4250**
	SD	.50324	.43194	.47784	.51416	.53941
Empowerment Levels	**Mean**	**4.8446**	**4.9896**	**5.1767**	**5.2612**	**5.0556**
	SD	.65497	.77447	.49178	.51710	.87471
Trust Levels	**Mean**	**5.4068**	**5.4468**	**5.3673**	**5.3956**	**5.4375**
	SD	.60866	.55398	.53058	.54392	.55721
IMP*	**Mean**	**5.2397**	**5.3156**	**5.3376**	**5.3916**	**5.3118**
	SD	.43178	.49332	.36950	.35642	.55699

*IMP – Inclination for Meaningful Participation in Improving the School

Results of the ANOVA, F (4, 267) = 4.100, p. = 003 indicate that differences in empowerment levels existed on account of the age of experimental participants. Using the Tukey's HSD post hoc test, only the 14 – 20 years old participants (mean empowerment level = 4.8446) had a mean difference significantly different from the 41 – 50 years group of participants (mean empowerment level = 5.2612).

Figure 4.8 Empowerment level mean scores of respondents according to age



The other stakeholders were found to have no statistically significant differences in their empowerment levels on account of age. There were higher empowerment levels for older participants, between the ages 14-50 years.

In the specific dimensions of empowerment, mean scores and standard deviations are shown in Table 4.9. Results of one-way ANOVA, F (4, 270) = 2.774, p.= .008, suggest that there were significant differences among the respondents in terms of their sense of impact after the experiment. The Tukey's HSD post hoc test revealed that 41-50 years group of respondents significantly differed from the 14-20 yrs and 21-30 yrs groups of respondents in their sense of impact.

Figure 4.9 illustrates the differences of the respondents on their sense of impact and level of self-determination according to age.

Table 4.9
Mean scores and standard deviations of respondents in the dimensions of empowerment according to their age

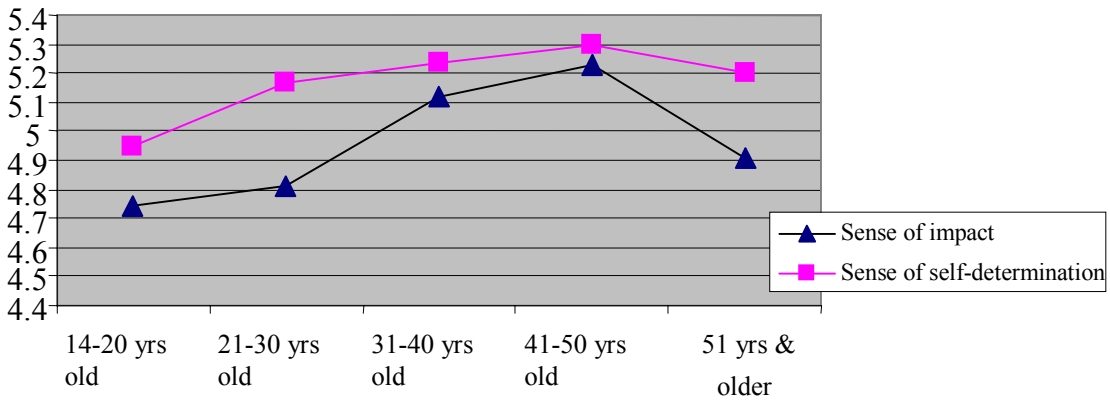
Dimensions of Empowerment		14-20 yrs old	21-30 yrs old	31-40 yrs old	41-50 yrs old	51 yrs & older
Sense of Impact	**Mean**	**4.7401**	**4.8125**	**5.1200**	**5.2256**	**4.9091**
	SD	.80246	1.04487	.66244	.78802	1.18226
Level of self-	**Mean**	**4.9492**	**5.1667**	**5.2333**	**5.2967**	**5.2020**

determination	SD	.59953	.67372	.61813	.49137	.66635

For the level of self-determination, results of one-way ANOVA, F (4, 267) = 3.118, p. 016, suggest that the respondents significantly differed in the levels of self-determination after the experiment. The Tukey's HSD post hoc test revealed that only the 14-20 years group differed significantly from the 41-50 years old participants.

For age and trust level, the computed F (4, 266) = .218, p. = .928 indicates that trust levels did not significantly differ in terms of the research participants' age. These results indicate that the level of trust among the ASC participants did not depend on whether the individual was young or old. In other words, a young or old member of the ASC is capable of trusting others.

Figure 4.9 Mean scores of respondents in the specific empowerment dimensions according to age



Finally, results of the one-way ANOVA, F (4, 261) = 1.082, p. = .366, indicate that the inclination for meaningful participation in improving the school among the experimental participants were not significantly different in terms of their

ages after the experiment. This also suggests that age does not significantly influence the fostering of trust in the ASC.

4.4.4 Position in the ASC

Respondents from the experimental group served in various capacities as officials of the ASC. A total of 241 respondents indicated their positions in the ASC with 26 of them, presidents; 18 vice presidents; 14 secretaries; 10 treasurers; and 173 members. Results of the independent samples ANOVA revealed that the commitment, empowerment and trust levels among the respondents did not significantly differ in terms of their positions in the ASC after the experiment. The mean scores and standard deviations of the participants from the experimental group in the dependent variables are shown in Table 4.10.

For position and commitment level, F (4, 233) = 1.505, p. = .202 indicates that no significant differences exist among the commitment levels of participants in terms of their positions in the ASC. Whether one is a president or a member of the ASC, his/her level of commitment may increase or decrease on the basis of factors other than his/her position.

Table 4.10
Mean scores and standard deviations of respondents on the dependent variables according to their positions in the ASC

Variables		Presidents	Vice Presidents	Secretaries	Treasurers	Members
Commitment Levels	**Mean**	**5.5077**	**5.6625**	**5.6333**	**5.2800**	**5.4530**
	SD	.42040	.49379	.36013	.55936	.51224
Empowerment Level	**Mean**	**4.7051**	**4.8958**	**5.1389**	**5.2167**	**5.0793**
	SD	.88733	.77907	.61477	.53316	.62082
Trust Level	**Mean**	**5.4519**	**5.3438**	**5.6458**	**5.3500**	**5.3931**
	SD	.50010	.77929	.39107	.47434	.58731
IMP*	**Mean**	**5.2216**	**5.3007**	**5.4727**	**5.2822**	**5.3085**
	SD	.47728	.57706	.36725	.42177	.42076

*IMP – Inclination for Meaningful Participation in Improving the School

For position in the ASC and empowerment level, F (4, 233) = 2.059, p. = .087 indicates that empowerment levels of the experimental participants did not significantly differ in terms of their positions in the ASC. Position in the ASC did not affect the extent to which the ASC participants felt empowered.

In terms of the specific dimensions of empowerment, results of the one-way ANOVA, F (4, 236) = 2.196, p. = .070, indicate that the respondents' sense of impact did not significantly differ after the experiment. The position held by the ASC participants did not substantially affect their sense of impact on the school.

Table 4.11
Mean scores and standard deviations of respondents in the dimensions of empowerment according to their positions in the ASC

Dimensions of Empowerment		Presidents	Vice Presidents	Secretaries	Treasurers	Members
Sense of Impact	**Mean**	**4.4359**	**4.7745**	**4.9487**	**5.1667**	**4.9981**
	SD	1.28502	.94821	.76795	.94608	.84811
Level of Self-determination	**Mean**	**4.9744**	**5.0784**	**5.2308**	**5.2667**	**5.1570**
	SD	.68588	.65117	.55083	.34427	.61329

Likewise, results of one-way ANOVA, F (4, 233) = .728, p. = .573, indicate that the respondents' position did not cause differences in their levels of self-determination. Perceiving whether one has an impact on or is capable of self-determining the school activities for improvement is not affected by his/her position in the ASC

For the position in the ASC and trust levels, F (4, 230) = .468, p. = .759 indicates that trust levels were not significantly different among the experimental participants in terms of their position in the ASC. The position one held in the ASC did not significantly affect the building of trust for school officials.

Results of one-way ANOVA, F (4, 225) = .688, p. = .601, reveal that the inclination for meaningful participation in improving the school among the experimental participants did not significantly differ on account of their positions in the ASC. Respondents could be inclined to meaningfully participate in improving their schools regardless of their positions in the ASC.

It is evident from the foregoing results that position in the ASC had no significant influence on any of the factors considered in this study as helpful in working for better schools.

In this section, results of analysis revealed that the stakeholders' characteristics had varying degrees of influences on their levels of empowerment and inclination for meaningful participation in improving the school. These influences were statistically significant in the following ways:

- Constituency and empowerment levels (teachers and school heads reported higher empowerment levels than the other stakeholders);
- Constituency and inclination for meaningful participation in improving the school (teachers and school heads reported greater inclination for meaningful participation in improving the school compared with the other stakeholders); and
- Age and empowerment levels (41 – 50 years old group of respondents indicated higher empowerment levels than their 14-30 years old group of counterparts).

However, the results of statistical analysis showed that other characteristics – gender and position in the ASC – did not significantly influence the dependent variables.

4.5 Operational Effectiveness of PSALM

The third research questions focused on the perceptions of the research participants on the operational effectiveness of PSALM. The analysis of data and discussion first focuses on sub-question 3.1, which is about the council decision-making. Then, sub-question 3.2, which delves into the perceptions on the effectiveness of sub-committees are explored. Furthermore, this part of the research report addresses sub-question 3.3 by examining the operation of the ASC as a whole.

4.5.1 Perceptions on the ASC Decision Making

This sub-section explores the perceptions of the experimental group on the PSALM effectiveness in the area of ASC decision making in terms of how decisions are made, areas for decision-making, constraints, existence of domination by stakeholder groups, the availability of adequate information for effective decisions and the decision making process.

In the area of ASC decision-making, how decisions were made is shown in Table 4.12, which shows that 68.8 per cent were of the opinion that the decisions were made by majority vote; 17.0 per cent by consensus; 7.1 per cent took cues from the school head's recommendations; 1.8 per cent by secret ballot and another 2.1 per cent on the basis of sub-committee recommendation. In Thailand, school councils likewise tended to make decisions via majority vote (Sooksomchitra, 2004). The practice of respecting the majority vote reflects the very common manner most Filipinos perceive democracy - via majority rule. That 7.1 per cent of the respondents were taking cues from school head's recommendations likewise reflects the relative influence of the school head in school affairs.

Table 4.12
How decisions were made by the Advisory School Councils (ASCs)*

Way of decision-making	N	Frequency	Per cent
By majority vote	282	194	68.8

By consensus	282	48	17.0
On school head's recommendation	282	20	7.1
On the basis of sub-committee recommendation, if any	282	6	2.1
By secret ballot	282	5	1.8
No response	282	23	8.2

***Multiple responses were allowed**

Table 4.13 shows the responses to a question that asked the participants to identify as many areas as applicable to their specific situations. Among the respondents, 55.7 per cent indicated that they made recommendations on repairing physical facilities; 54.6 per cent, on student discipline; 46.5 per cent, on school goals; 44.3 per cent, on managing fund raising; 44.0 per cent, on physical facilities construction; 40.8 per cent, on vision/mission statement; 37.6 per cent, on school budget; 16.0 per cent, on managing canteen; and 9.6 per cent, on optional curriculum. The top three areas for decision making indicated by school council members in Thailand were: managing fund raising, policy development, and school visions and goals (Sooksomchitra, 2004). Data for this study suggest that school heads were willing to receive input from the ASCs on those aspects of school management that the council members are competent to handle.

Table 4.13
Areas on which ASC was involved in decision-making*

Aspects of School Management	N	Frequency	Per cent
Physical Facilities Repairs	282	157	55.7
Student Discipline	282	154	54.6
School Goals	282	131	46.5
Managing Fund Raising	282	125	44.3
Physical Facilities Constructions	282	124	44.0
Vision/Mission	282	115	40.8
School Budget	282	106	37.6
Managing Canteen	282	45	16.0
Optional Curriculum	282	27	9.6
No response	282	22	7.8

***multiple responses were allowed**

As to the constraints that exist in making decisions shown in Table 4.14, 62.4 per cent believed that they had to make sure that decisions were within the broad guidelines of DepED; 20.9 per cent felt that decisions had to be within the local community perceptions; 19.9 per cent felt that they had to secure the concurrence of the school head; and 18.1 per cent indicated that they had to be within the regional/division policy guidelines. This was another item where the respondents were allowed to identify more than one response. These results suggest that the ASCs are operating within the DepED guidelines.

Table 4.14
Constraints on ASC Decision-making*

Constraints Identified	N	Frequency	Per Cent
Have to be within the broad guidelines of DepED	282	176	62.4
Have to be within the local community perceptions	282	59	20.9
Must have the concurrence of the school head	282	56	19.9
Have to be within regional/division policy	282	51	18.1
No response	282	40	14.2

***multiple responses were allowed**

Table 4.15 identifies whether particular stakeholder groups were dominating the ASC meetings. Perhaps, more than one-half (62.4) identified that no particular stakeholder group dominated decision-making processes by not responding to the question. However, 122 out of 282 respondents felt that particular stakeholder groups were dominating the meetings. Of the stakeholder group identified as dominating meetings, 19.5 per cent felt that the parents were dominating; 8.5 per cent felt that the teachers were dominating; while 5.7 per cent felt that the school head was dominating.

Table 4.15
Domination of meetings by particular stakeholder groups

Stakeholder Group	Frequency	Percent	Cumulative Percent
Parents	55	19.5	19.5
Teachers	24	8.5	28.0
School Head	16	5.7	33.7
Community Representatives	6	2.1	35.8
Students	3	1.1	36.9
Alumni	2	0.7	37.6
No Response	160	62.4	100
Total	**282**	**100**	

This is an encouraging finding, when compared to a similar study in Thailand where school heads were found to be the stakeholder category dominating meetings (Sooksomchitra, 2004). Thus, the study suggests that the parents did not feel intimidated by the school professionals. This finding is also inconsistent with the observation by Corson (1995) that school officials tend to dominate non-education professionals in discourse. It would be interesting to examine the issues of social background and other factors that led to this confidence amongst the parents in the Philippines.

Table 4.16 shows that 91.0 per cent of the respondents were highly satisfied with the amount and quality of information provided for decision-making by rating their responses as excellent, very good, and good as indicated above. This result is similar to the findings in Thailand (Gamage & Sooksomchitra, 2004) as well as the findings of Gamage et al (1996) in their research in Victoria. This suggests that information was made available to the members of the ASC before they deliberated on courses of action to be taken in improving the school. Indeed, keeping communication channels open is an important factor for the success of school councils (Gamage & Pang, 2003).

Table 4.16
Availability of adequate information for decision-making

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	23	8.2	8.2
Unsatisfactory	1	1	.4	8.6
Poor	2	1	.4	9.0
Good	3	130	46.1	55.1
Very Good	4	95	33.7	88.8
Excellent	5	32	11.2	100.00
Total		**282**	**100.0**	

Mean = 3.6023

Considering that school heads are the usual gatekeepers of information flow, it can be said that school heads involved in the study were willing to share vital information with others, particularly with the members of the ASC. This transparency is a positive contributor in encouraging stakeholders' involvement in school level policy-making, which the study was investigating.

Table 4.17
Perception of the ASC Members on the Process of Decision-making*

Identified Factors	N	Frequency	Per cent
Every member gets a fair chance to express his/her views	282	203	72.0
It is a true partnership of all stakeholders	282	74	26.2
Members receive working papers on complex issues	282	7	2.5
No response	282	35	12.4

***multiple responses were allowed**

Table 4.17 shows what happened in the process of decision-making at the council. Almost three fourths of the respondents (72.0 per cent) reported that every member got a fair chance to express his/her views; 26.2 per cent, further reinforced this view by indicating that it was a true partnership of all stakeholders and 2.5 per cent of the members appreciated working papers on complex issues. This result suggests that democratic processes have been employed in the operation of the ASCs.

A similar finding has also been recorded by Sooksomchitra (2004) in her study in Thailand.

4.5.2 Perceptions on the Effectiveness of Sub-committees

The use of sub-committees was the next area explored by analyzing the committees organized in the schools, their usefulness and how such sub-committees facilitate the functioning of the ASC.

Table 4.18 reveals that the top three most common committees organized in the majority of the experimental schools were student discipline, physical facilities and budget committees. Student discipline committee was the most common committee organized in the schools implementing PSALM. More than 85 percent of the ASCs have created a committee to take charge of student discipline. This can be taken to mean that student discipline is a concern the school councils have identified as needing attention. Another possible explanation is the school heads' decision to bring student discipline issues as an aspect of school management which the ASC had to address.

Table 4.18
Committees organized by the ASCs*

Committee	Number of Schools with this Committee (Total N = 35)	Percent
1. Student Discipline Committee	30	85.71
2. Physical Facilities Committee	25	71.43
3. Budget Committee	22	62.86
4. Fund Raising Committee	17	48.86
5. Curriculum Committee	12	34.86
6. Personnel Committee	11	31.43
7. Welfare Committee	8	22.86
8. Canteen Committee	7	20.00

***Multiple responses were allowed**

The second most prevalent committee is on physical facilities with almost three-fourths of the schools having this committee. Improving school facilities is

viewed by many people as the most conspicuous indicator of school progress. This can be a reason why the ASCs have organized a committee to take charge of developing and maintaining school facilities.

A budget committee was organized in almost two-thirds of the schools. ASCs had also to address budgetary concerns, so an appropriate committee would have been necessary.

Most Philippine school canteens are managed by school cooperatives. In some instances, private concessionaires assume full-ownership of canteen operations with a certain portion of the profit being remitted to school authorities. This could be the reason why only two out of ten ASCs organized committees for canteens.

Table 4.19
The usefulness of the committee structure

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	22	7.8	7.8
Unsatisfactory	1	4	1.4	9.2
Poor	2	0	0	9.2
Good	3	124	44.0	53.2
Very Good	4	96	34.0	87.2
Excellent	5	36	12.8	100.00
Total		**282**	**100.0**	

Mean = 3.6154

The table 4.19 presents the perceptions on the usefulness of the committee structure. Here again 90.8 per cent, were highly satisfied with the usefulness of the committee structure (rating it as good, very good or excellent) whereas only 1.4 per cent, found it to be unsatisfactory. This result is similar to the findings by Gamage and colleagues (Gamage et al., 1996) in the Victorian effective schools, which is a virtual endorsement of the committee structure as a very useful feature of PSALM. It facilitates the exploration of alternative solutions, saves ASC's time and enables the wider participation of stakeholder groups.

Table 4.20
Procedures adopted by sub-committees in assisting ASC in decision-making*

Manner of helping ASC	N	Frequency	Per cent
Submit alternative solutions for consideration by the ASC	282	135	47.9
Meet 1-2 weeks before and report to the next council meeting	282	102	36.2
Save council time for broader issues and policies	282	40	14.2
No response	282	52	18.4

***Multiple responses were allowed**

Table 4.20 shows that 47.9 per cent of respondents found the sub-committees to be helpful because of the alternative solutions provided by these sub-committees. Another 36.2 per cent reinforced this view by admitting that the sub-committees helped the councils through regular sub-committee meetings 1-2 weeks before the ASC meetings and submitting their reports for consideration. Another 14.2 per cent have emphasized that the sub-committees were able to assist the council by saving its time for broader issues and policies. This item likewise allowed for multiple responses. The results suggest that almost all participants agree that the sub-committees can offer better ways of facilitating the work of the ASCs.

4.5.3 Perceptions on the Operation of the ASC

The perceptions on the operation of the ASC were examined by considering its composition; power and authority; time for doing business; how accountability is ensured; influence on teaching and learning; and overall functioning.

Table 4.21
The composition of the Advisory School Councils (ASCs)

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	19	6.7	6.7
Unsatisfactory	1	2	0.7	7.4
Poor	2	0	0	7.4
Good	3	123	43.6	51.0
Very Good	4	106	37.6	88.6

Excellent	5	32	11.4	100.00
Total		**282**	**100.0**	

Mean = 3.6312

Table 4.21 shows how the research participants viewed the composition of the ASCs. The results show that almost all (92.6 per cent) of the participants endorsed the distribution of membership amongst the different categories of stakeholders involved in the experiment. Most ASCs had 11 members – the school head and two representatives from each of the groups of teachers, students, parents, community leaders and alumni. It is interesting to note that only 0.7 per cent, of the participants found the composition of the council to be unsatisfactory. The mean score is 3.6132, where 5 = excellent and 1 = unsatisfactory. These findings offer an empirical basis for organizing school councils in the Philippines when this scheme is finally implemented in the whole school system via the School First Initiative (SFI).

Table 4.22 shows that adequate power was available to the ASCs as claimed by 86.5 per cent of respondents, with a mean of 2.0077 in a scale of 1-3 with 3 indicating too much power. Too much power was found to be vested in the ASCs by 3.2 per cent, while only 2.5 per cent claimed that the power was not adequate. This finding is similar to the results of Sooksomchitra's (2004)) study, in which stakeholders indicated adequate authority was vested in the school councils.

Table 4.22
Power and authority vested in the ASCs

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	22	7.8	7.8
Not Adequate	1	7	2.5	10.3
Adequate	2	244	86.5	96.8
Too Much	3	9	3.2	100.0
Total		**282**	**100.0**	

Mean = 2.0077

This suggests that the school heads were willing to empower others in the pursuit of better learning outcomes. Considering the backdrop of school heads possessing high levels of power and authority under existing laws and guidelines, this finding implies that the school heads on their own free will shared the power and authority. However, this trend contradicts Parish and Aquila (1996) who point out that empowering the formerly powerless is difficult because everyone wished to be in control.

As shown in Table 4.23, 74.5 per cent of respondents reported that there was adequate time for council business; 4.3 per cent indicated that time was more than adequate; 7.8 per cent, barely adequate; and 6.0 per cent, inadequate with a mean score of 2.8314.

Table 4.23
Availability of time for Advisory School Council business

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	21	7.4	7.4
Inadequate	1	17	6.0	13.4
Barely adequate	2	22	7.8	21.2
Adequate	3	210	74.5	95.7
More than adequate	4	12	4.3	100
Total		**282**	**100.0**	

Mean = 2.8314

In Thailand, school board members likewise indicated adequacy of time for council business (Sooksomchitra, 2004). This finding reveals that, generally, the ASCs were able to devote sufficient time for discussing problems and issues that were submitted for their consideration.

Table 4.24
Ways of ensuring accountability to their respective constituencies*

Ways Chosen	N	Frequency	Percent
Consult opinion leaders regularly	282	131	46.5

Take advise from and to respective peers	282	131	46.5
Extend invitation to attend council meetings	282	80	28.4
Publicize agenda in school newsletter for comments	282	24	8.5
No response	282	24	8.5

***Multiple responses were allowed**

Table 4.24 shows that among the different ways to ensure accountability to their respective constituents, consulting opinion leaders regularly was used by 46.5 of the respondents while the same percentage of respondents took advice from and to respective fellow parents, teachers, alumni, students, community leaders as the case may be. In addition, 28.4 per cent extended invitations to others for attending council meetings while 8.5 per cent felt that the publication of the agenda in school newsletter for comments helped accountability. In this item, respondents were allowed to identify more than one measure of ensuring accountability. A different finding was revealed in the study conducted by Sooksomchitra (2004) in which inviting others to attend council meetings was the preferred mode of ensuring accountability. The findings in this study suggest that even the council members resorted to forms of consultation with others as they carried out their responsibilities in helping to lead and manage the school.

Table 4.25 reveals the influence of the ASC on the teaching/learning situation in the school as was perceived by the council members. The results suggest that 50 per cent acknowledged that it has improved significantly; 34.8 per cent claimed that it has improved little; 6.7 per cent said that it was insignificant whereas only 1.4 per cent felt that the ASC has not made any difference. The mean score of 4.4351 suggests that the ASCs influence varied from significant to little.

Table 4.25
Perceptions on the influence of the ASC on teaching/learning

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	20	7.1	7.1
It has deteriorated	1	0	0	7.1
It has made no difference	2	4	1.4	8.5
It is insignificant	3	19	6.7	15.2
It has improved a little	4	98	34.8	50.0
It has improved significantly	5	141	50.0	100
Total		**282**	**100.0**	

Mean = 4.4351

Indeed, the majority recognized that their efforts contributed to the improvements in teaching and learning. Yet, we need to be cautious since it is possible that the respondents might have over-estimated their own contributions. However, it is important to note that the ASCs have contributed to the issues concerning teaching/learning.

Table 4.26
Perceptions of participants on the overall functioning of the ASCs

Value Label	Value	Frequency	Percent	Cumulative Percent
No Response	0	23	8.2	8.2
Unsatisfactory	1	1	.4	8.6
Poor	2	3	1.1	9.7
Good	3	135	47.8	57.5
Very Good	4	89	31.5	89.0
Excellent	5	31	11.0	100.00
Total		**282**	**100.0**	

Mean = 3.5637

Table 4.26 shows how the participants perceived the overall functioning of the ASCs. It is interesting to note that 90.3 per cent of the participants were satisfied with the overall functioning of the ASCs on the basis of their evaluation of the performance as good, very good and excellent whereas less than two percent considered the overall functioning as either poor or unsatisfactory. The mean score of

3.5637 shows this high degree of satisfaction. Just like in Thailand, an overwhelming majority of the participants indicated high levels of satisfaction with their experience in taking part in school management (Sooksomchitra, 2004). Similarly, Victorian school council members in effective schools perceived high level of effectiveness for the overall functioning of the school councils (Gamage et al., 1996). In this context, the experimental study affirms that the stakeholder participation is a very useful tool in leading and managing schools.

4.5.4 Inter-Correlating the Aspects of PSALM Effectiveness

The indicators of PSALM effectiveness have been inter-correlated to further understand how each item influenced the respondents' perceptions on the operation of the ASC. As shown in Table 4.27, six aspects of PSALM effectiveness were of varying levels of significant inter-correlations, namely: the composition of the ASC, usefulness of the committee structure, the information adequacy for making decisions, the time availability for ASC business, the ASC influence on teaching and learning, and the overall functioning of the ASC.

Highly correlated were the participants' favorable perception on the overall operation of the ASC operation, their high satisfaction with the composition of the ASC, the usefulness of the committee structure, and the adequacy of information shared by their school heads for better ASC decisions. This means that participants who found the committee structure to be very useful tended to be very satisfied with the ASC composition, acknowledged that more information was shared by their school head, and reported higher satisfaction with the overall functioning of the ASC.

Table 4.27
Inter-correlations among the different aspects of PSALM effectiveness

Indicators of PSALM effectiveness	1	2	3	4	5	6
1. ASC composition	1.000					
2. Usefulness of committee structure	.627** N=259	1.000				
3. Power and authority of the ASC	.102 N=259	.095 N=258	1.000			
4. Information adequacy for ASC decision making	.573** N=258	.591** N=256	.060 N=257	1.000		
5. Time availability for ASC business	.244** N=260	.181** N=258	.113 N=259	.238** N=259	1.000	
6. ASC influence on teaching and learning	.179** N=261	.181** N=258	-.019 N=259	.184** N=259	.240** N=261	1.000
7. Overall functioning of the ASC	.139 N=258	.566** N=255	-.013 N=256	.513** N=256	.284** N=258	.280** N=259

****Correlation is significant at the .01 level (2-tailed).**

Likewise, significantly correlated to the participants' perception of adequacy of information available to the ASC members were their perception of satisfaction on the composition of the ASC as well as their belief in the usefulness of the committee structure. This suggests that participants who perceived that their school heads were transparent in sharing information to the ASC tended to be satisfied with the composition of the ASC as well as agreed that the committee structure was very useful.

Although having weaker correlations, it is worthy to note that the perceptions on the overall effectiveness of the ASC operation is associated with the ASC influence on teaching and learning as well as their perception on the availability of time for doing ASC business. Results likewise indicate weak significant correlations

between ASC influence on teaching and learning to the participants' perceptions on the availability of time for ASC business, information adequacy for ASC decision-making, usefulness of the committee structure, and composition of the ASC. Finally, Table 4.27 shows that the perceptions on the availability of time for ASC business had a low but significant correlation with the adequacy of information for decision making, usefulness of committee structure and composition of the ASC.

In interpreting correlations, it cannot be determined which aspect precedes another factor. What is important to remember is the idea that these indicators of PSALM effectiveness are associated with one another at a certain level. Identifying certain indicators of PSALM effectiveness as closely associated with other aspects of the ASC operation helps educators in prioritizing their focus on efforts to improve the implementation of PSALM.

These findings call the attention of educators seeking to improve the system of administering, leading, and managing schools that participants in school councils with well-balanced representation from diverse stakeholders tend to find usefulness in the committee structures. This satisfaction with the composition of the ASC, having influenced other relevant indicators of PSALM effectiveness, invites Philippine public school system administrators still finalizing the guidelines on the implementation of a PSALM model to consider the idea of organizing school councils with membership structure similar to what was implemented in this experiment: two representatives from each of the following stakeholder groups: teachers, students, alumni, community leaders, and parents, with the school being an ex-officio member.

Another point to consider is the idea of sharing information to the other members of the school council is an important ingredient in school improvement. A

deeper look into the factors considered in this section reveals that providing adequate information is an indicator of PSALM effectiveness that yielded higher levels of significant relationship with the other indicators. Likewise, results suggest that providing sufficient time to discuss matters during ASC meetings yield salutary effects on the ASC operations. Furthermore, the finding that power and authority granted to the ASC did not influence other indicators of PSALM effectiveness can be explained by the fact that the vehicle used for participation in this study was only an advisory body. Given the existing Philippine educational laws and guidelines, this was the only model that could be implemented in the schools.

4.6 Factors that Affect Effective PSALM Implementation

This section presents the findings that respond to the first two sub-questions under the fourth specific research question. First, this section determines whether the respondents' gender, constituency, age and position affect their perceptions on the effectiveness of PSALM. Then, how the respondents' perceptions on the effectiveness of PSALM are related to their levels of commitment, empowerment and trust are explored.

4.6.1 Constituency, Gender, Age, Position in the ASC and PSALM Effectiveness

Whether the experimental group participants' perceptions on the effectiveness of the PSALM are influenced by their constituency, gender, age and position in the ASC is the focus of this section. Indicators of PSALM effectiveness are the perceptions on the composition, committee structure, power and authority, information available, time, influence on teaching, and overall function of the ASC.

4.6.1.1 Constituency and PSALM Effectiveness

The first factor to be explored is constituency and the indicators of PSALM effectiveness. Independent samples ANOVA was used to determine whether these indicators of effectiveness differed in terms of constituency.

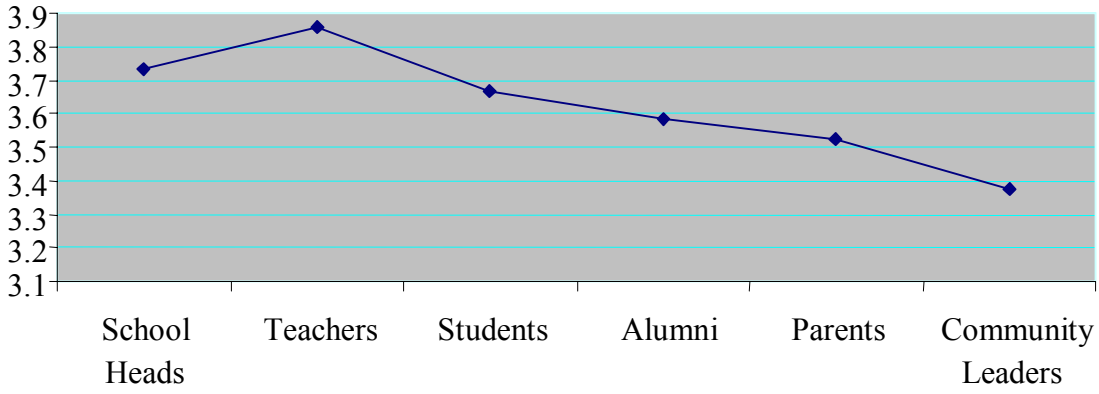
Table 4.28
Mean scores and standard deviations of respondents' perceptions on the effectiveness of implementing PSALM according to their constituency

Aspects of PSALM Effectiveness		School Heads	Teachers	Students	Alumni	Parents	Community Leaders
Composition of ASC (Scale: 1 – 5)	**M**	**3.7333**	**3.8600**	**3.6667**	**3.5814**	**3.5250**	**3.3750**
	SD	.64899	.66705	.71108	.67264	.72597	.81069
Usefulness of committee structure (Scale: 1 – 5)	**M**	**3.5862**	**3.7660**	**3.6140**	**3.5366**	**3.6316**	**3.5128**
	SD	.77998	.63289	.81841	.74490	.85174	.88472
Power and authority of ASC (Scale: 1 – 3)	**M**	**1.8966**	**2.0213**	**1.9825**	**2.0244**	**2.0526**	**2.0256**
	SD	.30993	.25447	.23078	.27275	.22629	.6013
Availability of information to the ASC (Scale: 1 - 5)	**M**	**3.6897**	**3.8298**	**3.5789**	**3.4634**	**3.5263**	**3.4872**
	SD	.66027	.66982	.62528	.71055	.79651	.82308
Adequacy of time for ASC business (Scale: 1 – 4)	**M**	**2.7241**	**2.8723**	**2.7895**	**2.8049**	**2.8421**	**3.0256**
	SD	.88223	.44804	.61924	.55765	.54655	.42841
ASC influence on teaching & learning (Scale: 1 – 5)	**M**	**4.3667**	**4.4600**	**4.5932**	**4.0698**	**4.4000**	**4.6500**
	SD	.67685	.65516	.52981	.78087	.78978	.48597
Overall functioning of the ASC (Scale: 1 – 5)	**M**	**3.5172**	**3.7021**	**3.6316**	**3.4634**	**3.4474**	**3.6410**
	SD	.57450	.71975	.72288	.71055	.76042	.84253

The mean scores and standard deviations in the different indicators of PSALM effectiveness are shown in Table 4.28. Results of the one-way ANOVA, F (5, 257) = 2.428, p. = .036, suggest that the respondents' perceptions on the composition of the ASCs differed in terms of their constituency. As shown by the Tukey's HSD post hoc test results illustrated in Figure 4.10, the school professionals (teachers and school heads) reported higher levels of satisfaction with the composition compared with the non-school professionals (community leaders, students, parents and alumni). This could be interpreted to mean that, perhaps, community leaders, parents, alumni and students felt that more representatives coming from their groups could have made them participate more productively in the ASC affairs. On the other hand, the satisfaction of the school heads and the teachers

on the composition of the school councils could be taken to mean that they considered having two people from each group of stakeholders sufficient enough to provide for the voices of all sectors to be heard in making school management decisions.

Figure 4.10 Mean scores for satisfaction in the ASC composition according to constituency



For the usefulness of the committees, the computed F (5, 254) = .492, p. = .782 suggests that the respondents' perceptions on the usefulness of the committee structure did not significantly differ in terms of their constituency. Regardless of their constituency, the respondents tended to perceive the usefulness of the committee structure in the ASC in similar ways.

Results of one-way ANOVA, F (5, 254) = 1.784, p. = .116, suggest that the respondents' perceptions on the power and authority granted to the ASCs did not significantly differ in terms of their constituency. In other words, the respondents tended to perceive the power and authority of the ASCs similarly regardless of their constituency.

In the area of information adequacy, the computed F (5, 253) = 1.403, p. = .224 suggests that the respondents' perceived adequacy of information for ASC

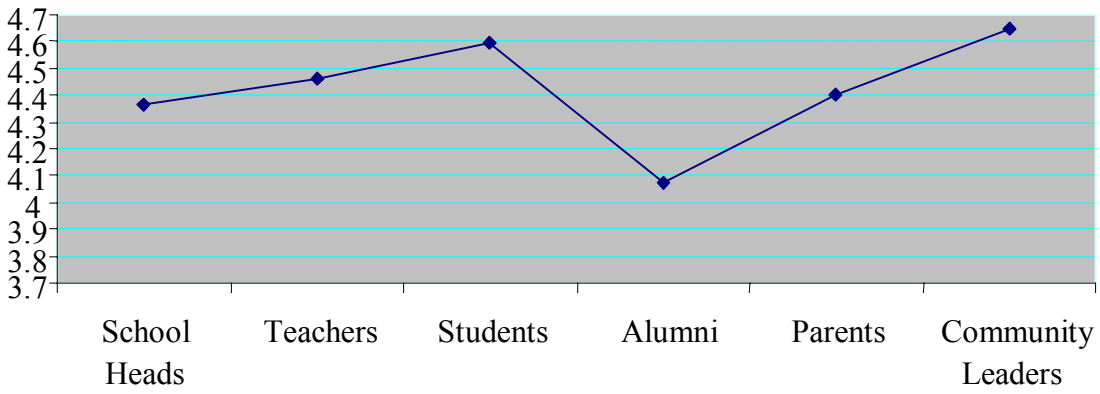
business did not significantly differ in terms of their constituency. No particular stakeholder group had perceived a distinctive evaluation of the adequacy or inadequacy of information in the ASC.

Results of one-way ANOVA, F (5, 255) = 1.614, p. = .157, suggest that the respondents' perceived adequacy of time for ASC business did not significantly differ in terms of constituency. The way respondents perceived the adequacy of time devoted to ASC business was not affected by the constituency they represented.

In terms of ASC influence on teaching and learning, the computed F (5, 256) = 4.058, p. = .001 suggests that the respondents' perceived influence of the ASC on teaching and learning significantly differed in terms of constituency. Using the Tukey's HSD post hoc test, results shown in Figure 4.11 indicate that the alumni had significantly lower perceptions of the influence of the ASC on teaching and learning when compared with the students and community leaders. This result can be partially explained by the fact that students actually experienced the changes in the teaching and learning activities taking place in the classrooms as a consequence of ASC decisions. However, this explanation cannot be said to apply to the community leaders having the highest perceptions of ASC influence on teaching and learning. Community leaders may have used other considerations in judging the ASC influence on teaching and learning. To conjecture that they may perhaps have heard students acknowledging satisfaction with the impact of ASC on teaching and learning can give rise to the issue of why parents lacked satisfaction on the same aspect of ASC operation. It is normally expected that parents are more aware of their children's experiences in the school than community leaders. This appears not to be the case in this study.

Former graduates of the school reporting lower beliefs of positive consequence of ASC decisions on teaching and learning perhaps may have reflected more on their previous experience with school learning. Perhaps, they recalled their teachers essentially creating the situations for meaningful learning, with school heads being seemingly more preoccupied with management tasks.

Figure 4.11 Mean scores for satisfaction in the ASC influence on teaching and learning according to constituency



For the perceptions on overall functioning of the ASCs, the computed F (5, 253) = 1.139, p. = .340 suggests that the respondents' perceptions on the overall functioning of the ASC did not significantly differ in terms of constituency.

The foregoing results indicate that the constituency represented by the ASC participants only affected the following indicators of PSALM effectiveness: satisfaction in the ASC composition and influence on teaching/learning. Community leaders and non-education professionals were not as satisfied as the teachers and the school heads in the ASC composition. On the other hand, the alumni reported less ASC influence on teaching/learning when compared with the students and community leaders.

4.6.1.2 Gender and PSALM Effectiveness

Table 4.29 indicates that the respondents from the experimental group did not significantly differ in their perceptions of the PSALM effectiveness on the basis of their gender.

Table 4.29
Independent t-test results for the indicators of PSALM Effectiveness between the male and female respondents in the EG

Variable	Group	N	Mean	SD	Std Error Mean	t-test of Equality of Means						
						t	Df	Sig. (2-tailed)	Mean Diff.	Std. Error of Diff.	95% Confidence Interval of Difference	
											Lower	Upper
1 Scale: 1-5	M	115	3.61	.757	.071	-.436	258	.663	.040	.091	-.218	.139
	F	145	3.65	.702	.058							
2 Scale: 1-5	M	114	3.61	.826	.077	-.041	256	.967	-.004	.098	-.197	.189
	F	144	3.62	.748	.062							
3 Scale: 1-3	M	113	2.00	.299	.028	-.440	256	.660	-.014	.031	-.076	.048
	F	145	2.01	.204	.017							
4 Scale: 1-5	M	112	3.61	.764	.072	.078	255	.938	.007	.091	-.172	.186
	F	145	3.60	.691	.057							
5 Scale: 1-4	M	114	2.83	.677	.063	.076	257	.940	.006	.076	-.144	.155
	F	145	2.83	.544	.045							
6 Scale: 1-5	M	114	4.42	.751	.070	-.390	257	.697	-.034	.088	-.207	.138
	F	145	4.46	.656	.054							
7 Scale: 1-5	M	111	3.58	.745	.071	.194	254	.846	.018	.093	-.164	.200
	F	145	3.56	.725	.060							

1 – Composition of the ASC; 2 – Usefulness of Committee Structure; 3 - Power and authority of the ASC; 4 – Information Available for ASC Decision Making; 5 – Adequacy of Time for ASC Business; 6 – ASC Influence on Teaching and Learning; 7 – Overall Functioning of the ASC; M – Male; F – Female.

In terms of their perception on the composition of the ASCs, males had a mean score of 3.61 (SD = .757) while the females had 3.65 (SD = .702). Using the independent samples t-test, the respondents' perceptions on the composition of ASCs were not significantly different on account of their gender, t (258) = -.436, p. = .663.

In terms of their perceptions on the usefulness of the committee structure, males had a mean response of 3.61 (SD = .826) while the females had 3.62 (SD = .748). Using the independent samples t-test, the respondents' perceptions on the usefulness of the committee structure were not significantly different on account of their gender, t (256) = -.041, p. = .967.

In terms of their perceptions on the power and authority of the ASCs, males had a mean response of 2.00 (SD = .299) while the females had 2.01 (SD = .204) using a scale with 1 = not adequate and 3 = too much. Using the independent samples t-test, the respondents' perceptions on the power and authority of ASCs were not significantly different on account of their gender, t (256) = -.440, p. = .660.

In terms of their perceptions on the information available to the ASCs, males had a mean response of 3.61 (SD = .764) while the females had 3.60 (SD = .691). Using the independent samples t-test, the respondents' perceptions on the information available to the ASCs were not significantly different on account of their gender, t (255) = .078, p. = .938.

In terms of their perceptions on the time available for ASC discussions, males had a mean response of 2.83 (SD = .677) while the females had 2.83 (SD = .544). Using the independent samples t-test, the respondents' perceptions on the time available for ASC discussions were not significantly different on account of their gender, t (257) = .076, p. = .940.

In terms of their perceptions on the ASC influence on teaching and learning, males had a mean response of 4.42 (SD = .751) while the females had 4.46 (SD = .656). Using the independent samples t-test, the respondents' perceptions on ASC influence of teaching and learning were not significantly different on account of their gender, t (257) = -.390, p. = .697.

In terms of their perceptions on the overall functioning of the ASCs, males had a mean response of 3.58 (SD = .745) while the females had 3.56 (SD = .725). Using the independent samples t-test, the respondents' perceptions on the overall functioning of the ASCs were not significantly different on account of their gender, t (254) = .194, p. = .846.

These results suggest that the male and female participants in the ASCs perceived the effectiveness of implementing PSALM in similar ways. Indeed, gender did not cause respondents to perceive PSALM as either effective or ineffective.

4.6.1.3 Age and PSALM Effectiveness

Next to be determined was whether age affected the indicators for PSALM effectiveness. Independent samples ANOVA was used to determine whether these indicators of effectiveness differed in terms of the respondents' age.

Table 4.30
Mean scores and standard deviations of the respondents' perceptions on the composition of the ASC according to their age

Aspects of PSALM effectiveness		14-20 yrs old	21-30 yrs old	31-40 yrs old	41-50 yrs old	51 yrs & older
Composition of the ASC (Scale: 1 – 5)	**M**	**3.6964**	**3.5714**	**3.6364**	**3.6800**	**3.5714**
	SD	.71146	.63025	.71823	.61863	.95950
Usefulness of committee structure (Scale: 1 – 5)	**M**	**3.6250**	**3.5476**	**3.7500**	**3.6000**	**3.6429**
	SD	.82158	.67000	.75097	.69749	.98936
Power and authority of the ASC (Scale: 1 – 3)	**M**	**1.9821**	**2.0000**	**2.0000**	**1.9867**	**2.0357**
	SD	.23285	.22086	.30500	.11547	.33134
Availability of information to the ASC (Scale: 1 – 5)	**M**	**3.5893**	**3.4524**	**3.6364**	**3.6800**	**3.6786**
	SD	.62601	.59274	.71823	.70058	.90487
Adequacy of time for ASC business (Scale: 1 – 4)	**M**	**2.7857**	**2.8333**	**2.9091**	**2.8667**	**2.8929**
	SD	.62419	.48973	.56314	.57735	.62889
ASC influence on teaching & learning (Scale: 1 – 5)	**M**	**4.5862**	**4.1556**	**4.2553**	**4.5128**	**4.6429**
	SD	.53178	.78198	.65147	.64375	.73102
Overall ASC functioning (Scale: 1 – 5)	**M**	**3.6429**	**3.4524**	**3.6136**	**3.6133**	**3.6071**
	SD	.72434	.63255	.75378	.71458	.73733

The mean scores and standard deviations of the respondents' perceptions on the effectiveness of implementing PSALM are shown in Table 4.30. In terms of the ASC composition, the computed F (4, 252) = .161, p. = .958 suggests that the respondents' perceptions on the composition of the ASC did not significantly differ in terms of age. Young or old ASC participants expressed satisfaction or dissatisfaction with the ASC composition depending on their respective experiences in the ASC.

Results of the one-way ANOVA, F (4, 249) = .366, p. = .833, suggest that the respondents' perceptions on the usefulness of the committee structure did not significantly differ in terms of age. Respondents' age did not influence their evaluation of the committee structure's usefulness.

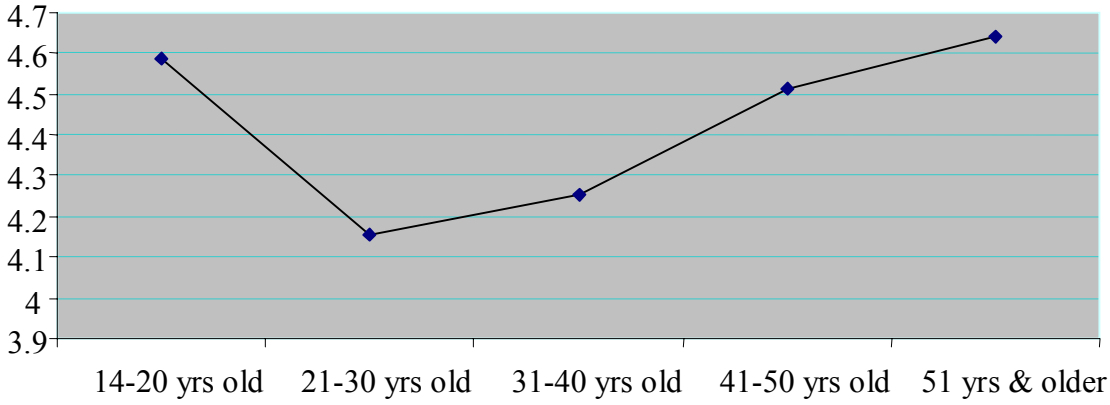
In the area of power and authority of the ASC, the computed F (4, 249) = .396, p. = .811 suggests that the respondents' perceptions on the power and authority of the ASC did not significantly differ in terms of age. Perceiving whether ASC had power or authority did not depend on the age of participants.

The respondents' perceptions on the availability of information for ASC members did not significantly differ in terms of age, F (4, 248) = .820, p. = .513. This suggests that no stakeholder group who is young or old has been given access to less or more information.

Results of the one-way ANOVA, F (4, 250) = .301, p. = .877, suggest that the respondents' perceptions on the adequacy of time for ASC business did not significantly differ in terms of age. Both the young and old respondents perceived the availability of time for ASC business in similar ways.

On the ASC influence on teaching and learning, the computed F (4, 251) = 4.318, p. = .002 suggests that the respondents' perceptions on the ASC influence on teaching and learning significantly differed in terms of age. Results of the Tukey's HSD post hoc test for ASC influence on teaching and learning and age shown in Figure 4.12 indicate that the 21 – 30 years old respondents significantly differed with the 14 -20 years and 51 years and older groups of participants in their perceptions of the influence ASC on teaching and learning. Except for the 14 -20 years age bracket to which student respondents belonged, the trend was higher level of ASC influence on teaching for older respondents.

Figure 4.12 Mean scores for satisfaction in the ASC influence on teaching and learning according to age



For the perceptions on the overall functioning of the ASC, the computed F (4, 248) = .434, p. = .784 suggests that the respondents' perceptions on the overall functioning of the ASC did not significantly differ in terms of age. The evaluation of the overall effectiveness of the ASC operation did not depend on the age of respondents. However, it is noteworthy to consider that the respondents' perceived influence of the ASC on teaching and learning was affected by age.

4.6.1.4 Position in the ASC and PSALM Effectiveness

Finally, the researcher examined whether the position of the respondents in the ASC affected the indicators of PSALM effectiveness. Independent samples ANOVA was used to determine whether these indicators of effectiveness differed in terms of position. Table 4.31 shows the mean scores and standard deviations of the respondents' perceptions on the composition of the ASC.

The respondents' perceptions on the composition of the ASC did not significantly differ in terms of their positions, F (4, 235) = 1.224, p. = .301. Position in the ASC did not affect the way the respondents indicated satisfaction with the ASC composition.

Table 4.31
Mean scores and standard deviations of the respondents' perceptions on the effectiveness of implementing PSALM according to their position

Aspects of PSALM effectiveness		Presidents	Vice Presidents	Secretaries	Treasurers	Members
Composition of the ASC (Scale: 1 – 5)	**M**	**3.5417**	**3.5556**	**4.0000**	**3.3333**	**3.6242**
	SD	.93153	.61570	.78446	.50000	.70149
Usefulness of committee structure (Scale: 1 – 5)	**M**	**3.5417**	**3.7222**	**3.8571**	**3.6667**	**3.6061**
	SD	.93153	.82644	.77033	.70711	.77063
Power and authority of the ASC (Scale: 1 – 3)	**M**	**2.0000**	**1.9444**	**2.1429**	**2.1111**	**1.9000**
	SD	.00000	.23570	.36314	.33333	.24693
Availability of information to the ASC (Scale: 1 – 5)	**M**	**3.7500**	**3.7222**	**3.8571**	**3.5556**	**3.5394**
	SD	.89685	.75190	.86444	.72648	.68517
Adequacy of time for ASC business (Scale: 1 – 4)	**M**	**2.9583**	**2.9444**	**2.9286**	**2.6667**	**2.8303**
	SD	.55003	.23570	.26726	.50000	.61112
ASC influence on teaching & learning (Scale: 1 – 5)	**M**	**4.5417**	**4.5556**	**4.6429**	**4.0000**	**4.4364**
	SD	.58823	.51131	.63332	.70711	.70097
Overall ASC functioning (Scale: 1 – 5)	**M**	**3.6250**	**3.6111**	**3.7857**	**3.4444**	**3.5636**
	SD	.76967	.77754	.80178	.52705	.74319

On the usefulness of committee structure, the computed F (4, 233) = .420, p. = .794 suggests that the respondents' perceptions on the usefulness of the committee structure did not significantly differ in terms of their positions. Regardless of their position in the ASC, respondents found the committee structure to be either useful or otherwise.

On the power and authority of the ASC, the computed F (4, 232) = 1.676, p. = .156 suggests that the respondents' perceptions on the power and authority of the ASC did not significantly differ in terms of their positions. Perceiving that the ASC had power and authority did not depend on the position each respondent occupied in the ASC.

On the adequacy of information available to the ASC, the computed F (4, 232) = 1.064, p. = .375 suggests that the respondents' perceptions on the adequacy of information available to the ASC did not significantly differ in terms of their positions. Believing whether information was adequately shared by the school head was not affected by the respondents' position in the ASC.

On the adequacy of time for ASC business, the computed F (4, 233) = .463, p. = .763 suggests that the respondents' perceptions on the adequacy of time available for ASC business did not significantly differ in terms of their positions. Evaluation of time being available did not depend on the position of the respondents in the ASC.

On the ASC influence on teaching and learning, the computed F (4, 234) = 1.401, p. = .234 suggests that the respondents' perceptions on the ASC influence on teaching and learning did not significantly differ in terms of their positions. The respondents did not find the ASC influence on teaching and learning to be high just because they have a specific position occupied in the ASC.

On the overall functioning of the ASC, the computed F (4, 231) = .490, p. = .743 suggests that the respondents' perceptions on the overall functioning of the ASC did not significantly differ in terms of their positions. Satisfaction in the overall functioning of the ASC did not depend on the position each respondent held in the ASC.

The foregoing results reveal that the positions occupied by the respondents in the ASC did not affect the way they perceived the effectiveness of the ASC implementation in their schools.

Results of analyses reported in this section indicated specific characteristics of stakeholders that influenced their perceptions on the effectiveness of the PSALM implementation. These results are:

- Constituency and satisfaction with ASC composition (school heads and teachers were more satisfied than the other stakeholders);
- Constituency and evaluation on the influence of the ASC on teaching and learning (greater ASC influence on teaching and learning reported by students and community leaders compared with the alumni); and

- Age and evaluation of the influence of the ASC on teaching and learning (21-30 years old group of respondents acknowledged lower ASC influence on teaching and learning compared with the 14-20 and 51 and older participants).

Results of the preceding analyses revealed, however, that gender and position in the ASC did not influence the stakeholders' perceptions on the effectiveness of implementing PSALM.

4.6.2 Relating the Respondents' Perceptions on PSALM Effectiveness to their Levels of Commitment, Empowerment, Trust and Inclination for Meaningful Participation in Improving the School

The levels of commitment, empowerment and trust and perceptions on the effectiveness of implementing PSALM were correlated to gain a further understanding of the variables involved in this research. First to be considered were the commitment levels and PSALM effectiveness indicators (ASC composition, usefulness of the committee structure, power and authority of the ASC, adequacy of information for ASC business, adequacy of time for ASC business, ASC influence on teaching and learning, and the overall functioning of the ASC). Then, the empowerment levels were correlated with the same indicators of PSALM effectiveness. Furthermore, the levels of trust among the respondents were correlated with the same variables. Finally, the same indicators of PSALM effectiveness were correlated to the respondents' inclination for meaningful participation in improving the school.

4.6.2.1 PSALM Effectiveness and Commitment Levels

Table 4.32 indicates that the commitment levels of the respondents were significantly correlated to their perceptions on the composition of the ASCs, usefulness of the committee structure, and the availability of information for ASC decision-making. However, the perceptions on the power and authority of the ASCs,

adequacy of time for ASC business, ASC influence on teaching and learning, and overall functioning did not significantly correlate with their levels of commitment. These results indicate that participants in the experiment who had higher levels of commitment tended to express satisfaction with the composition of the ASCs. Likewise, these participants found the committee structure in the ASC to be very useful. Finally, these participants with higher commitment levels acknowledged that the information shared with them by the school head was more than adequate.

Table 4.32
The correlation between the commitment levels of the respondents and their perceptions on the effectiveness of implementing PSALM

Indicators of PSALM effectiveness	Commitment Levels		
	N	Pearson Correlation	Sig. (2-tailed)
Composition of the ASC	263	.255**	.000
Usefulness of committee structure	260	.278**	.000
Power and authority of ASC	260	-.031	.620
Information for ASC decisions	259	.274**	.000
Time for ASC business	261	.085	.169
ASC influence on teaching and learning	262	.038	.538
Overall ASC functioning	259	.118	.058

****Correlation is significant at the 0.01 level (2-tailed).**

The significance of the correlations involving the three indicators of PSALM effectiveness and commitment levels are not very strong. Yet, satisfaction with the ASC composition, appreciation for committees and adequacy of information can be said to have some degree of association with the commitment levels of respondents. There is more likelihood for respondents to possess higher commitment levels when they are satisfied with the ASC composition, when they value committees, and when they are adequately informed before decisions are finalized.

In other words, these results could also be taken to mean that respondents who were highly satisfied with the ASC composition, who found the committee structure in the ASC to be very useful, and who were provided adequate information were able to enhance their commitment to the continuous improvement of their schools.

The same table indicates that the respondents' perceptions on PSALM effectiveness in the areas of the power and authority granted to the ASC, the time available for ASC business, the ASC influence on teaching and learning, and the overall functioning of the ASC had no substantial degree of influence on their commitment levels.

4.6.2.2 PSALM Effectiveness and Empowerment Levels

Table 4.33 indicates that the empowerment levels of the research participants were weakly correlated with their perceptions on the usefulness of committee structure and information available for ASC decision-making. There is a certain likelihood that respondents acknowledging appreciation for the committees and adequacy of information were those who possessed higher empowerment levels.

The other indicators of PSALM effectiveness considered in this analysis were found not to be significantly correlated with the empowerment levels of the respondents. This suggests that the development of the sense of empowerment among the stakeholders took place regardless of their perceptions on the composition of the ASC, the power and authority of ASC, the time for ASC business, the ASC influence on teaching and learning and the overall functioning of the ASC.

Table 4.33
The correlation between the empowerment levels of the respondents and their perceptions on the effectiveness of implementing PSALM

Indicators of PSALM effectiveness	Empowerment Levels		
	N	Pearson Correlation	Sig. (2-tailed)

Composition of the ASC	263	.082	.190
Usefulness of committee structure	260	.158**	.011
Power and authority of ASC	260	-.111	.075
Information for ASC decisions	259	.171**	.006
Time for ASC business	261	-.054	.390
ASC influence on teaching and learning	262	.019	.764
Overall ASC functioning	259	.018	.779

****Correlation is significant at the .05 level (2-tailed)**

4.6.2.3 PSALM Effectiveness and Levels of Trust

Table 4.34 shows that the respondents' levels of trust were significantly correlated to their perceptions on the composition of the ASC, the usefulness of the committee structure, the adequacy of information for ASC decision making, the time available for ASC business, the ASC influence on teaching and learning, and the overall functioning of the ASC.

Only their perception on the power and authority granted to the ASC did not yield a significant correlation to the levels of trust.

Implementers of PSALM who indicated higher levels of trust were likely those who manifested moderate satisfaction with the composition of the ASC and the overall ASC functioning to be effective. To a lesser degree, trust levels were also found to be associated with the stakeholders' perceptions on the usefulness of the committee structure and adequacy of information and time for doing ASC business. There was also a weak correlation between the level of trust and the stakeholders' perceptions on the ASC influence on teaching and learning.

Table 4.34
The correlation between the trust levels of the respondents and their perceptions on the effectiveness of implementing PSALM

Indicators of PSALM effectiveness	Trust Levels		
	N	Pearson Correlation	Sig. (2-tailed)

Composition of the ASC	263	.315**	.000
Usefulness of committee structure	260	.268**	.000
Power and authority of ASC	260	-.117	.059
Information for ASC decisions	259	.276**	.000
Time for ASC business	261	.248**	.000
ASC influence on teaching and learning	262	.191**	.002
Overall ASC functioning	259	.325**	.000

****Correlation is significant at the 0.01 level (2-tailed).**

This shows that participants who reported favorable perceptions on the composition of the ASC, usefulness of the committee structure, adequacy of information for ASC decision making, availability of time for ASC business, ASC influence on teaching and learning, and overall ASC functioning were, in varying degrees, more likely to report higher levels of trust while implementing PSALM. These results appear to corroborate the earlier finding that trust had the greatest significant mean difference compared with commitment and empowerment levels after the experiment.

That the perceived power and authority given to the ASC did not significantly relate to the stakeholders' levels of trust is something future implementers of PSALM should consider. Perhaps, enabling stakeholders to feel that they possess the power and authority to influence school decisions does not immediately lead to higher trust levels. Another implication could be that the stakeholders were still aware that in the PSALM model implemented, principals had the final authority to make decisions. Hence, even if trust levels have been enhanced among the PSALM implementers, they were not able to feel having the full power and authority due to the advisory nature of their council.

4.6.2.4 PSALM Effectiveness and the Respondents' Inclination for Meaningful Participation in Improving the School

Results of correlation analysis shown on Table 4.35 indicate that the inclination for meaningful participation in improving the school among the experimental participants were significantly related to the PSALM effectiveness indicators such as: availability of adequate information for ASC decisions, usefulness of committee structure, composition of the ASC, and the overall functioning of the ASC.

Table 4.35
The correlation between the respondents' inclination for meaningful participation in improving the school and their perceptions on the effectiveness of implementing PSALM

Indicators of PSALM effectiveness	Overall Commitment, Empowerment and Trust Levels		
	N	Pearson Correlation	Sig. (2-tailed)
Composition of the ASC	263	.288**	.000
Usefulness of committee structure	260	.311**	.000
Power and authority of ASC	260	-.120	.059
Information for ASC decisions	259	.329**	.000
Time for ASC business	261	.108	.090
ASC influence on teaching and learning	262	.109	.085
Overall ASC functioning	259	.183**	.004

On the other hand, power and authority granted to the ASC, time for doing ASC business and ASC influence on teaching and learning were not significantly related to the respondents' inclination for meaningful participation in improving the school. The respondents' inclination for meaningful participation in improving the schools moderately influenced their satisfaction with the information shared and their appreciation for committees. To a lesser extent, reporting satisfaction with the composition of the ASC and its overall functioning have been found to associate with respondents' inclination for meaningful participation in improving the school

4.7 Using Aspects of PSALM Effectiveness to Predict Some Variables

The indicators of PSALM effectiveness found to be significantly correlated with the levels of commitment, empowerment and trust as well as inclination for meaningful participation in improving the school among the stakeholders were included in a stepwise regression analysis to predict how they affected the variables.

4.7.1 Predicting Levels of Commitment

Results of the stepwise regression analysis show that the adjusted R square = .099; F (2, 250) = 14.794, p. < .001. Table 4.36 shows the models reflecting the predictor variables for commitment levels.

Table 4.36
The Stepwise regression analysis model showing the predictor variables for the respondents' commitment levels

Variables				Unstandar-dized Coefficients Beta	Standardized Coefficients Beta	R square change	Adjusted R square
Predictors	Commitment Levels	1	2				
1. Usefulness of committee structure	.278**			.116	.185	.085**	.081
2.Availability of information	.274**	.591**		.123	.180	.021**	.099
Means	5.48	3.62	3.60	Intercept = 4.621		**p. < .05	
SD	.489	.780	.721				

These findings suggest that about ten per cent (9.9 percent) of the respondents' commitment levels resulted from their satisfaction with the usefulness of the committee structure and the availability of information. Respondents who found the committees to be useful and who felt that adequate information was available before making decisions were more likely to feel more committed to the pursuit of better outcomes in their schools.

Studies reviewed in the preceding chapter yielded results supporting this model. Sharing accurate information or incorporating high degree of communication

deepens commitment (Meyer et al., 1991; Ulrich, 1998; Whitney & Lindell, 2000). Maintaining harmonious relationships through people-centered leadership and management is associated with highly committed members (Angle & Perry, 1986; Hagen & Nelson, 2001; Lee, 2003; Ulrich, 1998). In addition, providing good quality work experiences develops the commitment of organizational members (Balfour & Wechsler, 1996; Kushman, 1992; Meyer et al., 1991; Steinhaus & Perry, 1996; Ulrich, 1998; Wiener, 1982). Perhaps, the respondents who found the committees to be useful have been involved in schools where the principal endeavored to maintain harmonious relationships while providing good quality experiences.

Although ten per cent may be considered as a weak predictor for commitment levels, the result nevertheless offers an empirical proof that the perceived usefulness of committee structure and adequacy of information significantly contributes to the enhancement of commitment levels among the respondents. What this suggests to school leaders is the idea that any effort to enhance the commitment levels of stakeholders should feature satisfactory committee structures and open flow of information, among many other considerations.

4.7.2 Predicting Levels of Empowerment

The mean score for the empowerment level of stakeholders was 5.36 (ASD = .463) while for the adequacy of information available to the ASC, 3.6023 (SD = .721). The Pearson correlation between empowerment level and information availability was .171, p. = .006. Results of the stepwise regression analysis show that the adjusted R square = .027; F (1, 251) = 7.876, p. < .005. The model uses availability of information as the sole predictor variable with standardized coefficients beta = .174, p. = .005. This result shows that less than five percent (2.7 percent) of the empowerment levels among the PSALM implementers in this study

was caused by availability of information. This low result can still be considered significant for school leaders wishing to make their stakeholders feel empowered. Certainly, other considerations not included in this investigation are likely to enhance the empowerment levels of PSALM implementers. However, providing open channels of communication to encourage richer information in the school council can be a contributor in improving the empowerment levels of the stakeholders.

As indicated in the literature review, the sense of empowerment is enhanced by providing maximum opportunities for organizational members to participate or be involved in decision making (McMillan et al., 1995; Owens, 2001; Prestby et al., 1990; Strawn, 1994; Zimmerman, 1990; Zimmerman & Rappaport, 1988) and by allowing free flow of information through open communication channels (Bailey, 1991; Bowen & Lawler III, 1995; Kanter, 1983; Kizilos, 1990; Matthews et al., 2003; Owens, 2001).

4.7.3 Predicting Levels of Trust

Results of the stepwise regression analysis show that the adjusted R square = .158; F (3, 242) = 16.735, p. < .001. Table 4.37 shows the models reflecting the predictor variables for trust levels.

In terms of fostering trust, less than one-fifth (15.8 percent) is brought about by the stakeholders' satisfaction with the composition of the ASC, the availability of time for ASC business and the adequacy of information for ASC decision-making. Again, these results may be considered low in terms of how trust is explained by the variables. Admittedly, there could be other variables not covered in this analysis that contributed to the enhancement of trust levels among the stakeholders. However, it is pointed out that the significant influence of the factors identified in the models provides useful hints to school leaders. Creating a well-represented school council,

providing adequate time to discuss ASC issues and sharing more information with the stakeholders are leadership approaches that lead to deeper trust in the school.

Table 4.37
The stepwise regression analysis model showing the predictor variables for the respondents' trust levels

Variables					Unstandar-dized Coefficients Beta	Standar-dized Coefficients Beta	R square change	Adjusted R square
Predictors	**Trust Levels**	**1**	**2**	**3**				
1. Composition of the ASC	.315**				.178	.228	.126**	.123
2.Availability of time for ASC business	.248**	.244**			.139	.146	.025*	.144
3.Availability of information for ASC decision-making	.276**	.573**	.238 **		.127	.161	.018*	.158
Means	5.39	3.63	2.83	3.60	Intercept = 3.930		**p. < .01 *p. < .05	
SD	.575	.724	.603	.721				

Previous studies appear to show results congruent with the findings of this study. These previous results confirm that trust is enhanced when leadership behavior is characterized by being supportive (Tarter et al., 1989; Tarter & Hoy, 1998); and collegial (Blase & Blase, 2001; Hoy et al., 1996; Tarter & Hoy, 1998; M. Tschannen-Moran & W. K. Hoy, 1998). Likewise, researchers have declared that open communication fosters trust (Blase & Blase, 2001; Butler Jr., 1991; Hoffman et al., 1994; Saunders & Thornhill, 2003). Sharing of information, using committees, providing adequate time for doing ASC business, enabling ASCs to be composed of members from diverse stakeholders are examples of supportive and collegial leadership behaviors. On the part of the school leaders and managers desirous to build trust will most likely succeed if they behave in a supportive and collegial manner complemented by other proven practices in producing effective results.

4.7.4 Predicting Inclination for Meaningful Participation in Improving the School

Results of the regression analysis using enter method show that the adjusted R square = .133; F (2, 239) = 19.528, p. < .001. Table 4.38 shows the predictor variables for the respondents' inclination to meaningfully participate in improving their schools.

Table 4.38
The stepwise regression analysis model showing the predictor variables for the inclination for meaningful participation in improving the school

Variables				Unstandar-dized Coefficients Beta	Standardized Coefficients Beta	R square change	Adjusted R square
Predictors	IMP*	1	2				
1.Availability of information	.329**			.141	.232	.117**	.114
2. Usefulness of committee structure	.311**	.591**		.105	.188	.023*	.133
Means	5.32	3.60	3.62	Intercept = 4.445		**p. < .05	
SD	.433	.721	.780				

***IMP – Inclination for Meaningful Participation in Improving the School**

The table indicates that the model explained 13.3 per cent of the differences in the inclination for meaningful participation in improving the school among the experimental participants. This model reveals that the positive perceptions on the information availability to ASC members before decisions were made and their appreciation for the usefulness of committee structures were the indicators of PSALM effectiveness which could explain a certain degree of impact on the participants' inclination for meaningful participation in improving their schools.

In the literature review, five factors were identified as crucial in making collaborative endeavors succeed (Section 2.3.5). One of these is the need for organizational members to have a good rapport, characterized by open communication lines and trust, and be willing to share responsibilities in facing the

challenges (Hargreaves & Hopkins, 1991; Hickey & Casner-Lotto, 1998; Lawler III et al., 1992; McGonagill, 1987; Nielsen, 1995; Watkins, 1985). Really, the sharing of information and working in committees are approaches that strengthen rapport among the PSALM participants in unifying their efforts towards success in their schools.

4.8 Making Sense of Quantitative Results

First, the analysis of quantitative data revealed that the implementation of PSALM did not significantly affect the academic achievement levels of the students. However, the experimental group had significantly higher levels of commitment, empowerment and trust after the experiment. As discussed in section 4.3, extensive literature support the idea that encouraging meaningful involvement yields salutary effects on the inclination of stakeholders to provide unrelenting support in the pursuit of school success. This inclination for meaningful participation in improving the school has been used in this research to indicate the combined levels of empowerment, trust and commitment among the school council members.

Second, findings from the quantitative data analysis showed that the respondents' constituency affected their levels of empowerment and inclination for meaningful participation in improving the school but not their commitment and trust; their gender did not cause differences in their levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school; their ages partially affected their levels of empowerment but not their commitment, trust and inclination for meaningful participation in improving the school; and their position in the ASC did not affect their levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school. These findings offer helpful insights for school leaders on what factors to consider in implementing effective participatory school leadership and management approaches.

Indeed, there was a limited number of stakeholder characteristics that affected the empowerment levels of the respondents. In attempting to empower the educational stakeholders, attention has to be extended on the non-education professionals who tended to feel less empowered even in schools that allowed them to participate. On another point, younger participants tended to feel less empowered after implementing PSALM. These young participants, particularly the students, need more support and encouragement from the other stakeholders, especially the school heads and teachers, to enable them to obtain optimum benefits from PSALM. However, this finding cannot be taken as conclusive in the light of the 51 years and older group having a different outcome.

Third, the experimental participants perceived the implementation of PSALM to be effective. Respondents reported general satisfaction in all the aspects considered as indicators of effective PSALM implementation. These aspects were broadly classified into three: ASC decision-making, committee structure and the overall ASC operation. This general satisfaction with the implementation of PSALM via ASC supports the idea proposed in this thesis that allowing others to participate, particularly in meaningful ways, can yield positive outcomes.

Fourth, some indicators of PSALM effectiveness were found to be significant predictors of the respondents' commitment, empowerment, trust and inclination for meaningful participation in improving their schools. Notably, a common theme in the models yielded by the stepwise regression analysis of the data considered in this research is the value of adequate information in the effective implementation of PSALM. Truly, sharing information via open communication channels is a strategy that leads to better outcomes in organizations, more so in the schools. In addition, respondents who acknowledged the usefulness of the committee structure in the ASC

tended to evaluate their experience in participatory management in more productive ways. Perhaps, committees enabled these participants to broaden their opportunities of providing inputs in the process of making decisions.

The foregoing results appear to indicate consistent themes, except perhaps on the point that the respondents' perceptions on having power and authority being of no significant correlation with the other indicators of PSALM effectiveness (Section 4.3.4). Against the backdrop of another result showing the power of the ASC as adequate (section 4.3.3), the results seem contradictory. There is a need, then, to clarify this issue. Perhaps the respondents had a mixed view on the adequacy of ASC power and authority. Some who were aware of the school council's advisory nature, tended to report higher satisfaction with the ASC power since the context for their evaluation was more realistic. However, those who may have based their evaluation on the common concept of having power and authority could have preferred their ASCs to really possess greater authority, responsibility and accountability. These mixed views could have caused the insignificant relationship of this variable to the other indicators of PSALM effectiveness.

4.9 Summary

This chapter analyzed the quantitative data to search for answers to the corresponding research questions. Before the data were analyzed, independent and dependent variables were clarified. Then an independent samples t-test was used to determine the impact of the experimental treatment on the variables considered in this study, whether PSALM implementation affected the academic achievement and levels of commitment, empowerment and trust among the participants. One-way ANOVA and independent samples t-tests were used to examine whether the constituency, gender, age and position of the respondents in the ASC affected their

levels of commitment, empowerment and trust. In addition, percentage technique was used to determine how the respondents perceived the effectiveness of implementing PSALM. Moreover, correlations were likewise computed to further understand how the indicators of PSALM effectiveness were related as well as to determine whether these indicators of PSALM effectiveness were related to the respondents' levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school. Finally, stepwise regression analysis was carried out to identify the variables that best explain differences in the levels of commitment, empowerment and trust as well as the inclination for meaningful participation in improving the school among the respondents. In this chapter, references to relevant literature were made to provide a clearer context for the results of this study.

Aside from analyzing the quantitative data, this research employed qualitative data from interviews to adequately address the specific research questions. The next section, then, analyzes the qualitative data and triangulates the findings from both quantitative and qualitative data analyses to establish a complete basis for the eventual conclusions, recommendations and future directions.

Chapter V

PSALM IMPLEMENTATION: WHAT MADE IT EFFECTIVE? *ANALYSIS OF QUALITATIVE DATA AND TRIANGULATION*

5.0 Overview

This chapter delves into the qualitative aspect of the research by examining the views of the participatory school administration, leadership and management (PSALM) implementers as expressed at interviews conducted with 40 participants from the experimental group. Follow up interviews were undertaken involving eight (8) of the 14 school heads amongst the original 40 interviewees. The chapter first describes the interviewees, second it presents the analysis of the responses of the participants on the questions that sought to identify the factors that either elicited or constrained active participation in the advisory school councils (ASC). Third, it attempts to identify the themes and trends on what differentiated the more effective PSALM approaches of the school heads from the less effective ones. Fourth, it presents the themes and trends on what differentiated the more effective ASC membership actions from the less effective ones. Fifth, it discusses the themes and trends as to how the ASC could operate effectively. Sixth, it presents the cross analysis of quantitative and qualitative results. Seventh, it proposes a model for an effective PSALM implementation. Finally, it summarizes the main points covered in the chapter.

5.1 The Interviewees

Considering that the interviews took place before the data on schools' performances on academic and other aspects of PSALM effectiveness became available, the respondents were not classified into 'effective' or 'less effective' groups. Instead, the questions raised during the interviews have been so designed to get responses that could address the specific research questions – to determine the factors which would have influenced the effectiveness of PSALM.

The interview phase of the study included stakeholders from 14 experimental schools. As indicated in Chapter III, forty (40) stakeholders granted permission to be

interviewed. Of this number, there were 14 school heads, eight (8) teachers, four (4) students, four (4) alumni, five (5) parents and five (5) community leaders. The initial interviews took place during the summer break in 2005 with no disruption to school sessions. Follow up interviews were conducted with eight (8) out of the 14 school heads, who took part at the initial interviews. Follow up interviews sought to obtain further clarifications on the findings from the initial interviews. The decision to involve only the school heads in the follow up interviews may have limited the representativeness of the views considered. However, time constraints triggered this decision. Because the follow up interviews happened during school days, it was easier to have access to the school heads with no disruption to classroom work. In addition, these school heads were free from classroom responsibilities. Besides, data gathered from school heads are also valid bases for investigations about school leadership and management. All the interviewees were involved in the ASCs as representatives of their respective constituencies.

Tables were used to hasten the identification of themes and trends in the responses made by the interviewees. Each table reports the multiple responses given by the interviewees to an open-ended question. This explains why there are instances of responses being attributed to just one interviewee. But responses that could not be coded into another response were reported in the tables to serve as bases for the eventual categories of responses that were formed. Since the interviewees were free to express their sentiments, there were instances that their responses could be coded into different categories. So, most of the tables have more than 40 total responses.

In the discussions, questions used to introduce the sections are those answered by the stakeholders other than the school head. When asking the school heads however, appropriate changes in phrasing the questions were made.

5.2 The Factors Affecting Effective PSALM Implementation

In analyzing the factors that affected the effectiveness of implementing PSALM, two main areas were considered: the enhancers of PSALM effectiveness were first explored, followed by discussions on the hindrances.

5.2.1 Factors that Enhance PSALM Effectiveness

In discussing the factors that facilitated the implementation of PSALM, focus was made on the following areas:

- changes in the administration, leadership and management approaches adopted by the school heads after introducing PSALM;
- behaviors of the school heads that motivated the ASC members to become active;
- behaviors of fellow ASC members that encouraged more participation; personal traits of ASC members that hastened their participation;
- the ways by which PSALM enhanced the stakeholders' inclination for meaningful participation in improving the school;
- the stakeholders' satisfaction with PSALM as well as the reasons for such a favorable evaluation; and
- the reasons for recommending the continued implementation of PSALM in public schools.

5.2.1.1 Changes on the Leadership/Management Approaches of School Heads

The first interview question was: "What changes did you notice on school head's way of leading and managing your school?" Responses from the interviewees indicated twelve changes on the school heads' approaches to leading and managing their schools. From table 5.1, it can be seen that the biggest change reported by the

interviewees is the school heads' encouragement of active involvement of others in school improvement, consultation with the ASC before making important decisions and becoming more open in sharing Department of Education (DepED) policies and orders.

Table 5.1
Changes on the administration, leadership and management approaches of the school heads with the implementation of PSALM

Changes Reported	Frequency (N = 40)	%
Encouraged active involvement of others in school improvement	17	**42.50**
Consulted the ASC before making important decisions	13	**32.50**
Open in sharing DepED policies and orders and plans for changes in the school	8	**20.00**
Listened to suggestions before implementing policies	6	**15.00**
Identified key teachers and designated them for extra jobs (subject coordinators)	2	**5.00**
More dynamic in implementing school policies	2	**5.00**
Avoided favoritism	1	**2.50**
Worked for a unified consensus among stakeholders	1	**2.50**
Became a role model	1	**2.50**
Seemed to respect students more	1	**2.50**
Used better communication styles	1	**2.50**
Shifted from being the 'sole' leader of the school to co-leader of the school community.	1	**2.50**

The following interviewees typify these observations:

> Our school head was evidently very desirous to secure the active participation on the improvement of school by the members of the PTCA, barangay [village] officials, LGUs/NGOs, other concerned citizens, especially for fund raising (Teacher 1, 2005: 1).

> One change I observed in the way our school head dealt with us was involving us in planning school activities. This never happened before because there was no ASC where we could be involved. The school head was always consulting the school council before making decisions (Alumni 1, 2005: 12).

> The school head was more open to share and discuss the implications of DepED policies with us during ASC meetings (Student 2, 2005: 27).

Three main categories of changes in the approaches of the school head are evident in Table 5.1. These categories are: **involving others** (encouraged active involvement, consulted ASC, designated key teachers, worked towards consensus,

respected the students more, and shifted from 'sole' to 'co-leader'); **communicating better** (shared DepED policies, listened to suggestions, and used better communication styles); and **modeling desirable behaviors** (avoided favoritism, became more dynamic, and became a role model).

5.2.1.2 Positive Leadership Behaviors

When asked the question: "What specific behaviors of the school head motivated you to become more active in your role as a member of the school council?," the three most common responses were: being open to suggestions; being transparent and honest; and providing recognition or rewards for good ideas and performance.

Table 5.2
Encouraging behaviors of the school heads

Behaviors Identified	Frequency (N = 40)	%
Open to suggestions	18	**45.00**
Transparent/Honest	12	**30.00**
Recognizes/ rewards good ideas/ performance	8	**20.00**
Provides support to the other ASC members	5	**12.50**
Actively involves in activities	3	**7.50**
Being prompt	3	**7.50**
Respect for others	3	**7.50**
Trusts others	2	**5.00**
Fairness	2	**5.00**
Sincere in dealing with others	2	**5.00**
Approachable ways	1	**2.50**
Enthusiastic	1	**2.50**
Responsible	1	**2.50**
Innovative	1	**2.50**
Resourceful	1	**2.50**
Dedication to the job	1	**2.50**
Strict in implementing school policies	1	**2.50**
Professional	1	**2.50**

The following responses exemplify these points:

> Our school head's openness in the task of making policies was very inspiring in the sense that I found that I could be a part in finalizing decisions for the best interest of our school (Teacher 6, 2005: 9).

> The ***transparency*** in school transactions and the reward system for outstanding performance and active participation motivated us [members of the ASC] much (Community leader 2, 2005: 32).

> As a way of recognizing ASC members, we created the School Management Approach for Responsible Team (SMART). We provided opportunities for recognizing their precious ideas. This motivated them to be more active (School head 13, 2005: 52).

Table 5.2 indicates encouraging behaviors of the school heads as a responsible professional in two broad categories: **supportive** (open to suggestions, recognizes others, supportive, approachable, resourceful, transparent, fair, strict, respects others, trusts other, and sincere); and **pro-active** (active, prompt, enthusiastic, innovative, and dedicated).

5.2.1.3 Facilitative Traits of the Other ASC Members

The interviewees were asked: "What specific behaviors of the other members of the councils helped you participate more meaningfully in the discussion of school policies and concerns?" Table 5.3 shows that the interviewees acknowledged the most common encouraging traits of ASC participants as: being concerned with the welfare of the students/school community; willingness to cooperate; and being open to the ideas of others. ASC members who manifested these traits were able to encourage the others to participate more in their activities.

The following sample responses capture these ideas:

> The concern of ASC members to make the school improve its performance was one of the major factors in making the others extend their best effort during meetings and other activities (School head 9, 2005: 47).

Table 5. 3
Facilitative behaviors of other ASC members

Behaviors Identified	Frequency (N = 40)	%
Concerned with students/school community welfare	10	**25.00**
Willing to cooperate	9	**22.50**
Open to ideas of others/ respect ideas of others	8	**20.00**
Workaholic/ energetic/eager	6	**15.00**
Attends meetings	3	**7.50**
Frank in giving constructive feedback	3	**7.50**
Encouraging one another to share ideas	3	**7.50**
Willing to know the real situation	2	**5.00**

Presents good ideas	2	**5.00**
Willing to share time	2	**5.00**
Exemplifies good behavior	2	**5.00**
Unconditional service	1	**2.50**
High moral values	1	**2.50**
Loyal to the school's interest	1	**2.50**
Knows how to control emotions	1	**2.50**
Highly motivated	1	**2.50**
Gives recognition to good ideas shared	1	**2.50**
Helpfulness	1	**2.50**
Positive thinker	1	**2.50**
Committed	1	**2.50**
Resourceful	1	**2.50**
Sincere in dealing with others	1	**2.50**
Honest	1	**2.50**

> Everyone was excited to pursue goals for the good of the school community. This obvious concern for the school's welfare was inspiring (Teacher 4, 2005: 5).
>
> The other members of the school council were very ***cooperative***, committed, resourceful, involved and willing to do their work. This made it very easy to come up with decisions, even implement decisions because everybody wanted to find out how they could help in making sure that their joint decisions would be implemented successfully (Teacher 2, 2005: 2).
>
> The other members of the school council were open-minded and very willing to take part in making school management decisions. Respect for the ideas of others was very evident (Parent 2, 2005: 19).

What these responses suggest is the fact that various desirable behaviors from their fellow members of the ASC were essential in sustaining their interest in actively participating during their meetings and other activities. Likewise, these responses of the interviewees indicate that there are two main characteristics that ASC members manifested, which encouraged them to be more active, namely: **giving priority to school/student welfare** (concern for school, loyal to school, willing to share time, highly motivated, unconditional service, workaholic, willing to know the situation) and **cooperative and admirable ways of behaving** (well-behaved, high moral values, helpful, committed, encourages other, presents good ideas, open to ideas of others, gives constructive feedback, knows how to control emotions, sincere, honest,

recognizes others, respect others, positive thinker, willing to cooperate, attends meetings).

5.2.1.4 Useful Personal Traits for Active ASC Participation

Next question asked was: "What personal traits helped you become an active participant in the discussions?" In terms of personal traits that the interviewees found to be useful in taking an active part in ASC meetings and other activities, the three most popularly identified were: open-mindedness; commitment; and approachability.

Table 5.4
Personal traits useful in active participation in ASC

Personal Traits of ASC Members	Frequency (N – 40)	%
Open-minded	13	32.50
Committed	9	22.50
Approachable	5	12.50
Hardworking	4	10.00
Democratic	4	10.00
Sincere desire to help the school	4	10.00
Dedicated	4	10.00
Understanding	4	10.00
Cooperative	2	5.00
Sets good example	2	5.00
Concerned with school welfare	2	5.00
Firm in insisting on what is right	2	5.00
Patience	2	5.00
Honesty	2	5.00
Considerate	2	5.00
Respectful	2	5.00
Responsible	2	5.00
Caring	2	5.00
Well-informed	2	5.00
Credible	1	2.50
Trusting	1	2.50
Active	1	2.50
Critical thinking	1	2.50
Kind	1	2.50
Service-oriented	1	2.50
Decisive	1	2.50
Transparent	1	2.50
Avoids vandalism	1	2.50
Fair in imposing discipline	1	2.50

Some responses that reflect these points are as follows:

> What made me more productive as a participant during ASC meeting was my being open to every feedback, suggestions and my adherence to the principle of democratic discussion. I believe that more heads are always better than one (School head 12, 2005: 50).

> Aside from being open-minded, I found my intense commitment as very helpful in making myself participate during ASC meetings (Community leader 4, 2005: 34).
>
> Having good relations with parents, teachers and community leaders made it easier for them to approach me anytime they needed to (School head 14, 2005: 53).

The interviewees appear to have identified varying personal traits that enabled them to contribute better in the affairs of the ASCs. A closer examination of Table 5.4 shows that these personal traits can also be categorized the way they reported the traits of other ASC members, **giving priority to school/student welfare** (desire to help school, concerned with school welfare, service-oriented, and avoided vandalism) and **behaving in cooperative and admirable ways** (all the rest of the items listed are included here).

5.2.1.5 Ways PSALM Enhances Inclination for Meaningful Participation

Interviewees were then asked: "In what way do you think participatory school administration, leadership and management made you more committed, empowered, trusting or inclined to participate in improving your school?" The top three ways mentioned were: involvement during ASC meetings gave them a sense of power; the support from others experienced during ASC meetings made them feel more inclined to be meaningfully involved; the voice given in crafting school policies made them more inspired to work for school success; and being a part of making policies made them aware of the reasons for implementing changes.

Table 5.5
Ways PSALM enhances inclination for meaningful participation

Responses from Interviewees	Frequency (N = 40)	%
Involvement during ASC meetings gave a sense of power	16	**40.00**
The support from others experienced during the ASC meetings.	8	**20.00**

The voice given in crafting school policies	6	**12.50**
Being a part of making policies gave me clearer understanding of the need to implement changes.	6	**12.50**
The authority given to help shape school decisions	2	**5.00**
I did not like the decisions to fail	2	**5.00**
The focus made on teaching and learning	1	**2.50**
Learning to exchange ideas with others	1	**2.50**

Responses from the interviewees that relayed these points are:

> I became more interested to do my share in improving the school because of the opportunity that I had in finalizing school management decisions. I didn't want to see our decisions fail so I am more committed to making our school succeed (Teacher 7, 2005: 9).

> Knowing that others were very supportive of our shared ideas on how to improve the school, I felt more empowered and committed as a member of the ASC. With the support from the others, I feel satisfied with my contributions (Alumni 2, 2005: 14).

> The ASC's support for our school policies has given me a sense of added strength as a school head (School head 5, 2005: 42).

> Never before have I felt having a voice in crafting school policies. This opportunity to be heard has given me a sense of power and greater commitment to be a partner in making our school progressive (Parent 5, 2005: 24).

These eight ways by which inclination to meaningfully participate in improving the school inspired the interviewees to be more involved can be broadly grouped into two – PSALM enhanced inclination for meaningful participation in improving the school **due to the opportunity to be a part in decision making** (involvement during ASC meeting, voice given, being part of making policies, exchanging ideas, not liking decisions to fail); and **due to conditions favorable for focused participation** (support from others, authority given and focus on teaching).

Follow up interviews with school heads explored how PSALM implementation affected the specific aspects of the stakeholders' inclination for meaningful participation in the improvement of the school – commitment,

empowerment and trust levels. In terms of how participation fostered commitment from stakeholders, a school head stated:

> Having them involved in the council made them feel they are important and indispensable in improving the educational system. Their fresh ideas are then heard. Making them feel important and listening to their ideas make them more committed in helping the council improve the school (School head E, 2006: 11).

In terms of how participation enhanced the sense of empowerment among the stakeholders, another school head commented:

> The participation of the stakeholders in the ASC improved their sense of empowerment in improving the school because they carried out managerial functions of the school head in the areas of decision making on school improvement plans and budget preparation of the local school and PTA funds (School head A, 2006: 2).

In the area of how trust was enhanced by the opportunity to participate, another school head clarified:

> Their [ASC members] being more open and vocal about their own ideas and accepting each others' pluses and minuses like the irrationality of some suggestions and recommendations to perceived problems during meetings have resulted to a more trusting relationship among themselves. If before they would always contend with some plans, decisions and solutions of school concerns, later and eventually they became more 'thinking' and 'feeling' individuals in planning and in offering solutions to problems (School head D, 2006).

5.2.1.6 Reasons for Satisfaction with PSALM Implementation

The next question was: "Are you satisfied with the new way of school management being implemented in your school? Why?" Almost all of the interviewees expressed varying degrees of satisfaction with PSALM implementation. However, one school head who expressed a 'not much' satisfaction reasoned out that his/her inability to devote full-time attention to the task of managing the school stems from a designation (performance of an extra job) at the division (higher) office. Another teacher refused to categorically say whether s/he was satisfied or not with

PSALM but emphasized that s/he is only interested in making sure that school policies are implemented well.

The interviewees were then asked to give their reasons for being satisfied with implementing PSALM, if indeed they were. The most common reply was: everybody's involvement in managing the school; school having gone smoothly and is improving; and easier way of addressing school problems.

Table 5.6
Reasons for satisfaction with PSALM

Responses from Interviewees	Frequency (N = 40)	%
Everybody is involved in managing	10	**25.00**
School is going smoothly and improving.	8	**20.00**
Solving school problems became easier.	4	**10.00**
Transparency is now becoming a feature.	3	**7.50**
Everyone thinks of what is good for the school.	2	**5.00**
Decisions and school policies are of better quality.	2	**5.00**
Presence of trusted people to assist in managing	2	**5.00**
Financial difficulty became less of a burden.	1	**2.50**
It contributes much in leading and managing the school.	1	**2.50**
It gave us new knowledge and skills.	1	**2.50**
Better rapport among stakeholders	1	**2.50**
Principal managed the school better	1	**2.50**
Grievances are heard and addressed	1	**2.50**
Parents more ready to help their children study harder	1	**2.50**
Other people understand our work better now	1	**2.50**

Quotes from the following interviewees expressed this satisfaction with PSALM:

> Yes, I am satisfied with PSALM because improvements are being accomplished. It is easier for me to manage the school with them as co-managers. ***Everybody is involved*** (School head 11, 2005: 49).

> I am very satisfied with the present way of school management [PSALM implementation] because it helps a lot in improving our work as teachers. We were able to make other people understand the nature of our work and we got more support from the parents in terms of making their children study harder (Teacher 8, 2005: 11).

> Yes, I am satisfied with the new way our school is managed. Problems have been solved in easier ways. We have been able to come up with strategies for students to avoid getting absent such as doing something to make their school their second home (Parent 4, 2005: 22).

> We were able to easily solve problems encountered by our school, with the support of everyone (School head 4, 2005: 41).

Indeed, the stakeholders have identified various aspects of PSALM implementation as basis for their favorable assessment of experiences. These aspects of implementation all point to one big point – they were satisfied with PSALM because of **better quality in school leadership and management** that resulted from its implementation.

5.2.1.7 Reasons for Recommending PSALM to Others

The interviewees were also asked: "Do you recommend that this form of school management be implemented in the public schools? Why?" All the interviewees recommended PSALM to be implemented in the public schools. The most cited reason is that PSALM made them aware that they could do something to improve the school. In addition, respondents replied that PSALM helped everyone work for a better school and it improved the management style of the school head.

The interviewees revealed these points by stating:

> Yes, I recommend PSALM to others! The first immediate impact is the awareness by ASC members that they can do something to improve the school. And everybody has taken part in decision making with regards to school improvement (School head 7, 2005: 47).

> PSALM is really highly recommended to other schools… many stakeholders have been encouraged to work for a better school (Teacher 3, 2005: 4).

> I do recommend PSALM to others….The management of the school ceased to be a monopoly of the school head. There was truly an improved management style adopted by our school head (Alumni 3, 2005: 15).

Table 5.7
Reasons for recommending PSALM to others

Responses from Interviewees	Frequency (N = 40)	%
It makes us aware that we can do something to improve the school.	8	**20.00**

Helps everyone work for a better school.	6	**15.00**
It helps improve the management style of the school head.	5	**12.50**
It brought better relationships among the various stakeholders.	2	**5.00**
Policies are more acceptable to all.	2	**5.00**
It minimizes difficulties in school management.	2	**5.00**
It makes democracy alive.	2	**5.00**
Transparency won the trust of other stakeholders	2	**5.00**
It makes the school more effective.	2	**5.00**
It is very useful in public schools to become more responsive to the needs of the students.	1	**2.50**
Because the implementation is good.	1	**2.50**
This is a focus on empowerment.	1	**2.50**
It worked in our school, so it can work in others as well.	1	**2.50**
Everyone has his/her own place.	1	**2.50**
It lets school be owned by the community.	1	**2.50**
It fosters a sense of responsibility and accountability among the stakeholders.	1	**2.50**
It enhanced the capabilities of the ASC members as well	1	**2.50**
It improves school services.	1	**2.50**
It improves the dignity of the students.	1	**2.50**

The reasons for satisfaction with PSALM and the reasons for recommending it to others fall into the same one major category – **improved quality of school leadership and management.** This suggests that PSALM provided first hand experiences for the implementers in improving the kind of leadership and management in their respective schools.

A response given by a school head during the follow up interview further sheds light on the merits of PSALM:

> As the saying goes, 'two heads are better than one.' Involvement in decision-making brought brighter ideas because decisions resulted from the consolidation of varying opinions from each stakeholder (School head C, 2006: 7).

5.2.2 Hindering Factors and Other Suggestions to Implement PSALM Effectively

This section determines the factors perceived by the interviewees as constraining their active participation in ASC affairs. Likewise, other suggestions for improving PSALM implementation are included in this section. In discussing the

hindering factors and other suggestions for the effective PSALM implementation, the following areas are considered:

- behaviors of the school heads that constrain active participation from the ASC members;
- behaviors of ASC members that discourage involvement in the ASC activities are explored;
- knowledge, skills and attitudes needed for effective participation in the ASC are analyzed;
- other difficulties encountered by the ASC are investigated; and
- other suggestions for better implementation of the PSALM identified by the interviewees are presented.

5.2.2.1 Leadership Approaches that Constrain Active Participation

One question asked during the interview was: "What behaviors of the principal held you from honestly voicing out personal opinions during discussions?" Aside from one-fourth of the interviewees saying there was none, the other respondents reported that lacking in self-confidence or being indecisive was a school head's approach that dampened their interest to be active in the ASC activities. Frankness and focus on minor details were also considered as constraining actions from the school head.

Table 5.8
Constraining approaches of the school head

Responses of the Interviewees	Frequency (N = 40)	%
NONE	10	**25.00**
Lack of self confidence/ Indecisiveness	8	**20.00**
Frank	4	**10.00**
Focus on discipline and minor details	3	**7.50**

Indiscriminate acceptance of ideas from ASC members	3	**7.50**
Monopolizing discussions	3	**7.50**
Gives no sufficient freedom to express sentiments	2	**5.00**
Over-eagerness to implement rules	2	**5.00**
Lack of open-mindedness.	1	**2.50**
Being authoritarian.	1	**2.50**
Lack of good rapport with ASC members	1	**2.50**
Arrogant	1	**2.50**
Sarcastic	1	**2.50**
Lack of appreciation for the ideas of ASC members	1	**2.50**
Failure to manifest concern for students	1	**2.50**
Ill-tempered	1	**2.50**
Fear of hurting others	1	**2.50**
Too much familiarity with the ASC members	1	**2.50**

The following quotes from interviewees show these constraining approaches by the school head:

> I can't identify a behavior of our school head that was discouraging. I felt that what s/he was doing was well within her authority (Student 3, 2005: 29).
>
> When I saw the school head hesitating to make final decision even after the ASC has extensively discussed the issues, I felt a bit discouraged (Community leader 1, 2005: 31).
>
> Sometimes, when the school head was so frank about his/her sentiments and s/he was not so tactful in expressing such comments, ASC members felt affected (Teacher 5, 2005: 7).
>
> The school head being so focused on discipline and minor details discouraged others to become more involved (Parent 1, 2005: 18).

The list found in table 5.8 can be synthesized by saying that leaders who were behaving in extreme ways were perceived not to have encouraged full participation. **Lacking in decisiveness** (lack of self-confidence/indecisiveness, indiscriminate acceptance of ideas, fear of hurting others and too much familiarity with others) was on one end of the continuum. On the other side, **over-manifestation of their traditional authority** and power (the remaining items in the list) was also a hindrance in making others participate.

5.2.2.2 Constraining Behaviors of Other ASC Members

Another question was: "What behaviors of the other stakeholders discouraged you from taking active part during the discussions in the school council?" Almost one-fourth of the interviewees observed no constraining behaviors from other ASC members. However, those who found behaviors that negated their desire to participate identified the following: hesitance to voice out opinions, absenteeism and being indifferent.

Table 5. 9
Constraining behaviors of other ASC members

Responses from Interviewees	Frequency (N = 40)	%
NONE	9	22.50
Hesitance to voice out opinions	7	17.50
Absenteeism	5	12.50
Being indifferent	4	10.00
Dominating meetings/ attempts to overpower the school head	3	7.50
Selfishness	2	5.00
Lack of cooperation	2	5.00
Being passive	2	5.00
Disregard for rules	1	2.50
Dishonest	1	2.50
Lack of loyalty to the school	1	2.50
Lack of interest to improve the school.	1	2.50
Misbehaves during meetings	1	2.50
Not open-minded.	1	2.50
Misconception on PSALM	1	2.50
Afraid of political interference	1	2.50
Pretentious	1	2.50
Negative attitude by some members	1	2.50
Destructive critics	1	2.50
Lack of dedication	1	2.50

The following interviewees highlighted these points:

I did not encounter any negative behavior from the ASC members. Everyone was willing to help the school (School head 1, 2005: 36).

I felt affected in terms of being discouraged to share my ideas when the others were hesitant to voice out their true feelings and emotions (Community leader 3, 2995: 34).

Absenteeism in the case of some members has been a reason for others not to come during meetings as well (School head 3, 2005: 40).

> Some stakeholders who were indifferent and did not share the same level of concern for the school like us were disappointing to the point that I sometimes lost interest in being an active part of the ASC (Student 4, 2005: 30).

Indeed, these responses are exactly the opposite of what they reported as useful traits for ASC members to be able to participate actively in ASC activities. Here it is evident that those who **do not put priority to the school welfare** (hesitance to voice out opinions, being indifferent, lack of loyalty, lack of interest and lack of dedication) and those who **behave in uncooperative ways** (other items in the list) are the ASC members who dampened their interest to be active ASC members.

5.2.2.3 Knowledge, Skills and Attitudes Needed for Better ASC Involvement

Furthermore, the interviewees were asked: "On your part, what do you think were the knowledge, skills and attitudes you needed in order to carry out your role as a school council member effectively?" Commonly identified as knowledge, skills and attitudes needed by PSALM implementers for them to effectively participate in ASC activities were: how to role-model desirable behaviors, how to effectively implement ASC projects, and how to lead more effectively.

The quotes from the following interviewees indicate these responses:

> Trying to be role models on the things that we want others to do in terms of making the school a better place for students' learning is an important skill that council members should possess to make them more credible and easier to follow (Teacher 8, 2005: 11).

> How to be an active and efficient implementer of school council decisions is a skill every member should possess. Even if not all is involved in implementing decisions and projects, it is important to be aware of the strategies (Parent 3, 2005: 21).

> Interpersonal skills and the ***technical know-how on school leadership*** and governance is a necessary skill for ASC members to be able to perform their tasks effectively (School head 2, 2005: 39).

Table 5.10
Knowledge, skills and attitudes needed by ASC members

Responses from Interviewees	Frequency (N = 40)	%
Role modeling strategies	10	**25.00**
Skills in the effective implementation of ASC projects	6	**15.00**
Leadership skills	5	**12.50**
Interpersonal skills	4	**10.00**
Skill in motivating people	4	**10.00**
Being able to understand others	3	**7.50**
Time management	3	**7.50**
Legal knowledge	3	**7.50**
Creating a friendly atmosphere	2	**5.00**
Skill in productive participation	2	**5.00**
Skill in presiding meetings	1	**2.50**
Skill in effective policy making	1	**2.50**
Communication skills	1	**2.50**
Financial planning and management skills	1	**2.50**
Skill in making parents involved in school	1	**2.50**

From the list found in table 5.10, it can be said that the various responses from the interviewees point to the need to learn **skills in dealing with people** (interpersonal skills, role modeling, motivating people, understanding other, creating a friendly atmosphere, presiding meetings, making parents involved) and **skills in carrying out their tasks** (other items listed in the table)**.**

5.2.2.4 Difficulties Encountered in Implementing PSALM

As in any endeavor for improvement, obstacles exist. So the interviewees were asked: "What other difficulties do you think have the school council experienced? Were these difficulties overcome? If yes, what could have helped in surmounting these obstacles? If not, why?" The responses shown in table 5.11 confirm that the implementation of PSALM also involved difficulties. Among these were: setting common time for meetings, discordant opinions about issues and financial constraints.

On the issue of time of meeting, a community leader replied:

> It was difficult to make all members attend because of conflicting schedules (Community leader 5, 2005: 36).

A quote from an alumni cited in the next section (5.2.2.5) suggests the existence of disagreements during meetings. Financial constraint was reported by a teacher who said:

> We had to overcome problems on the limited financial resources of the school. This is a very common problem that became easier to bear with the ASC (Teacher 5, 2005: 8).

Table 5.11
Difficulties faced in implementing PSALM

Responses from Interviewees	Frequency (N = 40)	%
Setting common time for meetings	12	**30.00**
Contrasting opinions	8	**20.00**
Financial constraints	6	**15.00**
Parents' hesitance to take part	3	**7.50**
Differences in educational qualifications of members	2	**5.00**
Difficulty in disseminating ASC decisions	2	**5.00**
Professional jealousy	2	**5.00**
Self-centered ASC members	2	**5.00**
NONE (No difficulties)	2	**5.00**
Getting unanimous support from all	1	**2.50**
Distance of school from house of ASC members	1	**2.50**
Insincere members	1	**2.50**
Negative attitude of members	1	**2.50**
Lack of sufficient knowledge	1	**2.50**
Members who were faultfinders	1	**2.50**

Table 5.11 reveals that as a whole, the difficulties stated by the interviewees were **due to the different orientations** and backgrounds of the ASC members (setting common time, contrasting opinions, parents' hesitance, differences in education, professional jealousy, self-centered members, getting unanimity, insincere members, negative attitudes, lack of knowledge, and faultfinders) and **due to the usual problems besetting the schools** (financial constraints, difficulty in disseminating information, distance of schools from houses of members).

5.2.2.5 Ways of Addressing Difficulties in PSALM Implementation

Most of the interviewees who reported that difficulties were encountered conceded that these difficulties were overcome by the ASC. In overcoming these

difficulties, they resorted to open discussion of the issues involved, respecting everybody's opinions and ideas, and giving more information to increase the knowledge of ASC members.

The following quotes from the responses of the interviewees express these ideas:

> Finding a common time for ASC meetings was a difficulty. However, extensive and open discussions helped us find a solution (Student 1, 2005: 26).
>
> Yes, we addressed our difficulties. We respected the right of others. We made them feel that everyone is a part of the whole, they were important, and that they must be given due recognition (School head 6, 2005: 44).
>
> When there were intensive debates on certain issues, we were able to intelligently settle them by providing more information to ASC members. With their increased knowledge, it was easier to agree on issues (Alumni 4, 2005: 17).

Table 5.12
Ways of addressing difficulties in the PSALM implementation

Responses from Interviewees	Frequency (N = 40)	%
Open discussion	15	**37.50**
Respecting one another	9	**22.50**
Giving information to improve knowledge of ASC members	9	**22.50**
Cooperating and working together	7	**17.50**
Flexibility in scheduling meetings	2	**5.00**
Realizing that decision have to be made	1	**2.50**
Supporting and encouraging others	1	**2.50**
Giving due recognition to those who deserve it	1	**2.50**

The list found in table 5.12 shows that the difficulties were addressed by the PSALM implementers by **extensive communication** (open discussion, giving information, flexibility in meetings, realizing the need to decide) and **supportive behaviors from their fellow members** respecting others, cooperating, supporting and recognizing others).

5.2.2.6 Other Suggestions to Improve PSALM Implementation

Interviewees were finally asked: "Can you suggest recommendations on how to further improve the implementation of participatory school management in our schools?" The most cited suggestions were: full implementation of PSALM in all public schools, provision of further trainings for ASC members, and the formulation of DepED guidelines on the implementation of PSALM.

Table 5.13
Other suggestions/recommendations on PSALM implementation

Responses from Interviewees	Frequency (N = 40)	%
Full /continuous implementation of PSALM in all public schools	6	**15.00**
Provide further trainings for ASC members	6	**15.00**
DepED to formulate guidelines	5	**12.50**
Regular meetings of the respective stakeholder groups should be done to inform them about the ASC decisions	4	**10.00**
No suggestions	4	**10.00**
More information dissemination on vision, mission goals of PSALM	3	**7.50**
Stress the value of discipline	2	**5.00**
More council members be included in the ASC	2	**5.00**
Monitoring of ASC activities should be done regularly	2	**5.00**
Encourage every ASC member to participate actively	2	**5.00**
Give others a chance to become ASC members	1	**2.50**
Proper orientation of parents	1	**2.50**
Make students more active in efforts for school improvement	1	**2.50**
School should take active part in community activities	1	**2.50**
ASC should address the problem of teacher shortage	1	**2.50**
Work for good attendance during meetings	1	**2.50**
Responsible ASC members should be chosen	1	**2.50**

Excerpts from the responses of interviewees who highlighted these suggestions are as follows:

> I see the need to continue implementing participatory school management even after this experiment (Parent 1, 2005: 18).
>
> I would suggest that every member of the school council should be given a task/training to make them aware of their role, function and limitations (School head 8, 2005: 46).
>
> PSALM can be implemented more vigorously if DepED issues the guidelines for its implementation. In this way, all schools will have a uniform basis for operating their school councils. Although advisory school councils provided me with a group of partners for finalizing school improvement initiatives, the issues I decided to bring to the school council were purely based on my own

> best judgment. It could have been easier if guidelines from higher offices were available (School head 10, 2005: 49).

Undoubtedly, the interviewees recommended full implementation of PSALM in the public schools. The specific recommendations revolve around the common theme of the need for **well-informed** or **well-trained** ASC members who are responsible and active in making the school more involved in community activities.

5.3 Making PSALM Effective, What School Heads Have Done

This section further examines the behaviors of the school heads, which the interviewees considered as having influenced their interest to participate more actively in the ASC activities. This analysis covers three sub-sections: changes in the school heads' approaches in managing the school, encouraging behaviors of the school heads, and constraining behaviors of the schools.

5.3.1 New Approaches Adopted by School Heads to Implement PSALM

As suggested in the previous section (5.2.1.1), the various changes in the leadership and management approaches of the school heads were broadly categorized into three: involving others in the making of decisions, communicating better and modeling desirable behaviors. These changes indicate that the school heads made a corresponding adjustment in their manners of leading and managing the school to suit the nature of participatory school administration, leadership and management (PSALM).

Implementing PSALM entailed making the other stakeholders actively involved in the making of decisions. The school heads, having volunteered to try out this new scheme of managing and leading schools, seem to have focused on the right priorities. The most noted change, which is seeking greater involvement from others, is indeed the most crucial. Scholars use different languages to stress this point in

fostering collaboration with other stakeholders (Belenardo, 2001; Decker, 2001; English, 1979; Lienhart & Willert, 2002; Owens, 2001; Wood et al., 2004). A comment from a school head interviewed for follow up purposes also highlights this point:

> First, I motivated them by stressing that they have a great role in the ASC. This contributed in making the ASC functional and successful. Second, every suggestion that they [ASC members] shared was properly acknowledged and discussed and final agreements were implemented (School head F, 2006: 14).

That the school heads were also perceived to have become better communicators is another change essential in securing active participation from the other stakeholders (Easton & Storey, 1994; Hickey & Casner-Lotto, 1998; Lawler III et al., 1992; McGonagill, 1987; Nielsen, 1995; Sackney & Dibski, 1994; Slater, 2005). When asked to explain why they communicated better, another school head in the follow up interview justified by stating:

> Opening up communication with the stakeholders provided the chance to allow everyone to talk, listen and evaluate whose opinion is best. This made the choosing of the best idea for improving the school a lot easier (School head G, 2006: 16).

Still, another school head in the follow up interview described the strategy used to improve communication in the ASC by saying:

> In order to make communication channels more open, I initiated the practice of sharing as much information I knew about the issues under consideration by the ASC. This transparency led to easier sharing of knowledge among the members of the ASC as well (School head B, 2006: 4).

Coupled with modeling the behaviors the school heads wanted the others to manifest, it is not surprising that other significant results of this study reveal stakeholders being satisfied with PSALM. This modeling of desired behaviors has also been stressed by previous researchers as important in efforts for effective collaboration (McColskey et al., 1998; Slater, 2005; Wood et al., 2004).

5.3.2 School Heads' Behaviors that Encouraged Better Participation

Two broad categories of the behavior of the school head that were reported by the interviewees as reasons for their heightened interest in participating were being **supportive** and **pro-active** (section 5.2.1.2). The literature provides extensive support for these behaviors as necessary in making other stakeholders work more for the best interest of the school.

It is apparent that the interviewees became more desirous to participate in an atmosphere of support and dynamism. Two of the five characteristics of leaders for effective collaboration presented in Section 2.2.12 refer to these encouraging leadership behaviors – being empowering is congruent to being supportive and being dynamic is equivalent to being pro-active. An empowering leader provides chance for others to contribute meaningfully in attaining the goals of the school. Blasé and Blasé (2001) and Dunlap and Goldman (1991) exhorted leaders to be facilitative. Sergiovanni (2001) argued for leadership that is community-building, which should provide support to the members for them to contribute more.

On the need for school heads to be pro-active, this is also a long established requisite for effective leadership. Being able to guide the organization in identifying the vision as well as the corresponding action to attain such a vision is one prime function of the leader (Gamage & Pang, 2003).

5.3.3 Constraining Behaviors of the School Heads

In the previous section (5.2.2.1), it was pointed out that the different behaviors of the school heads that led to the ASC members' lower interest in participating were: lack of self-confidence/indecision and focus as well as over-use of power and authority. Leaders are expected to inspire others. If leaders cannot show belief in their own capabilities, all the more would it be difficult for the other members of the

ASC to believe that they can produce positive results. Indecisiveness or lack of self-confidence is a manifestation of an individual who is not proactive. This constraining behavior therefore can be said to strengthen what has been reported that pro-action is an important behavior for effectiveness.

In most situations, individuals dealing with leaders who dominate or over-invoke their authority and power tend to be unhappy. As suggested in section 2.3.6, stakeholders fail to participate when they feel excluded (Gamage, 1996d; Kezar, 2001; Powers & Powers, 1983; Robertson & Briggs, 1998; Tschannen-Moran, 2001; Watkins, 1985).

5.4 Making PSALM Effective, What ASC Members Have Done

The effectiveness of implementing PSALM does not only depend upon the kind of leadership and management approaches employed by the school head. It was likewise found in the initial analysis of quantitative data that members themselves can affect the outcome of ASC activities (section 4.6.1). This section presents what ASC members can do by describing useful ASC traits for participation, identifying constraining traits and discussing skills needed for effective participation.

5.4.1 Productive ASC Members' Traits

There are two broad characteristics of ASC members that affected their level of participation in ASC activities, namely: **giving priority to the school/students'** welfare and **manifesting cooperative and admirable behaviors**.

These results suggest that ASC members who were focused on uplifting the quality of their schools and behaved cooperatively and admirably tend to deepen the interests of others in extending support to their schools' pursuit of improvement. Those who prioritize the welfare of the school are more likely to inspire others to do the same. Researchers have stressed that focus, particularly on instruction, is

important in school partnerships (Evans-Stout, 1998; Gideon, 2002; Hargreaves & Fullan, 1998; Hargreaves & Hopkins, 1991; Hill, 2000; Sawyer, 2001). As shown in the survey of literature (section 2.4.5), SBM scholars likewise claim that a clear focus is essential in SBM implementation (Guskey & Peterson, 1995/1996; Pharis et al., 2005; Wohlstetter & Odden, 1992). Indeed, it has been stated in chapter 2 that organizational members should focus on the relevant issues to be addressed in their collaborative efforts (section 2.3.5).

In addition, behaving appropriately during meetings induces other ASC members to participate. The need for cooperative and admirable behavior among ASC members has also been pointed out in previous research (Caldwell & Spinks, 1988; Connors, 1978; Cross & Reitzug, 1995/1996; Hargreaves & Hopkins, 1991; Hayes, 1996; Pharis et al., 2005).

These factors, having a focus towards school improvement and behaving cooperatively, have to be carefully considered in any attempt to implement PSALM. During the training and orientation phase of the implementation, discussing these findings can alert future school council members on how they could best participate in the ASC affairs.

5.4.2 ASC Members' Behaviors that Hinder Active Participation

The interviewees claimed that when ASC members manifested behaviors which were different from those they identified as inspiring deeper engagement in ASC affairs, they felt discouraged. So these constraining behaviors include being indifferent to the welfare of the school/students and being uncooperative.

What these results show is the contagious nature of negative behavior among ASC members. Once there is a member who behaves in destructive ways, the other members appeared to be affected as well, not necessarily by behaving destructively,

but by getting discouraged to be more participative. Since these constraining behaviors are the opposite of those identified as inspiring deeper involvement, the literature cited in the preceding section (5.4.1) applies to this section as well.

5.4.3 Skills Needed for Successful Participation in ASC Activities

From the responses of the interviewees, it was deduced that two skills are needed for them to be able to participate actively in the activities of the ASC. These skills are: skills in dealing with people and skills in carrying out their tasks.

Not only the school heads seemed to know what was necessary to ensure effective PSALM implementation. The ASC members have also identified important skills for productive participation. Since the ASC was composed of human beings, it was bound to face challenges involving how best to deal with others and people skills are therefore needed. Skill on how they could carry out their tasks was another competence the ASC members were able to point out as important. Without the competence in performing their respective tasks as ASC members, it would have been very difficult to take active part.

5.5 Making PSALM Effective, How School Councils Should Operate

School councils have been organized to implement PSALM in this research. There are therefore issues about PSALM and school councils that have been covered in the interviews conducted. These issues were: satisfaction with PSALM implementation, how PSALM enhances inclination for meaningful participation in improving the school, difficulties encountered in its implementation, how these difficulties were addressed, and recommendations for better PSALM implementation.

5.5.1 Stakeholders' Satisfaction with PSALM

The main reason why the interviewees reported a considerable degree of satisfaction in implementing PSALM is that it yielded better quality of school

management and leadership. With this result, it is safe to claim that the introduction of PSALM deserves attention in school systems, particularly those still in the process of making final decisions on whether to adopt PSALM in any of its existing versions. The justifications for implementing participatory school management must have been experienced by the research participants. As enumerated in section 1.3, this scheme of managing school increases productivity or enhances effectiveness (Adams & Chapman, 1998; Brown, 1990, 1991; Caldwell & Spinks, 1988; Chapman et al., 1995b; Gamage et al., 1996; Karlsen, 2000; Pierce, 1980; Sackney & Dibski, 1994); facilitates improved instruction, better learning and enhanced efficiency (Anderson, 1998; Cooperman, 1999; Gamage, 1998a; Locke & Schweiger, 1979; Rice & Schneider, 1994; Tomlinson, 1998); and creates a synergy and interdependence or connectedness that promote a learning organization leading to better decisions (Beyerlein et al., 2003; Greenberg, 1975; Gretz, 2003; Kezar, 2001; Owens, 1998; Powers & Powers, 1983).

5.5.2 Enhancing Inclination to Participate through PSALM

PSALM has been acknowledged as effective in enhancing the inclination of stakeholders for meaningful participation in improving the school because of the opportunity given them to participate in decision-making as well as the favorable conditions for focused participation that became a reality in the schools that implemented PSALM.

As pointed out in the previous chapter (section 4.3.3.2), commitment is enhanced when people are allowed to participate in decision-making (Bacharach et al., 1990; Balfour & Wechsler, 1996; Conway, 1984; Dunham et al., 1994; Gamage, 1996b; Kushman, 1992). It has also been suggested that providing maximum opportunities for organizational members to participate heightens their sense of

empowerment (McMillan et al., 1995; Owens, 2001; Prestby et al., 1990; Strawn, 1994; Zimmerman, 1990; Zimmerman & Rappaport, 1988). Furthermore, trust is fostered when leadership encourages participation by being supportive, open and collegial (Blase & Blase, 2001; Hoffman et al., 1994; Hoy et al., 1996; Tarter et al., 1989; Tarter & Hoy, 1998; Tschannen-Moran & Hoy, 1998).

These results again show how the opportunity to take part in making decisions affected the school stakeholders themselves. When leadership allows participation to happen, it unleashes the energies of the stakeholders for more involvement. Likewise, the result stresses the value of a supportive environment in implementing PSALM. In an environment where support is prevalent, the ASC members are able to heighten their drive to participate for best results in the schools.

5.5.3 Challenges to Face in Implementing PSALM

The interviewees faced challenges as they attempted to implement PSALM. Two groups of difficulties were: the diverse orientations and backgrounds of the ASC members caused disagreements and the existence of problems that usually prevail in the schools (i.e. financial constraints).

As pointed out in section 2.3.6, differences in socio-economic and cultural backgrounds of the various stakeholders pose a barrier to effective collaboration (Gilbert & Dewar, 1995; Hayes, 1996; Lam, 2000). The other problems (financial constraints) considered usual in schools and most non-profit organizations still had to be addressed by the ASCs.

5.5.4 Overcoming Difficulties in Implementing PSALM

The difficulties did not hold the PSALM implementers from pursuing their goal of improving their schools. As they endeavored to address these difficulties, two main strategies adopted were: communicating extensively and behaving supportively.

These findings seem to underscore the important ingredients for effective implementation of PSALM. In most other sections, the communication and supportive behavior, both by the school heads and by the other stakeholders, have been stressed as highly valuable. So, the ASC members seem to have adopted strategies that they believed were appropriate in addressing their difficulties.

In the area of communication, one point revealed in the follow up interviews was that PSALM implementers appreciated other stakeholders who dominated discussions at meetings when these hyper-active members were well informed and knowledgeable on the issues. As noted by a school head:

> The ASC members allowed others to speak frequently during meetings when these 'talkative' members knew more about an issue. There was no resentment from others who just listened to the members who were perceived as knowledgeable in an issue (School head H, 2006: 16).

5.5.5 Recommendations for Better PSALM Implementation

The most popular recommendation of the interviewees was for PSALM to be implemented in full, through specific guidelines from the DepED. They also suggested that the implementation should feature efforts to produce well-informed and well-trained ASC members who are active and responsible participants with clear priorities.

Having actually experienced the travails of implementing PSALM, the interviewees' evaluation can be considered with more weight than any one else proposing its practice. Here, it is clear that PSALM deserves to be adopted in the Philippine public schools. Here, it is obvious that proper training should precede the

actual implementation and participants should be active for greater effectiveness of PSALM. These ideas can be implemented by educators who really wish to improve the school outcomes.

5.6 The Results of Quantitative and Qualitative Analyses

In this study, it has been found that PSALM implementation yielded higher levels of stakeholders' commitment, empowerment, trust and greater inclination to meaningfully participate in improving the school. Both quantitative and qualitative aspects of the study support this finding. The higher mean scores in the stakeholders' levels of commitment, empowerment, trust and inclination to participate in improving the school and the favorable evaluation of the PSALM effectiveness at the empirical survey data (section 4.3) have been echoed by the interviewees' reporting that PSALM led to better quality of school leadership and management (sections 5.2.1.6; 5.2.1.7; and 5.5.1). This observed improvement in the quality of leadership and management has been their main basis for declaring satisfaction with PSALM as well as for endorsing PSALM to others.

The higher levels of inclination for meaningful participation in improving the school among the stakeholders revealed in the quantitative data analysis (section 4.3.3.2) has been attributed by the participants to the opportunity for them to take part in decision-making as well as the conditions in the ASC that were conducive for participation (section 5.2.1.5). This means that the chance to participate in a conducive setting brings about deeper desire to contribute more to the school.

The demographic factors such as constituency, gender, age and position in the ASC have not been explored in the qualitative study. However, some aspects of ASC operation have been examined. The quantitative result showed that information sharing is a consistent predictor of the stakeholders' commitment, empowerment,

trust and inclination for meaningful participation in improving the school (section 4.7). The importance of open communication in fostering higher levels of commitment, empowerment, trust and inclination to participate meaningfully in improving the school has been confirmed by the interviewees (sections 5.2.2.5 and 5.5.4). They preferred extensive communication as their mode for addressing difficulties and identified better communication as a new feature of their school heads' approaches (sections 5.2.1.2 and 5.3.1).

Certainly, in the quantitative data analysis, it was conceded that the predictive value of information sharing or opening up communication was not so strong (section 4.7), but it was argued that the results nonetheless bring home the point of its significance in the effective implementation of PSALM. In the analysis of qualitative data, other aspects like the principals' explicit enticement for stakeholders to participate, modeling of desirable behaviors and being supportive and proactive as well as the strong inclination of the stakeholders to pursue the best interests of the school and their corresponding cooperative and admirable behaviors have emerged as the other aspects of PSALM implementation that led to greater motivation to participate. It is therefore possible to postulate that these factors, not included in the quantitative data analysis, complemented the existence of adequate information through open communication in making the implementation of PSALM highly effective.

These results of quantitative and qualitative data analysis appear to highlight the features of the theory of democratic school leadership. As indicated in Chapter III, leadership that is democratic cultivates an environment that supports participation, sharing of ideas, the virtues of honesty, openness, flexibility and compassion (Starrat, 2001a). Another way democratic school leadership is enshrined

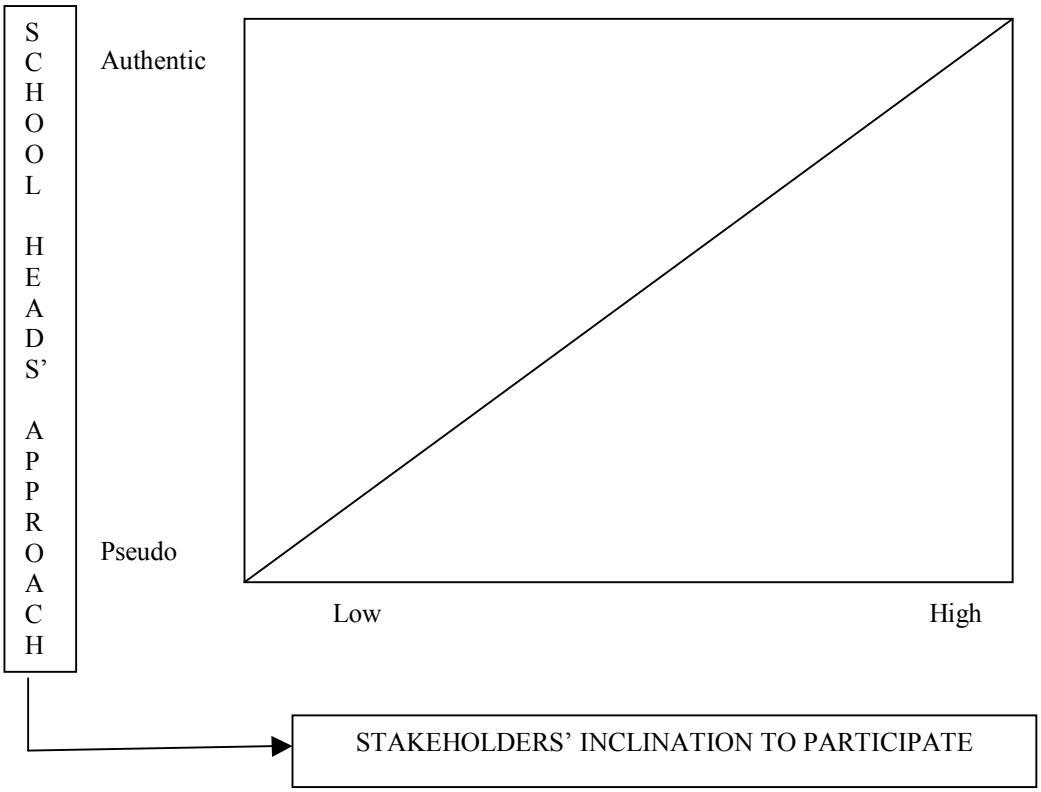
in the organization is by fostering respectful relationships, consultation, active cooperation and community mobilization (Gale & Densmore, 2003). In addition, it has been pointed out that democratic leaders establish supportive environments of trust and involvement (Doyle, 2003). Finally, the democratic leaders make full use of the power of dialogues and discussions (Johansson, 2004). As stated in section 3.1, democratic school leadership recognizes that enabling educational stakeholders to participate in managing schools can foster the creation of the conditions conducive to school improvement.

5.7 Towards a Model of an Effective PSALM Implementation

On the basis of the significant findings from the analyses of quantitative and qualitative data, a model for an effective PSALM implementation is proposed. Figure 5.1 illustrates this PSALM implementation model for effectiveness. In the model, two key dimensions are suggested as determinants of PSALM effectiveness – the school heads' PSALM approach and the stakeholders' inclination to participate.

The proposed model puts the PSALM approach of the school head in a continuum from pseudo-PSALM to authentic PSALM. If the school head merely creates the school council and fails to provide the opportunities for the other stakeholders to participate meaningfully and s/he is either reluctant to empower others or domineering, then it can be said that a pseudo-PSALM approach exists. On the other hand, the school head who solicits active participation, opens lines of communication, models behaviors that support active participation can be said to implement an authentic PSALM. Using another input from the study, authentic PSALM approach likewise requires the leader to be supportive and proactive.

Figure 5.1 An effective PSALM implementation model



Admittedly, not only the school head can affect the success of PSALM in schools. The stakeholders also influence the outcome of implementing PSALM in their schools. Members who are 'low' in their inclination to participate are those who are indifferent to the school welfare and those who behave negatively. On the contrary, members having 'high' inclination for participation are prepared to place school improvement as top priority while behaving cooperatively.

The model shown in the same figure uses a straight line across the rectangle to show the direction of the outcomes of implementing PSALM, where there are empowering and supportive school heads who exhibit positive behaviors and approaches supported by stakeholders who are more inclined to participate meaningfully in improving the school. What this means is an authentic PSALM approach from the school head, coupled with high inclination for participation by other stakeholders tend to produce the best outcomes. Conversely, little

improvement, if any, is likely to take place in a school wherein the principal uses a pseudo PSALM approach in the midst of stakeholders possessing low inclination to participate. The more authentic PSALM approach is made among stakeholders who are more inclined to participate, the better outcomes are likely to occur in schools.

One additional point suggested in the model (represented by an arrow) is the influence of the school heads' approach on the stakeholders' inclination for meaningful participation in improving the school. Stakeholders who may have low inclination for meaningful participation can be inspired to heighten their desire to take part, if the school head adopts an authentic PSALM approach.

The model proposed in this thesis, aside from being compatible with the findings of English (1979), Pointing (2005) and Ranson and colleagues (2005), draws support from the various theories of leadership discussed in the literature review. Theories of transformational leadership (Bass, 1998; Bennis & Nanus, 1985; Burns, 1978; Caldwell & Spinks, 1992; Leithwood & Jantzi, 2006); visionary leadership (Chance, 1992); emancipatory leadership (Corson, 2000); authentic leadership (Anderson, 1998; Begley, 2001; Duignan & Bhindi, 1997; Sawyer, 2001); facilitative leadership (Blase & Blase, 2001; Dunlap & Goldman, 1991); theory Y management (McGregor, 1960); system 4 management (Likert, 1967); stewardship (Block, 1993; DePree, 1989); distributed leadership (Barry, 1991; Brown & Gioia, 2002; Goldstein, 2004; Gronn, 2002; MacBeath, 2005; Spillane et al., 2001; Spillane & Orlina, 2005); Sergiovanni's leadership as community-building (Sergiovanni, 2001); and Creighton's leading from below the surface (Creighton, 2005) all have, in varying degrees, stressed the dimensions identified in the proposed model of authentic PSALM for effectiveness.

To reiterate, the effective PSALM implementation model proposed in this section designed on the basis of the various quantitative and qualitative findings needs to be characterized by:

- School heads who implement an authentic PSALM approach by being supportive and proactive; by soliciting deeper participation from the other stakeholders; by opening communication channels; and by modeling desirable participatory behaviors.
- Stakeholders (teachers, students, alumni, parents and community leaders) who posses high degree of inclination for meaningful participation in improving the school by being genuinely concerned for the school and student welfare and by behaving cooperatively. In addition, the school council participants need to be well-trained and well informed about their functions.

5.8 Summary

This chapter clarified the factors affecting the effectiveness of implementing PSALM using qualitative data from the interviews. After describing the respondents, the factors facilitating and hindering effective PSALM implementation were examined. Then, how the school heads and ASC members affected the PSALM implementation was analyzed. This was followed by an evaluation of how the school councils helped make PSALM implementation effective and by cross analyzing quantitative and qualitative results. Finally, a model for an effective PSALM implementation was presented.

The main parts of the research report have been covered starting from the background that set the context, to the literature review that clarified the concepts, to the methodology and research design that explained the research procedure, to the analysis of both quantitative and qualitative data that yielded answers to the research

questions. The next chapter then, presents the summary, conclusions and recommendations for future actions, including research directions.

Chapter VI

CONCLUSIONS, RECOMMENDATIONS AND FUTURE DIRECTIONS

6.0 Overview

This chapter presents the conclusions drawn from the results of the analyses of quantitative and qualitative data. First, the research context is briefly re-stated. Second, the methods used in the study are recapitulated. Third, general and specific conclusions are elucidated, with reference to each research question. Fourth, recommendations are proposed. Fifth, the limitations of the study are reiterated. Sixth, future directions are identified.

6.1 The Research Context

This research attempted to determine the impact of implementing participatory school administration, leadership and management (PSALM) on the creation of better public secondary schools in the Philippines. Examining the impact of implementing PSALM is an endeavor that has been shown in chapter I as timely and appropriate. The timeliness and appropriateness of the research undertaken is bolstered by research results showing successful schools being characterized by stakeholders working together in pursuing better outcomes. In addition, it has been established in chapter I that the worldwide trend is towards decentralization with school councils being involved in the administration and management of schools. Furthermore, Philippine public school system administrators, leaders and managers have been setting the stage for launching a school-based management (SBM) model that involves various stakeholders in school management. The foregoing reasons are therefore the bases for deciding to undertake this empirical study. This study on a phenomenon that is rapidly gaining adherents around the world has been set in a

country (Republic of the Philippines) that has yet to officially mandate the organization of school councils as a mechanism for implementing PSALM. In the Philippines, the Department of Education (DepED) administers the schooling needs of more than 17 million students in the public schools – 37,000 elementary and 4,769 secondary schools. DepED has seventeen regional offices headed by directors, monitoring 185 school divisions managed by schools division superintendents. The study was undertaken in one of these school divisions.

6.2 Methods Used

This study combined the experimental design with empirical surveys, interviews and documentary analysis to adopt a mixed research method. This mixed method of inquiry served the main purpose of what Greene and colleagues (1989) refer to as 'expansion' (extending the breadth and range of the inquiry). The method also served the purposes of 'triangulation' (seeking convergence, corroboration, correspondence of results), 'complementarity' (elaborating, enhancing, illustrating and clarifying results), and 'development' (using the results from one method to help develop the other method) of the concepts studied.

Implementing PSALM in one of the 185 school divisions was the experimental intervention introduced, with two empirical surveys. Using the pretest-posttest design, public secondary schools that granted permission to be involved in the study were initially match-paired on the basis of results in the Division Achievement Test (the dependent variable). Each pair was randomly assigned to the control and experimental groups by tossing a coin. After the groups were formed, seminar-workshops were conducted for each group of 38 schools. The seminars were attended by 735 out of the 836 individuals who indicated interest in participating. The teachers, students, alumni, community leaders and parents were represented during

the seminars with the school heads also in attendance. In these seminars, the first survey was completed by all the participants for a response rate of 88 percent (735 out of 836 individuals who granted permission).

The questionnaires used to measure the other dependent variables in this research were adapted from existing tools designed and validated by previous researchers. To measure commitment levels, the scale prepared by Mowday, Steers and Porter (1979) was used. The sense of impact and level of self-determination items in the empowerment questionnaire developed by Spreitzer (1995) were adapted. To measure the trust on school heads and teachers, the scale validated by Hoy and Kupersmith (1985) was utilized. Chapter III has explained the different indicators for the validity of these instruments.

After one year of implementing PSALM, the second survey questionnaires containing the same items in the first survey were sent to the 735 attendees at the orientation seminars. Six hundred and three (603) duly completed questionnaires were returned for a response rate of 82 percent. The second survey for the experimental group included a questionnaire on the operational effectiveness of advisory school councils (ASCs), adapted from Gamage (1996d).

Forty participants from the experimental group who granted permission were interviewed to seek in-depth responses and further explanations to the issues covered by the empirical survey. Follow up interviews with eight (8) school heads from the initial interviewees were made to further clarify results of the first interview.

Data from the quantitative survey were analyzed using the SPSS software package. NVivo was used to facilitate the analysis of the qualitative data from the interviews. Documents showing results of the Division Achievement Test were analyzed.

6.3 Conclusions

The conclusions presented in this section are premised on the idea that the analyses of quantitative and qualitative data yielded results that appear to provide sufficient bases for stating that the implementation of PSALM yielded salutary effects on the schools' quest for better outcomes. In other words, **PSALM has, to a certain extent, been able to contribute towards the creation of better public secondary schools in the Philippines**. Implementing PSALM contributed to the stakeholders' heightened levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school. In addition, deeper participation was reported by stakeholders who found their school heads to be implementing an authentic PSALM approach. Moreover, certain characteristics of ASC members contributed towards increasing their desire to participate, namely: genuine concern for the welfare of the school and the students as well as the manifestation of cooperative behaviors.

The specific conclusions for the research questions are likewise drawn on the basis of the results that seem to provide appropriate evidence.

6.3.1 Research Question No. 1

Did the respondents from the experimental and control groups significantly differ in terms of their schools' academic achievement, their levels of commitment, empowerment and trust as well as their inclination for meaningful participation in improving the school before and after the experiment?

Table 6.1 provides evidence for the researcher to conclude that PSALM implementation increased the stakeholders' levels of commitment, empowerment and trust as well as their inclination for meaningful participation to improve the school. Although commitment, empowerment and trust levels were all positively affected by the implementation of PSALM, data from figure 4.1 and 4.3 reveal that it was in

terms of trust levels that PSALM was able to produce the greatest significant difference. It can be added therefore that PSALM positively affected the trust levels of the stakeholders more than their empowerment and commitment levels.

Table 6.1
Were the experimental and control groups different in terms of the dependent variables before and after implementing PSALM?

Dependent Variables	Before the experiment	After the Experiment
Academic Achievement Levels	*No*	*No***
Commitment Levels	*No*	*Yes*
Empowerment Levels	*No*	*Yes*
Trust Levels	*No*	*Yes*
IMP*	*No*	*Yes*

Note:
**IMP* - Inclination for meaningful participation in improving the school
**There were slightly higher levels of academic achievement (but not statistically significant) within the experimental group.

The same data revealed that although there was no significant difference in the achievement levels between the experimental and control groups, the experimental group scored a little higher than the control group. This is still encouraging in the light of the fact that the management intervention was only implemented for one school year. One year is too short a period for PSALM to create a significant impact on the academic life of the students, as confirmed by previous studies. It is contended that it is too early yet to judge the value of PSALM in terms of its impact on student learning. Therefore, in spite of the absence of statistical significance in the academic results of the experimental group, the researcher believes that it is likely for PSALM to positively affect academic achievements in the schools if it is implemented for a period of at least three to five years.

6.3.2 Research Question No. 2

Did the experimental group of stakeholders' levels of commitment, empowerment and trust as well as their inclination for meaningful participation in improving the school differ in terms of their constituency, gender, age, and position in the ASC after the experiment?

Data shown in table 6.2 suggest that, after the experiment, the respondents' constituency affected their empowerment levels and inclination for meaningful participation but not their levels of commitment and trust. School heads and teachers reported higher levels of empowerment and inclination to participate than the parents, students, community leaders and the alumni. In other words, the motivation levels of education professionals tended to improve and boost their morale to participate more meaningfully in improving the school given a participatory school management set up. In view of the fact that they have been supported by others, they felt more empowered because other stakeholders became their active partners in devising schemes for improving the school. The synergy of the efforts from everyone in the ASC led to the school heads and teachers feeling more empowered as they shared authority with the others.

This result does not necessarily mean that parents, students, alumni and community leaders failed to feel empowered after being involved in school management. What this particular result shows is that the school heads and teachers gained greater benefit in terms of feeling more empowered as a result of the opportunity to gain broader support from the other stakeholders in their efforts to improve the school.

Another set of findings appear to provide sufficient basis for reporting that the respondents' gender was not a significant factor in heightening their levels of commitment, empowerment, trust and inclination for meaningful participation in

improving the schools. Regardless of gender, the implementers of PSALM felt more committed, empowered, trusting and inclined to participate depending on their own personal experiences with the ASCs.

Table 6.2
Did the participants differ in the specific aspects of desire to participate?

Factors	Commitment Levels	Empowerment Levels	Trust Levels	IMP*
Constituency	*No*	*Yes*[1]	*No*	*Yes*[2]
Gender	*No*	*No*	*No*	*No*
Age	*No*	*Yes*[3]	*No*	*No*
Position in the ASC	*No*	*No*	*No*	*No*

Notes:
*IMP – Inclination for meaningful participation in improving the school
Yes[1] - School heads and teachers had higher empowerment levels compared with the other stakeholders.
Yes[2] - School heads and teachers had higher inclination for meaningful participation in improving the school compared with other stakeholders.
Yes[3] - 20 years and younger participants had lower empowerment levels compared with the 41-50 years old group

In addition, findings indicated valid reasons to declare that age had a partial effect on the respondents' empowerment levels but not on their levels of commitment, trust and inclination for meaningful participation in improving the school. The 41-50 years old group of respondents differed with their 14-20 years old group in reporting their perceived sense of empowerment after implementing PSALM. Although there was a trend that older participants tended to report higher empowerment levels, it was not possible to make an outright conclusion that this was so, in the light of the results showing that the oldest group of participants (51 years and older) having lower empowerment levels than the 31-50 years old PSALM implementers. In this context, it can be claimed that, except for the most matured participants (51 years and older), younger participants tended to acquire lesser

feelings of empowerment in the implementation of PSALM. One possible explanation for this result is the fact that the younger participants (particularly the students) were most likely to possess a limited knowledge base. The oldest group of stakeholders may have allowed the younger groups to be more active in the ASC affairs with them taking more of a supporting role. In addition, levels of commitment, trust and inclination for meaningful participation in improving the school were not significantly influenced by the respondents' ages. The participants were able to feel committed, trusting and inclined to participate in improving the school regardless of their ages.

Moreover, results shown in table 6.2 suggest that the positions occupied by the respondents in the ASC did not have any significant influence on their levels of commitment, empowerment, trust and inclination for meaningful participation. The PSALM implementers became more committed, empowered, trusting and inclined to participate in improving the school regardless of the positions they occupied in the ASCs.

It appears appropriate therefore to deduce that the school professionals felt more empowered and more inclined to extend their support and put in the efforts in improving the school than the other stakeholders after implementing PSALM. The more conspicuous presence of the other stakeholders in the school could have made the school professionals more motivated to put in extra efforts towards better results. Likewise, except in the case of the respondents over 50 years old, younger participants tended to feel less empowered after the PSALM implementation. A final point to remember is the absence of significant influence rendered by the stakeholders' age, gender and position in the ASC in terms of the levels of

commitment, empowerment, trust and inclination to participate after the implementation of PSALM.

6.3.3 Research Question No. 3

How did the stakeholders in the experimental group assess the effectiveness of PSALM?

From the analysis of both quantitative and qualitative data, results provided an adequate basis for deducing that the stakeholders reported a favorable evaluation of the effectiveness of implementing PSALM. Stakeholders were satisfied with the implementation of PSALM and recommended it to others because it led to better quality school leadership and management (Sections 5.2.1.6 and 5.2.1.7). In addition, the PSALM implementers were satisfied in terms of the overall operation of the ASCs including the decision-making processes and the use of committees. Specific conclusions are offered along the different sub-questions for this third research question.

How did the experimental group perceive the advisory school council (ASC) operation in the area of decision-making?

Table 6.3 shows that the implementers of PSALM have commonly arrived at decisions by majority vote; making decisions at varying degrees in the areas of repairs to physical facilities, student discipline, and school goals; and making sure decisions were within the broad guidelines of DepED. They also have observed that no particular group dominated meetings. They received adequate information for decision-making and they were provided a fair chance to express their views.

It is obvious that the PSALM implementers have adopted appropriate methods of decision-making; focusing on areas related to their needs and within their capabilities to address while adhering to DepED guidelines. They were satisfied that no particular stakeholder group dominated the decision making process. Likewise,

they were satisfied with the amount of information received for decision-making while they were allowed adequate time for discussing the issues.

Table 6.3
Perceptions on the ASC decision-making activities

Aspects of Decision-Making	Most Common Responses
What was the most common method of decision-making?	*Through majority vote*
In what areas of school management did ASC make decisions?	*Repairs to physical facilities* *Student discipline* *School goals*
What was the most common constraint in ASC decision-making?	*Must be within the broad guidelines of DepED*
What stakeholder group dominated during meetings?	*None*
Was there adequate information to base decisions?	*Yes*
What happens in the process of making decisions?	*Every member got a fair chance to express his/her views*

The results showing every ASC member being able to express his/her views do not necessarily contradict the finding that the school professionals felt more empowered after implementing PSALM. As shown in other significant results, the school professionals were willing to listen to the other stakeholders, but perhaps, the other ASC members tended to respect the ideas and views expressed by the school professionals. Hence, the school professionals gained more support for their ideas.

How did the experimental group perceive the effectiveness of the sub-committees?

As encapsulated in table 6.4, results of the analysis provide an appropriate basis to suggest that a majority of the PSALM implementers reported that they organized committees on student discipline, physical facilities, and budget. They also found the committee structure to be very useful, particularly in providing alternative solutions for consideration by the ASC. In other words, PSALM implementers organized committees to take charge of the areas of decision making that mostly

concerned them. They were satisfied with the committees organized and recognized the alternative solutions presented by committees as important inputs for making final decisions.

Table 6.4
Perceptions on the effectiveness of sub-committees

Aspects of Sub-Committee Operation	Most Common Responses
What committees were organized?	*Student discipline* *Physical facilities* *Budget*
Was the committee structure useful?	*Yes*
How did committees help?	*Providing alternative solutions for consideration by the ASC*

How did the experimental group perceive the operation of the ASC as a whole?

Results summarized in table 6.5 evidently provide information to believe that the PSALM implementers were satisfied with the composition of the ASCs (two representatives from the teachers, students, alumni, parents, and community leaders with the school head as an ex-officio member).

Table 6.5
Perceptions on the overall operation of the ASC

Aspects of the Overall ASC Operation	Most Common Responses
Were they satisfied with the composition of ASC?	*Yes*
Were they satisfied with the power and authority entrusted to the ASCs?	*Yes*
How was accountability to respective constituencies ensured?	*Consulting opinion leaders regularly* *Taking advise from peers*
Did they perceive that ASC influenced teaching and learning?	*Yes*
Were they satisfied with the overall operation of the ASC?	*Yes*

They also acknowledged that adequate authority was entrusted to the ASCs by the school heads and that sufficient time was allowed for ASC business. In addition,

the ASCs ensured accountability to their respective constituencies by consulting opinion leaders regularly and by taking advice from and to peers. Moreover, the PSALM implementers reported that the ASC significantly influenced teaching and learning. Overall, the PSALM implementers indicated a significant degree of satisfaction in the functioning of the ASC.

Based on the results for these research sub-questions, it seems appropriate to conclude that the educational stakeholders expressed varying degrees of satisfaction with the implementation of PSALM.

6.3.4 Research Question No. 4

What factors affected the implementation of PSALM?

Results of both quantitative and qualitative data analyses seem to clearly support the statement that the school heads and the stakeholders manifested behaviors that affected the implementation of PSALM. From the answers to the sub-questions for this specific research question, it was considered appropriate to propose an effective PSALM implementation model. The proposed model identified two significant dimensions that affected the extent to which the implementation of PSALM succeeded. These dimensions are the PSALM approach used by the school head being either authentic or pseudo and the stakeholders' inclination to participate in improving the school being high or low.

Did the experimental group's perception of the PSALM effectiveness differ on account of their constituency, gender, age and position in the ASC?

Results of analysis summarized in table 6.6 apparently provide a clear support for stating that the stakeholders' constituency affected their satisfaction with the composition of the ASC and their perceptions on the influence of ASC on teaching and learning. Constituency did not significantly influence their perceptions on the

usefulness of committee structure, power and authority, adequacy of information for decision-making and time for doing business, and the overall functioning. School heads and teachers were significantly more satisfied with the composition of the ASCs compared with the students, alumni, parents and community leaders. In terms of the perceived influence on teaching and learning, students and community leaders were more satisfied than the alumni.

Table 6.6
Were the stakeholders' perceptions on PSALM effectiveness affected by their constituency, gender, age and position in the ASC?

Aspects of PSALM Effectiveness	Constituency	Gender	Age	Position in the ASC
Composition of the ASC	*Yes*[1]	*No*	*No*	*No*
Usefulness of committee structure	*No*	*No*	*No*	*No*
Power and authority of ASC	*No*	*No*	*No*	*No*
Information for ASC decisions	*No*	*No*	*No*	*No*
Time for ASC business	*No*	*No*	*No*	*No*
ASC influence on teaching and learning	*Yes*[2]	*No*	*Yes*[3]	*No*
Overall ASC functioning	*No*	*No*	*No*	*No*

Note:
Yes[1] – School heads and teachers reported higher levels of satisfaction with the ASC composition compared with the non-education professionals who were ASC members.
Yes[2] – Students and community leaders reported higher satisfaction with the ASC influence on teaching and learning compared with the alumni.
Yes[3] – ASC members who were 21-30 years old reported lower satisfaction with the ASC influence on teaching and learning compared with the 14-20 years and 51 years and older participants.

Another statement that can be drawn from table 6.6 is that the respondents' gender made no difference to the influence on their perceptions on the effectiveness of PSALM implementation along the following indicators: composition of the ASC, usefulness of committee structure, power and authority of the ASC, information

available for ASC decision-making, adequacy of time for ASC business, ASC influence on teaching and learning, and overall ASC functioning. Regardless of the respondents' gender, they perceived the effectiveness of PSALM implementation along the different indicators according to their own actual experiences in the ASCs.

Moreover, it is evident from the results found in the same table (6.6) that the age of the stakeholders did not significantly influence their perceptions of effective PSALM implementation on the different aspects, except for their satisfaction with the ASC influence on teaching and learning. The 31-40 years old participants were not as satisfied as their 51 years and older and 14-20 years old participants in the influence of the ASC on teaching and learning. It seems that, except for their evaluation of the ASC influence on teaching and learning, participants tended to experience satisfaction with the implementation regardless of their ages.

Another factor considered was the stakeholders' position in the ASC. From the results shown in table 6.7, it appears that the respondents' position in the ASC did not affect their evaluation of the effectiveness of PSALM implementation. Being satisfied with PSALM implementation had nothing to do with their position in the ASC.

Were the experimental group's perceptions of the PSALM effectiveness related to their commitment, empowerment and trust as well as their inclination for meaningful participation in improving the school after the experiment?

Results of correlation analysis provide a solid basis for concluding that the commitment levels of the stakeholders after the implementation of PSALM were significant to their perceptions, in varying levels, on the composition of the ASC, usefulness of committee structure and availability of information for ASC decision-making. On the basis of the regression analysis results, it is concluded that the best

predictors of commitment among the different aspects of PSALM effectiveness examined are the stakeholders' satisfaction with the usefulness of committee structure and availability of information for ASC decision-making. However, satisfaction with committee structure and availability of information predicted only 10 percent of the commitment levels among the stakeholders. It is evident that other factors, beyond what was considered in this investigation, were at play as the stakeholders became more committed to the pursuit of better schools.

Table 6.7
Were the indicators of PSALM effectiveness related to the stakeholders' levels of commitment, empowerment, trust and inclination to participate?

Indicators of PSALM Effectiveness	Commitment Levels	Empowerment Levels	Trust Levels	IMP*
Composition of the ASC	*Yes*	*No*	*Yes***	*Yes*
Usefulness of committee structure	*Yes***	*Yes*	*Yes*	*Yes***
Power and authority of ASC	*No*	*No*	*No*	*No*
Information for ASC decisions	*Yes***	*Yes***	*Yes***	*Yes***
Time for ASC business	*No*	*No*	*Yes***	*No*
ASC influence on teaching and learning	*No*	*No*	*Yes*	*No*
Overall ASC functioning	*No*	*No*	*Yes*	*Yes*

Notes:
*IMP – Inclination for meaningful participation in improving the school
Yes** - Aspects of PSALM effectiveness that predicted the dependent variable in the stepwise regression analysis.

In terms of empowerment levels, results of correlation analysis seem to present evidence that satisfaction with the usefulness of committee structures and adequacy of information for ASC decision-making were related to the stakeholders' empowerment levels, to a minimum extent. The other indicators of effectiveness were found not to be significantly related to their empowerment levels. Regression

analysis results revealed that only the availability of information was the sole predictor of empowerment levels, explaining less than five percent of empowerment levels. Again, the result seems to acknowledge that other factors outside the realm of the analysis made have contributed to the sense of empowerment among the PSALM implementers. Nevertheless, the importance of sharing information with the stakeholders can be said to yield somewhat significant results in making them more empowered and motivated.

Results of correlation analysis revealed sufficient empirical support to declare that the stakeholders' trust levels yielded significant correlations with the most number of indicators of PSALM effectiveness. At varying degrees, trust levels were found to be significantly related to all the identified aspects of PSALM effectiveness, except on their perceptions of the power and authority entrusted to the ASC. Regression analysis resulted in a model showing satisfaction in the composition of the ASC, availability of time for ASC business and availability of information for decisions explaining less than one-fifth of the trust levels of the stakeholders.

Finally, results of correlation analysis involving the inclination of the stakeholders to participate in improving the school and the seven indicators of PSALM effectiveness yielded information making it appropriate to believe that satisfaction with the composition of the ASC, usefulness of committee structure, information for ASC decisions and overall ASC functioning were of varying degrees of significance in relation to the stakeholders' inclination to participate. After regression analysis, two of these indicators were found to predict less than fifteen percent of the stakeholders' inclination for meaningful participation in improving the school: availability of information and usefulness of committee structure.

Were there factors that facilitated the successful implementation of PSALM?

Table 6.8
Factors affecting effective PSALM implementation

Factors considered in the Quantitative Data Analysis	Factors identified after Qualitative Data Analysis
School Head	
+ Sharing information with the other stakeholders	*+ Opening up of communication channels*
	+ Being supportive
	+ Being Proactive
	+ Actively soliciting involvement of other stakeholders
	+ Modeling of desirable participatory behaviors
	- Being indecisive
	- Being domineering
Other Stakeholders	
+ *Constituency*[1,2]	
+ *Age*[3,4]	
	+ Being concerned for the welfare of the school and students
	+ Being cooperative
	- Being indifferent to school and student welfare
	- Manifesting uncooperative behaviors
Other conditions for PSALM Effectiveness	
+ Creation of Committees	
+ Well-represented composition of ASCs	*+ Well-informed and responsible ASC members*
+ Adequacy of time for ASC business	
	+ More training to orient ASC members on their roles
	+ Greater and effective authority and power in making decisions for schools' progress
	- Diversity in backgrounds
	- Usual school problems (lack of funds)

Notes:
+ Facilitative Factors
- Hindering Factors

[1] School heads and teachers felt more empowered and inclined to participate meaningfully in improving the school compared with the other stakeholders.

[2] School heads and teachers were more satisfied with the composition of ASCs than the other stakeholders. Likewise, students and community leaders perceived ASCs to have greater impact on teaching and learning compared with the alumni.

[3] Although not conclusive, there was a tendency for older respondents to report higher empowerment levels compared with the younger PSALM participants.

[4] The 31-40 years old group of respondents was not as satisfied as their 51 years & older and 14-20 years old groups in the influence of ASC on teaching and learning.

Results of qualitative data analysis yielded an adequate basis for claiming that there were behaviors of the school heads and the other stakeholders that hastened the

successful implementation of PSALM as indicated by increased interest amongst the ASC members to assist in improving their schools.

School heads who implemented an authentic PSALM approach tended to persuade the stakeholders to participate more actively. This authentic PSALM approach has been found to be characterized by supportive and proactive behaviors while soliciting deeper involvement from the other stakeholders, opening communication channels, and modeling desirable participatory conduct.

Another result of the qualitative data analysis revealed evidence upon which to say that the stakeholders who were noted to posses genuine concerns for the school and student welfare and who behaved cooperatively, in addition to being knowledgeable about their roles and functions were found to be more likely to motivate others to be highly active in working towards better outcomes in their schools.

Results of quantitative and qualitative data analyses likewise revealed that the school council organized to assist in managing the school should have adequate representation from different stakeholder groups and the **ASC should be vested with genuine authority, and be provided with adequate training.**

Were there factors that hindered the success of implementing PSALM?

In the area of factors hindering the successful implementation of PSALM, results of qualitative data analysis revealed information appearing to set reasons to believe that the school heads and other stakeholders have behaved in ways that discouraged others from being more active in the activities of the ASCs. School heads who were keen to preserve their authority and reluctant or domineering were found to be less likely to draw the other stakeholders towards deeper engagement in the pursuit of improving the school. In addition, results show that other stakeholders

who were indifferent to the welfare of the school and the students and who behaved negatively during ASC activities adversely affected the drive of the others to participate meaningfully in improving the schools.

The diverse backgrounds of the stakeholders who were serving in the ASCs and other cultural and traditional problems on inadequate school resources were likewise revealed to negate their efforts for school improvement. However, in most instances, these difficulties were reported to have been adequately addressed by the ASC, further strengthening the previous results showing their satisfaction with the PSALM implementation.

6.4 Recommendations

On the bases of the significant findings and conclusions presented in the preceding section (section 6.3), it appears imperative that PSALM implementation be considered favorably in pursuing efforts for better public schools in the Philippines. The following specific recommendations are offered to ensure effective PSALM implementation:

1. Intensive information dissemination on the potentials of implementing PSALM as a tool for improving school outcomes should be undertaken to motivate the different educational stakeholders to take active part in school councils.

   Education of people through the print and electronic media by providing massive information relating to best practices is essential in orienting people in the community and schools to the benefits of making real democracy work in schools.

2. Serious consideration should be given to the establishment of school councils as mandatory corporate governing bodies with adequate

representation from all the educational stakeholders, preferably allowing for at least two representatives from each of the following groups: teachers, parents, students, alumni and community leaders with school heads as ex-officio members.

Having at least two representatives from each group of stakeholders provides a built-in mechanism for a natural ally in the school council. This will most likely foster a sense of empowerment for them, particularly the non-educators, to speak out on issues being discussed thereby contributing to better quality of decisions.

3. With the establishment of school councils, extensive training activities should be undertaken to orient the PSALM participants on their respective roles, functions, tasks and the extent of their authority to make decisions. Other officials of DepED at the divisional, regional, and central offices should likewise be oriented on their changed roles in relation to the new structure by getting them to play supportive roles to school heads.

   Training and orientation have long been acknowledged as crucial in implementing change. Shifting paradigms become possible when training activities are focused on the right areas.

4. The existing transparent communication channels within the schools as well as in the divisional, regional and central offices should be sustained and expanded to allow adequate information to circulate among the different stakeholders and eventually enhance the quality of decisions made at various levels of the school system.

   Presently, shared decision-making is practiced in most levels of the education bureaucracy. But as the current practice involves only the

school professionals, involvement of other stakeholders would further open the flow of information to make school administration more transparent.

5. The existing approaches with proven track records of yielding effective results should complement the implementation of PSALM. Sharing of these best managerial and leadership practices amongst different stakeholders involved in implementation of PSALM should be encouraged in different forums and other electronic and print media of communications.

   This course of action will enable the school heads and other stakeholders to collaborate with the other members of the school council. Here, they are likely to have opportunities to learn from each other and the others to learn from them. Sharing best practices with others is one way of recognizing best performance towards intensified motivation for excellence.

6. School councils should be brought under existing laws subject to the DepED guidelines, by making them mandatory, corporate governing bodies with legal authority. This means moving beyond the advisory nature tried out in this study, to make them more responsive to the challenges of improving their respective schools.

   Providing greater power and authority naturally demands stronger accountability measures as well. The school council, being composed of representatives from different groups of stakeholders, can hardly abuse its power and authority. Within the council itself, the members are likely to be on guard for abusive tendencies. The council members are likely to

ensure that the interests of their respective constituencies are not trampled upon in the process of improving the school.

7. Funds and other resources should be made more available to schools. The constitutional provisions assigning highest budgetary priority to education should be upheld as long as it is needed. This means that the existing needs-based allocation of government funds in the public school system should be maintained.

   To encourage schools to alleviate their financial conditions, competitive grants should be offered. School stakeholders should likewise learn how to collaborate with private organizations that support school-based improvement initiatives.

8. Frequent monitoring and evaluation of school council operations should be undertaken to address loopholes and gaps and refine systemic policies.

What is being suggested in the foregoing specific recommendations is for the Department of Education (DepED) to expedite the finalization of guidelines for the immediate large-scale implementation of participatory school administration, leadership and management (PSALM) in the public schools in the Philippines.

Issuing the official guidelines in mandating PSALM through school councils is likely to provide clear directions for all the schools on the appropriate courses of action to be taken to involve other stakeholders in school leadership and management. The release of the guidelines is likely to push the button to launch a massive attack on the enemies of inefficiency and mediocrity in the public schools. Once all the stakeholders are involved in the task of managing the schools, there should be opportunities for all schools to experience the positive impact of PSALM reported in this research.

6.5 Limitations of the Study

Interpreting the findings, conclusions and recommendations presented in this research should be made in the context of the following delimiting considerations:

1. The participants in this research were all willing to adopt PSALM as an approach in managing their schools. How the stakeholders who hesitate to engage in PSALM implementation would respond to this management initiative was beyond the sphere of this research.
2. The study locale, DepED-Division of Camarines Sur in the Philippines is a provincial school division. This means that no school involved in this investigation came from a city.
3. In the random assignment of participants to the experimental and control groups, the factors related to each individual respondent were not the basis, but the school factors, because the intervention involved school communities.
4. The small number of schools involved, with three schools not returning questionnaires for the second survey and an unequal number of schools having valid achievement test results, may have affected the basis for making robust generalizations. At the time the analysis was made, achievement test results (being prepared manually) for some schools were still not available. From the three schools that failed to return completed questionnaires, one that backed out from the experiment two months after it started had trouble with the local politicians. A case study of this school would have been highly relevant to this research, but was not included due to time constraints.

5. The concepts of commitment, empowerment, trust and inclination for meaningful involvement in improving the schools were measured by previously validated tools adapted for this research. In understanding these concepts, the contexts are only within the specific items (found in Appendix B) included in the analysis of data.
6. Only one school year (ten months) was the time allowed for PSALM to be implemented before the second survey was conducted. As a result, only the short term effects of the experimental intervention could be considered.
7. In analyzing the academic achievement of the students in the participating schools, focus was made on the comparison between the experimental and control groups before and after the intervention. No attempt was made to analyze the increase or decrease in academic achievement within each group of schools.
8. In this research, no attempt was made to clearly delineate the concepts of administration, leadership and management.

6.6 Future Directions

It is conceded that participatory school administration, leadership and management (PSALM) is not a new concept. However, how PSALM is being practiced in the 21st century schools is what this investigation was about, particularly focusing on the possibility of the Philippines being able to join the numerous countries marching towards genuine school-based management. Having examined the impact of PSALM via an experiment and having suggested action steps for effective PSALM implementation, it is envisaged that PSALM would hopefully become another reliable vehicle for creating better schools.

Researchers and scholars are likely to use the findings on the concepts covered in this investigation as bases for future attempts to extend their understanding on the nature of the authentic leadership and management approaches suitable for creating better schools. Among the research areas suggested are:

- A longitudinal study of the schools that opted to continue implementing PSALM, focusing more particularly on their academic achievement outcomes.
- A case study on the school that gave up implementing PSALM. Researching such a school may also offer significant insights on what factors to consider in avoiding the failure of this scheme.
- Using the variables yielded by the qualitative study as also significant in making PSALM implementation effective in a quantitative research to further strengthen the models created by the regression analysis on the factors predicting stakeholders' levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school.
- Further empirical investigations on the applicability of the model for effective PSALM implementation proposed in this study to refine the said model.
- Further research on how best to enable school councils to focus on teaching and learning. Conclusions made in all the research studies reviewed recognize the value of this focus on teaching and learning in yielding better academic outcomes in schools.

6.7 Summary

This concluding chapter started with a re-description of the research context and the methods used in the study. Then, the research conclusions were presented

using the specific research questions as guides to the key findings, which were summarized in tables. Moreover, this chapter proposed recommendations as well as acknowledged the limitations before finally outlining future directions.

Overall, results of the study seem to provide adequate bases for stating that the attempt to determine the impact of implementing PSALM on the creation of better public secondary schools in the Philippines has been, to a certain degree, successful. Stakeholders who implemented PSALM ended up having higher levels of commitment, empowerment, trust and inclination for meaningful participation in improving the school after one year. Admittedly, the implementation of PSALM was affected by various factors, some of which have been revealed by the significant findings of the study. In fact, the analysis of these significant factors has enabled the researcher to propose a model for an effective implementation of PSALM.

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Appendix A.1
Letter requesting permission from the Schools Division Superintendent

Student Researcher
Mr. Diosdado M. San Antonio
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Tel: Australia - +61 0410191568
Philippines - +63 9193910020

Project Supervisor
Dr. David T. Gamage
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26 March 2004

The Schools Division Superintendent
DepEd -Division of Camarines Sur
San Jose, Pili, Camarines Sur

Madam:

Research on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

I (Diosdado M. San Antonio, Principal, Milaor High School, currently a Ph.D. candidate of The University of Newcastle, Australia) am conducting research on project identified above. Assoc. Prof. David T. Gamage of the School of Education, The University of Newcastle is supervising this project.

We hereby seek your permission to conduct the above project in your school division – DepEd, Division of Camarines Sur. The project will implement participatory school management using two groups, the experimental and control groups. In this research it is also proposed to survey the views of the school leaders, teachers, students, parents, alumni, and community leaders. The presidents and secretaries of the respective organizations of stakeholders, as well as two community leaders to be chosen by the school heads in consultation with the teachers are the prospective participants in this study.

We likewise wish to request permission to secure copies of the results of the Division Achievement Test for s/y 2003-2004 and the drop out rates for each school. These data will be used in the said research project. **The copies of the Information Statement and questionnaires designed for this are attached for your information.** If there are queries or questions on this project, please contact the researcher via telephone: 09193910020 or email: diosdado.sanantonio@studentmail.newcastle.edu.au.

Considering that this research supports your thrust towards more effective networking initiatives in the schools, it is hoped that this matter will earn your favorable action. Please retain a copy of the letter for your records.

Thank you for considering this matter.

Very truly yours,

DIOSDADO M. SAN ANTONIO
Ph. D. Student

DAVID T. GAMAGE, Ph. D.
Research Supervisor

Deped - Division of Camarines Sur
San Jose, Pili, Camarines Sur

I hereby grant permission for the research project to be conducted in this school division.

Date:_____

LUCITA L. AÑO, Ph.D.
Schools Division Superintendent

Appendix A.2
Letter of Invitation to Principals

Student Researcher
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26 March 2004

The Principal
_____High School

Dear Colleague:

Research on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

I (Diosdado M. San Antonio, Principal, Milaor High School, currently a Ph.D. candidate of The University of Newcastle, Australia) am conducting research on the project identified above. Assoc. Prof. David T. Gamage of the School of Education, The University of Newcastle is supervising this project.

We are sending this letter to seek your permission to include your school in this project. The project will implement participatory school management using two groups, the experimental and control groups. In this research it is also proposed to survey the views of the school leaders, teachers, students, parents, alumni, and community leaders. **The copies of the Information Statement and questionnaires designed for this are attached for your information.**

If there are queries or questions about the project, please contact the researcher via telephone: 09193910020 or email: diosdado.sanantonio@studentmail.newcastle.edu.au.

Your school's participation in this project would be much appreciated and if you agree to grant permission we shall thank you to complete the attached **Consent Form** and also distribute the ten letters (sealed) to the presidents and secretaries of the organizations of teachers, students, parents, and alumni as well as two community leaders whom you will choose in consultation with the teachers. We would also appreciate if you could kindly enclose the other envelopes that would be handed over to you by the other participants when you return your consent form. Please forward to "Diosdado M. San Antonio, Zone I, Pamukid, San Fernando, Camarines Sur 4415" on or before _____ 2004. Please retain a copy of the letter for your records.

Thank you for considering this invitation.

DIOSDADO M. SAN ANTONIO
Ph. D. Student

DAVID T. GAMAGE, Ph. D.
Supervisor

Appendix A.3
Letter of Invitation to Parents, Teachers, Students, Alumni and Community Leaders

Student Researcher
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26 March 2004

Dear Partners in Education:

Research on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

I (Diosdado M. San Antonio, Principal, Milaor High School, currently a Ph.D. candidate of The University of Newcastle, Australia) am conducting research on project identified above. Assoc. Prof. David T. Gamage of the School of Education, The University of Newcastle is supervising this project.

We have requested your school head to hand this letter to you because we wish to invite you to participate in this project. The project will implement participatory school management using two groups, the experimental and control groups. In this research it is also proposed to survey the views of the school leaders, teachers, students, parents, alumni, and community leaders.

The attached **Information Statement** provides the details about the research project. If there are queries or questions on this project, please contact the researcher via telephone: 09193910020 or email: diosdado.sanantonio@studentmail.newcastle.edu.au.

Your participation in this project would be much appreciated and if you agree to participate we shall thank you to complete the attached **Consent Form,** place it in a sealed envelope and send it to your principal who will forward it to "Diosdado M. San Antonio, Zone I, Pamukid, San Fernando, Camarines Sur 4415" on or before _____ 2004. Please retain a copy of the letter for your records.

Thank you for considering this invitation.

DIOSDADO M. SAN ANTONIO
Ph. D. Student

DAVID T. GAMAGE, Ph.D.
Supervisor

Appendix A.4.a
Information Statement, Version 2, 06.06.2004

Student Researcher
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Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

You are invited to take part in the research project identified above which is being conducted by Diosdado M. San Antonio from the School of Education, Faculty of Education and Arts at the University of Newcastle. Mr. San Antonio (Principal, Milaor High School, Department of Education-Division of Camarines Sur) is conducting the research as part of his Ph.D. under the supervision of Assoc. Prof. David T. Gamage from the School of Education, Faculty of Education and Arts at the University of Newcastle.

Why is the research being done?
This research primarily aims to determine whether the implementation of participatory school management in the Philippine public secondary schools in Camarines Sur will produce improved student-learning outcomes. Participatory school management is a model, which has yielded encouraging results in most countries around the world. In a review of literature, it is obvious that almost all developed countries have adopted school-based management while many developing countries are also adopting it.

Who can participate in this research?
The School heads together with the presidents and secretaries of the existing organizations of students, teachers, parents, and alumni, as well as two community leaders who will be determined by the principal in consultation with the teachers are the prospective participants in the said research project.

What choice do you have?
Participation in this research is entirely your choice. Only those schools whose stakeholders give their informed consent will be included in the project. Whether or not you decide to participate, your decision will not disadvantage you in any way. If you decide to participate, you may withdraw from the project at any given time without giving a reason.

What would you be asked to do?
If you agree to participate, you will be asked to attend a half-day orientation seminar on what the project is about. During the said seminar, you will be requested to respond to a questionnaire. It is expected that it would take approximately 30 minutes to respond to the questionnaire. The questionnaire will focus on your levels of empowerment, trust, commitment and decision involvement relative to your activities in supporting your high school. The questionnaire is not a

test of personal knowledge or loyalty of the respondents. The ratings simply indicate the respondents' views on different issues raised in the study.

Schools whose stakeholders agree to participate in this research will be stratified according to the schools' academic performance and drop out rates. Based on the stratification made, schools will be matched-paired and will be assigned randomly to two groups. One group will continue pursuing efforts to improve their schools using their usual strategies while the other group will be requested to implement a different approach.

Before the orientation seminar for all research participants, school heads will first attend separate seminars: Seminar on Participatory School Management for the experimental group and Seminar on Effective School Management for the control group.

Members of the group that will implement participatory school management will have meetings of their advisory school councils, at least once a month, to discuss school improvement concerns and issues. The researcher may also arrange other meetings in relation to participatory school management but if such meetings are arranged, you will be invited to attend but not obligated to do so.

At the end of one year, you will again be requested to respond to another questionnaire. The questionnaire to be administered at the end of one year for the group that will implement a new school management approach will also include questions to find out opinions about the effectiveness of the school management approach implemented in your school.

Some participants, who give their consent freely, will also be given an opportunity to be interviewed for 30-45 minutes to share ideas about their experiences gained during the implementation of the school improvement project. The interview, to be conducted by the researcher at a time and place that is convenient to you, will be audio-recorded with your permission. You will be given the written transcript of the interview to be edited if you wish. Only those sections that you identify will be included in the research.

Schools that will be randomly assigned to the control group will be offered the chance to implement participatory school management at the end of the project if it proves successful.

The travel expenses of participants will be reimbursed and a simple meal will be served during the seminars.

Even if you participate in the seminar but if you wish not to respond to the questionnaire, you will be permitted to go or return an incomplete questionnaire, whichever way you prefer, without having to explain your decision.

What are the risks and benefits of participating?

Participants in this undertaking will not derive substantial benefits nor be exposed to risks.

How will your privacy be protected?

The responses to the questionnaires are anonymous. The names of schools or participants will not appear in any report or thesis. The completed questionnaires will be destroyed after the data have been electronically recorded. All data will be retained for a period of at least five years. Only the researcher and his supervisor will have access to the data. The data will be reported in a thesis to be submitted for PhD.

How will the information collected be used?
The information obtained from the questionnaires and interviews will be used for research purposes only and be held in the strictest confidence.

Six months after the completion of the study, results will be shared with you. The overall result of questionnaire data for each school will be given to the school principal to be shared with the concerned parties. No result for each individual participant will be made.

What do you need to do to participate?
Please read this Information Statement and make sure you understand its contents before you consent to participate. If there are queries or questions on this project, please contact the researcher via telephone: 09193910020 or email: diosdado.sanantonio@studentmail.newcastle.edu.au.

If you would like to participate, please complete the attached Consent Form, place it in the envelope provided duly sealed, and submit it to your school principal who will in turn transmit it to Mr. San Antonio. The consent form for students below 18 years old should also be signed by their parents/guardians. You will then be informed about the schedule of the orientation-workshop. Further notices about the activities that may need your presence in this research will be sent to you through your school principal.

We would be grateful if you would indicate your willingness to participate in this research on or before _____ 2004.

Thank you for considering this invitation.

DIOSDADO M. SAN ANTONIO
Ph.D. Student

DAVID T. GAMAGE, Ph.D.
Supervisor

This project has been approved by the University's Human Research Ethics Committee, Approval No. H-812-0504.
Should you have concerns about your rights as a participants in this research, or you have a complaint about the manner in which the research is conducted, it may be given to the researcher, or, if an independent person is preferred, to the Human Research Ethics Officer, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan, NSW 2308, Australia, telephone (+61) 02 49216333, email Human-Ethics@newcastle.edu.au.

Appendix A.4.b
Pagpapahayag ng Impormasyon, Pangalawang Bersyon, 06.06.2004

Estudyanteng Tagapagsaliksik
G. Diosdado M. San Antonio
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Tagamasid ng Proyekto
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Pamamahalang Partisipatori (PSALM): Ang Epekto nito sa Paglikha ng Mabisang Mataas na Paaralang Pampubliko sa Pilipinas

Ikaw ay inaanyayaang makilahok sa proyektong pagsasaliksik na binanggit sa itaas na gagawin ni Diosdado M. San Antonio galing sa Paaralan ng Eduksyon, Fakulti ng Edukasyon at Sining ng Pamantasan ng Newcastle. Ginagawa ni G. San Antonio (Punong Guro, Milaor High School, Kagawaran ng Edukasyon-Sangay ng Camarines Sur) ang pagsasaliksik na ito bilang bahagi ng kanyang Ph.D. sa ilalim ng pagmamasid ni Associate Professor David T. Gamage ng Paaralan ng Edukasyon, Fakulti ng Edukasyon at Sining ng Pamantasan ng Newcastle.

Bakit gagawin ang pagsasaliksik na ito?
Ang pangunahing layunin ng pagsasaliksik na ito ay upang alamin kung ang pagsasagawa ng Pamamahalang Partisipatori sa mga Mataas na Paaralang Pampubliko sa Pilipinas ay magpapabuti sa antas ng kaalaman ng mga mag-aaral. Ang pamamahalang partisipatori ay isang pangyayari sa maraming bansa ng daigdig na nagbibigay ng nakagaganyak ng resulta. Sa pagbabalik-tanaw sa panitikan, makikita na halos lahat sa mauunlad na bansa ay nagsasagawa na ng pamamahalang nakabase sa paaralan habang maraming papaunlad na bansa ang nagsasagawa na rin nito.

Sino ang maaaring sumali sa pagsasaliksik na ito?
Ang mga inaasahang kalahok sa pagsasaliksik na ito ay mga kinatawan ng mga mag-aaral, guro, magulang, nagsipagtapos, pinuno ng pamayanan at mga punong guro sa mga paaralang pampubliko. Ang mga pinuno sa pamayanan ay pipiliin ng punong guro sa tulong ng mga guro.

Ano ang iyong pamimilian?
Ang paglahok sa pagsasaliksik na ito ay nakasalalay sa iyong desisyon. Ang mga paaralan lamang na pumapayag ang mga inaasahang kalahok ang isasali sa proyekto. Kung ikaw ay pipiling lumahok o hindi man, ang iyong desisyon ay hindi magbibigay ng anumang kawalan saiyo. Kung pipiliin mong lumahok, pwede kang umayaw sa ano mang oras na walang ibibigay na dahilan.

Ano ang ipagagawa saiyo?
Kung pipiliin mo ang lumahok, inaasahang ikaw ay dadalo sa kalahating araw na oryentasyong pagpupulong tungkol sa proyekto. Sa nabanggit na pagpupulong, ikaw ay aatasang sumagot sa isang talatanungan. Ang talatanungan ay sasagutin sa loob ng mahigit kumulang ng 30 minuto. Ang talatanungan ay nakatuon sa antas ng iyong pagkamakapangyarihan, pagtitiwala, komitment at pakikilahok hinggil sa iyong mga gawain bilang tagataguyod ng paaralan. Ang talatanungan ay hindi pagsubok sa personal na kaalaman o katapatan. Ang mga kasagutan ay maglalarawan lamang sa mga kuro-kuro ng mga sasagot hinggil sa mga isyung pinag-aaralan.

Ang mga paaralang magdedesisyong lalahok sa pagsasaliksik na ito ay paghahambingin ayon sa akademikong resulta ng paaralan at dami ng hindi nagpapatuloy sa pag-aaral. Sang-ayon sa paghahambing, itatakda ang mga paaralan randomli sa dalawang pangkat. Ang isang pangkat ay patuloy na magsisikap na mapaunlad ang kanilang paaralan sa pamamagitan ng mga kinaugaliang pamamaraan habang ang isang pangkat ay pakikiusapang gumamit ng naiibang paraan.

Bago isasagawa ang oryentasyong pagpupulong para sa lahat ng kalahok, ang mga pinuno ng paaralan ay dadalo muna sa magkaibang seminar: Seminar sa Pamamahalang Partisipatori sa Paaralan para sa pangkat eksperimental at Seminar sa Mabisang Pamamahala ng Paaralan para sa kontrol na pangkat.

Ang mga kalahok sa pangkat na magsasagawa ng pamamahalang partisipatori sa paaralan ay magkakaroon ng mga pulong ng kanilang nagpapayong sangguniang pampaaralan, hindi kukulangin sa isa bawat buwan upang mag-usap tungkol sa pagpapaunlad ng paaralan. Maaaring tumawag ng iba pang pulong ang tagapagsaliksik hinggil sa pamamahalang partisipatori at ikaw ay aanyayahan ngunit hindi pipiliting dumalo.

Pagkatapos ng taon, ikaw ay kukumbidahin ulit para sumagot sa isa pang talatanungan. Ang talatanungan para pangkat na naglunsad ng naiibang paraan sa pamamahala ng paaralan ay sasamahan ng mga katanungan hinggil sa kanilang opinyon sa bisa ng nasambit ng paraan ng pamamahala ng paaralan.

Ang ibang mga kalahok na magbibigay ng di-pinilit na pagsang-ayon ay bibigyan ng pagkakataong makapanayam sa loob 30-45 minuto upang makibahagi ng mga kuro-kuro tungkol sa mga hadlang at iba pang mga bagay na may kinalaman sa pagsasagawa ng mga proyektong pagpapaunlad sa paaralan. Ang panayam na gagawin ng tagapagsaliksik sa oras at lugar na iyong pipiliin ay itetape-record, kung iyong mamarapatin. Ikaw ay bibigyan ng nakasulat sa bersyon ng panayam upang iyong rebesahin, kung gusto mo. Isasali sa pagsisiyasat ang mga bahagi lamang ng panayam na pipiliin mo.

Ang mga paaralang nailagay sa pangkat na kontrol ay bibigyan din ng pagkakataong pagsagawa ng pamamahalang partisipatori sa kanilang paaralan pagkatapos ng proyekto kung ito ay magiging matagumpay.

Ang pamasahe at simpleng pagkain ay libre kung ikaw ay dadalo sa mga pagpupulong.

Kahit piliin mong dumalo sa pagpupulong kung ayaw mong sumagot sa talatanungan, ikaw ay papayagan mauna na sa pag-uwi o magsauli ng di-sinagutang talatanungan na hindi kailangang magpaliwanag.

Anu-ano ang mga benipesyo at panganib sa paglahok?
Ang mga kalahok ay walang makukuhang malakihang benepisyo o malalagay sa panganib sa pagsali sa proyektong ito.

Paano poprotektahan ang iyong sariling pagkatao?
Ang mga kasagutan sa talatanungan ay walang pangalan. Ang pangalan ng mga paaralan o kalahok ay hindi ibubunyag sa anuman ulat o tesis. Ang mga kinumpletong talatanungan ay sisirain pagkatapos na ang mga datos ay maitala sa kompyuter. Ang mga datos ay iiimbak sa

loob ng di bababa sa limang taon. Ang tagapagsaliksik lamang at ang kanyang tagamasid ang makakikita ng datos. Ang datos ay iuulat sa tesis na isusumite para sa Ph.D.

Paano gagamitin ang mga impormasyong makakalap?
Ang mga impormasyong makakalap ay gagamitin sa pagsasaliksik lamang at sisiguruhing di malalaman ng iba.
Anim na buwan pagkatapos ng pagsasaliksik, ang resulta ay ipaaalam saiyo. Ang pangkalahatang resulta ng datos galing sa talatanunang para sa bawat paaralan ay ibibigay sa pinuno ng paaralan upang ibahagi sa mga may kinalaman. Walang gagawing resulta para sa bawat kalahok.

Ano ang dapat mong gawin upang maging kalahok?
Pakibasa nitong Pagpapahayag ng Impormasyon at tiyaking naunawaan mo ang nilalaman bago ka magbigay ng pagpayag sa paglahok. Kung may hindi ka naunawaan, o kung ikaw ay may mga katanungan, makipag-ugnayan sa tagapagsaliksik sa pamamagitan ng telepono: 09193910020 o magpadala ng email: diosdado.sanantonio @studentmail.newcastle.edu.au.

Kung gusto mong lumahok, pakipunan at pakibalik ng kasamang Porma ng Pagpayag, inilagay sa isinarang sobre na kalakip nito, sa punong guro ng iyong paaralan na siyang magbibigay ki G. San Antonio. Ang porma ng pagpayag para sa mga mag-aaral ng bata pa sa 18 gulang ay dapat lagdaan din ng magulang/tagapag-alaga. Ipaaalam na lamang saiyo ang petsa ng oryentasyong-pagpupulong. Ang iba pang mga gagawing maaaring mangailangan ng iyong pagdalo sa pagsasaliksik na ito ay ipagbibigay alam na lamang sa pamamagitan ng iyong punong guro.
Kami ay magagalak kung ang iyong desisyong lalahok sa pagsasaliksik na ito ay maipagbibigay alam sa amin sa _____, 2004 o bago dumating ang araw na ito.

Maraming salamat sa pagbibigay daan sa paanyayang ito.

DIOSDADO M. SAN ANTONIO
Estudyanteng Tagapagsaliksik

DAVID T. GAMAGE, Ph.D.
Tagamasid ng Proyekto

Ang proyektong ito ay inaprubahan ng Komite sa Pantaong Pagsasaliksik ng Pamantasan, Aprubado Bilang. H-812-0504.

Kung ikaw ay may mga nais liwanagin tungkol saiyong nga karapatan bilang kalahok sa pagsasaliksik na ito, o kung mayroon kang mga reklamo sa paraan ng pagsasagawa nito, maaaring ipagbigay alam sa tagapagsaliksik, o kung gusto mo sa taong hindi kasali sa pagsasaliksik na ito, sa Opisyal na Namamahala sa Pantaong Pagsasaliksik ng Pamantasan, Research Office, The Chancellery, The University of Newcastle, University Drive, Callaghan, NSW 2308, Australia, telephone (+61) 02 49216333, email Human-Ethics@newcastle.edu.au.

Appendix A.5.a
Consent Form, 06.06.2004

Student Researcher
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Project Supervisor
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Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

Researcher: Mr. Diosdado M. San Antonio

I agree to participate in the above research project and give my consent freely.

I understand that the project will be conducted as described in the Information Statement, a copy of which I have retained.

I understand I can withdraw from the project at any time and do not have to give any reason for withdrawing.

I consent to (please tick as many activities you wish to be involved):

- ☐ attend the orientation-workshop
- ☐ complete a questionnaire during the orientation-workshop
- ☐ complete another questionnaire after one year
- ☐ be interviewed by the researcher
- ☐ receive details of other meetings which the researcher may arrange in relation to Participatory School Management

I understand that my personal information will remain confidential to the researcher and his supervisor.

I have the opportunity to have questions answered to my satisfaction.

Print Name:_____
Signature :_____
Date :_____

(For students, parent's consent is required):
Printed Name of Parent_____
Signature :_____
Date :_____

Appendix A.5.b
Porma ng Pagpayag,06.06.2004

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Pamamahalang Partisipatori (PSALM): Ang Epekto nito sa Paglikha ng Mabisang Mataas na Paaralang Pampubliko sa Pilipinas

Tagapagsaliksik: G. Diosdado M. San Antonio

Ako ay pumapayag na lumahok sa nabanggit na proyektong pagsasaliksik at nagbibigay ng malayang pagsang-ayon.

Nauunawaan ko na ang proyekto ay isasagawa ayon sa pagkakalarawan sa Pagpapahayag ng Impormasyon, na ang kopya ay aking kinuha.

Nauunawaan ko rin na ako ay maaaring umayaw na patuloy na lumahok sa anumang oras at di kailangan ang anumang paliwanag sa pag-ayaw.

Ako ay pumapayag na (pakitsek ang mga gawaing nais mong salihan):

- ☐ dumalo sa oryentasyong-pagpupulong
- ☐ kumpletuhin ang talatanungan habang nasa pagpupulong
- ☐ kumpletuhin ang isa pang talatanungan pagkatapos ng isang taon
- ☐ makapanayam ng tagapagsaliksik
- ☐ padalhan ng mga detalye hinggil sa iba pang pagpupulong na tatawagin ng tagapagsaliksik

Nauunawaan ko na ang aking mga personal na impormasyon ay hindi ibubunyag sa iba ng tagapagsaliksik at ng kangyang tagamasid.

Nagkaroon ako ng pagkakataong makapagtanong at ang mga ito ay nasagot ng maayos.

Isulat ng malinaw ang pangalan:_____
Lagda :_____
Petsa :_____

(Para sa mag-aaral, kailangan ang pagpayag ng magulang):
Isulat ng malinaw ang pangalan ng magulang :_____
Lagda ng magulang :_____
Petsa :_____

Appendix B.1
Questionnaire No. 1

Student Researcher
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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by School Heads only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER	Male	( )	Female	( )
CATEGORY	Principal	( )	Teacher In-Charge	( )
AGE	21-30 yrs.	( )	31-40 yrs.	( )
	41-50 yrs.	( )	51 yrs & above	( )

A. COMMITMENT Adapted from Wallace, 1997)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to make this school a successful one.						
2. I commend this school to my friends as a great school to work for.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am a part of this school.						
5. This school really inspires the very best in me in the way of job performance.						
6. There's not much to be gained by sticking with this school indefinitely.						
7. For me this is the best of all possible schools for which to work.						

B. EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job.						
2. I can decide on my own how to go about doing my work.						
3. I have considerable opportunity for independence and freedom in how I do my job.						
4. The impact of what I do in the school is large.						
5. I have a great deal of control over what happens in my school.						
6. I have significant influence over what happens in my school.						
C. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am suspicious of the teachers' actions.						
2. I have faith in the integrity of the teachers.						
3. The teachers take unfair advantage of the students in this school.						
4. The teachers in this school typically act with the best interests of the students in mind.						
5. I often question the motives of the teachers.						
6. I trust the teachers in this school.						
7. The teachers in this school keep their word.						

Appendix B.2
Questionnaire No. 2

Student Researcher
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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by Teachers only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER	Male	( )	Female	( )
AGE	21-30 yrs.	( )	31-40 yrs.	( )
	41-50 yrs.	( )	51 yrs & above	( )

A. COMMITMENT (Adapted from Mowday et al, 1979)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to help make this school a successful one.						
2. I commend this school to my friends as a great school to work for.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am part of this school.						
5. This school really inspires me the very best in me in the way of job performance.						
6. There is not much to be gained by sticking with this school indefinitely.						

7. For me this is the best of all possible organizations for which to work.						
B. EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job.						
2. I can decide on my own how to go about doing my work.						
3. I have considerable opportunity for independence and freedom in how I do my job.						
4. The impact of what I do in my classroom is large						
5. I have a great deal of control over what happens in my classroom.						
6. I have significant influence over what happens in my classroom.						
c. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The teachers in this school are suspicious of the principal's actions.						
2. The teachers in this school have faith in the integrity of the principal.						
3. The principal takes unfair advantage of the teachers in this school.						
4. The principal in this school typically acts with the best interests of the teachers in mind.						
5. Teachers in this school often question the motives of the principal.						
6. Teachers in this school trust the principal.						
7. The principal in this school keeps his/her word.						

Appendix B.3
Questionnaire No. 3

Student Researcher
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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by Students only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER Male ( ) Female ( )

A. COMMITMENT (Adapted from Mowday et al, 1979)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to help make this school a successful one.						
2. I commend this school to my friends as a great school to study in.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am a part of this school.						
5. This school really inspires the very best in me in the way of studying my lessons.						
6. There's not much to be gained by sticking with this school indefinitely.						
7. For me this is the best of all possible schools for which to study.						

B. EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job as a student and student council officer.						
2. I can decide on my own how to go about doing my work as a student and student council officer.						
3. I have considerable opportunity for independence and freedom in how I do my job as a student and student council officer.						
4. The impact of what I do in my school is large.						
5. I have a great deal of control over what happens in my school.						
6. I have significant influence over what happens in my school.						
C. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The students in this school are suspicious of the principal's actions.						
2. The students in this school have faith in the integrity of the principal.						
3. The principal takes unfair advantage of the students in this school.						
4. The principal in this school typically acts with the best interests of the students in mind.						
5. Students in this school often question the motives of the principal.						
6. Students in this school trust the principal.						
7. The principal in this school keeps his/her word.						

Appendix B.4
Questionnaire No. 4

Student Researcher
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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by Alumni only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER	Male	( )	Female	( )
AGE	21-30 yrs.	( )	31-40 yrs.	( )
	41-50 yrs.	( )	51 yrs & above	( )

A. COMMITMENT (Adapted from Mowday, 1979)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to help make this school a successful one.						
2. I commend this school to my friends as a great school to support.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am a graduate of this school.						
5. This school really inspires the very best in me in the way of giving more support.						
6. There's not much to be gained by sticking with this school indefinitely.						
7. For me, this is the best of all possible schools to study.						

B.EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job as a supporter of the school.						
2. I can decide on my own how to go about doing my work as a supporter of the school.						
3. I have considerable opportunity for independence and freedom in how I do my job as a supporter of the school.						
4. The impact of what I do in the public high school in my community is large.						
5. I have a great deal of control over what happens in the public high school in my community.						
6. I have significant influence over what happens in the public high school in my community.						
C. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The alumni in this school are suspicious of the principal's actions.						
2. The alumni in this school have faith in the integrity of the principal.						
3. The principal takes unfair advantage of the alumni supporting this school.						
4. The principal in this school typically acts with the best interests of the alumni in mind.						
5. Alumni in this school often question the motives of the principal.						
6. Alumni in this school trust the principal.						
7. The principal in this school keeps his/her word.						

Appendix B.5.a
Questionnaire No. 5

Student Researcher
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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by Parents only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER	Male	( )	Female	( )
AGE	21-30 yrs.	( )	31-40 yrs.	( )
	41-50 yrs.	( )	51 yrs & above	( )

A. COMMITMENT (Adapted from Mowday et al, 1979)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to help make this school a successful one.						
2. I commend this school to my friends as a great school to send children.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am a part of this school.						
5. I school really inspires the very best in me in the way of giving support.						
6. There's not much to be gained by sticking with this school indefinitely.						

7. For me this is the best of all possible schools for which to send children.						
B. EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job as a parent and officer of the PTA.						
2. I can decide on my own how to go about doing my work as a parent and officer of the PTA.						
3. I have considerable opportunity for independence and freedom in how I do my job as a parent and officer of the PTA.						
4. The impact of what I do in the school of my child or children is large.						
5. I have a great deal of control over what happens in the school of my child or children.						
6. I have significant influence over what happens in the school of my child or children.						
C. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The parents in this school are suspicious of the principal's actions.						
2. The parents in this school have faith in the integrity of the principal.						
3. The principal takes unfair advantage of the parents in this school.						
4. The principal in this school typically acts with the best interests of the parents in mind.						
5. Parents in this school often question the motives of the principal.						
6. Parents in this school trust the principal.						
7. The principal in this school keeps his/her word.						

Appendix B.5.b
Talatanungan Bilang 5

Estudyanteng Tagapagsaliksik
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Talatanungan para sa Pamamahalang Partisipatori (PSALM): Ang Epekto nito sa Paglikha ng Mabisang Mataas na Paaralang Pampubliko sa Pilipinas
(Sasagutin ng mga Magulang lamang)

Mangyari lamang na lagyan ng tsek (/) ang sagot na alinsunod sa iyong pinili.

PANSARILING IMPORMASYON:

KASARIAN LALAKI ( ) Babae ( )

GULANG 21-30 taon ( ) 31-40 taon ( )
41-50 taon ( ) 51 taon at pataas( )

A. TUNGKOL SA KOMITMENT (H (Halaw kay Mowday et al, 1979)	Labis na suma-sang-ayon	Suma-sang-ayon	Medyo suma-sang-ayon	Medyo di-suma-sang-ayon	Hindi suma-sang-ayon	Labis na hindi samsang-ayon
1. Handa kong ibigay ang lahat kong makakaya upang matulungan kong maging maunlad ang paaralan.						
2. Sinasabi ko sa aking mga kaibigan na ang paaralang ito ay sadyang napakabuti.						
3. Nararamdaman ko na ako ay di gaanong tapat sa paaralang ito.						
4. Ipinagmamalaki kong sabihin sa iba na ako ay bahagi ng paaralang ito.						
5. Ang paaralang ito ay nag-uudyok sa akin upang magbigay ng malaking suporta.						
6. Wala naman akong mapapala sa pananatiling kabahagi ng paaralang ito.						

7. Para sa akin, ito ang pinakamahusay na paaralan para sa mga anak ko.						
B. TUNGKOL SA PAGKAMAKA-PANGYARIHAN (Halaw kay Spreitzer, 1995)	Labis na sumas ang-ayon	Suma sang-ayon	Medyo sumasa ng-ayon	Medyo di-sumasa ng-ayon	Hindi sumas ang-ayon	Labis na hindi samsang-ayon
1. Malaki ang aking kalayaan sa pagpipili kung paaano ko isasagawa ang aking tungkulin bilang magulang at opisyal ng PTA.						
2.Nakapagdedesisyon ako kung paano ko isasagawa ang tungkulin bilang magulang at opisyal ng PTA.						
3. May sapat na pagkakataon ako upang malaya kong isagawa ang paraan kung paano ko gagampanan ang tungkulin ko bilang magulang at opisyal ng PTA.						
4. Malaki ang epekto ng ginagawa ko sa paaralan ng aking anak.						
5. Malaki ang aking kapangyarihan sa pagkontrol ng mga nangyayari sa paaralan ng aking anak.						
6. Malaki ang kinalaman ko sa nangyayari sa paaralan ng aking anak.						
C. TUNGKOL SA PAGTITIWALA (Halaw kay Hoy at Kupersmith, 1985)	Labis na sumas ang-ayon	Suma sang-ayon	Medyo sumasa ng-ayon	Medyo di-sumasa ng-ayon	Hindi sumas ang-ayon	Labis na hindi samsang-ayon
1. Ang mga magulang ay suspetsado sa mga kilos ng punong-guro sa paaralang ito.						
2. May pagtititawala ang mga magulang sa pagiging marangal ng punong guro.						
3. Nagsasamantala ang punong-guro ng paaralan sa mga magulang.						
4. Ang mga ikinikilos ng punong-guro ay umaayon sa kapakanan ng magulang.						

5. Madalas na nagtatanong ang mga magulang sa mga pakay ng punong-guro.						
6. Nagtitiwala ang mga magulang sa punong-guro.						
7. Marunong tumupad sa pangako ang punong-guro.						

Appendix B.6.a
Questionnaire No. 6

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A Questionnaire on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(To be completed by Community Leaders only)

Please indicate your preferred answer by ticking (/) the appropriate space.

PERSONAL INFORMATION:

GENDER	Male	( )	Female	( )
AGE	21-30 yrs.	( )	31-40 yrs.	( )
	41-50 yrs.	( )	51 yrs & above	( )

A. COMMITMENT (Adapted from Mowday, 1979)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I am willing to put in a great deal of effort beyond what is normally expected to help make this school a successful one.						
2. I commend this school to my friends as a great school to support.						
3. I feel very little loyalty to this school.						
4. I am proud to tell others that I am a supporter of this school.						
5. This school really inspires the very best in me in the way of giving more support.						
6. There's not much to be gained by sticking with this school indefinitely.						

7. For me, this is the best of all possible schools to support.						
B. EMPOWERMENT (Adapted from Spreitzer, 1995)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. I have significant autonomy in determining how I do my job as a community leader and supporter of the school.						
2. I can decide on my own how to go about doing my work as a community leader and supporter of the school.						
3. I have considerable opportunity for independence and freedom in how I do my job as a community leader and supporter of the school.						
4. The impact of what I do in the public high school in my community is large.						
5. I have a great deal of control over what happens in the public high school in my community.						
6. I have significant influence over what happens in the public high school in my community.						
C. TRUST (Adapted fromHoy and Kupersmith, 1985)	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1. The community residents in this school are suspicious of the principal's actions.						
2. The community residents in this school have faith in the integrity of the principal.						
3. The principal takes unfair advantage of the community leaders supporting this school.						
4. The principal in this school typically acts with the best interests of the community residents in mind.						
5. Community residents served by this school often question the motives of the principal.						
6. Community residents served by this school trust the principal.						
7. The principal in this school keeps his/her word.						

Appendix B.6.b
Talatanungan Bilang 6

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TALATANUNGAN PARA SA "PROSPEKTO NG PAMAMAHALANG PARTISIPATORI SA MGA MATAAS NA PAARALANG PAMPUBLIKO **SA PILIPINAS"**

(Sasagutin ng mga Namumuno sa Pamayanan lamang)

Mangyari lamang na lagyan ng tsek (/) ang sagot na alinsunod sa iyong pinili.

PANSARILING IMPORMASYON:

KASARIAN LALAKI ( ) Babae ( )

GULANG 21-30 taon ( ) 31-40 taon ( )
41-50 taon ( ) 51 taon at pataas( )

A. Tungkol sa Komitment (Halaw kay Mowday et al, 1979)	Labis na sumasang-ayon	Suma-sang-ayon	Medyo suma-sang-ayon	Medyo di-sumasang-ayon	Hindi sumasang-ayon	Labis na hindi samsang-ayon
1. Handa kong ibigay ang lahat kong makakaya upang matulungan kong maging maunlad ang paaralan.						
2. Sinasabi ko sa aking mga kaibigan na ang paaralang ito ay sadyang napakabuti.						
3. Nararamdaman ko na ako ay di gaanong tapat sa paaralang ito.						
4. Ipinagmamalaki kong sabihin sa iba na ako ay bahagi ng paaralang ito.						
5. Ang paaralang ito ay nag-uudyok sa akin upang magbigay ng malaking suporta.						

6. Wala naman akong mapapala sa pananatiling kabahagi ng paaralang ito.						
7. Para sa akin, ito ang pinakamahusay na paaralan para pag-ukolan ng suporta.						
B. TUNGKOL SA PAGKAMAKA-PANGYARIHAN (Halaw kay Spreitzer, 1995)	Labis na sumasang-ayon	Suma sang-ayon	Medyo sumasang-ayon	Medyo di-sumasa ng-ayon	Hindi sumasa ng-ayon	Labis na hindi samsan g-ayon
1. Malaki ang aking kalayaan sa pagpipili kung paaano ko isasagawa ang aking tungkulin bilang pinuno ng pamayanan at tagasuporta ng paaralan.						
2.Nakapagdedesisyon ako kung paano ko isasagawa ang tungkulin bilang pinuno ng pamayanan at tagasuporta ng paaralan.						
3. May sapat na pagkakataon ako upang malaya kong isagawa ang paraan kung paano ko gagampanan ang tungkulin ko bilang pinuno ng pamayanan at tagasuporta ng paaralan.						
4. Malaki ang epekto ng mga ginagawa ko sa paaralan dito sa aming pamayanan.						
5. Malaki ang aking kapangyarihan sa pagkontrol ng mga nangyayari sa paaralan dito sa aming pamayanan.						
6. Malaki ang kinalaman ko sa nangyayari sa paaralan dito sa aming pamayanan.						
C. TUNGKOL SA PAGTITIWALA (Halaw kay Hoy at Kupersmith, 1985)	Labis na sumasang-ayon	Suma sang-ayon	Medyo sumasang-ayon	Medyo di-sumasa ng-ayon	Hindi sumasa ng-ayon	Labis na hindi samsan g-ayon
1. Ang mga naninirahan sa pamayanan ay laging nagsususpetsa sa mga kilos ng punong-guro sa paaralang ito.						
2. May pagtitiwala ang mga mamamayan sa pagiging marangal ng punong guro.						

3. Nagsasamantala ang punong-guro ng paaralan sa mga pinuno ng pamayanan na nagsusuporta sa paaralang ito.						
4. Ang mga ikinikilos ng punong-guro ay umaayon sa kapakanan ng mga naninirahan sa pamayanan.						
5. Madalas na nagtatanong ang mga mamamayang naninirahan sa pamayanang ito sa mga pakay ng punong-guro.						
6. Nagtitiwala ang mga naninirahan sa pamayanang ito sa punong-guro.						
7. Marunong tumupad sa pangako ang punong-guro.						

Appendix B.7.a
Questionnaire No. 7

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Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines
(For the Experimental Group)

Please indicate your preferred answer/s with a tick/s in the appropriate space/s (/), or write your answer in the blank space.

PART I
(To be completed by all members)

Personal Information

Constituency/Category:
School Head ( )
Parent ( )
Alumni ( )
Teacher ( )
Student ( )
Community Representative( )

Your Position in the Council:
President ( )
Vice President ( )
Member ( )
Secretary ( )
Treasurer ( )

Gender:
Female ( )
Male ( )

Your Occupation:
Government employee ( )
Private sector employee ( )
Professional ( )
Home Duties ( )
Self-employed ( )
Others(Please specify):
_____

A SURVEY OF THE OPERATIONAL EFFECTIVENESS OF ADVISORY SCHOOL COUNCILS
(Adapted from Gamage, 1996)

PART II
(To be completed by the School and Council President Only)

1. Which of the following are the standing/sub-committees of the Council?

Budget	( )	Personnel	( )
Curriculum	( )	Physical Facilities	( )
Canteen	( )	Fund Raising	( )
Welfare	( )	Others (Please specify):	
Student Discipline	( )	_____	
		_____	

2. If there is a Budget Committee or equivalent, what is its composition?

Principal Yes/No
How many parents?_____ How many alumni?_____
How many teachers?_____ How many students?____
How many community members?_____

3. If there is a Curriculum Committee or equivalent, what is its composition?

Principal Yes/No
How many parents?_____ How many alumni?____
How many teachers?_____ How many students?____
How many community members?_____

4. If there is a Physical Facilities Committee or equivalent, what is its composition?

Principal Yes/No
How many parents?_____ How many alumni?____
How many teachers?_____ How many students?____
How many community members?_____

5. If there is a Student Discipline Committee or equivalent, what is its composition?

Principal Yes/No
How many parents?_____ How many alumni?____
How many teachers?_____ How many students?____
How many community members?_____

6. If there is a Personnel Committee or equivalent, what is its composition?

Principal Yes/No
How many parents?_____ How many alumni?____
How many teachers?_____ How many students?____
How many community members?_____

PART III
(To be completed by all members)

7. How do the sub-committees assist the Council?

Meet 1-2 weeks before and report to next Council Meeting ( )
Submit alternative solutions for consideration ( )
Save Council time for broader issues and policies ( )
Others (Please specify)_____

8. How are the decisions made at the Council level?

By consensus ( ) By majority vote ( )
By secret ballot ( ) On school head's recommendation ( )
On the basis of sub-committee recommendation, if any ( )
Others (Please Specify)_____

9. How does the Council ensure the implementation of its decisions?

Makes the School Head responsible for implementation ( )
Requires the School head to report progress at each meeting ( )
In between meetings, the President reviews progress
with School Head ( )
Others (Please specify)_____

10. Are you of opinion that your Council is active and is empowered to take decisions in the areas listed below?

Vission/Mission Statement ( ) School Goals ( )
School Budget ( ) Physical Facilities Repair ( )
Managing Canteen ( ) Physical Facilities Construction ( )
Managing Fund Raising ( ) Optional Curriculum ( )
Student Discipline ( ) Others (Please Specifiy)
_____

11. What are the limitations/constraints on policy decisions?

Have to be within the broad guidelines of DEPED ( )
Have to be within the regional/division policy ( )
Have to be within the local community perceptions ( )
Must have the concurrence of the School Head ( )
Others (Please specify)_____

12. What is your opinion of the present composition of the Council?

Excellent	( )	Very Good	( )
Good	( )	Poor	( )
Unsatisfactory	( )		

Why?_____
_____

13. What happens in the process of decision making at the Council?

It is a true partnership of all stakeholders? ( )
Every member gets a fair chance to express his/her views ( )
Members receive working papers on complex issues ( )
Others (Please specify)_____

14. Does any particular group dominate the decision-making process and if so identify that group or groups:

Parent representatives	( )	Community representatives	( )
Teacher representatives	( )	Student representatives	( )
School Head	( )	Alumni representatives	( )

15. Has such domination by a group or groups worked to the detriment of the functioning of the Council?

No	( )	Yes	( )

If the answer is 'yes' to what extent has it worked against the effectiveness of the Council?

Very much	( )	Much	( )
Little	( )	Very little	( )

Why?_____
_____

16. What is your opinion on the usefulness of the committee structure?

Excellent	( )	Very good	( )
Good	( )	Poor	( )
Unsatisfactory	( )		

Why?_____
_____

17. What is your opinion on the power and authority vested in the council?

Too much	( )	Adequate	( )
Not adequate	( )		

Why?_____
_____

18. What is your opinion regarding access to adequate information in making informed decisions at the Council level?

Excellent	( )	Very good	( )
Good	( )	Poor	( )
Unsatisfactory	( )		

Why?_____
_____

19. What is your opinion with regard to the availability of time for Council business?

More than adequate	( )	Adequate	( )
Barely adequate	( )	Inadequate	( )

Any solutions_____
_____

20. How do you ensure accountability to your respective constituents?

Consult opinion leaders regularly	( )
Publicize agenda in School Newsletter for comments	( )
Extend invitation to attend Council meetings	( )
Take advice from and to respective fellow parents, teachers, students, alumni, or community leaders	( )

Others (Please specify)_____

_____

21. What is your opinion of the influence of the Council on the teaching/learning situation in the school?

It has improved significantly	( )
It has improved little	( )
It is insignificant	( )
It has made no difference	( )
It has deteriorated	( )

22. What is your opinion on the overall functioning/operation of the Council?

Excellent	( )	Very good	( )
Good	( )	Poor	( )
Unsatisfactory	( )		

Why?_____

_____

23. Any suggestion for improving the effectiveness of the Advisory School Councils?

_____

_____

_____

_____

_____

Thank You!!!

Appendix B.7.b
Talatanungan Bilang 7

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Pamamahalang Partisipatori (PSALM): Ang Epekto nito sa Paglikha ng Mabisang Mataas na Paaralang Pampubliko sa Pilipinas
(Para sa Pangkat Eksperimental)

Mangyari lamang na lagyan ng tsek (/) and sagot na alinsunod sa iyong pinili, o pakisulat ng iyong sagot sa patlang.

UNANG BAHAGI
(Sasagutin ng mga miyembro)

Pansariling Impormasyon

Kategorya:
- Puno ng Paaralan ( )
- Magulang ( )
- Nagtapos sa paaralan ( )
- Guro ( )
- Mag-aaral ( )
- Kinatawan ng Pamayanan ( )

Ang Posisyon mo sa Sanggunian:
- Pangulo ( )
- Pangalawang Pangulo ( )
- Miyembro ( )
- Kalihim ( )
- Ingat-Yaman ( )

Kasarian:
- Babae ( )
- Lalaki ( )

Ang Iyong Hanapbuhay:
- Kawani ng Gobyerno ( )
- Kawaning Pampribado ( )
- Propesyonal ( )
- Taong Bahay ( )
- Sariling Hanapbuhay ( )
- Iba pa (Pakibanggit): _____

SURVEY SA BISANG OPERASYONAL
NG MGA NAGPAPAYONG SANGGUNIANG PAMPAARALAN
(Halaw kay Gamage, 1996)

TALATANUNGAN
IKALAWANG BAHAGI
(Sasagutin ng punong guro at pangulo ng sanggunian)

1. Alin sa mga sumusunod ang mga komite ng sanggunian?

Finance/Badget	( )	Mga tauhan/Kawani	( )
Kurikulum	( )	Pisikal ng Pasilidad	( )
Kantina	( )	Paghanap ng Pundo	( )
Welfare/Kapakanan	( )	Iba pa (Pakibanggit):	
Disiplina ng Mag-aaral	( )	_____	
		_____	

2. Kung may komite sa badget, ano ang pagkakabuo nito?

Punong guro Oo/Hindi Ilan ang mga magulang?_____
Ilan ang mga guro?_____ Ilan ang mga mag-aaral?____
Ilan ang mga kinatawan ng pamayanan?_____

3. Kung may komite sa Kurikulum, ano ang pagkakabuo nito?

Punong guro Oo/Hindi Ilan ang mga magulang?_____
Ilan ang mga guro?_____ Ilan ang mga mag-aaral?____
Ilan ang mga kinatawan ng pamayanan?_____

4. Kung may komite sa pisikal na pasilidad, ano ang pagkakabuo nito?

Punong guro Oo/Hindi Ilan ang mga magulang?_____
Ilan ang mga guro?_____ Ilan ang mga mag-aaral?____
Ilan ang mga kinatawan ng pamayanan?_____

5. Kung may komite sa disiplina ng mag-aaral, ano ang pagkakabuo nito?

Punong guro Oo/Hindi Ilan ang mga magulang?_____
Ilan ang mga guro?_____ Ilan ang mga mag-aaral?____
Ilan ang mga kinatawan ng pamayanan?_____

6. Kung may komite sa mga tauhan o kawani, ano ang pagkakabuo nito?

Punong guro Oo/Hindi Ilan ang mga magulang?_____
Ilan ang mga guro?_____ Ilan ang mga mag-aaral?____

Ilan ang mga kinatawan ng pamayanan?_____

IKATLONG BAHAGI
(Sasagutin ng lahat ng miyembro)

7. Paano ang mga sub-komite tumutulong sa sanggunian?

( ) Nagmimiting 1-2 linggo bago at nag-uulat sa susunod na miting ng sanggunian
( ) Nagsusumite ng mga alternatibong solusyon para ikonsidera
( ) Nakatitipid ng panahon ng sanggunian para sa mas mahalagang isyu at alituntunin
( ) Iba pa (Pakibanggit)_____

8. Paano ba ginagawa ang mga pagpapasya sa Sanggunian?

( ) Konsensus
( ) Boto ng nakararami
( ) Sekretong botohan
( ) Kung ano ang rekomendasyon ng punong guro
( ) Kung ano ang rekomendasyon ng sub-komite, kung mayroon man
( ) Iba pa (Pakibanggit)_____

9. Paano ba sinisiguro ng Sanggunian na maisasagawa ang mga desisyon nito?

( ) Ginagawang responsible sa pagsasagawa ang punong guro
( ) Pinag-uulat ang punong guro tungkol sa pagsasagawa ng desisyon sa mga miting
( ) Sa pagitan ng mga miting, and pangulo at punong guro ay nagbabalik-tingin sa mga nangyayari
( ) Iba pa (Pakibanggit)_____

10. Sa opinyon mo ba, ang sanggunian ay aktibo at may kapangyarihang gumawa ng mga desisyon sa mga sumusunod na bagay?

( ) Paglalahad ng Misyon
( ) Layunin ng Paaralan
( ) Badget ng Paaralan
( ) Pagkumpuni ng mga Pisikal na Pasilidad
( ) Pamamahala ng Kantina
( ) Pagtatayo ng mga Pisikal na Pasilidad
( ) Pamamahala sa Paghanap ng Pondo
( ) Opsyonal na kurikulum
( ) Iba pa (Pakibanggit)_____

11. Anu-ano ang mga hadlang sa pagpapasya tungkol sa mga alituntunin?

( ) Dapat nasasaklaw ng mga malawakan tuntunin ng DEPED
( ) Dapat nasasaklaw ng mga tuntuning pangrehiyon/pansangay
( ) Dapat nasasaklaw sa pananaw ng lokal na pamayanan
( ) Dapat inaayunan ng punong guro
( ) Iba pa (Pakibanggit)_____

12. Ano ang opinyon mo sa pagkakabuo ng Sanggunian?

Napakagaling	( )	Labis na kasiya-siya	( )
Kasiya-siya	( )	Mahina	( )
Napakahina	( )		

Bakit?_____
_____

13. Ano ang nangyayari sa pagdedesisyon sa Sanggunian?

( ) Ito ay tunay na partnership ng mga kasapi?
( ) Bawat miyembro ay may pagkakataong magpahayag ng kaisipan
( ) Bawat miyemrbo ay may babasahing papel tungkol sa mahihirap na isyu
( ) Iba pa (Pakibanggit)_____

14. May partikular bang pangkat na nagdodomina sa prosesong pagpapasya, kung mayroon man. Pakibanggit ng pangkat:

( ) Kinatawan ng mga magulang
( ) Kinatawan ng Pamayanan
( ) Kinatawan ng mga guro
( ) Kinatawan ng mga mag-aaral
( ) Punong guro
( ) Kinatawan ng mga nagsipagtapos

15. Ang pagdodomina ba ng pangkat or mga pangkat ay nagiging sagabal sa mga gawain ng Sanggunian?

Hindi	( )	OO	( )

Kung ang sagot ay "OO", gaano ang antas ng pagkakasagabal nito sa pagiging mabisa ng Sanggunian?

Napakagrabe	( )	Grabe	( )
Kaunti	( )	Napakakaunti	( )

Bakit?_____
_____

16. Ano ang opinyon mo sa pagiging makabuluhan ng paggamit ng mga Komite?

Napakagaling	( )	Labis na kasiya-siya	( )
Kasiya-siya	( )	Mahina	( )
Napakahina	( )		

Bakit?_____
_____

17. Ano ang opinyon mo sa kapangyarihan na ibinigay sa Sanggunian?

Sobra ( )
Katamtaman ( )
Kulang ( )

Bakit?_____
_____

18. Ano ang opinyon mo sa pagkakaroon ng sapat na impormasyon upang makagawa ng maayos na pagpapasya ang Sanggunian?

Napakagaling	( )	Labis na kasiya-siya	( )
Kasiya-siya	( )	Mahina	( )
Napakahina	( )		

Bakit?_____
_____

19. Ano ang opinyon mo tungkol sa pagkakaroon ng panahon para sa mga usaping pansanggunian?

Napakasobra ( )
Katamtaman ( )
Di gaanong kulang ( )
Kulang ( )
Anong solusyon ang maibibigay mo_____
_____

20. Paano mo sinisigurong ikaw ay mapanagutan sa iyong grupo?

( ) Malimit na kumukonsulta sa mga namumuno sa paggawa ng opinyon
( ) Ipinalalabas sa pahayagang pampaaralan ang pag-uusapan upang makakuha ng komentaryo
( ) Nagbibigay paanyaya upang dumalo sa miting ng Sanggunian
( ) Humihingi ng payo sa mga kasama sa orgsanisasyon
( ) Iba pa (Pakibanggit)_____
_____

21. Ano ang opinyon mo tungkol sa impluwensya ng Sanggunian sa mga sitwasyong pampagtuturo/pag-aaral saiyong paaralan?

( ) Masyadong malaki ang iniunlad nito
( ) Maliit lamang ang iniunlad nito
( ) Ang iniunlad ay walang epekto
( ) Walang nagging kaibahan
( ) Lalong lumala

22. Ano ang opinyon mo sa kabuoang kalakaran/operasyon ng Sanggunian?

Napakagaling	( )	Labis na kasiya-siya	( )
Kasiya-siya	( )	Mahina	( )
Napakahina	( )		

Bakit?_____
_____

23. Magbigay ng mga suwestiyon upang lalo pang mapabisa ang mga Nagpapayong Sangguniang Pampaaralan?

_____
_____
_____
_____
_____
_____

Salamat Po!!!

Appendix C.1.a
Semi-structured Interview Schedule on Participatory School Administration, Leadership and Management (PSALM): Its Impact on the Creation of Better Public Secondary Schools in the Philippines

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I wish to discuss with you about your experiences with the participatory school management that is being implemented in your school.
Your name will be kept confidential, and there is NO testing involved.
If you don't mind, however, I'd like to tape our conversation as an aid to my memory. Alternatively, if you wish, you can prepare a written response to these questions.
May I now start by asking you a few questions for my research records?

General Questions
Gender : Male [ ] Female [ ]
Age :
Home address :
Phone :

- What do you think are the reasons why your group has chosen you as their president/secretary?
- What previous experiences do you have as an officer of an organization?

On factors that facilitate participatory school management

- What changes did you notice on the principal's way of leading and managing your school?
- What specific behaviors of the principal motivated you to become more active in your role as a member of the school council?
- What specific behaviors of the other members of the councils helped you participate more meaningfully in the discussion of school policies and concerns?
- What personal traits helped you become active participant in the discussions?
- Are you satisfied with the new way of school management being implemented in your school? Why?
- In what way do you think participatory school management has increased your level of empowerment?; trust?; commitment?; and decisional involvement?

- Do you recommend that this form of school management be implemented in the public schools? Why?

On the difficulties encountered in implementing participatory school management

- What behaviors of the principal held you from honestly voicing out personal opinions during discussions?
- What behaviors of the other stakeholders discouraged you from taking active part in the discussions in the school council?
- On your part, what do you think were the traits, skills and knowledge you needed in order to carry out your role as a school council member effectively?
- What other difficulties do you think have the school council experienced? Were these difficulties overcome? If yes, what could have helped in surmounting these obstacles? If no, why?
- Can you suggest recommendations on how to further improve the implementation of participatory school management in our schools?

Appendix C.1.b
Mge Katanungang Maaring Ibigay sa Pakikipanayam Tungkol sa "Pamamahalang Partisipatori (PSALM): Ang Epekto nito sa Paglikha ng Mabisang Mataas na Paaralang Pampubliko sa Pilipinas"

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Nais kong pag-usapan natin ang iyong mga karanasan sa pamamahala ng paaaralan na humihikayat ng partisipasyon ng mga kinauukulan.
Ang pangalan mo ay hindi ibubunyag sa iba at walang test dito.
Kung hindi mo mamasamain, gusto ko sanang i-tape ang ating pag-uusap para matulungan ako sa pag-aalala. Kung hindi man, pwedeng isulat mo ang sagot sa mga katanungang ito.
Magsisimula po tayo sa mga tanong na kailangan sa pagtala ng aking pagsasaliksik.

Mga Katanungang Pangkaramihan

Kasarian : Lalaki [ ] Babae [ ]
Gulang :
Tirahan :
Telepono :

- Ano sa palagay mo ang dahilan kung bakit ikaw ang nahirang na pangulo o kalihim ng iyong samahan?
- Anu-ano pa ang ibang karanasan mo sa nakaraan bilang pinuno ng mga samahan?

Tungkol sa mga salik na nakatutulong sa pamamahala ng paaralan na humihikayat ng partisipasyon ng mga kinauukulan

- Anu-anong mga pagbabago ang napansin mo sa paraan ng pamumuno at pamamahala ng inyong punong guro?
- Anu-anong mga tiyak na behavior (gawi, asal, kilos) ng punong guro ang nag-udyok saiyong maging mas aktibo bilang bahagi ng sangguniang pampaaralan?
- Anu-anong mga tiyak ng behavior ng ibang mga kasali sa sangguniang pampaaralan ang nakatulong saiyong makabulong partisipasyon sa pagtatalakay ng mga alituntunin at iba pang mga bagay?
- Anong mga katangian mo ang nakatulong saiyo upang ikaw ay aktibong makibahagi sa talakayan?
- Nasisiyahan ka ba sa bagong pamamaraan ng pamamahala sainyong paaralan? Bakit?

- Sa iyong palagay, sa paanong paraan kaya naiangat ang antas ng iyong pangkamakapangyarihan?; pagtitiwala?; komitment?; at pakikilahok sa pagpapasya?
- Inirerekomenda mo ba na itong paraan ng pamamahala ng paaralan ay isagawa sa mga pampublikong mga paaralan? Bakit?

Tungkol sa mga hadlang or kahirapang naranasan sa pagsasagawa ng pamamahala ng paaralan na humihikayat ng partisipasyon

- Anu-anong mga behavior ng punong guro ang nakahadlang upang ikaw ay matapat na magpahayag ng iyong opinyon habang nagtatalakayan?
- Anu-anong mga behavior ng ibang kasali sa Sangguniang Pampaaralan ang humadlang saiyong aktibong pakikibahagi sa talakayan sa mga pagpupulong?
- Para saiyo, ano sa palagay mo ang mga katangian, kasanayan at kaalaman na kailangan upang magampanan mo ng mabisa ang iyong katungkulan sa sangguniang pampaaralan?
- Anu-ano pang mga hadlang at kahirapan ang naranasan ng sangguniang pampaaralan? Ang mga ito ba ay nabigyan ng solusyon? Kung oo, ano kaya ang nakatulong sa pagkakaroon ng solusyon sa mga hadlang na ito? Kung hindi, Bakit?
- Maaari ka bang magbigay ng mga rekomendasyon upang lalo pang maging mabisa ang pagsasagawa ng pamamahala ng paaralan na humihikayat sa partisipasyon?

Appendix D.1.a
Results of the Division Achievement (Pre) Test

EXPERIMENTAL GROUP		CONTROL GROUP	
School No.	Mean	School No.	Mean
1	61.33	1	52.03
2	49.91	2	44.01
3	45.79	3	44.84
4	44.91	4	44.23
5	43.60	5	39.90
6	42.59	6	39.69
7	40.39	7	39.43
8	38.36	8	38.66
9	36.68	9	35.54
10	36.57	10	34.38
11	24.16	11	30.77
12	22.55	12	54.46
13	54.15	13	50.56
14	47.23	14	46.62
15	43.97	15	44.00
16	41.15	16	43.72
17	39.55	17	39.39
18	39.49	18	36.42
19	38.00	19	36.31
20	34.53	20	35.36
21	34.37	21	15.07
22	33.00	22	45.48
23	16.60	23	44.79
24	55.50	24	49.11
25	50.42	25	45.58
26	44.96	26	43.63
27	43.98	27	42.13
28	39.38	28	41.17
29	36.21	29	38.80
30	16.69	30	36.69
31	51.85	31	34.48
32	48.07	32	21.12
33	45.60	33	64.00
34	44.65	34	50.77
35	44.30	35	48.45
36	39.23	36	37.18
37	35.59	37	31.72
38	35.53	38	18.12
Mean	**40.84**	**Mean**	**40.92**

Appendix D.1.b
Results of the Division Achievement (Post) Test

EXPERIMENTAL GROUP		CONTROL GROUP	
School No.	**Mean**	**School No.**	**Mean**
1	50.53	1	45.53
2	57.97	2	0
3	44.58	3	35.56
4	0	4	39.75
5	35.36	5	38.84
6	45.52	6	34.31
7	0	7	32.70
8	33.50	8	42.17
9	40.33	9	36.95
10	40.81	10	33.77
11	31.65	11	0
12	22.39	12	0
13	39.50	13	48.38
14	36.93	14	32.13
15	0	15	43.00
16	22.28	16	42.04
17	38.44	17	32.84
18	34.22	18	29.08
19	33.15	19	44.89
20	37.92	20	25.24
21	30.64	21	23.19
22	37.76	22	33.37
23	18.72	23	31.92
24	30.56	24	43.86
25	56.84	25	52.12
26	43.89	26	36.94
27	40.17	27	44.07
28	38.43	28	31.67
29	42.74	29	36.55
30	29.40	30	49.11
31	48.95	31	37.96
32	48.09	32	32.90
33	46.76	33	40.65
34	37.20	34	0
35	31.13	35	35.50
36	38.79	36	33.42
37	33.01	37	35.87
38	35.32	38	33.63
Mean	**38.10**	**Mean**	**37.35**

Appendix E.1.a
Factor Analysis of Commitment Scale for Survey 1

Correlation Matrix

		C1	C2	C3	C4	C5	C6	C7
Correlation	C1	1.000	.408	.157	.342	.378	.067	.220
	C2	.408	1.000	.086	.394	.427	.105	.415
	C3	.157	.086	1.000	.097	.097	.458	-.008
	C4	.342	.394	.097	1.000	.511	.003	.244
	C5	.378	.427	.097	.511	1.000	.042	.397
	C6	.067	.105	.458	.003	.042	1.000	.082
	C7	.220	.415	-.008	.244	.397	.082	1.000

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.717
Bartlett's Test of Sphericity	Approx. Chi-Square	954.771
	df	21
	Sig.	.000

Communalities

	Initial	Extraction
C1	1.000	.433
C2	1.000	.570
C3	1.000	.730
C4	1.000	.513
C5	1.000	.617
C6	1.000	.718
C7	1.000	.397

Extraction Method: Principal Component Analysis.

Total Variance Explained

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %
1	2.558	36.538	36.538	2.558	36.538	36.538	2.504	35.767	35.767
2	1.420	20.281	56.819	1.420	20.281	56.819	1.474	21.052	56.819
3	.847	12.095	68.914						
4	.694	9.909	78.823						
5	.544	7.771	86.594						
6	.496	7.079	93.673						
7	.443	6.327	100.000						

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component	
	1	2
C5	.771	
C2	.750	
C4	.699	
C1	.658	
C7	.608	
C6		.821
C3		.815

Extraction Method: Principal Component Analysis.
a 2 components extracted.

Rotated Component Matrix(a)

	Component	
	1	2
C5	.785	
C2	.750	
C4	.716	
C1	.640	
C7	.629	
C3		.851
C6		.847

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.976	.218
2	-.218	.976

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Appendix E.1.b
Factor Analysis for Empowerment Scale of Survey 1

Correlation Matrix

Correlation	Self-determination 1	Self-determination 2	Self-determination 3	Impact 1	Impact 2	Impact 3
Self-determination 1	1.000	.544	.474	.316	.308	.388
Self-determination 2	.544	1.000	.569	.296	.356	.354
Self-determination 3	.474	.569	1.000	.280	.320	.393
Impact 1	.316	.296	.280	1.000	.559	.521
Impact 2	.308	.356	.320	.559	1.000	.640
Impact 3	.388	.354	.393	.521	.640	1.000

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.796
Bartlett's Test of Sphericity	Approx. Chi-Square	1485.844
	df	15
	Sig.	.000

Communalities

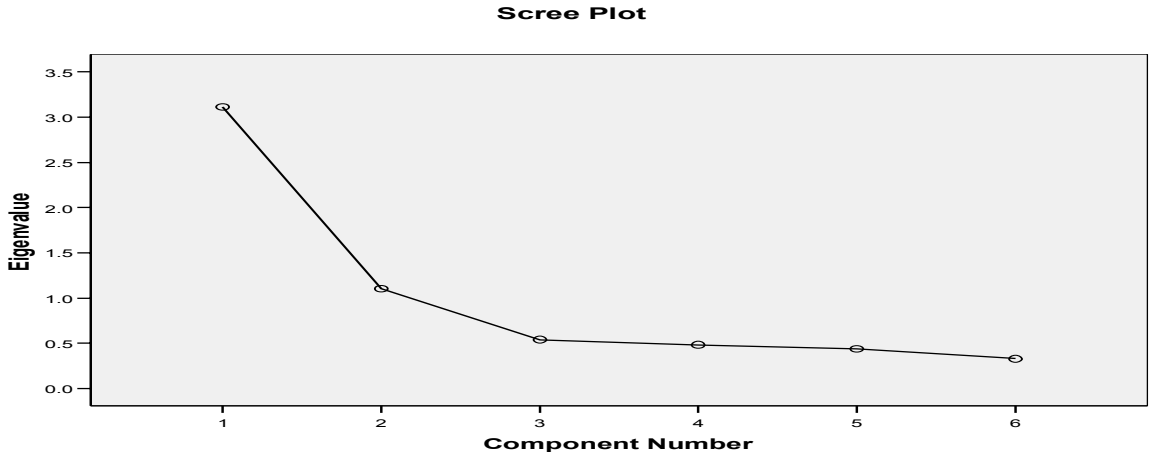
	Initial	Extraction
Self-determination 1	1.000	.646
Self-determination 2	1.000	.733
Self-determination 3	1.000	.679
Impact 1	1.000	.678
Impact 2	1.000	.761
Impact 3	1.000	.718

Extraction Method: Principal Component Analysis.

Total Variance Explained

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumulative %
1	3.112	51.861	51.861	3.112	51.861	51.861	2.134	35.569	35.569
2	1.104	18.394	70.255	1.104	18.394	70.255	2.081	34.686	70.255
3	.540	8.994	79.249						
4	.482	8.030	87.279						
5	.436	7.264	94.543						
6	.327	5.457	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component	
	1	2
Impact 3	.774	-.346
Impact 2	.745	-.454
Self-determination 2	.719	.465
Self-determination 3	.698	.438
Self-determination 1	.696	.402
Impact 1	.686	-.456

Extraction Method: Principal Component Analysis.
a 2 components extracted.

Rotated Component Matrix(a)

	Component	
	1	2
Impact 2	.851	
Impact 1	.810	
Impact 3	.796	
Self-determination 2		.834
Self-determination 3		.801
Self-determination 1		.773

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.716	.698
2	-.698	.716

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

Appendix E.1.c
Factor Analysis for Trust Scale of Survey 1

Correlation Matrix

Correlation	T1	T2	T3	T4	T5	T6	T7
T1	1.000	.038	.510	.014	.433	.131	.124
T2	.038	1.000	.114	.336	-.015	.469	.371
T3	.510	.114	1.000	-.006	.341	.138	.124
T4	.014	.336	-.006	1.000	-.107	.358	.295
T5	.433	-.015	.341	-.107	1.000	.041	.036
T6	.131	.469	.138	.358	.041	1.000	.488
T7	.124	.371	.124	.295	.036	.488	1.000

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.707
Bartlett's Test of Sphericity	Approx. Chi-Square	934.189
	df	21
	Sig.	.000

Communalities

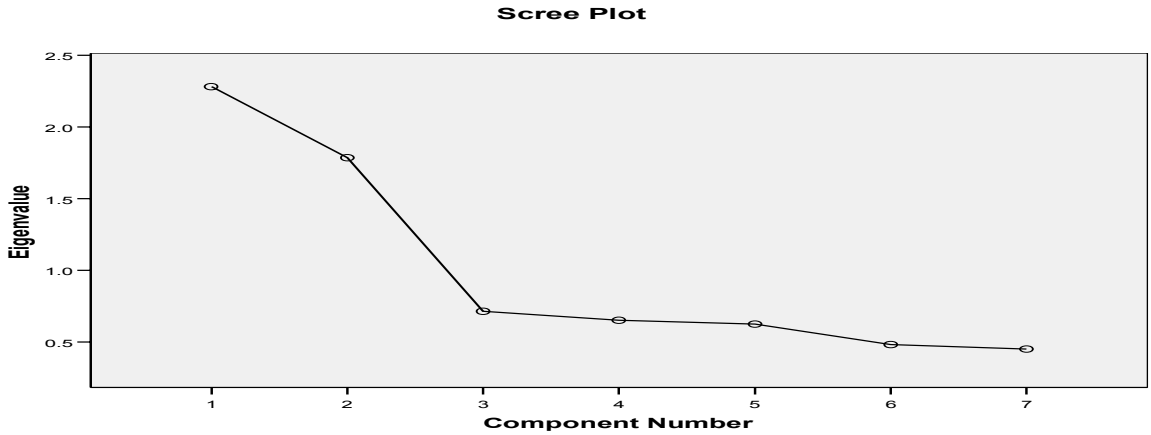
	Initial	Extraction
T1	1.000	.688
T2	1.000	.554
T3	1.000	.613
T4	1.000	.460
T5	1.000	.564
T6	1.000	.648
T7	1.000	.541

Extraction Method: Principal Component Analysis.

Total Variance Explained

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %
1	2.281	32.589	32.589	2.281	32.589	32.589	2.180	31.143	31.143
2	1.786	25.520	58.109	1.786	25.520	58.109	1.888	26.966	58.109
3	.716	10.226	68.335						
4	.653	9.328	77.664						
5	.627	8.953	86.616						
6	.483	6.901	93.518						
7	.454	6.482	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component	
	1	2
T6	.765	
T7	.702	
T2	.673	-.318
T4	.533	-.419
T5		.704
T1	.440	.703
T3	.452	.640

Extraction Method: Principal Component Analysis.
a 2 components extracted.

Rotated Component Matrix(a)

	Component	
	1	2
T6	.795	
T2	.744	
T7	.725	
T4	.665	
T1		.826
T3		.775
T5		.746

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.892	.452
2	-.452	.892

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Appendix E.1.d
Factor Analysis for IMP Scale of Survey 1

Correlation Matrix

Corre-ation	S 1	S 2	S 3	I 1	I 2	I 3	T2	T4	T6	T7
S 1	1.000	.538	.487	.318	.296	.375	.250	.198	.188	.181
S 2	.538	1.000	.587	.310	.363	.359	.221	.206	.193	.162
S 3	.487	.587	1.000	.280	.334	.413	.227	.147	.215	.162
I 1	.318	.310	.280	1.000	.568	.538	.212	.221	.144	.148
I 2	.296	.363	.334	.568	1.000	.624	.175	.221	.148	.127
I 3	.375	.359	.413	.538	.624	1.000	.296	.213	.249	.165
T2	.250	.221	.227	.212	.175	.296	1.000	.336	.480	.387
T4	.198	.206	.147	.221	.221	.213	.336	1.000	.354	.288
T6	.188	.193	.215	.144	.148	.249	.480	.354	1.000	.498
T7	.181	.162	.162	.148	.127	.165	.387	.288	.498	1.000
C1	.203	.195	.253	.299	.281	.289	.241	.214	.239	.175
C2	.242	.138	.203	.245	.201	.265	.322	.170	.288	.262
C4	.193	.179	.229	.200	.254	.249	.205	.202	.204	.163
C5	.251	.225	.279	.242	.294	.311	.302	.242	.310	.223
C7	.189	.163	.186	.140	.177	.181	.252	.214	.236	.254

Corre-ation	C1	C2	C4	C5	C7
S 1	.203	.242	.193	.251	.189
S 2	.195	.138	.179	.225	.163
S 3	.253	.203	.229	.279	.186
I 1	.299	.245	.200	.242	.140
I 2	.281	.201	.254	.294	.177
I 3	.289	.265	.249	.311	.181
T2	.241	.322	.205	.302	.252
T4	.214	.170	.202	.242	.214
T6	.239	.288	.204	.310	.236
T7	.175	.262	.163	.223	.254
C1	1.000	.412	.325	.382	.224
C2	.412	1.000	.383	.426	.397
C4	.325	.383	1.000	.508	.236
C5	.382	.426	.508	1.000	.398
C7	.224	.397	.236	.398	1.000

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.861
Bartlett's Test of Sphericity	Approx. Chi-Square	3191.436
	Df	105
	Sig.	.000

Communalities

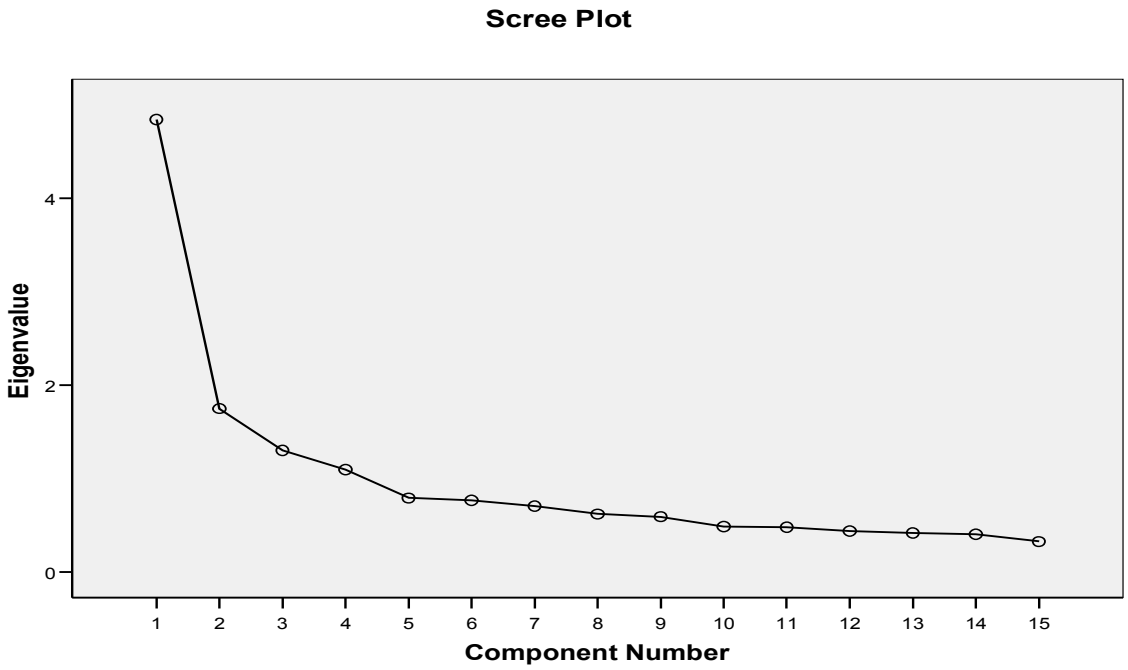
	Initial	Extraction
Self-determination 1	1.000	.639
Self-determination 2	1.000	.738
Self-determination 3	1.000	.698
Impact 1	1.000	.694
Impact 2	1.000	.738
Impact 3	1.000	.690
T2	1.000	.553
T4	1.000	.418
T6	1.000	.655
T7	1.000	.585
C1	1.000	.440
C2	1.000	.573
C4	1.000	.536
C5	1.000	.621
C7	1.000	.414

Extraction Method: Principal Component Analysis.

Total Variance Explained

Com-ponent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %
1	4.847	32.311	32.311	4.847	32.311	32.311	2.481	16.537	16.537
2	1.748	11.655	43.966	1.748	11.655	43.966	2.227	14.846	31.383
3	1.302	8.681	52.647	1.302	8.681	52.647	2.177	14.510	45.894
4	1.094	7.295	59.942	1.094	7.295	59.942	2.107	14.048	59.942
5	.790	5.270	65.211						
6	.765	5.100	70.311						
7	.703	4.687	74.998						
8	.619	4.130	79.128						
9	.590	3.936	83.064						
10	.484	3.225	86.289						
11	.478	3.187	89.475						
12	.435	2.902	92.377						
13	.416	2.774	95.151						
14	.402	2.681	97.833						
15	.325	2.167	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component			
	1	2	3	4
Impact 3	.673	-.368		-.315
C5	.639		-.362	
Impact 2	.614	-.430		-.391
Self-determination 3	.601	-.369		.406
Impact 1	.587	-.377		-.440
Self-determination 1	.586	-.330		.362
C2	.579	.322	-.344	
Self-determination 2	.579	-.425	.300	.364
T2	.569	.338	.320	
C1	.557		-.342	
T6	.543	.443	.386	
C4	.530		-.446	
C7	.483	.323		
T4	.477			
T7	.468	.435	.406	

Extraction Method: Principal Component Analysis.
a 4 components extracted.

Rotated Component Matrix(a)

	Component			
	1	2	3	4
C5	.741			
C2	.718			
C4	.711			
C7	.578			
C1	.576			
T6		.780		
T7		.749		
T2		.689		
T4		.592		
Impact 2			.817	
Impact 1			.802	
Impact 3			.742	
Self-determination 2				.823
Self-determination 3				.790
Self-determination 1				.753

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3	4
1	.564	.474	.488	.468
2	.395	.564	-.526	-.499
3	-.666	.619	-.188	.371
4	.287	-.270	-.671	.628

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Appendix E.2.a
Factor Analysis for Commitment Scale of Survey 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.769
Bartlett's Test of Sphericity	Approx. Chi-Square	621.535
	Df	10
	Sig.	.000

Communalities

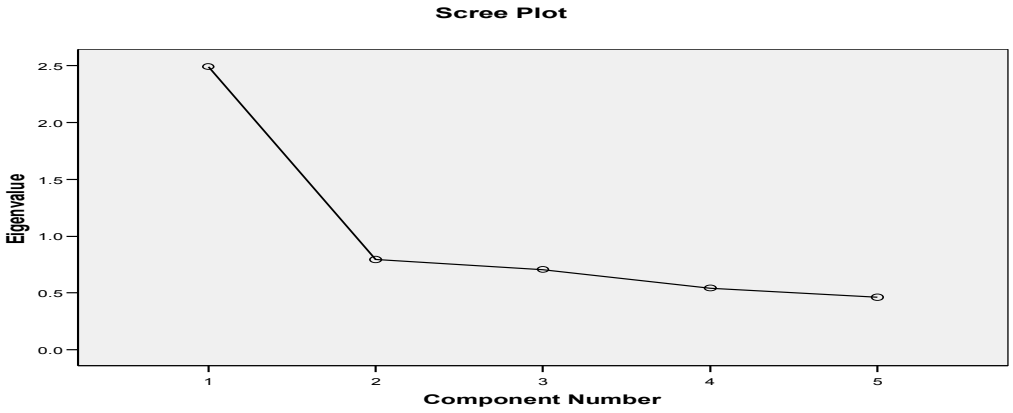
	Initial	Extraction
C1	1.000	.439
C2	1.000	.580
C4	1.000	.450
C5	1.000	.538
C7	1.000	.483

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.491	49.818	49.818	2.491	49.818	49.818
2	.794	15.882	65.700			
3	.708	14.155	79.855			
4	.544	10.887	90.742			
5	.463	9.258	100.000			

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component
	1
C2	.762
C5	.734
C7	.695
C4	.671
C1	.663

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Appendix E.2.b
Factor Analysis of Empowerment Scale for Survey 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.804
Bartlett's Test of Sphericity	Approx. Chi-Square	1410.428
	Df	15
	Sig.	.000

Communalities

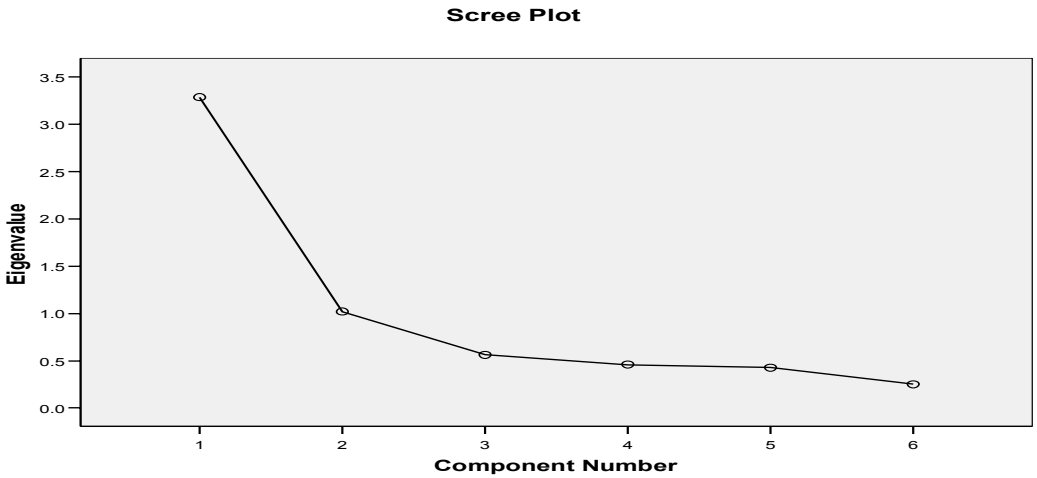
	Initial	Extraction
Self-determination A	1.000	.708
Self-determination B	1.000	.715
Self-determination C	1.000	.682
Impact A	1.000	.595
Impact B	1.000	.807
Impact C	1.000	.795

Extraction Method: Principal Component Analysis.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %
1	3.282	54.705	54.705	3.282	54.705	54.705	2.215	36.912	36.912
2	1.020	17.001	71.705	1.020	17.001	71.705	2.088	34.793	71.705
3	.563	9.390	81.095						
4	.459	7.653	88.748						
5	.425	7.090	95.838						
6	.250	4.162	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component	
	1	2
Impact B	.786	-.434
Impact C	.782	-.429
Self-determination C	.751	.344
Self-determination B	.731	.425
Impact A	.699	-.327
Self-determination A	.682	.493

Extraction Method: Principal Component Analysis.
a 2 components extracted.

Rotated Component Matrix(a)

	Component	
	1	2
Impact B	.870	
Impact C	.863	
Impact A	.732	
Self-determination A		.827
Self-determination B		.811
Self-determination C	.310	.766

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.727	.687
2	-.687	.727

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Rotated Component Matrix(a)
a Only one component was extracted. The solution cannot be rotated.

Appendix E.2.c
Factor Analysis of Trust Scale for Survey 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.774
Bartlett's Test of Sphericity	Approx. Chi-Square	814.599
	Df	6
	Sig.	.000

Communalities

	Initial	Extraction
T2	1.000	.704
T4	1.000	.469
T6	1.000	.753
T7	1.000	.620

Extraction Method: Principal Component Analysis.

Total Variance Explained

Compo -nent	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.546	63.649	63.649	2.546	63.649	63.649
2	.664	16.611	80.260			
3	.472	11.792	92.053			
4	.318	7.947	100.000			

Extraction Method: Principal Component Analysis.

Component Matrix(a)

	Component 1
T6	.868
T2	.839
T7	.788
T4	.685

Extraction Method: Principal Component Analysis.
a 1 components extracted.

Rotated Component Matrix(a)
a Only one component was extracted. The solution cannot be rotated.

Appendix E.2.d
Factor Analysis of IMP Scale for Survey 2

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.844
Bartlett's Test of Sphericity	Approx. Chi-Square	3192.112
	Df	105
	Sig.	.000

Communalities

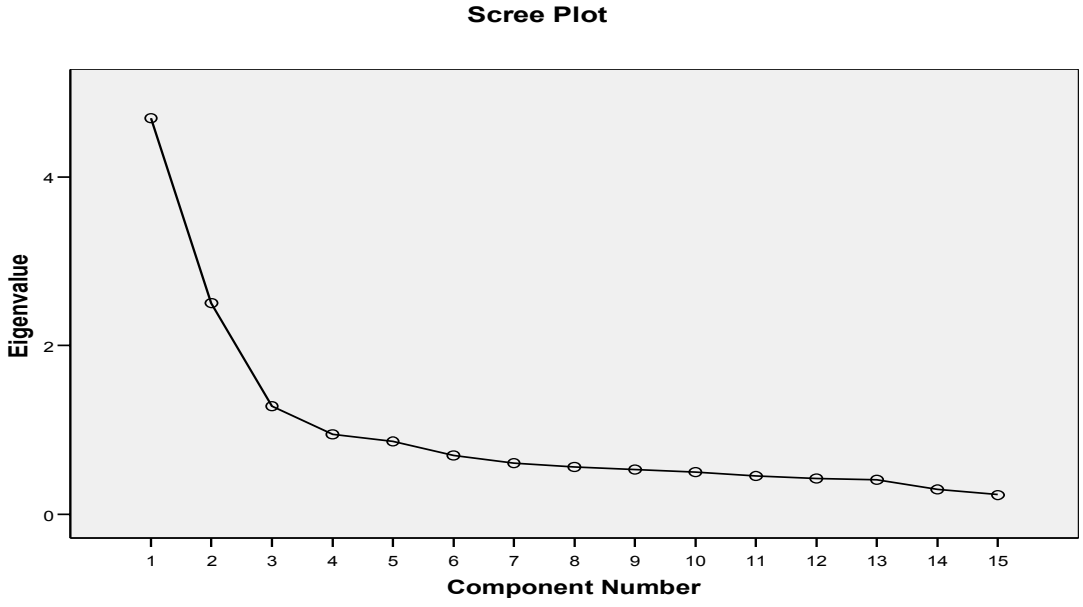
	Initial	Extraction
Self-determination A	1.000	.544
Self-determination B	1.000	.586
Self-determination C	1.000	.649
Impact A	1.000	.499
Impact B	1.000	.670
Impact C	1.000	.685
T2	1.000	.666
T4	1.000	.420
T6	1.000	.712
T7	1.000	.620
C1	1.000	.464
C2	1.000	.542
C4	1.000	.480
C5	1.000	.525
C7	1.000	.420

Extraction Method: Principal Component Analysis.

Total Variance Explained

Compo-nent	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %	Total	% of Variance	Cumu-lative %
1	4.695	31.303	31.303	4.695	31.303	31.303	3.243	21.621	21.621
2	2.507	16.712	48.015	2.507	16.712	48.015	2.699	17.990	39.612
3	1.282	8.546	56.561	1.282	8.546	56.561	2.542	16.949	56.561
4	.950	6.332	62.892						
5	.861	5.741	68.634						
6	.698	4.652	73.286						
7	.608	4.050	77.336						
8	.561	3.739	81.076						
9	.531	3.537	84.612						
10	.502	3.346	87.959						
11	.452	3.011	90.969						
12	.424	2.826	93.796						
13	.407	2.712	96.507						
14	.293	1.953	98.461						
15	.231	1.539	100.000						

Extraction Method: Principal Component Analysis.



Component Matrix(a)

	Component		
	1	2	3
C2	.634		.345
T2	.619	-.438	-.303
Self-determination C	.582	.433	-.351
C7	.581		
C5	.574		.356
T6	.569	-.551	
T4	.557	-.302	
Impact A	.552	.424	
Self-determination B	.544	.457	
T7	.540	-.454	-.349
Self-determination A	.534	.385	-.333
C1	.527		.419
C4	.509		.377
Impact C	.522	.619	
Impact B	.534	.603	

Extraction Method: Principal Component Analysis.
a 3 components extracted.

Rotated Component Matrix(a)

	Component		
	1	2	3
Self-determination C	.760		
Impact B	.753		
Impact C	.752		
Self-determination B	.741		
Self-determination A	.690		
Impact A	.631		.315
T6		.807	
T2		.774	
T7		.769	
T4		.559	
C5			.676
C2			.675
C4			.659
C1			.659
C7		.376	.513

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a Rotation converged in 6 iterations.

Component Transformation Matrix

Component	1	2	3
1	.602	.538	.590
2	.768	-.592	-.245
3	-.218	-.600	.770

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

Appendix E.3.a
Reliability Analysis of Commitment Scale for Survey 1
(For Items Used in Data Analysis Only)

Case Processing Summary

		N	%
Cases	Valid	728	99.0
	Excluded(a)	7	1.0
	Total	735	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.739	5

Item Statistics

	Mean	Std. Deviation	N
C1	5.5769	.60226	728
C2	5.3942	.66949	728
C4	5.5797	.72618	728
C5	5.4162	.77343	728
C7	5.1305	.84134	728

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	21.5206	4.899	.451	.712
C2	21.7033	4.407	.573	.669
C4	21.5179	4.467	.479	.701
C5	21.6813	3.995	.606	.650
C7	21.9670	4.271	.427	.729

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.0975	6.465	2.54264	5

Appendix E.3.b
Reliability Analysis of Empowerment Scale for Survey 1

Case Processing Summary

		N	%
Cases	Valid	725	98.6
	Excluded(a)	10	1.4
	Total	735	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.810	6

Item Statistics

	Mean	Std. Deviation	N
Self-determination 1	5.06	.784	725
Self-determination 2	5.08	.869	725
Self-determination 3	5.07	.816	725
Impact 1	5.09	.906	725
Impact 2	4.64	1.185	725
Impact 3	4.79	1.079	725

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-determination 1	24.68	13.065	.534	.790
Self-determination 2	24.66	12.539	.555	.784
Self-determination 3	24.66	12.903	.535	.789
Impact 1	24.65	12.334	.558	.783
Impact 2	25.10	10.539	.619	.773
Impact 3	24.95	10.873	.656	.760

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
29.74	16.707	4.087	6

Appendix E.3.c
Reliability Analysis of Trust Scale for Survey 1
(For Items Used in Data Analysis Only)

Case Processing Summary

		N	%
Cases	Valid	717	97.6
	Excluded(a)	18	2.4
	Total	735	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.708	4

Item Statistics

	Mean	Std. Deviation	N
T2	5.3305	.78806	717
T4	5.0725	.94413	717
T6	5.4184	.74975	717
T7	5.2092	.81760	717

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
T2	15.7001	3.671	.515	.633
T4	15.9582	3.518	.406	.710
T6	15.6123	3.615	.586	.595
T7	15.8215	3.636	.495	.644

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.0307	5.848	2.41831	4

Appendix E.3.d
Reliability Analysis of IMP Scale for Survey 1

Case Processing Summary

		N	%
Cases	Valid	704	95.8
	Excluded(a)	31	4.2
	Total	735	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.845	15

Item Statistics

	Mean	Std. Deviation	N
Self-determination 1	5.0724	.77046	704
Self-determination 2	5.0767	.85496	704
Self-determination 3	5.0710	.81978	704
Impact 1	5.0966	.91100	704
Impact 2	4.6619	1.15974	704
Impact 3	4.8153	1.04656	704
T2	5.3310	.79103	704
T4	5.0682	.94870	704
T6	5.4162	.75342	704
T7	5.2060	.82211	704
C1	5.5795	.60292	704
C2	5.4006	.66730	704
C4	5.5881	.71813	704
C5	5.4162	.77941	704
C7	5.1406	.82896	704

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-determination 1	72.8679	44.761	.499	.835
Self-determination 2	72.8636	44.166	.493	.835
Self-determination 3	72.8693	44.265	.509	.834
Impact 1	72.8438	43.537	.510	.834
Impact 2	73.2784	41.242	.531	.834
Impact 3	73.1250	41.384	.595	.828
T2	72.6094	44.768	.482	.836
T4	72.8722	44.558	.398	.841
T6	72.5241	45.263	.460	.837
T7	72.7344	45.541	.385	.841
C1	72.3608	46.342	.462	.838
C2	72.5398	45.728	.479	.836
C4	72.3523	45.796	.430	.838
C5	72.5241	44.281	.540	.833
C7	72.7997	45.449	.390	.841

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
77.9403	50.494	7.10593	15

Appendix E.4.a
Reliability Analysis of Commitment Scale for Survey 2

Case Processing Summary

		N	%
Cases	Valid	600	99.5
	Excluded(a)	3	.5
	Total	603	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.741	5

Item Statistics

	Mean	Std. Deviation	N
C1	5.5733	.57315	600
C2	5.4000	.65883	600
C4	5.5850	.66346	600
C5	5.3633	.81184	600
C7	5.1417	.84229	600

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
C1	21.4900	4.835	.459	.715
C2	21.6633	4.317	.573	.673
C4	21.4783	4.530	.478	.706
C5	21.7000	3.907	.547	.681
C7	21.9217	3.942	.499	.704

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.0633	6.320	2.51393	5

Appendix E.4.b
Reliability Analysis of Empowerment Scale for Survey 2

Case Processing Summary

		N	%
Cases	Valid	595	98.7
	Excluded(a)	8	1.3
	Total	603	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.830	6

Item Statistics

	Mean	Std. Deviation	N
Self-determination A	5.0555	.76450	595
Self-determination B	5.0857	.82738	595
Self-determination C	5.1042	.74709	595
Impact A	5.1597	.86245	595
Impact B	4.7697	1.11574	595
Impact C	4.8672	1.07192	595

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-determination A	24.9866	12.660	.528	.817
Self-determination B	24.9563	12.102	.578	.808
Self-determination C	24.9378	12.361	.608	.804
Impact A	24.8824	11.959	.572	.809
Impact B	25.2723	10.044	.682	.787
Impact C	25.1748	10.296	.679	.787

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.0420	16.114	4.01427	6

Appendix E.4.c
Reliability Analysis of Trust Scale for Survey 2

Case Processing Summary

		N	%
Cases	Valid	597	99.0
	Excluded(a)	6	1.0
	Total	603	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.796	4

Item Statistics

	Mean	Std. Deviation	N
T2	5.3434	.75152	597
T4	5.0905	.92242	597
T6	5.4154	.73386	597
T7	5.1876	.86018	597

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
T2	15.6935	4.085	.670	.718
T4	15.9464	4.017	.492	.812
T6	15.6214	4.044	.713	.701
T7	15.8492	3.920	.595	.752

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.0369	6.687	2.58584	4

Appendix E.4.d
Reliability Analysis of IMP Scale for Survey 2

Case Processing Summary

		N	%
Cases	Valid	588	97.5
	Excluded(a)	15	2.5
	Total	603	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.837	15

Item Statistics

	Mean	Std. Deviation	N
Self-determination A	5.0561	.76011	588
Self-determination B	5.0850	.82523	588
Self-determination C	5.1020	.74509	588
Impact A	5.1616	.85951	588
Impact B	4.7755	1.11086	588
Impact C	4.8656	1.07503	588
T2	5.3384	.75392	588
T4	5.0884	.91681	588
T6	5.4133	.73670	588
T7	5.1837	.85803	588
C1	5.5765	.57125	588
C2	5.3946	.66099	588
C4	5.5850	.66649	588
C5	5.3605	.81674	588
C7	5.1395	.84845	588

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self-determination A	73.0697	41.574	.462	.827
Self-determination B	73.0408	41.000	.473	.826
Self-determination C	73.0238	41.161	.519	.824
Impact A	72.9643	40.552	.492	.825
Impact B	73.3503	38.797	.480	.827
Impact C	73.2602	39.188	.470	.828
T2	72.7874	41.234	.503	.825
T4	73.0374	40.608	.447	.828
T6	72.7126	41.861	.448	.828
T7	72.9422	41.356	.415	.830
C1	72.5493	43.154	.426	.830
C2	72.7313	41.737	.527	.824
C4	72.5408	42.719	.403	.830
C5	72.7653	41.137	.465	.827
C7	72.9864	40.930	.463	.827

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
78.1259	46.676	6.83197	15

Appendix E.5.a
Results of One-way ANOVA for Constituency and Dependent Variables

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Commitment Level								
School Head	32	5.5563	.42116	.07445	5.4044	5.7081	4.60	6.00
Teacher	52	5.5808	.38656	.05361	5.4732	5.6884	5.00	6.00
Student	61	5.4721	.50071	.06411	5.3439	5.6004	3.40	6.00
Alumni	47	5.5021	.54513	.07952	5.3421	5.6622	3.40	6.00
Parent	45	5.4400	.49286	.07347	5.2919	5.5881	4.40	6.00
Community Leader	42	5.3476	.53930	.08322	5.1796	5.5157	3.80	6.00
Total	279	5.4832	.48721	.02917	5.4257	5.5406	3.40	6.00
Empower-ment Level								
School Head	32	5.4115	.46756	.08265	5.2429	5.5800	4.17	6.00
Teacher	53	5.4245	.40899	.05618	5.3118	5.5373	4.50	6.00
Student	60	4.8472	.64971	.08388	4.6794	5.0151	3.00	6.00
Alumni	46	5.0054	.70588	.10408	4.7958	5.2151	3.33	6.00
Parent	45	5.0148	.74181	.11058	4.7920	5.2377	2.83	6.00
Community Leader	43	4.8953	.70713	.10784	4.6777	5.1130	2.50	6.00
Total	279	5.0821	.66513	.03982	5.0038	5.1605	2.50	6.00
Trust Level								
School Head	32	5.4219	.51758	.09150	5.2353	5.6085	4.00	6.00
Teacher	53	5.4481	.55331	.07600	5.2956	5.6006	3.75	6.00
Student	61	5.3975	.60100	.07695	5.2436	5.5515	3.75	6.00
Alumni	44	5.4318	.59397	.08954	5.2512	5.6124	3.25	6.00
Parent	45	5.3389	.62422	.09305	5.1514	5.5264	4.00	6.00
Community Leader	41	5.3720	.49092	.07667	5.2170	5.5269	4.00	6.00
Total	276	5.4022	.56644	.03410	5.3351	5.4693	3.25	6.00
IMP								
School Head	32	5.4632	.36550	.06461	5.3314	5.5950	4.59	6.00
Teacher	52	5.4772	.35546	.04929	5.3783	5.5762	4.65	6.00
Student	59	5.2397	.43178	.05621	5.1272	5.3523	4.05	6.00
Alumni	43	5.3143	.41984	.06403	5.1851	5.4435	4.54	6.00
Parent	45	5.2646	.49160	.07328	5.1169	5.4123	3.81	6.00
Community Leader	40	5.2035	.43633	.06899	5.0639	5.3430	4.03	6.00
Total	271	5.3223	.42975	.02611	5.2709	5.3737	3.81	6.00
Self-determination								
School Head	32	5.3229	.70066	.12386	5.0703	5.5755	3.33	6.00
Teacher	53	5.3082	.52236	.07175	5.1642	5.4522	4.00	6.00
Student	60	4.9556	.59650	.07701	4.8015	5.1096	3.67	6.00

Alumni	46	5.2101	.62995	.09288	5.0231	5.3972	3.33	6.00
Parent	45	5.1630	.61801	.09213	4.9773	5.3486	3.33	6.00
Community Leader	43	5.1860	.57873	.08826	5.0079	5.3642	3.67	6.00
Total	279	5.1756	.61084	.03657	5.1036	5.2476	3.33	6.00
Sense of Impact								
School Head	32	5.5000	.37864	.06693	5.3635	5.6365	5.00	6.00
Teacher	53	5.5409	.42480	.05835	5.4238	5.6580	4.67	6.00
Student	62	4.7688	.80207	.10186	4.5651	4.9725	2.33	6.00
Alumni	47	4.7482	1.00774	.14699	4.4523	5.0441	2.33	6.00
Parent	45	4.8667	1.05505	.15728	4.5497	5.1836	2.33	6.00
Community Leader	43	4.6047	1.02935	.15697	4.2879	4.9214	1.33	6.00
Total	282	4.9840	.90572	.05393	4.8779	5.0902	1.33	6.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Commitment Level	1.649	5	273	.147
Empowerment Level	3.544	5	273	.004
Trust Level	1.146	5	270	.337
Inclination for Meaningful Participation in Improving the School	.789	5	265	.558
Self-determination	.539	5	273	.747
Sense of Impact	8.543	5	276	.000

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Commitment Level					
Between Groups	1.546	5	.309	1.310	.260
Within Groups	64.445	273	.236		
Total	65.991	278			
Empowerment Level					
Between Groups	14.970	5	2.994	7.567	.000
Within Groups	108.016	273	.396		
Total	122.986	278			
Trust Level					
Between Groups	.382	5	.076	.235	.947
Within Groups	87.852	270	.325		
Total	88.234	275			
IMP					
Between Groups	3.003	5	.601	3.397	.005
Within Groups	46.861	265	.177		
Total	49.864	270			
Self-determination					
Between Groups	4.598	5	.920	2.533	.029
Within Groups	99.130	273	.363		
Total	103.728	278			
Sense of Impact					
Between Groups	37.247	5	7.449	10.639	.000
Within Groups	193.264	276	.700		
Total	230.512	281			

Multiple Comparisons

Tukey HSD

Dependent Variable						
(I) Constituency	(J) Constituency	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Commitment Level						
School Head	Teacher	-.02452	.10916	1.000	-.3378	.2888
	Student	.08412	.10605	.969	-.2203	.3885
	Alumni	.05412	.11135	.997	-.2655	.3737
	Parent	.11625	.11235	.906	-.2062	.4387
	Community Leader	.20863	.11401	.448	-.1186	.5358
Teacher	School Head	.02452	.10916	1.000	-.2888	.3378
	Student	.10864	.09170	.844	-.1546	.3718
	Alumni	.07864	.09779	.967	-.2020	.3593
	Parent	.14077	.09892	.713	-.1431	.4247

	Community Leader	.23315	.10080	.192	-.0561	.5224
Student	School Head	-.08412	.10605	.969	-.3885	.2203
	Teacher	-.10864	.09170	.844	-.3718	.1546
	Alumni	-.03000	.09430	1.000	-.3006	.2407
	Parent	.03213	.09548	.999	-.2419	.3062
	Community Leader	.12451	.09742	.797	-.1551	.4041
Alumni	School Head	-.05412	.11135	.997	-.3737	.2655
	Teacher	-.07864	.09779	.967	-.3593	.2020
	Student	.03000	.09430	1.000	-.2407	.3006
	Parent	.06213	.10133	.990	-.2287	.3530
	Community Leader	.15451	.10317	.666	-.1416	.4506
Parent	School Head	-.11625	.11235	.906	-.4387	.2062
	Teacher	-.14077	.09892	.713	-.4247	.1431
	Student	-.03213	.09548	.999	-.3062	.2419
	Alumni	-.06213	.10133	.990	-.3530	.2287
	Community Leader	.09238	.10424	.950	-.2068	.3916
Community Leader	School Head	-.20863	.11401	.448	-.5358	.1186
	Teacher	-.23315	.10080	.192	-.5224	.0561
	Student	-.12451	.09742	.797	-.4041	.1551
	Alumni	-.15451	.10317	.666	-.4506	.1416
	Parent	-.09238	.10424	.950	-.3916	.2068
Empowerment Level						
School Head	Teacher	-.01307	.14082	1.000	-.4172	.3911
	Student	.56424(*)	.13769	.001	.1691	.9594
	Alumni	.40602	.14480	.060	-.0096	.8216
	Parent	.39664	.14545	.073	-.0208	.8141
	Community Leader	.51611(*)	.14685	.007	.0946	.9376
Teacher	School Head	.01307	.14082	1.000	-.3911	.4172
	Student	.57731(*)	.11857	.000	.2370	.9176
	Alumni	.41909(*)	.12675	.014	.0553	.7829
	Parent	.40971(*)	.12751	.018	.0438	.7757
	Community Leader	.52918(*)	.12910	.001	.1587	.8997
Student	School Head	-.56424(*)	.13769	.001	-.9594	-.1691
	Teacher	-.57731(*)	.11857	.000	-.9176	-.2370
	Alumni	-.15821	.12327	.794	-.5120	.1956
	Parent	-.16759	.12404	.756	-.5236	.1884
	Community Leader	-.04813	.12568	.999	-.4088	.3126
Alumni	School Head	-.40602	.14480	.060	-.8216	.0096
	Teacher	-.41909(*)	.12675	.014	-.7829	-.0553
	Student	.15821	.12327	.794	-.1956	.5120
	Parent	-.00938	.13189	1.000	-.3879	.3691
	Community Leader	.11009	.13343	.963	-.2729	.4930
Parent	School Head	-.39664	.14545	.073	-.8141	.0208
	Teacher	-.40971(*)	.12751	.018	-.7757	-.0438
	Student	.16759	.12404	.756	-.1884	.5236

	Alumni	.00938	.13189	1.000	-.3691	.3879
	Community Leader	.11947	.13414	.949	-.2655	.5045
Community Leader	School Head	-.51611(*)	.14685	.007	-.9376	-.0946
	Teacher	-.52918(*)	.12910	.001	-.8997	-.1587
	Student	.04813	.12568	.999	-.3126	.4088
	Alumni	-.11009	.13343	.963	-.4930	.2729
	Parent	-.11947	.13414	.949	-.5045	.2655
Trust Level						
School Head	Teacher	-.02624	.12770	1.000	-.3928	.3403
	Student	.02433	.12451	1.000	-.3330	.3817
	Alumni	-.00994	.13253	1.000	-.3903	.3704
	Parent	.08299	.13190	.989	-.2956	.4616
	Community Leader	.04992	.13455	.999	-.3363	.4361
Teacher	School Head	.02624	.12770	1.000	-.3403	.3928
	Student	.05057	.10711	.997	-.2569	.3580
	Alumni	.01630	.11634	1.000	-.3176	.3502
	Parent	.10922	.11563	.934	-.2227	.4411
	Community Leader	.07616	.11864	.988	-.2644	.4167
Student	School Head	-.02433	.12451	1.000	-.3817	.3330
	Teacher	-.05057	.10711	.997	-.3580	.2569
	Alumni	-.03428	.11282	1.000	-.3581	.2896
	Parent	.05865	.11209	.995	-.2631	.3804
	Community Leader	.02559	.11520	1.000	-.3051	.3562
Alumni	School Head	.00994	.13253	1.000	-.3704	.3903
	Teacher	-.01630	.11634	1.000	-.3502	.3176
	Student	.03428	.11282	1.000	-.2896	.3581
	Parent	.09293	.12094	.973	-.2542	.4401
	Community Leader	.05987	.12382	.997	-.2955	.4153
Parent	School Head	-.08299	.13190	.989	-.4616	.2956
	Teacher	-.10922	.11563	.934	-.4411	.2227
	Student	-.05865	.11209	.995	-.3804	.2631
	Alumni	-.09293	.12094	.973	-.4401	.2542
	Community Leader	-.03306	.12315	1.000	-.3865	.3204
Community Leader	School Head	-.04992	.13455	.999	-.4361	.3363
	Teacher	-.07616	.11864	.988	-.4167	.2644
	Student	-.02559	.11520	1.000	-.3562	.3051
	Alumni	-.05987	.12382	.997	-.4153	.2955
	Parent	.03306	.12315	1.000	-.3204	.3865
IMP						
School Head	Teacher	-.01405	.09448	1.000	-.2853	.2572
	Student	.22346	.09232	.153	-.0416	.4885
	Alumni	.14885	.09818	.654	-.1330	.4307
	Parent	.19863	.09724	.321	-.0805	.4778
	Community Leader	.25972	.09973	.100	-.0266	.5460
Teacher	School Head	.01405	.09448	1.000	-.2572	.2853

	Student	.23751(*)	.07999	.038	.0079	.4671
	Alumni	.16290	.08668	.417	-.0859	.4117
	Parent	.21268	.08562	.133	-.0331	.4585
	Community Leader	.27377(*)	.08844	.026	.0199	.5277
Student	School Head	-.22346	.09232	.153	-.4885	.0416
	Teacher	-.23751(*)	.07999	.038	-.4671	-.0079
	Alumni	-.07460	.08432	.950	-.3167	.1674
	Parent	-.02483	.08323	1.000	-.2638	.2141
	Community Leader	.03626	.08613	.998	-.2110	.2835
Alumni	School Head	-.14885	.09818	.654	-.4307	.1330
	Teacher	-.16290	.08668	.417	-.4117	.0859
	Student	.07460	.08432	.950	-.1674	.3167
	Parent	.04977	.08968	.994	-.2077	.3072
	Community Leader	.11087	.09238	.837	-.1543	.3761
Parent	School Head	-.19863	.09724	.321	-.4778	.0805
	Teacher	-.21268	.08562	.133	-.4585	.0331
	Student	.02483	.08323	1.000	-.2141	.2638
	Alumni	-.04977	.08968	.994	-.3072	.2077
	Community Leader	.06110	.09138	.985	-.2012	.3234
Community Leader	School Head	-.25972	.09973	.100	-.5460	.0266
	Teacher	-.27377(*)	.08844	.026	-.5277	-.0199
	Student	-.03626	.08613	.998	-.2835	.2110
	Alumni	-.11087	.09238	.837	-.3761	.1543
	Parent	-.06110	.09138	.985	-.3234	.2012
Self-determination						
School Head	Teacher	.01474	.13490	1.000	-.3724	.4019
	Student	.36736	.13191	.063	-.0112	.7459
	Alumni	.11277	.13871	.965	-.2853	.5109
	Parent	.15995	.13934	.861	-.2400	.5599
	Community Leader	.13687	.14068	.926	-.2669	.5406
Teacher	School Head	-.01474	.13490	1.000	-.4019	.3724
	Student	.35262(*)	.11359	.025	.0266	.6786
	Alumni	.09803	.12143	.966	-.2505	.4465
	Parent	.14521	.12215	.842	-.2054	.4958
	Community Leader	.12213	.12368	.922	-.2328	.4771
Student	School Head	-.36736	.13191	.063	-.7459	.0112
	Teacher	-.35262(*)	.11359	.025	-.6786	-.0266
	Alumni	-.25459	.11809	.262	-.5935	.0843
	Parent	-.20741	.11883	.503	-.5485	.1336
	Community Leader	-.23049	.12040	.396	-.5761	.1151
Alumni	School Head	-.11277	.13871	.965	-.5109	.2853
	Teacher	-.09803	.12143	.966	-.4465	.2505
	Student	.25459	.11809	.262	-.0843	.5935
	Parent	.04718	.12634	.999	-.3154	.4098
	Community Leader	.02410	.12782	1.000	-.3428	.3910

Parent	School Head	-.15995	.13934	.861	-.5599	.2400
	Teacher	-.14521	.12215	.842	-.4958	.2054
	Student	.20741	.11883	.503	-.1336	.5485
	Alumni	-.04718	.12634	.999	-.4098	.3154
	Community Leader	-.02308	.12851	1.000	-.3919	.3457
Community Leader	School Head	-.13687	.14068	.926	-.5406	.2669
	Teacher	-.12213	.12368	.922	-.4771	.2328
	Student	.23049	.12040	.396	-.1151	.5761
	Alumni	-.02410	.12782	1.000	-.3910	.3428
	Parent	.02308	.12851	1.000	-.3457	.3919
Sense of Impact						
School Head	Teacher	-.04088	.18733	1.000	-.5785	.4967
	Student	.73118(*)	.18214	.001	.2085	1.2539
	Alumni	.75177(*)	.19178	.002	.2014	1.3022
	Parent	.63333(*)	.19350	.015	.0780	1.1887
	Community Leader	.89535(*)	.19536	.000	.3347	1.4560
Teacher	School Head	.04088	.18733	1.000	-.4967	.5785
	Student	.77206(*)	.15654	.000	.3228	1.2213
	Alumni	.79265(*)	.16766	.000	.3115	1.2738
	Parent	.67421(*)	.16963	.001	.1874	1.1610
	Community Leader	.93623(*)	.17175	.000	.4433	1.4291
Student	School Head	-.73118(*)	.18214	.001	-1.2539	-.2085
	Teacher	-.77206(*)	.15654	.000	-1.2213	-.3228
	Alumni	.02059	.16184	1.000	-.4439	.4851
	Parent	-.09785	.16387	.991	-.5681	.3724
	Community Leader	.16417	.16607	.921	-.3124	.6408
Alumni	School Head	-.75177(*)	.19178	.002	-1.3022	-.2014
	Teacher	-.79265(*)	.16766	.000	-1.2738	-.3115
	Student	-.02059	.16184	1.000	-.4851	.4439
	Parent	-.11844	.17453	.984	-.6193	.3824
	Community Leader	.14358	.17659	.965	-.3632	.6504
Parent	School Head	-.63333(*)	.19350	.015	-1.1887	-.0780
	Teacher	-.67421(*)	.16963	.001	-1.1610	-.1874
	Student	.09785	.16387	.991	-.3724	.5681
	Alumni	.11844	.17453	.984	-.3824	.6193
	Community Leader	.26202	.17845	.685	-.2501	.7741
Community Leader	School Head	-.89535(*)	.19536	.000	-1.4560	-.3347
	Teacher	-.93623(*)	.17175	.000	-1.4291	-.4433
	Student	-.16417	.16607	.921	-.6408	.3124
	Alumni	-.14358	.17659	.965	-.6504	.3632
	Parent	-.26202	.17845	.685	-.7741	.2501

* The mean difference is significant at the .05 level.

Homogeneous Subsets

Commitment Level

Tukey HSD

Constituency	N	Subset for alpha = .05 1
Community Leader	42	5.3476
Parent	45	5.4400
Student	61	5.4721
Alumni	47	5.5021
School Head	32	5.5563
Teacher	52	5.5808
Sig.		.210

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 44.715.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Empowerment Level

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Student	60	4.8472	
Community Leader	43	4.8953	
Alumni	46	5.0054	
Parent	45	5.0148	
School Head	32		5.4115
Teacher	53		5.4245
Sig.		.806	1.000

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 44.776.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Trust Level

Tukey HSD

Constituency	N	Subset for alpha = .05 1
Parent	45	5.3389
Community Leader	41	5.3720
Student	61	5.3975
School Head	32	5.4219
Alumni	44	5.4318
Teacher	53	5.4481
Sig.		.946

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 44.166.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inclination for Meaningful Participation in Improving the School

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Community Leader	40	5.2035	
Student	59	5.2397	5.2397
Parent	45	5.2646	5.2646
Alumni	43	5.3143	5.3143
School Head	32		5.4632
Teacher	52		5.4772
Sig.		.822	.093

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 43.507.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Self-determination

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Student	60	4.9556	
Parent	45	5.1630	5.1630
Community Leader	43	5.1860	5.1860
Alumni	46	5.2101	5.2101
Teacher	53	5.3082	5.3082
School Head	32		5.3229
Sig.		.066	.809

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 44.776.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Sense of Impact

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Community Leader	43	4.6047	
Alumni	47	4.7482	
Student	62	4.7688	
Parent	45	4.8667	
School Head	32		5.5000
Teacher	53		5.5409
Sig.		.673	1.000

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.112.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix E.5.b
Results of One-way ANOVA for Age and Dependent Variables

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Commitment Level								
14 - 20 years	60	5.4633	.50016	.06457	5.3341	5.5925	3.40	6.00
21 - 30 years	48	5.5292	.42774	.06174	5.4050	5.6534	4.60	6.00
31 - 40 years	50	5.4760	.47790	.06759	5.3402	5.6118	4.20	6.00
41 - 50 years	81	5.5111	.51381	.05709	5.3975	5.6247	3.40	6.00
51 years and above	33	5.4303	.53179	.09257	5.2417	5.6189	4.40	6.00
Total	272	5.4875	.48974	.02969	5.4290	5.5460	3.40	6.00
Empowerment Level								
14 - 20 years	59	4.8446	.65497	.08527	4.6739	5.0153	3.00	6.00
21 - 30 years	48	4.9896	.78053	.11266	4.7629	5.2162	2.83	6.00
31 - 40 years	50	5.1767	.50103	.07086	5.0343	5.3191	4.00	6.00
41 - 50 years	82	5.2612	.51483	.05685	5.1481	5.3743	3.50	6.00
51 years and above	33	5.0556	.86669	.15087	4.7482	5.3629	2.50	6.00
Total	272	5.0824	.66031	.04004	5.0036	5.1612	2.50	6.00
Trust Level								
14 - 20 years	61	5.3975	.60100	.07695	5.2436	5.5515	3.75	6.00
21 - 30 years	49	5.4643	.54962	.07852	5.3064	5.6222	4.00	6.00
31 - 40 years	49	5.3673	.53058	.07580	5.2149	5.5197	4.00	6.00
41 - 50 years	80	5.4031	.54467	.06090	5.2819	5.5243	3.75	6.00
51 years and above	32	5.4375	.55721	.09850	5.2366	5.6384	4.00	6.00
Total	271	5.4105	.55450	.03368	5.3442	5.4768	3.75	6.00
IMP								
14 - 20 years	59	5.2397	.43178	.05621	5.1272	5.3523	4.05	6.00
21 - 30 years	47	5.3156	.49332	.07196	5.1708	5.4604	3.81	6.00
31 - 40 years	49	5.3376	.36950	.05279	5.2315	5.4438	4.28	5.94
41 - 50 years	79	5.3916	.35642	.04010	5.3118	5.4715	4.60	6.00
51 years and above	32	5.3118	.55699	.09846	5.1110	5.5126	4.03	6.00
Total	266	5.3250	.42950	.02633	5.2731	5.3768	3.81	6.00
Self-determination								
14 - 20 years	59	4.9492	.59953	.07805	4.7929	5.1054	3.67	6.00
21 - 30 years	48	5.1667	.67372	.09724	4.9710	5.3623	3.33	6.00
31 - 40 years	50	5.2333	.61813	.08742	5.0577	5.4090	3.33	6.00
41 - 50 years	82	5.2967	.49137	.05426	5.1888	5.4047	4.00	6.00
51 years and above	33	5.2020	.66635	.11600	4.9657	5.4383	3.67	6.00
Total	272	5.1752	.60469	.03666	5.1031	5.2474	3.33	6.00
Sense of Impact								

14 - 20 years	61	4.7705	.80861	.10353	4.5634	4.9776	2.33	6.00
21 - 30 years	49	4.7619	1.09291	.15613	4.4480	5.0758	2.33	6.00
31 - 40 years	50	5.1200	.66244	.09368	4.9317	5.3083	2.67	6.00
41 - 50 years	82	5.2256	.78802	.08702	5.0525	5.3988	1.33	6.00
51 years and above	33	4.9091	1.18226	.20580	4.4899	5.3283	1.33	6.00
Total	275	4.9848	.90454	.05455	4.8775	5.0922	1.33	6.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Commitment Level	.997	4	267	.410
Empowerment Level	6.279	4	267	.000
Trust Level	.332	4	266	.856
Inclination for Meaningful Participation in Improving the School	4.160	4	261	.003
Self-determination	2.016	4	267	.092
Sense of Impact	5.783	4	270	.000

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Commitment Level					
Between Groups	.278	4	.070	.287	.886
Within Groups	64.719	267	.242		
Total	64.998	271			
Empowerment Level					
Between Groups	6.838	4	1.709	4.100	.003
Within Groups	111.322	267	.417		
Total	118.159	271			
Trust Level					
Between Groups	.271	4	.068	.218	.928
Within Groups	82.747	266	.311		
Total	83.018	270			
IMP					
Between Groups	.797	4	.199	1.082	.366
Within Groups	48.088	261	.184		
Total	48.885	265			
Self-determination					
Between Groups	4.422	4	1.106	3.118	.016
Within Groups	94.669	267	.355		
Total	99.091	271			
Sense of Impact					
Between Groups	11.094	4	2.774	3.514	.008
Within Groups	213.093	270	.789		
Total	224.187	274			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variables		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Age	(J) Age				Lower Bound	Upper Bound
Commitment Level						
14 - 20 years	21 - 30 years	-.06583	.09534	.958	-.3277	.1960
	31 - 40 years	-.01267	.09428	1.000	-.2716	.2463
	41 - 50 years	-.04778	.08386	.979	-.2781	.1825
	51 years and above	.03303	.10670	.998	-.2600	.3261
21 - 30 years	14 - 20 years	.06583	.09534	.958	-.1960	.3277

	31 - 40 years	.05317	.09949	.984	-.2201	.3264
	41 - 50 years	.01806	.08968	1.000	-.2283	.2644
	51 years and above	.09886	.11133	.901	-.2069	.4046
31 - 40 years	14 - 20 years	.01267	.09428	1.000	-.2463	.2716
	21 - 30 years	-.05317	.09949	.984	-.3264	.2201
	41 - 50 years	-.03511	.08855	.995	-.2783	.2081
	51 years and above	.04570	.11042	.994	-.2576	.3490
41 - 50 years	14 - 20 years	.04778	.08386	.979	-.1825	.2781
	21 - 30 years	-.01806	.08968	1.000	-.2644	.2283
	31 - 40 years	.03511	.08855	.995	-.2081	.2783
	51 years and above	.08081	.10168	.932	-.1984	.3601
51 years and above	14 - 20 years	-.03303	.10670	.998	-.3261	.2600
	21 - 30 years	-.09886	.11133	.901	-.4046	.2069
	31 - 40 years	-.04570	.11042	.994	-.3490	.2576
	41 - 50 years	-.08081	.10168	.932	-.3601	.1984
Empowerment Level						
14 - 20 years	21 - 30 years	-.14495	.12551	.777	-.4897	.1998
	31 - 40 years	-.33203	.12412	.060	-.6729	.0089
	41 - 50 years	-.41655(*)	.11023	.002	-.7193	-.1138
	51 years and above	-.21092	.14036	.562	-.5964	.1746
21 - 30 years	14 - 20 years	.14495	.12551	.777	-.1998	.4897
	31 - 40 years	-.18708	.13048	.606	-.5454	.1713
	41 - 50 years	-.27160	.11735	.143	-.5939	.0507
	51 years and above	-.06597	.14602	.991	-.4670	.3351
31 - 40 years	14 - 20 years	.33203	.12412	.060	-.0089	.6729
	21 - 30 years	.18708	.13048	.606	-.1713	.5454
	41 - 50 years	-.08451	.11586	.950	-.4027	.2337
	51 years and above	.12111	.14482	.919	-.2766	.5189
41 - 50 years	14 - 20 years	.41655(*)	.11023	.002	.1138	.7193
	21 - 30 years	.27160	.11735	.143	-.0507	.5939
	31 - 40 years	.08451	.11586	.950	-.2337	.4027
	51 years and above	.20562	.13311	.534	-.1600	.5712
51 years and above	14 - 20 years	.21092	.14036	.562	-.1746	.5964
	21 - 30 years	.06597	.14602	.991	-.3351	.4670
	31 - 40 years	-.12111	.14482	.919	-.5189	.2766
	41 - 50 years	-.20562	.13311	.534	-.5712	.1600
Trust Level						
14 - 20 years	21 - 30 years	-.06674	.10700	.971	-.3606	.2271
	31 - 40 years	.03019	.10700	.999	-.2637	.3241
	41 - 50 years	-.00558	.09481	1.000	-.2660	.2548
	51 years and above	-.03996	.12174	.997	-.3743	.2944
21 - 30 years	14 - 20 years	.06674	.10700	.971	-.2271	.3606
	31 - 40 years	.09694	.11268	.911	-.2125	.4064
	41 - 50 years	.06116	.10118	.974	-.2167	.3391
	51 years and above	.02679	.12677	1.000	-.3214	.3750
31 - 40 years	14 - 20 years	-.03019	.10700	.999	-.3241	.2637
	21 - 30 years	-.09694	.11268	.911	-.4064	.2125
	41 - 50 years	-.03578	.10118	.997	-.3137	.2421
	51 years and above	-.07015	.12677	.981	-.4183	.2780
41 - 50 years	14 - 20 years	.00558	.09481	1.000	-.2548	.2660

	21 - 30 years	-.06116	.10118	.974	-.3391	.2167
	31 - 40 years	.03578	.10118	.997	-.2421	.3137
	51 years and above	-.03438	.11666	.998	-.3548	.2860
51 years and above	14 - 20 years	.03996	.12174	.997	-.2944	.3743
	21 - 30 years	-.02679	.12677	1.000	-.3750	.3214
	31 - 40 years	.07015	.12677	.981	-.2780	.4183
	41 - 50 years	.03438	.11666	.998	-.2860	.3548
IMP						
14 - 20 years	21 - 30 years	-.07587	.08392	.895	-.3064	.1547
	31 - 40 years	-.09791	.08296	.763	-.3258	.1300
	41 - 50 years	-.15190	.07386	.242	-.3548	.0510
	51 years and above	-.07207	.09424	.940	-.3309	.1868
21 - 30 years	14 - 20 years	.07587	.08392	.895	-.1547	.3064
	31 - 40 years	-.02204	.08764	.999	-.2628	.2187
	41 - 50 years	-.07603	.07907	.872	-.2932	.1412
	51 years and above	.00380	.09838	1.000	-.2664	.2740
31 - 40 years	14 - 20 years	.09791	.08296	.763	-.1300	.3258
	21 - 30 years	.02204	.08764	.999	-.2187	.2628
	41 - 50 years	-.05399	.07805	.958	-.2684	.1604
	51 years and above	.02584	.09756	.999	-.2422	.2938
41 - 50 years	14 - 20 years	.15190	.07386	.242	-.0510	.3548
	21 - 30 years	.07603	.07907	.872	-.1412	.2932
	31 - 40 years	.05399	.07805	.958	-.1604	.2684
	51 years and above	.07983	.08994	.901	-.1672	.3269
51 years and above	14 - 20 years	.07207	.09424	.940	-.1868	.3309
	21 - 30 years	-.00380	.09838	1.000	-.2740	.2664
	31 - 40 years	-.02584	.09756	.999	-.2938	.2422
	41 - 50 years	-.07983	.08994	.901	-.3269	.1672
Self-determination						
14 - 20 years	21 - 30 years	-.21751	.11574	.331	-.5354	.1004
	31 - 40 years	-.28418	.11446	.098	-.5985	.0302
	41 - 50 years	-.34760(*)	.10165	.006	-.6268	-.0684
	51 years and above	-.25287	.12944	.292	-.6084	.1026
21 - 30 years	14 - 20 years	.21751	.11574	.331	-.1004	.5354
	31 - 40 years	-.06667	.12032	.981	-.3971	.2638
	41 - 50 years	-.13008	.10822	.750	-.4273	.1671
	51 years and above	-.03535	.13465	.999	-.4052	.3345
31 - 40 years	14 - 20 years	.28418	.11446	.098	-.0302	.5985
	21 - 30 years	.06667	.12032	.981	-.2638	.3971
	41 - 50 years	-.06341	.10684	.976	-.3569	.2300
	51 years and above	.03131	.13355	.999	-.3355	.3981
41 - 50 years	14 - 20 years	.34760(*)	.10165	.006	.0684	.6268
	21 - 30 years	.13008	.10822	.750	-.1671	.4273
	31 - 40 years	.06341	.10684	.976	-.2300	.3569
	51 years and above	.09473	.12275	.939	-.2424	.4319
51 years and above	14 - 20 years	.25287	.12944	.292	-.1026	.6084
	21 - 30 years	.03535	.13465	.999	-.3345	.4052
	31 - 40 years	-.03131	.13355	.999	-.3981	.3355
	41 - 50 years	-.09473	.12275	.939	-.4319	.2424
Sense of Impact						

14 - 20 years	21 - 30 years	.00859	.17043	1.000	-.4595	.4766
	31 - 40 years	-.34951	.16948	.240	-.8149	.1159
	41 - 50 years	-.45512(*)	.15021	.022	-.8676	-.0426
	51 years and above	-.13860	.19197	.951	-.6658	.3886
21 - 30 years	14 - 20 years	-.00859	.17043	1.000	-.4766	.4595
	31 - 40 years	-.35810	.17858	.266	-.8485	.1323
	41 - 50 years	-.46370(*)	.16041	.034	-.9042	-.0232
	51 years and above	-.14719	.20006	.948	-.6966	.4022
31 - 40 years	14 - 20 years	.34951	.16948	.240	-.1159	.8149
	21 - 30 years	.35810	.17858	.266	-.1323	.8485
	41 - 50 years	-.10561	.15940	.964	-.5434	.3322
	51 years and above	.21091	.19925	.828	-.3363	.7581
41 - 50 years	14 - 20 years	.45512(*)	.15021	.022	.0426	.8676
	21 - 30 years	.46370(*)	.16041	.034	.0232	.9042
	31 - 40 years	.10561	.15940	.964	-.3322	.5434
	51 years and above	.31652	.18314	.418	-.1864	.8195
51 years and above	14 - 20 years	.13860	.19197	.951	-.3886	.6658
	21 - 30 years	.14719	.20006	.948	-.4022	.6966
	31 - 40 years	-.21091	.19925	.828	-.7581	.3363
	41 - 50 years	-.31652	.18314	.418	-.8195	.1864

* The mean difference is significant at the .05 level.

Homogeneous Subsets

Commitment Level

Tukey HSD

Age	N	Subset for alpha = .05
		1
51 years and above	33	5.4303
14 - 20 years	60	5.4633
31 - 40 years	50	5.4760
41 - 50 years	81	5.5111
21 - 30 years	48	5.5292
Sig.		.854

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 49.926.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Empowerment Level

Tukey HSD

Age	N	Subset for alpha = .05	
		1	2
14 - 20 years	59	4.8446	
21 - 30 years	48	4.9896	4.9896
51 years and above	33	5.0556	5.0556
31 - 40 years	50	5.1767	5.1767
41 - 50 years	82		5.2612
Sig.		.079	.223

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 49.860.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Trust Level

Tukey HSD

Age	N	Subset for alpha = .05
		1
31 - 40 years	49	5.3673
14 - 20 years	61	5.3975
41 - 50 years	80	5.4031
51 years and above	32	5.4375
21 - 30 years	49	5.4643
Sig.		.909

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 49.525.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inclination for Meaningful Participation in Improving the School
Tukey HSD

Age	N	Subset for alpha = .05 1
14 - 20 years	59	5.2397
51 years and above	32	5.3118
21 - 30 years	47	5.3156
31 - 40 years	49	5.3376
41 - 50 years	79	5.3916
Sig.		.407

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 48.760.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Self-determination
Tukey HSD

Age	N	Subset for alpha = .05	
		1	2
14 - 20 years	59	4.9492	
21 - 30 years	48	5.1667	5.1667
51 years and above	33	5.2020	5.2020
31 - 40 years	50	5.2333	5.2333
41 - 50 years	82		5.2967
Sig.		.123	.811

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 49.860.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Sense of Impact
Tukey HSD

Age	N	Subset for alpha = .05 1
21 - 30 years	49	4.7619
14 - 20 years	61	4.7705
51 years and above	33	4.9091
31 - 40 years	50	5.1200
41 - 50 years	82	5.2256
Sig.		.070

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 50.353.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix E.5.c
Results of One-way ANOVA for Position in the ASC and Dependent Variables

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Commitment Level								
President	26	5.5077	.42040	.08245	5.3379	5.6775	4.60	6.00
Vice President	17	5.6824	.48507	.11765	5.4330	5.9318	4.60	6.00
Member	171	5.4503	.50879	.03891	5.3735	5.5271	3.40	6.00
Secretary	14	5.6000	.35082	.09376	5.3974	5.8026	5.20	6.00
Treasurer	10	5.2800	.55936	.17689	4.8799	5.6801	4.20	6.00
Total	238	5.4748	.49499	.03209	5.4116	5.5380	3.40	6.00
Empower-ment Level								
President	26	4.7051	.88733	.17402	4.3467	5.0635	2.50	6.00
Vice President	17	4.9265	.76483	.18550	4.5332	5.3197	2.83	5.67
Member	172	5.0775	.63404	.04835	4.9821	5.1730	3.00	6.00
Secretary	13	5.0897	.61469	.17049	4.7183	5.4612	4.17	6.00
Treasurer	10	5.2167	.53316	.16860	4.8353	5.5981	4.00	5.83
Total	238	5.0326	.67689	.04388	4.9461	5.1190	2.50	6.00
Trust Level								
President	26	5.4519	.50010	.09808	5.2499	5.6539	4.25	6.00
Vice President	17	5.3382	.75489	.18309	4.9501	5.7264	3.75	6.00
Member	169	5.4024	.58637	.04511	5.3133	5.4914	3.25	6.00
Secretary	13	5.5962	.41506	.11512	5.3453	5.8470	5.00	6.00
Treasurer	10	5.3500	.47434	.15000	5.0107	5.6893	4.75	6.00
Total	235	5.4117	.57681	.03763	5.3376	5.4858	3.25	6.00
IMP								
President	26	5.2216	.47728	.09360	5.0288	5.4144	4.03	6.00
Vice President	16	5.3007	.57706	.14426	4.9932	5.6082	3.81	5.89
Member	166	5.3085	.42076	.03266	5.2440	5.3729	4.05	6.00
Secretary	12	5.4727	.36725	.10602	5.2393	5.7060	4.79	6.00
Treasurer	10	5.2822	.42177	.13338	4.9805	5.5839	4.54	5.89
Total	230	5.3055	.43590	.02874	5.2489	5.3622	3.81	6.00
Self-determination								
President	26	4.9744	.68588	.13451	4.6973	5.2514	3.67	6.00
Vice President	17	5.0784	.65117	.15793	4.7436	5.4132	3.33	6.00
Member	172	5.1570	.61329	.04676	5.0647	5.2493	3.33	6.00
Secretary	13	5.2308	.55083	.15277	4.8979	5.5636	4.33	6.00
Treasurer	10	5.2667	.34427	.10887	5.0204	5.5129	5.00	6.00
Total	238	5.1401	.61165	.03965	5.0620	5.2182	3.33	6.00
Sense of Impact								
President	26	4.4359	1.28502	.25201	3.9169	4.9549	1.33	6.00

Vice President	18	4.8426	.96418	.22726	4.3631	5.3221	2.33	6.00
Member	173	4.9827	.86957	.06611	4.8522	5.1132	1.33	6.00
Secretary	14	4.9762	.74495	.19910	4.5461	5.4063	4.00	6.00
Treasurer	10	5.1667	.94608	.29918	4.4899	5.8434	3.00	6.00
Total	241	4.9205	.93530	.06025	4.8018	5.0392	1.33	6.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Commitment Level	.658	4	233	.622
Empowerment Level	1.818	4	233	.126
Trust Level	1.572	4	230	.182
Inclination for Meaningful Participation in Improving the School	1.144	4	225	.337
Self-determination	1.295	4	233	.273
Sense of Impact	2.662	4	236	.033

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Commitment Level					
Between Groups	1.462	4	.366	1.505	.202
Within Groups	56.607	233	.243		
Total	58.069	237			
Empowerment Level					
Between Groups	3.708	4	.927	2.059	.087
Within Groups	104.880	233	.450		
Total	108.588	237			
Trust Level					
Between Groups	.629	4	.157	.468	.759
Within Groups	77.226	230	.336		
Total	77.855	234			
IMP					
Between Groups	.526	4	.131	.688	.601
Within Groups	42.986	225	.191		
Total	43.512	229			
Self-determination					
Between Groups	1.095	4	.274	.728	.573
Within Groups	87.570	233	.376		
Total	88.665	237			
Sense of Impact					
Between Groups	7.533	4	1.883	2.196	.070
Within Groups	202.415	236	.858		
Total	209.948	240			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable						
		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
(I) Position	(J) Position				Lower Bound	Upper Bound
Commitment Level						
President	Vice President	-.17466	.15374	.787	-.5973	.2480
	Member	.05740	.10375	.981	-.2278	.3426
	Secretary	-.09231	.16339	.980	-.5415	.3569
	Treasurer	.22769	.18341	.727	-.2765	.7319
Vice President	President	.17466	.15374	.787	-.2480	.5973
	Member	.23206	.12535	.347	-.1125	.5767
	Secretary	.08235	.17789	.991	-.4067	.5714
	Treasurer	.40235	.19643	.246	-.1377	.9424
Member	President	-.05740	.10375	.981	-.3426	.2278
	Vice President	-.23206	.12535	.347	-.5767	.1125
	Secretary	-.14971	.13702	.810	-.5264	.2270
	Treasurer	.17029	.16036	.826	-.2706	.6112
Secretary	President	.09231	.16339	.980	-.3569	.5415
	Vice President	-.08235	.17789	.991	-.5714	.4067
	Member	.14971	.13702	.810	-.2270	.5264
	Treasurer	.32000	.20408	.519	-.2411	.8811
Treasurer	President	-.22769	.18341	.727	-.7319	.2765
	Vice President	-.40235	.19643	.246	-.9424	.1377
	Member	-.17029	.16036	.826	-.6112	.2706
	Secretary	-.32000	.20408	.519	-.8811	.2411
Empowerment Level						
President	Vice President	-.22134	.20926	.828	-.7967	.3540
	Member	-.37239	.14117	.067	-.7605	.0157
	Secretary	-.38462	.22790	.444	-1.0112	.2419
	Treasurer	-.51154	.24965	.246	-1.1979	.1748
Vice President	President	.22134	.20926	.828	-.3540	.7967
	Member	-.15105	.17057	.902	-.6200	.3179
	Secretary	-.16327	.24719	.965	-.8429	.5163
	Treasurer	-.29020	.26738	.814	-1.0253	.4449
Member	President	.37239	.14117	.067	-.0157	.7605
	Vice President	.15105	.17057	.902	-.3179	.6200
	Secretary	-.01222	.19298	1.000	-.5428	.5183
	Treasurer	-.13915	.21824	.969	-.7392	.4609
Secretary	President	.38462	.22790	.444	-.2419	1.0112
	Vice President	.16327	.24719	.965	-.5163	.8429
	Member	.01222	.19298	1.000	-.5183	.5428
	Treasurer	-.12692	.28220	.991	-.9028	.6489
Treasurer	President	.51154	.24965	.246	-.1748	1.1979

	Vice President	.29020	.26738	.814	-.4449	1.0253
	Member	.13915	.21824	.969	-.4609	.7392
	Secretary	.12692	.28220	.991	-.6489	.9028
Trust Level						
President	Vice President	.11369	.18073	.970	-.3833	.6106
	Member	.04956	.12207	.994	-.2861	.3852
	Secretary	-.14423	.19683	.949	-.6854	.3970
	Treasurer	.10192	.21562	.990	-.4909	.6948
Vice President	President	-.11369	.18073	.970	-.6106	.3833
	Member	-.06413	.14744	.993	-.4695	.3413
	Secretary	-.25792	.21349	.747	-.8449	.3291
	Treasurer	-.01176	.23093	1.000	-.6467	.6232
Member	President	-.04956	.12207	.994	-.3852	.2861
	Vice President	.06413	.14744	.993	-.3413	.4695
	Secretary	-.19379	.16678	.773	-.6524	.2648
	Treasurer	.05237	.18858	.999	-.4661	.5709
Secretary	President	.14423	.19683	.949	-.3970	.6854
	Vice President	.25792	.21349	.747	-.3291	.8449
	Member	.19379	.16678	.773	-.2648	.6524
	Treasurer	.24615	.24373	.851	-.4240	.9163
Treasurer	President	-.10192	.21562	.990	-.6948	.4909
	Vice President	.01176	.23093	1.000	-.6232	.6467
	Member	-.05237	.18858	.999	-.5709	.4661
	Secretary	-.24615	.24373	.851	-.9163	.4240
IMP						
President	Vice President	-.07911	.13888	.979	-.4610	.3028
	Member	-.08689	.09219	.880	-.3404	.1666
	Secretary	-.25110	.15254	.470	-.6706	.1684
	Treasurer	-.06064	.16264	.996	-.5079	.3866
Vice President	President	.07911	.13888	.979	-.3028	.4610
	Member	-.00777	.11442	1.000	-.3224	.3069
	Secretary	-.17199	.16692	.841	-.6310	.2870
	Treasurer	.01847	.17620	1.000	-.4661	.5030
Member	President	.08689	.09219	.880	-.1666	.3404
	Vice President	.00777	.11442	1.000	-.3069	.3224
	Secretary	-.16422	.13066	.718	-.5235	.1951
	Treasurer	.02624	.14232	1.000	-.3651	.4176
Secretary	President	.25110	.15254	.470	-.1684	.6706
	Vice President	.17199	.16692	.841	-.2870	.6310
	Member	.16422	.13066	.718	-.1951	.5235
	Treasurer	.19046	.18715	.847	-.3242	.7051
Treasurer	President	.06064	.16264	.996	-.3866	.5079
	Vice President	-.01847	.17620	1.000	-.5030	.4661
	Member	-.02624	.14232	1.000	-.4176	.3651
	Secretary	-.19046	.18715	.847	-.7051	.3242
Self-determination						
President	Vice President	-.10407	.19122	.983	-.6298	.4216
	Member	-.18262	.12900	.618	-.5373	.1720
	Secretary	-.25641	.20824	.733	-.8289	.3161
	Treasurer	-.29231	.22812	.703	-.9195	.3349

Vice President	President	.10407	.19122	.983	-.4216	.6298
	Member	-.07855	.15586	.987	-.5071	.3500
	Secretary	-.15234	.22587	.962	-.7733	.4686
	Treasurer	-.18824	.24432	.939	-.8599	.4835
Member	President	.18262	.12900	.618	-.1720	.5373
	Vice President	.07855	.15586	.987	-.3500	.5071
	Secretary	-.07379	.17634	.994	-.5586	.4110
	Treasurer	-.10969	.19942	.982	-.6579	.4386
Secretary	President	.25641	.20824	.733	-.3161	.8289
	Vice President	.15234	.22587	.962	-.4686	.7733
	Member	.07379	.17634	.994	-.4110	.5586
	Treasurer	-.03590	.25786	1.000	-.7448	.6730
Treasurer	President	.29231	.22812	.703	-.3349	.9195
	Vice President	.18824	.24432	.939	-.4835	.8599
	Member	.10969	.19942	.982	-.4386	.6579
	Secretary	.03590	.25786	1.000	-.6730	.7448
Sense of Impact						
President	Vice President	-.40670	.28397	.608	-1.1873	.3739
	Member	-.54676(*)	.19480	.043	-1.0823	-.0113
	Secretary	-.54029	.30700	.400	-1.3842	.3037
	Treasurer	-.73077	.34461	.215	-1.6781	.2166
Vice President	President	.40670	.28397	.608	-.3739	1.1873
	Member	-.14007	.22936	.973	-.7706	.4904
	Secretary	-.13360	.33002	.994	-1.0408	.7736
	Treasurer	-.32407	.36527	.901	-1.3282	.6800
Member	President	.54676(*)	.19480	.043	.0113	1.0823
	Vice President	.14007	.22936	.973	-.4904	.7706
	Secretary	.00647	.25734	1.000	-.7009	.7139
	Treasurer	-.18401	.30121	.973	-1.0120	.6440
Secretary	President	.54029	.30700	.400	-.3037	1.3842
	Vice President	.13360	.33002	.994	-.7736	1.0408
	Member	-.00647	.25734	1.000	-.7139	.7009
	Treasurer	-.19048	.38345	.988	-1.2446	.8636
Treasurer	President	.73077	.34461	.215	-.2166	1.6781
	Vice President	.32407	.36527	.901	-.6800	1.3282
	Member	.18401	.30121	.973	-.6440	1.0120
	Secretary	.19048	.38345	.988	-.8636	1.2446

* The mean difference is significant at the .05 level.

Homogeneous Subsets

Commitment Level

Tukey HSD

Position	N	Subset for alpha = .05 1
Treasurer	10	5.2800
Member	171	5.4503
President	26	5.5077
Secretary	14	5.6000
Vice President	17	5.6824
Sig.		.103

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.211.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Empowerment Level

Tukey HSD

Position	N	Subset for alpha = .05 1
President	26	4.7051
Vice President	17	4.9265
Member	172	5.0775
Secretary	13	5.0897
Treasurer	10	5.2167
Sig.		.156

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.856.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Trust Level

Tukey HSD

Position	N	Subset for alpha = .05 1
Vice President	17	5.3382
Treasurer	10	5.3500
Member	169	5.4024
President	26	5.4519
Secretary	13	5.5962
Sig.		.673

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.849.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inclination for Meaningful Participation in Improving the School

Tukey HSD

Position	N	Subset for alpha = .05 1
President	26	5.2216
Treasurer	10	5.2822
Vice President	16	5.3007
Member	166	5.3085
Secretary	12	5.4727
Sig.		.445

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.222.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Self-determination

Tukey HSD

Position	N	Subset for alpha = .05 1
President	26	4.9744
Vice President	17	5.0784
Member	172	5.1570
Secretary	13	5.2308
Treasurer	10	5.2667
Sig.		.612

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.856.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Sense of Impact

Tukey HSD

Position	N	Subset for alpha = .05 1
President	26	4.4359
Vice President	18	4.8426
Secretary	14	4.9762
Member	173	4.9827
Treasurer	10	5.1667
Sig.		.120

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.435.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix E.5.d
Results of One-way ANOVA for Constituency and Aspects of PSALM Effectiveness

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxi-mum
						Lower Bound	Upper Bound		
Composition of the ASC	School Head	30	3.7333	.63968	.11679	3.4945	3.9722	3.00	5.00
	Teacher	50	3.8600	.67036	.09480	3.6695	4.0505	3.00	5.00
	Student	60	3.6667	.70511	.09103	3.4845	3.8488	3.00	5.00
	Alumni	43	3.5814	.69804	.10645	3.3666	3.7962	1.00	5.00
	Parent	40	3.5250	.75064	.11869	3.2849	3.7651	3.00	5.00
	Community Leader	40	3.3750	.80662	.12754	3.1170	3.6330	1.00	5.00
	Total	263	3.6312	.72371	.04463	3.5433	3.7190	1.00	5.00
Usefulness of Committee Structure	School Head	30	3.5667	.77385	.14129	3.2777	3.8556	1.00	5.00
	Teacher	49	3.7551	.63017	.09002	3.5741	3.9361	3.00	5.00
	Student	59	3.5932	.81195	.10571	3.3816	3.8048	1.00	5.00
	Alumni	42	3.5714	.76963	.11876	3.3316	3.8113	1.00	5.00
	Parent	40	3.6500	.83359	.13180	3.3834	3.9166	3.00	5.00
	Community Leader	40	3.5250	.87669	.13862	3.2446	3.8054	1.00	5.00
	Total	260	3.6154	.77991	.04837	3.5201	3.7106	1.00	5.00
Power and authority of the ASC	School Head	30	1.9000	.30513	.05571	1.7861	2.0139	1.00	2.00
	Teacher	50	2.0200	.24661	.03488	1.9499	2.0901	1.00	3.00
	Student	59	1.9831	.22679	.02953	1.9240	2.0422	1.00	3.00
	Alumni	42	2.0476	.30861	.04762	1.9515	2.1438	1.00	3.00
	Parent	40	2.0500	.22072	.03490	1.9794	2.1206	2.00	3.00
	Community Leader	39	2.0256	.16013	.02564	1.9737	2.0775	2.00	3.00
	Total	260	2.0077	.24843	.01541	1.9774	2.0380	1.00	3.00
Adequacy of Information for ASC decisions	School Head	29	3.6897	.66027	.12261	3.4385	3.9408	3.00	5.00
	Teacher	49	3.8163	.66688	.09527	3.6248	4.0079	3.00	5.00
	Student	58	3.5690	.62442	.08199	3.4048	3.7331	3.00	5.00
	Alumni	43	3.4884	.73589	.11222	3.2619	3.7148	1.00	5.00
	Parent	40	3.5500	.81492	.12885	3.2894	3.8106	3.00	5.00
	Community Leader	40	3.5000	.81650	.12910	3.2389	3.7611	2.00	5.00
	Total	259	3.6023	.72078	.04479	3.5141	3.6905	1.00	5.00
Adequacy of Time f or ASC Business	School Head	30	2.6667	.92227	.16838	2.3223	3.0110	1.00	4.00
	Teacher	50	2.8200	.52255	.07390	2.6715	2.9685	1.00	4.00
	Student	58	2.7931	.61441	.08068	2.6316	2.9547	1.00	4.00
	Alumni	43	2.7907	.55883	.08522	2.6187	2.9627	1.00	4.00
	Parent	40	2.8500	.53349	.08435	2.6794	3.0206	1.00	4.00

	Community Leader	40	3.0500	.45007	.07116	2.9061	3.1939	1.00	4.00
	Total	261	2.8314	.60314	.03733	2.7579	2.9049	1.00	4.00
ASC Influence on Teaching and Learning	School Head	30	4.3667	.66868	.12208	4.1170	4.6164	3.00	5.00
	Teacher	50	4.4600	.73429	.10384	4.2513	4.6687	2.00	5.00
	Student	59	4.5932	.52911	.06888	4.4553	4.7311	3.00	5.00
	Alumni	43	4.0698	.82794	.12626	3.8150	4.3246	2.00	5.00
	Parent	40	4.4000	.77790	.12300	4.1512	4.6488	2.00	5.00
	Community Leader	40	4.6500	.48305	.07638	4.4955	4.8045	4.00	5.00
	Total	262	4.4351	.69590	.04299	4.3505	4.5198	2.00	5.00
Overall Functioning	School Head	30	3.5000	.57235	.10450	3.2863	3.7137	3.00	5.00
	Teacher	49	3.6939	.71309	.10187	3.4891	3.8987	3.00	5.00
	Student	58	3.6207	.72129	.09471	3.4310	3.8103	2.00	5.00
	Alumni	42	3.4524	.70546	.10886	3.2325	3.6722	1.00	5.00
	Parent	40	3.4000	.77790	.12300	3.1512	3.6488	2.00	5.00
	Community Leader	40	3.6500	.83359	.13180	3.3834	3.9166	3.00	5.00
	Total	259	3.5637	.73056	.04539	3.4743	3.6531	1.00	5.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Composition of the ASC	.863	5	257	.506
Usefulness of Committee Structure	1.847	5	254	.104
Power and authority of the ASC	1.716	5	254	.131
Adequacy of Information for ASC decisions	1.895	5	253	.096
Adequacy of Time for ASC Business	5.248	5	255	.000
ASC Influence on Teaching and Learning	2.312	5	256	.044
Overall Functioning	1.503	5	253	.189

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Composition of the ASC	Between Groups	6.189	5	1.238	2.428	.036
	Within Groups	131.035	257	.510		
	Total	137.224	262			
Usefulness of Committee Structure	Between Groups	1.513	5	.303	.492	.782
	Within Groups	156.026	254	.614		
	Total	157.538	259			
Power and authority of the ASC	Between Groups	.542	5	.108	1.784	.116
	Within Groups	15.442	254	.061		
	Total	15.985	259			
Adequacy of Information for ASC decisions	Between Groups	3.616	5	.723	1.403	.224
	Within Groups	130.422	253	.516		
	Total	134.039	258			
Adequacy of Time for ASC Business	Between Groups	2.902	5	.580	1.614	.157
	Within Groups	91.680	255	.360		
	Total	94.582	260			
ASC Influence on Teaching and Learning	Between Groups	9.282	5	1.856	4.058	.001
	Within Groups	117.115	256	.457		
	Total	126.397	261			
Overall Functioning	Between Groups	3.031	5	.606	1.139	.340
	Within Groups	134.668	253	.532		
	Total	137.699	258			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Constituency	(J) Constituency	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Composition of the ASC	School Head	Teacher	-.12667	.16490	.973	-.6002	.3468
		Student	.06667	.15967	.998	-.3918	.5251
		Alumni	.15194	.16986	.948	-.3358	.6397
		Parent	.20833	.17246	.833	-.2869	.7035
		Community Leader	.35833	.17246	.302	-.1369	.8535
	Teacher	School Head	.12667	.16490	.973	-.3468	.6002
		Student	.19333	.13673	.719	-.1993	.5859
		Alumni	.27860	.14851	.419	-.1478	.7050
		Parent	.33500	.15147	.236	-.0999	.7699

		Community Leader	.48500(*)	.15147	.019	.0501	.9199
	Student	School Head	-.06667	.15967	.998	-.5251	.3918
		Teacher	-.19333	.13673	.719	-.5859	.1993
		Alumni	.08527	.14267	.991	-.3244	.4949
		Parent	.14167	.14575	.926	-.2768	.5602
		Community Leader	.29167	.14575	.345	-.1268	.7102
	Alumni	School Head	-.15194	.16986	.948	-.6397	.3358
		Teacher	-.27860	.14851	.419	-.7050	.1478
		Student	-.08527	.14267	.991	-.4949	.3244
		Parent	.05640	.15686	.999	-.3940	.5068
		Community Leader	.20640	.15686	.776	-.2440	.6568
	Parent	School Head	-.20833	.17246	.833	-.7035	.2869
		Teacher	-.33500	.15147	.236	-.7699	.0999
		Student	-.14167	.14575	.926	-.5602	.2768
		Alumni	-.05640	.15686	.999	-.5068	.3940
		Community Leader	.15000	.15967	.936	-.3085	.6085
	Community Leader	School Head	-.35833	.17246	.302	-.8535	.1369
		Teacher	-.48500(*)	.15147	.019	-.9199	-.0501
		Student	-.29167	.14575	.345	-.7102	.1268
		Alumni	-.20640	.15686	.776	-.6568	.2440
		Parent	-.15000	.15967	.936	-.6085	.3085
Usefulness of Committee Structure	School Head	Teacher	-.18844	.18169	.905	-.7102	.3333
		Student	-.02655	.17575	1.000	-.5312	.4781
		Alumni	-.00476	.18735	1.000	-.5428	.5332
		Parent	-.08333	.18930	.998	-.6269	.4602
		Community Leader	.04167	.18930	1.000	-.5019	.5852
	Teacher	School Head	.18844	.18169	.905	-.3333	.7102
		Student	.16188	.15148	.893	-.2731	.5969
		Alumni	.18367	.16481	.875	-.2896	.6569
		Parent	.10510	.16701	.989	-.3745	.5847
		Community Leader	.23010	.16701	.740	-.2495	.7097
	Student	School Head	.02655	.17575	1.000	-.4781	.5312
		Teacher	-.16188	.15148	.893	-.5969	.2731
		Alumni	.02179	.15823	1.000	-.4326	.4762
		Parent	-.05678	.16053	.999	-.5177	.4042
		Community Leader	.06822	.16053	.998	-.3927	.5292
	Alumni	School Head	.00476	.18735	1.000	-.5332	.5428
		Teacher	-.18367	.16481	.875	-.6569	.2896
		Student	-.02179	.15823	1.000	-.4762	.4326
		Parent	-.07857	.17315	.998	-.5758	.4187
		Community Leader	.04643	.17315	1.000	-.4508	.5437
	Parent	School Head	.08333	.18930	.998	-.4602	.6269
		Teacher	-.10510	.16701	.989	-.5847	.3745
		Student	.05678	.16053	.999	-.4042	.5177

		Alumni	.07857	.17315	.998	-.4187	.5758
	Community Leader	Community Leader	.12500	.17525	.980	-.3783	.6283
		School Head	-.04167	.18930	1.000	-.5852	.5019
		Teacher	-.23010	.16701	.740	-.7097	.2495
		Student	-.06822	.16053	.998	-.5292	.3927
		Alumni	-.04643	.17315	1.000	-.5437	.4508
		Parent	-.12500	.17525	.980	-.6283	.3783
Power and authority of the ASC	School Head	Teacher	-.12000	.05694	.287	-.2835	.0435
		Student	-.08305	.05529	.663	-.2418	.0757
		Alumni	-.14762	.05894	.127	-.3169	.0216
		Parent	-.15000	.05955	.122	-.3210	.0210
		Community Leader	-.12564	.05988	.291	-.2976	.0463
	Teacher	School Head	.12000	.05694	.287	-.0435	.2835
		Student	.03695	.04740	.971	-.0992	.1731
		Alumni	-.02762	.05161	.995	-.1758	.1206
		Parent	-.03000	.05231	.993	-.1802	.1202
		Community Leader	-.00564	.05268	1.000	-.1569	.1456
	Student	School Head	.08305	.05529	.663	-.0757	.2418
		Teacher	-.03695	.04740	.971	-.1731	.0992
		Alumni	-.06457	.04978	.786	-.2075	.0784
		Parent	-.06695	.05050	.771	-.2120	.0781
		Community Leader	-.04259	.05089	.960	-.1887	.1035
	Alumni	School Head	.14762	.05894	.127	-.0216	.3169
		Teacher	.02762	.05161	.995	-.1206	.1758
		Student	.06457	.04978	.786	-.0784	.2075
		Parent	-.00238	.05447	1.000	-.1588	.1540
		Community Leader	.02198	.05483	.999	-.1355	.1794
	Parent	School Head	.15000	.05955	.122	-.0210	.3210
		Teacher	.03000	.05231	.993	-.1202	.1802
		Student	.06695	.05050	.771	-.0781	.2120
		Alumni	.00238	.05447	1.000	-.1540	.1588
		Community Leader	.02436	.05549	.998	-.1350	.1837
	Community Leader	School Head	.12564	.05988	.291	-.0463	.2976
		Teacher	.00564	.05268	1.000	-.1456	.1569
		Student	.04259	.05089	.960	-.1035	.1887
		Alumni	-.02198	.05483	.999	-.1794	.1355
		Parent	-.02436	.05549	.998	-.1837	.1350
Adequacy of Information for ASC decisions	School Head	Teacher	-.12667	.16822	.975	-.6097	.3564
		Student	.12069	.16329	.977	-.3482	.5896
		Alumni	.20128	.17252	.852	-.2942	.6967
		Parent	.13966	.17511	.968	-.3632	.6425
		Community Leader	.18966	.17511	.888	-.3132	.6925
	Teacher	School Head	.12667	.16822	.975	-.3564	.6097
		Student	.24736	.13931	.483	-.1527	.6474

		Alumni	.32795	.15003	.248	-.1029	.7588
		Parent	.26633	.15300	.506	-.1730	.7057
		Community Leader	.31633	.15300	.308	-.1230	.7557
	Student	School Head	-.12069	.16329	.977	-.5896	.3482
		Teacher	-.24736	.13931	.483	-.6474	.1527
		Alumni	.08059	.14449	.994	-.3343	.4955
		Parent	.01897	.14757	1.000	-.4048	.4427
		Community Leader	.06897	.14757	.997	-.3548	.4927
	Alumni	School Head	-.20128	.17252	.852	-.6967	.2942
		Teacher	-.32795	.15003	.248	-.7588	.1029
		Student	-.08059	.14449	.994	-.4955	.3343
		Parent	-.06163	.15772	.999	-.5146	.3913
		Community Leader	-.01163	.15772	1.000	-.4646	.4413
	Parent	School Head	-.13966	.17511	.968	-.6425	.3632
		Teacher	-.26633	.15300	.506	-.7057	.1730
		Student	-.01897	.14757	1.000	-.4427	.4048
		Alumni	.06163	.15772	.999	-.3913	.5146
		Community Leader	.05000	.16055	1.000	-.4110	.5110
	Community Leader	School Head	-.18966	.17511	.888	-.6925	.3132
		Teacher	-.31633	.15300	.308	-.7557	.1230
		Student	-.06897	.14757	.997	-.4927	.3548
		Alumni	.01163	.15772	1.000	-.4413	.4646
		Parent	-.05000	.16055	1.000	-.5110	.4110
Adequacy of Time for ASC Business	School Head	Teacher	-.15333	.13847	.878	-.5510	.2443
		Student	-.12644	.13484	.936	-.5136	.2608
		Alumni	-.12403	.14264	.953	-.5336	.2856
		Parent	-.18333	.14482	.803	-.5992	.2325
		Community Leader	-.38333	.14482	.090	-.7992	.0325
	Teacher	School Head	.15333	.13847	.878	-.2443	.5510
		Student	.02690	.11571	1.000	-.3054	.3592
		Alumni	.02930	.12471	1.000	-.3288	.3874
		Parent	-.03000	.12720	1.000	-.3952	.3352
		Community Leader	-.23000	.12720	.462	-.5952	.1352
	Student	School Head	.12644	.13484	.936	-.2608	.5136
		Teacher	-.02690	.11571	1.000	-.3592	.3054
		Alumni	.00241	.12066	1.000	-.3441	.3489
		Parent	-.05690	.12324	.997	-.4108	.2970
		Community Leader	-.25690	.12324	.299	-.6108	.0970
	Alumni	School Head	.12403	.14264	.953	-.2856	.5336
		Teacher	-.02930	.12471	1.000	-.3874	.3288
		Student	-.00241	.12066	1.000	-.3489	.3441
		Parent	-.05930	.13172	.998	-.4375	.3189
		Community Leader	-.25930	.13172	.363	-.6375	.1189
	Parent	School Head	.18333	.14482	.803	-.2325	.5992

		Teacher	.03000	.12720	1.000	-.3352	.3952
		Student	.05690	.12324	.997	-.2970	.4108
		Alumni	.05930	.13172	.998	-.3189	.4375
		Community Leader	-.20000	.13408	.670	-.5850	.1850
	Community Leader	School Head	.38333	.14482	.090	-.0325	.7992
		Teacher	.23000	.12720	.462	-.1352	.5952
		Student	.25690	.12324	.299	-.0970	.6108
		Alumni	.25930	.13172	.363	-.1189	.6375
		Parent	.20000	.13408	.670	-.1850	.5850
ASC Influence on Teaching and Learning	School Head	Teacher	-.09333	.15620	.991	-.5419	.3552
		Student	-.22655	.15167	.669	-.6621	.2090
		Alumni	.29690	.16090	.439	-.1651	.7589
		Parent	-.03333	.16336	1.000	-.5024	.4357
		Community Leader	-.28333	.16336	.510	-.7524	.1857
	Teacher	School Head	.09333	.15620	.991	-.3552	.5419
		Student	-.13322	.13001	.909	-.5065	.2401
		Alumni	.39023	.14067	.065	-.0137	.7942
		Parent	.06000	.14348	.998	-.3520	.4720
		Community Leader	-.19000	.14348	.771	-.6020	.2220
	Student	School Head	.22655	.15167	.669	-.2090	.6621
		Teacher	.13322	.13001	.909	-.2401	.5065
		Alumni	.52345(*)	.13562	.002	.1340	.9129
		Parent	.19322	.13853	.730	-.2046	.5910
		Community Leader	-.05678	.13853	.999	-.4546	.3410
	Alumni	School Head	-.29690	.16090	.439	-.7589	.1651
		Teacher	-.39023	.14067	.065	-.7942	.0137
		Student	-.52345(*)	.13562	.002	-.9129	-.1340
		Parent	-.33023	.14858	.231	-.7569	.0964
		Community Leader	-.58023(*)	.14858	.002	-1.0069	-.1536
	Parent	School Head	.03333	.16336	1.000	-.4357	.5024
		Teacher	-.06000	.14348	.998	-.4720	.3520
		Student	-.19322	.13853	.730	-.5910	.2046
		Alumni	.33023	.14858	.231	-.0964	.7569
		Community Leader	-.25000	.15124	.564	-.6843	.1843
	Community Leader	School Head	.28333	.16336	.510	-.1857	.7524
		Teacher	.19000	.14348	.771	-.2220	.6020
		Student	.05678	.13853	.999	-.3410	.4546
		Alumni	.58023(*)	.14858	.002	.1536	1.0069
		Parent	.25000	.15124	.564	-.1843	.6843
Overall Functioning	School Head	Teacher	-.19388	.16913	.861	-.6796	.2918
		Student	-.12069	.16407	.977	-.5919	.3505
		Alumni	.04762	.17440	1.000	-.4532	.5485
		Parent	.10000	.17621	.993	-.4060	.6060
		Community Leader	-.15000	.17621	.957	-.6560	.3560

	Teacher	School Head	.19388	.16913	.861	-.2918	.6796
		Student	.07319	.14156	.995	-.3333	.4797
		Alumni	.24150	.15342	.616	-.1991	.6821
		Parent	.29388	.15547	.411	-.1526	.7403
		Community Leader	.04388	.15547	1.000	-.4026	.4903
	Student	School Head	.12069	.16407	.977	-.3505	.5919
		Teacher	-.07319	.14156	.995	-.4797	.3333
		Alumni	.16831	.14782	.865	-.2562	.5928
		Parent	.22069	.14995	.683	-.2099	.6513
		Community Leader	-.02931	.14995	1.000	-.4599	.4013
	Alumni	School Head	-.04762	.17440	1.000	-.5485	.4532
		Teacher	-.24150	.15342	.616	-.6821	.1991
		Student	-.16831	.14782	.865	-.5928	.2562
		Parent	.05238	.16118	1.000	-.4105	.5153
		Community Leader	-.19762	.16118	.824	-.6605	.2653
	Parent	School Head	-.10000	.17621	.993	-.6060	.4060
		Teacher	-.29388	.15547	.411	-.7403	.1526
		Student	-.22069	.14995	.683	-.6513	.2099
		Alumni	-.05238	.16118	1.000	-.5153	.4105
		Community Leader	-.25000	.16314	.644	-.7185	.2185
	Community Leader	School Head	.15000	.17621	.957	-.3560	.6560
		Teacher	-.04388	.15547	1.000	-.4903	.4026
		Student	.02931	.14995	1.000	-.4013	.4599
		Alumni	.19762	.16118	.824	-.2653	.6605
		Parent	.25000	.16314	.644	-.2185	.7185

* The mean difference is significant at the .05 level.

Homogeneous Subsets

Composition of the ASC

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Community Leader	40	3.3750	
Parent	40	3.5250	3.5250
Alumni	43	3.5814	3.5814
Student	60	3.6667	3.6667
School Head	30	3.7333	3.7333
Teacher	50		3.8600
Sig.		.199	.267

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.883.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Usefulness of Committee Structure

Tukey HSD

Constituency	N	Subset for alpha = .05 1
Community Leader	40	3.5250
School Head	30	3.5667
Alumni	42	3.5714
Student	59	3.5932
Parent	40	3.6500
Teacher	49	3.7551
Sig.		.764

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.522.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Power and authority of the ASC

Tukey HSD

Constituency	N	Subset for alpha = .05 1
School Head	30	1.9000
Student	59	1.9831
Teacher	50	2.0200
Community Leader	39	2.0256
Alumni	42	2.0476
Parent	40	2.0500
Sig.		.066

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 41.456.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Information for ASC decisions

Tukey HSD

Constituency	N	Subset for alpha = .05 1
Alumni	43	3.4884
Community Leader	40	3.5000
Parent	40	3.5500
Student	58	3.5690
School Head	29	3.6897
Teacher	49	3.8163
Sig.		.304

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.269.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Time for ASC Business

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
School Head	30	2.6667	
Alumni	43	2.7907	2.7907
Student	58	2.7931	2.7931
Teacher	50	2.8200	2.8200
Parent	40	2.8500	2.8500
Community Leader	40		3.0500
Sig.		.729	.360

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.716.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ASC Influence on Teaching and Learning

Tukey HSD

Constituency	N	Subset for alpha = .05	
		1	2
Alumni	43	4.0698	
School Head	30	4.3667	4.3667
Parent	40	4.4000	4.4000
Teacher	50	4.4600	4.4600
Student	59		4.5932
Community Leader	40		4.6500
Sig.		.092	.395

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.801.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Overall Functioning

Tukey HSD

Constituency	N	Subset for alpha = .05
		1
Parent	40	3.4000
Alumni	42	3.4524
School Head	30	3.5000
Student	58	3.6207
Community Leader	40	3.6500
Teacher	49	3.6939
Sig.		.446

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 41.439.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix E.5.e
Results of One-way ANOVA for Age and Aspects of PSALM Effectiveness

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxi-mum
						Lower Bound	Upper Bound		
Composition of the ASC	14 - 20 years	59	3.6780	.70566	.09187	3.4941	3.8619	3.00	5.00
	21 - 30 years	45	3.5778	.65674	.09790	3.3805	3.7751	3.00	5.00
	31 - 40 years	46	3.6522	.70608	.10411	3.4425	3.8619	3.00	5.00
	41 - 50 years	78	3.6667	.61721	.06989	3.5275	3.8058	3.00	5.00
	51 years and above	29	3.6207	.97884	.18177	3.2484	3.9930	1.00	5.00
	Total	257	3.6459	.70372	.04390	3.5595	3.7324	1.00	5.00
Usefulness of Committee Structure	14 - 20 years	58	3.6034	.81520	.10704	3.3891	3.8178	1.00	5.00
	21 - 30 years	43	3.5814	.69804	.10645	3.3666	3.7962	3.00	5.00
	31 - 40 years	47	3.7447	.73627	.10740	3.5285	3.9609	3.00	5.00
	41 - 50 years	77	3.5974	.69320	.07900	3.4401	3.7547	1.00	5.00
	51 years and above	29	3.6552	.97379	.18083	3.2848	4.0256	1.00	5.00
	Total	254	3.6299	.76280	.04786	3.5357	3.7242	1.00	5.00
Power and authority of the ASC	14 - 20 years	58	1.9828	.22876	.03004	1.9226	2.0429	1.00	3.00
	21 - 30 years	44	2.0227	.26313	.03967	1.9427	2.1027	1.00	3.00
	31 - 40 years	46	2.0000	.29814	.04396	1.9115	2.0885	1.00	3.00
	41 - 50 years	78	1.9872	.11323	.01282	1.9617	2.0127	1.00	2.00
	51 years and above	28	2.0357	.33134	.06262	1.9072	2.1642	1.00	3.00
	Total	254	2.0000	.23524	.01476	1.9709	2.0291	1.00	3.00
Adequacy of Information for ASC decisions	14 - 20 years	57	3.5789	.62528	.08282	3.4130	3.7449	3.00	5.00
	21 - 30 years	45	3.4667	.62523	.09320	3.2788	3.6545	3.00	5.00
	31 - 40 years	46	3.6739	.73195	.10792	3.4566	3.8913	3.00	5.00
	41 - 50 years	77	3.6753	.69664	.07939	3.5172	3.8334	3.00	5.00
	51 years and above	28	3.6786	.90487	.17100	3.3277	4.0294	2.00	5.00
	Total	253	3.6166	.70094	.04407	3.5298	3.7034	2.00	5.00
Adequacy of Time for ASC Business	14 - 20 years	57	2.7895	.61924	.08202	2.6252	2.9538	1.00	4.00
	21 - 30 years	45	2.8000	.50452	.07521	2.6484	2.9516	1.00	3.00
	31 - 40 years	47	2.8936	.63362	.09242	2.7076	3.0797	1.00	4.00
	41 - 50 years	78	2.8462	.60468	.06847	2.7098	2.9825	1.00	4.00
	51 years and above	28	2.8929	.62889	.11885	2.6490	3.1367	1.00	4.00
	Total	255	2.8392	.59660	.03736	2.7656	2.9128	1.00	4.00

ASC Influence on Teaching and Learning	14 - 20 years	58	4.5862	.53095	.06972	4.4466	4.7258	3.00	5.00
	21 - 30 years	45	4.1556	.82450	.12291	3.9078	4.4033	2.00	5.00
	31 - 40 years	47	4.2553	.64160	.09359	4.0669	4.4437	3.00	5.00
	41 - 50 years	78	4.5128	.69774	.07900	4.3555	4.6701	2.00	5.00
	51 years and above	28	4.6429	.73102	.13815	4.3594	4.9263	2.00	5.00
	Total	256	4.4336	.69978	.04374	4.3475	4.5197	2.00	5.00
Overall Functioning	14 - 20 years	57	3.6316	.72288	.09575	3.4398	3.8234	2.00	5.00
	21 - 30 years	44	3.4545	.62708	.09454	3.2639	3.6452	3.00	5.00
	31 - 40 years	47	3.5745	.77304	.11276	3.3475	3.8014	2.00	5.00
	41 - 50 years	77	3.5974	.71192	.08113	3.4358	3.7590	3.00	5.00
	51 years and above	28	3.6071	.73733	.13934	3.3212	3.8930	3.00	5.00
	Total	253	3.5771	.71199	.04476	3.4889	3.6652	2.00	5.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Composition of the ASC	3.814	4	252	.005
Usefulness of Committee Structure	2.015	4	249	.093
Power and authority of the ASC	1.577	4	249	.181
Adequacy of Information for ASC decisions	3.235	4	248	.013
Adequacy of Time for ASC Business	.247	4	250	.911
ASC Influence on Teaching and Learning	1.169	4	251	.325
Overall Functioning	.777	4	248	.541

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Composition of the ASC	Between Groups	.323	4	.081	.161	.958
	Within Groups	126.455	252	.502		
	Total	126.778	256			
Usefulness of Committee Structure	Between Groups	.861	4	.215	.366	.833
	Within Groups	146.352	249	.588		
	Total	147.213	253			
Power and authority of the ASC	Between Groups	.089	4	.022	.396	.811
	Within Groups	13.911	249	.056		
	Total	14.000	253			
Adequacy of Information for ASC decisions	Between Groups	1.617	4	.404	.820	.513
	Within Groups	122.194	248	.493		
	Total	123.810	252			
Adequacy of Time for ASC Business	Between Groups	.434	4	.108	.301	.877
	Within Groups	89.974	250	.360		
	Total	90.408	254			
ASC Influence on Teaching and Learning	Between Groups	8.039	4	2.010	4.318	.002
	Within Groups	116.832	251	.465		
	Total	124.871	255			
Overall Functioning	Between Groups	.887	4	.222	.434	.784
	Within Groups	126.860	248	.512		
	Total	127.747	252			

Post Hoc Tests

Multiple Comparisons
Tukey HSD

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Composition of the ASC	14 - 20 years	21 - 30 years	.10019	.14020	.953	-.2850	.4854
		31 - 40 years	.02579	.13933	1.000	-.3570	.4086
		41 - 50 years	.01130	.12222	1.000	-.3245	.3471
		51 years and above	.05728	.16065	.997	-.3841	.4987
	21 - 30 years	14 - 20 years	-.10019	.14020	.953	-.4854	.2850
		31 - 40 years	-.07440	.14853	.987	-.4825	.3337
		41 - 50 years	-.08889	.13261	.963	-.4532	.2755
		51 years and above	-.04291	.16869	.999	-.5064	.4206
	31 - 40	14 - 20 years	-.02579	.13933	1.000	-.4086	.3570

	years	21 - 30 years	.07440	.14853	.987	-.3337	.4825
		41 - 50 years	-.01449	.13169	1.000	-.3763	.3473
		51 years and above	.03148	.16797	1.000	-.4300	.4930
	41 - 50 years	14 - 20 years	-.01130	.12222	1.000	-.3471	.3245
		21 - 30 years	.08889	.13261	.963	-.2755	.4532
		31 - 40 years	.01449	.13169	1.000	-.3473	.3763
		51 years and above	.04598	.15407	.998	-.3773	.4693
	51 years and above	14 - 20 years	-.05728	.16065	.997	-.4987	.3841
		21 - 30 years	.04291	.16869	.999	-.4206	.5064
		31 - 40 years	-.03148	.16797	1.000	-.4930	.4300
		41 - 50 years	-.04598	.15407	.998	-.4693	.3773
Usefulness of Committee Structure	14 - 20 years	21 - 30 years	.02205	.15428	1.000	-.4019	.4460
		31 - 40 years	-.14123	.15046	.882	-.5547	.2722
		41 - 50 years	.00605	.13329	1.000	-.3602	.3723
		51 years and above	-.05172	.17436	.998	-.5308	.4274
	21 - 30 years	14 - 20 years	-.02205	.15428	1.000	-.4460	.4019
		31 - 40 years	-.16329	.16178	.851	-.6078	.2813
		41 - 50 years	-.01601	.14595	1.000	-.4171	.3851
		51 years and above	-.07378	.18422	.995	-.5800	.4324
	31 - 40 years	14 - 20 years	.14123	.15046	.882	-.2722	.5547
		21 - 30 years	.16329	.16178	.851	-.2813	.6078
		41 - 50 years	.14728	.14191	.838	-.2427	.5372
		51 years and above	.08951	.18103	.988	-.4079	.5870
	41 - 50 years	14 - 20 years	-.00605	.13329	1.000	-.3723	.3602
		21 - 30 years	.01601	.14595	1.000	-.3851	.4171
		31 - 40 years	-.14728	.14191	.838	-.5372	.2427
		51 years and above	-.05777	.16704	.997	-.5168	.4012
	51 years and above	14 - 20 years	.05172	.17436	.998	-.4274	.5308
		21 - 30 years	.07378	.18422	.995	-.4324	.5800
		31 - 40 years	-.08951	.18103	.988	-.5870	.4079
		41 - 50 years	.05777	.16704	.997	-.4012	.5168
Power and authority of the ASC	14 - 20 years	21 - 30 years	-.03997	.04725	.916	-.1698	.0899
		31 - 40 years	-.01724	.04667	.996	-.1455	.1110
		41 - 50 years	-.00442	.04098	1.000	-.1170	.1082
		51 years and above	-.05296	.05439	.867	-.2024	.0965
	21 - 30 years	14 - 20 years	.03997	.04725	.916	-.0899	.1698
		31 - 40 years	.02273	.04984	.991	-.1142	.1597
		41 - 50 years	.03555	.04456	.931	-.0869	.1580
		51 years and above	-.01299	.05714	.999	-.1700	.1440
	31 - 40 years	14 - 20 years	.01724	.04667	.996	-.1110	.1455
		21 - 30 years	-.02273	.04984	.991	-.1597	.1142
		41 - 50 years	.01282	.04394	.998	-.1079	.1336
		51 years and above	-.03571	.05666	.970	-.1914	.1200

	41 - 50 years	14 - 20 years	.00442	.04098	1.000	-.1082	.1170
		21 - 30 years	-.03555	.04456	.931	-.1580	.0869
		31 - 40 years	-.01282	.04394	.998	-.1336	.1079
		51 years and above	-.04853	.05207	.884	-.1916	.0946
	51 years and above	14 - 20 years	.05296	.05439	.867	-.0965	.2024
		21 - 30 years	.01299	.05714	.999	-.1440	.1700
		31 - 40 years	.03571	.05666	.970	-.1200	.1914
		41 - 50 years	.04853	.05207	.884	-.0946	.1916
Adequacy of Information for ASC decisions	14 - 20 years	21 - 30 years	.11228	.13998	.930	-.2724	.4969
		31 - 40 years	-.09497	.13912	.960	-.4773	.2873
		41 - 50 years	-.09638	.12265	.935	-.4334	.2407
		51 years and above	-.09962	.16199	.973	-.5448	.3455
	21 - 30 years	14 - 20 years	-.11228	.13998	.930	-.4969	.2724
		31 - 40 years	-.20725	.14718	.623	-.6117	.1972
		41 - 50 years	-.20866	.13171	.509	-.5706	.1533
		51 years and above	-.21190	.16896	.719	-.6762	.2524
	31 - 40 years	14 - 20 years	.09497	.13912	.960	-.2873	.4773
		21 - 30 years	.20725	.14718	.623	-.1972	.6117
		41 - 50 years	-.00141	.13081	1.000	-.3609	.3580
		51 years and above	-.00466	.16825	1.000	-.4670	.4577
	41 - 50 years	14 - 20 years	.09638	.12265	.935	-.2407	.4334
		21 - 30 years	.20866	.13171	.509	-.1533	.5706
		31 - 40 years	.00141	.13081	1.000	-.3580	.3609
		51 years and above	-.00325	.15491	1.000	-.4289	.4224
	51 years and above	14 - 20 years	.09962	.16199	.973	-.3455	.5448
		21 - 30 years	.21190	.16896	.719	-.2524	.6762
		31 - 40 years	.00466	.16825	1.000	-.4577	.4670
		41 - 50 years	.00325	.15491	1.000	-.4224	.4289
Adequacy of Time for ASC Business	14 - 20 years	21 - 30 years	-.01053	.11963	1.000	-.3392	.3182
		31 - 40 years	-.10414	.11820	.904	-.4289	.2206
		41 - 50 years	-.05668	.10454	.983	-.3439	.2306
		51 years and above	-.10338	.13845	.945	-.4838	.2770
	21 - 30 years	14 - 20 years	.01053	.11963	1.000	-.3182	.3392
		31 - 40 years	-.09362	.12512	.945	-.4374	.2502
		41 - 50 years	-.04615	.11230	.994	-.3547	.2624
		51 years and above	-.09286	.14440	.968	-.4896	.3039
	31 - 40 years	14 - 20 years	.10414	.11820	.904	-.2206	.4289
		21 - 30 years	.09362	.12512	.945	-.2502	.4374
		41 - 50 years	.04746	.11078	.993	-.2569	.3519
		51 years and above	.00076	.14322	1.000	-.3928	.3943
	41 - 50 years	14 - 20 years	.05668	.10454	.983	-.2306	.3439
		21 - 30 years	.04615	.11230	.994	-.2624	.3547
		31 - 40 years	-.04746	.11078	.993	-.3519	.2569

		51 years and above	-.04670	.13216	.997	-.4099	.3165
	51 years and above	14 - 20 years	.10338	.13845	.945	-.2770	.4838
		21 - 30 years	.09286	.14440	.968	-.3039	.4896
		31 - 40 years	-.00076	.14322	1.000	-.3943	.3928
		41 - 50 years	.04670	.13216	.997	-.3165	.4099
ASC Influence on Teaching and Learning	14 - 20 years	21 - 30 years	.43065(*)	.13553	.014	.0582	.8031
		31 - 40 years	.33089	.13390	.101	-.0370	.6988
		41 - 50 years	.07339	.11829	.972	-.2516	.3984
		51 years and above	-.05665	.15700	.996	-.4880	.3747
	21 - 30 years	14 - 20 years	-.43065(*)	.13553	.014	-.8031	-.0582
		31 - 40 years	-.09976	.14229	.956	-.4907	.2912
		41 - 50 years	-.35726(*)	.12772	.044	-.7082	-.0063
		51 years and above	-.48730(*)	.16422	.027	-.9385	-.0361
	31 - 40 years	14 - 20 years	-.33089	.13390	.101	-.6988	.0370
		21 - 30 years	.09976	.14229	.956	-.2912	.4907
		41 - 50 years	-.25750	.12598	.248	-.6037	.0887
		51 years and above	-.38754	.16287	.124	-.8351	.0600
	41 - 50 years	14 - 20 years	-.07339	.11829	.972	-.3984	.2516
		21 - 30 years	.35726(*)	.12772	.044	.0063	.7082
		31 - 40 years	.25750	.12598	.248	-.0887	.6037
		51 years and above	-.13004	.15030	.909	-.5430	.2830
	51 years and above	14 - 20 years	.05665	.15700	.996	-.3747	.4880
		21 - 30 years	.48730(*)	.16422	.027	.0361	.9385
		31 - 40 years	.38754	.16287	.124	-.0600	.8351
		41 - 50 years	.13004	.15030	.909	-.2830	.5430
Overall Functioning	14 - 20 years	21 - 30 years	.17703	.14353	.732	-.2174	.5714
		31 - 40 years	.05711	.14092	.994	-.3301	.4443
		41 - 50 years	.03418	.12497	.999	-.3092	.3776
		51 years and above	.02444	.16506	1.000	-.4291	.4780
	21 - 30 years	14 - 20 years	-.17703	.14353	.732	-.5714	.2174
		31 - 40 years	-.11992	.15003	.931	-.5322	.2924
		41 - 50 years	-.14286	.13516	.828	-.5143	.2286
		51 years and above	-.15260	.17290	.903	-.6277	.3225
	31 - 40 years	14 - 20 years	-.05711	.14092	.994	-.4443	.3301
		21 - 30 years	.11992	.15003	.931	-.2924	.5322
		41 - 50 years	-.02293	.13239	1.000	-.3867	.3409
		51 years and above	-.03267	.17074	1.000	-.5019	.4365
	41 - 50 years	14 - 20 years	-.03418	.12497	.999	-.3776	.3092
		21 - 30 years	.14286	.13516	.828	-.2286	.5143
		31 - 40 years	.02293	.13239	1.000	-.3409	.3867
		51 years and above	-.00974	.15784	1.000	-.4435	.4240
	51 years and above	14 - 20 years	-.02444	.16506	1.000	-.4780	.4291
		21 - 30 years	.15260	.17290	.903	-.3225	.6277
		31 - 40 years	.03267	.17074	1.000	-.4365	.5019

41 - 50 years	.00974	.15784	1.000	-.4240	.4435

* The mean difference is significant at the .05 level.

Homogeneous Subsets

Composition of the ASC

Tukey HSD

Age	N	Subset for alpha = .05 1
21 - 30 years	45	3.5778
51 years and above	29	3.6207
31 - 40 years	46	3.6522
41 - 50 years	78	3.6667
14 - 20 years	59	3.6780
Sig.		.961

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 46.205.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Usefulness of Committee Structure

Tukey HSD

Age	N	Subset for alpha = .05 1
21 - 30 years	43	3.5814
41 - 50 years	77	3.5974
14 - 20 years	58	3.6034
51 years and above	29	3.6552
31 - 40 years	47	3.7447
Sig.		.847

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.769.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Power and authority of the ASC

Tukey HSD

Age	N	Subset for alpha = .05 1
14 - 20 years	58	1.9828
41 - 50 years	78	1.9872
31 - 40 years	46	2.0000
21 - 30 years	44	2.0227
51 years and above	28	2.0357
Sig.		.823

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.355.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Information for ASC decisions

Tukey HSD

Age	N	Subset for alpha = .05 1
21 - 30 years	45	3.4667
14 - 20 years	57	3.5789
31 - 40 years	46	3.6739
41 - 50 years	77	3.6753
51 years and above	28	3.6786
Sig.		.604

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.369.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Time for ASC Business

Tukey HSD

Age	N	Subset for alpha = .05 1
14 - 20 years	57	2.7895
21 - 30 years	45	2.8000
41 - 50 years	78	2.8462
51 years and above	28	2.8929
31 - 40 years	47	2.8936
Sig.		.921

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.630.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ASC Influence on Teaching and Learning

Tukey HSD

Age	N	Subset for alpha = .05	
		1	2
21 - 30 years	45	4.1556	
31 - 40 years	47	4.2553	4.2553
41 - 50 years	78	4.5128	4.5128
14 - 20 years	58		4.5862
51 years and above	28		4.6429
Sig.		.093	.054

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.756.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Overall Functioning

Tukey HSD

Age	N	Subset for alpha = .05 1
21 - 30 years	44	3.4545
31 - 40 years	47	3.5745
41 - 50 years	77	3.5974
51 years and above	28	3.6071
14 - 20 years	57	3.6316
Sig.		.764

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 45.352.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Appendix E.5.f
Results of One-way ANOVA for Position in the ASC and Aspects of PSALM Effectiveness

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Mini-mum	Maxi-mum
						Lower Bound	Upper Bound		
Composition of the ASC	President	26	3.6154	.94136	.18462	3.2352	3.9956	1.00	5.00
	Vice President	18	3.5556	.61570	.14512	3.2494	3.8617	3.00	5.00
	Member	172	3.6163	.70368	.05366	3.5104	3.7222	1.00	5.00
	Secretary	14	4.0000	.78446	.20966	3.5471	4.4529	3.00	5.00
	Treasurer	10	3.4000	.51640	.16330	3.0306	3.7694	3.00	4.00
	Total	240	3.6250	.72680	.04691	3.5326	3.7174	1.00	5.00
Usefulness of Committee Structure	President	26	3.5769	.90213	.17692	3.2125	3.9413	1.00	5.00
	Vice President	18	3.7222	.82644	.19479	3.3112	4.1332	3.00	5.00
	Member	171	3.6082	.76983	.05887	3.4920	3.7244	1.00	5.00
	Secretary	14	3.8571	.77033	.20588	3.4124	4.3019	3.00	5.00
	Treasurer	9	3.6667	.70711	.23570	3.1231	4.2102	3.00	5.00
	Total	238	3.6303	.78343	.05078	3.5302	3.7303	1.00	5.00
Power and authority of the ASC	President	25	2.0000	.00000	.00000	2.0000	2.0000	2.00	2.00
	Vice President	18	1.9444	.23570	.05556	1.8272	2.0617	1.00	2.00
	Member	171	2.0058	.25431	.01945	1.9675	2.0442	1.00	3.00
	Secretary	14	2.1429	.36314	.09705	1.9332	2.3525	2.00	3.00
	Treasurer	9	2.1111	.33333	.11111	1.8549	2.3673	2.00	3.00
	Total	237	2.0127	.25179	.01636	1.9804	2.0449	1.00	3.00
Adequacy of Information for ASC decisions	President	25	3.7600	.87939	.17588	3.3970	4.1230	2.00	5.00
	Vice President	18	3.7222	.75190	.17723	3.3483	4.0961	3.00	5.00
	Member	171	3.5497	.69590	.05322	3.4447	3.6548	1.00	5.00
	Secretary	14	3.8571	.86444	.23103	3.3580	4.3563	3.00	5.00
	Treasurer	9	3.5556	.72648	.24216	2.9971	4.1140	3.00	5.00
	Total	237	3.6034	.73276	.04760	3.5096	3.6971	1.00	5.00
Adequacy of Time for ASC Business	President	25	2.8800	.66583	.13317	2.6052	3.1548	1.00	4.00
	Vice President	18	2.9444	.23570	.05556	2.8272	3.0617	2.00	3.00
	Member	172	2.8314	.61230	.04669	2.7392	2.9236	1.00	4.00
	Secretary	14	2.9286	.26726	.07143	2.7743	3.0829	2.00	3.00
	Treasurer	9	2.6667	.50000	.16667	2.2823	3.0510	2.00	3.00

	Total	238	2.8445	.57826	.03748	2.7707	2.9184	1.00	4.00
ASC Influence on Teaching and Learning	President	25	4.4400	.76811	.15362	4.1229	4.7571	2.00	5.00
	Vice President	18	4.5556	.51131	.12052	4.3013	4.8098	4.00	5.00
	Member	172	4.4244	.71744	.05470	4.3164	4.5324	2.00	5.00
	Secretary	14	4.6429	.63332	.16926	4.2772	5.0085	3.00	5.00
	Treasurer	10	4.0000	.66667	.21082	3.5231	4.4769	3.00	5.00
	Total	239	4.4310	.70595	.04566	4.3410	4.5209	2.00	5.00
Overall Functioning	President	24	3.6250	.76967	.15711	3.3000	3.9500	3.00	5.00
	Vice President	18	3.6111	.77754	.18327	3.2244	3.9978	3.00	5.00
	Member	170	3.5529	.74589	.05721	3.4400	3.6659	1.00	5.00
	Secretary	14	3.7857	.80178	.21429	3.3228	4.2487	3.00	5.00
	Treasurer	10	3.4000	.51640	.16330	3.0306	3.7694	3.00	4.00
	Total	236	3.5720	.74313	.04837	3.4767	3.6673	1.00	5.00

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Composition of the ASC	1.720	4	235	.146
Usefulness of Committee Structure	.392	4	233	.814
Power and authority of the ASC	3.268	4	232	.012
Adequacy of Information for ASC decisions	1.130	4	232	.343
Adequacy of Time for ASC Business	2.597	4	233	.037
ASC Influence on Teaching and Learning	1.612	4	234	.172
Overall Functioning	.663	4	231	.619

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Composition of the ASC	Between Groups	2.577	4	.644	1.224	.301
	Within Groups	123.673	235	.526		
	Total	126.250	239			
Usefulness of Committee Structure	Between Groups	1.042	4	.261	.420	.794
	Within Groups	144.420	233	.620		
	Total	145.462	237			
Power and authority of the ASC	Between Groups	.420	4	.105	1.676	.156
	Within Groups	14.542	232	.063		
	Total	14.962	236			
Adequacy of Information for ASC decisions	Between Groups	2.282	4	.571	1.064	.375
	Within Groups	124.435	232	.536		
	Total	126.717	236			
Adequacy of Time for ASC Business	Between Groups	.624	4	.156	.463	.763
	Within Groups	78.623	233	.337		
	Total	79.248	237			
ASC Influence on Teaching and Learning	Between Groups	2.775	4	.694	1.401	.234
	Within Groups	115.836	234	.495		
	Total	118.611	238			
Overall Functioning	Between Groups	1.092	4	.273	.490	.743
	Within Groups	128.683	231	.557		
	Total	129.775	235			

Post Hoc Tests

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) Position	(J) Position	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Composition of the ASC	President	Vice President	.05983	.22244	.999	-.5517	.6713
		Member	-.00089	.15265	1.000	-.4205	.4187
		Secretary	-.38462	.24048	.499	-1.0457	.2765
		Treasurer	.21538	.26994	.931	-.5267	.9575
	Vice President	President	-.05983	.22244	.999	-.6713	.5517
		Member	-.06072	.17971	.997	-.5548	.4333
		Secretary	-.44444	.25851	.424	-1.1551	.2662

		Treasurer	.15556	.28612	.983	-.6310	.9421
	Member	President	.00089	.15265	1.000	-.4187	.4205
		Vice President	.06072	.17971	.997	-.4333	.5548
		Secretary	-.38372	.20162	.318	-.9380	.1705
		Treasurer	.21628	.23598	.890	-.4324	.8650
	Secretary	President	.38462	.24048	.499	-.2765	1.0457
		Vice President	.44444	.25851	.424	-.2662	1.1551
		Member	.38372	.20162	.318	-.1705	.9380
		Treasurer	.60000	.30036	.270	-.2257	1.4257
	Treasurer	President	-.21538	.26994	.931	-.9575	.5267
		Vice President	-.15556	.28612	.983	-.9421	.6310
		Member	-.21628	.23598	.890	-.8650	.4324
		Secretary	-.60000	.30036	.270	-1.4257	.2257
Usefulness of Committee Structure	President	Vice President	-.14530	.24140	.975	-.8090	.5184
		Member	-.03126	.16572	1.000	-.4869	.4244
		Secretary	-.28022	.26098	.820	-.9977	.4373
		Treasurer	-.08974	.30448	.998	-.9268	.7474
	Vice President	President	.14530	.24140	.975	-.5184	.8090
		Member	.11404	.19509	.977	-.4223	.6504
		Secretary	-.13492	.28055	.989	-.9062	.6364
		Treasurer	.05556	.32141	1.000	-.8281	.9392
	Member	President	.03126	.16572	1.000	-.4244	.4869
		Vice President	-.11404	.19509	.977	-.6504	.4223
		Secretary	-.24896	.21886	.786	-.8506	.3527
		Treasurer	-.05848	.26925	1.000	-.7987	.6818
	Secretary	President	.28022	.26098	.820	-.4373	.9977
		Vice President	.13492	.28055	.989	-.6364	.9062
		Member	.24896	.21886	.786	-.3527	.8506
		Treasurer	.19048	.33637	.980	-.7343	1.1152
	Treasurer	President	.08974	.30448	.998	-.7474	.9268
		Vice President	-.05556	.32141	1.000	-.9392	.8281
		Member	.05848	.26925	1.000	-.6818	.7987
		Secretary	-.19048	.33637	.980	-1.1152	.7343
Power and authority of the ASC	President	Vice President	.05556	.07739	.952	-.1572	.2683
		Member	-.00585	.05361	1.000	-.1532	.1415
		Secretary	-.14286	.08357	.430	-.3726	.0869
		Treasurer	-.11111	.09732	.784	-.3787	.1565
	Vice President	President	-.05556	.07739	.952	-.2683	.1572
		Member	-.06140	.06204	.860	-.2320	.1092
		Secretary	-.19841	.08922	.175	-.4437	.0469
		Treasurer	-.16667	.10221	.479	-.4477	.1143
	Member	President	.00585	.05361	1.000	-.1415	.1532

		Vice President	.06140	.06204	.860	-.1092	.2320
		Secretary	-.13701	.06960	.285	-.3284	.0543
		Treasurer	-.10526	.08562	.734	-.3407	.1301
	Secretary	President	.14286	.08357	.430	-.0869	.3726
		Vice President	.19841	.08922	.175	-.0469	.4437
		Member	.13701	.06960	.285	-.0543	.3284
		Treasurer	.03175	.10697	.998	-.2623	.3258
	Treasurer	President	.11111	.09732	.784	-.1565	.3787
		Vice President	.16667	.10221	.479	-.1143	.4477
		Member	.10526	.08562	.734	-.1301	.3407
		Secretary	-.03175	.10697	.998	-.3258	.2623
Adequacy of Information for ASC decisions	President	Vice President	.03778	.22639	1.000	-.5846	.6602
		Member	.21029	.15681	.666	-.2208	.6414
		Secretary	-.09714	.24447	.995	-.7693	.5750
		Treasurer	.20444	.28469	.952	-.5783	.9872
	Vice President	President	-.03778	.22639	1.000	-.6602	.5846
		Member	.17251	.18148	.877	-.3264	.6715
		Secretary	-.13492	.26098	.986	-.8524	.5826
		Treasurer	.16667	.29899	.981	-.6554	.9887
	Member	President	-.21029	.15681	.666	-.6414	.2208
		Vice President	-.17251	.18148	.877	-.6715	.3264
		Secretary	-.30744	.20359	.557	-.8672	.2523
		Treasurer	-.00585	.25046	1.000	-.6945	.6828
	Secretary	President	.09714	.24447	.995	-.5750	.7693
		Vice President	.13492	.26098	.986	-.5826	.8524
		Member	.30744	.20359	.557	-.2523	.8672
		Treasurer	.30159	.31290	.871	-.5587	1.1619
	Treasurer	President	-.20444	.28469	.952	-.9872	.5783
		Vice President	-.16667	.29899	.981	-.9887	.6554
		Member	.00585	.25046	1.000	-.6828	.6945
		Secretary	-.30159	.31290	.871	-1.1619	.5587
Adequacy of Time for ASC Business	President	Vice President	-.06444	.17957	.996	-.5581	.4292
		Member	.04860	.12434	.995	-.2932	.3904
		Secretary	-.04857	.19391	.999	-.5817	.4845
		Treasurer	.21333	.22581	.879	-.4075	.8341
	Vice President	President	.06444	.17957	.996	-.4292	.5581
		Member	.11305	.14390	.935	-.2826	.5087
		Secretary	.01587	.20700	1.000	-.5532	.5850
		Treasurer	.27778	.23715	.768	-.3742	.9298
	Member	President	-.04860	.12434	.995	-.3904	.2932
		Vice President	-.11305	.14390	.935	-.5087	.2826
		Secretary	-.09718	.16145	.975	-.5410	.3467
		Treasurer	.16473	.19863	.921	-.3814	.7108
	Secretary	President	.04857	.19391	.999	-.4845	.5817

		Vice President	-.01587	.20700	1.000	-.5850	.5532
		Member	.09718	.16145	.975	-.3467	.5410
		Treasurer	.26190	.24819	.829	-.4204	.9442
	Treasurer	President	-.21333	.22581	.879	-.8341	.4075
		Vice President	-.27778	.23715	.768	-.9298	.3742
		Member	-.16473	.19863	.921	-.7108	.3814
		Secretary	-.26190	.24819	.829	-.9442	.4204
ASC Influence on Teaching and Learning	President	Vice President	-.11556	.21749	.984	-.7135	.4824
		Member	.01558	.15060	1.000	-.3984	.4296
		Secretary	-.20286	.23486	.910	-.8485	.4428
		Treasurer	.44000	.26326	.454	-.2837	1.1637
	Vice President	President	.11556	.21749	.984	-.4824	.7135
		Member	.13114	.17430	.944	-.3480	.6103
		Secretary	-.08730	.25072	.997	-.7766	.6020
		Treasurer	.55556	.27750	.268	-.2073	1.3184
	Member	President	-.01558	.15060	1.000	-.4296	.3984
		Vice President	-.13114	.17430	.944	-.6103	.3480
		Secretary	-.21844	.19554	.797	-.7560	.3191
		Treasurer	.42442	.22887	.345	-.2048	1.0536
	Secretary	President	.20286	.23486	.910	-.4428	.8485
		Vice President	.08730	.25072	.997	-.6020	.7766
		Member	.21844	.19554	.797	-.3191	.7560
		Treasurer	.64286	.29131	.181	-.1580	1.4437
	Treasurer	President	-.44000	.26326	.454	-1.1637	.2837
		Vice President	-.55556	.27750	.268	-1.3184	.2073
		Member	-.42442	.22887	.345	-1.0536	.2048
		Secretary	-.64286	.29131	.181	-1.4437	.1580
Overall Functioning	President	Vice President	.01389	.23272	1.000	-.6260	.6537
		Member	.07206	.16275	.992	-.3754	.5195
		Secretary	-.16071	.25100	.968	-.8508	.5294
		Treasurer	.22500	.28092	.930	-.5474	.9974
	Vice President	President	-.01389	.23272	1.000	-.6537	.6260
		Member	.05817	.18500	.998	-.4505	.5668
		Secretary	-.17460	.26597	.965	-.9059	.5567
		Treasurer	.21111	.29437	.952	-.5983	1.0205
	Member	President	-.07206	.16275	.992	-.5195	.3754
		Vice President	-.05817	.18500	.998	-.5668	.4505
		Secretary	-.23277	.20753	.795	-.8034	.3378
		Treasurer	.15294	.24287	.970	-.5148	.8207
	Secretary	President	.16071	.25100	.968	-.5294	.8508
		Vice President	.17460	.26597	.965	-.5567	.9059
		Member	.23277	.20753	.795	-.3378	.8034
		Treasurer	.38571	.30903	.723	-.4639	1.2354

Treasurer	President	-.22500	.28092	.930	-.9974	.5474
	Vice President	-.21111	.29437	.952	-1.0205	.5983
	Member	-.15294	.24287	.970	-.8207	.5148
	Secretary	-.38571	.30903	.723	-1.2354	.4639

Homogeneous Subsets

Composition of the ASC

Tukey HSD

Position	N	Subset for alpha = .05
		1
Treasurer	10	3.4000
Vice President	18	3.5556
President	26	3.6154
Member	172	3.6163
Secretary	14	4.0000
Sig.		.092

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.433.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Usefulness of Committee Structure

Tukey HSD

Position	N	Subset for alpha = .05
		1
President	26	3.5769
Member	171	3.6082
Treasurer	9	3.6667
Vice President	18	3.7222
Secretary	14	3.8571
Sig.		.827

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.705.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Power and authority of the ASC

Tukey HSD

Position	N	Subset for alpha = .05 1
Vice President	18	1.9444
President	25	2.0000
Member	171	2.0058
Treasurer	9	2.1111
Secretary	14	2.1429
Sig.		.133

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.609.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Information for ASC decisions

Tukey HSD

Position	N	Subset for alpha = .05 1
Member	171	3.5497
Treasurer	9	3.5556
Vice President	18	3.7222
President	25	3.7600
Secretary	14	3.8571
Sig.		.725

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.609.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Adequacy of Time for ASC Business
Tukey HSD

Position	N	Subset for alpha = .05
		1
Treasurer	9	2.6667
Member	172	2.8314
President	25	2.8800
Secretary	14	2.9286
Vice President	18	2.9444
Sig.		.616

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 17.611.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

ASC Influence on Teaching and Learning
Tukey HSD

Position	N	Subset for alpha = .05	
		1	2
Treasurer	10	4.0000	
Member	172	4.4244	4.4244
President	25	4.4400	4.4400
Vice President	18	4.5556	4.5556
Secretary	14		4.6429
Sig.		.122	.881

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.329.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Overall Functioning
Tukey HSD

Position	N	Subset for alpha = .05
		1
Treasurer	10	3.4000
Member	170	3.5529
Vice President	18	3.6111
President	24	3.6250
Secretary	14	3.7857
Sig.		.525

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.213.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.