

Value-Laden School-Based Management Functions of Filipino School Heads

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Abstract This descriptive study employed both quantitative and qualitative methods of research. It assessed the value-laden School-Based Management (SBM) functions of secondary school heads in the Division of Malabon City. Questionnaires and unstructured interviews collected data from 10 school heads and 200 teachers chosen using convenient sampling procedure. Results revealed that all indicators in the six components of the value-laden SBM functions obtained “Demonstrated” descriptive ratings. Furthermore, the study showed that there is a need to further enhance the school heads’ competencies on educational leadership, curriculum management, and community building. It is recommended that the crafted program be considered for implementation.

Keywords: continuing development program, School-Based Management (SBM), school heads, value-laden

Introduction

In consonance with Republic Act 7160, “An Act Providing for Local Government Code of 1991,” and Republic Act 9155, also known as “Governance of Basic Education Act of 2001”, the School-Based Management (SBM) is envisioned to effect improvement in the basic education service delivery by

implementing the decentralization of decision-making process from the central education entity to individual schools. SBM promotes effective schools by empowering the managerial expertise of school heads and other appointed or commissioned school leadership talents including teacher-leaders, parents, students, and other community members (DepEd, 2012). However, based on the consolidated findings and analyses of feedback from the Technical Working Group (TWG) on SBM, operationalization in the field evolved within the context of “differentiated practice” as affected by variations in leadership quality and characteristics, and observable values of school heads (DepEd, 2012).

The implementation of SBM among public schools has been found to have observable gaps in terms of leadership performance due to its misalignment with the standard SBM competencies and policies. It is certain that the quality of leadership role executed by school heads is largely dependent on the value system they have (Morallos, 2012). In performing their SBM functions, school heads generally demonstrate Filipino values which include *Maka-Diyos* (God-fearing), *Bayanihan*, *Barangayan*, *Batarisan* or *Balikatan* (sense of civic unity and cooperation), *Kapamilya* (family cohesiveness), concern for others, *Palabra de Honor* (word of honor), Respect for Elders, and *Pakikisama* (smooth interpersonal relationship) (San Agustin, 2012).

Organizational Culture

San Agustin (2012) believed that one imperative characteristic of every school, either private or public is having its own organizational identity; and this organizational identity is firmly constructed within the boundary of its organizational culture. In the same sense, an organizational culture enables a set of values or a paradigm shift. In fact, Tsai (2011) made a concurrence that cultures begin with leaders who realize their values and assumptions on their group. Though abstract and cannot be

readily identified in a culture, Demirtas (2018) pointed out that organizational values strongly affect job satisfaction and affective commitment of those who are involved in the organization. Values deal with the deeply held principles, ideals, beliefs or attitudes that are part and parcel of one's personality and are unique to each individual, which may be considerably good, important, and desirable in life (Barrett, 2010). In this context, the values of organization have grown from values of individuals that have shaped the organizational culture.

The social and environmental contexts of school's practices are paralleled to the existing school staff's culture and norms (Deal & Peterson, 2009). Though values make up only a certain aspect of culture, they spell out a tremendous impact in shaping the school management system (San Agustin, 2012). The effects of values in school's practices are particularly evident to most academic institutions since each school head has his/her unique set of personal and social values as affirmed by Morallos (2012). Furthermore, Lapus (2009) underscored that the more clearly an organization's shared perceptions and values are defined, the more strongly people can associate themselves with their organization's mission and feel a vital part of it.

School Leadership

The study postulates that the type of leadership that a school head exhibits in carrying out his/her administrative-based functions is influenced by what he/she values (San Agustin, 2012). Similarly, Copeland (2014) held that a school head cannot be expected to adopt a particular leadership style if it is contrary to his/her value orientations. He also mentioned that the core ethical and authentic qualities of a leader results, to improved leadership effectiveness. Moreover, Ambler (2014) asserted that leading oneself is the most important task of any leader, which consequently leads to the concept that most leadership failure is a result of poor self-leadership. As per Nayab (2011), personal leadership starts with

accepting responsibility for leading oneself first. It begins with the recognition that unless you lead yourself, you cannot lead others.

In order to update the Department of Education (DepEd) directions and further strengthen its capacity to fulfill its constitutional mandate, Br. Armin A. Luistro, FSC, Former Secretary of the Agency promoted “One DepEd” by advocating the official adoption of the Department of Education Vision, Mission, and Core Values (DepEd VMV) in all its offices and schools through DepEd Order No. 36, s. 2013. It is noteworthy that the core values of *Maka-Diyos* (God-fearing), *Maka-tao* (humane), *Makakalikasan* (nature-lover) and *Makabansa* (nationalistic) that DepEd seeks to foster are articulated in Section 40 of Republic Act 8491. This set of values dictate the nature of SBM of the agency (DepEd, 2013). The development and implementation of all programs in schools need to be anchored on the constructive principles composing the SBM (DepEd, 2012).

School-Based Management

With the goals to improve education outcomes and increase client satisfaction, DepEd has stepped up its efforts to decentralize the decision-making authority to schools through SBM (DepEd, 2012). In general, the management of systems and processes relative to budget allocation, curriculum development, learning resource procurement, infrastructure improvement, school calendar setting based on community needs, and monitoring and evaluation of teacher performance and student learning outcomes is transferred at the school level. SBM also includes the authority, responsibility, and accountability over school development plans, school grants, and information dissemination of educational results through School Report Card (SRC) (DepEd, 2009). As a result, SBM empowers the stakeholders to actively participate in the continuous improvement of schools by establishing a network of work teams (Llego, 2016). It is however necessary for school heads (as key players) in SBM to possess the right values which

are Filipino in nature to effectively facilitate the management of local realities and needs (San Agustin, 2012).

Filipino Values

In accordance to the work of Ortigas (2012), the Filipino value system refers to the set of values by which majority of the Filipinos have historically held important in their lives. It encompasses moral codes, ethical practices, etiquette, and personal and cultural values that are promoted by the society such as being *Maka-Diyos* (God-fearing), *Bayanihan*, *Barangayan*, *Batarisan*, or *Balikatan* (sense of civic unity and cooperation), *Kapamilya* (family cohesiveness), Respect for Elders, Concern for Others, *Pakikisama* (smooth interpersonal relationship), and *Palabra de Honor* (word of honor).

The study on Filipino value system crafted by Quisumbing (2012), as cited by Ortigas (2012), revealed that the system generally follows a single pattern (although variations do occur), reflecting the influence of local traditions. In general, the aims, goals, and aspirations of Filipinos converge around social acceptance, economic security, and social mobility.

Similarly, the Filipino value system or *pamantayan* has three elements: namely *halaga* (self-value), *asal* (behavior), and *diwa* (disposition). The *pamantayan*'s evaluative aspect "*halaga*" is what Filipinos find most worthy. It is given to observed traits that make the person virtuous or "*uliran*". In addition, *halaga* has three dimensions which include one's self-worth (*pagkatao*), one's dignified relationships with others (*pakikipagkapwa-tao*), and having compassion (*pagkamakatao*). Second, the evaluative aspect is manifested in a person's behavior or "*asal*." *Asal* has three standards namely, *kapwa* (relational), *damdamin* (emotional), and *dangal* (moral). From the expressive standard, the third element is the *diwa*. This element represents the efficacy of the spirit of firmness in what one believes in. It embodies fundamental quality of ideas, sentiments, and actions (San Agustin, 2012).

The implementation of SBM is rooted in the existing organizational culture influenced by school leadership and Filipino value system. As perceived gaps in the literature, the researchers aimed to determine the Filipino values being integrated by school heads that are aligned to their SBM functions, in consideration to their existing SBM status and practices. The researchers also pursued to highlight the effect of operationalizing Filipino value-laden SBM with the school performance as a contribution to the field. In organizational development, it is revealed that leader's value system is significantly related to the effectiveness of the organization in terms of goal attainment (Copeland, 2014).

Purposes of the Research

The study formulated a Continuing Development Program based on the Filipino value-laden School-Based Management (SBM) functions of secondary school heads in the Division of Malabon City. Specifically, the study sought to:

1. assess the extent of Filipino value demonstration in performing the SBM functions of the secondary school heads in terms of the SBM domains (Educational Leadership for School Improvement, Curriculum Management by Student Learning, School Environment, Staff Management, Resource Management, and Community Building);
2. determine the strengths manifested by the secondary school heads in integrating Filipino values for their SBM functions; and
3. design a needs-based program to continuously improve Filipino value-laden SBM.

Methodology

The study employed the descriptive design as it assessed the Filipino value-laden School-Based Management (SBM) functions of secondary school heads in the Division of Malabon City. Using the descriptive design, the researchers described the nature of the situation on SBM as it existed at the time of the study and explored the cause of the particular phenomenon and employed development research to craft the web-based program.

Sampling and Participants

The researchers conveniently selected a sample aggregate comprised of 10 school heads and 200 teachers from government-owned secondary schools in the Division of Malabon City. Based on convenient accessibility and proximity, the researchers selected the teacher-respondents through convenience sampling whereby the sample (n) was drawn from the population (N) of 754 teachers. In the same light, the researchers conducted the study in the said schools division due to the prevailing conditions in most government-owned secondary school management systems in the respective locale that are still in “Level I - Developing” in terms of SBM practices.

Instruments

Culture-bound instruments. The study utilized validated assessment tools adapted from locally structured questionnaires of Pablo (2008), with the reliability index of .72 for school heads and .71 for teachers. The instruments included 42 SBM performance functions, categorized under six school domains. Predominant values were integrated in each indicator to assess how the school heads practice and apply them in school management. Instrument questions were centered on the extent of demonstration of Filipino values in performing the SBM functions as perceived by the school heads themselves and their teachers.

Unstructured interview guide. To validate the information gathered during the administration of the survey questionnaires, the researchers gave five questions to the school head-respondents which were as follows:

1. How long have you been in the school head position?
2. In performing your SBM functions, at what level of SBM practices can you classify your school?
3. At what extent are you integrating the Filipino values in performing your SBM functions?
4. What are your strengths in demonstrating the Filipino values? and
5. How do you perceive the effect of integrating Filipino values while performing your SBM functions? Does it have something to do with your school performance?

Data Collection and Analysis

Pre-Survey

Before administering the questionnaires to the target participants, the researchers sought the approval of Pablo (2008) for the use of his designed instruments. Upon receiving a favorable response to proceed, the researchers requested permission from the Schools Division Superintendent of Malabon City for the conduct of the study. The researchers oriented the participants that their engagement was on voluntary basis and they also obtained their full consent prior to the study. The researchers avoided any form of deception or exaggeration in the objectives, misleading information, and representation of data findings in a biased way.

Survey

The researchers administered and retrieved the questionnaire checklists from the respective schools of the participants (face-to-face). Their participation in the study took no more than forty-five minutes, and was completely voluntary (with signed informed consent form) and in confidentiality. The researchers tallied and tabulated the data gathered in order of the sub-problems.

Post-Survey

After organizing the data, the researchers analyzed these data to generate relevant findings. In accordance with the structure of Pablo (2008) in the instruments, the researchers used semantic differential means to measure the connotative meaning of concepts. The respondents had only two choices that range from 1-8, 1-4 means “Not Demonstrated” and 5-8 as “Demonstrated”. The respondents choose their position (on a scale between two bipolar words, or a range of words or number ranging across a bipolar position).

In conjunction to this, the “Demonstrated” interpretation showed that the school heads concretely and deliberately exhibited (in a consistent manner) within their own challenging settings the expected set of qualities or characteristics. While the “Not Demonstrated” meant that the school heads had slight or poor manifestation of defined competencies.

The researchers computed the weighted mean to measure the respondents’ perception and strengths of the secondary school heads on the Filipino value-laden SBM functions as perceived by themselves and the sampled teachers. The scoring interpretation of the 8-scale instrument was the weight of the respondents’ evaluation of the School-Based Management (SBM) functions, 1.00-4.50 as Not Demonstrated and 4.51-8.00 as Demonstrated.

Higher weighted mean indicated demonstration of qualities or characteristics at a greater extent. Analysis of interview data involved identification of themes and their existing connection or relationship to generate the meaning and significance of the gathered responses to the study.

Results and Discussion

On Value-Laden School-Based Management (SBM)

Functions of School Heads

Educational leadership for school improvement. As shown in Table 1, all performance indicators in this domain yielded highly inclined to *Demonstrated* with the school head's function on assuming the role of a parent in motivating the students to excel in their studies as the highest, hence the Filipino value of family cohesiveness is being vitally applied and experienced in school management. This is congruent with the practice of the school heads in motivating the staff to escalate their competencies through participation to Learning and Development initiatives with the sense of being *kapamilya* (family cohesiveness). Likewise, the other Filipino values demonstrated by the school heads in performing their administrative functions, as perceived by the respondents include inhibiting oneself from all-knowing attitude, *bayanihan*, *batarisan*, *balikatan*, or *barangayan* (sense of civic unity and cooperation) system in providing direction and support to school community and in articulating the DepEd Vision and Mission, not imposing *bahala na* (come what may) attitude, discouraging crab mentality, not impressing *amor propio* attitude, and the function that has the lowest mean on giving feedback on work performance that the school heads seemed to be less in observing a regular and *walang personalan* (objective) mechanism.

The findings show that generally, the school heads are practicing the Filipino value of family cohesiveness in their function of educational leadership. Ortigas (2012) emphasized

that Filipino value orientation is still based on traditional rural society value system. Our personalism attaches great importance to the warmth and closeness of reciprocal ties, loyalty to persons, family and kinship obligations, and smoothness of interpersonal relations. In the same vein, the desire to be accepted as a person by the significant others, which is by the people who mean something to him, to be treated as a subject, not an object, and to be recognized more for what he is than for what he can do or contribute is very Filipino in value. It is noteworthy that the school heads believe in the importance of the sense of family relationship in dealing with the students and in leading the school towards the realization of its defined goals.

Table 1. Value-laden SBM functions of school heads in terms of Educational Leadership for school improvement.

Items	School Heads (N=10)			Teachers (N=200)			Total (N=210)			Rank
	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI ^a	
THE SCHOOL HEAD:										
1. recognizes the participation of students, teachers, and parents in articulating the DepEd Vision and Mission to encourage <i>bayanihan</i> or <i>barangayan</i> system.	7.60	0.70	D	6.29	1.33	D	6.35	1.34	D	8
2. discourages crab mentality by giving and sharing credit to/ with staff, pupils, teachers, and parents when the school succeeds, recognizes, and achieves good performance.	7.90	0.32	D	6.52	1.15	D	6.58	1.16	D	6
3. provides direction and support to staff, parents, pupils, and community using <i>bayanihan</i> , <i>batarisan</i> , or <i>balikatan</i> sytem.	7.90	0.32	D	6.75	1.06	D	6.80	1.06	D	3
4. does not impose <i>bahala na</i> system in planning and implementing school-based development plans.	7.70	0.67	D	6.56	1.06	D	6.61	1.07	D	5
5. maintains a positive, open, and encouraging attitude to change through Learning and Development programs, and inhibit himself/herself from all-knowing attitude.	7.90	0.32	D	6.89	0.82	D	6.93	0.83	D	2

6.	assumes the role of a parent and motivates students to continue growing, learning, and reflecting to give them a feeling of family cohesiveness.	8.00	0.00	D	7.05	0.83	D	7.09	0.84	D	1
7.	observes <i>walang personalan</i> and regularly sets feedbacks about work performance from teachers or colleagues whether positive or negative with open mind.	7.70	0.67	D	6.02	1.11	D	6.10	1.15	D	9
8.	motivates staff to continue growing, learning, and reflecting by sending them to trainings, seminars, or study grants without feeling of insecurities.	7.90	0.32	D	6.68	1.01	D	6.73	1.02	D	4
9.	accepts negative feedback as part of improving work performance rather than impressing <i>amor propio</i> attitude.	8.00	0.00	D	6.38	1.26	D	6.46	1.28	D	7
Overall		7.84	0.15	D	6.57	0.35	D	6.63	0.44	D	
*D-Demonstrated											

On the other side of the coin, the lowest Filipino value practiced by the school heads is the observance of a *walang personalan* (objective) feedback system on work performance. This is possibly verifiable with the experience of the school heads in less direct criticism of negative behavior and inadequate performance to avoid confrontation and hurting others. One related factor is the psychological and emotional uneasiness of staff in receiving honest feedback brought about by the oversensitive nature of Filipinos in fear of losing face due to value of *hiya* (shame) and *pakikisama* (smooth interpersonal relationship).

Curriculum management by student learning. In terms of this domain, the value-laden SBM functions of school heads earned grand weighted means all interpreted as Demonstrated. The indicator that received the highest mean of 6.98 is on the deep concern of school heads for not imposing *pagkakuripot* (stinginess) attitude in the assessment of students. It implies that the assessment processes being undertaken in the field involve the purposeful consideration on the varied learning backgrounds of

students to fit well on their needs. On the contrary, the Filipino value of *ningas cogon* (inconsistent work enthusiasm) particularly in establishing and maintaining specific programs has the lowest computed mean.

The Filipino attitude of *ningas cogon* (inconsistent work enthusiasm) describes the great enthusiasm at the beginning of an undertaking. The eagerness however fades away through time just as quickly as the fire is extinguished, leaving an undertaking either half-baked or unfinished. In pursuit of providing quality service delivery in education, the school heads believed that it is crucial to have consistency in implementing determined programs (those indicated in the School Improvement Plan [SIP]). Organizational effectiveness can be achieved if the school heads are responsible enough to sustain advantageous efforts that bring about continuous improvement in their curriculum systems and processes. School improvement and effectiveness require time, focus, and commitment of the school head. To succeed the leadership, one must be focused on reforms and sustainability (Hess & Hallinger, 2009).

In sum, school heads should set the academic tone by actively and cohesively working with teachers to develop and maintain high curriculum standards. Curriculum and learning management is at the heart of their accountability and should not be compromised at any point (Morillos, 2012). Thus, for total quality management, Filipino values of being concern and not imposing *pagkakuripot* (stinginess) and *ningas cogon* (inconsistent work enthusiasm) are vital to be exhibited by the school heads.

Restraining on *mas magaling kami noon* (concluding that personnel in the past are better than the current ones in terms of work performance) outlook, *kulit* (being persistent) technique in disseminating proactive school processes especially to those who have *walang pakialam* (having no concern) attitude, disregarding *patsamba-tsamba* (relying on chances) and *bahala na* (come what may) systems in school priority areas, and executing

culture-based curriculum initiatives were also demonstrated by the school heads.

School environment. The data on Table 2 shows that the grand weighted means in terms of this domain ranged from 6.20-7.03, all interpreted as *Demonstrated*. Among the indicators, the demonstration of the value of one big family in managing student behavior in school has the highest which implies that the school heads took the role as second parents in ensuring proper discipline and firming up expectations for students' value formation.

Table 2. Value-laden SBM Functions of School Heads in terms of school environment.

Items	School Heads (N=10)			Teachers (N=200)			Total (N=210)			Rank
	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI*	
THE SCHOOL HEAD:										
1. recognizes high achieving students, teachers, and parents on significant occasions to encourage others to strive harder by fulfilling promised recognition or reward to role model <i>palabra de honor</i> .	8.00	0.00	D	6.74	0.88	D	6.80	0.90	D	4
2. models to students, teachers, parents, and other stakeholders school rules and regulations by walking the talk.	7.90	0.32	D	6.88	0.94	D	6.93	0.94	D	2.5
3. assumes the role of a parent in the management of student behavior within the school to make them feel the school is one big family.	8.00	0.00	D	6.98	0.84	D	7.03	0.85	D	1
4. does not practice <i>palakasan system</i> in providing advice and feedback to teachers, students, and parents on management of student behavior.	8.00	0.00	D	6.20	1.18	D	6.29	1.22	D	5
5. supports available health programs to ensure better learning capabilities of students and parents and make them feel motherly/fatherly concern.	8.00	0.00	D	6.88	0.84	D	6.93	0.85	D	2.5
6. anticipates incidents that may happen in the school by applying <i>kulit</i> style to maintenance personnel for them to immediately act on possible hazards.	7.40	0.84	D	6.15	1.23	D	6.20	1.24	D	6

Overall	7.88	0.14	D	6.64	0.43	D	6.70	0.50	D
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*D-Demonstrated

Considering the nature of Filipinos for family-centeredness, the warm of this kind of behavioral approach gives the students moral strength and motivation to possess ideal personal qualities knowing that they belonged and that concern for them is genuine (Morallos, 2012). San Agustin (2012) stated that relationship building is significant for Filipinos. The feeling of having “*halaga*” gives so much encouragement to someone to be productive and behave in such a way that he/she will contribute to the environment where he/she belongs. Dusenbury (2012) brought up that with the advent of the fast-paced changes in the environment affecting the schools, it is indispensable that school heads are flexible in closing any instructional gaps and adapting to the way students learn best.

Furthermore, it is revealed that the school heads modelled school rules and regulations by practicing what they preach, supported available school health programs with fatherly/motherly concern, recognized high achieving students, teachers, and parents by fulfilling promised rewards to apply *palabra de honor*, avoided *palakasan* (unethical favor) system on management of student behavior, and had the *kulit* (being persistent) style to ensure general safety.

Staff management. With acquired grand means ranging from 6.08-7.10 for the 13 indicators under Staff Management functions of school heads, all interpreted as Demonstrated, the indicator that has the highest mean is on the sense of being *kapamilya* (family cohesiveness), as the school heads incorporate the teaching force in the team that crafts targets for school development.

Motivated staff is a central resource for the success of the school (Ivancevich et al., 2009). In order to address priority improvement areas, the school heads perceived the importance of constructive engagement of teachers in the direction that the

school is set to obtain. Working within the spirit of a family truly strengthens and sustains the partnership between the school heads and teachers, who are acting as process owners in school development. The morale of teachers is being uplifted upon their involvement in school decision-making and governance, with their valuable contributions being recognized. As managers, it is the responsibility of the school heads to motivate his/her team members to do the best work possible and shape the team into a cohesive one (Jose, 2011).

Interview results emphasize that one of the qualities school heads should possess is the avoidance of offensive values that will not foster harmonious relationships between the school heads and teachers. Organizational performance is definitely dependent on how each structural workforce moves. Hence, teachers should be given the right motivation by allowing them to feel their worth and accountability in the organization, as expressed:

“As school head, I always remind my staff of the acronym T.E.A.M., that Together Everyone Achieves More.”

“I am blessed to have a faculty whom I can regard as a family. We collaborate all the time, whatever the circumstances are. That is the secret component why we succeed.”

“We have good teamwork in school because we understand each other by heart.”

However, the indicator on openness and discouraging *tsismis* (gossips) has the lowest weighted mean, which substantiates what the research literature is pointing out that Filipinos mostly desire to please others confrontationally. This is usually evident with the indirectness and sensitivity in giving information or feedback, as well as the tendency for conformity and silence even if there is disagreement or conflict. Left

without access to the proper fora for bringing out grievances, individuals sometimes resort to and rely on unhealthy *tsismis* (gossips) (Ortigas, 2012). School heads should seek to develop smooth human relations within the team and be able to institute mechanisms for information accessibility and transparency.

Resource management. As shown in Table 3, the grand weighted means in value-laden SBM functions of school heads for Resource Management ranged 6.38-7.17, with all indicators interpreted as Demonstrated. Resources should collectively organize, judiciously mobilize, and manage with transparency, effectiveness, and efficiency to support targeted education outcome (DepEd, 2009).

The highest mean indicator on spirituality, reveals that the school heads display being *maka-Diyos* (God-fearing) by seeking for Divine intervention to manage the school resources wisely and appropriately congruent to DepEd policies. Aside from being sources of strength and courage, the strong faith in God and religiosity among Filipinos largely influence their ethical principles and moral ideals in life. If the school heads are *maka-Diyos* (God-fearing), it is probable that they will refrain from being corrupt (San Agustin, 2012).

Furthermore, the school heads reject the unethical and unprofessional practices of *pangungumisyon* (bribery) or *kotongan* (extortion), and *maniana* (procrastination) habit in procurement transactions for personal advantage. All of these are regarded as common social problems resulting to half-baked ideas and solutions that hamper work productivity and organizational development (Ortigas, 2012). Similarly, based on the analyzed data, the school heads do the *pakikisama* with law enforcement/security agencies to ensure safe learning environment.

Table 3. Value-laden SBM functions of School Heads in terms of resource management.

Items	School Heads (N=10)			Teachers (N=200)			Total (N=210)			Rank
	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI ^a	
THE SCHOOL HEAD:										
1. develops, manages, and spends the school budget judiciously, rejecting <i>pangugumisyon</i> or <i>kotongan</i> practice from purchasers and suppliers.	8.00	0.00	D	6.77	1.13	D	6.83	1.13	D	3
2. prays to God and demonstrates being <i>maka-Diyos</i> that he/she may not mismanage school funds, steal, or use school resources for personal or family use and instead use them as mandated by DepEd policies.	8.00	0.00	D	7.13	0.81	D	7.17	0.81	D	1
3. does not insinuate or require cuts/commission in accepting donations, gifts, bequests, and grants in accordance with R.A. 9155.	8.00	0.00	D	6.96	0.86	D	7.00	0.87	D	2
4. does not impose <i>maniana</i> habit in managing systems and procedures to maintain the security of equipment and buildings.	7.90	0.32	D	6.30	1.04	D	6.38	1.07	D	5
5. liaises and uses <i>pakikisama</i> with police and other security agencies to ensure safe learning environment.	8.00	0.00	D	6.66	0.96	D	6.72	0.98	D	4
Overall	7.98	0.06	D	6.76	0.82	D	6.82	0.84	D	
^a D-Demonstrated										

Community building. Table 4 reveals that creating a collaborative educational environment can build a community of caring individuals who are all working towards a common goal. Shared accountability in schools should be viewed as a continuous collective engagement of stakeholders geared toward different actions to be taken to improve school performance, with an ultimate direction of improving student learning outcomes and promoting student welfare. Guelas (2009) stated that linkages between schools and its community are proven to be effective in expanding the access and accelerating the quality of learning opportunities that are offered to the students.

Under this domain, the indicators earned grand weighted means ranging from 5.85-6.54, interpreted as *Demonstrated*. The indicator on *pakikisama* (smooth interpersonal relationship) has the highest, which signifies that the school heads employed this value to sustain beneficial networking with Government Organizations (GO), Local Government Units (LGU), Non-Government Organizations (NGO), and Parent-Teacher-Community Associations (PTCA). Likewise, *pakikisama* (smooth interpersonal relationship) was evident to be a facilitating factor in all other indicators particularly in publicizing school events and achievements, conducting PTCA meetings that foster *bayanihan* or *barangayan* (sense of civic unity and cooperation), promoting positive image of public education, and maintaining transparency and access to school information.

The schools serve the public, the reason why the public needs to be informed about the schools' status. In order to realize school goals and improvement, collective efforts with the community should be fostered. Schools operate best if the community has the sense of ownership in its processes.

Table 4. Value-laden SBM functions of School Heads in terms of community building.

Items	School Heads (N=10)			Teachers (N=200)			Total (N=210)			Rank
	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI ^a	
THE SCHOOL HEAD:										
1. conducts regular Parent-Teacher-Community Association meetings to promote community involvement and encourage productive relationship through <i>bayanihan</i> or <i>barangayan</i> system.	8.00	0.00	D	6.26	1.14	D	6.34	1.17	D	3
2. maintains transparency and provides ways for parents to access information about school issues and classroom practice using <i>pakikisama</i> .	7.90	0.32	D	5.75	1.27	D	5.85	1.32	D	5

3. uses <i>pakikisama</i> to sustain collaborative relationship with key GOs, LGUs, NGOs, and PTCA.	8.00	0.00	D	6.47	1.02	D	6.54	1.04	D	1
4. promotes positive image of public education and school to families and business industry through <i>pakikisama</i> .	7.90	0.32	D	6.15	1.11	D	6.23	1.15	D	4
5. practices <i>pakikisama</i> to community network to publicize school events and achievements using media.	7.70	0.67	D	6.39	1.10	D	6.45	1.12	D	2
Overall	7.90	0.19	D	6.20	0.94	D	6.28	0.98	D	

^aD-Demonstrated

On the Strengths Manifested by the School Heads in Integrating Filipino Values for their SBM Functions

Seeing that the school heads demonstrated all of the indicators in value-laden management practices as perceived by the respondents, it is crucial to look into the areas by which they observably excelled or be continuously improved.

Table 5. Summary of strengths on the value-laden SBM functions of school heads per dominant value.

Dominant Values in SBM Domains	School Heads (N=10)			Teachers (N=200)			Average			Rank
	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI	Mean (\bar{X})	SD	VI ^a	
Maka-Diyos	8.00	0.00	D	7.13	0.81	D	7.56	0.41	D	1
Family Cohesiveness/ <i>Kapamilya</i>	8.00	0.00	D	7.03	0.87	D	7.52	0.44	D	2
Respect for Elders	7.90	0.21	D	6.95	0.97	D	7.43	0.59	D	3
Palabra de Honor	7.95	0.16	D	6.81	0.91	D	7.38	0.54	D	4
<i>Bayanihan, Barangayan, Batarisan, or Balikatan</i> System	7.88	0.26	D	6.49	1.17	D	7.19	0.72	D	5
Concern for Others	7.80	0.35	D	6.55	1.81	D	7.18	1.08	D	6
Pakikisama	7.90	1.31	D	6.28	1.09	D	7.09	1.20	D	7

^aD-Demonstrated

Among the domains, Resource Management has the highest computed mean, with being *maka-Diyos* (God-fearing) as the dominantly manifested value. It can be gleaned that the school heads evidently exercised value-laden standards and procedures in financial management to ensure that the available

school resources are effectively allocated and liquidated. The value of being *maka-Diyos* (God-fearing) seemed to be the prevailing principle of the school heads in making financial-related decisions and transparency. The next domain in position is the school environment. The value of *kapamilya* (family cohesiveness) relative to the management of student behavior was also applied by the school heads in their respective settings. While the third domain is staff management; highlights as well the value of family cohesiveness in setting synergy for school development.

However, there is still a need to continuously improve their Filipino value-centered competencies in the domains of educational leadership for school improvement, curriculum management by student learning, and community building based on their identified strengths. The complexity and overarching functions of school heads may be one of the reasons why the school heads were challenged to incorporate value-oriented actions on these SBM areas.

Table 5 presents the strengths of the school heads in manifesting the dominant Filipino values embedded in the domains composing the SBM system. Based on the results, the Filipino value of being *maka-Diyos* is revealed to be on top of application. This result justifies the earlier finding that the school heads are implementing value-laden SBM practices on the domain of resource management to a great extent.

In relation, it is found out that the school heads need to establish pleasant and harmonious relationship with school partners through fruitful networking. In order for the schools to succeed in their endeavors, the involvement of both the internal and external stakeholders should be sustained (Morallos, 2012).

On the SBM-Based Continuing Development Program for School Heads

In response to the complexity of the educational milieu as affected by the changing times and greater demands to mobilize the vision of shaping an organizational culture that will have direct and relevant impact to its ultimate clients, (the students), the Department of Education is on the course toward continuous improvement. Anent to the interfacing efforts for the realization of this end in mind is on ensuring the effective SBM implementation in the field which reflects the leadership and managerial competence of school heads. In performing their administrative and instructional functions, it is proven to be of significance that the school heads manifest positive Filipino values that guide them in constructively carrying out the service deliverables that are expected of them (San Agustin, 2012).

In view of this, the researchers crafted a Three-Day SBM-Based Continuing Development Program (CDP) (see Appendix) to continuously improve the overall performance of school heads by strengthening the values integration with their administrative and instructional functions in accordance to the least demonstrated SBM domains and Filipino values. As anchored on the results of the study, as well as in the National Competency-Based Standards for School Heads (NCBSSH) and School Heads Development Program (SHDP) of DepEd, the researchers anticipated that at the end of the CDP, the school heads should be able to continually integrate Filipino values in performing their SBM functions to effectively deliver DepEd outcomes.

Aligned to the perceived need for integration of Filipino values in SBM implementation, the CDP program will definitely: a) clarify the school heads' value-laden roles, responsibilities and accountabilities to make sure that the DepEd core programs are delivered efficiently and effectively; b) deepen the school heads' understanding of value-based strategies that will motivate the school community to set direction for realizing goals and to affirm education as rewarding, meaningful, and enjoyable experience

through *bayanihan*, *barangayan*, *batarisan*, or *balikatan* (sense of civic unity and cooperation) system; c) capacitate the school heads in providing a broad, balanced, and inclusive curriculum, aligned with the policies and priorities of DepEd and Filipino value-inspired in nature by showing concern for others; d) cite best practices in communicating with the school external partners/stakeholders for their involvement in student learning and school governance by exercising *pakikisama* (smooth interpersonal relationship); and e) solidify the school heads' commitment in practicing Filipino values with their SBM functions through a strategic Re-Entry Action Plan (REAP).

The pre-identified list of participants includes the 10 secondary school heads from the public schools in the Division of Malabon City who served as respondents of the study. The final requirement for the Continuing Development Program is the REAP. It requires the participants to identify a specific school concern that needs to be addressed or needs improvement through the demonstration of Filipino values that will deliver the best impact on school measures in three (3) months.

Conclusion and Recommendations

This study attempted to assess the value-laden SBM functions of secondary school heads in the Division of Malabon City during the School Year 2017-2018. Critical inputs of the study addressed the gap on the determination of the Filipino values being integrated by school heads in their educational management that served as bases for a proposed Continuing Development Program to continuously improve organizational performance.

In view of the analysis of data, all the indicators in the six components of the value-laden SBM functions of school heads obtained demonstrated descriptive ratings as perceived by the school heads themselves and teacher respondents. With

regard to the strengths of the school heads on their value-laden SBM functions per domain, Resource Management is the dominant domain with strong manifested Filipino value of being *Maka-Diyos* (God-fearing). The value of *kapamilya* (family cohesiveness) relative to the management of student behavior was also applied by the school heads in their respective settings, by which the School Environment is next in position. The third is Staff Management, highlighting as well the value of family cohesiveness in setting synergy for school development. However, there is still a need to further enhance the school heads' competencies in the SBM domains of Educational Leadership for School Improvement, Curriculum Management by Student Learning, and Community Building; and in integrating the Filipino values of *bayanihan*, *barangayan*, *batarisan*, or *balikatan* (sense of civic unity and cooperation) system, concern for others, and *pakikisama* (smooth interpersonal relationship) in their school management. The researchers crafted a Continuing Development Program for School Heads with the end in mind of strengthening the integration of Filipino values in performing their SBM functions in accordance to the results of the study.

The researchers concluded from the study that the secondary school heads integrated Filipino values in the execution of their SBM functions, as revealed in their demonstration of identified indicators per SBM domain. With the direction of the DepEd for continuous improvement in its organizational culture, the areas which were determined as competency-based gaps should be given prioritization for enhancement. The designed Continuing Development Program can serve as driving momentum in achieving the DepEd vision through value-laden management of school heads.

The study is limited to the assessment of the Filipino value-laden School-Based Management functions of secondary school heads in the Division of Malabon City. It is recommended that the proposed Continuing Development Program be considered for implementation to the said Schools Division

to continuously enhance the school heads' competencies in managing their respective schools, most particularly to those newly-on board in relation to Filipino value-laden SBM functions. Future studies may also be pursued by correlating the Filipino values with other variables such as quality assurance indices like National Achievement Test (NAT) results, School Improvement Planning (SIP) process, and talent management system. In the same vein, a parallel study in other Schools Divisions at the National Capital Region may be conducted to determine if similar results will be revealed.

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Appendix A

SBM-Based Continuing Development Program for School Heads

I. Background

A. Rationale

One of the existing trends today in organizations which include the school setting is giving the agency heads a greater say in the workplace. However, while they are empowered to manage their own school, they should be equipped with the necessary Filipino value-laden competencies that will pave the way for increased productivity and better performance, as proven by conducted researches congruent to this.

The Department of Education (DepEd) has consistently pushed through the improvement of leadership practices and implementation of School-Based Management (SBM) functions among school heads in the field. To ensure the efficiency, effectiveness, and excellence in education service deliverability, DepEd Order No. 36, s. 2013 was issued which stipulates the official adoption of the cultural values of being *Maka-Diyos*, *Maka-tao*, *Makakalikasan* and *Makabansa* as core ethical principles in the processes and systems being operationalized in all its offices and schools. This is also anchored on the National Competency-Based Standards for School Heads (NCBSSH) contained in DepEd Order No. 32, s. 2010, “The National Adoption and Implementation of the National Competency-Based Standards for School Heads”.

With the recently concluded study entitled “Filipino Value-laden School-Based Management Functions: Basis for a Continuing Development Program”, the researcher has found out that of the six SBM domains, there is still a need to further strengthen the value-centered competencies of school heads in

Educational Leadership for School Improvement, Curriculum Management by Student Learning, and Community Building; and in integrating the Filipino values of *bayanihan*, *barangayan*, *batarisan*, or *balikatan* system, concern for others, and *pakikisama* in school management.

Based on the findings of the aforementioned research, it is then deemed necessary to conduct a Continuing Development Program which can help the secondary school heads in improving their respective administrative and supervising performances on strengthening the Filipino value integration in demonstrating their SBM functions. Training for school leadership and management is imperative, taking into account the drastic changes characterizing the 21st century arena and the unique context of the communities that schools serve.

Towards this end, it is recommended that the Schools Division Office (SDO) of Malabon City, through the School Governance and Operations Division (SGOD), should commit itself to provide this necessary capability building activity for school heads as part its mandate on Human Resource Development.

B. Program Objectives

1. Terminal Objective

At the end of the training program, the school heads should be able to continually integrate Filipino values in performing their SBM functions to effectively deliver DepEd outcomes.

2. Enabling Objectives

This three-day intervention program aims to:

- a. Clarify the school heads' value-laden roles, responsibilities and accountabilities in making sure that the DepEd core programs are delivered effectively and efficiently;

- b. Deepen the participants' understanding on value-based strategies that will motivate the school community to set direction for realizing goals and to affirm education as rewarding, meaningful, and enjoyable experience through *bayanihan*, *barangayan*, *batarisan*, or *balikatan* system;
- c. Capacitate the school heads in providing a broad, balanced, and inclusive curriculum, aligned with the policies and priorities of DepEd and Filipino value-inspired in nature by showing concern for others;
- d. d. Cite the best practices in communicating with the school external partners/stakeholders for their involvement in student learning and school governance by exercising *pakikisama*; and
- e. e. Solidify school heads' commitment in practicing Filipino values with their SBM functions through a strategic Re-Entry Action Plan (REAP).

C. Content

The training program is based on the value-laden School-Based Management (SBM) functions of school heads with the following domains: Educational Leadership for School Improvement, Curriculum Management by Student Learning, and Community Building; as well as its embedded Filipino values of *bayanihan*, *barangayan*, *batarisan*, or *balikatan* system, concern for others, and *pakikisama*. It is similarly aligned to the National Competency-Based Standards for School Heads (NCBSSH) and School Heads Development Program (SHDP) of DepEd.

Educational Leadership for School Improvement deals with the requirement for the school heads to motivate the school

community in setting the direction to achieve their goals and to affirm education as rewarding, meaningful, and enjoyable experience.

In addition, Curriculum Management by Student Learning covers the systems and processes involved in ensuring that the school provides a broad, balanced, and inclusive curriculum that is aligned with the policies and priorities of DepEd.

While Community Building pertains to the need of the school heads to communicate effectively with school external partners/stakeholders for their involvement in student learning and school governance.

Among the 21st Century Skills embedded in the course content that seek to develop with the participants considering the demands of the internal and external environments that the school heads are exposed to include: Communication Skills; Information, Media, and Technology Skills; Life and Career Skills; and Innovation Skills.

Other SBM components namely: Resource Management, School Environment, and Staff Management will also be integrated seamlessly.

Hereunder are the training matrix and design of the proposed Continuing Development Program for School Heads.

PROGRAM SCHEDULE				
Time	Day 0	Day 1	Day 2	Day 3
7:45-8:00 AM		Management of Learning (MOL) - Prayer - Nationalistic Song - Sharing of Reflections - Energizer	Management of Learning (MOL) - Prayer - Nationalistic Song - Sharing of Reflections - Energizer	Management of Learning (MOL) - Prayer - Nationalistic Song - Sharing of Reflections - Energizer

8:00-8:30		Self-Management	School Structures and Processes	Communication and Partnership
8:30-9:00				
9:00-9:30				
9:30-10:00				
10:00-10:30		Social Learning	Value-Laden School-Based Management (Part I)	Integration and Commitment Building
10:30-11:00				Closing Program
11:00-11:30				- Introit
11:30-12:00 PM	- National Anthem			
			- Welcome/Message	
			- Challenge	
			- Acceptance	
			- Presentation of QAME Results	
			- Awarding of Certificates	
			- Community Song	
			- Closing Prayer	
12:00-12:30	LUNCH			
12:30-1:00				
1:00-1:30	Arrival and Registration	Organizational Leadership	Value-Laden School-Based Management (Part II)	
1:30-2:00				
2:00-2:30				
2:30-3:00				
	Opening Program			
	- Introit			
	- National Anthem			
	- Welcome/Message			
	- Acknowledgment of Attendees			
	- Program Background			

3:00-3:30	<ul style="list-style-type: none"> - Talk on Quality Assurance, Monitoring, and Evaluation (QAME) - Setting of House Rules <p>Other Preliminaries:</p> <ul style="list-style-type: none"> - Getting to Know You - Organization and Function of Host Teams - Surfacing and Leveling of Expectations 	<p>DepEd Mandate Continuous Improvement</p>	
3:30-4:00			
4:00-4:30			
4:30-5:00			
5:00-5:30			
5:30-6:00			

Title of the Session	Objectives	Methodologies/ Activities	Output	Materials
Self-Management	<p>Terminal Objective:</p> <p>At the end of the first session, the school heads should be able to articulate one's perception on being a person with Filipino values to demonstrate.</p> <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Foster an understanding of one's inner self and Filipino values to possess 	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Group Sharing</p> <p>Life Spaces</p> <p>This Is Me</p>	Self-Definition of School Heads	<p>Slide Deck</p> <p>Cartolina</p> <p>Scissors</p> <p>Markers</p> <p>Coloring Materials</p>

	<ul style="list-style-type: none"> • Reflect on one's past, present, and future conditions in life • Express a description of oneself 			
Social Learning	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to demonstrate understanding on becoming a value-oriented person in the organization.</p> <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Establish an understanding of one's inner self • Realize the importance of knowing oneself in relation to others • Emphasize the relationship of a school head as a value-oriented person to the organization 	<p>Lecture-Discussion</p> <p>Reflection Activity</p> <p>Group Sharing</p> <p>Brainstorming</p> <p>Tree of Life</p> <p>Socialized Bingo Card</p>		<p>Slide Deck</p> <p>Manila Paper</p> <p>Coloring Materials</p> <p>Markers</p> <p>Masking Tape</p>

<p>Organizational Leadership</p>	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to define value-laden leadership based on their own context.</p> <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Identify the five exemplary leadership practices • Assess oneself in terms of the challenges of leadership via the Leadership Practices Inventory (LPI) tool a school head as a value-oriented person to the organization 	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Group Sharing</p> <p>Video Presentation</p> <p>Leadership Icon</p>		<p>Slide Deck</p> <p>Manila Paper</p> <p>Markers</p> <p>Masking Tape</p> <p>Coloring Materials</p>
	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to demonstrate understanding on the role of school heads as value-driven public servants in the context of DepEd.</p>	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Reflection Activity</p> <p>Group Sharing</p> <p>Dream-Paint-Share</p>	<p>Individual Vision Board</p>	<p>Slide Deck</p> <p>Drawing Paper</p> <p>Coloring Pens</p> <p>Crayons</p> <p>DepEd Order No. 36, s. 2013</p>

<p>DepEd Mandate</p>	<p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Explain the content of DepEd Vision, Mission and Core Values • Clarify the value-based mandate on school heads in terms of authority, accountability and responsibility as stipulated in RA 9155 			
<p>School Structures and Processes</p>	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to gain insights on the significance of the different value-based processes in the school organization.</p> <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Identify the different value-based school systems and processes that a school head should manage 	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Reflection Activity</p> <p>Group Sharing</p> <p>My Ideal School</p>	<p>Ideal School Collage</p> <p>School Functional Chart</p>	<p>Reflection Questions</p> <p>Meta strips</p> <p>Markers</p> <p>Manila Paper</p>

	<ul style="list-style-type: none"> • Apply principles of organization design in analyzing and improving value-based school systems and processes • Learn and apply diagnostic models in identifying priority areas for school improvement with integration of Filipino values • Conduct a SWOT analysis 			
Value-Laden SBM	<p>Terminal Objectives:</p> <p>At the end of the session, the school heads should be able to:</p> <ul style="list-style-type: none"> • Deepen knowledge and understanding on DepEd mandate expressed in the VMV 	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Reflection Activity</p> <p>Group Sharing</p> <p>Presentation of Outputs</p>	Individual Reflection	<p>Slide Deck</p> <p>Manila Paper</p> <p>Markers</p> <p>Manila Paper</p>

	<ul style="list-style-type: none"> • Demonstrate understanding on different value-based school systems and processes in the context of School Based-Management (SBM) as the core philosophy and principle in the delivery of DepEd mandated programs at the school level <p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Explain the principles of value-laden SBM and how it promotes continuous school improvement • Assess level of SBM Level of Practice and implementation • Determine SBM level of practice and implementation based on the four principles of ACCESS 			
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<p style="text-align: center;">Continuous Improvement</p>	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to scan continuously the school environment and align its Filipino value-driven strategies to its changing context leading to the development of adaptive methods in order to deliver effectively the intended outcomes.</p>	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Reflection Activity</p> <p>Group Sharing</p> <p>Presentation of Outputs</p> <p>Video Presentation</p> <p>“Let’s Make Paper Planes”</p>	<p>Proposed value-based CI project</p>	<p>Bond Paper (Letter Size)</p> <p>Airplane Game Data Sheet</p> <p>Measuring Tape</p> <p>Stop Watch</p> <p>Manila Paper</p> <p>Metacards</p> <p>Markers</p> <p>Adhesive Tape</p> <p>Coloring Materials</p>
	<p>Enabling Objectives:</p> <ul style="list-style-type: none"> • Describe the Value-Based Continuous Improvement Program • Explain how the Value-Based Continuous Improvement Program helps in attaining desired school and learning outcomes • Craft a school project plan intended to improve a school’s current process with consideration to the integration of Filipino values 			<p>Session Template</p> <p>Process Map</p> <p>Video Tape on CI Project</p>

	<ul style="list-style-type: none"> Appreciate the value-based CI methodology in improving school processes 			
<p>Communication and Partnership</p>	<p>Terminal Objective:</p> <p>At the end of the session, the school heads should be able to identify value-driven processes involved in building partnership with internal and external stakeholders</p>	<p>Lecture-Discussion</p> <p>Brainstorming</p> <p>Reflection Activity</p> <p>Buzz Session</p> <p>Group Sharing</p> <p>Presentation of Outputs</p> <p>Simulation</p>	<p>Analysis on Priority Matrix for Partnership</p> <p>MOU</p> <p>MOA</p>	<p>Business Card</p> <p>Copy of Priority Matrix</p> <p>Slide Deck</p> <p>Metacards</p> <p>Markers</p> <p>Manila Paper</p> <p>Adhesive Tape</p> <p>A4 Bondpaper</p> <p>Timer</p>
	<p>Enabling Objectives:</p> <ul style="list-style-type: none"> Strengthen school head's knowledge and manifested values on partnership Identify potential partners of the school within the community Analyze the value-driven process in partnership building 	<p>Business Card</p> <p>Crafting of School's Value-Inspired Catchphrase</p>		

	<ul style="list-style-type: none"> • Demonstrate values and skills in building, developing, and maintaining productive and progressive partnerships in the community • Appreciate the value of building a strong partnership with stakeholders 			
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II. Participants

A. Selection

The pre-identified list of participants includes the ten (10) secondary school heads from the public schools in the Division of Malabon City who served as respondents to the study. The breakdown of which is listed herein:

School	Number of Pax
Catmon Integrated School	1
Col. Ramon Camus Integrated School	1
Longos National High School	1
Malabon National High School	1
Malabon National High School - Concepcion Voc-Tech Annex	1
Panghulo National High School	1
Potrero National High School	1
Tañong National High School	1
Tinajeros National High School	1
Tugatog National High School	1
TOTAL	10

B. Attendance, Certification, and Requirements

After the training, the school heads will be given Certificates of Appearance and Participation, indicating the actual number of hours of their attendance. Three months after the training engagement, a Convergence Activity will be conducted by the SDO to provide a venue for the school heads to report the implementation and initial gains of their Re-Entry Action Plan (REAP). The Certificate of Completion will be distributed during the said occasion.

The school heads are expected to prioritize their attendance in the training program and must assign Officer-In-Charge (OIC)/Teacher-In-Charge (TIC) during their absence. Complete attendance and active participation are required. Outputs after each session must be submitted. The final requirement is the REAP as proof of learning.

The REAP requires the participants to identify a specific school concern that needs to be addressed or needs improvement through the demonstration of Filipino values under the SBM domains of Educational Leadership for School Improvement, Curriculum Management by Student Learning, and Community Building and that will deliver the best impact on school measures in three (3) months. The participants will be required to present significant milestones achieved at the end of each month in a Professional or *Kumustahan* Meeting that will be organized by the SDO. REAPs that have funding requirements may be funded by local funds, subject to Commission on Audit (COA) rules and regulations.

III. OPERATIONS

A. Management Structure

In the conduct of the training program in the SDO, the SGOD will be in-charge of the training management and delivery. In accordance with training standards set by the National Educators

Academy of the Philippines (NEAP), the presence of Content Facilitators, Class Manager, and Quality Assurance, Monitoring and Evaluation (QAME) Monitor shall be observed. Facilitators shall be deployed as identified by the SGOD.

B. Terms of Reference (TORs)

Below are the TORs of the training management team:

1. **Program Manager (PM)** - provides guidance and overall direction to the training program; oversees the planning, actual conduct, and evaluation of the course. The PM is the Schools Division Superintendent (SDS).
2. **Training Manager (TM)** - organizes committees including class management, monitoring, budget, welfare, and logistics. The TM is the SGOD Chief and will assign facilitators for deployment based on a sound competency and needs assessment.
3. **Class Manager (CM)** - serves as class adviser all throughout the training activity; handles session for Day 0; conducts pre and post tests for competency assessment; provides technical support; evaluates the Action Plans; manages debriefing sessions; and prepares reports. CM can be the SGOD Education Program Supervisor (EPS), Senior Education Program Specialist-Human Resource Development (SEPS-HRD), or the Education Program Specialist II (EPS II).
4. **Logistics Manager (LM)** - serves as the focal person for all logistical requirements of the Learning and Development (L&D) Program delivery; coordinates with the PM and TM relative to billeting of participants, inspection of venue/s, availability of resource materials needed such as but not limited

to projector, service car, and audio-visual material requirements; and handles emergency errands

5. **Welfare Officer (WO)** - leads in ensuring that safety, security, and health provisions are available in the training venues and accommodations
6. **Learning Facilitators (LF)** - reviews and contextualizes the session guides and materials; conducts and facilitates sessions; and attends briefing and debriefing orientation with the training management team. They were preselected by the SDO using these criteria:
 - Schools Division Superintendent (SDS)/ Assistant Schools Division Superintendent (ASDS)/Regional, Division, or District Supervisor/Secondary School Head/Incumbent SBM Coordinator;
 - Has strong background in curriculum and school operations;
 - Experience in Continuous Improvement Program and Enhanced School Improvement Plan; and
 - With outstanding facilitation skills
7. **QAME Monitor (QM)** - conducts and reports quality assurance, monitoring and evaluation of sessions using the tools provided by NEAP; leads the briefing and debriefing sessions with LF and CM. Monitor can be the SDO Senior Education Program Specialist-Monitoring and Evaluation (SEPS-M&E).
8. **Support Staff/Secretariat (SSS)** - assists the PM, TM, LM, and WO in the preparation of documents and resource materials needed for the successful conduct of the L&D intervention.

IV. BUDGETARY ALLOCATION

A. Board and Lodging [PhP. 1,200.00 x 20 @ 3 days]	PhP. 72,000.00
B. Travel Expenses [PhP. 1,000.00 x 10]	10,000.00
C. Supplies and Materials [PhP. 200.00 x 10]	2,000.00
D. Contingency Fund	10,000.00
Total:	PhP 94,000.00

The travel expenses of the Training Management Team are recommended to be charged against the downloaded SDO Human Resource Training and Development (HRTD) Funds, while those of the participants should be charged to their local funds.

Board and lodging of the Training Management Team and participants should be billed and paid from the same funds. They must conform to NEAP standards and must adhere to the requirements of the course and needs of the participants. The amount of PhP. 200.00 is allotted per participant for supplies and materials. Each kit shall contain basic training necessities.

In addition, items to be purchased for the Contingency must be necessary and indispensable in the conduct of the training and not be included in the identified expenditure items. Examples are medicines (commonly-used drugs only), gasoline and toll fees (emergency pick-up/send-off of LF and training materials), cellular phone cards (for the Training Management Team), and the like.

The procedures pertaining to budget allocation and utilization are in adherence with DepEd Order No. 28, s. 2017, “Guidelines on the Allocation and Utilization of Human Resource Training and Development Funds”.

V. QUALITY ASSURANCE, MONITORING AND EVALUATION

To evaluate the content, delivery, and overall management of the training program, online Quality Assurance, Monitoring and Evaluation [QAME] mechanism will be carried-out by the Training Management Team to the participants. Standardized tools for Daily Evaluation, Process Observation Analysis, and End of the Program Evaluation will be utilized for feedbacking purposes in line with program management, attainment of objectives, delivery of program content, trainees' learning, trainers' conduct of sessions, provision of support materials, venue, and accommodation. The gathered information will serve as input in conducting debriefing sessions, focus group discussion, coaching, and reporting to continuously improve and adjust the systems and processes for the Continuing Development Program.