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**TOWARDS AN EVOLVING CHANGE MANAGEMENT
THEORY FOR SCHOOL-BASED MANAGEMENT**

**A Dissertation
Presented to the Faculty of College of Graduate
Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, City of Manila**

**In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY
in
EDUCATIONAL MANAGEMENT**

**RONALD VINCENT ROSAL SALVA
MARCH 2020**

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This is for you.

I love you.

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ABSTRACT

Researcher : **RONALD VINCENT ROSAL SALVA**

Title : **Towards an Evolving Change Management Framework for School-Based Management**

Key Concepts : **Change Management, Grounded Theory, School-Based Management**

Degree: : **Doctor of Philosophy**

Specialization : **Educational Management**

Adviser : **Inero V. Ancho, Ph. D.**

This study attempted to construct a theory to describe and explain the change management in the implementation of the old and revised SBM grounded on the practices of the selected basic education principals. The study used Qualitative Design specifically employing Grounded Theory. Participants were purposely selected. A qualitative interviewing was utilized as the data collection approach using a semi-structured interview guide with open-format questions which has been passed through an expert validation. Data were subsequently analyzed and coded in the three sectional rounds which include open coding, axial coding, and selective coding. A total of 18 themes emerged from the data that constituted the change management theory for School-Based Management. In the old SBM, majority of the principals initiated the

following change: *learning resource persons, teaching concerns, stakeholders' participation in school projects, creating monitoring and evaluation tools*. On the other hand, *optimum stakeholders' participation, process of implementation, teaching-learning strategies, learners' needs and use of reliable sources* are the change initiatives of the principals in the revised SBM. Most of these are anchored on the memorandized or ordered policies of DepEd. Principals should be encouraged to make some restructuring that will fit their school's immediate needs. Principals manage their change initiative in the old and revised SBM through the following process *preparation, initiation, adaptation, administration, consultation, focusing, appreciation, evaluation, and institutionalization*. From the theory established, the researcher described and explained the change management process of principals' change initiatives in the old and revised SBM. Both change initiatives of the principals in the old and revised SBM share the same stages of change management.

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Change is a phenomenon that affects all aspects of a person's life. In other words, change represents the struggle between what is and what is desired. Change, in particular, may be described as the adoption of an innovation, where the ultimate goal is to improve outcomes through an alteration of practices and process. However, the process of change is a complex process that requires through strategic planning in order to reach prescribed goals of the desired change.

In the context of education, for example, change means that the school managers are exposed to new controls and regulations, growth, technological developments and change in the workplace. Therefore, change has both technical and human aspects. It begins and ends with individuals acting in unison to make schools effective. The aim of change can be viewed as improvement. Improvement means systematic, sustained effort aimed at altering the process of learning and other related matters with the sole purpose of attaining educational goals.

Over the last decades, many developing countries have embarked on large educational reforms aimed at rapidly expanding the supply of education, achieving equity in the provision of education, and significantly improving the quality of education. Some of these reforms have been far-reaching, transforming the priorities of many countries and altering in a fundamental way the manner in which governments have traditionally made education services available and how the public sector has operated in partnership with the private sector. In the process, new change initiatives have been introduced.

Management and institutional reform, such as decentralization programs, are designed to improve efficiency, accountability, and responsiveness in education service provision. These reforms follow from the assumption that centralized systems often are not able to respond efficiently and adequately to local needs. Decentralization reforms are meant to encourage local participation and ultimately improve coverage and quality. Sosale (2000) has suggested that the strengthening of the private sector role in non-compulsory education is also aimed at releasing public resources for allocation to the compulsory basic education level.

Political pressures from within and outside country have profound effects on educational policies, such as Free Public Education or Education

for All. The call for Education for All and for measures to meet the Millenium Development Goals in the international community has been particularly influential.

Recognizing the need to improve the quality education, the Department of Education (DepEd) engages in a continuous educational reform as change effort. In the Philippines, SBM was officially implemented as a governance framework of DepEd with the passage of RA 9155 in 2001 as legal cover. Interestingly, while SBM was integrated in implementing the Third Elementary Education Project (TEEP) and the Secondary Education Development and Improvement Program (SEDIP) in 2001 and 2005, SBM came out as a national policy in the Philippines in 2006 as the lynchpin of the Basic Education Sector Reform Agenda.

In 2006, it formulated the BESRA, a package of policy program reforms that seek to create a basic education sector capable of attaining the country's Education for All (EFA) objective by the year 2015. Universal coverage of out-of-school youth and adults in the provision of basic learning needs, universal school participation and elements of dropouts and repetition in the three grades, universal completion of the full cycle of basic education schooling with satisfactory achievement levels by all at every

grade or year, and the total community commitment to attainment of basic education competencies for all are the major objectives of BESRA.

.

The Philippines had some track record in implementing SBM in depressed, underserved area before the BESRA. The TEEP, SEDIP and BEAM are the three projects that implemented SBM as an organizing mechanism for improving pupil performance and learning. These projects have been answered as a successful in meeting their educational objectives.

TEEP is an externally funded project carried out by the Philippine government that focused on 22 of the poorest provinces in the country as determined by objective property data. The project aimed to improve the quality of public education by building the DepEd's capability to manage change, improve pupil's performance and actively involve the community and the local government to attain quality education (Licuanan, 2009).

In addition, TEEP may be considered then a partial success in education reforms, hence the scaling up of SBM in the Philippines. TEEP therefore is the mother of SBM in the country.

BEAM, a large and comprehensive 6.5 year DepEd project funded by a grant from Australian Agency for International Development (AusAID), aimed to improve the quality of and the access to basic education in Southern and Central Mindanao (Bautista, 2010).

For many years now, the Department of Education has been embarking on adapting and practicing school policy changes to bring about improvement in public educational system. Much has been tried and tested; others posed promising results, some got lost in a snap of a finger; and still some remained serving their purpose due to their sustainability. Many believed that system transformation has to be effective and should the country want to be on par with the rest of the world. Some others suggest formulas that may alter the management conditions, making everyone accountable for both the success and failure of schools.

During the release of the provocative document, Principals for the 21st Century (Melano, 2012), the National Association of Elementary Schools Principals contended that a critical aspect of the transition to School-Based Management (SBM) decision-making is the concomittant increase in the principal's accountability for the school's quality. During the transition to SBM, many principals may be asked to assume responsibilities

for which they are unprepared of or for which their preparation has become dated.

It is probable that some principals have been exercising SBM concepts for some time, but for some experienced principals, it is a totally new experience for them. Of course, for beginning principals, anything they undertake will be a new experience for them. It can be noted that some principals do not have a totally grasped concept of what SBM is and they rely on master teachers' previous involvement in completing requirements based on the different dimensions of SBM. In fact, due to this unpreparedness, many schools have not yet accomplished the first two years' report that started in 2009 (Melano, 2012).

Thus, DepEd has introduced School-Based Management or SBM since 2009 as an answer to some long-standing problems and abrupt changes in education. However, most of the implementers, SBM practice have not changed; they do things and it was seen as just another requirement by the Central Office which they need to comply with. It was also noted that during school visits, field implementers lamented that the assessment of SBM has been reduced to "bean counting" that overemphasizes the collection of prescribed documentation, the compliance to some of which may not be within the control of the schools

and are not reflective of a functional system of good practices (DepEd Order No. 83, series of 2012).

There were schools, however, which have successfully integrated and implemented such programs, projects, and activities effectively in addressing specific issues and changes at the school level based from the previous dimensions of SBM namely; School Leadership, Internal Stakeholders' Participation, External Stakeholders' Participation, School Improvement Process, School-Based Resources, and School Performance Accountability. Practices in managing change and performance in these dimensions were not established properly within a certain division of city schools resulting to the release of DepEd Order No. 83, series of 2012 titled Revision of School-Based Management (DepEd Order No. 83, series of 2012).

It is within these insights that in 2012, the management of basic education under the Department of Education has experienced a major concerted change effort through the revised SBM pursuant to DepEd Order No. 83. Given the existing context of local participation and the need to engage deeper the stakeholders of education, practices on SBM may vary from one community to another as moderated by variables of leadership, quality of relationships between DepEd officials and local community and

the effectiveness of existing systems or platforms of engagements, i.e. planning, human resource management and even project-based partnerships. Another crucial role in the revised SBM is the enhancement of shared governance to support the stewardship of children's learning outcomes and institutionalizing the change management practices of school principals in the new dimensions of SBM namely Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, and Resource Management. Also, most of the principals are in the process of anticipating solutions to answer the difficulties and specific changes in the operationalization of policies and guidelines at the school level and in understanding on how to make SBM work in terms of improving governance practice and achieving organizational effectiveness of their respective schools (DepEd Order No. 83, series of 2012).

It is the responsibility of the school system to prepare the youth to function in an adult world. To do this, the school system must remain constantly aware of the nature and requirements of that environment. As the environment changes and as new technology, new social structures, and new values develop, school systems must be aware of those changes and be prepared to adjust curriculum, instruction, and organization to remain viable (Razik & Swanson, 2010).

Initiating, effecting and institutionalizing change in a school learning community does not just happen. Success for all students and school improvement are continuous challenges that each school works towards achieving. Improving schools and developing school learning communities require change. The management of change includes the acceptance, adaptation and institutionalization of change by individuals, the school organization and the local school community. Change is not easy. Tradition and familiar routines and practices of schooling are easy to maintain and follow. The challenge for every school leader is to bring about change in the school that is sustained and makes a real difference in the quality of learning and life for students, teachers, and the school learning community (Speck, 2010).

A number of studies have been conducted on change management in school context internationally. These researches emphasized leadership as an important requirement to move any educational institution to create new ideas with innovative and creative for excellence. (Altunay et al., 2012; Beck, 1999; Briggs, 1996; Du Plessis, 2002; Khamete, 2005; Ling, 2008; Wallace & Pocklington, 2002).

Other researches focused on attitudes of teachers towards change (Elmore, 2002; Galluci, 2007; Gilley, 2005; Greene & Lee, 2006; Haggerty

& Postlethwait (2013) Mullen & Huting, 2008; Papa, 2007; Parise & Spillane (2011); Patterson & Crumpler (2012); Pierce & Ball (2012); Ornill (2011); Stoddard & Kuhn, 2008; William, 2006; Wischenvsky & Fariborz, 2006).

Another significant research on change management focused on the identification of roles of school principals in different dimensions of leading the school. Mostly exploratory, it highlights that principals adopt multiple roles with their school operation and that these depend on particular school situation (Cameron, 2012; Davis, 2012; Elmore, 2012; McLaughlin et al., 2014; Lam, 2012; Lambert 2003; Melano, 2012; McInerney, 2012; Hill, 2009; Rutherford, 2009; Sakulsumpaopol, 2010; Stoskopf, 2013; Syed, 2013; Tshubwana, 2007).

On the other hand, there were some change management theories designed to explain the process of change in an organization at large. Lewin (1990) developed a force field analysis theory, which describes any current level of performance or being as a state of equilibrium between the driving forces that encourage upward movement and the restraining forces that discourage it. The model for managing change where people are pushed or pulled from a constant state (unfreezing), movement (transition),

establishing a new place of stability (refreezing). Lewin's theory views behavior as a dynamic balance of forces working in opposing directions.

Fullan (1982) proposed that there are four broad phases in the change process: initiation, implementation, continuation, and outcome. In his theory, he explained that change is a journey not a blueprint: changes entails uncertainty with positive and negative forces of change.

Morrison (1998) expanded the three stages of change process into seven: invention/awareness, development, diffusion/dissemination, adoption/rejection, implementation, institutionalization, and recommendation.

Everard and Morris (1990) in their theory have mentioned six sequential stages for the process of change management namely diagnosis/reconnaissance, determining the future or desirable situation, assessing the present situation, identifying the gaps between the desirable and present and the target, transition and evaluation.

Aguerrondo (2008) provided a more complex model conceptualizing four phases in the process of innovation in education as genesis, setting in motion, development and evolution, effects and sustainability and situates

this process in a new paradigm of dual re-conceptualization of both the classic model of education and the process of change as well.

Dawson's (1994) viewed on the three-time frames for change management can also be applied in the field of education which are: conception of the need to change; process of organizational transition; operation of new work practices and procedures.

Carnall (1999) in his change management theory has outlined three stages of change: *beginnings* when problems are recognized, awareness created and feasibility assessed; focusing when actions are taken to train people, to experiment pilot tests, and to refine the initiative; *inclusion* now change is implemented at broader level along with communication plans.

Petit and Hind (1990) discussed in their theory, the four stages in the process of educational change with reference dynamic conservatism, when social systems resist change and enter in a "zone of disruption" from a relatively stable state. The four stages are: first stage which has a high degree of confusion and tension; the second or political stage when negotiations for adopting change are initiated; the third stage when legitimacy to the outcomes of the negotiations is given and the fourth stage is the implementation stage. The outcome may be cosmetic change if

dynamic conservatism wins or transformation of the system and achievement of a new relatively stable and improved state.

Thus, much less research has been done about the change management practices and theories in the context of School-Based Management. In connection, Knight (1993) and Caldwell (1993, 2005, 2009) pointed out that there was limited qualitative research evidence about defining change management in implementing school-based management and total quality management. Likewise, Schanze (2016) stated:

The research on how administrators initiate and facilitate change is limited and very few studies have dealt specifically with high school administrators implementing school-based management. The facilitation of change appears to be neglected. With increased responsibility and accountability associated with state-mandated reforms, it is imperative that high school principals possess knowledge of change principles and consciously use this knowledge to facilitate expected changes.

Every information provided through the evidences from the literature and studies mentioned earlier offer a picture of an incomplete enigma, a point of departure where this current research seeks to explore.

Several theories and practices in the field of change management have come to explain constructs in the understanding of its process.

Nevertheless, these theories have not totally instituted the context of change management in SBM's old and revised framework in the Philippine setting. More so, since there is an insufficiency of studies, the researcher found it worthwhile to fill these research gaps.

This study assumed that while change might be manageable in the context of SBM, it also requires process to be successfully implemented and sustained. The process of change management applied by the principals may have been patterned from the change management theories of experts.

Therefore, it is the desire of the researcher to construct a theory adapted from the existing theories describing and explaining the change management in the context of the implementation of old and revised SBM grounded on the practices of the selected basic education principals.

Literature Review

Attitudes towards Change in Schools

Several researches emphasize that teachers' attitudes toward change is dependent upon how change affects them personally (Evans,

Fullan & Welch, 2009). Hord, et al. (2010) assert that it is critical to understand the point of view of those involved in the change effort.

Williams (2006) and Mullen and Hutingger (2008) reported that teachers assess advantages and disadvantages of collaborative consultation primarily in terms of how implementation will impact on them personally, rather than how it might impact on student growth. They believed that for innovative change in school settings to be meaningful, its effectiveness must be addressed and proven in terms of the personal and professional growth of all involved, not just only student growth.

Practical changes are those that address salient needs that fit well with the teachers' situation, that are focused and that include concrete how-to-do-it possibilities (Leithwood, 2005). Feedback, especially about the positive results of one's efforts, is a large factor in teachers' commitment to change. Papa (2007) and Stoddard and Kuhn (2008) in their studies found that incentives play a critical role in the change process. Those involved in school improvement efforts must believe that the needs being addressed are important and that they are meeting those needs. Having some success in a tangible way is a critical incentive during the implementation of change.

Elmore (2002) in his research concluded that change should be thought of as skill-building and training. He proved that even if people understand and accept a change, a major obstruction to successful change is lack of the skills and ability to carry out the new plan. In school improvement efforts leaders, must take the time to help people in schools, particularly teachers, to genuinely understand the importance of adopting a new program, attending in-service training and implementing a particular program (Gallucci, 2007).

Essentially, any educational change will be impacted upon by teachers' attitudes and behaviors. The teacher's perception of the change will influence both teachers' commitment to the change and the behavior exhibited to implement the innovation (Day et al., 2005; Smith & Rowley, 2005). The challenge is to communicate to all teachers' clear and consistent information about the specific elements of a new program. Moreover, even when clear information is shared with teachers, there are still extensive variations on how teachers implement innovations (Greene & Lee, 2006).

Parise and Spillane (2011) in their study posited that attention to the individual teacher's reaction, needs, attitudes, and behaviors are instrumental to a successful change process. Teachers are known to focus

on barriers to change (Pierce & Ball, 2012), to doubt their ability to master new skill (Patterson & Crumpler, 2009) and to show reluctance to participate when the focus is on their own deficits rather than the needs of the students (Ornill, 2011). Haggerty and Postlethwaite (2013 as cited in Marxhausen, 2015) synthesized the list of reactions extends to apprehension regarding risk, loss of control, resentment, avoidance, resisting forced change, feeling oneself as an outsider, and expressing doubt in the value of evidence-based practice. Each of these reactions has the potential to sidetrack the process of change.

In addition, Young (2004) in his study suggested that to increase the likelihood of success, schools going through a change process must be clear when establishing the need and purpose for the change. Schools must also address the issue of resistance to the change effort. They must identify resisters and their degree of resistance and develop a plan to address this resistance.

Gilley (2005) concluded his study that a manager trying to implement a change, no matter how small, should expect to encounter some resistance from within the organization. Resistance to change is normal.

Likewise, Wischenvsky and Fariborz (2006) in their study emphasized that people cling to habits and to the status quo. To be sure, managerial actions can minimize or arouse resistance. People must be motivated to shake off old habits.

The studies of Elmore (2002), Gallucci (2007), Greene and Lee (2006), Ornill (2011), Parise and Spillane (2011) and Patterson and Crumpler (2012) gave emphasis on the need to communicate the change before the actual implementation to schools to anticipate any problems or negative responses from teachers and provide necessary solutions beforehand. Hence, the study of Haggerty and Postlethwaite (2013) focused on teachers' attitudes toward change in school that can affect the success in the change process. Therefore, it is important for the principal to identify the specific ways in which to support individual teachers during the planning and implementation phases. Creating positive attitudes about the change are critical to its potential success. On the other hand, studies of Wischenvsky and Fariborz (2006), Gilley (2005) and Young (2004) posited that no matter how successfully or administratively perfect a proposed change may be, individuals in an organization, like the school, implement or break the change due to representing a form of influence.

Educational leaders are agents of change. They should be equipped with classic skills as managers of the 21st century. He/she should have the ability to grasp the trends in and out of the system and ready to accept suggestions from others. He/she should have coalitions and promote teamwork in the organization, and he/she should learn to persevere to face the growing demands and challenges of the 21st century education (Beloy, 2016).

From the abovementioned literature, change and especially change management are multidimensional phenomena and so there a range of perspectives on the concepts, a multiplicity of elements affecting them and affected by them. The sophistication of the phenomenon is enhanced due to the complexity of the management of change where there is a diversity of reactions to it and different conceptualizations of the process of change. Technical, political and cultural dimensions of the drivers and processes of change, which are sensitive not only to the nature and purpose of the change initiative but also to the context of each situation, add to the complexity of initiation as well as the implementation of management of change. The predominant human aspect of management of change makes it a very sensitive issue. Theoretical and empirical evidence has rejected the purely mechanistic handling of management of change. There are technical and structural aspects of the process of management of change,

but as evidence indicates, it primarily is a human phenomenon. This human perspective of management of change warrants sensitivity to the social dimension of change. Consideration and inclusion of the perspectives of different stakeholders in this process is a vital ingredient for success and teachers are among the highly significant stakeholders. It has been noted that it is human dimension of management of change, where there is the risk of being ignored or not being assessed and incorporated sensitively in large-scale reform efforts particularly those initiated from the central offices and implemented at varied sites of action.

Change Management in School Context

Change management, in the context of school, are commonly defined in literature as a process of change in individual and organization, which involves on improving morale, affective and intellectual factors for teachers to improve and understand their pedagogical practices in order to improve the education system at all levels and its success has close links with the school leadership. (Fullan, 2009; Ghitulescu, 2013; Herhenkoff, 2004; Park and Jeong, 2013).

Consequently, what is clear, the changes made in order to improve the education system at all levels and its success has close links with the school leadership (Ghitulescu, 2013).

A number of studies have been conducted on change management in schools in relation to school leadership internationally. Altunay et al. (2012) conducted a study on change management in primary schools award-winning and non-award winning schools case in study of TQM. The findings revealed that teams were formed up, documents were prepared, but the teams in schools that for the awards worked more actively than the teams in schools that did not take any awards.

Everard and Morris (1990) stress the need for a different style and structure of management to manage change from those approaches needed to manage the status quo. The requisites for the management of change include a distinctive mix of knowledge, skills, personal attitudes and values, and the capacity to orchestrate them. They have developed a list of knowledge, skills and personality characteristics required for managing change but have stressed the need for creating the right synthesis of these qualities instead of treating them as a checklist. Therefore, the focus is on a systematic approach by investigating the need, goals, complexity, feasibility and context of change, envisioning the future, studying the

present by taking into account the readiness, capability and driving and restraining forces for the change.

Briggs (1996) in his study emphasized that principals, teachers, SBM councils and other decision-making groups were engaged in leadership activities to varying degrees. Further, their engagement in leadership was independent upon opportunity and capacity.

Beck (1999) found that in managing change effort, leadership must be anchored on the following: developing strong lasting relationship, bringing meaning to teaching and learning, creating time for change to occur and be implemented, having the presence of a champion of change, and having the presence of guiding principles and policies.

Khamete (2005) posited that successful change management begins with an effective leader who can respond to and lead the transformation challenge by creating new systems to drive the renewal process. He concluded in his study that while the role of effective leadership in the change process is clearly recognized, the measure to be pursued to achieve it is often unclear.

Hesselbein (2002), in her research in leadership and change, she accentuated the importance of developing a system-wide approach. In her study, she has listed what she calls eight milestones needed to reach this destination: scan the environment, review the mission, ban the hierarchy, challenge the gospel, employ the power of language, disperse leadership across the organization, lead from the front and assess performance.

Ling (2008) concluded her study that faith in leadership provides an intentional driving force as well as determining factor in defining the overall organizational practices, cultural behaviors and response to change at all levels of the school.

Du Plessis (2002) found that principals needed definite leadership skills to lead change, because the complex change which is taken place in schools requires competent practitioners who can lead and manage change process.

Wallace and Pocklington (2002) suggest a mix of transactional and transformational leadership for the management of change as transformational leadership generates enhanced commitment to a group-wide interest and the consequent extra effort necessary to bring about change; transactional leadership fosters ongoing work by meeting followers'

basic needs linked with their sectional self-interests. For them, along with the coherence and organization of strategies for change management, tolerance to ambiguity is equally important.

Kool and Dierendonck (2012) found that leadership contributes to organizational change management commitment in schools. Melchar and Bosco (2010) in their study found that the practice of leadership in helping organizations adapt to change management for inculcating organizational excellence.

The study by Brummelhuis (2012) on the comparative effectiveness of leadership to the quality of communication and relationships with organizational change found that leadership greater contribution to the successful implementation of organizational changes over the communication quality.

Based from the abovementioned literature, it can be noted that effective leadership in change management through active participation of stakeholders in the management of change is an important factor that will lead to school effectiveness (Altunay et al., 2012; Briggs, 1996; Kool & Dierendonck, 2012; Melchar & Bosco, 2010). In connection, Beck (1999), Hesselbein (2002), Ling (2008) and Brummelhuis (2012) in their studies

stressed the importance of the behavioral side of leadership in managing change in schools like developing a strong lasting work relations and ethics and motivating others to work in a team. Nevertheless, Khamete (2005) and Du Plessis (2002) proved that leadership varies in different organizations because every organization, like schools, differs from their needs and culture. However, the study of Wallace and Pocklington (2002) suggested a kind of leadership which is a combination of transactional and transformational leadership to generate an enhanced commitment to a group interest and extra effort necessary to bring about change and to meet the needs and interests of the stakeholders. With this literature, it can be concluded that managing change in a major concerted change effort brought about by the DepEd's revised SBM, the leadership styles of school principals do matter in bringing significant evolution and innovation and not just merely substitution, in its dimensions through their practices and experiences.

Change Management Models and Theories

Change management models are useful in the sense that it describes and simplify a process to better understand and apply the principles. In reality, these change models created by some researchers

may or may not be perfect to contextualize a change management practices in a certain school.

Few studies have been conducted on developing a change management model. The study of Adhanom (2016) manifested a CONCORD Model of Change Management, featuring an integration of the core attributes of efficacy including academic excellence, visionary leadership, streamlined business processes, socio-cultural, diversity, dynamic resource development, and community outreach and networking initiatives. The outcome of the study fills a void in existing literature by presenting a sustainable model for organizational leadership, strategic management, and efficient operations for Christian schools.

Razzaq (2012) developed an emergent model for educational change management in Pakistan which has been outlined with strategic management at the core built around incremental, consistent, research-based, inclusive and comprehensive approaches. This model extends into the role of teachers: who are resourced with information, guidance, support, materials, facilities and funds, who are satisfied with the change management process and their professional status in the system and working conditions, and who are ready for the change through acceptance

of the change, especially with reference to its effect on student learning, participation in the whole change process and training.

In addition, Daniels (2002) identified successful models and practices for positive school change by exploring change management in six Victorian secondary colleges. A theoretical framework for positive school change environments was developed. It combined the elements associated with successful change in the study. This framework may prove useful as a basis for further research on systemic change in schools and as a point of reference for those actually engaged in leading the change process in schools and school systems.

Busher (2006) has used two models to describe change management, one of which emphasizes the political aspect and the other is a modernist or systems model. Busher's political model is not about coercion but about negotiation in transformational and transactional ways to reconcile demands and external pressures. Nevertheless, he also suggests a subtle or manipulative use of power to construct a supportive arena to discuss and get support for change. His modernistic or system model of leadership for change also emphasizes support and is an action learning approach carried out by groups of people where leadership is genuinely collegial rather than hierarchic. In this construction, those leadig

change simply match their managerial strategy with an appropriate change perspective to provide a suitable and effective leadership role and many researchers have tackled this argument.

The research of Sande, et al. (2015) focused on what extent to which the public secondary schools exercised the generally established change management best practices in Kenya. The study found out that change management practices adopted by the institutions significantly influenced performance. The study recommends that there is need to break from status quo and bureaucratic inefficiency associated with public institutions and be ready to implement comprehensive change management practices to maximize on resource utilization of public educational institutions.

Another study by Keruboh (2013) was conducted in Trans-Nzioa country in Kenya. In conclusion, the study found out that many public secondary schools in Trans-Nzioa County faced financial and legal challenges in enabling change management practices. It was therefore recommended that the legal framework within which schools operate be revised to allow principals take control and instill development-oriented changes in their institutions without fear of litigation.

The abovementioned models from the literature are based on the practices and experiences of school principals in managing change (Adhanom, 2016; Daniels, 2002; Keruboh, 2013; Sande, et al., 2015). However, the study of Razzaq (2012) extended into the role of teachers. More so, the model created by Adhanom (2016) is more applicable with Christian schools.

With this extant literature, compared to the abovementioned models, all these change management models have specific process. Compared to the researcher's study, it focuses on the establishment of a theory that would explain and describe the change process undergone by the principals in managing change initiatives in the old and revised SBM.

Roles of School Principals in Managing Change based on Different Change Management Models

There are numerous change management models and theories identifying different phases in the change process, which indicate a change in the focus, priorities and processes involved as well as the scope and level of participation and the roles of different stakeholders. From these models, the researcher assumed that the processes of change management in the old and revised SBM manifest.

Lewin (1990) developed a force field analysis model, which describes any current level of performance or being as a state of equilibrium between the driving forces that encourage upward movement and the restraining forces that discourage it. The model for managing change where people are pushed or pulled from a constant state (unfreezing), movement (transition), establishing a new place of stability (refreezing). Lewin's model views behavior as a dynamic balance of forces working in opposing directions.

Morrison (1998) expanded the three stages of change process into seven: invention/awareness, development, diffusion/dissemination, adoption/rejection, implementation, institutionalization, and recommendation.

Everard and Morris (1990) have mentioned six sequential stages for the process of change management namely diagnosis/reconnaissance, determining the future or desirable situation, assessing the present situation, identifying the gaps between the desirable and present and the target, transition and evaluation.

Aguerrondo (2008) provided a more complex model conceptualizing four phases in the process of innovation in education as genesis, setting in

motion, development and evolution, effects and sustainability and situates this process in a new paradigm of dual re-conceptualization of both the classic model of education and the process of change as well. There is a convergence of views on the dynamics of educational change between Aguerrondo and Fullan as an evolutionary process of transformation shaped with flexibility and unpredictability.

Dawson's (1994) viewed on the three-time frames for change management can also be applied in the field of education which are: conception of the need to change; process of organizational transition; operation of new work practices and procedures.

Carnall (1999) has outlined three stages of change: *beginnings* when problems are recognized, awareness created and feasibility assessed; focusing when actions are taken to train people, to experiment pilot tests, and to refine the initiative; *inclusion* now change is implemented at broader level along with communication plans. Carnall (1999) discussed four stages in the process of educational change with reference dynamic conservatism, when social systems resist change and enter in a "zone of disruption" from a relatively stable state. The four stages are: first stage which has a high degree of confusion and tension; the second or political stage when negotiations for adopting change are initiated; the third stage when

legitimacy to the outcomes of the negotiations is given and the fourth stage is the implementation stage. The outcome may be cosmetic change if dynamic conservatism wins or transformation of the system and achievement of a new relatively stable and improved state. The survey of these models of stages of the change process has special implications for this research because this study would explore the experiences of school leaders and teachers during the implementation of a reform program while taking into account different stages of the change process.

The ideas of experts on the process of change management can be categorized into these three broad phases: pre-implementation, implementation and post implementation, as illustrated in Table 1, based from the study of Razzaq (2012).

The paradigm of the study is represented by two frames (see Figure 1).

The first frame constitutes the variables represented by circular and triangular symbols. The innermost circle represents the principals' change initiatives in the old and revised SBM. The triangular symbol surrounding the circle represents the variables: Pre-Implementation, Implementation and Post-Implementation, the three broad phases of change management process as described by change theorists in the study of Razzaq (2012).

This explains the process of management of change of principals in the old and revised SBM.

The second frame represents the proposed change management theory that will describe and explain the change management of principals in the old and revised SBM.

Table 1

**The Process of Change Management
as described by different experts**

Source	Pre-Implementation	Implementation	Post-Implementation
Lewin's 3 stages	Unfreezing the present	Implementation of the new situation	Refreezing the changed situation
Everard and Morris' 6 stages	Diagnosis/reconnaissance, determining the future or desirable situation, assessing the present situation, identifying the gaps between the desired and present	Transition	Evaluation
Fullan's 3 stages	Initiation	Implementation	Institutionalization
Petit and Hind's 4 stages	First, second and third stages in initiation of change	Fourth/implementation stage	Cosmetic change or new, transformed state
Dawson's 3 stages	Conception of the need to change	Organizational transition	Operation of new practices
Morrison's 7 stages	Invention/awareness, development, diffusion/dissemination, adoption/rejection	Implementation	Institutionalization and Recommendation
Carnall's 3 stages	Beginnings	Focusing	Inclusion
Aguerrondo's 4 stages	Genesis, setting in motion	Development and evolution	Effects and sustainability

Reference: Razzaq, J. (2012). *The management of educational change in pakistani educational institutions*. University of Glasgow (Doctoral dissertaion). Available from ProQuest Dissertations and Theses database.

One of the many responsibilities of being a principal is having an active role in the process of change. The principal, in reference to being an educational administrator or school leader is often viewed as either an implementer of change or as initiator of it, depending upon one's point of view. Undertaking the process of change can be one of the most challenging tasks a principal is required to perform. Principals who are viewed as leaders may initiate change while others serve more as middle management or implement functions in the process.

Additionally, change is demonstrated by involving all staff in a shared vision of change led by the school principal. Change principles are critical to a school principal's ability to implement new programs. Fullan (2010) stated that the key to the speed of quality change is embedded in the power of the principal helping to lead organization and system transformation.

According to Syed (2013) in his study, effective school principals establish a school-wide vision with high expectations and commitment to all students. Principals must communicate with teachers and parents. Principals ensure that the climate in their school is safe and supportive and that a sense of community exists.

More so, principals should encourage leadership throughout the school staff. Principals should understand the curriculum standards. Strong principals are good managers and utilize data to identify student data and where support is needed to succeed (Syed, 2013).

McLaughlin et al. (2014) explained that school leaders must support their teachers as they make these transitions, while engaging parent and community members in new ways. For change to occur in education, the school must be open to change. Additionally, the school must have the capacity to change with all stakeholders committed to change (Rutherford, 2009).

Davidoff and Lazarus (2007) assert in their study that empowerment of the stakeholders through active participation defines the true nature of change in school. In empowering stakeholders, principals need to give them leadership responsibilities and encourage them to work together in teams and set targets to meet (Mchunu, 2010).

Discussing the position of principals, Lambert (2003) stated that principals must have access to the larger school system, a claim to organizational and historical authority, and the pressure to meet teacher, parent, and student expectations. They build trust, focus the school,

convene and sustain the conversation, and insist on the implementation of policy and practice. Lambert continued:

As long as we have schools that need to be improved or improvements that need to be sustained, the role of the principal will be important.

Principals, as change agents, have multiple roles in shaping the direction of the schools. They attend to instructional matters, operation of facilities, maintain safe environment, communicate with parents, implement discipline measures, address staff concerns and professional needs, supervise student activities and manage school finances (Mutter & Parker, 2012). They also have to make sure to produce positive and productive work places for teachers and vibrant environments for children (Davis et al., 2012). But above all, they have to achieve an important goal: to make his/her school, especially in a school-based management context, deliver high quality and challenging education that will prepare students to be successful after graduation, regardless of their culture, gender, socioeconomic status and mental capacity (Stoskopf, 2013).

In addition, Cheng (2004) emphasized the 21st century roles of principals in managing change in SBM: supporting, supervising and monitoring the curriculum, teaching and learning; management of non-

specifically educational aspects of the school, including personnel and human relations management and resource management, particularly budgetary and financial management; and change in ways which gain the participation and commitment of professionals and lay members of school community.

Rossow (2000) highlighted that changes in principals' roles were due to introduction of SBM. First, principals had to oversee and manage the change of restructuring, as part of which they accumulated new responsibilities and functions, including the introduction and implementation of school development planning, staff appraisal, and performance management, new student-centered curricula, school-based budgeting, and the management of new governance structures with more empowered school councils and boards. Second, these responsibilities changed the principals' role by necessitating different styles, techniques and approaches to work. Principals had to manage more diverse and more empowered stakeholder groups with influential lay members of parents, business and local community leaders on school boards or councils. They also had to manage professional teachers who should play more participative roles in school decision-making. They have to create a climate and culture conducive to shared decision-making, collaboration with teachers, professionals and lay members of the school community. Thus, principals'

leadership styles had to change to sharing power, authority, decision-making and leadership. Third, the changing work context creating changes in principals' role placed emphasis on running the school based on business principles. As part of the greater delegation of financial responsibility to schools and their subsequent auditing, the principals were called upon to oversee the efficient and effective use of school budgets, to match income with expenditure, to seek school revenues from multiple sources, and to minimize costs and use resources more thriftily. Fourth, the principals' changing work context often placed emphasis on performance and outcomes for improving the quality of schooling and education. Principals were more accountable for levels of performance and achievement among their staff and students, as well as for putting in place and managing systems designed for their measurement. They included appraisal and performance management for assessing teachers, student outcomes-based curricula for gauging student performance, and evaluation and accountability mechanisms, including performance indicators, for judging whole-school performance.

Under SBM, Melano (2012) categorically identified the roles and responsibilities of principals: structural leadership, the extent to which the principal thinks clearly and logically, develops clear goals and policies, and holds people accountable for results; political leadership, the extent to which

the principal is persuasive and effective at building alliances and support and solving conflicts; symbolic leadership, the extent to which the principal is inspirational and charismatic; and educational leadership, the extent to which the principal emphasizes and encourages professional development and teaching improvement.

As evidenced by a review of literature done by Leithwood and Menzies (2009), SBM takes at least four forms in practice for principals as change agents: administrative control, professional control, community, and equal control.

Given these developments, the roles of principals in the new millenium have already changed. Traditionally, principals were the managers of schools who played fixed roles and had certain recognized status, power, and authority. Under SBM, their roles, responsibilities and tasks are not straightforward as previously. There has been a paradigm shift in leadership and decision-making has become a participative activity shared among various stakeholders, namely teachers, parents and members of the community.

Lam (2006) in her study suggested that the roles of principals and teachers have to be changed in order to meet the changing needs of school reform, enhance the quality of education, and to be more effective.

McInerney (2010 as cited in Melano, 2012) in his study posited that SBM provides greater freedom and authority to principals to exercise their leadership and skills in managing change in a way which is more attuned and more responsive to the educational needs of the communities; to manage day-to-day affairs of the school free from bureaucratic intrusions at head office, and to make decisions in conjunction with the community about how best to allocate resources at the local level.

Since SBM has changed the workload of schools and pattern by which they are managed, principals have to deal with more managerial tasks and devote more time to collaborative decision-making; and teachers spend more time on matters that are non-educational. Responsibility is placed on principals and teacher leaders to use resources efficiently and effectively (Melano, 2012).

Lam (2011) mentioned in his study that principals should ensure that schools set up framework of accountability involving a fair staff appraisal system, production of annual school profiles and other documentation for

parents, students and the community as a whole. He also added that in managing change effort through SBM, it is a must to follow the standards, orders, and memoranda of the Department of Education to ensure that every school under its umbrella is following the same procedures and criterion to achieve its department's vision and mission of quality education and better school management.

The need for instructional leadership in schools was highlighted by the emergence of standards-based accountability and demands that principals take responsibility for student performance also. Elmore (2000) pointed out in his study that recent literature has sought to redefine the role of school principal and other recent leaders in terms of their knowledge and impact on instruction as the key school determinant of student performance.

Given that many schools are now practicing SBM, Caldwell and Spinks (2010) proved in their study that it is clear that special kinds of leaders and leadership are required for school management, both at the system level and the school level.

Thus, school principals should be cognizant of the different challenges, difficulties and skills needed to help implement SBM. Challenges include increased accountability, the attainment of better

academic results and the fair allocation of resources. They have to resolve disagreements and conflicts and convince department heads to accept the rationale behind decisions and to win their support (Melano, 2012).

Sakulsumpaopol (2010) in his study revealed that principals adopt multiple roles within their school operations and that these depend on particular school situations. Roles that support change in schools are: creating a school vision, establishing community partnerships, maintaining effective communication, supporting teacher professional development, team building and collaboration, collegial support, curriculum leadership, administration and task delegation.

In the study of Tshubwana (2007), he revealed that lack of training regarding change influences people to resist change. Therefore, before the initiation of any change, schools should train all stakeholders involved in the day-to-day implementation of change. This will minimize resistance during the implementation stage.

Much less research has been done about the change management practices in the context of School-Based Management. In connection, Knight (1993) and Caldwell (1993, 2005, 2009) pointed out that there was

limited qualitative research evidence about defining change management in implementing school-based management and total quality management.

Most of the abovementioned studies emphasize the role of school principals such as establishing school-wide vision with high standard and creating an intensive training for teachers to achieve graduate attributes expected for the students (Caldwell & Spinks, 2010; Cameron, 2012; Elmore, 2012; Lam, 2012; Lam, 2011; Quinn, 2010; Quinn & Cameron, 2009; Sakulsumpaopol, 2010; Stoskopf, 2012; Syed, 2013). Addressing the teachers' and students' needs and support student activities and identifying the roles and duties of stakeholders are the roles of principals in managing change in SBM context from the studies of Mutter and Parker (2012) and McInerney (2010 as cited in Melano, 2012). Lastly, based from the researches of Schanze (2016) and Knight (1993) and Caldwell (1993, 2005, 2009), there is an insufficiency of studies on contextualizing change management in SBM and the revision of SBM in the Philippine context through the leadership of the Department of Education is new and there are no latest studies about it, the researcher found it worthwhile to fill these research gaps.

In summary, these literatures attest that there is no one set of skills and practices for a leadership role in the management of change and school

leaders, like the principals, should devise their own plans and strategies to deliver and implement change in a particular setting or context.

It is on this premise that the researcher found it relevant to conduct a study in the local context which aimed to develop a change management theory grounded through the experiences and practices of ten (10) basic education principals in the Division of City Schools-Manila in undertaking specific changes in certain areas of SBM.

Research Problems

This study attempted to construct a theory to describe and explain the change management in the implementation of the old and revised SBM grounded on the practices of the selected basic education principal.

Specifically, it answered the following questions:

1. What specific changes were identified and undertaken by the principals in the old and revised SBM?

2. How do principals manage change in their respective schools based on the old and revised SBM in terms of the following:
 - a. Pre-Implementation
 - b. Implementation
 - c. Post-Implementation
3. What change management theory can be established based on the results of the study?

Conceptual Framework

Just as with any organization, change management is relevant to schools. Education is an ever-evolving field. From new pedagogies, new technology, new funding parameters, and new expectations for teachers and learners, change is a fixture of education.

Public school principals are in constant search for the best practice that they can learn and adopt to ensure efficiency and effectiveness as they implement SBM. Supported by the literature discussed above, the

researcher proposes a tentative conceptual framework below. Several theories and practices in the field of change management have come to



Figure 1. Conceptual Framework

explain constructs in the understanding of its process. Nevertheless, these theories have not totally instituted the context of change management in SBM's old and revised framework in the Philippine setting. Also, the researcher believes that school principals have a shared process of managing change initiatives in their respective schools.

The conceptual framework stems from the three major phases identified by Razzaq (2012) in comparing different change management models/theories of experts (See *Table 1, p.35*). These phases include Pre-

Implementation, Implementation and Post-Implementation. The researcher adapted these phases to explain and contextualize the different processes involved in each phase of managing change initiatives of principals in the old and revised SBM.

In Pre-Implementation stage, generally, it is the readiness assessments for the school's stakeholders. Principals assess the present situation of the school and identify the gaps between the desired and the current programs for the schools. Also, it emphasized the need for the schools to develop and articulate a clear statement of where the schools need to move on. Kinsler and Gamble (2001) characterize the pre-implementation stage as the decision making stage about what change is required, how it would be implemented and by whom. This decision making can be top-down or bottom up. However, Wendell (2009) asserts that most of the large scale change initiatives in education are top-down where decision making stage remains limited to policy makers in consultation with educationists particularly those perceived to be at the top of the hierarchy of the education system who are working in tertiary level. This practice reduces the sensitivity to and inclusion of a "people's reality" or "a practitioner's reality" on the content and process of change, which has serious implications for the next stages of the change initiative especially the institutionalization of practices/processes. However, there is an

increasing realization that without the ownership of the change by the people who will be responsible for implementation, it cannot progress to achieve desired results.

In Implementation stage, the principals need cooperation from the stakeholders to bring about successful change. In other words, the implementation of change can occur through a cross-functional group, working in collaboration with all stakeholders. Without collaboration, any change process introduced is bound to fail or not achieve its desired outcomes. The implementation stage is the “reality encounter” when thinking need to be converted into practice. This stage is especially complex due to the addition of many more people in the process (Law and Glover, 2000). It begins as start up phase when the resources of time, money, materials and people are committed and develops into a consolidation stage. The technical expertise is developed in the implementers, sometimes in a broader context but mostly through trainers who hold specific short training sessions. Kinsler and Gamble (2001) are critical of these training events which can create a “faulty and fractured understanding of the innovation,” over simplifications of complex issues, and deal largely with mechanical skills for the implementation without promoting any in-depth understanding of the change. Successful implementation of change is difficult and complex due to particular

circumstances, complexity of factors involved as well as the inevitable dilemmas in the process (Fullan, 1991). Change is also time consuming as it often requires mind set, culture and value change (Carnall, 1999). Carnall (1999) suggests that change can begin with change in behavior. He also added that when a head of the organization put people in new setting within which they have to behave differently, if properly trained, supported and rewarded, their behavior will change. If successful, this will lead to mind-set change and ultimately will impact upon the culture of the organization.

In addition, once change starts working on the ground, then comes the consolidation stage and a “fit” is generated between the requirements of change initiative and the existing circumstances. At this stage, the innovation is either adopted into the system or abandoned. If it is adopted, then as Miles (1986) suggests for long-term success, the change should be embedded in the culture and structures of the school, the hindering factors for change should be controlled. Change should be consolidated by reinforcing the strengthening factors and by facilitating and encouraging the spread of the good practice.

In Post-Implementation stage, changes that have been introduced should be institutionalized and implemented in an identified term. According to Beer, Eisenstadt and Spector (1990), change initiation involves a forward

momentum that requires continual reinforcement of the desired change. In this way, institutionalization occurs through changes to organizational structures and policies. Hopkins and Reynolds (2001) identified five key features of post-implementation stage of change initiatives: a focus on classroom level change and students' learning outcomes; a focus on change in skills, attitude and behaviors of teachers to bring classroom change; the provision of infrastructure and creation of suitable environments as mechanism for change; capacity building of not only individuals but schools as learning developing organizations as well; and attention to process and outcome combined with cultural change to be sensitive to the influence of improvement programs on practitioners and their practices.

Definition of Terms

In the light of this study, the following terms are unlocked based on how they conceived and operated:

Change. As used in this study, it means the reforms made by the principals in the old and revised SBM.

Change Management. As used in this study, it is the process of pre-implementation, implementation and post-implementation of the change initiatives of principals in the old and revised SBM.

Revised School-Based Management. It is the government framework of the Department of Education with emphasis on the following dimensions as stated in DepEd Order no. 83, series of 2012: leadership and governance, curriculum and learning, resource management, and accountability and continuous improvement.

School-Based Management (SBM). The decentralization of decision-making authority from central, regional, and division levels to the individual schools, with the intent of bringing together school heads, teachers, students, as well as parents, the local government units, and the community at large to improve learning outcomes through effective schools (DepEd Order no. 83, series of 2012).

CHAPTER II

PROCEDURES

Qualitative Design and Methodology

This study employed a qualitative research. Denzin and Lincoln (2012 as cited in Creswell & Poth, 2018) explains this kind of research:

Qualitative research is situated activity that locates the observer in the world. Qualitative research consists of a set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.”

Specifically, this study utilized grounded theory research design. According to Corbin and Strauss (1975 as cited in Creswell & Poth, 2018), the intent of a grounded theory study is to move beyond description and to generate or discover a theory, a unified theoretical explanation for a process or an action. Participants in the study experienced the process, and the development of the framework might help explain practice or provide a framework for further research.

A grounded theory approach was used to draw out a change management theory based on the experiences and practices of select group of basic education principals in undertaking specific changes in the old and revised SBM.

Research Site

The City of Manila is divided into 6 congressional districts with 16 administrative districts, 100 zones and 897 barangays. Tondo, with 24 zones is divided into two – Tondo I which is the first congressional district and Tondo II, the second congressional district. District III has 16 zones which include Binondo, Quiapo, San Nicolas and Sta. Cruz. District IV, with 17 zones, is comprised of Sampaloc alone. District V, with 32 zones, includes Ermita, Malate, Paco, Port Area and San Andres. District VI, with 11 zones is comprised of San Miguel, Pandacan, Sta. Ana and Sta. Mesa. The DepEd Manila is a school division of 72 public elementary schools and 33 secondary schools spread over the six congressional districts of the city (depedmanila.blogspot.com).

During the school year 2016-2017, Division of City Schools-Manila launched its brand called “**Q1 Quality First**” and its tagline “**Proud to be DepEd Manila...where excellence is a lifestyle**” in adherence to the

DepEd's Vision and Mission. Under this brand and tagline and quality standard of education, the Division honored the schools that envisions **Quality First Seal of School Management and Reform**, in commendation of the invaluable service provided by the school heads, teaching, non-teaching staff, and all the stakeholders for achieving organization effectiveness in conformance to Quality First standards and good practice of School-Based Management.

The Seal of School Management and Reform recognizes the excellent management and leadership efforts of the school head in transforming the school as ideal learning environment with sustainable resources available. The school embodies the City's and Department's goals to effectively manage all aspects of school operations thereby creating greater impact on the lives of the learners, their families, and communities. The Seal serves as an inspiration to further improvements as a way of promoting excellence and distinction.

Selection Criteria and Participants

Purposeful sampling methods was used to gather information-rich cases, primarily criterion sampling. Criterion sampling refers to picking cases that meet some prespecified criterion (Patton, 2002). The

participants of the study involved ten (10) basic education principals (elementary and secondary) from the Division of Manila. Polklinghorne (2009 as cited in Nera, 2012) recommends that researchers doing qualitative research interviews from 5 to 15 individuals who have experienced the phenomenon. To meet the inclusion criteria, participants must be at least serving as principal for five (5) years and has experienced managing the school through School-Based Management. The researcher believed that these principals contributed meaningfully to the current study as its participants since they have valuable contribution in managing changes in the dimensions of SBM.

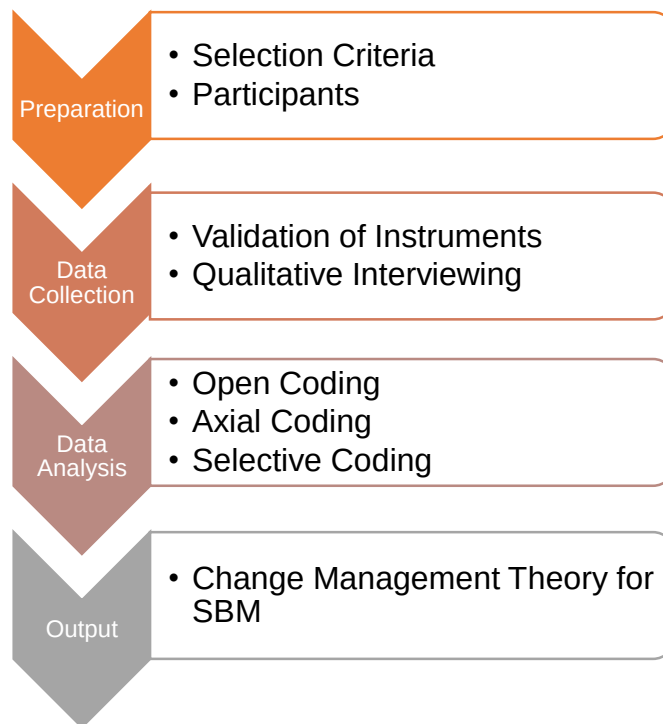


Figure 2. The Research Process

Also, the researcher followed the strict protocol of anonymity and confidentiality for the data and that their participation will be voluntary in nature through a consent form (see *Appendix D*).

Likewise, the researcher ensured that the venue for the conduct of interview was free from any risk of physical and/or psychological harm for the safety and protection of the researcher and the participants.

Data Collection

Merriam (1998) and Marshall and Rossman (1999) contend that data collection and data analysis must be a simultaneous process in qualitative research.

The researcher employed 60 to 90-minute qualitative interviewing as the data collection approach (Creswell & Poth, 2018). For each participant, the researcher had three to four interview sessions based on their availability. The researcher prepared a semi-structured interview guide (see *Appendix E*) with open-format questions, which encouraged the respondents to answer in their own words which at some length provided greater depth of response that served as the prime data collection source. It also allowed the discovery of new ideas and themes. A copy was provided

to participants that will serve as an *aide memoire* during the interview process (Spradley, Strauss & Corbin, 2012 as cited in Creswell & Poth, 2018).

Individual interviews were recorded using a digital audio recorder to ensure more accurate data transcription and enable researchers to focus on the interviewee (Patton, 2002). Together with the recording, brief notes were taken to clarify responses and help pose follow-up questions during the interview sessions and verified the correctness of data transcription. To reduce the potential for bias, the researcher employed active listening strategies with the goal of listening 'not to oneself or one's own inner dialogue (Ayres, 2013 as cited in Creswell & Poth, 2018) but rather attending entirely to the speakers in order to accurately hear and interpret what they were trying to say through verbal and nonverbal communication.

Best (2009 as cited in Nera, 2012) also mentions that the researcher should also keep notes contemporaneously and expands in the questions as necessary immediate following the interview while the information is still fresh in the interviewer's mind. According to Fraenkel (2002 as cited in Nera, 2012), open-form questions used in interview will allow more individualized responses.

Data Analysis

Perhaps more than other research methods, the grounded theory requires a high degree of fluidity and flexibility, as the researcher travels back and forth between data collection and data analysis for the purpose of validation of concepts and hypotheses as these are being developed (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009).

The crux of analysis in grounded theory is to build theory or model from a specific case to a more general assumption of similar cases (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009).

For the interview data analysis, the MAXQDA version 12 software was used to facilitate identification and categorization of themes, concepts, most frequently used terms, interconnected phrases, key words and trends.

Open coding was the initial process where concepts are first developed (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009). Materials collected during the interviews and the research literature were reviewed to develop open codes from these sources as a starting point. When the concepts were identified, those were organized into categories. This step helped the overall analysis process.

The next is axial coding. It is essential in linking subcategories based on their properties. Axial coding essentially rebuilds the data taken apart during the open coding process (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009). Data were reviewed to ascertain how many concepts cross-cut across each other. The interrelatedness of concepts is a building block to theory or model development (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009).

Finally, selective coding integrates the categories into a larger theoretical framework (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009). Through data analysis, the researcher looked for one or two central concepts to emerge. These concepts were identified by the way in which they enlightened the relationships of all categories to other, through the linkage of the central concept (Strauss & Corbin, 1975, as cited in Bezzubetz, 2009). From this process, a change management framework evolved from saturating all the data.

All data including transcriptions, recorded information, and digital information were secured by password protection.

Role of the Researcher

Qualitative research is interpretative research. The researcher is typically involved in a sustained and intensive experience with participants. This introduces a range of strategic, ethical, and personal issues into the qualitative research process (Locke, Spirduso & Silverman, 2013). With these in mind, the researcher identifies the following as his role:

First, the researcher validated the questions (*see Appendix E and F*) for the interview sessions through experts' validation which included higher officials in the SDO-Manila and selected CGSTER professors from the Philippine Normal University.

Second, the researcher gained access to research site by seeking approval and official indorsement through a formal letter to the Schools Division Superintendent and the principals of each school (*see Appendix B and C*). The researcher also discussed briefly the objective of this study and highlighted that this study is for educational purposes only.

Third, in the written consent form (*see Appendix D*) the researcher, he included the expected duration of the interview which is 60 – 90 minutes to saturate all the data needed for the study and their right to schedule it in

their most convenient day and time, their right to decline to audio record the interview, and their right to withdraw their consent to participate at any point. Also, the consent form reminded them that the researcher followed the strict protocol of anonymity and confidentiality for the data and that their participation was voluntary in nature. Likewise, the researcher gave an opportunity to the participants to ask questions relating to the study and the contact of the researcher for any clarifications. The researcher assured the safety and protection from harm, among all the participants throughout the conduct of the research. The researcher ensured that the venue for the conduct of interview is free from risk of physical and/or psychological harm.

Fourth, the researcher included statements about the experiences with the research problem or with the participants or setting that help the reader understand the connection between the researcher and the study. These experiences involved participation in the setting, past educational or work experiences that tie the researcher directly to the study.

Fifth, the researcher was explicit, then, about how these experiences may potentially shape the interpretations the researcher makes during the study.

Lastly, the researcher used member checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they were accurate. This procedure involved the conduct of follow-up interview with participants in the study and providing an opportunity for them to comment on the findings.

The researcher included a mechanism for sharing the results to the participants and the locale where the research conducted through a research forum and learning action cell (LAC) sessions. The researcher believed that this study has significant contribution towards development or enhancement of policies in education which could improve condition within the educational system in the country.

Methods of Validation

The grounded theory process contributed to the establishment of valid and reliable data. The participants continued to be a resource to the researcher so data could be verified. This form of peer review assisted in the refinement of the data, and also in the pursuit of further data to sustainable findings. As much as possible, the information obtained through the questioning of participants was validated through materials and

archived data relevant to the study and available participants were asked to provide feedback confirming the findings and conclusions.

Ethical Considerations

The researcher reviewed how the set of criteria based from the principles and ethical standards in the conduct of research has been properly addressed by the research proposal:

Respect

Researcher ensured full disclosure about the participants' roles in the conduct of research including information about the nature, the methods in the conduct of the study. Likewise, participants were given and asked to sign a consent form (see *Appendix D*) assuring them of their rights and securing their agreement to participate and their right to withdraw anytime. Interview information was kept confidential, and the anonymity of the participants was protected through the use of passwords. All data including transcriptions, recorded information, and digital information were secured by password protection.

Beneficence

The researcher assured the safety and protection from harm, among all the participants throughout the conduct of the research. The researcher ensured that the venue for the conduct of interview is free from risk of physical and/or psychological harm. In addition, the researcher also discussed briefly the objective of this study and highlighted that this is for educational purposes only and there was no any amount of money involved between the researcher and the participants.

Justice

The selection of the research participants, data tools, and methodology were free from any biases like gender, class, ethnic and cultural biases. To meet the inclusion criteria, participants were at least serving as principal/school head for five (5) years and have experienced managing the school through School-Based Management (SBM). The researcher followed the strict protocol of anonymity and confidentiality for the data and that their participation was voluntary in nature through a consent form (see *Appendix D*).

Summary of findings and theory was submitted to the respondents themselves to find out if they could see themselves in the results and if they resonating with their change management practices. Moreover, to verify findings, to assure validity as well as meeting the criterion on confirmability, a member check was employed. Member checks were used to establish trustworthiness of the data collection and analysis.

Member checking was done to establish the validity of the research findings. Draft of the coded data and themes were given to the principals and asked them to comment on the categories check the accuracy of the information. Given no substantial difference between the views of the researcher and the principal respondents, the categories can be viewed as sound.

Also, the researcher included a mechanism for sharing the results to the participants and the locale where the research was conducted through a research forum and learning action cell (LAC) sessions. The researcher believed that this study has significant contribution towards development or enhancement of policies in education which could improve condition within the educational system in the country.

CHAPTER III

FINDINGS AND DISCUSSIONS

This chapter presents the results of the data gathered, and analysis and interpretation done to achieve the purpose of the study. The study offers a theoretical model describing and explaining the change management of selected basic education principals in the context of implementation of the old and revised SBM.

Research Question 1: What specific changes were identified and undertaken by the principals in the old and revised SBM?

Emerged Themes in the Old School-Based Management

Based from the analysis, the following themes emerged as the changes initiated by the principals in the old SBM: *learning resource persons, teaching concerns, stakeholders' participation in school projects, creating monitoring and evaluation tools*. On the other hand, the following are the themes emerged in the principal's change effort in the revised SBM: *optimum stakeholders' participation, process of implementation, teaching-learning strategies, learners' needs and use of reliable sources*. From these

themes are emerged sub-themes respectively. Figure 3 summarizes the specific change initiatives of principals in the old and revised.

PRINCIPALS' CHANGE INITIATIVES	
OLD SBM Learning Resource Persons Teaching Concerns Stakeholders' Participation in School Projects Creating Monitoring and Evaluation Tools	REVISED SBM Optimum Stakeholders' Participation Process of Implementation Teaching-Learning Strategies Learners' Needs Use of Reliable Sources

Figure 3. Diagram of the Summary of Change Initiatives of Principals in the Old and Revised SBM

Theme 1. Learning Resource Persons

Table 2 shows the summary of open codes, axial codes (sub-themes) and selective codes (emerged themes). The first major theme and change initiative of principals in the old SBM is learning resource persons. Principals have high regard to master teachers, department heads and the education program supervisors (EPS) in terms of curriculum

implementation. They rely on them because of their expertise in teaching and making learning meaningful to learners.

Table 2
Emergед Themes and Sub-themes along the Principals' Change Initiatives in the Old SBM

Open Codes	Axial Codes (Sub-Themes)	Selective Coding (Themes)
Depending on Master Teachers and Head Teachers	Relying on Master Teachers' and Head Teachers' tasks	Learning Resource Persons
Empowering Master Teachers and Head Teachers		
Following EPS's decisions and instructions	Following EPS's decisions and instructions	
Encouraging teachers' professional development	Teachers' needs	Teaching concerns
Honing teacher's pedagogical skills		
Welcoming teachers' concerns		
Conducting district and division demonstration teaching	Conducting district and division demonstration teaching	
Collaborating	Organizing stakeholders' participation	Stakeholder's participation in school projects
Teamwork		
Highlighting creativity and resourcefulness		
Working together for Brigada-Eskuwela		
Sharing of ideas		
Communicating		
Implementing Every Child a Reader Program	Implementing Every Child a Reader Program	
Creating monitoring and evaluation tool	Creating monitoring and evaluation tool	Creating monitoring and evaluation tools

Here are some of their responses:

...allow competent individuals in the schools to make decisions especially the Master Teachers and Head Teachers.

Principal E

...teachers follow the instructions of the Education Program Supervisors (EPS) in preparing, developing and creating learning resources.

Principal D

Master teachers are assigned in regular classes. They helped in monitoring the achievement of the students. They give necessary feedbacks.

Principal G

Likewise, it is worth sharing that principals make use of the expertise of EPS in honing teachers' pedagogical skills.

We innovate because they are highly motivated. For example, we do our own best practices...cascaded and instructed by the DepEd supervisors.

Principal A

We invite some EPS to share their expertise to our teachers during our Sem Break In-Service training.

Principal D

Principals also shared that they tap master teachers to do supervision of instruction and mentor teachers as one way of guaranteeing meaningful learning of students:

Ang master teachers sa math at saka yung master teachers sa English, talagang ang action plan na ginagawa nila ay dapat kung ano yung activities na pwede mong i-provide sa mga estudyante, sa mga batang non-readers na talagang mapapa-master mo yung 4 fundamental operations, kasi ang problema ay hindi talaga nama-master ng grade 1, grade 2 ang basic facts.

[Mathematics and English master teachers really make action plan to address the needs of the learners in mastering reading for the non-reader and four fundamental operations. Unfortunately, most of the learners in Grade 1 and 2 are hard to master the basics.]

Principal H

It can be inferred from this emerged theme that instructional leadership of the principal is a critical factor in the success of a school's improvement initiatives and the overall effectiveness of the school. Principal as change agent has different roles in managing schools. He/She depends on the expertise of the master teachers and the education program supervisors to fully implement the change he/she envisions for the school. In this theme, the primary responsibility of the principal is to promote the learning and success of all students. School principals can accomplish this goal by focusing on learning, encouraging collaboration, using data to

improve learning, providing support, and aligning curriculum, assessment and instruction.

Theme 2: Teaching concerns

Teachers' needs and conducting division and district demonstration teaching are the sub-themes of this emerged major theme. Principals support teachers' professional growth and development and prioritize their needs as facilitators of learning.

Principal C motivates his teachers to hone their teaching and leadership skills through taking further studies. He mentioned:

I encourage my teachers to enrol in graduate schools.

Principal C

More so, for Principal B, a faculty meeting is a good venue for teachers to raise up their needs as facilitators of learning for SBM demands a challenging effort of teachers for a better students' learning. He said:

Teachers are welcome to discuss their concerns in the faculty meeting.

Principal B

Likewise, Principal J added that it is better to prioritize the needs of teachers in the School Improvement Plan (SIP) so that it will be institutionalized and expected to be given to them. He seriously said:

...so during the crafting of the SIP, you have to include the training needs of the teachers in order for them to be able to go with the flow of the changing approach, so you have to address the need of the teachers

Principal J

In addition, principals encourage teachers to use innovate and benchmark teaching approaches through conducting division and district demonstration teaching.

I think, Division of Manila is the only division in NCR that conducts demonstration teaching both in the division and district levels in all subjects. The objective of this is to update the teaching strategies of teachers. Only the very best among the best teachers are given the opportunity to showcase their teaching prowess. This is one way of benchmarking.

Principal F

At various times, principals must be administrators, managers, diplomats, teachers, and curriculum leaders, sometimes all within one

school day. It is definitely a balancing act, and principals must be proficient in all of these areas, as well as able to fluidly move from one role to another.

Principal is committed to the core business of teaching, learning and knowledge. Teachers rely on principals and other administration officials to be sources of information related to effective instructional practices and current trends in education. As instructional leader, he/she should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment, and pedagogical strategies for the betterment of teachers; also, it is a must for the principal to support the professional development of teachers through taking further studies for learning does not stops in just teaching in the four corners of classroom.

Theme 3: Stakeholder's Participation in School Projects

The third theme as the principal's change initiative in the old SBM is stakeholder's participation in school projects. Based from the practices they have shared, organizing stakeholders' participation and implementing Every Child a Reader Program are the prominent sub-themes. Principals fostered collaboration, teamwork, highlighting creativity and resourcefulness and working together for Brigada-Eskuwela and Every Child a Reader Program as a intervention project for the struggling readers.

Principal I enthusiastically reminisce the success of the implementation of Brigada-Eskuwela program in her school as part of the Adopt-a-School Program of the Department of Education. Based from her experience as school head and overall chairman of the said program, participation of the stakeholders is an important ingredient in leading the school in one direction and vision.

Internal and external stakeholders work together for the success of Brigada-Eskuwela ever since it was implemented, we don't only focus our attention in the cleanliness of the school for the opening of class on June, we do more for the community...conduct livelihood seminars, offer legal, health, hygiene services and a lot more

Principal I

In addition, Principal C devoted his effort for the success of the program known as every child a reader program. With the help of internal stakeholders, especially teachers, it can be inferred that success of any program as change effort of the principals in their respective schools will not materialize unless, there is a spirit of support and teamwork between and among the administrative staff and stakeholders.

Mayroon kaming Every Child a Reader Program para sa mga batang hiram magbasa. (We have Every Child a Reader Program for students struggling in reading). Teachers are empowered to create a tool to assess the reading proficiency level of students and make their own intervention.

Principal C

More so, Principal E expressed his idea that a paradigm shift is needed in initiating any change effort in the school. He pointed:

It will be very hard for the old-time school heads and those who are not aware that school leadership constitutes inclusion of all these stakeholders: teachers, students, parents, community leaders, local government units, and other stakeholders who are involve in one way or another within the operations of the school.

Principal E

Different stakeholders can bring diverse and complementary perspectives in understanding barriers to learning and can offer solutions which are tailored to the specific needs of each learner. The multi-faceted needs of the learners have to be the center of any form of collaboration, and to take a holistic approach. Cooperation can encompass different forms of teamwork, networking, and inter-agency working and it can be based on a formalized structure or on more flexible arrangements. In any case, collaboration at local and school level will be easier if backed up by relevant policies and supported by clear coordinating arrangements. Mchunu (2010) posited that the true nature of change in school leadership is the empowerment of the stakeholders.

Theme 4: Creating monitoring and evaluation tools

This theme has emerged as an independent theme from the open coding. Only Principal C highlighted this theme. Creating monitoring and evaluation tools serves an important change effort in the old SBM for change cannot be categorized as an improvement without any bases that will assess its areas. Most definitions of monitoring and evaluation in the change management context look at providing those involved in the program implementation process with the right information so that they can report in any early indications of problems or issues, as well as provide early indications of the likelihood of achieving targets or desired results. Monitoring and evaluation also include systematic and objective evaluation of progress towards the achievement of desired outcomes.

Based from his implementation of his projects in Brigada-Eskuwela, he created a monitoring and evaluation tools to better implement and institutionalized what has been started in such project. In his point of view, he made mentioned that any change effort in schools without quantifying measures will only lead to postponement of improvement of school concerns.

What? If there is no creation of monitoring and evaluation tools for any projects, like Brigada, better stop dreaming success for your school.

Principal C

Monitoring and evaluation (M&E) are two distinct but complementary processes that mutually reinforce each other. In general, M&E is designed to monitor the impact of a policy or project, or progress of program activities, against the overall goals, objectives, and targets. M&E also assesses the outcome relevance of an activity, and the impact of a program, or effectiveness of a policy, as well as its efficiency and sustainability.

Emerged Themes in the Revised School-Based Management

Theme 1: Optimum stakeholders' involvement

The first major theme for the change initiatives of principals in the revised SBM is the assurance of optimum stakeholders' involvement. Table 3 displays the summary of codes on this theme.

Building good working relationship, empowering stakeholders and inspiring are the sub-themes for the said major theme as one of the change initiatives of the principals in the revised SBM.

From the open codes of the three sub-themes respectively, principals highlighted the following to ensure good working relationship among peers: networking, teamwork planning, revisiting, asking for help, motivating, encouraging, collaborating, benchmarking and sharing of ideas. Also, principals empowered stakeholders by considering regular teachers' capability, discovering skills and talents, and putting the right people in the right task. Lastly, principals foster inspiration through imbibing positivity, encouragement, motivation, welcoming, and inviting.

In the revised SBM, principals initiated the prime involvement of stakeholders as an extraordinary change effort for the success of the implementation of SBM. Most of them shared that in the advent of the revised SBM, the schools must develop a strong cross-sectoral collaboration with a wide range of external stakeholders, with each stakeholder playing a role to support learner's educational journey and nurture their learning experience. Different stakeholders can bring diverse and complementary perspectives in understanding barriers to learning and can offer solutions which are tailored to the specific needs of each learner.

Table 3

Summary of Codes on Optimum Stakeholders' Participation

Open Codes	Axial Codes (Sub-Themes)	Selective Code (Emergent Theme)
Networking Teamwork planning Revisiting Asking for help Encouraging Collaborating Benchmarking Sharing of Ideas	Building good working relationship	Optimum stakeholders' involvement
Considering regular teachers Discovering skills and talents Right people, right task	Empowering stakeholders	
Imbibing positivity Encouraging Motivating Welcoming Inviting	Inspiring	

Principals shared their experiences in involving the stakeholders this way:

As principal, I play the role of a conductor in the orchestra. I have to ensure that each section play the role well, to be able to achieve the school goals, to produce a harmonic tune and rendition. We share each other's strength, talents...

Principal F

I go out of my office and ask the stakeholders to be with us in planning; we treat the stakeholders as expert too.

Principal E

...ang community may mga projects din para school, (...the community has projects too for the school) we welcome their proposals

Principal H

I tap the correct person in every program, *hindi lang puro master teachers* (not only the master teachers).

Principal D

Based from the experiences of the principals on this theme, it can be assumed that establishing cooperation between and among stakeholders takes time and requires all to participate as equal and willing partners. Developing trust, mutual respect and understanding need nurturing, time and strong leadership. It is important to accept that friction and possible problems will occur, and to establish an open-minded environment where problems can be addressed and where professionals, parents, the members of the community from different backgrounds can learn from each other and in ways that strengthen their professional knowledge and practice. Indeed, this kind of stakeholders' extraordinary involvement will yield improvement in any change undertakings of the school. According to Northfield (1999), the leader helps participants to develop personal

understanding and meaning of change, ensures opportunities for participants to work collaboratively and encourage them to reflect on practice. The first challenge for the change leader is to help stakeholders explore the implications it has for themselves and to consider its implications for the school.

Theme 2: Process of Implementation

The second theme emerged as one of the change initiatives of principals in the revised SBM is the process of implementation. Conducting Learning Engagement and Management (LEM) meeting and the management process are the sub-themes. Table 4 shows the summary of codes for this theme.

Table 4

Summary of Codes on Process of Implementation

Open Codes	Axial Codes (Sub-Themes)	Selective Code (Emergent Theme)
Conducting Learning Engagement and Management (LEM) meeting	Conducting Learning Engagement and Management (LEM) meeting	Process of Implementation
Delegating Tasking Directing Evaluating Observing process Communicating thru technology	Management process	

During the last week of the month, Principals call for a faculty meeting. Normally, in the old practice of SBM, faculty meeting is just a simple gathering of teachers presided by the principal, discussing about school concerns and upcoming division and/or school events. After the principals' session, it will be followed by the faculty club session and concerns about the school cooperative and some financial aspects of the school. On the other hand, in the implementation of the revised SBM, the term faculty meeting has given a new name, it is Learning Engagement and Management meeting or simply LEM. During the LEM, a subject area or grade level will be in-charge for its conduct. They prepare some engaging activities that strengthen the working relationships between and among the teachers and administrative staff, invite a resource person from the divisions office or from private sector to discuss matters regarding students' learning and professional development of teachers and give due recognition to teachers or students who have shown an extraordinary performance within the month. According to the principals, LEM is not an ordinary faculty meeting. It encompasses all the concerns and needs of internal and external stakeholders.

Instead of faculty meeting, we conduct Learning Engagement and Management meeting...an avenue to discuss educational concerns not only the concern of the school.

Principal B

Principal A shared that LEM is better version of the faculty meeting. He believes that LEM is like a monthly professional meeting with a plus.

LEM is indeed more than an ordinary faculty meeting we conduct every month. LEM gives you an extra “food” to nourish your mind and replenish the strength of your body after a long and tiring month of teaching students.

Principal A

The sub-theme Management Process has the following open codes: delegating, tasking, directing, evaluating, observing process and communicating thru technology. Principals believe that change management is matter of process of implementation. According to them, change must not be implemented abruptly but gradually. It takes time for the internal and external stakeholders to adapt and adopt the changes they implement for the betterment of the school; especially the revised SBM has many things to offer in store for the schools. In addition, for the principals, communication matters a lot in introducing and managing change or projects for the schools either in a manual or technology-based manner. Because of the widely use of different social media accounts and each schools have its own website available in the cyberworld, it is now easy to them to communicate and introduce the change they are planning for the schools.

Here are some of the principals' responses with regards to process of implementation as an emerged theme for their change initiative:

Every step for a change to happen must be well communicated to teachers and the external stakeholders...it should be done meticulously.

Principal G

Technology now is the new partner to communicate the change for the schools.

Principal I

If we have new programs or projects, we see it we have a process flow chart for everyone to follow, so that desired result will come out.

Principal H

It can be inferred from the abovementioned practices of the principals that the origins of a change and its nature will clearly affect teachers' responses and subject leaders' approaches to managing it. Support mechanism and clear process are required to achieve an improvement in practices and procedures. Therefore, managing change involves identifying needs, planning, implementing plan and evaluating the success of the change. In the changing process, leaders are the key role in

managing the change. They should facilitate each element of the process of implementation and looking for opportunities to delegate in order to make their stakeholders be involved in the change process.

Theme 3: Teaching-Learning Strategies

The theme teaching-learning strategies has the following sub-themes: contextualizing and localizing learning materials, use of integration grid, conducting learning action cell and conducting Phil Iri. Table 5 displays the summary of codes on teaching-learning strategies as an emerged theme.

Majority of the principals agreed that as as teaching-learning strategies is concerned, localization and contextualization and choosing and maximizing learning materials suited for learners' needs should be prioritized as an important initiated change in the revised SBM.

Contextualization and Localization are essential features of the K to 12 curriculum that principals adopt as their change undertaking. According to DepEd Order no. 35, s. 2016, curriculum contextualization is the process of matching the curriculum content and instructional strategies relevant to learners.

Table 5
Summary of Codes on Teaching-Learning Strategies

Open Codes	Axial Codes (Sub-Themes)	Selective Code (Emerged Theme)
Contextualizing Localizing Practicing practicality Maximizing materials	Contextualizing and Localizing learning materials	Teaching-Learning Strategies
Use of integration grid	Use of integration grid	
Conducting Learning Action Cell	Conducting Learning Action Cell	
Conducting Phil-Iri	Conducting Phil-Iri	

Teachers identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders. On the other hand, localization is the process of linking new content to the local experiences that are familiar to students, which makes learning more efficient and relevant to them. Principals consider this sub-theme as an important ingredient in refining the teaching strategies of teachers to make learning more meaningful and useful for the students' lives. They believe this change effort contributes to life-long learning of students.

Here are some of the responses of the principals with regards to teaching-learning strategies:

Learning resources are encouraged to contextualize and localize based on teachers' creativity and resourcefulness.

Principal J

Make use of indigenous material available in the environment.

Principal J

...example sa big book, puwedeng about sa Nazareno dahil malapit ang school namin sa Quiapo.

(...example in big book, about Nazareno is possible because it is near in our school located in Quiapo.)

Principal C

Define the curriculum in coordination with the Toyota Corporation para sa Immersion hindi lang training, talagang prepared sila sa trabahong papasukin nila

(Define the curriculum in coordination with the Toyota Corporation for their immersion; not only training, they will be prepared when they apply for a job.)

Principal E

One of the fascinating change initiatives of principals is the creation of grade level integration team. This team comprises of teachers (grade level coordinator or assigned master teacher) teaching in the same grade levels to create an integration grid. The team plans once every quarter to discuss the possible integration of projects, assignments, or culminating program that integrates across learning areas to avoid redundancy and overlap in the learners' expected output to pass in a quarter.

We make use of integration grid, *para yung mga projects at monthly activities ng mga subject area ay hindi nagbabanggaan* (so that project and monthly activities will not overlap)

Principal G

Integration grid makes learning more fun and easy. Also learners become more proactive in dealing with their school activities and teachers learn from each other too.

Principal J

The principal as change agent recognizes that the quality of learning is greatly influenced by the quality of teaching. Principals, through the mandate of DepEd institutionalized Learning Action Cells (LAC) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction and assessment in their work stations. According to DepEd Order no. 35, s. 2016, Learning Action Cell is a group of teachers who engage in

collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC leader. LACs became the school-based communities of practice that are positive, caring, and safe spaces. In addition, for the principals, they adopt LAC as change initiative because it improves the teaching-learning process that led to improved learning among the students, it nurtures successful teachers, it enables teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes, and it fosters a professional collaborative spirit among school heads, teachers, and the community as a whole.

The following responses confirmed this:

We conduct Learning Action Cell sessions *para pag-usapan ang mga immediate problems concerning teachers' pedagogy para may intervention agad* (to discuss immediate problems concerning teachers' pedagogy to create an intervention immediately).

Principal D
LAC sessions make the teacher a champion and master of his/her craft!

Principal I

The conduct of the revised Philippine Informal Reading Inventory (Phil-IRI) is one the sub-theme of Teaching-Learning Strategies, a change initiative of principals in the revised SBM. It is a revised assessment tool composed of a set of graded passages administered to the whole class and to individual students, which was designed to determine a student's reading level. According to principals, they are very much challenge every year with the result of Phil-IRI. For them, improved functional literacy among learners is every principal's dream. This measures their skills as instructional leader. The Phil-IRI data, for them, serves as one of the bases in planning, designing/redesigning the reading instruction of the teachers and the school's reading programs or activities to improve the overall school's reading performance.

Below is the confirmation:

Sa mga student na hiram magbasa, nagko-conduct kami ng Phil-IRI na nakatutulong para bumilis magbasa ang mga struggling readers.

(For the students who struggles in reading, we conduct Phil-IRI that helps the struggling reader to read faster); this program has research basis and has a complete package of diagnosing, assessing and giving intervention to students for a better reading skills.

Principal B

Data gathered from Phil-IRI requires us, principals to create more programs to ensure every learner has functional literacy.

Principal J

Principals play a key role in the delivery of quality of instruction. Their responsibilities include ensuring educational strategies are in place that support effective learning for all students. They serve as a facilitator, guide and supporter of quality instructional practices. Good principals and at the same time a change agents understand that improved test scores are important but know that quality instruction is essential for improving student achievement.

Because the principal serves as the educational leader of the campus, it is imperative that they have a working knowledge of effective instructional strategies and understand the needs of their students and teachers.

Theme 4: Learners' Needs

The theme Learners' Needs has the following sub-themes: prioritizing learners' welfare, prioritizing SPED students concerns and

needs and valuing learners' development. Table 6 shows the summary of codes for this theme.

From the open codes, sub-theme prioritizing learners' welfare includes the following: instilling positive discipline, avoiding discrimination in school, avoiding gender issues, creating gender and development (GAD) dictionary and setting-up security gadgets. During the implementation of the revised SBM (D.O. no. 83, s.2012), DepEd also released D.O. no. 40 s. 2012 or the Child Protection Policy. This policy was adopted by the principals as a change initiative in their respective schools. This policy is based on the premise of positive discipline that helps children develop appropriate thinking and behavior in the short and long-term and fosters self-discipline. Principals believe that students learn best in environment where student's and teacher's ideas are respected, trusted, and treated with unconditional positive regard. In every classroom, even if it is a small learning group, what matters is the learners have a caring teacher attending to progress and acting as an advocate for each learner.

Also, for the principals, an effective public school is one with safe and positive learning environment, where students are able to achieve their personal goals and develop the skills to make contributions to the society in the future.

Table 6
Summary of Codes on Learners' Needs

Open Codes	Axial Codes (Sub-Theme)	Selective Code (Emergent Theme)
Instilling positive discipline avoiding discrimination in school avoiding gender issues creating GAD dictionary Setting-up security gadgets	prioritizing learner's welfare	Learner's Needs
Inclusion of learner's with special needs in regular school classes mainstreaming of SPED students fair treatment to SPED learners	prioritizing SPED students' concerns and needs	
Implementing action plan for learners' development clarifying parents' and teachers' accountabilities to learners	valuing learners' development	

Here are some responses of the principals with regards to this theme:

Child-friendly ang school namin...positive discipline talaga ang pinaiiiral namin, kasama ito sa aming LAC session.

(Our school is child-friendly...we instill positive discipline, this is part of our LAC session.)

Principal J

We have trainings for gender and development *para walang discrimination sa mga students na may gender issues* (so that discrimination among students with gender issues will be prohibited.)

Principal D

Gumawa pa kami ng pool of words, mala-dictionary para walang gender biased ang pagtuturo ng mga teacher (We prepared pool of words, a dictionary-like so that there will be no gender biased when teacher teaches).

Principal D

We have innovation like setting up CCTV *para sa proteksyon ng mga students* (for the protection of students).

Principal J

Principals also prioritize learners with special needs. According to them, from the first day learners are assigned to their schools, their education becomes their responsibility. Although principals do not need to be disability experts, they must have fundamental knowledge and skills that will enable them to perform essential special education leadership tasks. To foster a school that values inclusivity, principals mainstream the SPED students in regular classes with the consent of parents and teachers, so that

learners will not feel they are being excluded or treated differently from the most number of students in regular classes.

Principals' responses show this as a confirmation:

We see to it that our school embraces inclusive education, *tratuhing normal ang mga batang may special needs* (treat students with special needs normally).

Principal E

Nililinaw namin sa parent at teacher ang accountabilities nila sa learner na may special needs (We clarify the parent and teacher accountabilities to learner with special needs.)

Principal G

Valuing learners' development is the last sub-theme under the emerged theme learner's development. Principals create a separate action plan for learners' development and clarify the parents' and teachers' accountabilities to learners. This development plan, through the collaborative efforts of the head teachers and master teachers, serves as a road map for students' learning and career path. It provides opportunities and tools for the holistic development to become locally effective and globally competitive citizens.

Running a school efficiently is a very difficult challenge especially in the advent of left and right educational reforms that DepEd mandates to implement. A principal must be a pedagogical leader to dozens of teachers: observing them in the classroom, evaluating institutional performance, and helping them get the professional development opportunities. Principals have to deal with hundreds of students and their personal and academic challenges. They need to respond to parents, each with their own expectations for the school.

It is worthy to highlight the views and experiences of the following principals on valuing learners' development:

Development plan for learners is being drafted to ensure quality education and life-long learning is being realized.

Principal A

We make things possible for students; that is why we created development plan for students...

Principal C

The school is a significant personal and social environment in the lives of its students. A child-friendly school ensures every child an environment that is physically safe, emotionally secure and psychologically

enabling. The challenge for the principals is make teachers an important factor in creating an effective and inclusive classroom. Children are natural learners, but this capacity to learn can be undermined and sometimes destroyed. A child-friendly school recognizes, encourages and supports children's growing capacities as learners by providing a school culture, teaching behaviours and curriculum content that are focused on learning and the learner. The ability of a school to be and to call itself child-friendly is directly linked to the support, participation and collaboration it receives from families. Child-friendly schools aim to develop a learning environment in which children are motivated and able to learn and their needs are given special attention.

Theme 5: Use of reliable sources

The last theme under the change initiatives of principals in the revised SBM is the use of reliable sources. Table 7 displays the summary of codes for the theme use of reliable sources

Principals believe that the use of monitoring and evaluation tool and conducting research gives a baseline data for improving school outcomes. Principals devote their effort and resources in providing training for teachers in writing action research and validating monitoring and evaluation tools for

school programs and projects. Monitoring and Evaluation is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact. It is mainly used to assess the performance of projects, institutions and programs.

Table 7

Summary of Codes on Use of Reliable Sources

Open Codes	Axial Codes (Sub-Theme)	Selective Code (Emerged Theme)
use of monitoring and evaluation tool conducting research	Use of reliable sources	Use of reliable sources

Likewise, principals use action research as a basis in developing intervention programs to cater the learner's needs or improve school's projects that need special attention. For the principals, conducting an action research is putting action in operation. It means executing a proposed alternative strategy to collect systematically relevant data to find out how these work. It is also a way to discover how a particular practice can be improved or adjusted to address educational problem and writing a narrative account of what happened. During the conduct of research, teachers and principals help each other by working collaboratively which promotes

professional development and helps educators become more effective in curriculum development, professional development, systems planning and school restructuring.

Here are some of the principals' responses:

...with the help of my administrative staff, we develop monitoring and evaluation tool to quantify whether our school projects are doing good or needs some "repair".

Principal B

We allot resources in our MOOE to train teachers in writing action research. The school will benefit from the researches of the teachers

Principal I

Research Question 2: How do principals manage change in their respective schools based on the old and revised SBM in terms of pre-implementation, implementation and post implementation?

Based from the analysis, the following themes emerged as the change management of the principals: *preparation, administration, adoption, initiation, consultation, focusing, appreciation, and evaluation.*

Figure 4 displays the process of change management in the context of SBM.

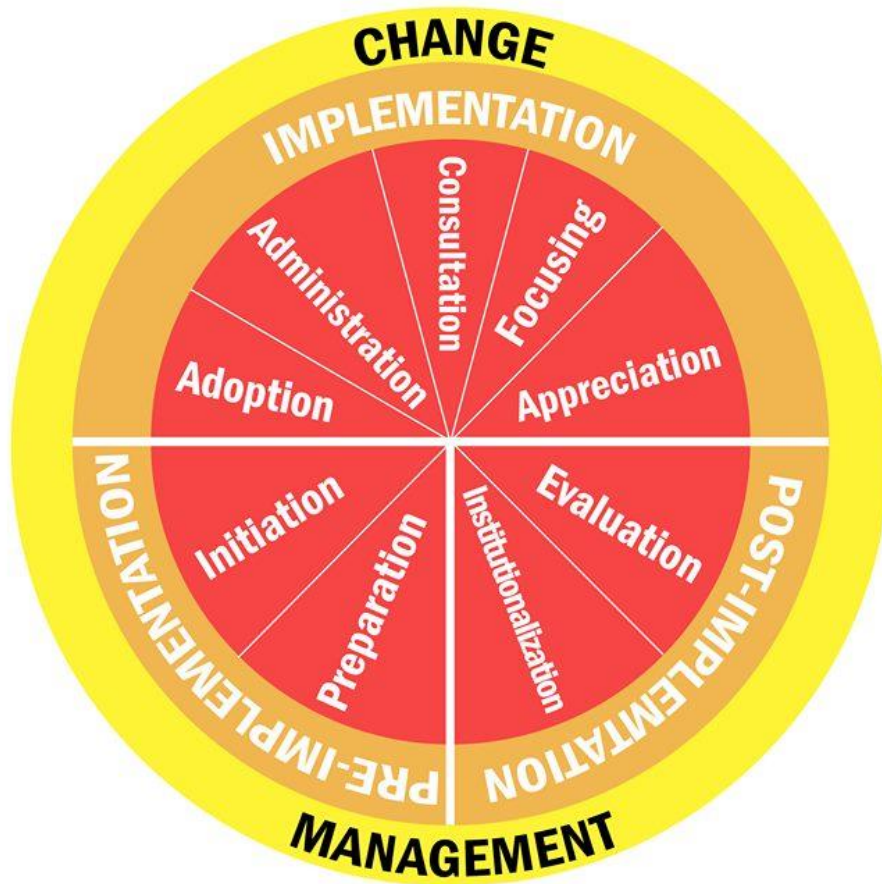


Figure 4. Diagram of the Summary of the Emerged Themes under Change Management

Pre-Implementation Stage of Change Management

In Pre-Implementation stage, generally, it is the readiness

assessments for the school's stakeholders. Principals assess the present situation of the school and identify the gaps between the desired and the current programs for the schools. It emphasized the need for the schools to develop and articulate a clear statement of where the schools need to move on. Also, this stage contains activities such as determining the scope and time for the change initiatives.

Theme 1: Preparation

The first major theme in the process of change management of principals is Preparation. Setting awareness, preparing and troubleshooting are the sub-themes. Table 8 displays the summary of codes for this emerged theme.

Based from the practices of the principals, before implementing any change effort, setting awareness must be prioritized first. Setting awareness includes involving all the key stakeholders and explaining to them their role for the success of change implementation, setting example on how change will occur from the current status of the school to expected result of change, modeling on how to implement the change in a specific area of concern of the school and giving a hands-on activity on how the key stakeholders will

collaborate with each other to make change implementation works sinuously leading to its sustainability in the school.

Table 8

Summary of Codes on Preparation

Open Codes	Axial Codes (Sub-Theme)	Selective Code (Emerged Theme)
Modeling Hands-on Setting example Involving	Setting awareness	Preparation
Communicating Clarifying Dividing tasks Consulting Diagnosing	Preparing	
Setting limitations Identifying problems	Anticipating problems and issues	

Here are some of their responses that confirm this change process:

Everytime there is a task forwarded to us, *kami ang una eh, at kapag nakita nilang gustong-gusto naman ayun, susunod na rin sila* (we are the first one, and when they see to us that we like it, they will follow).

Principal A

Halimbawa, may basura...nais mong i-implement ang isang bagong project sa school nyo sa kalinisan, ganito ang gawin

mo, may halimbawa.

(Example, there is a trash...you want to implement a new project for the cleanliness of the school, this is what you should do, you have an example).

Principal H

In our school, we set a roll out of plan if we have new project or program for the school. I explain to them what will happen to our school if we implement this and how it will differ from the present state of the school.

Principal F

In the sub-theme preparing, the principal as change agent communicates the change to all the members of the School Governing Council (SGC) through a consultative meeting, clarifying the objectives of the school reforms, dividing the tasks on how to execute the required processes involved in the change process, and consulting expert from the external stakeholders or school partners on how to execute the change. For the principals, teachers must be the first one to be given a clear understanding on why change needs to occur in a certain school program because teachers are the first level implementers of change and any change effort should be towards the improvement of the school, especially on the part of the learners.

This change processes was confirmed by the principals in their

responses:

As the school head, I set a meeting with the SGC through a memorandum to discuss matters on school reforms before we execute it.

Principal D

I don't need to please teachers; I just explain to them, with my fellow admin, the rationale why we need to revise certain programs.

Principal E

Anticipating problems and issues includes identifying possible problems that might be encountered in the introduction of change initiative for school projects and setting limitations on the areas of concern that might be affected by the change. According to the principals, this process is important when teachers and other stakeholders resist the change or reform to be implemented. Some of them might be worried about the impact of change in their lives and the nature of their work. The pros and cons of the change must be clear to them so that teachers are already equipped with the objective why such change needs to be implemented.

Some principals confirm this process:

...yung planning team ang nag-a-identify ng areas of issues and concerns...

(...the planning team identifies the areas of issues and concern...)

Principal H

During our meetings, I always consult my teachers.

Principal C

You consider the strenghts and weakness of your stakeholders...ask them what they can offer for the school.

Principal E

Theme 2: Initiation

Initiation emerged as an independent theme under the pre-implementation stage of change management. For Principal G, the success of any change initiative lies in the understanding of that by the key stakeholders. Change in any form, irrespective of how minor, will usually face opposition of some kind. To ensure its success, change agent must be fully aware of the implications of change, not only to the organization itself but to the stakeholders concerned. Clearly when the decision to change is made, the change agent will need to have a vision as to why it is required. Unless these visions are shared with the stakeholders concerned, total acceptance is unlikely. To overcome this, change agent can merge

the change processes that include the “wants” of employees as well as that of the school.

Here is the response of Principal G:

When I introduce change in school, for example, the localization and contextualization of learning materials, I should be certain enough what I wanted to happen. Initiation of change comes first when the school head is fully aware of the objective and the processes involved in implementing it.

Principal G

Preparation and Initiation are the key major processes of **Pre-Implementation Stage of Change Management**. It can be inferred that preparation and initiation is the process of assessing the readiness of the stakeholders in dealing with the change initiatives of the principal. For the change initiative of the principal to succeed, stakeholders need to be willing and ready for change. Ensuring their readiness to change is an important part of both change strategy and his/her school's culture. Overcoming resistance to change and building change readiness takes intentional work. As change agent, principal may identify the shifts in the culture needed to support his/her desired state, identify and provide training in the new behaviors required to enact new norms and practices, begin visibly modeling new behaviors and ways of thinking for the stakeholders and work hard to engage stakeholders in having a say in the change.

Implementation Stage of Change Management

In Implementation stage, the principals need cooperation from the stakeholders to bring about successful change. In other words, the implementation of change can occur through a cross-functional group, working in collaboration with all stakeholders. Without collaboration, any change process introduced is bound to fail or not achieve its desired outcomes. Success and efficiency in this stage is ultimately determined by the amount of time and quality planning input in the previous stage. The following activities in this stage range from directing and managing project execution to acquiring an implementation team to distribution of needed information regarding the change through planned communication outlets.

Theme 3: Adoption

The theme Adoption has the following open codes: embracing change, accepting, fostering positive attitude and motivating. Table 9 shows the summary of codes for this emerged them.

Table 9
Summary of Codes on Adoption

Open Codes	Axial Code (Sub-Theme)	Selective Code (Emerged Theme)
Embracing change Accepting Fostering positive attitude Motivating	Adopting	Adoption

The need to encourage other to embrace meaningful change needs to be modeled at all levels, especially from the top. Modelling the stakeholders' willingness to learn and adopt change is the first step of implementing the change initiative. Principal D confirmed this practice:

During the implementation of reforms in schools, for example, the roll out of PPST and RPMS, our attitudes to these must be positive, and the willingness to support this change must be shown in our actions and decision-making.

Principal D

New beginnings mean change. Change creates new challenges and opportunities. For many, new beginnings can be a difficult period of adjustment. For the principals, change initiative can be successful to implement if the stakeholders are positive enough to accept it and be part of his/her system. However, that positivity should come first from the higher officials of the school. Embracing change means accepting all the

consequences that might be encountered in the process of change implementation. Also, principals accept his/her accountabilities and liabilities in the implementation of change process.

Theme 4: Managing

The theme Managing has the following sub-themes: supervising and following step-by-step process. Table 10 shows the summary of codes for this emerged theme.

Table 10
Summary of Codes on Managing

Open Codes	Axial Codes (Sub-Theme)	Selective Code (Emerg ed Theme)
Assisting Guiding Supporting Teamworking Collaborating Helping each other Providing training Following step-by-step process	Supervising Following step-by-step process	Managing

According to the consolidated change process implementation of the principals, assisting, guiding, supporting, teamworking, collaborating, helping each other, providing training and following step-by-step process constitutes their own institutional framework of implementing change in their

respective schools. For them, change initiatives lead to comprehensive transformation and to achieve that transformation, implementation process of change must be well defined and grounded in the concept of shared leadership among the key stakeholders. This has been seconded by some responses:

During the implementation of restructuring of school programs, we provide training and process flow chart to all the stakeholders...

Principal C

I created different committees or team to work on specific reforms in all the areas of SBM.

Principal I

According to the principals, change is an improvement process smoothly conducted through intentionally correcting or updating a system or removing something that is malfunctioning. In other words, principals consider change as the renewal and improvement of conditions in a school. Principals think that real change in the context of SBM is not merely correction or improvement in physical terms, but all arrangements and

improvements made to the educational system and instructional activities in schools.

Theme 5: Consultation

This theme emerged as an independent theme in the implementation stage of change management in the context of SBM. Table 11 shows the summary of code on consultation

Table 11
Summary of Codes on Consultation

Open Code	Axial Code (Sub-Theme)	Selective Code (Emergent Theme)
Consulting	Consulting	Consultation

Based from the practices of principals, consultation in the implementation stage of change management plays an indispensable role. The purpose of consultation is to provide an opportunity to discuss the change in question and explore options. It can also encourage and stimulate better cooperation between the principal and the key stakeholders, reduce uncertainty, and lead to better decision-making. Consultation is particularly important where significant change is being considered and it is good practice to engage with the school committees

created by the SGC at an early stage to discuss ways of avoiding redundancies. It is also important for principals to note that during the period of uncertainty in implementing changes, effective two-way consultation and communication with the stakeholders is critical to the future success of the change process and should be conducted with sensitivity.

Principal C and Principa H confirmed this process:

...in times of difficulties in implementing change, we do not monopolize all the solutions. We consult experts and even regular teachers for better solutions to problems.

Principal C

Consultation is one of the bloodline of making change work in our school. It happens every now and then during the process of reforming programs of the school.

Principal H

Theme 6: Focusing

Focusing emerged as an independent theme. Table 12 displays the summary of codes on Focusing.

Table 12

Summary of Codes on Focusing

Open Code	Axial Code (Sub-Theme)	Selective Code (Emerg'd Theme)
Focusing	Focusing	Focusing

Focusing as change management process is targeting short term goals and dividing the ultimate goal into small and achievable parts. According to principals, this is a good way to achieve success without too much pressure. This process of change management is reinforcing the small tasks of committees created by the SGC, which is more vision-driven. The principal solicits innovative ideas and create possible success indicator for each. Also, the principal in this change process transforms little-by-little the organization value on how they work together to accomplish the change implementation that leads to deep and lasting change. A contingency plan must be taken into consideration if the process failed to pursue. Here are some responses of the principals on this emerged theme:

Isa-isa, hinihimay-himay namin ang bawat proseso. Sa ganitong pagkakataon, nasasanay na sila sa change sa bawat program ng school.

(One-by-one, we divide each process. Through this, they become more adept in the change in every school program.)

Principal C

We make sure our actions and decisions are in accordance with our plans

Principal E

Theme 7: Appreciation

Appreciation is another independent theme under the implementation stage of change management. Table 12 shows the summary of codes for appreciation as an emerged theme.

Table 13

Summary of Codes on Appreciation

Open Code	Axial Code (Sub-Theme)	Selective Code (Emerged Theme)
Giving rewards	Appreciating	Appreciation

According to principals, recognizing milestone achievements is an essential part of any change initiative. When managing a change through its lifecycle, it is important to recognize the success of teams and individuals involved. This will help in the adoption of both the change management process as well as adoption of the change itself. In addition, based from their experiences, when teachers, parents and students feel appreciated for what they do and how they contribute to the organization's success, the

process of change within an organization goes more smoothly. Members of the SGC who feel valued, are less reactive and more open to changes within an organization that affect them personally. This has been confirmed by the following principals:

We celebrate any small effort of my administrative staff, teachers, who are part of the council. Implementing change is a toxic process. This is one way of lightening the mood when the going gets tougher and tougher towards the vision of change.

Principal F

I give rewards everytime they accomplish any task in the reform implementation of the school project. *At ganado pa silang magtrabaho!* (And they are very enthusiastic to work!)

Principal D

A change may require changes in existing structures, new skills needs, work load shifting, etc. All of these impacts should be managed effectively so that transformation can occur during the implementation stage of change management. The transition between current state and the future state should be monitored. The processes, contingency planning and treatment of risks, plans and support change issues must not be neglected.

Adoption, Administration, Consultation, Focusing, and Appreciation are the key major processes under Implementation **Stage of Change Management**. There may be no best way to manage change which is effective in all situations but there are certain important aspects of change to consider when attempting to plan or stimulate change. For any dynamic organization whether public or private, change is inevitable for them to remain relevant in the manner they offer services and give results. Good planning is an essential ingredient to effect change in an organization regardless of the size of the organization. Strategic planning is a basic requirement in an academic environment for sustained competitive advantage. Planning helps managers to view things from a wider perspective, facilitating collaboration between middle level management and top management. A strategic plan defines vision, mission and future goals; identifies suitable strategies to achieve the goals; improves awareness of external environment; reduces resistance to change; strengthens organizational performance and makes the organization more proactive than reactive.

Post-Implementation Stage of Change Management

In Post-Implementation Stage, changes that have been introduced should be institutionalized and implemented in an identified term. According

to Beer, Eisenstadt and Spector (1990), change initiation involves a forward momentum that requires continual reinforcement of the desired change. In this way, institutionalization occurs through changes to organizational structures and policies. During and after the execution phase, the monitoring and controlling begins. Also, this stage focuses on monitoring risks that emerge from the change and maintaining the change so no reversion takes place. More so, it is important to note that constant and consistent monitoring and controlling of a project process, assist in staying aligned with the change objectives and assist in the adoption of the change within the organization. Significant effective commitment had the greatest impact on implementation success and improved performance.

Theme 8: Evaluation

Evaluation is the first major theme for Post-Implementation stage of change management in the context of SBM. Table 14 displays the summary of codes for evaluation as emerged theme.

According to principals, one method of evaluating the process of change in SBM is through key performance indicators. These monitor how well parts of the SGC are working towards fulfilling change initiative objectives.

Table 14

Summary of Codes on Evaluation

Open Code	Axial Code (Sub-Theme)	Selective Code (Emerged Theme)
Assessing Use of assessment tools Validating Feedbacking	Evaluating	Evaluation

For example, if an objective was to increase productivity, output can be measured and then compared to output data from before the change program.

Evaluating outcomes helps to keep the process of change moving forward. For example, if the original strategy needs to be revised, this allows principals to make decisions that enable future processes of change to be more effective. This is pretty evident in the responses of some principals:

During the evaluation process of change, we have a validated instrument to assess whether the reforms we created in the different dimensions of SBM will result to success or not.

Principal G

As the principal, I solicit feedbacks and comments from teachers and fellow administrators regarding the possible result of change implementation.

Principal E

Theme 9: Institutionalization

The last theme under the post-implementation stage is Institutionalization. Operationalizing and certifying are the sub-themes for this emerged theme. Table 15 shows the summary of codes for the theme Institutionalization.

Table 15

Summary of Codes on Institutionalization

Open Code	Axial Code (Sub-Theme)	Selective Code (Emergent Theme)
Self-sufficing Establishing Sustaining Requiring	Operationalizing	Institutionalization
Commanding Mandating Upholding Ratifying	Certifying	

Operationalization of change initiative includes, self-sufficing, establishing, sustaining and requiring change to be part of the school organization. On the other hand, certifying includes institutionalizing,

mandating, upholding and ratifying implemented change initiatives. According to principals, they are responsible for keeping the vision for the change initiative and its intended purposes. Therefore, their role requires complete commitment to the change initiative and its intended purposes. Leadership is one of the main factors influencing the operationalization and sustainability of change initiatives in SBM. Consistency must be monitored in implementing change so that change effort will be sustained producing desired output for the implementation of SBM. To operationalize means to sustain what they have started. In short, the primary purpose of post-implementation is to analyze the success of the change.

This practice of change process is evident in most of the principals' responses:

Lahat ng aming activities na may magandang result, nagiging part na ng school projects.

(All the activities that produced good result become part of our school projects.)

Principal H

The reforms we implemented for the continuous improvement of the school improvement plan (SIP) will be institutionalized and it will be monitored to sustain its effectiveness.

Principal J

Evaluation and Institutionalization are the major processes of **Post Implementation Stage**. The principals were positive about the need and purpose of the change initiative and viewed it as forward looking and encouraging for the future. Change is an inherent characteristic of any organization and like it or not, all organizations whether in the public or private sector must change to remain relevant. In conclusion, change is inevitable and change is development. There may be no one best way to manage change which is effective in all situations, but there are certain important aspects of change to consider when attempting to plan or stimulate change.

Based from this last stage, it can inferred that there are some underlying principles in evaluating and institutionalizing change initiatives in SBM: determine the factors which oppose or facilitate change; carrying out change is major task and requires broad support; during change process, key positions in the institutions must be committed to the change; if these positions are not committed process will be slow, difficult and blocked altogether; use task forces to guide implementation; making a change in a small part of the system can provide tangible evidence of the feasibility and benefits of a change; monitoring change enables optimization, coordination of different aspects of the change, collection of all information about the effects on all aspects of the organization; creating a sense of urgency can

energize those who participate in the change and help to recreate the desire for the change; and it is an essential task for the leaders of change, like the principals, to continually express their sense of commitment to change and to emphasize their commitment to the change by various means.

Research Question 3: What change management theory can be established based on the results of the study?

The Change Management Theoretical Model for School-Based Management (SBM)

To be able to establish a model on change management for SBM, the researcher synthesized the results that were presented, analyzed, and interpreted earlier. The following diagram shows the macroperspective view of the change management process of the principals in the change they initiated in the old and revised SBM:

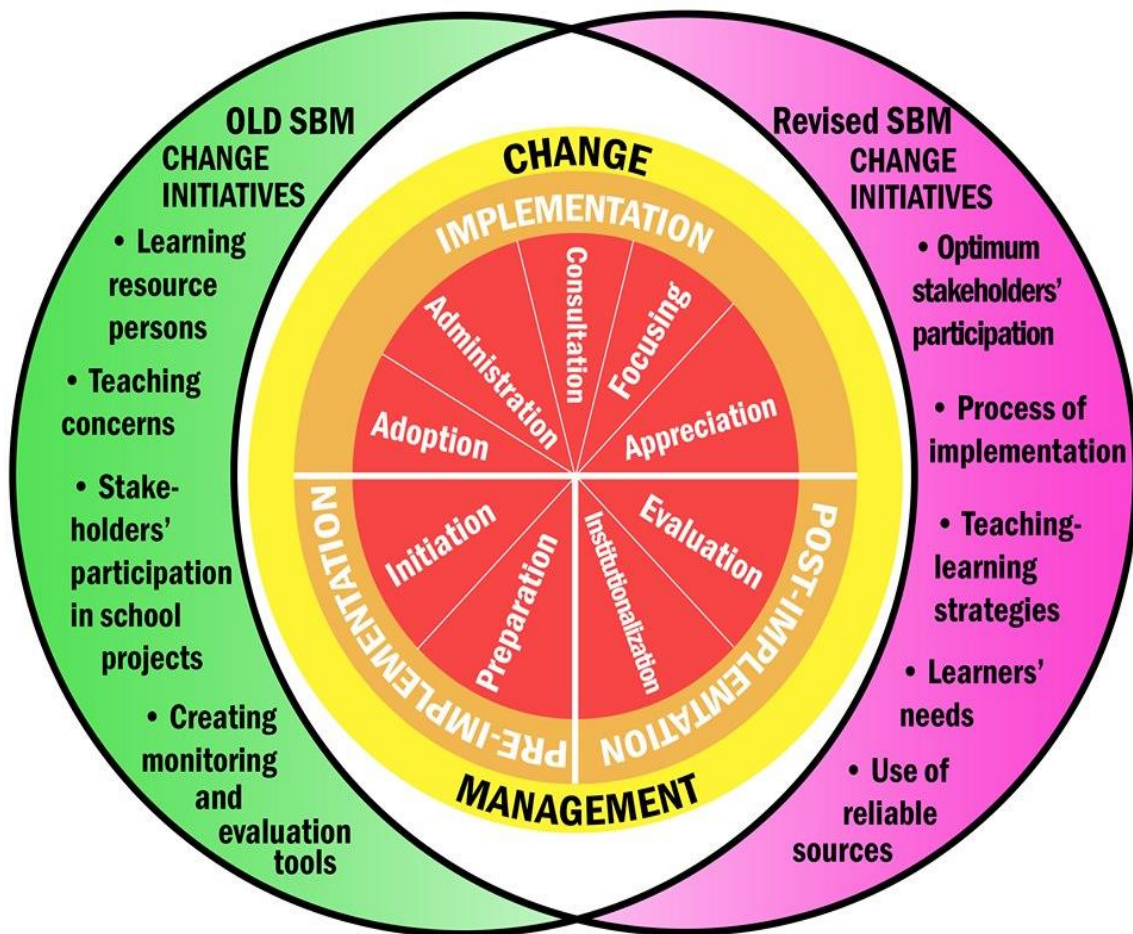


Figure 5. Theoretical Model of Change Management for School-Based Management

Based from the analyses, the change management process of the principals appears to be unique from one principal to another because one has different priority improvement areas in school management, operations, and service delivery that need to be changed. However, there seems to be a **common pattern** in managing these change initiatives.

It can be seen in figure 5 that both change initiatives of the principals in the old and revised SBM share the same stages of change management of **pre-implementation, implementation and post-implementation**. Also, principals have different priorities when it comes to initiating change in the old and revised SBM. In the old SBM, principals were focused on soliciting support from the learning resource persons (master teachers, head teachers and education program supervisors) for the improvement of students' learning. On the other hand, in the revised SBM, principals focused on the optimum stakeholders' participation and developing interventions and enrichment program to hone teaching-learning process in schools.

Pre-Implementation in the Change Management for SBM

The change initiatives of principals for SBM encompass different activities along the emerged themes: preparation and initiation.

In every management of change, there is always a process to undergo to bring about desired result burst forth from a change.

The principal's role in leading and managing change is infused in all elements of the principal performance measures because it is a key

component of moving a school community toward improved outcomes in any domain; stronger instruction, improved staff practices; a more comprehensive, inclusive school culture for learners, staff and family members; and better systems and resource management. Leading a school community makes it inevitable that a principal will be leading change often across multiple dimensions at once.

Preparation and initiation are the process of assessing the readiness of stakeholders in dealing with the change initiatives of the principal. For the experiences and viewpoint of the principal, the first step in leading effective and lasting change for SBM is to make sure that the effort is aiming for the right outcomes and is addressing the root causes of the challenges that have been identified. Often times, change efforts are too shallow or narrow to be successful, and beginning without the whole picture can lead to unnecessary resistance as the process moves forward. Principal as change leaders must make sure they, and their planning team, have begun with a thorough and honest exploration of the task at hand.

It is important to note that every change is adaptive and sometimes principals are called to lead their teams through solving technical challenges to bring about first order change.

Implementation in the Change Management for SBM

In the implementation stage of managing change both in old and revised SBM, power is devolved throughout the school organization so that many stakeholders participate in decision-making.

The implementation team, the school-governing council, consists of the principal, head teachers, parents, school community officials, alumni, and learners. The principal, as an education leader of the school, supports and coordinates the work of other stakeholders. He or she must be willing to work in a collaborative fashion with other member, must develop a clear vision of change and must work to establish a positive climate, culture and collegial environment to accomplish the goals of the initiative. The head teachers and master teachers act as the arm of the principal in providing assistance and support to other stakeholders in initiating and implementing change. They assist with the planning of meaningful interaction which can lead to task accomplishment.

Teachers are partners in the planning process are essential for providing appropriate reality checks. It is desirable that these teachers are committed to or willing to consider early use of the initiative. The planning

team for SBM for all stages of the implementation must remain actively involved throughout the process of implementation.

The model recognized the necessity of collaboration throughout the implementation process. It recognizes that change is a journey rather than a blueprint and that problems will be encountered along the way. Such an uncertain process requires collaborative learning that comes active participation.

Also, in the model, the success of change implementation for SBM were also systematic and creative in how they tried to communicate with parents and community and reward, even little success, toward a milestone of success of the school.

Post-Implementation in the Change Management for SBM

The primary purpose of post-implementation in the management of change for SBM is to analyze the success of the change through evaluation and the institutionalization of the change initiatives for continuous improvement of the school improvement areas. In other words, it answers the following questions: Is the change implemented as expected, and is it

doing what is expected to do? Does it meet the operational goals of SBM for which it was implemented? Does it require additional follow-ups?

The principal consider the following in institutionalizing change in SBM: the development plan is enhanced with the community performing leadership roles and the school providing technical support; the community stakeholders lead the regular review and improvement process; the school stakeholders facilitate the process; the community stakeholders lead in defining the organizational structure and the roles and responsibilities; the educational needs of all types of learners are being met as shown by continuous improvement on learning outcomes and products of learning; there is marked increase in number of projects that uses the community as learning laboratory; and the school as agent of change for improvement of the community; the monitoring tool has been improved and to provide both quantitative and qualitative data; there is continuous exchange of information, sharing of expertise and materials among the schools, home and community for the development of self-directed learners; a community-accepted performance accountability, recognition and incentive system is being practiced; stakeholders continuously and collaborative review and enhance accountability systems and processes and mechanisms and tools; stakeholders sustain the implementation and improvement of a collaboratively developed, periodically adjusted, and constituent-focused

resource management system; and an established system of partnership is managed and sustained by the stakeholders for continuous improvement of resource management.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter presents a summary of the findings, states the conclusions spawned and proposes recommendations based on the findings.

Summary of the Study

This study attempted to construct a theory to describe and explain the change management in the implementation of the old and revised SBM grounded on the practices of the selected basic education principals.

A qualitative method of research was utilized, specifically the use of grounded theory research design in contextualizing the change management practices and experiences of each ten principals purposively sampled through meeting some inclusion criteria.

The researcher employed 60 to 90-minute face-to-face qualitative interviewing as the data collection approach. The researcher also prepared a semi-structured interview guide with open-format questions which has been passed through an expert validation, which served as the prime data

collection source. Individual interviews were recorded using a digital audio recorder and transcribed meticulously.

Apparently, the researcher employed MAXQDA version 12 software to facilitate identification, categorization of themes, concepts, most frequently used terms, interconnected phrases, key words and trends. Data were subsequently analyzed and coded in three sectional rounds which include open coding, axial coding, and selective coding. A total of 18 independent themes emerged from the data that constituted the change management theory of principals for School-Based Management.

Summary of Findings

Based on the data gathered, the following were articulated:

In the old SBM, majority of the principals initiated the following change: learning resource persons, teaching concerns, stakeholders' participation in school projects, creating monitoring and evaluation tools. On the other hand, optimum stakeholders' participation, process of implementation, teaching-learning strategies, learners' needs and use of reliable sources are the change initiatives of the principals in the revised SBM

Principals manage their change initiative in the old and revised SBM through the following process preparation, initiation, adaptation, administration, consultation, focusing, appreciation, evaluation, and finalization.

From the result of the study, the researcher described and explained the change management process of principals' change initiatives in the old and revised SBM. Both change initiatives of the principals in the old and revised SBM share the same stages of change management of pre-implementation, implementation and post-implementation and its processes involved.

Limitations of the Study

This study attempted to construct a theory to describe and explain the change management in the implementation of the old and revised SBM grounded on the practices of the selected basic education principals.

Generalizations from this study may be limited to the Division of City Schools-Manila itself and to the schools involved in the study. This also did not state the inconsistencies that existed among the basic education principals of private schools, non-sectarian and sectarian respectively.

This study is qualitative in nature. Henceforth, it does not explore quantitative methods in collecting and analyzing data to support findings. However, Creswell and Poth (2018) posited that qualitative research study things in their natural settings, attempting to make sense of, or interpret, and phenomena in terms of the meanings people bring to them.

Ten (10) interviews were held based from the recommendations of the members of the panel during the researcher's colloquium. Each interview lasted from 60-90 minutes.

As the researcher, the researcher was the main research instrument, and as such, it was necessary for the researcher to interpret the data based on his personal experiences, insights and knowledge (Strauss & Corbin, 1980 as cited in Bezzubetz, 2009). However, it is also necessary, in his role as a researcher, to adopt the following key characteristics of a grounded theorist: 1) to step back and critically analyze the data; 2) to identify signs of bias; 3) to be an abstract thinker; 4) to be flexible and open to feedback; 5) to be sensitive to the words and actions of respondents; and 6) to be devoted to the study and able to immerse himself in the process (Strauss and Corbin, 1980).

Conclusions

Based from the major findings, several conclusions are hereby drawn:

1. Most of the change initiatives of the principals are anchored on the memorandized or ordered policies of DepEd. Principals should be encouraged to make some restructuring that will fit their school's immediate needs.
2. The principals have common pattern in managing change in both old and revised SBM. However, in the post-implementation stage, principals need more time and effort to institutionalize the change they have introduced.
3. In the change management theory for SBM, principals share the same processes of change management in different stages with the processes identified by some change theorists: initiation (pre-implementation stage in Fullan's 3 stages), focusing (implementation stage in Carnall's 3 stages) and evaluation (post-implementation in Everard and Morris' 6 stages).

Recommendations

In the light of the major findings and conclusions earlier stated, the following recommendations are hereby offered.

For School Principals

Principals are encouraged to observe more recognizable and contextualized transparency in the accountability and continuous improvement dimension for a better implementation and management of change effort.

For Schools Division Offices

The Schools Division Offices, through the efforts of the School Governance and Operations Division (SGOD) are encouraged to provide intensive training to school principals in managing change effort in SBM

For the National Educators Academy of the Philippines (NEAP)

The emerging change management framework may serve as guide in drafting training workshops for the seasoned and newly promoted principals.

For Curriculum Developers for Teacher Education

The researcher proposes the curriculum developers to redefine the teacher education curriculum to prepare the prospective teachers, not just in instruction but also in preparing them to become school leaders and change agents.

For Further Researchers

The findings of this study may also call for research possibilities to be done using bigger sampling for better reliability and generalizability of findings. Also the researcher proposed to test the emerging framework using other research methods and design. The researcher also proposed to use the method of his study or using other research methods on the following topics: Implementation of School-Based Induction Program, reform initiatives on teacher quality specified in the Philippine Professional

Standards for Teachers (PPST), Result-based Performance Management System (RPMS) for Teachers, School Heads and Supervisors, National Qualifying Exam for School Heads (NQESH) Domains and school management reform and curriculum implementation initiatives under each Schools Division Offices' School Governance and Operations Division (SGOD) and Curriculum Implementation Division (CID).

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APPENDICES

APPENDIX A



LETTER OF PERMISSION (SUPERINTENDENT)



Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila

JENILYN ROSE B. CORPUZ, CESO VI

Schools Division Superintendent

Schools Division Office

People's Park A.J. Villegas, Ermita, Manila

Dear Dr. Corpuz:

Peace.

The undersigned is presently conducting a study entitled **"TOWARDS AN EVOLVING A CHANGE MANAGEMENT THEORY FOR SCHOOL-BASED MANAGEMENT"** as one of the requirements for the degree of *Doctor of Philosophy in Education with specialization in Educational Management*.

In connection to this, may I humbly ask for your permission to allow me conduct my semi-structured interview for about 60 – 90 minutes to at least 10 school principals (5 from elementary schools and 5 from secondary schools) under your supervision?

In addition to this, I humbly ask your good office to release an official indorsement or memorandum of my request to these schools so that participation may be ascertained.

Rest assured that ethical standards will be highly observed and personal data of the participants will be dealt with strict confidentiality.

Thank you very much in anticipation to your most favorable and generous response as regards this matter.

Respectfully yours,

RONALD VINCENT ROSAL SALVA

Head Teacher III, Claro M. Recto High School

PhD Candidate

Noted by:

INERO V. ANCHO, PhD

Adviser

APPENDIX B



LETTER OF PERMISSION (PRINCIPAL)

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila



Peace.

The undersigned is presently conducting a study entitled **“TOWARDS AN EVOLVING A CHANGE MANAGEMENT THEORY FOR SCHOOL-BASED MANAGEMENT”** as one of the requirements for the degree of *Doctor of Philosophy in Education with specialization in Educational Management*.

In connection to this, may I humbly ask for your permission to allow me conduct my semi-structured interview for about 60 – 90 minutes.

Rest assured that ethical standards will be highly observed and personal data of the participants will be dealt with strict confidentiality.

Attached herewith is the copy of the indorsement form from the Office of the Schools Division Superintendent and written consent form.

Thank you very much in anticipation to your most favorable and generous response as regards this matter.

Respectfully yours,

RONALD VINCENT ROSAL SALVA

Head Teacher III, Claro M. Recto High School
PhD Candidate

Noted by:

INERO V. ANCHO, PhD
Adviser

APPENDIX C



CONSENT FORM FOR INTERVIEW

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila



Title of the Study: **TOWARDS AN EVOLVING A CHANGE
MANAGEMENT THEORY FOR SCHOOL-BASED
MANAGEMENT**

Researcher: **Ronald Vincent R. Salva**, *PhD Candidate*

1. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
2. I understand that the duration of the interview is from 60 – 90 minutes and that I am free to schedule it in my most convenient time.
3. I agree/do not agree (delete as applicable) to the interview being audio recorded.
4. I fully understand the objective of this study.
5. I understand that my participation will contribute to the field of education.
6. I understand that my participation will follow the strict protocol of anonymity and confidentiality.
7. I agree/do not agree (delete as applicable) to take part in the above study.

Name of the Participant
(School Principal)

Date

Signature

Name of the Researcher

Date

Signature

APPENDIX D



LETTER FOR EXPERTS' VALIDATION

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila



Date

Dear _____,

Peace.

The undersigned is presently conducting a study entitled **“TOWARDS AN EVOLVING A CHANGE MANAGEMENT THEORY FOR SCHOOL-BASED MANAGEMENT”** as one of the requirements for the degree of *Doctor of Philosophy in Education with specialization in Educational Management*. The objective of this study is to develop a change management framework that will be grounded through the experiences and practices of select group of basic education principals in the Division of City School Manila.

In this regard, I would like to seek for your expert assistance for the validation of the attached interview guide/questions that would facilitate accumulation of valid and reliable information.

Your authoritative suggestions and recommendations regarding the said instrument will greatly help me in pursuing my study properly.

Thank you.

Very truly yours,

RONALD VINCENT ROSAL SALVA

Head Teacher III, Claro M. Recto High School

PhD Candidate

Noted by:

INERO V. ANCHO, PhD
Adviser

APPENDIX E

SAMPLE EXPERT'S VALIDATION



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
CED Building, Room 305, Taft Avenue, Manila



June 9, 2018

ROSANNI M. del MUNDO, PhD
Director for Academic Affairs
UST Angelicum College
Quezon City

Dear Dr. del Mundo,

Peace.

The undersigned is presently conducting a study entitled "**TOWARDS EVOLVING A CHANGE MANAGEMENT FRAMEWORK FOR SBM**" as one of the requirements for the degree of *Doctor of Philosophy in Education with specialization in Educational Management*. The objective of this study is to develop a change management framework that will be grounded through the experiences and practices of select group of basic education principals in the Division of City School Manila.

In this regard, I would like to seek for your expert assistance for the validation of the attached interview guide/questions that would facilitate accumulation of valid and reliable information.

Your expert suggestions and recommendations regarding the said instrument will be of great help in pursuing the study.

Thank you.

Very truly yours,

RONALD VINCENT R. SALVA
Head Teacher III, Claro M. Recto High School
PhD Candidate

Noted by:

INERO V. ANCHO, PhD
Adviser



Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila



Open-ended Questions	Accept	Reject	Revise	Remarks
1. For how long have you been working as school principal?	✓			• Refers to the years in previous schools where he/she was assigned as Principal to present? • You may consider asking the years in other school/s and in recent school. Answers may be useful for the next question.
2. How was your experience in implementing the revised school-based management? Can you please give any changes you have encountered in implementing the revised SBM in your respective school?			✓	• First ask if he/she had experienced implementing the original SBM. Seek details about his/her experience. • That way, you can be guided on the "changes" he/she has encountered/ has been/is encountering in implementing the revised SBM. • Answers will be useful for the next question. • How does it (the highlighted part) differ from question #3? • What changes are we referring to here: changes in the

				components/features of the four dimensions that affect the participants' management? Or the changes in school because of the implementation of the revised SBM? (same question applies to #3)
3. What are the changes you have encountered specifically in the following dimensions of the revised SBM: a. Leadership and governance b. Curriculum and learning c. Resource management d. Accountability and continuous improvement			✓	
<i>(Probes to get a fuller description of the practices and experiences of the interviewees in the change they have encountered specifically in each dimension of the revised SBM)</i> • What was your starting point?	✓			
• What did you do then?	✓			
• What was your next step?	✓			
• What steps did you take initially to take this change in (leadership and governance/curriculum and learning/resource management/accountability and continuous improvement)?	✓			
• What were the main strategies you used to initiate change/ manage change?	✓			• You may dig deeper by asking the participant of the alternative strategies if the main strategy seemed to be ineffective.

What did you do to implement this change/manage this change?	✓			Be very keen in taking the participants' answer for this question. <i>Strategies to <u>initiate</u> change and what is done to <u>implement</u> change</i> may be considered the same. Be very clear about this.
Have there been any problems – what are these?	✓			Prepare another question or questions in case the participant did not encounter any problem.
How can these problems be overcome?	✓			
What have been the strengths in the strategies you used to bring about change?	✓			
How can these strengths be built upon?	✓			
What has been accomplished in terms of establishing (leadership and governance/curriculum and learning/resource management/accountability and continuous improvement)?	✓			
What can be done now to make this change work in a better way?	✓			Or at least, to sustain it.
What do you suggest should be done for the introduction of any change in the institution in future by higher authorities?	✓			

Expert Validator's Comments (if available):

Please refer to the comments written under the remarks column.


 Rosanni M. del Mundo, Ph.D.
 Validator's Signature over Printed Name

APPENDIX F

CLEARANCE TO PROCEED



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education

RESEARCH ETHICS COMMITTEE (REC)

Tel No. 317-1768 loc. 750/751/747 E-mail: rec@pnu.edu.ph

EPRDC Form 16

Clearance to Proceed

BASIC INFORMATION

REC Code:	051118-247
Research Proposal Title:	Towards Evolving a Change Management Framework for SBM
Researcher / Project Leader and Designation/Affiliation:	Ronald Vincent R. Salva

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **May 17, 2018**


TERESITA T. RUNGDUIN, Ph.D.
Head, Secretariat
Research Ethics Committee


ZENaida Q. REYES, Ph.D.
Chair
Research Ethics Committee

Reference Code: PNU-MN-2016-EPR-FM-016
Revision: 00

Effective Date: 11/07/2016

APPENDIX G

PERMISSION TO VISIT SCHOOL GRANTED BY SDO MANILA



Republic of the Philippines
Department of Education
National Capital Region
DIVISION OF CITY SCHOOLS
Manila

PLANNING, RESEARCH & EVALUATION SERVICES

May 31, 2018

THE PRINCIPALS CONCERNED
Manila

Sirs/Mesdames,

Permission to visit school this Division is hereby granted to:

Name of Student
Ronald Vincent R. Salva

Philippine Normal University
School/University

To conduct study "Towards Evolving a Change Management Framework for SBM"
Purpose

Note: 1. The conduct of the study shall be in consultation
with the Principal/s concerned
(Proper scheduling is requested)

2. Time-on-Task policy of DepEd shall be adhered to.
3. Resources of the school shall not be used for this purpose.
4. Confidentiality of the respondents is ensured.
5. This Office requests a copy of the final research output at the end of the term of study.

Kindly extend to him the usual hospitality and courtesies.

Thank you.

Very truly yours,

For the Superintendent:

ALEJANDRO G. IBANEZ
Assistant Schools Division Superintendent

APPENDIX H

CERTIFICATE OF LANGUAGE EDITING



Republic of the Philippines
National Capital Region
Department of Education
Division of City Schools
CLARO M. RECTO HIGH SCHOOL
Legarda, Sampaloc, Manila

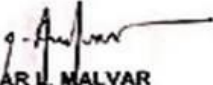


4 February 2019

CERTIFICATE OF LANGUAGE EDITING

This is to certify that the dissertation manuscript of RONALD VINCENT R. SALVA, PhD in Education with specialization in Educational Management candidate titled **TOWARDS AN EVOLVING CHANGE MANAGEMENT FRAMEWORK FOR SCHOOL-BASED MANAGEMENT** has been edited for grammar and language use.

This certification is issued upon the request of Mr. Salva for oral presentation/defense of his dissertation.


ELMAR L. MALVAR

Master II, Claro M. Recto High School

Language and Format Editor, Undergraduate and Graduate Research
Centro Escolar University

APPENDIX I

COPY OF AUTHENTICITY RESULT



PUBLICATION OFFICE
Taft Avenue, Manila 1000, Philippines



AUTHENTICITY RESULT

Date of Release: February 8, 2019
Result Code: 2019-0506
Submission ID: 1074396122
Title of Output: Towards an Evolving Change Management Framework
for School-Based Management
Author (s): Ronald Vincent R. Salva

Authenticity Report:

Similarity Report: 22%

- **Interpretation:** A similarity of 22% means that 22% of the entire paper is similar to sources in Turnitin's (authenticity software) online repository. The colored bibliographical references denote the sources of similarity to previously published work which maybe from internet sources (16%), publications (5%), and student papers (17%) for the remaining similarity percentage.
- **Highlighted text in the Manuscript:**
 - Red marks and highlights are set of texts directly or exactly copied from online sources.
 - Other color marks and highlights are set of text exactly copied from other sources (student papers and publications).

Marie Paz E. Morales, Ph.D.
Director



APPENDIX J

INTERVIEW SCHEDULE

Philippine Normal University

The National Center for Teacher Education

College of Graduate Studies and Teacher Education Research

CED Building, Room 305, Taft Avenue, Manila



Open-ended questions

1. For how long have you been working as school principal?
2. How was your experience in implementing the revised school-based management? Can you please give any changes you have encountered in implementing the revised SBM in your respective school?
3. What are the changes you have encountered specifically in the following dimensions of the revised SBM:
 - a. Leadership and governance
 - b. Curriculum and learning
 - c. Resource management
 - d. Accountability and continuous improvement

(Probes to get a fuller description of the practices and experiences of the interviewees in the change they have encountered specifically in each dimension of the revised SBM)

- What was your starting point?

- What did you do then?
- What was your next step?
- What steps did you take initially to take this change in (leadership and governance/curriculum and learning/resource management/accountability and continuous improvement)?
- What were the main strategies you used to initiate change/ manage change?
- What did you do to implement this change/manage this change?
- Have there been any problems – what are these?
- How can these problems be overcome?
- What have been the strengths in the strategies you used to bring about change?
- How can these strengths be build upon?
- What has been accomplished in terms of establishing (leadership and governance/curriculum and learning/resource management/accountability and continuous improvement)?
- What can be done now to make this change work in a better way?
- What do you suggest should be done for the introduction of any change in the institution in future by higher authorities?

APPENDIX K

SAMPLE INTERVIEW TRANSCRIPTS

Researcher: Good Morning Principal E, I am Researcher. Thank you po sir,
for saying yes and be part of my journey in my dissertation
writing. Sir, how's your day, sir?

Principal E: I'm not well, kasi I am under medication.

Researcher: Sorry sir.

Principal E: It's okay. No problem

Researcher: Sir, how would you describe your job as a principal, sir?

Principal E: It is exciting, wonderful, and of course, it provides you a great
thing of satisfaction.

Researcher: Bakit sir? Why do you say so, sir?

Principal E: Because I love my work. Just simple. Simple as I love my work.

Researcher: Thank you sir. Sir, how long have you been as a principal?

Principal E: 22 years. 12 years as Principal 4

Researcher: Thank you sir. Sir, when revised SBM was implemented what was your first impression or what were your initial thoughts about it?

Principal E: That it will be for the benefit of the school heads, all school heads because of the Republic Act 9155, principals have not classified as principal but school heads. It means, anyone who manages the school is the school head.

Researcher: Sir, what about the initial thoughts of you teachers about the revise SBM?

Principal E: Not mad, it's because the revise SBM is entirely for school heads, except with the inclusion of stakeholders that's more on the school heads. Marami 'to eh.

Researcher: Sir, now let's go to the 4 dimensions of the SBM. Sir, first is the leadership and governance, sir, what specific change have you identified in this dimension?

Principal E: Before, only school heads are accountable in the overall management and operations of the school, now, under the school-base management context—by the way there are about a thousand more SBM worldwide, so ours is the another

variation of the school-based management implementation. Leadership under SBM constitute network of leadership, meaning, the principal together with the stakeholders manages and govern the school. That's a new context. It will be very hard for the old-time school heads and those who are not aware that school leadership constitute inclusion of all these stakeholders, teachers, students, parents, community leaders, local government units, and all other stakeholders who are involve in one way or another within operations of the school. So socially in a capsule, leadership as mentioned in that SBM is all about network of leadership.

Researcher: Thank you, sir. Sir have you meet any challenges in this...

Principal E: A lot, of course a lot.

Researcher: Can you name give, sir?

Principal E: They internalize holders like teachers, that will include the school heads, non-teaching personnel, students, and of course parents to that effect. There are challenges involving all the stakeholders, simply because we cannot please everybody, and one more reason is they are not aware of what the school is really doing. That's why principals as a matter of

performance of their duties, conduct at least twice in a year State of the School Address (SOSA). Have you heard of SOSA?

Researcher: Yes, sir.

Principal E: So in there, the school heads, at the beginning of the school year, descend to the stakeholders the condition, the status, the overall condition of the school. At the end, the school head descends again the state of school's condition, and what it have accomplished. So in the context of continuous improvement, it is essential that all the stakeholders are aware. Unfortunately, for parents, sometimes changes of all every year. So you meet new set of parents, you meet new set of students every year. The only given are teachers, except for few additions, and each one of them has a context in their mind. I think the greater challenge now is the quality of the teachers, the new teachers. And also, the implementation into the school system of the 21st century education for more. But to me, those challenges are minimal.

Researcher: Thank you, sir. Sir, now we go to the sum of indicators of leadership and governance. The first two are if place are right in the development plan, developed collaboratively by the

stakeholders of the school and the community. And second, the development plan is regularly reviewed by the school community to keep with responsive and relevant to immerging needs, challenges and opportunities. Sir, what are your leadership practices in managing these indicators successfully?

Principal E: If you will notice, it starts from mere participation of the stakeholders. Second level is stakeholders take the initiative to create a plan. The third level is that they are the one initiating the implementation of the plan. And the fourth level is they are now autonomous but seldom of you reach the last stage because parents changes every year they cannot contain the plan. That's why it is essential that this school should revise school year plan, plan for 3 years. Parent's initiative should be indicated in that plan, so that it can also be funded, that is also the sequence

Researcher: Sir in this indicator have you met any challenges?

Principal E: There are always challenges because people are different every year, because the principle is people are exactly alive. In that context you treat them correctly. Management style or leadership style is varied you cannot implement one side and

this style should be adapted to the orientation or set of orientation of the stakeholders but normally they are only waiting for the principal to take the initial steps, so you conduct a PTA meeting, stakeholders meeting aside from the regular SIP crafting.

Researcher: The third and the fourth indicators. It says here, I think this is the first step in third and fourth indicators. The school is organize by a clear structure and work arrangements that share leadership and governance and define the roles and responsibilities of the stakeholders, and then fourth a leadership network facilitates communication between and among school community leaders for inform decision making and resolving of school community wide learning problems. Sir what were your leadership task practices and responsibilities you carried out in these indicators.

Principal E: If you notice the keyword that is shared leadership, of course you officially carried leadership, as I mention the context is normal that a principal along school is the network of leadership so it has to be shared. If you share, people help because they feel accountable also. Accountability is not just

for principal or students, the accountability lies also on every stakeholders, that's the bottom line.

Researcher: In a nutshell sir, base from your experience as a principal, how should a principal as a change leader manage leadership and governance dimension?

Principal E: Essential of course, you should study your stakeholders, you should provide them. Second, based on their profile, you will make some adjustment and adapt measures that will respond to the needs of the stakeholders. It takes some certain level of analysis and certain level of experience to be able to do that.

Researcher: Thank you, Sir. Let's go now to the second dimension, Sir, which is the curriculum and instruction. Sir in this dimension what specific change have you identified in this dimension, Sir?

Principal E: Essentially in the curriculum, the central office mandates certain curriculum but you should know that there are three elements in the curriculum implementation. One is relevance, number 2 is flexibility, and number 3 is enhancement, those are the three elements of curriculum implementation and the curriculum is based on the 3 elements so when you implement

a curriculum in the school level you again consider the level of your students and the teachers. You consider the upper 20% the lower 20% and the middle 60. Unfortunately that is not being followed to the rule because teachers sometimes forget that they should not teach, in fact, I always tell my teachers to come to school that I do not want them to teach, because I want them to inspire the student to learn, not to teach. Come to school not to teach, because the curriculum is just the content, is just a means for holistic development of the children, it's just a mean to teach life skills those are more important than the content of the curriculum.

Researcher: Sir, paano kung may mga pasaway na guro. Let's say for example, they are not that pro-active but more on reactive?

Principal E: Actually ang totoo niyan, kapag pagbabago given na yung resistance, kahit anong pagbabago may resistance yan. Tapos sila, dahil iba ang kanilang orientation hindi kagaya ng orientation ng real SBM 'di sila aware, marami nga diyan 'di pa nila nabasa yung batas, yung Republic Act 9155 Governance of Basic Concentration. 'Yon ang nakakalungkot, marami diyan they don't even know their rules. Education has a lot of rules, Batas Pambansa 232, which defines judicial

obligation of parents, teachers, non-teaching personnel, school administration. If you ask them what is Batas Pambansa 232 they are not aware and there are many more even 7836 an act professionalizing the teaching profession not all teacher are aware that there is such. And in that you can see the Code of Ethics of teachers, if only teachers are reading, that's why I ask them "what book have you read?" during professional meeting, what book have you read? what is the title and who is the author just to be able to encourage the teacher to read. Teacher should know their laws, that's basic, if they do not know their laws there will be reactive but if they know their laws, they know their mandate, they know where they're going, they know what expected from them, there will be pro-active. That is the reason why are they reactive. Actually, hindi lang pasaway, talagang may mga teachers lang na may maraming problema sa buhay. As a school head you should try to understand not tolerate them. The keyword is diligence of a good father. Ako ang treatment ko sa teachers ko hindi teachers, they are my children, kaya kahit dinedemanda ko ng teacher, okay lang. Di ako nagdedemanda ng teacher, kaya nga teacher, yun lang yung

nakikita niya so ikaw naman dahil school head ka, mas malawak ang nakikita mo.

Researcher: Now we go now to indicators of curriculum instruction, we have one and two. The curriculum provides for development needs of all types of learners in the school community, and second the implemented curriculum is localized to make it more meaningful to learners and applicable to life in the community

Principal E: Actually yung isa lifelong learning, kaya sinasabing dapat adapted, 'di ba sinabi ko kanina relevance, flexibility, and enhancement so in implementing the curriculum ano ba yung quality ng mga teachers and estudyante ko, so paano mo sila bibigyan ng implementation ng curriculum na naaayon sa pangangailangan nila, ang basic logic diyan, huwag mong bibigyan ng buong cake at isusubo niya hindi niya makakain, so what you do is slice the cake and take a bite, bite, bite bakit? because multiple intelligences. Sa isang klase may upper 20%, lower 20% and middle 60 so ibig sabihin expected na multi-level of learning, kaya yung sinasabing isang lesson plan for one class, I don't believe that, paano mo ike-cater yun lahat if you granting, you have 35 students, lahat sila pare-pareho ng experiences pare-pareho ng capability, capacity to

learn? No. May upper 20, may lower 20 and may middle 60, therefore ang teacher should be able to adapt kaya nga gino-group mo yung estudyante. Ako yung nire-recommend ko sa kanila one-day module, para yung estudyante kahit siya absent kahapon, yung module kahapon 'yon yung ibibigay mo sa kanya that competency based learning pero 'di ginagawa ng teacher tamad nga, ayaw niya nga gumawa ng lesson plan, para bang kapag pinagawa siya ng lesson plan, pinahihirapan siya hindi niya alam na varied ang learners, siguro alam niya kaya lang hindi niya alam paano i-implement yung curriculum that respond to the need of every child, iba-iba yan bawat bata and you should be able to adapt, ikaw na teacher, ikaw ang mag-adapt kasi kung sila yung maga-adapt sa'yo kawawa yung mga bata, mahihirapan pero nowadays because of the essence of social media childrens who are belong to the upper 20% tend to research than to look for more learning, so therefore in a class the strategy is facilitator of learning. In Republic Act 9155 you cannot find teachers as a term, because teachers define as facilitator of learning, yan ang maliwanag, so you don't need to come to school to teach, you facilitate learning, ang importante is not teaching, ang importante learning, kung hindi you did not teach and every

day you do that. Kaya nga ang teaching ay para lang sa matitiyaga, sa mahaba ang pasensya, kasama na yung sipag. Although sinasabi ng mga pasaway na teacher na “kami pa ang gumagastos sa learning material. To me it is just an instructional help pero ang pinakaimportante at ang pinaka the best na instructional material, is the teacher himself. Siya, kasi siya yung lodi, siya yung tinitingnan ng mga bata, kapag siya ini-inspire niya ang mga bata, walang a-absent and they will welcome back again and again. Yun namang sa curriculum yung pangalawa, principals are mandated to develop their localized curriculum. How? I’ll show you, grade 11 and 12, they must be able to engage their partners, those who provide employment, those who provide education and training. By the way, in their curriculum that is localized, it is not just contextualized in education. It must be education and training. So in developing a curriculum, localizing the curriculum you again go back to the 3 elements, what is relevant? The relevance of the curriculum can be successful if you able to identify the needs of the learners, kasi ngayon ang training sa mga learners natin hindi na supply driven kailangan demand driven. Unfortunately, designing a demand driven training is hard than providing a supply driven, lalo na yung mga

supervisor na tamad, basta patatawag yung mga teacher siya na yung gagawa ng training design, mali. Kaya nga tayo may CHINA, hindi halos nagagamit yung CHINA, yung 270 items nay an kasi kapag pina-evaluate mo siya, binigay mo nang buo yung 270, anong gagawin ng teacher, check lang nang check, paano mo ngayon maa-identify ang kanyang strength and weaknesses, that's where you start using CHINA para malaman ano ba yung strength ng teacher ko, yung magkakapareho, magkakahawig na mga weaknesses, 'yon ngayon ang magiging design ng training mo, you will make a design of your training together with the curriculum base on needs, yan ang sinasabing demand driven training at sa curriculum implementation kailangan, isang konsepto pa diyan, ang kailangan P for pupose. So therefore masasagot mo yung relevance, halimbawa yung partner mo Toyota, gusto niya mag-sponsor ng mga bata pero ang curriculum mo naman ay automotive, so how do you localized? You make a curriculum in coordination with Toyota Corporation, so the children will be sponsored by Toyota including the equipment to be provided by Toyota but after grade 12 the children that trained by Toyota Technology will go to Toyota, that's how you localized. Unfortunately, walang gumagawa kaya sinasabing

wala anamng silbi ang Grade 11, Grade 12 curriculums because you don't know to localized, nasa mandate ninyo na 'yan. If you localized the curriculum and prosesong niyan, i-submit mo sa superintendent, then regional director kapag na-approve na ng superintendent, ito na yung purpose, kapag na-approve na ng regional director any school can use that curriculum, that's how you localized.

Researcher: The third is out of the representatives of group of school and community, stakeholders develop the methods and materials for developing creative thinking and problem solving. And then fourth is, the learning systems are regularly collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community

Principal E: Okay, keyword diyan yung collaboration kasi ang atin namang mga parent, hindi naman lahat ay walang pinag-aralan, 'yon ang stakeholders na may expertise so they can lend their expertise to the school in developing the curriculum. Ang mahalaga doon ay they are willing, ang problema nga lang talaga willingness kasi normally kapag nagpatawag ka ng meeting bihira lang yung may dumadalo at ang dumarating

lang ay yung batang walang problema, normally ganyan ang nangyayari kaya 'yuna ng challenge ko sa student, papaano niya ie-encourage, ibig sabihin, hindi na lang siya sa loob ng eskwelahan, lalabas ka para mapalawak mo yung community mo of stakeholders. 'Yun yung sinasabing community of stakeholders. Get out of your office, meet more people, kaya iba na yung context. Kaya sasabihin ng mga teachers na pasaway, wala na naman si sir, hindi niya alam, you are working meeting stakeholders. You go to them, approach them, ask for their assistance kasi 'yun yung benepisyo, kasi you are the school head ka na, when you are a school head you are no longer a principal. Ang principal trained to be an instructional leader, although a school head is also a instructional leader pero he is now more of a manager. In fact, if you will analyze the RA 9155 ang school head is chief executive officer. CEO na siya kasi hindi lang instructional ang mina-manage niya, pati budget, pati yung school building, yung facilities, human resource, kaya CEO siya, manager, kaso yung iba, dapat yung principal dapat nasa office. Mali. Paano ka makakakuha ng stakeholders mo? Paano ka makakakuha ng mga taong tutulong sayo kung nandiyan ka lang sa opisina mo? Tawag-tawag? No. You need to meet the

people personally and present your SIP to them, because SIP is the guide, these are possible improvement that my school would miss for the next 3 years then you ask your stakeholder for your possible donor , sponsor, which one of the identified programs, project and activities you would like to support for the next 3 years so you don't need to solicit fund. everytime you have activities you solicit funds, your SIP is the tool to convince people that's why principal must have entrepreneurial skill. So ibang iba na sa konteksto ng principal before SBM.

Researcher: Appropriate assessment tools for teaching and learning are continuously reviewed and improve and assessment are contextualize to the learner and local situation and relevant life skills.

Principal E: Yung tools para ma-improve at tuloy-tuloy, dapat meron kang planning team, yung planning team ang naga-identify ng areas of issues and concerns, kung wala kang planning team, no one will help you, no one will do it. Ang problema naman sa teacher kapag nabuo ang planning team ang gusto nila, may give credits agad. Yung iba kaya lang sila tutulong dahil merong ganansya, that would not matter much now. Na sana

mga teachers, mga totoo teachers they come to help. 'Yon naman ang importante, yun tulong na binbigay ng teacher, kasi sa school talaga, 'di lang puro pagtuturo mali yung konteksto nila na 6 hours teaching, basahin mo yung Republic Act 7836, tingnan mo yung Code of Ethics kung ayan lang ang trabaho mo talaga. Hindi, marami pa. Sila gusto nila, pumunta sa school, magtuturo, uuwi na. Hindi 'yun teacher, empleyado 'yon. 'Yon ang trabaho ng empleyado, kaya kung hindi mo kaya gawin ang trabaho ng pagti-teacher lumipat ka na lang ng trabaho, lumipat ka na lang ng ibang propesyon, 'doon ka na lang kasi wala sa puso mo, gusto mo lang kumita kaya nga ang tanong ko ay "nagtuturo ka ba para mabuhay o ikaw ay nabubuhay para magturo?" Ganoon lang ang tanong, pero kung ikaw yung nagtuturo para mabuhay, wala tayong magagawa, gusto mo lang income, kaya nga nag-aaral, dahil sa income, Yan ang tinatawag kong Master of Arts in Salary Adjustment, ang dami niyan 'di ba? Gusto matapos ang Masteral at Doctoral for salary adjustment not improve their way as a teacher, not to widen the horizon of their services and not to make the harsh much much bigger. Yun ang nakkalungkot, pero hindi naman 'yan nila tatanggapin 'yun, no one will admit that, syempre nahihiya din sila. Although

kapag tiningnan mo sa kanilang mga trabaho at outputs, makikita mo kung sino talaga yung dedicated na maging facilitator of learning.

Researcher: Thank you sir. Sir in a nutshell from your experience how should a school head as a change leader manage curriculum and instruction?

Principal E: Simple lang, kailangan mo yung katulong, 'yon ang importante, you should be able to multiply yourself as a school head, kasi wala namang taong nagagawa ang lahat, kapag sinabi mo implementation of curriculum maraming involved diyan, school heads, head teachers, master teachers, and teachers, even non-teaching personnel kaya nga sa PBB kasama rin sila. Kasi ang pagkakatuto and the development of a child is not done by a single person pati guwardiya may contribution doon, pati janitor may contribution doon. Non-teaching may contribution sa pagkakatuto ng bata. Isipin mo pagpasok ng gate burying na siya dahil sa guard, pagdating niyan wala na sa katinuan, ito pa mga adolescent, maramdamin, kaya sana, if you treat them as children, treat them as children. Wala namang bata na hindi susunod, sabihin mo "anak, bakit wala ka nito?" "nakalimutan ko po" "O sige, bukas, anong pangalan

mo? Ililista ko.” Kapag alam ng bata na seryoso ka susunod ‘yan. That is how you instill discipline at the gate. Simula sa pagpasok sa gate nandoon na yung learning hanggang doon sa classroom. Kapag meron diyang diperensya along the line that will affect the learning and that will affect the holistic development of the child. Ang ma-acquire niya” galit, inis, minsan pa may nakikita siyang pinapapasok na ‘di naman dapat so magkakaroon siya ng inggit. Again the curriculum is the tool, ‘yun ang malinaw. Curriculum is a tool for holistic development of the child.

Researcher: Now, we go now to the third dimension, accountability and continuous improvement. Sir, have you instill a change, have you identify some change in this dimension.

Principal E: Simple lang diyan yung sinasabing accountability. Accountability is different from responsibility. Accountability entails far more. Accountability is assumed by the school head, because you are a school head, kaya nga head. So ikaw ang institution head ng agency, so ikaw ang accountable sa lahat. Kaya may mga principal na hindi mo masisisi na ayaw niyang i-share ang leadership kasi after all siya naman yung accountable by law. PTA, hindi naman accountable yan,

teacher may be accountable for some extent pero ang highest ranking of accountable in the school level is the school head. Ayon yung accountability niya, so ang accountability mo, human resource, material resource and other implement work, factors that involved money that involved MOOE, ang MOOE ang talagang may accountability ng school head ng pondo to some extent kapag kinuha na ng book keeper assuming na may tiwala siya doon, iisipin niya tama pero ang greater accountability mo doon sa public kasi public servant ka, so accountable ka to every person who pays taxes, in the community, yun 'yung greater accountability mo. Pero syempre yung accountability mo naman sa taas kasi siya naman ang nakakakita ng ginagawa mo kaya malimit na nami-miss understood ng mga principal o school heads kasi nga practically mandate upon. Kasi school heads are not train to be accountant, they were not trained to be CEO or manager, they were trained as teachers. Kaya ngayon dapat ang CHED or tertiary should now change its framework. Isama mo na sa training ng teacher ang pagma-manage ng isang institution kasi yun ang direksyon niya. In RA 9155 you are not only a teacher, yan ang baguhin na dapat sa higher institution of learning, magabgo na rin sila, nakasama na sa teacher yung

budgeting, kasama na yung personal management hindi na lang supervision of instruction. Isang aspeto lang 'yun, supervision of instruction, mga paggawa ng test, paggawa ng teaching materials, those are just part, so ngayon iba na yung konteksto, mas malawak na. Pero ang problema 'di pa rin naga-adjust ang CHED, kahit saan ka pumunta na college of education puro ang laman, puro sa pagtuturo. Mali, kasi nga kapag ang teacher naging school head, problem, walang training or magkaroon ng class courses ang mga teachers, yun ang dapat. Kung ikaw teacher, gusto mong mag-school head dapat may mga class program ka na kaya dapat ang direksyon niyan Y, teacher 1 pagdating ng teacher 3 you decide. Will you go to the classroom or you will go the administration and be a school head. Kung pupunta ka dito ang kukunin mo sa masteral mo. Master of Arts in Teaching, puro teaching, you will become, master teacher 1,2,3. Actually ang design niyan base on EDCOM Recommendation hanggang master teacher 8, equivalent to the salary of the superintendent because not everybody can become school head, principal or superintendent, kaya lang ngayon nasa master teacher 3 pa lang tayo, pero ang design niyan based on EDCOM Recommendation hanggang master teacher 8.

Ngayon even DepEd is not implementing this, yung career path matagal na 'tong sinasabi sa kanila. Ayusin na natin ang career path pati yung teacher mula teacher 1, ano ba talaga ang plano niya, siya rin mag-plano, hindi yung anything na lang, kung ano yung dumating. No, magplano ka, if you want to become a principal be like one, talk like one, walk like one, speak like one, you want to be a school head. Ano naman kung sabihin nilang "parang principal na, teacher pa lang" he wants to be a principal, what's wrong with that kaya ayon mali din, kaya mismatch. Naging school head ang kanyang mga pinag-aralan ng PhD panay pagtuturo. Mali, teka mismatch, totoong mismatch kaya ngayon pagdating sa SBM, hindi niya maintindihan, hindi niya makuha kaya maraming school head bigo, so para mapagtakpan ang gagawin niya routinary work na lang. Routine, papasok tapos kwento-kwento, punta sa mga schools, 'yun lang. 'Yun lang ang kanyang iniikutan, hindi 'yon ga'non, meron kang stakeholders. Kasi nga mali from the training program itself, kulang, pati yung preparation ng teacher, mali. So kung ikaw, kukuha ka ng graduate school at tungkol sa pagtuturo huwag ka na mag-aspire na maging school head, doon ka na lang sa pagtuturo ang galing mo diyan pati mga bata makikinabang kaya nga ang gusto ko ang

magtuturo sa grade 1, mga tapos ng PhD o kaya Master teachers kaso hindi naman ganoon kasi yung mga school head din hindi din alam yung overall concept. Yung contextualization, you contextualize base on the requirement of your stakeholders, 'yan yung contextualization. May essential yung contextualization, that you adapt mother tongue, 'yan yung isang aspeto ng contextualization. Meron namang contextualization na based on the need of the community, pero walang gumagawa niyan kasi ang alam nila kapag galing sa central office, guide lang 'yun, kapag yung curriculum galing sa central, guide lang 'yun. and you even have to empower and localized the curriculum, meron ng batas 'yun.

Researcher: Sir we go now to the indicators of accountability and continuous improvement. The first two are the rules and responsibilities of accountable persons and collective bodies are clearly identified and agreed upon by the community stakeholders. And second, achievement of goals are recognized based on a collaboratively develop performance of accountability system, gaps are address through appropriate action.

Principal E: ‘Yun yung ano, hindi pa nai-implement kasi una, ayaw ng school head na i-share yung accountability dun sa disbursement ng fund. So ang ginagawa na lang nila merong transparency board, nakalagay don kung ano-ano yung mga pinagkakagastusan ng school, kaya hindi maka-share yung ibang stakeholders, hindi maka-share yung teacher, ‘di maka-share yung department head kasi yung nagdidikta lang yung—tama lang naman na may extensions na ganoon kasi siya yung accountable, siya ang malalagot kung ano’t ano ang mangyari, kasi wala pa tayo sa level na professionalizing accountability. Sa’kin, in the first place, talagang ang isang accountable, so ang gagawin niya na lang ay magkakaroon ng efficient, some will have to share, halimbawa may gusto kang ipabili, pwede mong tanungin mo sila kung may stakeholder na mabibilhan mo ng ganitong item na ito baka may ganito sa inyo, so we can buy it a lower price, tapos may transparency board. ‘Yun lang ang magagawa diyan sa accountability, wala ng ibang accountability, kasi ayaw ngang i-share ng ibang school heads kasi sila yung accountable, delikado. Pero sisilipin ka naman ng stakeholders mo, kaya ayon ang babalansihin mo, ang mahalaga, informed sila. “Ito ang budget ng school, ano ang pagkakagastusan natin? Ito?”

pero kung halimbawa may bibilhin, wala na silang pakialam doon. Pero kung ganoon sana ang problema hindi. Tahimik na lang yung school head ipapasa niya na lang sa kanyang non-teaching na in-charge.

Researcher: The accountability system is own by the community and is continuously enhance to ensure management structures and mechanisms are responsive to emerging learning needs and demands of the community. And fourth, accountability assessment, criteria, and tools, feedback mechanisms and information collection and validation techniques and processes are exclusively and collaboratively developed and agreed upon.

Principal E: Hindi mangyayari yan, kasi nga yung school head at saka yung mga taga DepEd na walang participation and stakeholders, cannot make any contribution, maganda sana kung they can make any contribution para masunod yan, so it will take a lot of orientation pa, sa school head, sa stakeholders kasi bago ka mag-develop ng structure ng procedure kung hind mo alam. So essentially there has to be an orientation.

Researcher: Sir, in a nutshell, based on your own experience, how should a principal as a change leader manage accountability and continuously improve?

Principa E: Share it. I-share mo that's how you can manage. A school head is facing 43 possible charges as stipulated under civil service rule, there are 43 possible charges from simple to big. 'Yon ang problema ng school heads. Kaya how you manage? Share it. Wala ka pang sakit ng ulo kasi alam nila transparent ka, gusto nilang tumulong, sige tumulong kayo, kasi mas maganda ganoon na yung role mo, kasi school head ka, CEO ka, don't go on the cage because you're the CEO. You can manage the case without looking in the case that's not jurisdiction anymore, kaya ka nga may head teacher, kaya nga may PTA President, kaya nga may teacher, sila na 'yon, sa'yo yung malaking chunks, 'yon na lang. That is how you do it, share the accountability. Kapag shinare mo may mga limitations naman 'yan, saka mayroon kayo diyang mga bagay na pwedeng gamitin ninyo as safety measure. May safety measure din naman yan kaya nga kapag tinatanong ko "tama na ba ito? ayos na ba ito?" Tapos! Bakit ka pa mag-iisip? Bakit hahanapin mo ito dito, ikaw pa yung magco-compute. Kaya

nga ang superintendent minsan ang may mali dapat situational. Ikaw pa ba ang dapat makaalam kung ilan. You should have the knowledge that it is happening at ano yung mga requirements pero yung details huwag na, hindi na sa'yo 'yon. Otherwise you will read to the normal employee, hindi CEO. Ang CEO ba siya ba ang gumagawa ng mga records. Hindi. Kapag sinabing CEO decision-making nag sa'yo. You will decide what is good or what or bad to the school. 'Yon ang accountability mo. On continuous improvement you should be aware of your SIP and monitor the implementation year by year. 'Yon ang accountability ng CEO .

Researcher: We go now to the last dimension, Sir? Which is the management of resources. So in this dimension, what specific change did you identify in this dimension dito sa DepEd number 83

Principal E: Actually yung managing of resources is based on policies and guidelines, you cannot do any change in that except how it is discourse, how it is allotted according to the identified—based on your SIP, yun lang. Kapag minomonitor mo through your SIP alam mo kung paano pagcha-chunk, chunk, chunk, paghahati-hati niyan. Syempre, again diligent of the good

father, kasi ikaw din naman magbabayad ng kuryente mo you monitor utilization. Kaya lang yung consumption nila, yung tama. Kapag hindi ginagamit, patay. Pati yung mga gripo dapat maayos, pero may in-charge ka naman diyan hindi na yung tututok ka pa para ayusin. So ganun lang yun. Yung management ng resources, again, the idea there is to share. I-share mo din sa iba para sila din may accountability. Hindi lang sa'yo nakalagay na balik.

Researcher: Sir, first indicator. Regular resource inventory is collaboratively under taken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. And second, a regular dialogue of planning and resource programming that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.

Principal E: 'Yon na nga dapat meron kang planning team, pagkatapos yung mga stakeholders mo dapat involved, kaya nga sinasabi ko palagi ishare mo. Para hindi lang ikaw ang gumagawa at hindi lang ikaw ang mag-isa na nahihirapan. Sila din, para maramdaman nila kung papaano tumakbo yung eskwelahan. Ang problema nga din lamang, syempre merong safeness

yung principal na alam niya siya yung buo, hindi na nakikialam yung iba doon sa actual na disbursement processing. Meron kang committee diyan, parating SIP ang gagamitin mo para hindi ka mawala. After all, yun namang mga stakeholders kasama sila sa paggawa ng SIP, ayon, meron pa ring involvement, nandoon pa rin. Kaya nga lang sila, ang problema, sa election lang nadiyan, yung PTA minsan pito yung officers ang nakakausap mo lang isa. Yung president lang, siya lang laging nadyan. So papaano mo magagawa 'yan? So again orientation for them, ang mahalaga diyan, ma-orient lahat ng stakeholders. Isama sa SIP ang capacity building ng lahat ng stakeholders, estudyante, teachers, PTA, LGU, local government, barangay. Dapat mayroon kang set of orientation sa kanila. Normally hindi na nagagawa kasi ang daming pinagagawa sa school head not necessarily his job, ganoon din sa teachers kasi ang DepEd ang takbuhan ng lahat ng agency; Department of Health, Local Government, Social Welfare, lahat. Kaya hindi na nakaka-focus, tapos ang mangyayari pa ang pagtuturo content-based. Dapat competency-based, hindi content-based.

Researcher: Regular monitoring and evaluation and reporting processes of resource management are collaboratively developed and implemented by the learning facilitators and community stakeholders.

Principal E: Dapat meron kang instruments na gagamitin para ma-standardized mo so lahat ng teachers hindi na siya mahihirapan, siya na mismo ang gagawa kung ano ang kanyang MAE, Monitoring and Evaluation Tool. On top of that, all the school head will be able to provide provisions on how tools should be made. Make another training lahat ng master teachers, self-teachers i-gather mo. Chairman, i-gather mo to develop the tool tapos yung tool na yun i-distribute ngayon sa mga stakeholders, ;yun na yung gagamitin nila. Kasi kung walang tool chamba-chamba na lang yan at saka ang mangyayari diyan ang mga reklamo puro verbal, walang written, kasi kung walang written, walang bisa. So you must have a tool or MAE. 'Yun ang ide-develop ninyo, and then assess. Dapat meron kang, after strategic planning may midterm ka. midterm assessment tingnan kung hanggang saan na ang nagawa. Siguro pagdating ng October, yung break, walang gagawin doon kundi assessment ng mga na-

implement tapos sa year-end dapat meron ka rin. Assessment naman ng overall. Yung AIP natin this year, ito ang sinabinating gagawin natin, midterm ano na ang nagawa? At the end of the year ano na ang natapos? Dapat merong tools.

Researcher: And last, sir. There is a system that manages the networks and the linkages which strengthen and sustain partnerships for improving resource management.

Principal I: Kapag sinabi mong system, institutionalized 'yan. Meron ka ng sistema na alam na ng bawat stakeholders kung anon a ang gagalawan niya at kung ano ang expected output sa kanya. That is the system, ganoon ang management ng system. But the system, started with the tools, kailangan may mga tools kang gagamitin. Halimbawa, isang simple system. System of enrollment, ano ang alam ng stakeholders, ng mga magulang at ng mga estudyante pagdating sa enrollment? Dapat step by step. 'Yan isang system yan. Sa disbursement of fund ano ang system mo? Saan magsisimula? Sino ang bibili? Sino ang bibilhan? Ilan? Magkano? Paano ili-liquidate? That's another system. So dapat yung mga systems na 'yun, in place. 'Yun ang sinasabing system. Kapag meron ka no'n, madali lang maging school head, hindi mahirap. Sa totoo lang hindi

mahirap ang school head kaya lang humihirap incapacitated ka, kulang ka sa mga tools, wala kang ginagamit, na chamba ang iniisip mo lang. Hindi pwede. Involved mo ang stakeholders mo kasi may mga idea na baka nakaligtaan mo, maaaring ikaw ang pinakamagaling pero malaki ang naitutulong ng mga tao. So yung effect, you should also be consultative, as another style of leadership. Consultative-collaborative, kaya there is no one style, all style are being use by the school head. Hindi mo pwedeng sabihing, itong style. No. Ang pinaka-importante sa pamumuno, ang pinakabatayan mo yung tao, hindi ikaw. Yung leader, siya yung nasa ilalim, binubuhat niya, siya yung pinuno na nagsisilbi, hindi pinagsisilbihan. Kapag gano'n ang school head magiging masaya ang school kasi madaling pakisamahan. down to earth pa, especially school, kailangan talaga down to earth.

Researcher: For example meron pong talk with naging speaker kayo sa mga baguhang principal, mga NQUEST passer na, they will now deploy to their respective schools. Sir, ano po ang pwede ninyong sabihin sa kanila as a change leader in managing the revise SBM?

Principal E: Be a servant, ganoon lang. Ang bottom line is you come to serve. If you come to serve, everything will follow. Kasi mababaw lang ang kaligayahan ng mga tao, kapag naramadaman nila na pinaglilingkuran mo sila at mahalaga sila, mahal mo sila. Love begets love, ganoon lang. Hindi mahirap maging school head, Kaya lang ang sinasabi ko CEO ka, kung CEO ka ano ang mga skills mo? Dapat meron kang skills sa management of human resources, decision-making, budgeting, planning, yung mga skills na 'yon dapat meron ka to be exact school head. Kasi kung wala ka no'n lulutang-lutang ka lang, ang mangyayari lang sa'yo sa school mo, routine, kung ano yung binaba 'yon lang ang gagawin mo. Dapat alam mo yung overall reason to develop MM. Mabuting Mamamayan. Kapag nagawa mo 'yan sa mga bata, masasabi mo na sa bahaging ito ng mundo na may school head na ang mga mag-aaral ay naging mabuting mamamayan, na sumusunod sa mga batas, sumusunod sa mga rules, sumusunod sa mga policies. Ibig yung mga bata na yan, hindi 'yan magiging corrupt, kaya nga mabuting mamamayan, nagbabayad 'yan ng tamang buwis, hindi niya dinadaya. Magiging mabuting doctor 'yan, magbabayad ng tamang buwis, magiging mabuting abogado, mabuting inhinyero,

mabuting accountant, mabuting pulis, mabuting custom broker. 'Yan magagawa tulong-tulong because it takes village to educate a child.

Researcher: Okay Sir, Thank you po.

APPENDIX L

SUMMARIES WITH CODED SEGMENTS USING MAXQDA version 12

Code	Coded segments	S u m m a r y
Researcher: Good Morning Principal E, I am Researcher. Thank yo	Researcher: Good Morning Principal E, I am Researcher. Thank you po sir, for saying yes and be part of my journey in my dissertation writing. Sir, how's your day, sir? Principal E: I'm not well, kasi I am under medication. Researcher: Sorry sir. Principal E: It's okay. No problem Researcher: Sir, how would you describe your job as a principal, sir? Principal E: It is exciting, wonderful, and of course, it provides you a great thing of satisfaction. Researcher: Bakit sir? Why do you say so, sir? Principal E: Because I love my work. Just simple. Simple as I love my work.	

Researcher: Thank you sir. Sir, how long have you been as a principal?

Principal E: 22 years. 12 years as Principal 4

Researcher: Thank you sir. Sir, when revised SBM was implemented what was your first impression or what were your initial thoughts about it?

Principal E: That it will be for the benefit of the school heads, all school heads because of the

Republic Act 9155, principals have not classified as principal but school heads. It

mean, anyone who manages the school is the school head.

Researcher: Sir, what about the initial thoughts of you teachers about the revise SBM?

Principal E: Not mad, it's because the revise SBM is entirely for school heads, except with the inclusion of stakeholders that's more on the school heads. Marami 'to eh.

Researcher: Sir, now let's go to the 4 dimensions of the SBM. Sir, first is the leadership and governance, sir, what specific change have you identified in this dimension?

Principal E: Before, only school heads are accountable in the overall management and operations of the school, now, under the school-base management context—by the way there are about a thousand more SBM worldwide, so ours is the another variation of the school-based management implementation. Leadership under SBM constitute network of leadership,

meaning, the principal together with the stakeholders manages and govern the school. That's a new context. It will be very hard for the old-time school heads and those who are not aware that school leadership constitute inclusion of all these stakeholders, teachers, students, parents, community leaders, local government units, and all other stakeholders who are involve in one way or another within operations of the school. So socially in a capsule, leadership as mentioned in that SBM is all about network of leadership.

Researcher: Thank you, sir. Sir have you meet any challenges in this...

Principal E: A lot, of course a lot.

Researcher: Can you name give, sir?

Principal E: They internalize holders like teachers that will include the school heads, non-teaching personnel, students, and of course parents to that effect. There are challenges involving all the stakeholders, simply because we cannot please everybody, and one more reason is they are not aware of what the school is really doing. That's why principals as a matter of performance of their duties, conduct at least twice in a year State of the School Address (SOSA). Have you heard of SOSA?

Researcher: Yes, sir.

Principal E: So in there, the school heads, at the beginning of the school year, descend to the stakeholders the condition, the status, the overall condition of the school. At the end, the school head descends again the state of school's condition, and what it

have accomplished. So in the context of continuous improvement, it is essential that all the stakeholders are aware. Unfortunately, for parents, sometimes changes of all every year. So you meet new set of parents, you meet new set of students every year. The only given are teachers, except for few additions, and each one of them has a context in their mind. I think the greater challenge now is the quality of the teachers, the new teachers. And also, the implementation into the school system of the 21st century education for more. But to me, those challenges are minimal.

Researcher: Thank you, sir. Sir, now we go to the sum of indicators of leadership and governance. The first two are if place are right in the development plan, developed collaboratively by the stakeholders of the school and the community. And second, the development plan is regularly reviewed by the school community to keep with responsive and relevant to immerging needs, challenges and opportunities. Sir, what are your leadership practices in managing these indicators successfully?

Principal E: If you will notice, it starts from mere participation of the stakeholders. Second level is stakeholders take the initiative to create a plan. The third level is that they are the one initiating the implementation of the plan. And the fourth level is they are now autonomous but seldom of you reach the last stage because parents changes every year they cannot contain the plan. That's why it is essential that this school should revise school year plan, plan for 3 years. Parent's initiative should be

indicated in that plan, so that it can also be funded, that is also the sequence

Researcher: Sir in this indicator have you met any challenges?

Principal E: There are always challenges because people are different every year, because the principle is people are exactly alive. In that context you treat them correctly. Management style or leadership style is varied you cannot implement one side and this style should be adapted to the orientation or set of orientation of the stakeholders but normally they are only waiting for the principal to take the initial steps, so you conduct a PTA meeting, stakeholders meeting aside from the regular SIP crafting.

Researcher: The third and the fourth indicators. It says here, I think this is the first step in third and fourth indicators. The school is organize by a clear structure and work arrangements that share leadership and governance and define the roles and responsibilities of the stakeholders, and then fourth a leadership network facilitates communication between and among school community leaders for inform decision making and resolving of school community wide learning problems. Sir what were your leadership task practices and responsibilities you carried out in these indicators.

Principal E: If you notice the keyword that is shared leadership, of course you officially carried leadership, as I mention the context is normal that a principal along school is the network of leadership so it has to be shared. If you share, people help

because they feel accountable also. Accountability is not just for principal or students, the accountability lies also on every stakeholders, that's the bottom line.

Researcher: In a nutshell sir, base from your experience as a principal, how should a principal as a change leader manage leadership and governance dimension?

Principal E: Essential of course, you should study your stakeholders, you should provide them. Second, based on their profile, you will make some adjustment and adapt measures that will respond to the needs of the stakeholders. It takes some certain level of analysis and certain level of experience to be able to do that.

Researcher: Thank you, Sir. Let's go now to the second dimension, Sir, which is the curriculum and instruction. Sir in this dimension what specific change have you identified in this dimension, Sir?

Principal E: Essentially in the curriculum, the central office mandates certain curriculum but you should know that there are three elements in the curriculum implementation. One is relevance, number 2 is flexibility, and number 3 is enhancement, those are the three elements of curriculum implementation and the curriculum is based on the 3 elements so when you implement a curriculum in the school level you again consider the level of your students and the teachers. You consider the upper 20% the lower 20% and the middle 60. Unfortunately that is not being followed to the rule because teachers sometimes

forget that they should not teach, in fact, I always tell my teachers to come to school that I do not want them to teach, because I want them to inspire the student to learn, not to teach. Come to school not to teach, because the curriculum is just the content, is just a means for holistic development of the children, it's just a mean to teach life skills those are more important than the content of the curriculum.

Researcher: Sir, paano kung may mga pasaway na guro. Let's say for example, they are not that pro-active but more on reactive?

Principal E: Actually ang totoo niyan, kapag pagbabago given na yung resistance, kahit anong pagbabago may resistance yan. Tapos sila, dahil iba ang kanilang orientation hindi kagaya ng orientation ng real SBM 'di sila aware, marami nga diyan 'di pa nila nabasa yung batas, yung Republic Act 9155 Governance of Basic Concentration. 'Yon ang nakakalungkot, marami diyan they don't even know their rules. Education has a lot of rules, Batas Pambansa 232, which defines judicial obligation of parents, teachers, non-teaching personnel, school administration. If you ask them what is Batas Pambansa 232 they are not aware and there are many more even 7836 an act professionalizing the teaching profession not all teacher are aware that there is such. And in that you can see the Code of Ethics of teachers, if only teachers are reading, that's why I ask them "what book have you read?" during professional meeting, what book have you read? what is the title and who is the author just to be able to encourage the teacher to read. Teacher should

know their laws, that's basic, if they do not know their laws there will be reactive but if they know their laws, they know their mandate, they know where they're going, they know what expected from them, there will be pro-active. That is the reason why are they reactive. Actually, hindi lang pasaway, talagang may mga teachers lang na may maraming problema sa buhay. As a school head you should try to understand not tolerate them. The keyword is diligence of a good father. Ako ang treatment ko sa teachers ko hindi teachers, they are my children, kaya kahit dinedemanda ko ng teacher, okay lang. Di ako nagdedemanda ng teacher, kaya nga teacher, yun lang yung nakikita niya so ikaw naman dahil school head ka, mas malawak ang nakikita mo.

Researcher: Now we go now to indicators of curriculum instruction, we have one and two. The curriculum provides for development needs of all types of learners in the school community, and second the implemented curriculum is localized to make it more meaningful to learners and applicable to life in the community

Principal E: Actually yung isa lifelong learning, kaya sinasabing dapat adapted, 'di ba sinabi ko kanina relevance, flexibility, and enhancement so in implementing the curriculum ano ba yung quality ng mga teachers and estudyante ko, so paano mo sila bibigyan ng implementation ng curriculum na naaayon sa pangangailangan nila, ang basic logic diyan, huwag mong bibigyan ng buong cake at isusubo niya hindi niya makakain, so what you do is slice the cake and take a bite, bite, bite bakit?

because multiple intelligences. Sa isang klase may upper 20%, lower 20% and middle 60 so ibig sabihin expected na multi-level of learning, kaya yung sinasabing isang lesson plan for one class, I don't believe that, paano mo ike-cater yun lahat if you granting, you have 35 students, lahat sila pare-pareho ng experiences pare-pareho ng capability, capacity to learn? No. May upper 20, may lower 20 and may middle 60, therefore ang teacher should be able to adapt kaya nga gino-group mo yung estudyante. Ako yung nire-recommend ko sa kanila one-day module, para yung estudyante kahit siya absent kahapon, yung module kahapon 'yon yung ibibigay mo sa kanya that competency based learning pero 'di ginagawa ng teacher tamad nga, ayaw niya nga gumawa ng lesson plan, para bang kapag pinagawa siya ng lesson plan, pinahihirapan siya hindi niya alam na varied ang learners, siguro alam niya kaya lang hindi niya alam paano i-implement yung curriculum that respond to the need of every child, iba-iba yan bawat bata and you should be able to adapt, ikaw na teacher, ikaw ang mag-adapt kasi kung sila yung maga-adapt sa'yo kawawa yung mga bata, mahihirapan pero nowadays because of the essence of social media childrens who are belong to the upper 20% tend to research than to look for more learning, so therefore in a class the strategy is facilitator of learning. In Republic Act 9155 you cannot find teachers as a term, because teachers define as facilitator of learning, yan ang maliwanag, so you don't need to come to school to teach, you facilitate learning, ang importante is not teaching, ang importante learning, kung hindi you did not teach and every day you do that. Kaya nga ang teaching ay para

lang sa matitiyaga, sa mahaba ang pasensya, kasama na yung sipag. Although sinasabi ng mga pasaway na teacher na “kami pa ang gumagastos sa learning material. To me it is just an instructional help pero ang pinakaimportante at ang pinaka the best na instructional material, is the teacher himself. Siya, kasi siya yung lodi, siya yung tinitingnan ng mga bata, kapag siya ini-inspire niya ang mga bata, walang a-absent and they will welcome back again and again. Yun namang sa curriculum yung pangalawa, principals are mandated to develop their localized curriculum. How? I’ll show you, grade 11 and 12, they must be able to engage their partners, those who provide employment, those who provide education and training. By the way, in their curriculum that is localized, it is not just contextualized in education. It must be education and training. So in developing a curriculum, localizing the curriculum you again go back to the 3 elements, what is relevant? The relevance of the curriculum can be successful if you able to identify the needs of the learners, kasi ngayon ang training sa mga learners natin hindi na supply driven kailangan demand driven. Unfortunately, designing a demand driven training is hard than providing a supply driven, lalo na yung mga supervisor na tamad, basta patatawag yung mga teacher siya na yung gagawa ng training design, mali. Kaya nga tayo may CHINA, hindi halos nagagamit yung CHINA, yung 270 items nay an kasi kapag pina-evaluate mo siya, binigay mo nang buo yung 270, anong gagawin ng teacher, check lang nang check, paano mo ngayon maa-identify ang kanyang strength and weaknesses, that’s where you start using CHINA para malaman ano ba yung strength ng teacher ko, yung

magkakapareho, magkakahawig na mga weaknesses, 'yon ngayon ang magiging design ng training mo, you will make a design of your training together with the curriculum base on needs, yan ang sinasabing demand driven training at sa curriculum implementation kailangan, isang konsepto pa diyan, ang kailangan P for pupose. So therefore masasagot mo yung relevance, halimbawa yung partner mo Toyota, gusto niya mag-sponsor ng mga bata pero ang curriculum mo naman ay automotive, so how do you localized? You make a curriculum in coordination with Toyota Corporation, so the children will be sponsored by Toyota including the equipment to be provided by Toyota but after grade 12 the children that trained by Toyota Technology will go to Toyota, that's how you localized. Unfortunately, walang gumagawa kaya sinasabing wala anamng silbi ang Grade 11, Grade 12 curriculums because you don't know to localized, nasa mandate ninyo na 'yan. If you localized the curriculum and proseso niyan, i-submit mo sa superintendent, then regional director kapag na-approve na ng superintendent, ito na yung purpose, kapag na-approve na ng regional director any school can use that curriculum, that's how you localized.

Researcher: The third is out of the representatives of group of school and community, stakeholders develop the methods and materials for developing creative thinking and problem solving. And then fourth is, the learning systems are regularly collaboratively monitored by the community using appropriate

tools to ensure the holistic growth and development of the learners and the community

Principal E: Okay, keyword diyan yung collaboration kasi ang atin namang mga parent, hindi naman lahat ay walang pinag-aralan, 'yon ang stakeholders na may expertise so they can lend their expertise to the school in developing the curriculum. Ang mahalaga doon ay they are willing, ang problema nga lang talaga willingness kasi normally kapag nagpatawag ka ng meeting bihira lang yung may dumadalo at ang dumarating lang ay yung batang walang problema, normally ganyan ang nangyayari kaya 'yuna ng challenge ko sa student, papaano niya ie-encourage, ibig sabihin, hindi na lang siya sa loob ng eskwelahan, lalabas ka para mapalawak mo yung community mo of stakeholders. 'Yun yung sinasabing community of stakeholders. Get out of your office, meet more people, kaya iba na yung context. Kaya sasabihin ng mga teachers na pasaway, wala na naman si sir, hindi niya alam, you are working meeting stakeholders. You go to them, approach them, ask for their assistance kasi 'yun yung benepisyo, kasi you are the school head ka na, when you are a school head you are no longer a principal. Ang principal trained to be an instructional leader, although a school head is also a instructional leader pero he is now more of a manager. In fact, if you will analyze the RA 9155 ang school head is chief executive officer. CEO na siya kasi hindi lang instructional ang mina-manage niya, pati budget, pati yung school building, yung facilities, human resource, kaya CEO siya, manager, kaso yung iba, dapat yung principal dapat nasa office.

Mali. Paano ka makakakuha ng stakeholders mo? Paano ka makakakuha ng mga taong tutulong sayo kung nandiyan ka lang sa opisina mo? Tawag-tawag? No. You need to meet the people personally and present your SIP to them, because SIP is the guide, these are possible improvement that my school would miss for the next 3 years then you ask your stakeholder for your possible donor , sponsor, which one of the identified programs, project and activities you would like to support for the next 3 years so you don't need to solicit fund. everytime you have activities you solicit funds, your SIP is the tool to convince people that's why principal must have entrepreneurial skill. So ibang iba na sa konteksto ng principal before SBM.

Researcher: Appropriate assessment tools for teaching and learning are continuously reviewed and improve and assessment are contextualize to the learner and local situation and relevant life skills.

Principal E: Yung tools para ma-improve at tuloy-tuloy, dapat meron kang planning team, yung planning team ang naga-identify ng areas of issues and concerns, kung wala kang planning team, no one will help you, no one will do it. Ang problema naman sa teacher kapag nabuo ang planning team ang gusto nila, may give credits agad. Yung iba kaya lang sila tutulong dahil merong ganansya, that would not matter much now. Na sana mga teachers, mga totoong teachers they come to help. 'Yon naman ang importante, yun tulong na binbigay ng teacher, kasi sa school talaga, 'di lang puro pagtuturo mali yung konteksto nila na 6 hours teaching, basahin mo yung Republic

Act 7836, tingnan mo yung Code of Ethics kung ayan lang ang trabaho mo talaga. Hindi, marami pa. Sila gusto nila, pumunta sa school, magtuturo, uuwi na. Hindi 'yun teacher, empleyado 'yon. 'Yon ang trabaho ng empleyado, kaya kung hindi mo kaya gawin ang trabaho ng pagti-teacher lumipat ka na lang ng trabaho, lumipat ka na lang ng ibang propesyon, 'doon ka na lang kasi wala sa puso mo, gusto mo lang kumita kaya nga ang tanong ko ay "nagtuturo ka ba para mabuhay o ikaw ay nabubuhay para magturo?" Ganoon lang ang tanong, pero kung ikaw yung nagtuturo para mabuhay, wala tayong magagawa, gusto mo lang income, kaya nga nag-aaral, dahil sa income, Yan ang tinatawag kong Master of Arts in Salary Adjustment, ang dami niyan 'di ba? Gusto matapos ang Masteral at Doctoral for salary adjustment not improve their way as a teacher, not to widen the horizon of their services and not to make the harsh much much bigger. Yun ang nakkalungkot, pero hindi naman 'yan nila tatanggapin 'yun, no one will admit that, syempre nahihiya din sila. Although kapag tiningnan mo sa kanilang mga trabaho at outputs, makikita mo kung sino talaga yung dedicated na maging facilitator of learning.

Researcher: Thank you sir. Sir in a nutshell from your experience how should a school head as a change leader manage curriculum and instruction?

Principal E: Simple lang, kailangan mo yung katulong, 'yon ang importante, you should be able to multiply yourself as a school head, kasi wala namang taong nagagawa ang lahat, kapag sinabi mo implementation of curriculum maraming involved

diyan, school heads, head teachers, master teachers, and teachers, even non-teaching personnel kaya nga sa PBB kasama rin sila. Kasi ang pagkakatatuto and the development of a child is not done by a single person pati guwardiya may contribution doon, pati janitor may contribution doon. Non-teaching may contribution sa pagkakatatuto ng bata. Isipin mo pagpasok ng gate burying na siya dahil sa guard, pagdating niyan wala na sa katinuan, ito pa mga adolescent, maramdamin, kaya sana, if you treat them as children, treat them as children. Wala namang bata na hindi susunod, sabihin mo “anak, bakit wala ka nito?” “nakalimutan ko po” “O sige, bukas, anong pangalan mo? Ililista ko.” Kapag alam ng bata na seryoso ka susunod ‘yan. That is how you instill discipline at the gate. Simula sa pagpasok sa gate nandoon na yung learning hanggang doon sa classroom. Kapag meron diyang diperensya along the line that will affect the learning and that will affect the holistic development of the child. Ang ma-acquire niya” galit, inis, minsan pa may nakikita siyang pinapapasok na ‘di naman dapat so magkakaroon siya ng inggit. Again the curriculum is the tool, ‘yun ang malinaw. Curriculum is a tool for holistic development of the child.

Researcher: Now, we go now to the third dimension, accountability and continuous improvement. Sir, have you instill a change, have you identify some change in this dimension.

Principal E: Simple lang diyan yung sinasabing accountability. Accountability is different from responsibility. Accountability entails far more. Accountability is assumed by the school head,

because you are a school head, kaya nga head. So ikaw ang institution head ng agency, so ikaw ang accountable sa lahat. Kaya may mga principal na hindi mo masisisi na ayaw niyang i-share ang leadership kasi after all siya naman yung accountable by law. PTA, hindi naman accountable yan, teacher may be accountable for some extent pero ang highest ranking of accountable in the school level is the school head. Ayon yung accountability niya, so ang accountability mo, human resource, material resource and other implement work, factors that involved money that involved MOOE, ang MOOE ang talagang may accountability ng school head ng pondo to some extent kapag kinuha na ng book keeper assuming na may tiwala siya doon, iisipin niya tama pero ang greater accountability mo doon sa public kasi public servant ka, so accountable ka to every person who pays taxes, in the community, yun 'yung greater accountability mo. Pero syempre yung accountability mo naman sa taas kasi siya naman ang nakakakita ng ginagawa mo kaya malimit na nami-miss understood ng mga principal o school heads kasi nga practically mandate upon. Kasi school heads are not train to be accountant, they were not trained to be CEO or manager, they were trained as teachers. Kaya ngayon dapat ang CHED or tertiary should now change its framework. Isama mo na sa training ng teacher ang pagma-manage ng isang institution kasi yun ang direksyon niya. In RA 9155 you are not only a teacher, yan ang baguhin na dapat sa higher institution of learning, magabgo na rin sila, nakasama na sa teacher yung budgeting, kasama na yung personal management hindi na lang supervision of instruction. Isang aspeto lang 'yun, supervision of

instruction, mga paggawa ng test, paggawa ng teaching materials, those are just part, so ngayon iba na yung konteksto, mas malawak na. Pero ang problema 'di pa rin naga-adjust ang CHED, kahit saan ka pumunta na college of education puro ang laman, puro sa pagtuturo. Mali, kasi nga kapag ang teacher naging school head, problem, walang training or magkaroon ng class courses ang mga teachers, yun ang dapat. Kung ikaw teacher, gusto mong mag-school head dapat may mga class program ka na kaya dapat ang direksyon niyan Y, teacher 1 pagdating ng teacher 3 you decide. Will you go to the classroom or you will go the administration and be a school head. Kung pupunta ka dito ang kukunin mo sa masteral mo. Master of Arts in Teaching, puro teaching, you will become, master teacher 1,2,3. Actually ang design niyan base on EDCOM Recommendation hanggang master teacher 8, equivalent to the salary of the superintendent because not everybody can become school head, principal or superintendent, kaya lang ngayon nasa master teacher 3 pa lang tayo, pero ang design niyan based on EDCOM Recommendation hanggang master teacher 8. Ngayon even DepEd is not implementing this, yung career path matagal na 'tong sinasabi sa kanila. Ayusin na natin ang career path pati yung teacher mula teacher 1, ano ba talaga ang plano niya, siya rin mag-plano, hindi yung anything na lang, kung ano yung dumating. No, magplano ka, if you want to become a principal be like one, talk like one, walk like one, speak like one, you want to be a school head. Ano naman kung sabihin nilang "parang principal na, teacher pa lang" he wants to be a principal, what's wrong with that kaya ayon mali din, kaya mismatch. Naging

school head ang kanyang mga pinag-aralan ng PhD panay pagtuturo. Mali, teka mismatch, totoong mismatch kaya ngayon pagdating sa SBM, hindi niya maintindihan, hindi niya makuha kaya maraming school head bigo, so para mapagtakpan ang gagawin niya routinary work na lang. Routine, papasok tapos kwento-kwento, punta sa mga schools, 'yun lang. 'Yun lang ang kanyang iniikutan, hindi 'yon ga'non, meron kang stakeholders. Kasi nga mali from the training program itself, kulang, pati yung preparation ng teacher, mali. So kung ikaw, kukuha ka ng graduate school at tungkol sa pagtuturo huwag ka na mag-aspire na maging school head, doon ka na lang sa pagtuturo ang galing mo diyan pati mga bata makikinabang kaya nga ang gusto ko ang magtuturo sa grade 1, mga tapos ng PhD o kaya Master teachers kaso hindi naman ganoon kasi yung mga school head din hindi din alam yung overall concept. Yung contextualization, you contextualize base on the requirement of your stakeholders, 'yan yung contextualization. May essential yung contextualization, that you adapt mother tongue, 'yan yung isang aspeto ng contextualization. Meron namang contextualization na based on the need of the community, pero walang gumagawa niyan kasi ang alam nila kapag galing sa central office, guide lang 'yun, kapag yung curriculum galing sa central, guide lang 'yun. and you even have to empower and localized the curriculum, meron ng batas 'yun.

Researcher: Sir we go now to the indicators of accountability and continuous improvement. The first two are the rules and responsibilities of accountable persons and collective bodies are

clearly identified and agreed upon by the community stakeholders. And second, achievement of goals are recognized based on a collaboratively develop performance of accountability system, gaps are address through appropriate action.

Principal E: ‘Yun yung ano, hindi pa nai-implement kasi una, ayaw ng school head na i-share yung accountability dun sa disbursement ng fund. So ang ginagawa na lang nila merong transparency board, nakalagay don kung ano-ano yung mga pinagkakagastusan ng school, kaya hindi maka-share yung ibang stakeholders, hindi maka-share yung teacher, ‘di maka-share yung department head kasi yung nagdidikta lang yung—tama lang naman na may extensions na ganoon kasi siya yung accountable, siya ang malalagot kung ano’t ano ang mangyari, kasi wala pa tayo sa level na professionalizing accountability. Sa’kin, in the first place, talagang ang isang accountable, so ang gagawin niya na lang ay magkakaroon ng efficient, some will have to share, halimbawa may gusto kang ipabili, pwede mong tanungin mo sila kung may stakeholder na mabibilhan mo ng ganitong item na ito baka may ganito sa inyo, so we can buy it a lower price, tapos may transparency board. ‘Yun lang ang magagawa diyan sa accountability, wala ng ibang accountability, kasi ayaw ngang i-share ng ibang school heads kasi sila yung accountable, delikado. Pero sisilipin ka naman ng stakeholders mo, kaya ayon ang babalansihin mo, ang mahalaga, informed sila. “Ito ang budget ng school, ano ang pagkakagastusan natin? Ito?” pero kung halimbawa may bibilhin, wala na silang pakialam

doon. Pero kung ganoon sana ang problema hindi. Tahimik na lang yung school head ipapasa niya na lang sa kanyang non-teaching na in-charge.

Researcher: The accountability system is own by the community and is continuously enhance to ensure management structures and mechanisms are responsive to emerging learning needs and demands of the community. And fourth, accountability assessment, criteria, and tools, feedback mechanisms and information collection and validation techniques and processes are exclusively and collaboratively developed and agreed upon.

Principal E: Hindi mangyayari yan, kasi nga yung school head at saka yung mga taga DepEd na walang participation and stakeholders, cannot make any contribution, maganda sana kung they can make any contribution para masunod yan, so it will take a lot of orientation pa, sa school head, sa stakeholders kasi bago ka mag-develop ng structure ng procedure kung hind mo alam. So essentially there has to be an orientation.

Researcher: Sir, in a nutshell, based on your own experience, how should a principal as a change leader manage accountability and continuously improve?

Principal: Share it. I-share mo that's how you can manage. A school head is facing 43 possible charges as stipulated under civil service rule, there are 43 possible charges from simple to big. 'Yon ang problema ng school heads. Kaya how you manage? Share it. Wala ka pang sakit ng ulo kasi alam nila transparent ka, gusto nilang tumulong, sige tumulong kayo, kasi

mas maganda ganoon na yung role mo, kasi school head ka, CEO ka, don't go on the cage because you're the CEO. You can manage the case without looking in the case that's not jurisdiction anymore, kaya ka nga may head teacher, kaya nga may PTA President, kaya nga may teacher, sila na 'yon, sa'yo yung malaking chunks, 'yon na lang. That is how you do it, share the accountability. Kapag shinare mo may mga limitations naman 'yan, saka mayroon kayo diyang mga bagay na pwedeng gamitin ninyo as safety measure. May safety measure din naman yan kaya nga kapag tinatanong ko "tama na ba ito? ayos na ba ito?" Tapos! Bakit ka pa mag-iisip? Bakit hahanapin mo ito dito, ikaw pa yung magco-compute. Kaya nga ang superintendent minsan ang may mali dapat situational. Ikaw pa ba ang dapat makaalam kung ilan. You should have the knowledge that it is happening at ano yung mga requirements pero yung details huwag na, hindi na sa'yo 'yon. Otherwise you will read to the normal employee, hindi CEO. Ang CEO ba siya ba ang gumagawa ng mga records. Hindi. Kapag sinabing CEO decision-making nag sa'yo. You will decide what is good or what or bad to the school. 'Yon ang accountability mo. On continuous improvement you should be aware of your SIP and monitor the implementation year by year. 'Yon ang accountability ng CEO .

Researcher: We go now to the last dimension, Sir? Which is the management of resources. So in this dimension, what specific change did you identify in this dimension dito sa DepEd number 83

Principal E: Actually yung managing of resources is based on policies and guidelines, you cannot do any change in that except how it is discourse, how it is allotted according to the identified—based on your SIP, yun lang. Kapag minomonitor mo through your SIP alam mo kung paano pagcha-chunk, chunk, chunk, paghahati-hati niyan. Syempre, again diligent of the good father, kasi ikaw din naman magbabayad ng kuryente mo you monitor utilization. Kaya lang yung consumption nila, yung tama. Kapag hindi ginagamit, patay. Pati yung mga gripo dapat maayos, pero may in-charge ka naman diyan hindi na yung tututok ka pa para ayusin. So ganun lang yun. Yung management ng resources, again, the idea there is to share. I-share mo din sa iba para sila din may accountability. Hindi lang sa'yo nakalagay na balik.

Researcher: Sir, first indicator. Regular resource inventory is collaboratively under taken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. And second, a regular dialogue of planning and resource programming that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.

Principal E: 'Yon na nga dapat meron kang planning team, pagkatapos yung mga stakeholders mo dapat involved, kaya nga sinasabi ko palagi ishare mo. Para hindi lang ikaw ang gumagawa at hindi lang ikaw ang mag-isa na nahihirapan. Sila din, para maramdaman nila kung papaano tumakbo yung eskwelahan. Ang problema nga din lamang, syempre merong safeness yung principal na alam niya siya yung buo, hindi na

nakikialam yung iba doon sa actual na disbursement processing. Meron kang committee diyan, parating SIP ang gagamitin mo para hindi ka mawala. After all, yun namang mga stakeholders kasama sila sa paggawa ng SIP, ayon, meron pa ring involvement, nandoon pa rin. Kaya nga lang sila, ang problema, sa election lang nadiyan, yung PTA minsan pito yung officers ang nakakausap mo lang isa. Yung president lang, siya lang laging nadyan. So papaano mo magagawa 'yan? So again orientation for them, ang mahalaga diyan, ma-orient lahat ng stakeholders. Isama sa SIP ang capacity building ng lahat ng stakeholders, estudyante, teachers, PTA, LGU, local government, barangay. Dapat mayroon kang set of orientation sa kanila. Normally hindi na nagagawa kasi ang daming pinagagawa sa school head not necessarily his job, ganoon din sa teachers kasi ang DepEd ang takbuhan ng lahat ng agency; Department of Health, Local Government, Social Welfare, lahat. Kaya hindi na nakaka-focus, tapos ang mangyayari pa ang pagtuturo content-based. Dapat competency-based, hindi content-based.

Researcher: Regular monitoring an evaluation and reporting processes of resource management are collaboratively develop and implemented by the learning facilitators and community stakeholders.

Principal I: Dapat meron kang instruments na gagamitin para ma-standardized mo so lahat ng teachers hindi na siya mahihirapan, siya na mismo ang gagawa kung ano ang kanyang MAE, Monitoring and Evaluation Tool. On top of that, all the

school head will be able to provide provisions on how tools should be made. Make another training lahat ng master teachers, self-teachers i-gather mo. Chairman, i-gather mo to develop the tool tapos yung tool na yun i-distribute ngayon sa mga stakeholders, ;yun na yung gagamitin nila. Kasi kung walang tool chamba-chamba na lang yan at saka ang mangyayari diyan ang mga reklamo puro verbal, walang written, kasi kung walang written, walang bisa. So you must have a tool or MAE. 'Yun ang ide-develop ninyo, and then assess. Dapat meron kang, after strategic planning may midterm ka. midterm assessment tingnan kung hanggang saan na ang nagawa. Siguro pagdating ng October, yung break, walang gagawin doon kundi assessment ng mga na-implement tapos sa year-end dapat meron ka rin. Assessment naman ng overall. Yung AIP natin this year, ito ang sinabi nating gagawin natin, midterm ano na ang nagawa? At the end of the year ano na ang natapos? Dapat merong tools.

Researcher: And last, sir. There is a system that manages the networks and the linkages which strengthen and sustain partnerships for improving resource management.

Principal I: Kapag sinabi mong system, institutionalized 'yan. Meron ka ng sistema na alam na ng bawat stakeholders kung anon a ang gagalawan niya at kung ano ang expected output sa kanya. That is the system, ganoon ang management ng system. But the system, started with the tools, kailangan may mga tools kang gagamitin. Halimbawa, isang simple system. System of enrollment, ano ang alam ng stakeholders, ng mga magulang at

ng mga estudyante pagdating sa enrollment? Dapat step by step. 'Yan isang system yan. Sa disbursement of fund ano ang system mo? Saan magsisimula? Sino ang bibili? Sino ang bibilhan? Ilan? Magkano? Paano ili-liquidate? That's another system. So dapat yung mga systems na 'yun, in place. 'Yun ang sinasabing system. Kapag meron ka no'n, madali lang maging school head, hindi mahirap. Sa totoo lang hindi mahirap ang school head kaya lang humihirap incapacitated ka, kulang ka sa mga tools, wala kang ginagamit, na chamba ang iniisip mo lang. Hindi pwede. Involved moa ng stakeholders mo kasi may mga idea na baka nakaligtaan mo, maaaring ikaw ang pinakamagaling pero malaki ang naitutulong ng mga tao. So yung effect, you should also be consultative, as another style of leadership. Consultative-collaborative, kaya there is no one style , all style are being use by the school head. Hindi mo pwedeng sabihing, itong style. No. Ang pinaka-importante sa pamumuno, ang pinakabatayan mo yung tao, hindi ikaw. Yung leader, siya yung nasa ilalim, binubuhat niya, siya yung pinuno na nagsisilbi, hindi pinagsisilbihan. Kapag gano'n ang school head magiging masaya ang school kasi madaling pakisamahan. down to earth pa, especially school, kailangan talaga down to earth.

Researcher: For example meron pong talk with naging speaker kayo sa mga baguhang principal, mga NQUEST passer na, they will now deploy to their respective schools. Sir, ano po ang pwede ninyong sabihin sa kanila as a change leader in managing the revise SBM?

Principal E: Be a servant, ganoon lang. Ang bottom line is you come to serve. If you come to serve, everything will follow. Kasi mababaw lang ang kaligayahan ng mga tao, kapag naramadaman nila na pinaglilingkuran mo sila at mahalaga sila, mahal mo sila. Love begets love, ganoon lang. Hindi mahirap maging school head, Kaya lang ang sinasabi ko CEO ka, kung CEO ka ano ang mga skills mo? Dapat meron kang skills sa management of human resources, decision-making, budgeting, planning, yung mga skills na 'yon dapat meron ka to be exact school head. Kasi kung wala ka no'n lulutang-lutang ka lang, ang mangyayari lang sa'yo sa school mo, routine, kung ano yung binaba 'yon lang ang gagawin mo. Dapat alam mo yung overall reason to develop MM. Mabuting Mamamayan. Kapag nagawa mo 'yan sa mga bata, masasabi mo na sa bahaging ito ng mundo na may school head na ang mga mag-aaral ay naging mabuting mamamayan, na sumusunod sa mga batas, sumusunod sa mga rules, sumusunod sa mga policies. Ibig yung mga bata na yan, hindi 'yan magiging corrupt, kaya nga mabuting mamamayan, nagbabayad 'yan ng tamang buwis, hindi niya dinadaya. Magiging mabuting doctor 'yan, magbabayad ng tamang buwis, magiging mabuting abogado, mabuting inhinyero, mabuting accountant, mabuting pulis, mabuting custom broker. 'Yan magagawa tulong-tulong because it takes village to educate a child.

Researcher: Okay Sir, Thank you po.

Principal E: 1 - 64 (0)

Management of
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Principal E: 53 - 53 (0)

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re the
accountability

I-share mo that's how you can manage. A school head is facing 43 possible charges as stipulated under civil service rule, there are 43 possible charges from simple to big. 'Yon ang problema ng school heads. Kaya how you manage? Share it. Wala ka pang sakit ng ulo kasi alam nila transparent ka, gusto nilang tumulong, sige tumulong kayo, kasi mas maganda ganoon na yung role mo, kasi school head ka, CEO ka, don't go on the cage because you're the CEO. You can manage the case without looking in the case that's not jurisdiction anymore, kaya ka nga may head teacher, kaya nga may PTA President, kaya nga may teacher, sila na 'yon, sa'yo yung malaking chunks, 'yon na lang. That is how you do it, share the accountability. Kapag shinare mo may mga limitations naman 'yan, saka mayroon kayo diyang mga bagay na pwedeng gamitin ninyo as safety measure. May safety measure din naman yan kaya nga kapag tinatanong ko "tama na ba ito? ayos na ba ito?" Tapos! Bakit ka pa mag-iisip? Bakit hahanapin mo ito dito, ikaw pa yung magco-compute. Kaya nga ang superintendent minsan ang may mali dapat situational. Ikaw pa ba ang dapat makaalam kung ilan. You should have the

knowledge that it is happening at ano yung mga requirements pero yung details huwag na, hindi na sa'yo 'yon. Otherwise you will read to the normal employee, hindi CEO. Ang CEO ba siya ba ang gumagawa ng mga records. Hindi. Kapag sinabing CEO decision-making nag sa'yo. You will decide what is good or what or bad to the school. 'Yon ang accountability mo.

Principal E: 53 - 53 (0)

Management of
Change\Accounta
bility and
Continuous
Improvement\Orie
ntation and
Dissemination of
Info

Hindi mangyayari yan, kasi nga yung school head at saka yung mga taga DepEd na walang participation and stakeholders, cannot make any contribution, maganda sana kung they can make any contribution para masunod yan, so it will take a lot of orientation pa, sa school head, sa stakeholders kasi bago ka mag-develop ng structure ng procedure kung hind mo alam. So essentially there has to be an orientation.

Principal E: 51 - 51 (0)

Management of
Change\Accounta
bility and
Continuous
Improvement\Defi
ne clearly the
responsibilities

Accountability entails far more. Accountability is assumed by the school head, because you are a school head, kaya nga head. So ikaw ang institution head ng agency, so ikaw ang accountable sa lahat. Kaya may mga principal na hindi mo masisisi na ayaw niyang i-share ang leadership kasi after all siya naman yung accountable by law. PTA, hindi naman accountable yan, teacher may be accountable for some extent pero ang highest ranking of accountable in the school level is the school head. Ayon yung accountability niya, so ang accountability mo, human resource, material resource and other implement work, factors that involved money that involved MOOE, ang MOOE ang talagang may accountability ng school head ng pondo to

some extent kapag kinuha na ng book keeper assuming na may tiwala siya doon, iisipin niya tama pero ang greater accountability mo doon sa public kasi public servant ka, so accountable ka to every person who pays taxes, in the community, yun 'yung greater accountability mo. Pero syempre yung accountability mo naman sa taas kasi siya naman ang nakakakita ng ginagawa mo kaya malimit na nami-miss understood ng mga principal o school heads kasi nga practically mandate upon.

Principal E: 47 - 47 (0)

Management of
Change\Resource
Management\Plan
ning

Dapat meron kang, after strategic planning may midterm ka. midterm assessment tingnan kung hanggang saan na ang nagawa. Siguro pagdating ng October, yung break, walang gagawin doon kundi assessment ng mga na-implement tapos sa year-end dapat meron ka rin. Assessment naman ng overall

Principal E: 59 - 59 (0)

Management of
Change\Resource
Management\Well
-defined
evaluation tool

Dapat meron kang instruments na gagamitin para ma-standardized mo so lahat ng teachers hindi na siya mahihirapan, siya na mismo ang gagawa kung ano ang kanyang MAE, Monitoring and Evaluation Tool. On top of that, all the school head will be able to provide provisions on how tools should be made.

Principal E: 59 - 59 (0)

Kasi kung walang tool chamba-chamba na lang yan at saka ang mangyayari diyan ang mga reklamo puro verbal, walang written,

kasi kung walang written, walang bisa. So you must have a tool or MAE. 'Yun ang ide-develop ninyo, and then assess.

Principal E: 59 - 59 (0)

But the system, started with the tools, kailangan may mga tools kang gagamitin. Halimbawa, isang simple system. System of enrollment, ano ang alam ng stakeholders, ng mga magulang at ng mga estudyante pagdating sa enrollment? Dapat step by step. 'Yan isang system yan. Sa disbursement of fund ano ang system mo? Saan magsisimula? Sino ang bibili? Sino ang bibilhan? Ilan? Magkano? Paano ili-liquidate? That's another system. So dapat yung mga systems na 'yun, in place. 'Yun ang sinasabing system. Kapag meron ka no'n, madali lang maging school head, hindi mahirap. Sa totoo lang hindi mahirap ang school head kaya lang humihirap incapacitated ka, kulang ka sa mga tools, wala kang ginagamit, na chamba ang iniisip mo lang. Hindi pwede. Involved moa ng stakeholders mo kasi may mga idea na baka nakaligtaan mo, maaaring ikaw ang pinakamagaling pero malaki ang naitutulong ng mga tao. So yung effect, you should also be consultative, as another style of leadership.

Principal E: 61 - 61 (0)

Management of
Change\Resource
Management\Coll
aborate with the
stakeholder

Meron kang committee diyan, parating SIP ang gagamitin mo para hindi ka mawala. After all, yun namang mga stakeholders kasama sila sa paggawa ng SIP, ayon, meron pa ring involvement, nandoon pa rin. Kaya nga lang sila, ang problema, sa election lang nadiyan, yung PTA minsan pito yung officers

ang nakakausap mo lang isa. Yung president lang, siya lang laging nadyan. So papaano mo magagawa 'yan? So again orientation for them, ang mahalaga diyan, ma-orient lahat ng stakeholders. Isama sa SIP ang capacity building ng lahat ng stakeholders, estudyante, teachers, PTA, LGU, local government, barangay. Dapat mayroon kang set of orientation sa kanila.

Principal E: 57 - 57 (0)

Management of
Change\Curriculu
m and
Instruction\Make
people involve in
change
implementation

Okay, keyword diyan yung collaboration kasi ang atin namang mga parent, hindi naman lahat ay walang pinag-aralan, 'yon ang stakeholders na may expertise so they can lend their expertise to the school in developing the curriculum. Ang mahalaga doon ay they are willing, ang problema nga lang talaga willingness kasi normally kapag nagpatawag ka ng meeting bihira lang yung may dumadalo at ang dumarating lang ay yung batang walang problema, normally ganyan ang nangyayari kaya 'yuna ng challenge ko sa student, papaano niya ie-encourage, ibig sabihin, hindi na lang siya sa loob ng eskwelahan, lalabas ka para mapalawak mo yung community mo of stakeholders.

Principal E: 41 - 41 (0)

Yung tools para ma-improve at tuloy-tuloy, dapat meron kang planning team, yung planning team ang naga-identify ng areas of issues and concerns, kung wala kang planning team, no one will help you, no one will do it.

Principal E: 43 - 43 (0)

Simple lang, kailangan mo yung katulong, ‘yon ang importante, you should be able to multiply yourself as a school head, kasi wala namang taong nagagawa ang lahat, kapag sinabi mo implementation of curriculum maraming involved diyan, school heads, head teachers, master teachers, and teachers, even non-teaching personnel kaya nga sa PBB kasama rin sila. Kasi ang pagkakatatuto and the development of a child is not done by a single person pati guwardiya may contribution doon, pati janitor may contribution doon. Non-teaching may contribution sa pagkakatatuto ng bata. Isipin mo pagpasok ng gate burying na siya dahil sa guard, pagdating niyan wala na sa katinuan, ito pa mga adolescent, maramdamin, kaya sana, if you treat them as children, treat them as children. Wala namang bata na hindi susunod, sabihin mo “anak, bakit wala ka nito?” “nakalimutan ko po” “O sige, bukas, anong pangalan mo? Ililista ko.” Kapag alam ng bata na seryoso ka susunod ‘yan. That is how you instill discipline at the gate. Simula sa pagpasok sa gate nandoon na yung learning hanggang doon sa classroom. Kapag meron diyang diperensya along the line that will affect the learning and that will affect the holistic development of the child. Ang ma-acquire niya” galit, inis, minsan pa may nakikita siyang pinapapasok na ‘di naman dapat so magkakaroon siya ng inggit. Again the curriculum is the tool, ‘yun ang malinaw. Curriculum is a tool for holistic development of the child.

Principal E: 45 - 45 (0)

Yun namang sa curriculum yung pangalawa, principals are mandated to develop their localized curriculum. How? I'll show you, grade 11 and 12, they must be able to engage their partners, those who provide employment, those who provide education and training. By the way, in their curriculum that is localized, it is not just contextualized in education. It must be education and training.

Principal E: 39 - 39 (0)

Get out of your office, meet more people, kaya iba na yung context. Kaya sasabihin ng mga teachers na pasaway, wala na naman si sir, hindi niya alam, you are working meeting stakeholders. You go to them, approach them, ask for their assistance kasi 'yun yung benepisyo, kasi you are the school head ka na, when you are a school head you are no longer a principal. Ang principal trained to be an instructional leader, although a school head is also a instructional leader pero he is now more of a manager. In fact, if you will analyze the RA 9155 ang school head is chief executive officer. CEO na siya kasi hindi lang instructional ang mina-manage niya, pati budget, pati yung school building, yung facilities, human resource, kaya CEO siya, manager, kaso yung iba, dapat yung principal dapat nasa office. Mali. Paano ka makakakuha ng stakeholders mo? Paano ka makakakuha ng mga taong tutulong sayo kung nandiyan ka lang sa opisina mo? Tawag-tawag? No. You need to meet the people personally and present your SIP to them, because SIP is the guide, these are possible improvement that my school would

miss for the next 3 years then you ask your stakeholder for your possible donor , sponsor, which one of the identified programs, project and activities you would like to support for the next 3 years so you don't need to solicit fund. everytime you have activities you solicit funds, your SIP is the tool to convince people that's why principal must have entrepreneurial skill. So ibang iba na sa konteksto ng principal before SBM.

Principal E: 41 - 41 (0)

Management of
Change\Curriculum and
Instruction\Finding
solution to
resistance to
change

In Republic Act 9155 you cannot find teachers as a term, because teachers define as facilitator of learning, yan ang maliwanag, so you don't need to come to school to teach, you facilitate learning, ang importante is not teaching, ang importante learning, kung hindi you did not teach and every day you do that. Kaya nga ang teaching ay para lang sa matitiyaga, sa mahaba ang pasensya, kasama na yung sipag. Although sinasabi ng mga pasaway na teacher na "kami pa ang gumagastos sa learning material. To me it is just an instructional help pero ang pinakaimportante at ang pinaka the best na instructional material, is the teacher himself. Siya, kasi siya yung lodi, siya yung tinitingnan ng mga bata, kapag siya ini-inspire niya ang mga bata, walang a-absent and they will welcome back again and again.

Principal E: 39 - 39 (0)

Ang problema naman sa teacher kapag nabuo ang planning team ang gusto nila, may give credits agad. Yung iba kaya lang sila tutulong dahil merong ganansya, that would not matter much

now. Na sana mga teachers, mga totoong teachers they come to help. 'Yon naman ang importante, yun tulong na binbigay ng teacher, kasi sa school talaga, 'di lang puro pagtuturo mali yung konteksto nila na 6 hours teaching, basahin mo yung Republic Act 7836, tingnan mo yung Code of Ethics kung ayan lang ang trabaho mo talaga. Hindi, marami pa. Sila gusto nila, pumunta sa school, magtuturo, uuwi na. Hindi 'yun teacher, empleyado 'yon. 'Yon ang trabaho ng empleyado, kaya kung hindi mo kaya gawin ang trabaho ng pagti-teacher lumipat ka na lang ng trabaho, lumipat ka na lang ng ibang propesyon, 'doon ka na lang kasi wala sa puso mo, gusto mo lang kumita kaya nga ang tanong ko ay "nagtuturo ka ba para mabuhay o ikaw ay nabubuhay para magturo?" Ganoon lang ang tanong, pero kung ikaw yung nagtuturo para mabuhay, wala tayong magagawa, gusto mo lang income, kaya nga nag-aaral, dahil sa income, Yan ang tinatawag kong Master of Arts in Salary Adjustment, ang dami niyan 'di ba? Gusto matapos ang Masteral at Doctoral for salary adjustment not improve their way as a teacher, not to widen the horizon of their services and not to make the harsh much much bigger. Yun ang nakkalungkot, pero hindi naman 'yan nila tatanggapin 'yun, no one will admit that, syempre nahihiya din sila. Although kapag tiningnan mo sa kanilang mga trabaho at outputs, makikita mo kung sino talaga yung dedicated na maging facilitator of learning.

Principal E: 43 - 43 (0)

Management of
Change\Curriculum
and
Instruction\Under

sinabi ko kanina relevance, flexibility, and enhancement so in implementing the curriculum ano ba yung quality ng mga teachers and estudyante ko, so paano mo sila bibigyan ng

standing learners'
context

implementation ng curriculum na naaayon sa pangangailangan nila, ang basic logic diyan, huwag mong bibigyan ng buong cake at isusubo niya hindi niya makakain, so what you do is slice the cake and take a bite, bite, bite bakit? because multiple intelligences. Sa isang klase may upper 20%, lower 20% and middle 60 so ibig sabihin expected na multi-level of learning, kaya yung sinasabing isang lesson plan for one class, I don't believe that, paano mo ike-cater yun lahat if you granting, you have 35 students, lahat sila pare-pareho ng experiences pare-pareho ng capability, capacity to learn? No. May upper 20, may lower 20 and may middle 60, therefore ang teacher should be able to adapt kaya nga gino-group mo yung estudyante.

Principal E: 39 - 39 (0)

Ako yung nire-recommend ko sa kanila one-day module, para yung estudyante kahit siya absent kahapon, yung module kahapon 'yon yung ibibigay mo sa kanya that competency based learning pero 'di ginagawa ng teacher tamad nga, ayaw niya nga gumawa ng lesson plan, para bang kapag pinagawa siya ng lesson plan, pinahihirapan siya hindi niya alam na varied ang learners, siguro alam niya kaya lang hindi niya alam paano i-implement yung curriculum that respond to the need of every child, iba-iba yan bawat bata and you should be able to adapt, ikaw na teacher, ikaw ang mag-adapt kasi kung sila yung maga-adapt sa'yo kawawa yung mga bata, mahihirapan

Principal E: 39 - 39 (0)

So therefore masasagot mo yung relevance, halimbawa yung partner mo Toyota, gusto niya mag-sponsor ng mga bata pero ang curriculum mo naman ay automotive, so how do you localized? You make a curriculum in coordination with Toyota Corporation, so the children will be sponsored by Toyota including the equipment to be provided by Toyota but after grade 12 the children that trained by Toyota Technology will go to Toyota, that's how you localized. Unfortunately, walang gumagawa kaya sinasabing wala anamng silbi ang Grade 11, Grade 12 curriculums because you don't know to localized, nasa mandate ninyo na 'yan. If you localized the curriculum and proseso niyan, i-submit mo sa superintendent, then regional director kapag na-approve na ng superintendent, ito na yung purpose, kapag na-approve na ng regional director any school can use that curriculum, that's how you localized.

Principal E: 39 - 39 (0)

Management of
Change\Curriculum and
Instruction\Understanding teacher's
situation/needs

Actually, hindi lang pasaway, talagang may mga teachers lang na may maraming problema sa buhay. As a school head you should try to understand not tolerate them. The keyword is diligence of a good father. Ako ang treatment ko sa teachers ko hindi teachers, they are my children, kaya kahit dinedemanda ko ng teacher, okay lang. Di ako nagdedemanda ng teacher, kaya nga teacher, yun lang yung nakikita niya so ikaw naman dahil school head ka, mas malawak ang nakikita mo.

Principal E: 37 - 37 (0)

that's where you start using CHINA para malaman ano ba yung strength ng teacher ko, yung magkakapareho, magkakahawig na mga weaknesses, 'yon ngayon ang magiging design ng training mo, you will make a design of your training together with the curriculum base on needs, yan ang sinasabing demand driven training at sa curriculum implementation kailangan, isang konsepto pa diyan, ang kailangan P for pupose.

Principal E: 39 - 39 (0)

Management of
Change\Curriculu
m and
Instruction\Revisit
legal basis of
education

Actually ang totoo niyan, kapag pagbabago given na yung resistance, kahit anong pagbabago may resistance yan. Tapos sila, dahil iba ang kanilang orientation hindi kagaya ng orientation ng real SBM 'di sila aware, marami nga diyan 'di pa nila nabasa yung batas, yung Republic Act 9155 Governance of Basic Concentration. 'Yon ang nakakalungkot, marami diyan they don't even know their rules. Education has a lot of rules, Batas Pambansa 232, which defines judicial obligation of parents, teachers, non-teaching personnel, school administration. If you ask them what is Batas Pambansa 232 they are not aware and there are many more even 7836 an act professionalizing the teaching profession not all teacher are aware that there is such. And in that you can see the Code of Ethics of teachers, if only teachers are reading, that's why I ask them "what book have you read?" during professional meeting, what book have you read? what is the title and who is the author just to be able to encourage the teacher to read. Teacher should know their laws, that's basic, if they do not know their laws there will be reactive but if they know their laws, they know their mandate, they know where they're going, they know what

expected from them, there will be pro-active. That is the reason why are they reactive.

Principal E: 37 - 37 (0)

Management of
Change\Leadershi
p and
Governance\Mode
ling the way

Ang pinaka-importante sa pamumuno, ang pinakabatayan mo yung tao, hindi ikaw. Yung leader, siya yung nasa ilalim, binubuhat niya, siya yung pinuno na nagsisilbi, hindi pinagsisilbihan. Kapag gano'n ang school head magiging masaya ang school kasi madaling pakisamahan. down to earth pa, especially school, kailangan talaga down to earth.

Principal E: 61 - 61 (0)

Management of
Change\Leadershi
p and
Governance\Share
/Delegate
responsibilities

If you notice the keyword that is shared leadership, of course you officially carried leadership, as I mention the context is normal that a principal along school is the network of leadership so it has to be shared. If you share, people help because they feel accountable also. Accountability is not just for principal or students, the accountability lies also on every stakeholders, that's the bottom line.

Principal E: 31 - 31 (0)

Management of
Change\Leadershi
p and
Governance\Follo
w step-by-step/
gradual sequence
of school plan

If you will notice, it starts from mere participation of the stakeholders. Second level is stakeholders take the initiative to create a plan. The third level is that they are the one initiating the implementation of the plan. And the fourth level is they are now autonomous but seldom of you reach the last stage because parents changes every year they cannot contain the plan. That's why it is essential that this school should revise school year plan, plan for 3 years. Parent's initiative should be indicated in that plan, so that it can also be funded, that is also the sequence

Principal E: 27 - 27 (0)

Management of
Change\Leadershi
p and
Governance\Tell
the stakeholders
about changes in
SIP

normally they are only waiting for the principal to take the initial steps, so you conduct a PTA meeting, stakeholders meeting aside from the regular SIP crafting.

Principal E: 29 - 29 (0)

Management of
Change\Leadershi
p and
Governance\Disco
ver your
Stakeholders
capacity

you should study your stakeholders, you should provide them. Second, based on their profile, you will make some adjustment and adapt measures that will respond to the needs of the stakeholders. It takes some certain level of analysis and certain level of experience to be able to do that.

Principal E: 33 - 33 (0)

Initiated
Change\Accounta
bility and
Continuous
Improvement\Mat
ching aligned
career path

Accountability is different from responsibility. Accountability entails far more. Accountability is assumed by the school head, because you are a school head, kaya nga head. So ikaw ang institution head ng agency, so ikaw ang accountable sa lahat. Kaya may mga principal na hindi mo masisisi na ayaw niyang i-share ang leadership kasi after all siya naman yung accountable by law. PTA, hindi naman accountable yan, teacher may be accountable for some extent pero ang highest ranking of accountable in the school level is the school head. Ayon yung accountability niya, so ang accountability mo, human resource, material resource and other implement work, factors that involved money that involved MOOE, ang MOOE ang talagang may accountability ng school head ng pondo to some extent kapag kinuha na ng book keeper assuming na may tiwala siya doon, iisipin niya tama pero ang greater accountability mo doon sa public kasi public servant ka, so accountable ka to every

person who pays taxes, in the community, yun 'yung greater accountability mo. Pero syempre yung accountability mo naman sa taas kasi siya naman ang nakakakita ng ginagawa mo kaya malimit na nami-miss understood ng mga principal o school heads kasi nga practically mandate upon. Kasi school heads are not train to be accountant, they were not trained to be CEO or manager, they were trained as teachers. Kaya ngayon dapat ang CHED or tertiary should now change its framework. Isama mo na sa training ng teacher ang pagma-manage ng isang institution kasi yun ang direksyon niya. In RA 9155 you are not only a teacher, yan ang baguhin na dapat sa higher institution of learning, magabgo na rin sila, nakasama na sa teacher yung budgeting, kasama na yung personal management hindi na lang supervision of instruction. Isang aspeto lang 'yun, supervision of instruction, mga paggawa ng test, paggawa ng teaching materials, those are just part, so ngayon iba na yung konteksto, mas malawak na. Pero ang problema 'di pa rin naga-adjust ang CHED, kahit saan ka pumunta na college of education puro ang laman, puro sa pagtuturo. Mali, kasi nga kapag ang teacher naging school head, problem, walang training or magkaroon ng class courses ang mga teachers, yun ang dapat. Kung ikaw teacher, gusto mong mag-school head dapat may mga class program ka na kaya dapat ang direksyon niyan Y, teacher 1 pagdating ng teacher 3 you decide. Will you go to the classroom or you will go the administration and be a school head. Kung pupunta ka dito ang kukunin mo sa masteral mo. Master of Arts in Teaching, puro teaching, you will become, master teacher 1,2,3. Actually ang design niyan base on EDCOM

Recommendation hanggang master teacher 8, equivalent to the salary of the superintendent because not everybody can become school head, principal or superintendent, kaya lang ngayon nasa master teacher 3 pa lang tayo, pero ang design niyan based on EDCOM Recommendation hanggang master teacher 8. Ngayon even DepEd is not implementing this, yung career path matagal na 'tong sinasabi sa kanila. Ayusin na natin ang career path pati yung teacher mula teacher 1, ano ba talaga ang plano niya, siya rin mag-plano, hindi yung anything na lang, kung ano yung dumating. No, magplano ka, if you want to become a principal be like one, talk like one, walk like one, speak like one, you want to be a school head. Ano naman kung sabihin nilang “parang principal na, teacher pa lang” he wants to be a principal, what’s wrong with that kaya ayon mali din, kaya mismatch. Naging school head ang kanyang mga pinag-aralan ng PhD panay pagtuturo. Mali, teka mismatch, totoong mismatch kaya ngayon pagdating sa SBM, hindi niya maintindihan, hindi niya makuha kaya maraming school head bigo, so para mapagtakpan ang gagawin niya routinary work na lang. Routine, papasok tapos kwento-kwento, punta sa mga schools, ‘yun lang. ‘Yun lang ang kanyang iniikutan, hindi ‘yon ga’non, meron kang stakeholders. Kasi nga mali from the training program itself, kulang, pati yung preparation ng teacher, mali. So kung ikaw, kukuha ka ng graduate school at tungkol sa pagtuturo huwag ka na mag-aspire na maging school head, doon ka na lang sa pagtuturo ang galing mo diyan pati mga bata makikinabang kaya nga ang gusto ko ang magtuturo sa grade 1, mga tapos ng PhD o kaya Master teachers kaso hindi naman ganoon kasi yung mga school head

din hindi din alam yung overall concept. Yung contextualization, you contextualize base on the requirement of your stakeholders, 'yan yung contextualization. May essential yung contextualization, that you adapt mother tongue, 'yan yung isang aspeto ng contextualization. Meron namang contextualization na based on the need of the community, pero walang gumagawa niyan kasi ang alam nila kapag galing sa central office, guide lang 'yun, kapag yung curriculum galing sa central, guide lang 'yun. and you even have to empower and localized the curriculum, meron ng batas 'yun.

Principal E: 47 - 47 (0)

Initiated
Change\Accounta
bility and
Continuous
Improvement\Revi
siting job
descriptions

Accountability is assumed by the school head, because you are a school head, kaya nga head. So ikaw ang institution head ng agency, so ikaw ang accountable sa lahat. Kaya may mga principal na hindi mo masisisi na ayaw niyang i-share ang leadership kasi after all siya naman yung accountable by law. PTA, hindi naman accountable yan, teacher may be accountable for some extent pero ang highest ranking of accountable in the school level is the school head. Ayon yung accountability niya, so ang accountability mo, human resource, material resource and other implement work, factors that involved money that involved MOOE, ang MOOE ang talagang may accountability ng school head ng pondo to some extent kapag kinuha na ng book keeper assuming na may tiwala siya doon, iisipin niya tama pero ang greater accountability mo doon sa public kasi public servant ka, so accountable ka to every person who pays taxes, in the community, yun 'yung greater accountability mo. Pero syempre yung accountability mo naman sa taas kasi siya naman ang

nakakakita ng ginagawa mo kaya malimit na nami-miss understood ng mga principal o school heads kasi nga practically mandate upon.

Principal E: 47 - 47 (0)

Initiated
Change\Resource
Management\Rem
inding teachers to
conserve school
resources

Syempre, again diligent of the good father, kasi ikaw din naman magbabayad ng kuryente mo you monitor utilization. Kaya lang yung consumption nila, yung tama. Kapag hindi ginagamit, patay. Pati yung mga gripo dapat maayos,

Principal E: 55 - 55 (0)

Initiated
Change\Resource
Management\Gui
ded by School
Improvement Plan

you cannot do any change in that except how it is discourse, how it is allotted according to the identified—based on your SIP,

Principal E: 55 - 55 (0)

Initiated
Change\Resource
Management\Insti
tuting Division of
Labor

Syempre, again diligent of the good father, kasi ikaw din naman magbabayad ng kuryente mo you monitor utilization. Kaya lang yung consumption nila, yung tama. Kapag hindi ginagamit, patay. Pati yung mga gripo dapat maayos, pero may in-charge ka naman diyan hindi na yung tututok ka pa para ayusin. So ganun lang yun. Yung management ng resources, again, the idea there is to share. I-share mo din sa iba para sila din may accountability. Hindi lang sa'yo nakalagay na balik.

Principal E: 55 - 55 (0)

Initiated
Change\Curriculu
m and
Instruction\Consid
er the Individual
Differences of
Learners

Essentially in the curriculum, the central office mandates certain curriculum but you should know that there are three elements in the curriculum implementation. One is relevance, number 2 is flexibility, and number 3 is enhancement, those are the three elements of curriculum implementation and the curriculum is based on the 3 elements so when you implement a curriculum in

the school level you again consider the level of your students and the teachers. You consider the upper 20% the lower 20% and the middle 60. Unfortunately that is not being followed to the rule because teachers sometimes forget that they should not teach, in fact, I always tell my teachers to come to school that I do not want them to teach, because I want them to inspire the student to learn, not to teach. Come to school not to teach, because the curriculum is just the content, is just a means for holistic development of the children, it's just a mean to teach life skills those are more important than the content of the curriculum.

Principal E: 35 - 35 (0)

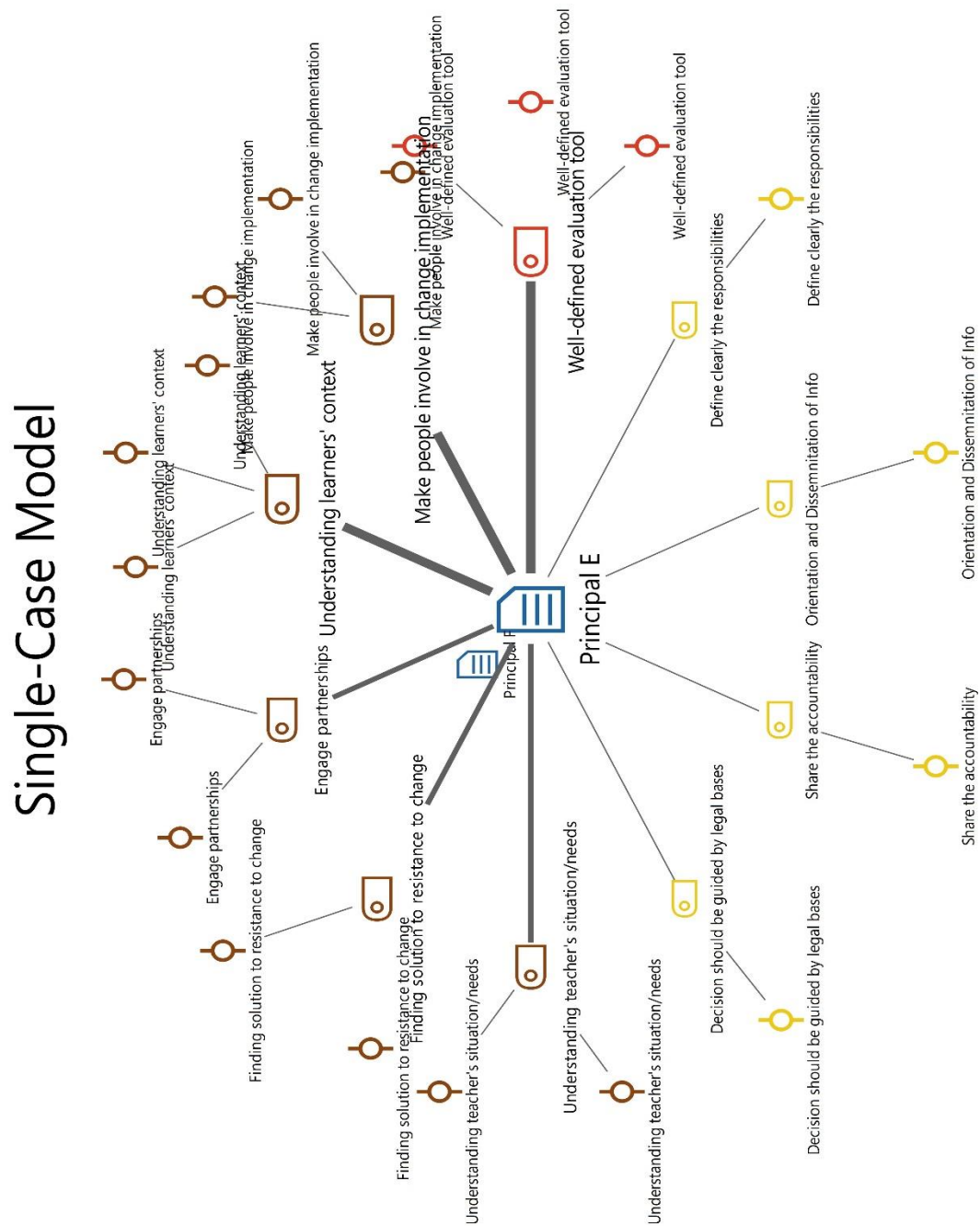
Initiated
Change\Leadershi
p and
Governance\Inclus
ion of all
stakeholders

Before, only school heads are accountable in the overall management and operations of the school, now, under the school-base management context—by the way there are about a thousand more SBM worldwide, so ours is the another variation of the school-based management implementation. Leadership under SBM constitute network of leadership, meaning, the principal together with the stakeholders manages and govern the school. That's a new context. It will be very hard for the old-time school heads and those who are not aware that school leadership constitute inclusion of all these stakeholders, teachers, students, parents, community leaders, local government units, and all other stakeholders who are involve in one way or another within operations of the school. So socially in a capsule, leadership as mentioned in that SBM is all about network of leadership.

Principal E: 19 - 19 (0)

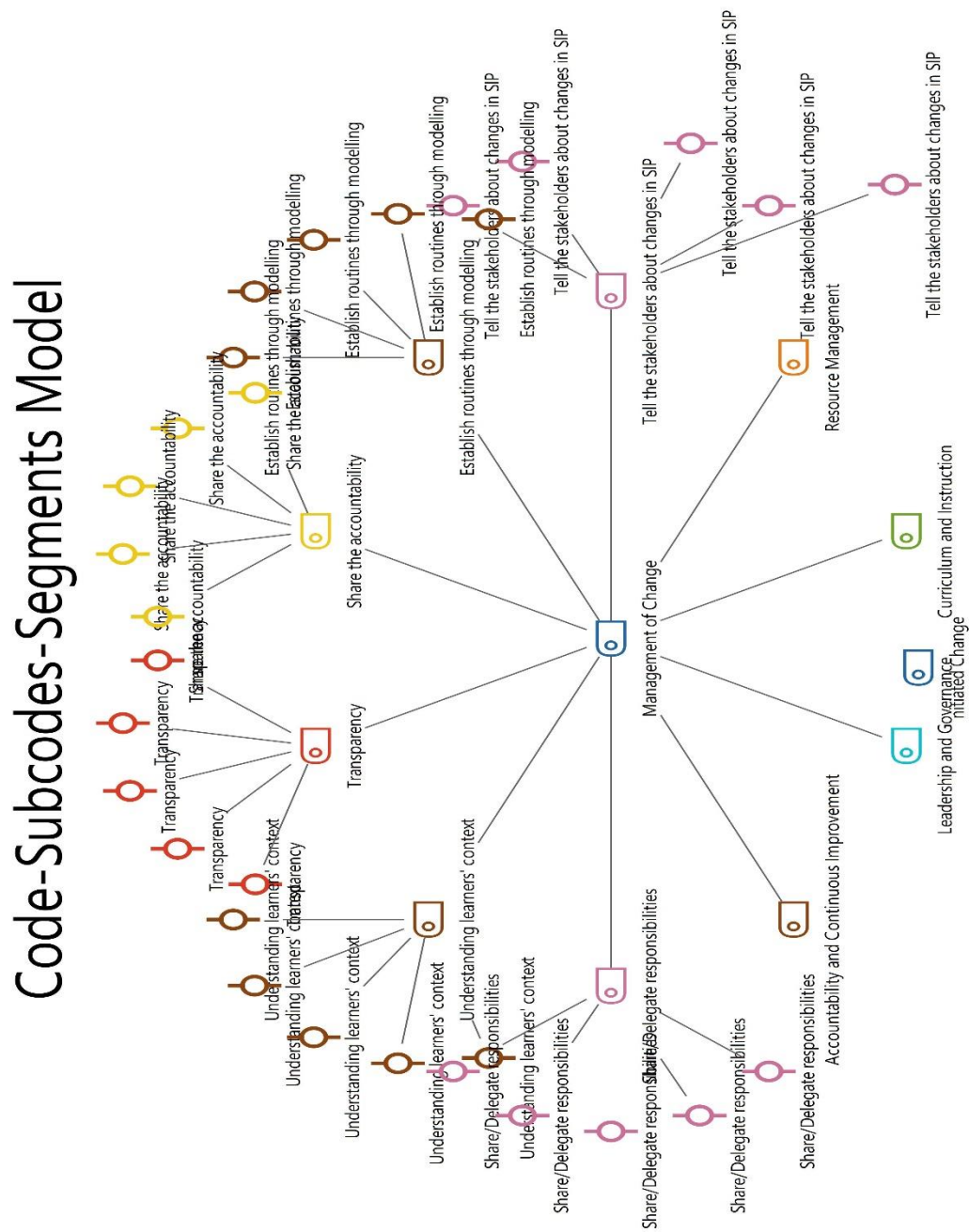
APPENDIX M

SINGLE-CASE MODEL OF A RESPONDENT'S TRANSCRIPT USING MAXQDA version 12



APPENDIX N

**CODE-SUBCODES-SEGMENTS MODEL OF RESPONDENT'S
TRANSCRIPT USING MAXQDA version 12**



APPENDIX O

OPEN CODING: INITIATED CHANGE OF PRINCIPALS IN THE REVISED SBM

Raw Data	Open Codes
PE: I go out of my office and ask the stakeholders to be with us in planning; we treat the stakeholders as expert too	Networking Teamwork planning Asking for help Motivating Encouraging Collaborating Empowering stakeholders
PD: tap the correct person in every program, hindi lang puro Master Teachers	Considering regular teachers Discovering skills and talents Right people, right task Delegating Empowering stakeholders
PA: inculcate positive attitude with them	Imbibing positivity Encouraging Motivating
PH: ang community may mga projects din para school, we welcome their proposals	Welcoming Inviting
PB: instead of faculty meeting, we conduct Learning Engagement and Management meeting...an avenue to discuss educational concerns not only the concern of the school	Conducting Learning Engagement and Management (LEM) meeting Sharing of ideas
PF: ...work like a conductor in the orchestra	Delegating Tasking Directing
PA: Tinitiyak namin na we maximize the use of school webpage/website and social media account to disseminate information to all stakeholders	Communicating thru technology
PJ: learning resources are encouraged to contextualize and	Contextualizing Localizing

localize based on teachers' creativity and resourcefulness	Discovering and honing skills and talents
PJ: make use of indigenous material available in the environment	Practicing practicality Maximizing materials
PC: very specific at lutang ang localization sa lesson planning	Localizing
PG: sa lesson planning talagang tutok kami na malinaw kung paano naka-localized ang mga lessons nila	Localizing
PC: provide stories, wherein the pupil will be aware of what is going on in the community.	Contextualizing
PC: example sa big book, puwedeng about sa Nazareno dahil malapit ang school namin sa Quiapo	Contextualizing Localizing Delegating
PE: define the curriculum in coordination with the Toyota Corporation para sa Immersion hindi lang training, talagang prepared sila sa trabahong papasukin nila	Teamwork planning Benchmarking
PF: may Teachers' Quality Circle kami, sharing of best practices, per department, per school, per district ito lalo na sa alignment ng mga lessons sa bagong curriculum guide	Sharing of ideas Benchmarking Collaborating
PI: every quarter, may contest ang mga teacher sa paggawa ng best instructional material na dapat may research baseline kung bakit kailangan ng ganoong material	Discovering skills and talents Conducting research
PA: ngayon may mid-year evaluation kami, para mag-revisit ng curriculum guide, result ng exam at lesson plans ng mga teacher	Evaluating Revisiting Teamwork planning

PG: we make use of integration grid, para yung mga projects at monthly activities ng mga subject area ay hindi nagbabanggaan	Use of integration grid
PD: we conduct Learning Action Cell sessions para pag-usapan ang mga immediate problems concerning teachers' pedagogy para may intervention agad	conducting Learning Action Cell
PB: sa mga student na hiral magbasa, nagko-conduct kami ng Phil-Iri na nakatutulong para bumilis magbasa ang mga struggling readers; this program has research basis and has a complete package of diagnosing, assessing and giving intervention to students for a better reading skills	conducting reading intervention
PJ: child-friendly ang school namin...positive discipline talaga ang pinairal namin, kasama ito sa aming LAC session	Instilling positive discipline
PD: we have trainings for gender and development para walang discrimination sa mga students na may gender issues	avoiding discrimination in school avoiding gender issues
PC: gumawa pa kami ng pool of words, mala-dictionary para walang gender biased ang pagtuturo ng mga teacher	creating GAD dictionary
PJ: we have innovation like setting up CCTV para sa proteksyon ng mga students	Setting-up security gadgets
PB: malinaw ang child-friendly action plan ng guidance office	implementing action plan
PE: nagme-main stream na kami lalo na sa mga batang may special needs,	fair treatment to SPED learners mainstreaming of SPED classes
PE: we see to it that our school embraces inclusive education,	

tratuhing normal ang mga batang may special needs	
PG: nililina namin sa parent at teacher ang accountabilities nila sa learner na may special needs	clarifying parents' and teachers' accountabilities
PD: we have transparency board for everybody's information on the financial aspect of the school	Informing regarding school financial aspect
PI: we provided a monitoring and evaluation tool for parents and teachers to ensure student's learning progress	use of monitoring and evaluation tool conducting research
PI: and prepare research action about this specially the regular teachers	
PF: laging may resolution ang school sa stakeholders kapag may gagawing project na involved ang money	writing school project resolution
PC: ang budget ng school ay aligned sa SIP at SOB ng school, sa LEM namin, lagi itong nadidiscuss din	Conducting Learning Engagement and Management (LEM) meeting
PD: walang tsamba-tsamba sa paggastos ng school resources	Observing process

APPENDIX P

OPEN CODING: INITIATED CHANGE OF PRINCIPALS IN THE OLD SBM

Raw Data	Open Codes
PE: allow competent individuals in the schools to make decisions especially the Master Teachers and Head Teachers	Depending on Master Teachers and Head Teachers Empowering Master Teachers and Head Teachers
PD: teachers follow the instructions of the Education Program Supervisors (EPS) in preparing, developing and creating learning resources	Following EPS's decisions and instructions
PH: school relies on the Master teachers' action research for the improvement of school's areas of concern	Depending on Master Teachers and Head Teachers Empowering Master Teachers and Head Teachers
PA: Master Teachers and Head Teachers are empowered to mentor their teachers and address their professional needs	Depending on Master Teachers and Head Teachers Empowering Master Teachers and Head Teachers
PC: I encourage my teachers to enrol in graduate schools	Encouraging teachers' professional development Honing teacher's pedagogical skills
PB: teachers are welcome to discuss their concerns in the faculty meeting	Welcoming teachers' concerns Communicating
PF: district and division demonstration teaching are being conducted	Conducting district and division demonstration meeting
PI: internal and stakeholders work together for the success of Brigada-Eskuwela ever since it was implemented, we don't only focus our attention in the cleanliness of the school for the opening of class on June, we do more for the community...conduct livelihood	Collaborating Teamwork Highlighting creativity Working together for Brigada-Eskuwela

seminars, offer legal, health, hygiene services and a lot more	
PA: annual school performance is presented, published and validated	Communicating
PC: Mayroon kaming Every Child a Reader Program para sa mga batang hiram magbasa. Teachers are empowered to create a tool to assess the reading proficiency level of students and make their own intervention	Implementing Every Child a Reader Program Empowering teachers Giving interventions to students Creating monitoring and evaluation tool
PJ: Best practices of teachers are identified, documented and shared among peers	Communicating Sharing ideas

APPENDIX Q

OPEN CODING: CHANGE MANAGEMENT OF PRINCIPALS

Raw Data	Open Codes
PD: So I let myself a model...hands-on leader	Modeling Hands-on
PI: I set good example	Setting example
PE: Yung leader, siya yung nasa ilalim, binubuhay niya, siya yung pinuno na nagsisilbi	Assisting Guiding
PA: You know how to embrace what is being memorandized	Embracing Accepting
PA: Everytime there is a task forwarded to us, kami ang una eh, at kapag nakita nilang gustong-gusto naman ayun, susunod na rin sila	Modeling Hands-on Fostering positive attitude Initiating
PH: Bilang principal, bilang dating teacher, nagiging role model ka.	Modeling Initiating
PH: Halimbawa, may basura...nais mong i-implement ang isang bagong project sa school nyo sa kalinisan, ganito ang gawin mo, may halimbawa	Modeling Setting example Initiating
PA: ...with positive attitude...motivate them in a very natural way..I let them enjoy their work	Fostering positive attitude Motivating
PB: You, as principal, talagang number one na dapat supporter ng change	Supporting
PD: I see to it tutok sila sa pag-iimplement ng mga reforms	Focusing
PA: while working sa mga pagbabago sa school, I see to it, hindi sila nag-iisa, they work hand-in-hand with a partner or group of teachers/stakeholders	Teamworking Collaborating Helping each other Involving

PD: Kasi kung nakasimangot ka lagi hindi mo rin naman sila mapasusunod.	Fostering positive attitude
PI: right mode of communication	Communicating
PI: ...i-recognize mo, i-appreciate whatever little or big things that a member of this school can contribute.	Recognizing one's contribution
PA: I keep on recognizing what can they offer for the school through their learnings.	Recognizing one's contribution
PJ: I always welcome anything that the stakeholders can offer for the betterment of the school.	Accepting suggestions Communicating Involving
PH: ...ang school head din dapat ay magaling mag-manage ng school	Possessing management skills Setting example
PE: You need to meet the people personally and present your SIP to them	Communicating Teamworking Collaborating
PA: In our case here we have a good tie up with the parents	Teamworking Collaborating Helping each other Involving
PI: We see to it na kung ano yung nasa SIP natin, it should cater the needs of the school	Sustaining Self-sufficing Establishing
PC: Normally, they are only waiting for the principal to take the initial steps.	Modeling Setting example Initiating
PI: ...dapat ire-relate mo sa bawat stakeholders, ano ba yung gustong ma-achieve ng school for this year.	Clarifying Communicating
PG: Everyone must follow SOP.	Mandating Requiring
PC: Assess the change and also you set some limitations	Assessing Setting limitations
PC: During our meetings, I always consult my teachers	Consulting Teamworking Collaborating Helping each other Involving

PH: yung planning team ang nag-a-identify ng areas of issues and concerns	Identifying problems Consulting Teamworking Collaborating Helping each other Involving
PJ: In making decisions, we also have to consult some of the persons inside the school.	Consulting Teamworking Collaborating Helping each other Involving
PI: Yung mga Department Heads, I see to it dapat binababa nila sa teachers ang information	Communicating
PA: we have meetings with the parents...	Consulting Teamworking Collaborating Helping each other Involving
PF: So everytime I plan with my department heads and master teachers, isa lang ang nasa isip ko, ang mga estudyante.	Prioritizing learners
PE: ...huwag mong bibigyan ng buong cake at isusubo niya, hindi niya makakain...slice the cake.	Dividing tasks Following step-by-step process
PI: Yung feedback mechanism talagang malaking tulong...	Feedbacking
PH: Lahat ng aming activities na may magandang result, nagiging part na ng school projects	Institutionalizing Sustaining Upholding Ratifying
PD: may validated tools kami for feedback	Feedbacking Use of assessment tools
PC: ...magkaroon ng school-based training para ma-address yung mga problema	Providing training
PE: ...you consider the strenghts and weakness of your stakeholders...ask them what can they offer for the school	Diagnosing Accepting suggestions Communicating Involving

PC: We also encourage the parents to help teachers in giving possible interventions...to work with them closely	Encouraging Motivating Involving
PE: Everybody should be informed with the new implementation of projects	Communicating Informing Institutionalizing Sustaining Upholding Ratifying
PE: As the school head, you have to multiply yourself as head teacher, master teacher and non-teaching staff.	Dividing tasks Possessing management skills Setting example
PE: The school, home and community collaborate well with each other to craft a worthy and useful plan	Teamworking Collaborating Helping each other Involving
PJ: Establish linkages with the community partnership	Teamworking Collaborating Helping each other Involving
PG: In every transactions or decisions I have made, I always consult our manual and some DepEd issuances.	Careful decision making
PF: ...decide with legal basis	Careful decision making
PC: importante na may assessment tools for continuous improvement	Use of assessment tools
PA: What we have finalized will be implemented. It should be agreed upon by the stakeholders.	Finalizing Institutionalizing Sustaining Upholding Ratifying
PC: ...should know how to network with other stakeholders...ask help from them to support	Teamworking Collaborating Helping each other Involving
PB: We validate results	Validating

APPENDIX R

AXIAL CODING: INITIATED CHANGE OF PRINCIPALS IN THE REVISED SBM

Open Codes	Axial Codes
Networking	Building good working relationship
Teamwork planning	
Revisiting	
Asking for help	
Motivating	
Encouraging	
Collaborating	
Benchmarking	
Sharing of Ideas	
Considering regular teachers	Empowering stakeholders
Discovering skills and talents	
Right people, right task	
Empowering stakeholders	
Imbibing positivity	Inspiring
Encouraging	
Motivating	
Welcoming	
Inviting	
Conducting Learning Engagement and Management (LEM) meeting	Conducting Learning Engagement and Management (LEM) meeting
Delegating	Management process
Tasking	
Directing	
Evaluating	
Observing process	
Communicating thru technology	Contextualizing and Localizing learning materials
Contextualizing	
Localizing	
Practicing practicality	
Maximizing materials	
Use of integration grid	Use of integration grid

Conducting Learning Action Cell	Conducting Learning Action Cell
Conducting reading intervention	Conducting reading intervention
Instilling positive discipline	prioritizing learner's welfare
avoiding discrimination in school	
avoiding gender issues	
creating GAD dictionary	
Setting-up security gadgets	
inclusion of learner's with special needs in regular school classes	prioritizing SPED concerns and needs
mainstreaming of SPED students	
fair treatment to SPED learners	
implementing action plan for learners' development	valuing learners' development
clarifying parents' and teachers' accountabilities to learners	
Informing regarding school financial aspect	Promoting transparency
use of monitoring and evaluation tool	Use of reliable sources
conducting research	

APPENDIX S

AXIAL CODING: INITIATED CHANGE OF PRINCIPALS IN THE OLD SBM

Open Codes	Axial Codes
Depending on Master Teachers and Head Teachers	Relying on Master Teachers' and Head Teachers'
Empowering Master Teachers and Head Teachers	
Following EPS's decisions and instructions	Following EPS's decisions and instructions
Encouraging teachers' professional development	Teacher Development
Honing teacher's pedagogical skills	
Welcoming teachers' concerns	
Conducting district and division demonstration teaching	Conducting district and division demonstration teaching
Collaborating	Teamwork effort for school projects
Teamwork	
Highlighting creativity and resourcefulness	
Working together for Brigada-Eskuwela	
Sharing of ideas	
Communicating	
Implementing Every Child a Reader Program Giving interventions to students	Implementing Every Child a Reader Program
Creating monitoring and evaluation tool	Creating monitoring and evaluation tool

APPENDIX T

AXIAL CODING: CHANGE MANAGEMENT OF PRINCIPALS

Open Codes	Axial Codes
Modeling	Setting awareness
Hands-on	
Setting example	
Involving	
Assisting	Supervising
Guiding	
Supporting	
Teamworking	
Collaborating	
Helping each other	
Providing training	
Embracing change	Adopting
Accepting	
Fostering positive attitude	
Motivating	
Initiating	Initiating
Consulting	Consulting
Focusing	Focusing
Recognizing one's contribution	Appreciating
Accepting suggestions	
Possessing management skills	Possessing management skills
Self-sufficing	Operationalizing
Establishing	
Sustaining	
Requiring	
Institutionalizing	Certifying
Mandating	
Upholding	
Ratifying	
Communicating	Preparing
Clarifying	
Dividing tasks	
Consulting	
Following step-by-step process	Following step-by-step process

Prioritizing learners	Troubleshooting
Diagnosing	
Setting limitations	
Identifying problems	
Careful decision making	Evaluating
Use of assessment tools	
Validating	
Feedbacking	

APPENDIX U

SELECTIVE CODING: INITIATED CHANGE OF PRINCIPALS IN THE REVISED SBM

Open Codes	Axial Codes	Selective Codes
Networking	Building good working relationship	Optimum stakeholder's involvement
Teamwork planning		
Revisiting		
Asking for help		
Encouraging		
Collaborating		
Benchmarking		
Sharing of Ideas		
Considering regular teachers	Empowering stakeholders	
Discovering skills and talents		
Right people, right task		
Empowering stakeholders		
Imbibing positivity	Inspiring	
Encouraging		
Motivating		
Welcoming		
Inviting		
Conducting Learning Engagement and Management (LEM) meeting	Conducting Learning Engagement and Management (LEM) meeting	Process of Implementation
Delegating	Management process	
Tasking		
Directing		
Evaluating		
Observing process		
Communicating thru technology		
Contextualizing	Contextualizing and Localizing learning materials	Teaching-Learning Strategies
Localizing		
Practicing practicality		

Maximizing materials		
Use of integration grid	Use of integration grid	
Conducting Learning Action Cell	Conducting Learning Action Cell	
Conducting Phil-Iri	Conducting Phil-Iri	
Instilling positive discipline	prioritizing learner's welfare	Learner's Needs
avoiding discrimination in school		
avoiding gender issues		
creating GAD dictionary		
Setting-up security gadgets		
inclusion of learner's with special needs in regular school classes	prioritizing SPED concerns and needs	
mainstreaming of SPED students		
fair treatment to SPED learners		
implementing action plan for learners' development	valuing learners' development	
clarifying parents' and teachers'accountabilities to learners		
use of monitoring and evaluation tool	Use of reliable sources	Use of reliable sources
conducting research		

APPENDIX V

SELECTIVE CODING: INITIATED CHANGE OF PRINCIPALS IN THE OLD SBM

Open Codes	Axial Codes	Selective Coding
Depending on Master Teachers and Head Teachers	Relying on Master Teachers' and Head Teachers' tasks	Learning Resource Persons
Empowering Master Teachers and Head Teachers		
Following EPS's decisions and instructions	Following EPS's decisions and instructions	
Encouraging teachers' professional development	Teachers' needs	Teaching concerns
Honing teacher's pedagogical skills		
Welcoming teachers' concerns		
Conducting district and division demonstration teaching	Conducting district and division demonstration teaching	
Collaborating	Organizing stakeholders' participation	Stakeholder's participation in school projects
Teamwork		
Highlighting creativity and resourcefulness		
Working together for Brigada-Eskuwela		
Sharing of ideas		
Communicating		
Implementing Every Child a Reader Program	Implementing Every Child a Reader Program	Creating monitoring and evaluation tools
Creating monitoring and evaluation tool	Creating monitoring and evaluation tool	

APPENDIX W

SELECTIVE CODING: CHANGE MANAGEMENT OF PRINCIPALS

Open Codes	Axial Codes	Selective Coding
Modeling	Setting awareness	Preparation
Hands-on		
Setting example		
Involving		
Communicating	Preparing	
Clarifying		
Dividing tasks		
Consulting		
Diagnosing	Troubleshooting	
Setting limitations		
Identifying problems		
Assisting	Supervising	
Guiding		
Supporting		
Teamworking		
Collaborating		
Helping each other		
Providing training		
Following step-by-step process	Following step-by-step process	
Embracing change	Adopting	Adoption
Accepting		
Fostering positive attitude		
Motivating		
Initiating	Initiating	Initiation
Consulting	Consulting	Consultation
Focusing	Focusing	Focusing
Giving rewards	Appreciating	Appreciation
Accepting suggestions		
Self-sufficing	Operationalizing	Institutionalization
Establishing		
Sustaining		
Requiring		
Commanding	Certifying	

Mandating		
Upholding		
Ratifying		
Assessing	Evaluating	Evaluation
Use of assessment tools		
Validating		
Feedbacking		

CURRICULUM VITAE

Ronald Vincent Rosal Salva, Ph. D.

Proactive and dedicated educator committed in upholding the highest possible standards of quality education in a values-rich learning environment to help build the nation



Educational Attainment

- **Doctor of Philosophy in Education with specialization in Educational Management**
Philippine Normal University 2012 – 2020
- **Master of Arts in Education with specialization in Educational Management**
Philippine Normal University 2008 – 2011
- **Bachelor of Secondary Education major in Communication Arts in Filipino**
May Dakilang Papuri (Magna Cum Laude)
Outstanding College Student
Pamantasan ng Lungsod ng Maynila 2002 – 2006

Teaching Experiences and Work Capabiities

- ***DepEd Manila Claro M. Recto High School***
 - Head Teacher III 2017-present
 - Curriculum Chairman (Grade 7 and 8) 2018-present
 - Teacher Induction Program Focal Person 2019-present
 - Student Activities Coordinator 2020-present
- ***Enderun Colleges***
General Education – Languages Section
Consultant Adjunct Faculty 2014 – 2018

- **University of Santo Tomas**
College of Fine Arts and Design
Lecturer V 2015 – 2016

- **De La Salle – College of Saint Benilde**
Lecturer I 2012 – 2013

- **DepEd Manila Mariano Marcos Memorial High School**
 - Teacher III 2014 – 2017
 - Teacher I 2011 - 2014
 - Grade 10 Level Coordinator 2013 – 2017
 - Moderator, Samahan ng mga Mag-aaral sa Filipino 2012 – 2016

- **Ateneo de Manila High School**
 - High School Filipino Teacher 2009 – 2011
 - Class Moderator 2010 – 2011
 - Omni Club Moderator (Magicians' Club) 2010 – 2011
 - Year Level Coordinator 2010 – 2011
 - Year Level Integration Team Member 2010 – 2011

- **Paco Catholic School**
 - Regular High School Teacher 2006 – 2009
 - Evening Class High School Teacher 2006 – 2009
 - Values Education Teacher 2008 – 2009
 - Class Adviser 2006 – 2009
 - *Ang Samahan ng mga Artistang Paconian* (Theater Arts Club) 2008 – 2009

- **Writer**
 - **Kayumanggi sa Filipino** (Grade 7 – 10 Supplementary Reading Materials) 2017-present

- **Affiliations**
 - Kapisanan ng mga Guro at Superbisor sa Filipino (National) 2016-present
 - Kapisanan ng mga Guro sa Filipino (Division) 2011-present

- Ministry of Lectors and Commentators
San Fernando de Dilao Parish
(Concurrent Coordinator) 2007-present

- **Researches**

- The Perceptions of Selected Respondents of Pamantasan ng Lungsod ng Maynila toward the Standardization of Filipino Spelling: Its Implications to the Teaching-Learning Process
Undergraduate Thesis
Bachelor of Secondary Education
Pamantasan ng Lungsod ng Maynila 2006

- Human Relations and Instructional Leadership Behavior of the Subject Area Coordinators of the High School Department in a Private Sectarian University
Master's Thesis
Master of Arts in Education in Educational Management
Philippine Normal University 2011

- *Aklatan ng Pag-asa: Isang Interbensyon sa Pagbasa para mga Piling Mag-aaral ng Baitang 7 sa Mataas na Paaralang Claro M. Recto*
Action Research
Claro M. Recto High School 2019 – 2020

- *Pampaaralang Pasanayan sa Pamamahayag: Isang Interbensyon sa Pagpapayaman ng mga Kasanayan sa Pag-aaral ng Pamahayagang Pangkampus sa Filipino ng mga Piling Mag-aaral sa Mataas na Paaralang Claro M. Recto*
Action Research
Claro M. Recto High School 2019 – 2020

- ***Outstanding Contribution and Awards Received***

- ***Proponent: QUALILIKSIK: Pandibisyong Palihan sa Pagsulat ng Kuwalitatibong Aksiyong Pananaliksik sa Filipino*** SDO-Manila Aug. 15, 2019
- ***Kauna-unahang Ispeling Master sa Filipino*** Komisyon sa Filipino at Kapisanan ng mga Guro at Superbisor sa Filipino Nov. 30, 2016
- ***Pambansang Hari ng Kundiman*** Komisyon sa Filipino at Kapisanan ng mga Guro at Superbisor sa Filipino April 2016
- ***Natatanging Guro sa Filipino*** Mariano Marcos Memorial High School Oct. 5, 2016
- ***Outstanding Teacher of the Year*** Paco Catholic School 2006 – 2009