PRINCIPAL EMPOWERMENT AND ORGANIZATIONAL CLIMATE OF THE PUBLIC SECONDARY SCHOOLS OF THE PROVINCE OF SAMAR: BASES FOR AN ENHANCEMENT/ UPGRADING PROGRAM

A Dissertation

Presented to

The Faculty of the College of Graduate Studies

Samar State University

Catbalogan City, Samar

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy (Ph.D.)

Major in **Educational Management**

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March, 2009

APPROVAL SHEET

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ACKNOWLEDGMENT

It is with gratitude that I express my heartfelt thanks to those who have inspired me to complete the doctoral program and this dissertation journey.

I want to extend my deep gratitude to the dissertation committee chair, Dr. Marilyn D. Cardoso, for her professional guidance and advice. She has provided me the needed support while at the same time challenge me toward high standards. Her knowledge and experience in leadership as well as dissertation writing techniques have been invaluable in this process.

I am also grateful to my committee members, Dr. Simon P. Babalcon, Jr., Dr. Eusebio T. Pacolor, Dr. Alfredo D. Dacuro, Dr. Jose S. Labro, for their professional guidance and encouragement.

A great debt of gratitude should be extended to my adviser, Dr. Manuel Z. Isanan for his selfless support with his professionalism in research designs and insightful perspectives in helping to shape my dissertation. His guidance and expertise has enhanced my confidence in moving forward to the completion of the dissertation.

Particular thanks are extended to Dr. Guillermo D. Lagbo who has given me such assistance in the editing process of my dissertation. I am fortunate to be able to call him my friend.

Words cannot express my most heartfelt gratitude to my dearest sis, Nida, for endless love and enduring support. My doctoral program would be less than

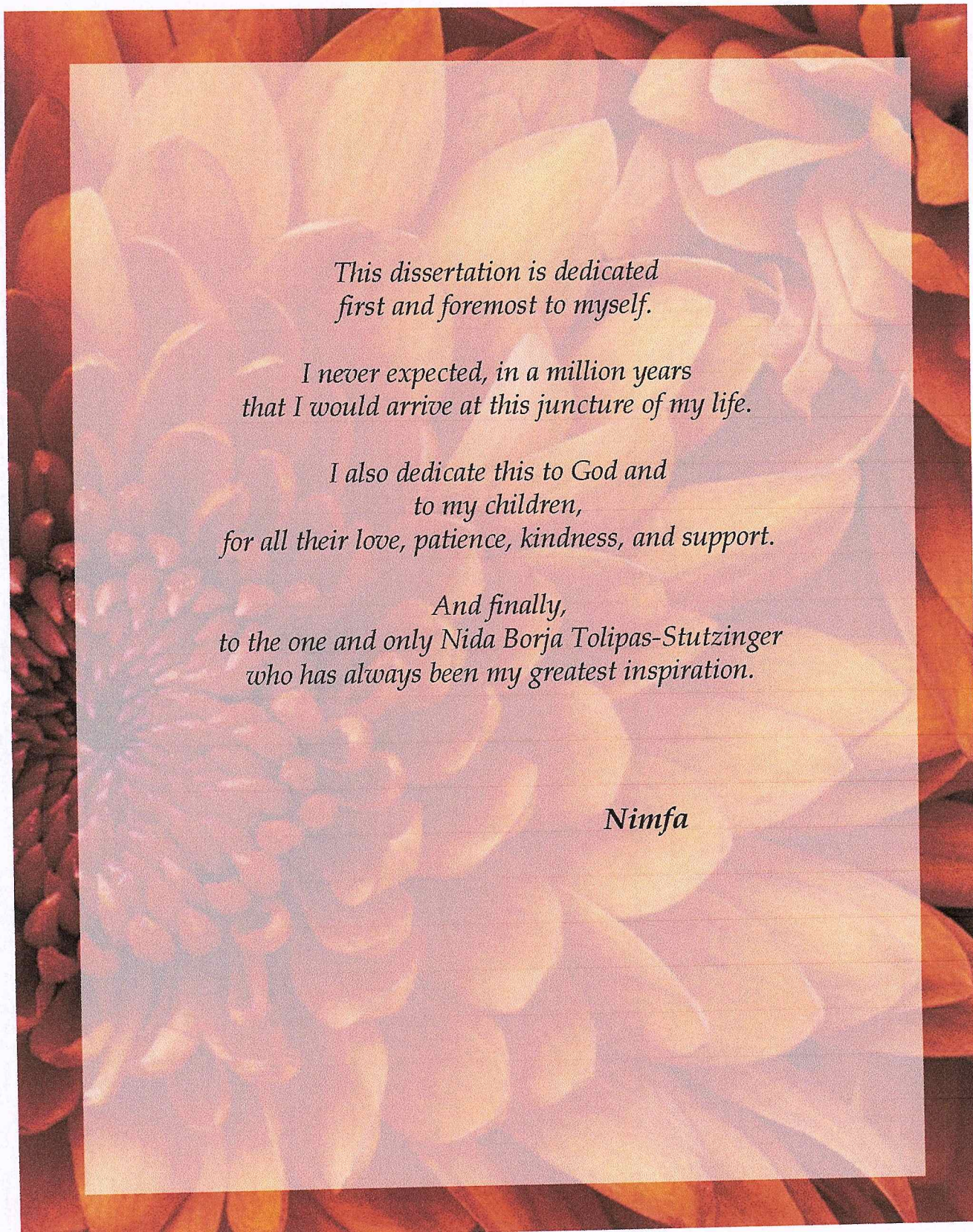
a success without her walking along with me, shoulder back, and head high, through the journey of my program accomplishment.

Finally, with the greatest love for my daughter, Charlene May, I must give my ultimate thanks to her for all the encouragement I received from her. I also dedicate this dissertation to my sons, Carl Efren and Kim Lloyd.

And, above all, I would like to thank God, the Almighty and omnipotent. Without His loving guidance, this dissertation would have never seen the light of the day.

NIMFA

DEDICATION



This dissertation is dedicated
first and foremost to myself.

I never expected, in a million years
that I would arrive at this juncture of my life.

I also dedicate this to God and
to my children,
for all their love, patience, kindness, and support.

And finally,
to the one and only Nida Borja Tolipas-Stutzinger
who has always been my greatest inspiration.

Nimfa

ABSTRACT

This study ascertained the extent of the implementation of the principal empowerment acts and skills granted among public the secondary school heads and the status of the organizational climate of the public secondary schools in the Province of Samar during the school year 2008-2009. This study had employed the descriptive-development research design. On the extent of empowerment implemented by the secondary school head along the instructional management, three groups of respondents described it as "highly implemented" as shown on the average weighted mean of 4.24 from the division supervisors; 4.39 from the school heads themselves and 4.23 from the teacher respondents. The perception of the three groups of respondents on the prevailing organizational climate among public secondary schools along emphasis revealed the following weighted means: division supervisors, 4.13 (often), school heads, 4.09 (often), and teachers, 4.10 (often). The average weighted mean was 4.11 and interpreted as "often." For the conclusion, the organizational climate prevailing in public secondary schools being "open" and the correlation being positive suggested a direct proportional climate, the greater extent of empowerment granted to the school principals. This can be attributed to the fact that an organization with an open climate tend to be receptive and responsive to changes. Thus, decentralization for that matter or empowerment is gladly welcomed by the school heads. There is a need for an enhancement program for the school heads in the areas of the implementation of the empowerment acts and skills. For the recommendation, a province-

wide in-service trainings on principal empowerment should be encouraged by the Schools Division Superintendent of the Division of Calbayog City, Samar, and Catbalogan City.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

The empowering of individuals, groups, organizations, and societies is a noble, necessary, and natural part of human development, according to Vogt and Murrel (1990: 1-2). In some cases, empowerment occurs without our awareness of the events and processes that induce it. In today's global society, for example, pressures for empowerment are growing in some African, European and Asian countries. In the United States, workers are demonstrating their desire to be directly involved and more importantly, to show their ability to make a difference to their organizations' growth and development.

In the Philippines, empowerment of human resources was implemented in the educational sector through the Department of Education (DepEd). The DepEd is the principal government agency responsible for education and manpower development. The mission of the Department is to provide basic education that is equitably accessible to all and lays the foundation for life-long learning and service for the common good. It is also primarily responsible for the formulation, planning, implementation and coordination of the policies, standards, regulations, plans, programmes and projects in areas of formal and non-formal education (http://seameoinnotech.org/resources/seameo_country/edu/data/philippines.htm).

One of the recent policy thrusts of the DepEd is the empowerment of school principals by virtue of the enactment of Republic Act 9155 of 2001, which gave added impetus to the earlier efforts of the DepEd to decentralize the governance of Basic Education at the grassroots level (2007: 165). This Act provides the overall framework for: 1) school heads empowerment by strengthening their leadership roles, and 2) school-based management within the context of transparency and local accountability.

With the school being recognized as the center of the formal education system pursuant to this Act, the school principals in the elementary and secondary schools now have the enviable position of being an empowered leader. This means that every school head has the discretion to decide on things on account of autonomy as provided within the ambit of this Act, and is guided by School-Based Management (SBM) principle of managing, which is another epithet of an empowered school (Arriola, 2004).

The idea of empowerment was implemented in 1997 by the DepEd through Department of Education, Culture and Sports (now DepEd) Order No. 17, s. 1997 entitled "Adopting a Policy of Empowering School Principals." It identified selected principals of elementary schools in order to achieve desired higher learning outcomes. The principal shall assume more administrative authority and the corresponding accountability for improving teaching competencies and pupils/students achievement. The policy gives principals the authority to: oversee the school's funds for the school through Parent-Teachers

and Community Associations; design and develop his/her own school improvement program in collaboration with parents and community leaders; participate in the selection, recruitment and promotion of teachers; plan and develop an innovative curriculum, using the national curriculum as a framework. The Decentralization Programme is being implemented by transferring substantive decision-making powers to the school level.

This was followed by the issuance of Department of Education Regional Memorandum No. 57 s. 2000 entitled "Full Implementation of the Empowerment of Schools Principals in Selected Schools." Fiscal management empowerment is now included in the policy aside from instructional and administrative management. The principals added were those form the secondary, central elementary and big non-central elementary schools.

De Roche (1981) shares the view that climate is expressed in the perceptions of organizational members. When teachers view school goals as appropriate, their opinions are valued in decision-making, they are given considerable latitude in carrying out instructions, they are satisfied, and they enjoy their work as teachers.

However, the empowerment acts implemented were not fully performed by all public secondary school heads as observed by the researcher. There were school heads who were not given the allocation for their financial resources which demoralized them and affect their performance. There were school heads who are not reporting to their stations to the detriment of teachers' performance.

There were teachers in some schools who are demanding for a change of school heads because of loss of trust and confidence. And lastly, there was no study conducted regarding the status on the empowerment act granted to the said school heads and the organizational climate of the public secondary schools of the Province of Samar.

It is for these reasons, that the researcher had conducted this study in order to spell out the responsibility of the school heads that are deterrent to quality performance so that upgrading/enhancement program for the secondary school heads could be instituted.

Statement of the Problem

This study ascertained the extent of the implementation of the principal empowerment acts and skills granted among public the secondary school heads and the status of the organizational climate of the public secondary schools in the Province of Samar during the school year 2008 - 2009. The findings of the study were the bases in evolving an upgrading/enhancement program for school heads.

Specifically, this sought to answer the following questions:

1. What is the profile of the secondary school heads with reference to:
    - 1.1 age and sex;
    - 1.2 civil status;
    - 1.3 educational background;

1.4 administrative experience;

1.5 performance rating;

1.6 in-service trainings attended;

1.7 average monthly income, and

1.8 family size?

2. What is the profile of empowered public secondary schools, in terms of:

2.1 enrolment;

2.2 location;

2.3 number of personnel;

2.4 school site area;

2.5 facilities, and

2.6 NAT performance?

3. As perceived by the division supervisors, principals themselves, and their teachers, to what extent are the empowerment implemented by the principals in the areas of:

3.1 instruction;

3.2 administrative, and

3.3 fiscal management?

4. Are there significant differences in the perceptions of the three groups of respondents on the extent of implementation of empowerment acts implemented by the principals in the three aforementioned areas?

5. What is the level of empowerment skills possessed by the school heads as perceived by the three groups of respondents?

6. Are there significant differences among the perceptions of the three groups of respondents on the level of empowerment skills?

7. What is the status of the organizational climate obtaining among the public secondary schools as perceived by the three groups of respondents, in terms of:

7.1 disengagement;

7.2 hindrance;

7.3 esprit;

7.4 intimacy;

7.5 aloofness;

7.6 production emphasis;

7.7 thrust, and

7.8 consideration?

8. Are there significant differences among the perceptions of the three groups of respondents on the organizational climate obtaining in the public secondary schools along the aforementioned areas?

9. Is there a significant relationship between the extent to which the empowerment acts implemented by the school heads along the three areas of management and the following:

9.1 profile of school heads;

9.2 school profile;

9.3 level of empowerment skills, and

9.4 organizational climate?

10. What upgrading/enhancement program for secondary school heads may be evolved based on the findings of the study?

Hypotheses

Based on the specific problems formulated, the following were tested:

1. There are no significant differences in the perceptions of the three groups of respondents on the extent of implementation of empowerment acts implemented by the principals in the following areas:

1.1 instruction;

1.2 administrative, and

1.3 fiscal management.

2. There are no significant differences among the perceptions of the three groups of respondents on the level of empowerment skills possessed by the school heads.

3. There are no significant differences among the perceptions of the three groups of respondents on the organizational climate obtaining in the public secondary schools along the following areas:

3.1 disengagement;

3.2 hindrance;

3.3 esprit;

3.4 intimacy;

3.5 aloofness;

3.6 production emphasis;

3.7 thrust, and

3.8 consideration.

4. There is no significant relationship between the extent to which the empowerment acts implemented by the school heads along the three areas of management and the following:

4.1 profile of school heads;

4.2 school profile;

4.3 level of empowerment skills, and

4.4 organizational climate.

Theoretical Framework

The present study had considered the role theory advocated by Newel (1978) as cited by Aquino (1997). Role theory posits that human behavior is guided by expectations held both by the individual and by other people. The expectations correspond to different roles individuals perform or enact in their daily lives, such as key official, school administrator, and teacher. For instance, most people hold pre-convinced notions of the role expectations of a teacher, which might include: making lesson plans, instructional materials and teaching

the students in the classroom. These role expectations would not be expected of a school head.

Individuals generally have and manage many roles. Roles consist of a set of rules or norms that function as plans or blueprints to guide behavior. Roles specify what goals should be pursued, what tasks must be accomplished, and what performances are required in a given scenario or situation. Role theory holds that a substantial proportion of observable, day-to-day social behavior is simple persons carrying out their roles, as school head carry out their roles in the assigned school. Roles theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position (division supervisor, school head, and teacher), a significant portion of the behavior of the persons occupying that position can be predicted (http://em.wikibooks.org /wiki/Sociological_theory/Role_theory).

The role theory is supported by the sociological theory. Roles, which are in part dictated by social structure and in part by social interactions, guide the behavior of the individual. The individual, in turn, influences the norms, expectations, and behaviors associated with roles. The understanding is reciprocal and didactic.

Role is one of the most important ways in which individual activity is socially regulated: roles create regular patterns of behavior and thus a measure of predictability, which not only allows individuals to function effectively because they know what to expect of others, but also makes it possible for the

sociologist to make generalizations about society. Collectively, a group of interlocking roles creates a social institution: the institution of education, for example, can be seen as the combination of many roles, including schools division superintendent, division supervisor, principal, head teacher, teacher, and students (Sison, 2003: 1).

This theory was supported by the principles of shared governance espoused by the DepEd and connected with the principal empowerment. It provides that "a) shared governance is a principle which recognize that every unit in the education bureaucracy has a particular role, task and responsibility inherent in the office and for which it is principally accountable for outcomes; b) the process of democratic consultation shall be observed in the decision-making process at appropriate levels. Feedback mechanism shall be established to ensure coordination and open communication of the central office with the regional, division, and school levels; c) the principles of accountability and transparency shall be operationalized in the performance of functions and responsibilities at all levels, and d) the communication channels of field offices shall be strengthened to facilitate of information and expand linkages with other government agencies, local government units and non-government organizations for effective governance.

Moreover, the principle of shared governance is strengthened with the use of the principles of subsidiarity and collegiality (SBM Handbook and Operations Manual, TEEP: 2004). In line with the principles of subsidiarity, problems must

be solved and decisions must be made at the lowest organizational level. Since the school head, teachers, students, parents, local government units, and community leaders are the ones most familiar with the life, activities and problems of their school, they are in the best position to solve their own problems, with the guidance from the central, regional, and division offices on education policy directions and quality standards. The principles of collegiality demands that stakeholders must work as a team in the improvement of school, educational leaders in the higher rungs of the education ladder should willingly share their authority with the school head who, as a consequence, gets truly empowered to work for the best of his/her school without feeling uncomfortable that leaders up there may feel threatened by his/her increased authority and accountability. At the school level, the school head exercises collegiality by encouraging participation of teachers, parents, local leaders and students in making decisions about what is best for the school in which all of them have a common stake.

The theory on organizations has moved from task-orientation and human concepts to the systems' viewpoint where interrelationships among people and tasks were conceived of as organizational climate. According to Aquino (1997), the behavior of the principal is an important factor in nurturing a healthy climate."

Conceptual Framework

Figure 1 presents the conceptual framework of the study. The base of the paradigm depicts the locale of the study, the public secondary schools of the Province of Samar involving the three groups of respondents, namely: division supervisors, the school heads and the teachers. The next frame refers to the process involved in this study. First, the researcher elicited information on the personal profile of the school heads such as: age, sex, civil status, educational background, administrative experience, performance rating, in-service trainings attended, average monthly income, and family size; and the school profile such as enrolment, location, number of personnel, school site area, facilities and National Achievement Test (NAT) performance. Then the three groups of respondents gave their perceptions on the empowerment acts implemented by the school heads along instructional, administrative and fiscal management; empowerment skills possessed by the school heads; and organizational climate along disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust, and consideration. Their group perceptions were compared for any significant differences. Furthermore, the empowerment acts implemented by the school heads along the aforementioned areas were associated with the profile of school heads, school profile, level of empowerment skills, and organizational climate to ascertain whether the latter influenced the former.

The findings and implications of the foregoing analyses served as inputs to an upgrading/enhancement program for secondary school heads which gave

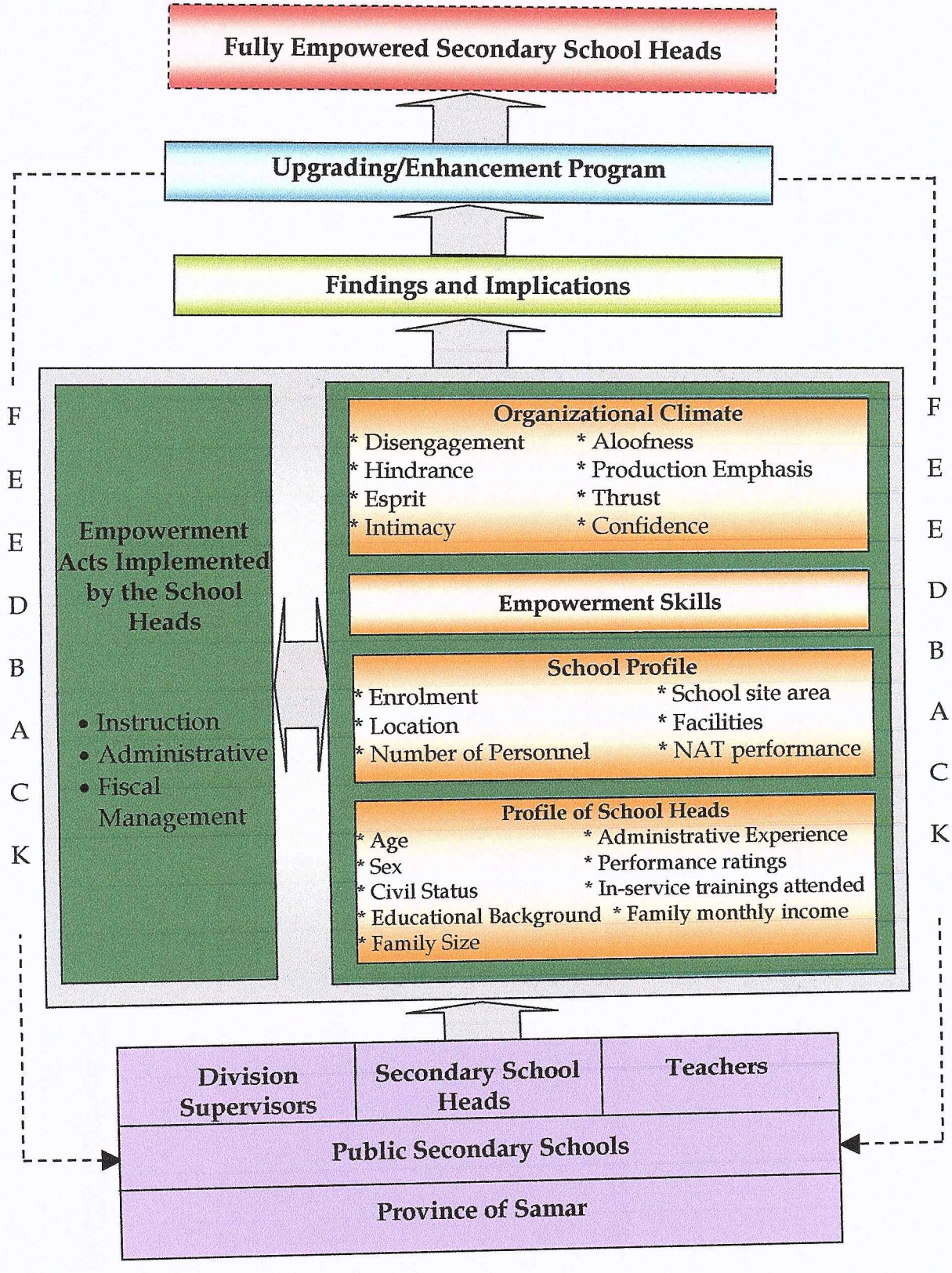

Figure 1. Conceptual Framework of the Study

feedback to the locale of the study and ultimately led to the attainment of the ultimate goal of the study, which is effective implementation of empowerment acts.

Significance of the Study

The results of this study would be beneficial to the following:

To the secondary school heads. The findings of this study would help the empowered principals know their strength and weaknesses on the empowerment acts and skills implemented by them including the status of the organizational climate of their schools. The data that were gathered in this study would serve as the bases for the conceptualization of the upgrading/ enhancement program for secondary school heads towards the improvement of their managerial performance.

To the secondary school teachers. The study would present a vivid picture on how their school heads performed their empowerment acts and skills in their respective schools. From here, they could acquire ideas on the manner their respective school heads manage their schools. These insights would guide them in the performance of their duties responsive to the school head's expectations.

To the student. Through this study, the empowered principals would be the instrument in improving the performance of the teachers and eventually increase the student's achievement level. Furthermore, the fiscal autonomy granted to the school heads would be able to provide the students the necessary

teaching aids and materials for their effective learning and other logistical assistance for their scholastic development.

To the division supervisors. The results of this study would help the division supervisors in making adjustments or modifications in the implementation phase of the program and this would be the basis in pinpointing the strengths and weaknesses of the secondary school heads and the extent the agency could assist these school heads in their work to improve their efficiency and effectiveness.

To the parents. The results of this study would be the improved performance of the teachers and the students. This way, parents' expectations of the public secondary schools would be actualized. With the kind of performance that the empowered school would show, most probably parents would be more involved and would participate in more relevant school activities towards raising the quality of educational outputs.

To the future researchers. The findings of this study would serve as the basis for other researchers in conducting a thorough investigation on the duties, functions and responsibilities of empowered school principals.

Scope and Delimitation

This study was mainly concerned with the relationship between empowerment acts and skills implemented by the public secondary school heads and organizational climate of the public secondary schools of the Province of

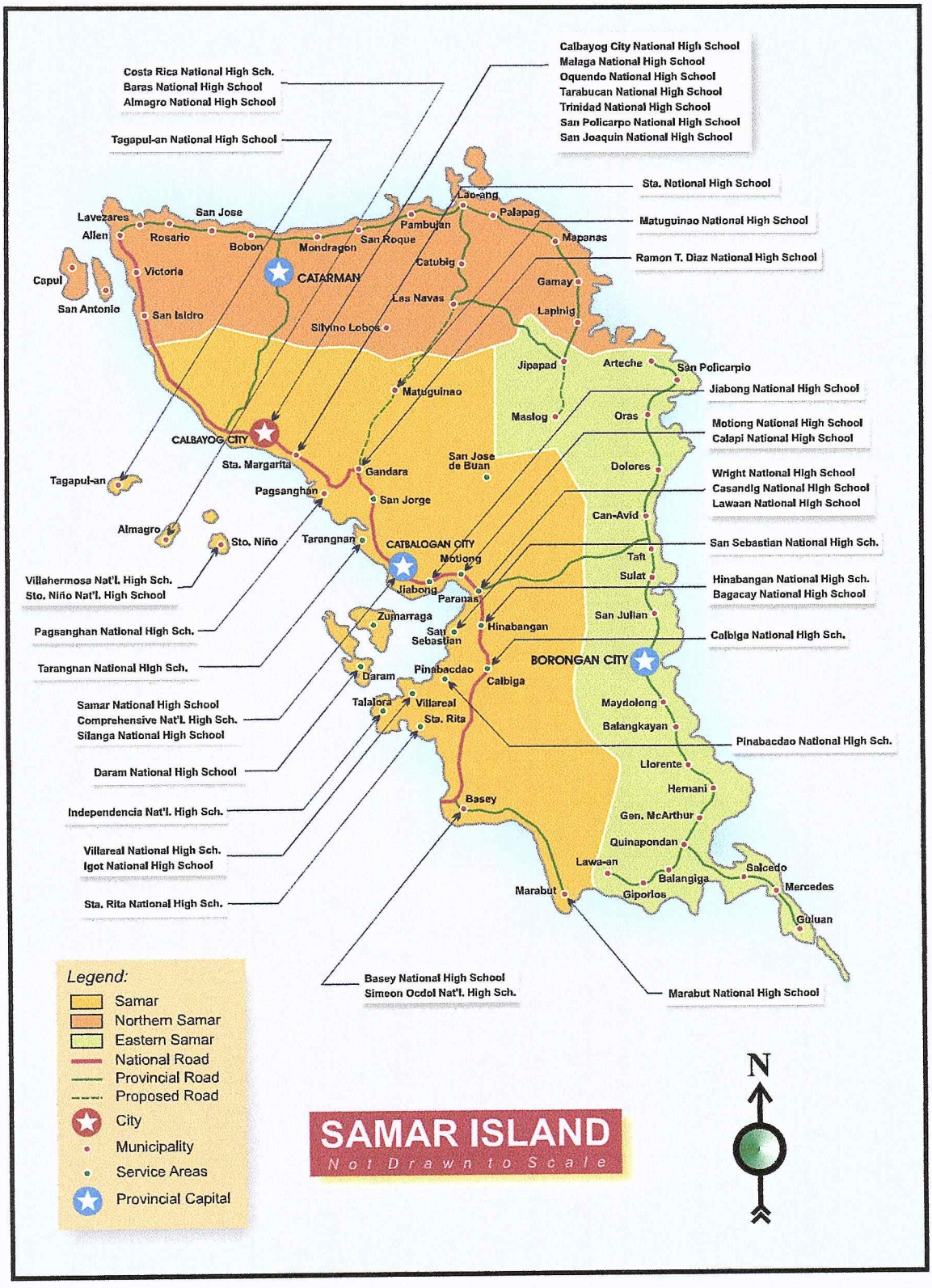

Figure 2. The Locale of the Study

Samar and certain school head and school-related variates. The school head variates were age, sex, civil status, educational background, administrative experience, performance rating, in-service trainings attended, average monthly income, and family size. The school profile variates were enrolment, location, number of personnel, school site area, facilities and NAT performance. The empowerment acts and skills were limited to instruction, administrative and fiscal management. The organizational climate was limited to disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration. The result of the study would be the bases in evolving an upgrading/enhancement program for secondary school heads.

The respondents of the study were the division supervisors, the school heads and teachers from the national high schools of the Province of Samar. Only those secondary schools with a permanent item of principal and head teacher were included in this study.

The following were the schools located in the Division of Samar: 1) Pinabacdao; 2) Sta. Margarita; 3) Basey; 4) Sta. Rita; 5) Almagro; 6) Villareal; 7) Sto. Niño; 8) Matuguinao; 9) Tagapul-an; 10) Tarangnan; 11) Daram; 12) Calbiga; 13) Wright; 14) Pagsanghan; 15) San Sebastian; 16) Marabut; 17) Gandara (Ramon T. Diaz); 18) Independencia; 19) Hinabangan; 20) Jiabong; 21) Motiong; 22) Costa Rica; 23) Baras; 24) Villahermosa; 25) Bagacay; 26) Lawaan; 27) Casandig; 28) Igot; 29) Simeon Ocdol, and 30) Calapi.

The following were the schools located in the Division of Catbalogan City: 1) Samar National High School; 2) Catbalogan Comprehensive, and 3) Silanga.

The following were the schools located in the Division of Calbayog City: 1) Calbayog City; 2) Malaga; 3) Oquendo; 4) Tarabucan; 5) Trinidad; 6) San Policarpo, and 7) San Joacquin.

Data on the aforementioned variables were limited to the answers of the respondents to the survey questionnaire.

This study was conducted during the SY 2008 – 2009.

Definition of terms

To provide a common frame of reference for understanding, the following terms are herein defined:

Aloofness. This is the fifth factor under organizational climate. It refers to the formal and impersonal behavior of the school head (Haplin & Coft, 1963: 48-49).

Administrative empowerment. It is the authority, responsibility and accountability vested to the principals in terms or recruitment, selection, appointment of teachers, purchase of instructional materials, improvement/ maintenance of school equipments, construction and repair of school buildings, and hiring of service providers (DepEd Regional Memo No. 57, s. 2000).

Autonomous climate. This refers to an organizational climate described by a high level of esprit and intimacy (Haplin & Coft, 1963: 50-51).

Closed climate. This refers to an organizational climate described by a high level of disengagement, hindrance, and production emphasis (Haplin & Coft, 1963: 50-51).

Consideration. This is the seventh factor under organizational climate. It refers to the behavior of the administrator that is described as being humane and sensitive to his employees' needs (Haplin & Coft, 1963: 48-49).

Controlled climate. This refers to an organizational climate described by a high level of esprit, hindrance and production emphasis (Haplin & Coft, 1963: 50-51).

Disengagement. It refers to the first factor used under organizational climate and refers to the teacher's tendency to "go through motion," to be "not in gear" with respect to task-oriented situation. It suggests neither unity nor harmony among teachers and administrators within the organization (Haplin & Coft, 1963: 48-49).

Educational background. It refers to the highest educational level the respondents earned from formal studies, which enables them to qualify in the teaching profession at their highest position in the educational hierarchy.

Empowerment act. It is an act of building, developing, and increasing power through cooperation, sharing and working together (Vogt and Murrell, 1990: 8).

Empowerment skills. It is the ability of the school head to act in building, developing, and increasing power through cooperation, sharing and working together (Vogt and Murrell, 1990: 8).

Esprit. This is the second factor used under organizational climate. It means that the teachers feel secured and happy in their work and are proud of it (Haplin & Coft, 1963: 48-49).

Facilities. It refers to something designed, built, installed, etc., to serve a specific function affording a conscience or service (http://dictionary.reference/browse/facilities). Operationally, it refers to the following school services: canteen, speech laboratory, service laboratory, H. E. laboratory and computer laboratory.

Familiar climate. This refers to an organizational climate described by a high level of disengagement, intimacy and consideration (Haplin & Coft, 1963: 50-51).

Family size. It refers to the total member of household members of the family.

Fiscal empowerment. This term refers to planning, directing, engaging and controlling the financial activities such as procurement and utilization of funds of the school.

Hindrance. This is the third factor used under organizational climate. It refers to the teacher's feeling that the administrator burdens them with routine duties, committee demands and other requirements which the teachers conceive as unnecessary "busy work" (Haplin & Coft, 1963: 48-49).

Instructional empowerment. It refers to the authority, responsibility and accountability vested to the principals in terms of enriching/modifying the subjects in the curriculum, prepare a flexible school program, authorize their teachers to prepare ready-made lesson plans, initiate/introduce new technology in the school curriculum, and shall solely sign the diploma/certificates (DepEd Regional Memo. No. 57, s. 2000).

In-service trainings. It refers to a special training or instruction for employed persons including those in the profession, with a view of increasing their competence.

Intimacy. This is the fourth factor under organizational climate. This refers to the teacher's enjoyment of friendly social relation with each other (Haplin & Coft, 1963: 48-49).

Key officials. Conceptually, this term refers to persons in authority (Gove, 1986 as cited by Osit, 2003: 20). Operationally, this term refers to division supervisor in-charge of secondary schools in the division.

Level of empowerment skills. It refers to the classification of principals based on the results of their perceived differences and opinions of the skills on their vested authority, responsibility and accountability.

Location. It refers to a place of settlement, activity or residence (http:dictionary.reference.com/browse/location). As used in this study, it refers to the place where the national high school is located - either urban or rural.

National Achievement Test (NAT). This is a standardized test administered nationwide in 2007 - 2008 among secondary students by the National Achievement Testing and Research Center (NETRC) which aims to measure the extent of their learning and performance in school on the different subject areas.

NAT performance. In this study, it refers to the academic performance level of the second year and fourth year students in terms of mean percentage score (MPS) as the result of the national achievement test (NAT) given during the school year 2007 - 2008 specifically in Mathematics, English, Science, Filipino and Araling Panlipunan.

Open climate. Conceptually and operationally, this term refers a category of an organizational climate described by a high level of esprit, thrust and consideration (Haplin & Coft, 1963: 50-51).

Organizational climate. This term refers to the measurement of an individual's relationship with other employees in the work environment (Hapin and Croft, 1963: 52). As used in this study, this refers to the psychological and social environment in public secondary schools as perceived by key officials, secondary school heads, and teachers.

Paternal climate. This refers to an organizational climate with a high level of disengagement (Haplin & Coft, 1963: 50-51).

Performance rating. In this study, it refers to the evaluation of the performance of secondary school heads based on the Performance Appraisal System for School Administrators (PASSA) for school year 2007 - 2008.

Production emphasis. This is the eight factor under organizational climate. This refers to the administrators' behavior characterized by close supervision of his subordinates (Haplin & Coft, 1963: 48-49).

Rural. Operationally, it refers to the barangay where the national high school is located.

School site area. It refers to the space on which a school building stands (http://dictionary.reference.com/browse/area).

Secondary school heads. This refers to the person of authority who is directly involved with management and supervision of the secondary schools and teachers in their area of responsibility (The New Webster Dictionary, 1992: 446). In this study, this refers to the secondary school principals and head teachers with permanent item assigned in a national high school in the Province of Samar.

Service Laboratory. Operationally, it refers to the following school services: guidance and medical services.

Status. Generally, this refers to a state of being, a condition, mark or position (Webster's, 1997: 540). In this study this refers to the present condition of the organizational climate in all the public secondary schools in the Province of Samar.

Thrust. This is the sixth factor under organizational climate. This reveals the overt effort of the school administrator in trying to "move the organization" (Haplin & Coft, 1963: 48-49).

Upgrading/enhancement program. It refers to a program designed for the secondary school heads to make them an efficient and effective administrator. These involved but not limited to a proposed seminar/workshop related to principal empowerment.

Urban. Operationally, it refers to the city/town proper where the national high school is located.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies that are related to the present study. In order to make this study more informative, data-oriented and substantial, sources and materials such as magazines, pamphlets, books, journals, journals, theses and dissertations were utilized.

Related Literature

To establish a background on this study, readings, concepts, ideas of varied authorities were drawn and gathered to enrich the study.

Administrators are managers and the school administrator or principal assumes an obligation and a responsibility when he accepts the position of principal of the school (Lagdameo, 1993: 303). Thus, he should sincerely endeavor to improve the social vision and the professional services and undertakings of his staff and himself.

Ando (1996: 126) emphasized that school administrator should be multifunctional. He must be expert on human, structural, political, cultural and educational leadership. As a human leader, the school administrator should foster participation, enhance staff commitment and satisfaction, and encourage positive interpersonal relationship among the staff. As a structural leader, the school administrator thinks clearly and logically, develops clear school goals and

policies, holds school members accountable for results, and provides technical support to plan, organize, coordinate and implement policies in the school. As a political leader, the school administrator is persuasive and effective at building alliances and support and can resolve conflicts among school constituencies. As a cultural leader, the school administrator is inspirational and charismatic and should build a school culture which transforms the mission, values and norms of individuals or group of staff. Lastly, as an educational leader, the school administrator encourages professional development and teaching improvement, diagnoses educational problem, and guidance to school instructional matters.

Mayari (1994: 66-67) concluded that principal's managerial skills, i.e. technical, human and conceptual skills significantly affect school effectiveness. High technical and conceptual skills significantly affect task performance but human skill doe s not affects task performance. In relation to this conclusion, she recommends among others that principals and other school administrators should be encouraged to grow through reading professional books and journals to develop their conceptual and technical skills and should enroll in graduate courses that will sharpen their technical and conceptual skills.

Borromeo (1998: 119) cited that it is the duty of school administrators to (1) (provide) timely praise and recognition for job well done, (2) use timely and appropriate discipline when it is desired, (3) give rewards on the basis of results and improvements, (4) emphasize attention, approval, assistance, success, satisfaction and support, (5) make a habit of reinforcing positive performance

based on positively oriented values to make positive performance a habit, and (6) provide motivation and encouragement on difficult undertaking of teachers when needed.

Henderson, et al., (1996: 98) emphasized essential qualities a school administrator should possess. To them, the educational leader clearly needs to be an educator by having professional insights into the processes of learning and knowledge of the qualification needed by persons who will carry through the educational job. He/she needs to have the respect and confidence of his associates as an academic colleague and should be a keen observer of the education and social scene. He/she needs to be an effective organizer which means that he/she should understand how to delegate responsibility and authority, how to define the functions of job, the interrelationships among jobs and the lines of communications and how to synthesize the results flowing from the subdivided efforts into an organic hole. They also pointed out that an educational leader need to be a keen judge of people so that he/she knows to recruit and maintain a staff at high quality and motivation. Likewise, an administrator needs to understand the medium of formation and communication implementation as well as public relation. Lastly, they believed that the school administrator should possess some understanding of finance.

In the handbook of the Philippine Association of Secondary School Administrators (PASSA) (1993: 269-272), it was published that instructional leaders behavioral descriptors were used to group schools in terms of differences

in incremental growth in student academic achievement. That is, schools operated by principals who were perceived by their teachers to be strong instructional leaders exhibited significantly greater gain scores in student achievement than did schools operated by average and weak instructional leaders. These general descriptors are organized into four broad areas of strategic interaction between the school principal and teachers: the principal as resource provider, the principal as instructional resource, the principal as communicator, and the principal as visible presence.

As a resource provider, an instructional leader (1) demonstrates effective use of time and resources, (2) demonstrates skill as a change master by establishing an on going process for planning and making necessary changes within the school while developing a feeling of individual/group ownership, (3) demonstrates the ability to motivate staff members, and (4) knows the staff members' strengths and weaknesses and knows about instructional resources that may be helpful to them.

The principal as instructional resource (1) demonstrates the ability to evaluate and reinforce appropriate and effective instructional strategies; (2) supervises the staff, using strategies that focus on the improvement of instruction; (3) uses student outcome information that is directly related in instructional issues in the process of assessing the educational program; (4) demonstrates successful application of the district's evaluation policies, and (5)

knows the importance of student learning objectives to the instructional program.

As communicator, the principal as instructional leader (1) demonstrates the ability to evaluate and deal effectively with others; (2) speaks and writes clearly and concisely; (3) applies skills and strategies of conflict management that satisfy the interest of both parties in a practical and acceptable manner; facilitates group in selecting courses of action through problem-solving techniques; (5) demonstrates the ability to use a variety of group process skills in interaction with the staff, parents, and students, and (6) demonstrates skill in working as a team member.

Lastly, as a visible presence, the principal (1) works cooperatively with the staff and the community to develop clear goals that relate to the district's mission, and (2) is visible to the staff, the students, and the parents at the school.

In the INSET Mechanism Handbook (SEDIP, 2006: 35-44), the core competencies of principals are categorized under five main headings: (1) intellectual, (2) results orientation, (3) interpersonal relationships, (4) adaptability, and (5) professional and technical. Each of the area is broken down into specific competencies which are then specified into demonstrable behavior, such as the following: (1) awareness of the environment, (2) strategic thinking, (3) entrepreneurial focus, (4) gathering, retrieving and managing information, (5) reasoning, (6) judgment and decision-making, (7) planning and organizing, (8) delivering, (9) oral and written communication, (10) relationship building and

maintenance, (11) leadership, (12) client orientation, (13) representation and advocacy, (14) conflict management, (15) adaptability, (16) resilience, (17) professional knowledge, (18) professional vision and reflection, and (19) management.

In addition, the principals and other supervisory officials through the Bureau of Secondary Education had come up with a list of competencies of school heads (SEDIP: 44-47). These competencies were categorized according to the managerial skills that the school heads make use of in the management of their institutions. The following is the list competencies, namely: 1) planning, 2) organizing, 3) directing/leading, 4) administrative management, 5) instructional development, 6) staff development, 7) curriculum development and implementation, 8) research and evaluation, 9) linkages and partnerships, and 10) controlling.

Stuart and Green (1997: 12-14) had cited Marshall (1988) that the "culture of the school comprises the rules of the game, organizational climate, norms, dominant values and informal structure. These dimensions of culture change as a school becomes a more empowering environment for its participants. A key process for empowering schools is shared decision making. The following are the eight key dimensions in shared decision making: 1) they are involved in setting the goals and the mission of the school; 2) they have the time, reduced teaching load, change schedules and waivers to participate in collaborative work; 3) they participate in decision determining the school program, curriculum goals,

classroom pedagogy and text and other materials; 4) they are involved in decisions relating to designing and implementing the school budget; 5) they participate with administrators in decisions regarding recruiting, hiring and assignment of school personnel; 6) they designs and implement professional development activities for the school; 7) they are involved in decisions about managing the building use and maintenance, and 8) they are involved in setting standards for their own performance and for students' performance."

In Detroit's Empowered Schools for example, they employ School Empowerment Council/Teams. In these schools, students, parents, administrators, and staff control the use of allocated funds, exercise initiative and independence in determining and executing instructional improvements, expand student selection, define the types of support services needed, and choose the providers of those services.

In the Philippines, the Principal Empowerment Program had its beginnings in September 1991 when the DECS Secretary Isidro D. Cariño approved a recommendation to phase out the position of the district supervisors by not replacing them anymore when they go into retirement. The basis of this was the premise that the role of district supervisors duplicates that of the school principal. However, RA 9155 put back the position of district supervisors but minimized their roles and functions limited them only to curriculum and instructional supervision (Maderazo, 2006: 34).

The concept, of principal empowerment had its full realization after the implementation of RA 9155 known as the Governance of Basic Education Act of 2001. Pursuant to this Act, every school is recognized as the heart of formal education system making every school principal an empowered leader.

The key role belongs to the school head. In Section 1.2 of the Implementing Rules and Regulations (IRR) of R.A. 9155, school head is defined as the principal, school administrator and teacher-in-charge who must exercise instructional leadership and sound administrative and fiscal management of the school.

As an empowered leader, the scope of the school head's role is to have authority, accountability and responsibility for the setting of missions, goals and targets of schools through the development of School Improvement Plan (SIP); being accountable for higher learning outcomes by implementing the curriculum and develop the school educational program, creating an environment conducive to higher learning, and introducing new and managing personnel, physical and fiscal resources of school, and establishing school-community networks in support of a school targets and contribute to community development (Section 7E of RA 9155).

The Guidelines in the Implementation of the New Principal Empowerment Policy (DECS Order No. 17s. 1997) serves as the general guidelines in the implementation of the policy of empowering school principals, namely: 1) there should be an appointed full fledged school principal in every

complete public elementary and secondary school. Plantilla items of teachers who are designated "officers-in0charge" or teachers-in-charge" of schools shall be upgraded to become plantilla items for school principals in the said schools. School principal items shall be considered equal rank and salary grade whether for the elementary or secondary schools, and a career path for school principalship shall be instituted to provide stability and security of office for good performance. A promotion scheme that is based on merit shall be a reward for high achievement. Further, education and training in school management which shall include modules in the use of educational technology and other multi-media learning resources shall be provided from regional and/or division in-service teacher training (INSET) funds. All incumbent school principals and qualified school "officer-in-charge" and "teachers-in-charge" shall be recipient of such training awards.

Subsequently, Regional Memorandum No. 57 s. 2000 entitled "Full Implementation of the Empowerment of School Principals in Selected Schools" was issued to the field. The said directive was on the full implementation of the empowerment of school principals in the secondary, central and big complete non-central schools. The specific provisions include: 1) the fiscal autonomy - the principal shall prepare, defend and implement the school budget; 2) instructional autonomy - the school principal may enrich/modify the subjects in the curriculum according to the existing needs of the locality, provided that the basic structure of the curriculum is the same and there are enough teachers to handle

the subjects; 3) administrative autonomy – the school principal set general guidelines/policies in recruitment, selection and appointment of teachers to be implemented at the school level and authorized to prepare and approved the procurement programs of the school.

Instructional leadership is one of the many concerns of the school heads. It involves a long term dedication to instructional excellence, not a one-time resolution to get more involved in instruction. Hence, leading the instructional program requires both an understanding of educational techniques and personal vision of academic excellence that can be translated into effective classroom strategies/approaches. Likewise, a school head should be able to promote a positive learning climate, protect time devoted to instruction and manage instruction through observation and evaluation of teachers' instructional strategies (Rasik and Swanson as cited by Adina, 2005).

Another very important concern of a school head as mandated under RA 9155 is administrative management. Under this function, the school head is expected to undertake the following concerns on community partnership; information management; professional/interpersonal skills personnel management; resource generation and management, and school planning and implementation (DepEd Monitoring 4C-1). And also as the chief administrator of the school, the school head has the overall responsibility to effectively manage his/her school in order to achieve school objectives and realize its mission to provide access and quality education to the children of the community. This is

for the reason that RA 9155 defines school head's exercise of the administrative management as 1) setting the schools mission and vision, goals and targets; 2) developing and implementing School Improvement Plan, and 3) mobilizing community participation for improvement of education outcomes (SBM Manual, TEEP, DepEd, 2004).

Thus, administrative management confers with teachers, parents and other stakeholders on school planning and development of activities, reflecting the needs of the community in the school's goals and mission and collaborates with teachers in resource generation projects that will enhance professional advancement initiatives (TEEP Guidelines, 2002).

Stuart and Green (1997: 57-63) had pointed that the principal was the key to building a trusting environment, trust begins with the principal. If the principal presents himself as the authority in the school, then a trusting environment is possible. In some empowerment studies, the following were the findings: 1) some principals were identified as those who had trouble relinquishing troubles; 2) some principals, regardless of their verbal support for empowering teachers and their ready support for shared governance, just could not bring themselves to give up any of their power to control; 3) more of the three variables predicted (gender, age, experience of principals) which principals was capable of sharing power, nor did the type of school in which they served; 4) the principal's behavior is what conditions the levels of trust that can occur in the building, and 5) when a principal based himself on some higher plane, reserving

veto power over the decisions being made by the teachers, was little trust in the school.

In the Medium-Term Development Plan (MTPDP) for Basic Education 1999-2004, the goals of the school system were stated as follows: 1) enhancing school holding power; 2) improving school outcomes and raising quality and academic excellence; 3) enhancing the relevance of the curriculum, 4) establishing administrative and management improvements to gear the bureaucracy for decentralization and modernization. Its Mission Statement was declared to decentralize educational management so that the school becomes the focus for enhancing initiative, creativity, innovation and effectiveness. The efforts at educational quality improvement shall originate from the school and redound to its own benefit and that of the community.

DECS Order No. 23 (s. 1999) defined decentralization as 1) transfer of authority and decision-making from central and regional offices to the divisions and schools; 2) sharing education management responsibilities with other stakeholders such as LGU's, Parent-Teacher-Community Association (PTCA's), and non-governmental organizations (NGO's); 3) devolution of education functions, and 4) promotion of School-Based Management.

Another factor that will strengthen the building of a trusting environment is by having a healthy organizational climate of the school.

The concept of organizational climate has a rich history in the social science literature. In the early 1960's George Sterns was one of the first

psychologists who saw the analogy with individual personality and used the concept of organizational climate to study institution of higher learning. Although there are a variety of conceptualizations, there is a general agreement that organizational climate arises from routine organizational practices that are important to an organization's members, that is defines by member perceptions, and that it influences members; attitudes and behavior. Thus, a school climate is a relatively enduring character of a school that is experiences by its participants, that affects their actions, and that is based on the collective perceptions of behavior in the school.

The school climate is defines in terms of educators' perceptions of leadership behavior of principal and interactions among teachers. Patterns of principal and teacher behaviors are then arranged along a rough continuum, ranging from open to closed climates. An open climate is one in which teacher's and principal's behavior is supportive, genuine, and engaged, whereas a closed climate is characterized by lack of authenticity, game playing and disengaged behavior. Just as individuals have personalities, so too do schools; a school climate may be thought as the personality of a school.

Evidence is beginning to suggest, for example, that a school climate with open, healthy, and collegial professional interactions and strong academic emphasis empowers teachers and creates norms of collective efficacy that shape the normative environment of schools and influence teacher behavior (http://eductaion.stateuniversity.com/pages/2392/school_climate/htm).

According to Gilmer (1966) as cited by Arshad (2008) specified organizational climate as those characteristics that distinguish a particular situation. Tagiuri (1968) as cited by Arshad, had also noted that the definition of organizational climate is quite similar to early descriptions of personality types. Since school organizations move towards greater participant empowerment, the role of leadership of school managers and the organizational climate are taken into consideration. In fact, climate of an organization may roughly be conceived as the personality of the organization, that is, climate is to organization, as personality is to individuals (http://eprints.hec.gov.pk/1449/1/1333.HTM).

Haplin in his article "Theory and Research in Administration" had observed that "anyone who visits more than a few schools notes quickly how schools differ from each other in their "feel." In one school the teachers and the principal are zestful and exude confidence. In a second school the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between obsequious and officious."

In addition, Haplin believed that just as individuals have personalities, so too, do schools. It is this "personality" of the school that was described as the organizational climate of the school; that is, personality is to the individual what organizational climate is to the organization. His pioneering work mapping the domain of the organizational climate of schools served as the beginning point for

the development of a new instrument to measure the climate of the schools (http://www.coe.dio.state.edu/whey/2%20C.pdf).

Owenn (2004) as cited by Lindhal (2008: 1) had related the organizational climate to such terms as atmosphere, personality, tone, or ethos. The foundational work in school climate is generally recognized as that of Haplin and Croft (1963), who roughly related their definition of climate to morale, but admitted that time constraints restricted their consideration of that construct to the social interaction between the principal and their teachers. Rousseau (1990) differentiated climate and culture on the basis of climate being the descriptive beliefs and perceptions individuals hold of the organization, whereas, culture is the shared values, beliefs and expectations that develop from social interactions with the organization.

It is generally agreed that assessment of an organization's climate is relatively straightforward process, especially when compared to the methodologies needed to assess the organization's culture. As climate is defined as individual's perceptions, quantitative survey instruments have become the most widely accepted means of gathering and analyzing organizational climate data.

School culture and climate are integral components of the school improvement process. In turn, they are affected by the decisions made in all phases of the process. Although amorphous and complex enough to cause both contradictory and confusing discussions in the professional knowledge base,

culture and climate are very real, very powerful forces in organizations. Although difficult to measure precisely, both constructs can be discussed within an organization if the evaluator has sufficient time and access to witness the daily behaviors of members of the organization and prove deeply as to the values, beliefs, and fundamental assumptions underlying these behaviors. Leaders of school improvement processes can utilize the information gained through the assessment of the school's readiness for change to selecting the types of improvements most likely to be compatible with the organization's climate and culture, from implementing the improvements to ensuing that they become institutionalized (http://cnx.org/content/m13465/latest).

Murphy (2008) in her study of Catholic secondary schools with the United States addresses organizational climate and the attainment of positive climate scores by the study's sample schools despite institutional differences. Items sets used to assess a variety of school characteristics include physical/financial attributes of the school, student body demographics, the composition of the teaching/administrative staff, and the school's mission as evidenced by its curricular and community services choices among other areas. These variables in accordance with Hoy, Tarter, and Kottkamp's model derived from their instrument, the Organizational Climate Questionnaire - Rodgers Secondary and Taguin's four-pronged organizational climate taxonomy comprised by the factors of ecology, milieu, social systems and culture. The statistical technique of factor analysis confirms that, despite differences in inputs, the study's sample of

Catholic secondary schools were able to earn non-statistically significantly different climate scores, that Catholic secondary schools do have the means by which to embody the "common good" ideal of public education. Results did yield, however, typically higher climate scores for schools which enjoyed more human and financial resources (http://cnx.org/content/m13465/latest/).

In the study conducted by Gentile (1997), she found out that the organizational climate in middle level schools may be a more reliable determinant of a school's effectiveness than many other measures in education. Both the educational and social success of the adolescent students may rely on the organizational climate exhibited in the educational setting. When evaluating the group's perception of climate and the behavior of the members within the organization, it would seem appropriate to consider gender as a factor. Male and female teachers both experience and comprehend the world in different ways. These differences may impact on their perception of school climate. The middle level administrator is critical in improving and maintaining a positive school climate. It was also found out that the improved teacher perceptions of climate and morale may have an impact on the achievement levels of middle school children (http://muse.widener.edu/~yrozyck/Dissertations/Gentle.html).

Cotton (2003 - 2005) in his study he found out that the factors of organizational climate may predict teacher attrition rates. Specifically, instructional support includes principal behaviors, respect for teaching and learning, and communication with administrators, teacher attrition was not

related to principal experience. Also, principal experience was not related to factors of school organizational climate (htt://digital.library.sent.edu/data/etd/2003-1/permissions/meta-dc.5525.tkj).

The purpose of the study conducted by DiStefano, et al. were to investigate the dimensions of the school climate, to determine of the perceptions of school climate change from the years between elementary and high school; and, to examine the performance, such as standardized test scores. Exploratory factor analysis revealed dimensions of climate underlying response to the student, teacher, and parent surveys. Four student factors, five teacher factors, and four parent factors were identified. Regression information suggested that the climate surveys can be very helpful in understanding the complex dynamics of the relationship between school-level contexts and school achievement. The researchers also noted the importance of a positive school structure within which the students, teachers, administrators, and parents function cooperatively and constructively (http://www.learningpt.org/sipsig/2008/DIStefano.pdf).

Related Studies

Likewise, the researcher reviewed relevant studies to give more justification of the study. Abstracts from dissertations and thesis are herein discussed.

Maderazo (2006) conducted a study entitled "Factors Related to Empowerment of Elementary School Principals in Eastern Samar Division:

Inputs to Policy Formulation" and disclosed the following findings: 1) in Administrative Management, the principals believed to be greatly empowered on Community Partnership, School Planning and Implementation and Information Management although least empowered on Professional/ Interpersonal/Personnel Management Resource Generation and Management; 2) along Instructional Leadership, the respondent principals saw themselves greatly empowered especially along Evaluation of Performance, and Supervisory Plans and Strategies and the Principals considered Average Extent of empowerment on In-Service Trainings.

The study of Maderazo is similar with the present study for the following reasons: the focus was on Principal Empowerment, utilized personal profile as variates and used the same instrument. The two studies differed on the following aspects: 1) locale of the previous study was in Eastern Samar Division while the present study will be conducted in the Province of Samar; 2) the respondents of the previous study were the principals of the elementary schools while the present study will involve the principals of the national high schools, and 3) the output of the previous study was inputs to policy formulation while the present study's output was an upgrading/enhancement program.

Nuevo (2004) conducted a study entitled "Principal Empowerment and Organizational Climate in Elementary Schools: Inputs to Self-Improvement Action Plan" and the following were the findings: 1) both the administrator- and teacher-respondents were unanimous in their perceptions that the empowerment

acts along instructional areas were highly implemented by elementary school administrators. The two groups of respondents differed significantly in their perceptions regarding implementation of empowerment acts along administrative and fiscal empowerment. The administrators deemed them to be "highly implemented" but the teachers considered them to be "moderately implemented, and 2) the organizational climate of elementary schools in the first congressional district of Samar was very satisfactory.

This study is closely related to the present study for the fact that both were focused on principal empowerment and organization climate. However, there are basic differences which are evident. In terms of the locale of the study, the previous study was limited to the First Congressional District of Samar while the present study will involve the Province of Samar; the respondents of the previous study were the public elementary school administrators and teachers while the present study will involve the public secondary school principals and teachers of the national high schools, and the output of the previous study was a self-improvement action plan while the present study was an upgrading/enhancement program.

Another study conducted by Baliton (2002) was on the "Major Personality Attributes in Relation to the Conflict Management Styles of Administrators and Organizational Climate of the Philippine Science High School in the Visayas and the following are his conclusions: 1) all the administrator-respondents belong to the internal category of locus of control. All of them have high self-esteem.

Majority of them have type A personality; 2) the administrators subscribed to integrating and forcing as conflict management styles when confronted with problems along the five areas of concern for educational administration; 3) the data on conflict management styles of administrators in each of the five areas of concern for educational administration did not show any significant relationships; 4) the organizational climate of the two campuses of the Philippine Science High School-Visayas (PSHSV) are generally healthy; 5) locus of climate indicators, and 6) there were no significant relationships between the conflict management styles of the administrators and the organizational climate of the PSHSV.

This study was similar to the present study because it deals on organizational climate of the school. However, it differed on the following: a) the personality attributes and conflict management styles was not treated in the present study; b) the respondents of the previous study were the secondary school administrators of the Philippine Science High Schools in the Visayas campus while the present study will involve the secondary school administrators of the national high schools of the Province of Samar, and c) the instruments used in the previous study were not utilized in the present study.

In Osit's (2003) study, he revealed the following findings: 1) relative to organizational climate, as indicated by the level of disengagement, the employee considered this as "often prevailing," while the key officials and teachers considered it as "sometimes prevailing" and "rarely prevailing," respectively,

and 2) the status of the organizational climate along attainment of objectives, programs and projects, adequacy of finances as well as functionality proved to be not significantly related to the organizational climate.

The present study bore resemblance to the previous study considering that both studies appraised the organizational climate of the school and the respondents of both the studies were the teachers. However, they differed on the following: a) the present study involved the school administrators; b) the locale of the previous study was on the private college while the present study was focused on all national high schools in the Province of Samar, and c) the instruments in the previous study were different from the present study.

Boco (2002) had conducted a study on the position powers of secondary school managers and teachers' performance of selected secondary schools in Eastern Samar. She found out: a) that the characteristics of an effective school manager were seen in the principals of public secondary schools in the Division of Eastern Samar for they exercised very much their position powers; b) the more teachers regarded their leader to possess expertise, the more that they believed in what they did and said and in what they commanded their teachers; c) the position powers of the managers were rated to have been exercised by the school managers themselves to a very much extent, except coercive power, and d) the expert and reward powers manifested by the school managers had a significant bearing on the level of education they had attained.

The present study had some bearings with the previous study for it involves the school administrators and teachers of the secondary schools. The difference of the two studies lies on the focus of the study, locale of the study and instruments used.

Aguilar (1999) conducted a study on "The Moral Leadership of Vocational School Administrators in Leyte: Its Implications for Leadership Reengineering." It was perceived that the vocational school administrators in Leyte had a very high level of morale leadership along dimensions of commitment, collegiality, collaboration, and empowerment were significantly higher than the perceptions of the three other groups of respondents (department heads, teachers, and non-teaching personnel). Recommendation in this study included constant reminders for the VSA of their very extent of moral leadership that would serve as an avenue for a realistic implementation of reengineering their leadership, that those who possessed moral leadership to some extent or even lower must reengineer their moral values on leadership by attending trainings or seminars on values formation.

The present study is similar to the previous study with regards to the focus of the study which was empowerment and the involvement of school administrators. However, they differed in the following aspects: the previous study involved vocational school administrators in Leyte while the present study involved the school administrators of the national high schools in the Province of Samar.

Salaño's (1997) study titled "Empowerment and Conflict Management Capabilities of School Administrators of the Public Secondary Schools of Area I, Division of Leyte: Its Implications to the Administration and Supervisory of Secondary Schools," it was concluded that the high school administrators were "weak" in the area of personal characteristics. Likewise, Salaño reported that the empowerment and conflict management of school heads belonged to the "good" category. Based on the findings of the study, Salaño recommended that these school administrators must be exposed to intensive development program focused on empowerment and conflict management.

The present study was similar from the previous study as both involved the participation of public secondary schools administrators and their teachers and the focus was on empowerment. They differed on the research locale because the previous study was conducted in Area I, Leyte Division while the present study was conducted in the Province of Samar.

Conde's (2005) conducted a study regarding the Leadership Styles of Public Elementary School Administrators and Teachers Morale in the Selected Districts in the Southern Area of Eastern Samar Division and the following are the his findings: 1) majority of the administrators were democratic leaders; 2) the teachers' morale level was below average, and 3) there is no significant relationship between the administrators' leadership styles and teachers' morale.

The present study was similar to the previous study for studies involved school administrators and their teachers. They differed on the focus and research

locale of the study. The previous study was on leadership styles and respondents were from the elementary level of Eastern Samar Division while the present study was focused on empowerment involved the secondary school administrators of the Province of Samar.

Alandino (2004) conducted a study entitled "An Enhanced Faculty Development Program for Secondary School Teachers in the City Division of Calbayog," he assessed the existing faculty development program for secondary school teachers and this was used as basis for proposing an enhanced faculty development program for the division. He found out the following: a) most of the teachers in Calbayog City considered selection, recruitment as well as orientation of great importance in the faculty development program, and career development as the least important; b) the two groups of respondents differed in terms of the perceptions in the extent of implementation of the following areas: 1) work orientation, 2) performance appraisal, 3) career development, 4) promotion, 5) labor management provision, and 6) separation/retirement. On the other hand, they agreed relative to the level of implementation of recruitment and selection; c) the civil status of the administrator is significantly and negatively correlated with the level of implementation of the faculty development program. It was found to be more implemented in schools managed by single administrators compared to schools managed by married administrators; d) the administrator's age, sex, educational attainment, length of service, number of times promoted and seminars/trainings attended were not

predictors of the level of implementation of the faculty development program of the school, and e) the teachers as well as administrators considered the following programs and activities to be wanting enhancement and improvements: staff development and in-service trainings, teaching competencies, personnel management, classroom management skills as well as personnel and social competence.

The previous study was similar to the present study in the sense that it involved the secondary school administrators and teachers of the Division of Calbayog City, and the used of the variates like age and sex, civil status, educational attainment, length of service and number of seminars/trainings attended were also used in the present study. They differed in the following: 1) the present study included secondary school heads and teachers of the Division of Samar and Catbalogan City; 2) the used of the variates like family size, performance ratings an school profile in the present study; 3) the inclusion of organizational climate as a variable in the present study, and 4) the output in the present study was as enhancement program for the secondary school heads.

A study done by Napuran (2001) entitled "Learning Enhancement and Activity Program of Public Secodanry Schools in the Division of Calbayog City" focused on the status of learning environment and activity program (LEAP) of public secondary schools in the Division of Calbayog City. The investigation was anchored on the comparison of the perceptions of the administrators and teachers on the LEAP implementation and determined the relationship of the

profile of the respondents with their perceptions. Based on her findings, in years 1993 - 1995 before LEAP implementation, the average performance ratings of teachers was described as "very satisfactory." During the years 1997 - 1999 after the LEAP implementation, signified a notable increase and that there was a significant difference between the performance rating of teachers before and after the LEAP was implemented.

She concluded that there is a notable increase of performance rating to teachers before and after the LEAP implementation. Such result clearly showed that the LEAP as a locally-based in-service that further upgrades teacher competence did not meet its objectives or purposes. Hence, the LEAP leaders must do something to make it productive.

Whereas, in the study conducted by Abarquez (2000) entitled "Instructional Leadership Practice of Head Teachers and the Performance of Teachers and Pupils," he pointed out that the outcome of his study could also make the teachers realize of what are expected to them in their classroom instructional performance, and could motivate these teachers to attend summer classes of masteral courses, seminars, conferences and workshops for professional growth and development. By doing, so, they could further encourage teachers to be innovative, resourceful and enthusiastic in their daily teaching with the pupils in mind as their priority, and could also motivate between administrators and teachers support and teacher-queer relationships.

The studies conducted by Napuran and Abarquez were similar to the present study because it involves school heads as respondents. However, in the case of the study of Napuran, it involved secondary school heads while that of Abrquez, it involved elementary school heads.

The present study differed the following: a) locale of the study - the previous studies were conducted in Eastern Samar and Calbayog City while the present study was on the three Divisions: Calbayog City, Catbalogan City, and Samar Division; b) the previous study was on LEAP implementation and instructional leadership in the elementary schools while the present study was on principal empowerment and organizational climate in the secondary schools.

After an exhaustive review and analysis of the aforecited literature and studies, it may be pointed out by way of summary that all of them, in one way or another are similar and provided insights to the present study.

Chapter 3

METHODOLOGY

This chapter presents the research process that was employed in this study. The discussion includes the description of the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical treatment of data.

Research Design

This study had employed the descriptive-development research design. It used a survey questionnaire that obtained the needed data to answer the specific questions. First, the data on the personal profile was elicited which included the age, sex, civil status, educational background, number of years experience as school administrator, in-service trainings attended in principal empowerment, performance ratings, average family income per month and family size. Second, the data on the profile of the empowered public secondary schools was taken in terms of their enrolment, location, number of personnel, school site area, facilities, and National Achievement Test (NAT) performance. Third, the empowerment acts implemented by the school heads was ascertained in terms of the following: instructional leadership, administrative management and fiscal management. Fourth, the level of the empowerment skills was asked. And fifth, the organizational climate of the secondary schools was determined as perceived

by the three groups of respondents. Moreover, this study had determined the significant differences among the perceptions of the three groups of respondents on the organizational climate obtaining in the public secondary schools. It also determined the relationship between the extents of principal empowerment granted to the school heads. The findings and results of the assessments and analysis were utilized as the bases in evolving an upgrading/enhancement program for secondary school heads.

The main instrument used in the data collection was the questionnaire and two kinds of analyses were undertaken, namely: 1) comparison of the perceptions of the three groups of respondents on the level of the empowerment skills, and 2) the correlation on the extent of principal empowerment of the school heads along the three areas of management and the following variables: 1) profile of the school heads; 2) school profile; 3) level of empowerment skills, and 4) organizational climate.

Descriptive statistical tools used in the analysis of data were the mean, standard deviation, and weighted mean. Moreover, the one-way analysis of variance as well as the Scheffe's test was used for purposes of making inferences and/or to evaluate the significance if the observed differences among the groups of data utilizing .05 level of significance. Further, the Pearson-Product Moment Correlation Coefficient and the Fisher's t were employed to associate significant relationship of the different variables with the empowerment acts granted to secondary school heads.

Instrumentation

The instrument utilized in the data collection is the survey questionnaire which was given to the three groups of respondents, the key officials, the principals themselves and the teachers of the national high schools of the Province of Samar. The survey questionnaire was augmented by documentary analysis and unstructured interviews and observation.

Questionnaire. The questionnaire which was administered to the respondents was divided into six parts, that is, Parts I - VI.

Part I dealt with their personal profile of the school administrators such as age, civil status, educational background, number of years experience as school administrator and in-service trainings attended in principal empowerment (national, regional, district and division levels), performance rating (SY 2007-2008), average family income and family size. Part II gathered information on the profile of the empowered public secondary schools such as enrolment, location, number of personnel, school site area, facilities (canteen, speech laboratory, Home Economics laboratory, Computer laboratory), and National Achievement Test performance (SY 2007-2008). Part III contained the empowerment acts granted to schools in terms of: instructional leadership, administrative management, and fiscal management. This instrument was used in the study of Maderazo (2006). Part IV asked for the level of empowerment skills of the school heads. Part V had determined the organizational climate of the public secondary schools and adopted the questionnaire formulated by Haplin and Croft (1963: 48-

49). It contained 64 items categorized into eight sub-tests, namely: 1) Level of Disengagement (Item Nos. 1 – 8); Level of Hindrance (Item Nos. 9-16); Level of Esprit (Item Nos. 17-24); Level of Intimacy (Item Nos. 25-32); Level of Aloofness (Item Nos. 33-40); Level of Production Emphasis (Item Nos. 41-48); Level of Thrust (Item Nos. 49-56), and Level of Consideration (Item Nos. 57-64).

On the other hand, the questionnaires for the key officials- and teacher-respondents included Part III to Part V of the questionnaire intended for school heads. Part I and II which elicited information on the personal profile and profile of the empowered school were not included in the questionnaire for key officials and teachers.

Documentary analysis. This was used in gathering office records relative to the respondent-schools' enrolment, location, number of personnel, school site area, facilities and NAT performance and to validate the data gathered through the questionnaire.

Interview. The researcher also undertook unstructured interview to clarify vague answers, to supply data gaps that were observed relative to the gathering of information with the use of the questionnaire. The researcher asked questions from the key officials, the principals themselves and the teachers pertaining to the school.

Validation of the Instrument

The initial draft of the questionnaire that contained Part I to Part IV was presented to her adviser and the chairman of the panel for their comments, suggestions and corrections. The adviser had suggested to utilize the instrument on empowerment acts and skills developed by Maderazo (2006) and the chairman of the panel suggested the use of the standardized instrument on Organizational Climate developed by Haplin and Croft and validated in the study of Osit (2003).

The researcher sought permission from the Schools Division Superintendent of the Division of Northern Samar in conducting the validation of the instrument. The permission was granted by the Assistant Schools Superintendent for the reason that the Schools Division Superintendent was out of town.

The questionnaire intended for the respondents were validated on January 27, 2009. There were 13 personnel that were involved in validating the survey questionnaire. Of this number, two represented the key officials and they were Education Supervisors I of the Division of Northern Samar, 1 represented the school heads and she was the principal of Catarman National High School and 11 public secondary teachers of the same school.

Refinements and improvements were incorporated in the questionnaire and were administered again to the key officials of the Division of Northern Samar, the principal and teachers of Catarman National High School for a dry-

run. The dry-run was done on January 28, 2009. The results of the dry run were used as inputs in the finalization of the questionnaire.

In order to ascertain the consistency of responses elicited from the prospective respondents, the reliability of the questionnaires was established through the test-retest method. The pilot testing was undertaken twice to the same group. The pilot testing was done by the researcher in the afternoon. The retrieval of the first set was done the following morning and the second set of the questionnaire was given to the same respondents in the afternoon. Responses that were of the interval or ratio levels of measurement like those that were collected through the five-point Likert scale were recorded, tallied and processed for the two tryouts. Then, the Pearson-Product Moment Correlation Coefficient was computed to determine the relationship between the responses indicated by the respondents during the first and second try-outs. The computed coefficient of reliability was pegged as follows: questionnaire for key officials, 0.765 (rather low, adequate for group measurements); the questionnaire for secondary school heads, 0.991 (high), and the questionnaire for the secondary teachers 0.9551 (very high). These meant that the instruments possessed high reliability and therefore can be used to capture the needed information in this study.

The Pearson-product-moment of correlation coefficient was applied in determining the reliability of the instrument on empowerment acts and skills through the test-retest technique (Graham, 1993: 190).

Sampling Procedure

In the selection of respondent-schools, a purposive sampling method was employed. This means that the national high schools involved in the study were headed by a full fledge-principal or head teacher.

On the other hand, total enumeration was utilized in the selection of the division supervisors. This means that all full fledge-division supervisors and division supervisor-in-charge for the secondary schools in the division were considered as respondents of the study. Likewise, for the school heads, total enumeration was utilized also. This means that all the principals or head teachers of the national high schools identified in the Province of Samar were used as respondents of the study. While stratified random sampling was used in the selection of the teacher-respondents. Sample size was computed for the teacher-respondents with the use of the Sloven's formula. After the sample size was computed, the sample size was converted into sample proportion, which was used to determine the number of respondents per sample school based on the stratified method.

This study was conducted among the public secondary schools in the Province of Samar. There were 40 national high schools that were identified as school-respondents in this study. Of this number, seven are found in the Division of Calbayog City, 30 are located in the Division of Samar, and three are situated in the Division of Catbalogan City.

Table 1

Respondents of the Study per Sample School

DIVISION/NATIONAL HIGH SCHOOL	KEY OFFICIALS	SCHOOL HEADS	TEACHERS
A. Samar Division	4		
a. Urban			
1. Almagro		1	2
2. Basey		1	21
3. Calbiga		2	12
4. Daram		1	8
5. Hinabangan		1	6
6. Independencia		1	4
7. Jiabong		1	5
8. Marabut		1	5
9. Matuguinao		1	2
10. Motiong		1	4
11. Pagsanghan		1	5
12. Pinabacdao		1	5
13. Ramon T. Diaz		1	11
14. San Sebastian		1	2
15. Sta. Margarita		1	9
16. Sta. Rita		1	6
17. Sto. Niño		1	4
18. Tagapul-an		1	3
19. Tarangnan		3	7
20. Villareal		1	8
21. Wright		2	12
b. Rural			
1. Bares		1	2
2. Bagacay		1	5
3. Calapi		1	4
4. Casandig		1	4
5. Costa Rica		1	4
6. Igot		1	3
7. Lawaan		1	2
8. Simeon Ocdol		1	4
9. Villahermosa		1	2
B. Division of Catbalogan City			
a. Urban			
1. Samar National School (SNS)		4	67
B. Rural			
1. Catbalogan Comprehensive		1	6
2. Silanga		1	6
C. Calbayog City Division	2		
a. Urban			
1. Calbayog City		1	32
b. Rural			
1. Maloga		1	17
2. Oquendo		1	21

DIVISION/NATIONAL HIGH SCHOOL	KEY OFFICIALS	SCHOOL HEADS	TEACHERS
3. San Joaquin		1	25
4. San Policarpyo		1	42
5. Tarabucan		1	10
6. Trinidad		1	25
TOTAL	6	40	422
GRAND TOTAL	-	-	468

Data Gathering Procedure

At the start of the data gathering, the researcher asked permission from the Schools Division Superintendents of the Divisions of Calbayog City, Catbalogan City and Samar to conduct the study and distribute the questionnaires to the key officials, school heads, and teachers of the public secondary schools.

The researcher administered the survey questionnaire to identified respondents personally in order for her to undertake observation and unstructured interviews if necessary, as well as ensure a 100 percent and speedy retrieval of the questionnaires. The data collection was done in the second week to the last week of February 2009.

As shown in Table 1, there were 468 total number of respondents. Of this number, six were key officials, 40 were secondary school heads and 422 were secondary school teachers.

Statistical Treatment of Data

The data gathered through the different instruments were tallied, organized and present in tabular form.

Frequency counts and percentages were used to describe the profile of the administrator-respondents and school-respondents.

Weighted means were used for determining the: 1) the extent to which empowerment granted to the principals in the three areas; 2) the extent to which the empowerment granted to the three groups of respondents in the three areas; 3) extent on the empowerment skills possessed by the school heads as perceived by the three groups in the three areas, and 4) status of the organizational climate in the respondent schools using the formula given by Walpole (1982: 47).

In interpreting the weighted means computed, the following guide was used.

Scale	Interval	Interpretation
5	4.51 - 5.00	Fully Granted (FG/ Very High (VH)
4	3.51 - 4.50	Highly Granted (HG)/High (H)
3	2.51 - 3.50	Moderately Granted (MG)/Uncertain (U)
2	1.51 - 2.50	Slightly Granted (SG)/Low (L)
1	1.00 - 1.50	Not Granted (NG)/ Very Low (VL)

For the organizational climate, the procedure prescribed by Haplin and Croft (1968: 50 - 51) was utilized. The respondents' answers were processed as follows:

Index	Description
5	Always Occurs
4	Often Occurs
3	Sometimes Occurs
2	Rarely Occurs
1	Does Not Occur

A scoring scheme was used and based on the results. The organizational climate was identified as any of the following:

1. Open climate - the climate is described by a high level of esprit, thrust and consideration;
2. Autonomous climate - the climate is described by a high level of esprit and intimacy;
3. Controlled climate - it has a high level of esprit, hindrance and production emphasis;
4. Familiar climate - this connotes high level of disengagement, intimacy and consideration;
5. Parental climate - it shows a high level of disengagement, and
6. Closed climate - this is characterized by high level of disengagement, hindrance, and production emphasis.

For purposes of determining significant difference among the perceptions of the division supervisors, school heads, and teachers, the Analysis of Variance (ANOVA) for One-way classification was applied.

The computed value was compared with the critical/tabular value as guide in the rejection and acceptance of the null hypotheses. If and when the computed value turned lesser than the critical/tabular value, the null hypothesis was accepted. If and when the computed value turned equal or greater than the critical/tabular value, the null hypothesis was rejected.

Pearson Product-Moment Correlation Coefficient was used to test on the relationship between the extent of principal empowerment granted to the school heads along the three areas of management and the following: profile of school heads, school profile, level of empowerment skills, and organizational climate.

In evaluating the computed r, the Table of Reliability Coefficient suggested by Ebel (1965: 242) was used.

Table 2

Interpretation Guide of the Computed Reliability Coefficient

Reliability Coefficient	*Degree of Reliability*
0.95- 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly High *(adequate for individual measurements)*
0.70 – 0.79	Rather Low *(adequate for group measurements)*
Below 0.70	Low *(Entirely inadequate for individual measurements although useful for group average and school surveys)*

To test the significance of the coefficient of correlation, the Fisher's t-test was employed in testing the null hypothesis. The same rule stated above was used as guide in the acceptance and rejection of the null hypothesis.

Finally, .05 level of significance was used in all cases of hypotheses testing. For precision and accuracy in the computation, the computer was utilized as an aid in the data processing.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation. It includes the profile of the secondary school heads; the profile of the empowered public secondary schools; the extent to which the empowerment acts implemented by the school heads as perceived by the division supervisors, school heads, and secondary school teachers in the areas on instruction, administrative, and fiscal management; the level of empowerment skills possessed by the school heads as perceived by the three groups of respondents; the status of the organizational climate obtaining among the public secondary schools as perceived by the three groups of respondents; the differences among the perceptions of the three groups of respondents on the organizational climate obtaining in the public secondary schools, and the relationship between the extent of principal empowerment acts implemented by the school heads along the three areas of management and their personal variates, school variates, level of empowerment skills and organizational climate.

Profile of Secondary School Heads

Tables 3 - 10 present the profile of the secondary school heads in terms of age and sex, civil status, educational background, administrative experience,

performance rating, in-service trainings attended, average monthly income, and family size.

Age and sex. Table 3 presents the age and sex distribution of secondary school heads.

Table 3

Age and Sex Distribution of Secondary School Heads

Age	Male		Female		Total	
	f	%	f	%	f	%
57 - 59	1	2.50	0	0.00	1	2.50
54 - 56	1	2.50	1	2.50	2	5.00
51 - 53	1	2.50	3	7.50	4	10.00
48 - 50	1	2.50	5	12.50	6	15.00
45 - 47	1	2.50	6	15.00	7	17.50
42 - 44	2	5.00	5	12.50	7	17.50
39 - 41	2	5.00	4	10.00	6	15.00
36 - 38	3	7.50	3	7.50	6	15.00
33 - 35	0	0.00	1	2.50	1	2.50
Total	**12**	**30.00**	**28**	**70.00**	**40**	**100.00**
Mean	**44.75 years**		**44.71 years**		**44.73 years**	
S.D.	**7.29 years**		**5.32 years**		**5.88 years**	

As gleaned from the table above, seven or 17.50 percent were in the age brackets 42 - 44 and 45 - 47; six or 15 percent were in the brackets 36 - 38, 39 - 41 and 48 - 50; four or 10 percent was in the bracket 51 - 53; two or five percent was in the bracket 54 - 56, and one or 2.50 percent were in brackets 33 - 35 and 57 - 59 years old. The mean age of this group of respondents was calculated at 44.73 with a standard deviation of 5.88.

The foregoing data denoted that the secondary school heads were on their mid 40's and at the prime of their age.

Moreover, majority of them were females accounting 30 or 70 percent, while 12 or 30 percent were male secondary school heads.

The data showed female dominance among the secondary school heads. This was expected for the reason that there were more females who entered the teaching profession.

Civil status. Table 4 presents the civil status distribution of the secondary school heads.

Table 4

Civil Status Distribution of Secondary School Heads

Civil Status	*f*	*%*
Single	3	7.50
Married	36	90.00
Widower	1	2.50
Total	**40**	**100.00**

As shown in the table above, there were 36 or 90 percent secondary school heads were married; three or 7.50 percent were single, and one or 2.50 percent was a widower.

As noted in the table presented, majority of the secondary school heads were married, a state, which signified expertise in managing family affairs.

Educational background. Table 5 presents the educational attainment of the secondary school heads.

Table 5

Educational Background of Secondary School Heads

Educational Background	*f*	%
Ph.D./Ed.D Graduates	7	17.50
M.A. with Ph.D. Units	1	2.50
M.A. Graduates	23	57.50
College Graduate with M.A. Units	9	22.50
Total	**40**	**100.00**

It can be noted from the table above, that there were 23 or 57.50 percent secondary school heads who finished the Master of Arts degree, nine or 22.50 percent who were college graduates but with units in the Master of Arts degree; seven who graduated the Doctor of Philosophy/Doctor of Education degree, and one or 2.50 percent had finished the Master of Arts degree and had advanced units in the Doctor of Philosophy/Doctor of Education degree.

The foregoing data manifested that the secondary school heads possessed the minimum educational qualification required for the position of an administrator hence, they were qualified.

Administrative experience. Table 6 presents the administrative experience of the secondary school heads.

Table 6

Administrative Experience of Secondary School Heads

Number of Years Administrative Experience	f	%
22 - 24	4	10.00
19 - 21	4	10.00
16 - 18	1	2.50
13 - 15	6	15.00
10 - 12	3	7.50
7 - 9	5	12.50
4 - 6	5	12.50
1 - 3	12	30.00
Total	**40**	**100.00**
Mean	**9.88**	
S.D.	***7.40***	

As revealed by the table above, 12 or 30 percent secondary school administrators had been in the service for 1 - 3 years; six or 15 percent had an administrative experience of 13 - 15 years, five or 12.50 percent had an experience of 4 - 6 years and 7 - years; four or 10 percent had an administrative experience of 10 -12 years; while one or 2.50 percent had an administrative experience of 16 - 18 years. The mean number of years of administrative experience of this group of respondent was pegged at 9.88 with a standard deviation of 7.40.

It is noted in the table presented that majority of the secondary school heads were new administrators but can be considered experts in the field of management.

Performance rating. Table 7 presents the performance ratings of the secondary school heads during the school year 207 – 2008.

Table 7

Performance Rating of Secondary Heads

Performance Rating	f	%
8.01 – 8.50	4	10.00
7.51 – 8.00	2	5.00
7.01 – 7.50	28	70.00
6.51 – 7.00	6	15.00
Total	**40**	**100.00**
Mean	**7.31**	
S.D.	***0.39***	

In the Performance Appraisal System for School Administrators (PASSA), all the secondary school heads were given a performance rating under the bracket 6.60 – 8.50 which was interpreted as "Very Satisfactory."

However, the researcher had arbitrarily bracketed the performance rating of the secondary school heads for the school year 2007 – 2008.

As can be seen in the table above, 28 or 70.00 percent of the secondary school heads were in he bracket 7.01 – 7.50; six or 15 percent were in the bracket 6.51 – 7.00, four or 10 percent were in the 8.01 – 8.50 bracket, and two or five percent were in the 7.51 – 8.00 bracket. The mean performance rating of the secondary school heads was 7.31 with a standard deviation of 0.39 and was interpreted as "Very Satisfactory."

This shows that all the secondary school heads were very satisfactorily in all the activities undertaken by the school.

In-service trainings attended. Table 8 presents the number of in-service trainings attended by the secondary school heads in the national, regional, division and school levels.

Table 8

In-service Trainings Attended of Secondary School Heads

No. of Trainings Attended	National		Regional		Division		School	
	f	%	f	%	f	%	f	%
21 - 25	2	5.00	18	45.00	32	80.00	38	95.00
16 - 20	8	20.00	10	25.00	4	10.00	2	5.00
11 - 15	10	25.00	6	15.00	3	7.50	0	0.00
6 - 10	14	35.00	6	15.00	1	2.50	0	0.00
1 - 5	6	15.00	0	0.00	0	0.00	0	0.00
Total	**40**	**100.00**	**40**	**100.00**	**40**	**100.00**	**40**	**100.00**
Mean	**11**		**18**		**21**		**23**	
S.D.	**6**		**6**		**4**		**1**	

In the school level, 38 or 95 percent secondary school heads attended 21 - 25 trainings and two or five percent had attended 16 - 20 trainings. The mean number of trainings attended in the school level was pegged at 23 with a standard deviation of 1; not included in the data for the in-service is the district level because all the public secondary schools included in the study were not under the district.

The data presented above signified that the secondary school heads were growing professionally by attending in-service trainings of all levels. This was

an avenue for them to be updates with the current trend in educational administration and supervision therefore enhanced their competence.

Average monthly income per month. Table 9 presents the average monthly income of the secondary school heads.

Table 9

Average Monthly Income Distribution of Secondary School Heads

Average Monthly Income	f	%
25,000.00	6	15.00
21,000.00	7	17.50
20,000.00	12	30.00
18,000.00	15	37.50
Total	**40**	**100.00**
Mean	**PHP20,175.00**	
S.D.	**PHP2,352.17**	

As presented, there were 15 or 37.50 percent secondary school heads were in the bracket PhP18,000.00; 12 or 30 percent were in the PhP21,000.00 bracket, and six or 15 percent were in the bracket PhP25,000.00. The mean of the average monthly income was pegged at PhP20,175.00 with a standard deviation of PhP2,352.17.

It meant that the average monthly income of the secondary school heads was higher than the poverty threshold of PhP13,548.00 (NEDA, 2006) which indicated that the school head-respondents could meet the needs of their family.

Family size. Table 10 presents the family size of the secondary school heads.

Table 10

Family Size Distribution of Secondary School Heads

Family Size	f	%
6	6	15.00
5	5	12.50
4	14	35.00
3	15	37.50
Total	**40**	**100.00**
Mean	**4.05 or 4**	**members**
S.D.	***1.06 or 1***	

As shown in the table above, there were 15 or 37.50 percent secondary school heads had three members; 14 or 35 percent with four; six or 15 percent had six, and five or 12.50 percent had five members.

It will be noted in the table presented, that the secondary school heads were conscious on the number of household members considering the financial aspects in supporting their children in school and their improvement in lifestyle.

Profile of Secondary Schools

Table 11 - 16 present the profile of the public secondary schools in terms of enrolment, location, number of personnel, school site, facilities and National Achievement Test (NAT) performance.

Enrolment. Table 11 presents the enrolment of the public secondary schools.

Table 11

Enrolment of Secondary Schools

Enrolment	f	%
4,150 - 4,649	1	2.50
3,650 - 4,149	0	0.00
3,150 - 3,649	0	0.00
2,650 - 3,149	0	0.00
2,150 - 2,649	0	0.00
1,650 - 2,149	3	7.50
1,150 - 1649	3	7.50
650 - 1,149	12	30.00
150 - 649	21	52.50
Total	**40**	**100.00**
Mean	**837**	
S.D.	**735.44**	

As presented in the table above, 24 or 52.50 percent secondary schools were in the bracket 150 - 649 total number of enrolment; 12 or 30.00 percent were in the bracket 650 - 1,149 total enrolment; three or 7.50 percent were in the brackets 1,150 - 1,649 and 1,650 - 2,149, respectively, and one or 2.50 percent was in the bracket 4,150 - 4,469 total enrolment. The mean total enrolment was pegged at 837 with a standard deviation of 735.44.

This signified that majority of the secondary schools posted a total enrolment commensurate to their capacity.

Location. Table 12 presents the location of the public secondary schools.

Table 12

Location of Secondary Schools

Location	f	%
Urban	23	57.50
Rural	17	42.50
Total	**40**	**100.00**

As shown in the table above, of the 40 secondary school involved in the study, 23 or 57.50 percent were located in urban areas while 17 or 42.50 percent were located in the rural areas

This shows that majority of the public secondary schools were located in city or town proper.

Number of personnel. Table 13 presents the number of personnel of the public secondary schools.

The table above showed that there were 31 or 77.50 percent public secondary schools had 5 - 24 number of personnel; seven or 17.50 percent had 25 - 44 personnel, and one had 65 - 84 and 185 - 204 personnel, respectively. The mean was pegged at 24 with a standard deviation of 30.04.

Table 13

Number of Personnel of Secondary Schools

Number of Personnel	f	%
185 - 204	1	2.50
165 - 184	0	0.00
145 - 164	0	0.00
125 - 144	0	0.00
105 - 124	0	0.00
85 - 104	0	0.00
65 - 84	1	2.50
45 - 64	0	0.00
25 - 44	7	17.50
5 - 24	31	77.50
Total	**40**	**100.00**
Mean	**24**	
S.D.	**20.04**	

The data presented had noted that majority of the public secondary school had a few personnel in their respective schools. These personnel were the teachers that handled the different subject areas in the different year levels and the support staff that handled the administrative and clerical work of the school.

School site area. Table 14 presents the school site area of the public secondary schools.

As shown in the table above, of the four public secondary schools. 25 or 62.50 percent secondary schools were in the bracket 1,000 - 2,499 sq.m. school site area; six or 15.00 percent secondary schools were in the bracket 10,000 -

Table 14

School Site Area of Secondary School

Number of Personnel	f	%
10,000 - 11,499	6	15.00
8500 - 9,999	1	2.50
7,000 - 8,499	3	7.50
5,500 - 6,999	1	2.50
4,000 - 5,499	1	2.50
2,500 - 3,999	3	7.50
1,000 - 2,499	25	62.50
Total	**40**	**100.00**
Mean	**4,037**	
S.D.	**3,497.05**	

11,499 sq.m.; three were in the brackets 2,500 - 3,999 sq.m. and 7,000 - 8,499 sq.m., respectively, and one or 2.50 percent secondary schools were in the brackets 4,000 - 5,499 sq.m., 5,500 - 6,999 sq.m., and 8,500 - 9,999 sq.m., respectively.

This means that the school site areas of majority of the public secondary schools were below the ideal school site are of 10,000 sq.m.

Facilities. Table 15 presents the facilities of the public secondary schools.

As can be seen in the table above, of the 40 public secondary schools, 36 or 90.00 percent secondary schools had canteen and four or 10 percent had no canteen; 40 or 100 percent secondary schools had no speech laboratory; 36 or 90 percent secondary schools had service laboratory and Home Economics (H.E.)

Table 15

Facilities of Secondary Schools

Facilities	With the Facility		None		Total	
	F	%	F	%	F	%
Canteen	36	90.00	4	10.00	40	100.00
Speech	0	0.00	40	100.00	40	100.00
Service Laboratory	36	90.00	4	10.00	40	100.00
H.E. Laboratory	36	90.00	4	10.00	40	100.00
Computer Laboratory	39	97.50	1	2.50	40	100.00

laboratory, and 10 or 40 percent had no H.E. laboratory, and 39 or 97.50 percent secondary schools had computer laboratory and one or 2.50 percent had no computer laboratory.

The table showed that majority of the public secondary schools had computer laboratory service laboratory, H.E. laboratory and canteen.

This means that the public secondary students had availed the different facilities found in the school especially the computer laboratory that will help the students to be computer-literate after finishing high school.

Academic performance. Table 16 presents the performance of the public secondary schools in the National Achievement Test (NAT) during the school year 2007 - 2008.

As can be gleaned in the table, Araling Panlipunan got a Mean Percentage Score (MPS) of 76.05, followed by English with 73.95; Science with 72.65;

Table 16

Academic Performance of Schools in the NAT

Subject Area	MPS	SD
Mathematics	70.83	20.54
English	73.95	17.20
Science	72.65	18.97
Filipino	70.19	19.58
Araling Panlipunan	76.05	15.46
Total	**72.73**	**15.59**

Mathematics with 70.83, and Science with 73.65. The average Mean Percentage Score was 72.73.

This means that the NAT performance of the public secondary schools was below the minimum mean percentage score of 75.00.

Extent of Empowerment Acts of Secondary School Heads as Perceived by the Three Groups of Respondents

Tables 17 to 19 contain the summarized responses or perceptions of the three groups of respondents relative to the extent of empowerment implemented by the secondary school heads along instructional management, administrative management and fiscal management.

Instruction. Table 17 presents the perceptions of the three groups of respondents relative to the extent of empowerment acts implemented by the secondary school heads along instructional management.

As shown in the table presented, in terms of the different empowerment acts, the highest average weighted mean was considered as the one preferred by the three groups of respondents.

In terms of the Supervisory Plans and Strategies, in the number 1 activity which states that "To have a successful instructional classroom supervision it is a

Table 17

Extent of Empowerment Acts Implemented by the School Heads Along Instructional Management as Perceived by the Three Groups of Respondents

Specific Activities	Division Supervisors		School Heads		Teachers		Combined Mean	
	WM	I	WM	I	WM	I	AWM	I
A. Supervisory Plans and Strategies								
1. *To have a successful instructional classroom supervision it is a must* to:								
a. Have an operational supervisory plan with a mastered supervisory strategy like STAR-CRISS supervision.	4.50	HI	4.33	HI	4.10	HI	4.31	HI
b. Have an operational supervisory plan focusing on non-performing teachers.	4.17	HI	4.25	HI	4.07	HI	4.16	HI
c. Have an operational supervisory plan with varied supervisory strategies to suit different needs.	4.33	HI	4.50	HI	4.29	HI	4.37	HI

Table 17 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Combined Mean	
	WM	I	WM	I	WM	I	AWM	I
2. ***In order to ensure that all teachers have knowledge and mastery of basic learning competencies***								
a. Observe classes.	4.33	HI	4.48	HI	4.51	FI	4.44	HI
b. Evaluate teachers' learning using a test.	4.33	HI	4.55	FI	4.25	HI	4.38	HI
c. Conduct an oral examination/ interview to pinpoint weak aspects.	4.33	HI	4.38	HI	4.34	HI	4.35	HI
3. ***It is necessary to evaluate regularly teachers' lesson plans and work plans.***								
a. Assign a high caliber staff to do the checking for you especially when you're on travel.	4.17	HI	4.28	HI	4.09	HI	4.18	HI
b. Set a time for this activity.	4.50	HI	4.53	FI	4.29	HI	4.44	HI
c. Have the teachers prepare their plans in advance for regular evaluation.	4.33	HI	4.50	HI	4.40	HI	4.41	HI
4. ***After evaluating the teachers you were able to determine that there is a problem in connection with the preparation on Instructional Materials (IM's)***								
a. Ask a resource person to help the teachers.	3.83	HI	3.95	HI	3.73	HI	3.84	HI
b. Assist the teachers in preparing local IM's.	4.00	HI	4.15	HI	3.89	HI	4.01	HI
c. Require the teachers to be resourceful.	4.33	HI	4.58	FI	4.26	HI	4.39	HI
B. Evaluation of Performance								
5. ***In order to improve the performance of pupils and teachers, as head of the school you should:***								
a. Have an intensive classroom instructional supervision.	4.33	HI	4.55	FI	4.53	FI	4.47	HI
b. Give incentives to high performing classes.	4.33	HI	4.58	FI	4.34	HI	4.42	HI
c. Set a target for student and teacher achievement.	4.33	HI	4.58	FI	4.51	FI	4.47	HI
6. ***Your School Improvement Plan implementation resulted in progress of your school's performance.***								

Table 17 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Combined Mean	
	WM	I	WM	I	WM	I	AWM	I
a. Track down progress of pupils and teachers.	4.50	HI	4.60	FI	4.39	HI	4.50	HI
b. Give credits to the contributing individuals.	4.33	HI	4.60	FI	4.39	HI	4.44	HI
c. Have the result be known by your detractors to prove to them that you are right in implanting such plan.	4.33	H1	4.38	H1	4.15	H1	4.29	H1
7. ***Based on your examinations conducted as school head, results showed a declining performance.***								
a. Determine the cause of such decline to solve it.	4.33	H1	4.45	H1	4.32	H1	4.37	H1
b. Re-examine them to prove the result.	4.33	H1	4.45	H1	4.44	H1	4.41	H1
c. Give the teachers and students feedback about this.	4.33	H1	4.20	H1	4.41	H1	4.31	H1
8. ***Being the school administrator it is your utmost concern to improve your school.***								
a. Utilize test results to improve performance.	4.33	H1	4.55	F1	4.50	H1	4.46	H1
b. Utilize STAR-CRISS in observing classes.	4.17	H1	4.40	H1	4.26	H1	4.28	H1
c. Require teachers to attend INSET's.	4.33	H1	4.60	F1	4.48	H1	4.47	H1
9. ***There are current and future needs of the teachers that were revealed during the classroom supervision.***								
a. Have the teacher improvise ways and means to solve the problem.	4.33	H1	4.60	F1	4.47	H1	4.47	H1
b. Implement innovative strategies/ programs that will respond to the problem.	4.33	H1	4.60	F1	4.35	H1	4.43	H1
c. Ask the assistance of some resource persons to respond to the problem.	4.17	H1	4.35	H1	4.39	H1	4.30	H1
C. In-Service Trainings (INSET's)								
10. ***Based on your evaluation, you found out that there training need of your teachers.***								
a. Refer the matter to the division office for guidance.	4.17	H1	4.28	H1	4.08	H1	4.18	H1
b. Conduct INSET based on needs.	4.33	H1	4.48	H1	4.92	H1	4.41	H1

	Specific Activities	Division Supervisors		School Heads		Teachers		Combined Mean	
		WM	I	WM	I	WM	I	AWM	I
	c. Assign an expert teacher to conduct an INSET based on needs.	4.17	HI	4.28	HI	4.19	HI	4.21	HI
11.	***The result of the classroom observations revealed a problem therein.***								
	a. Have a training based from the observations made.	4.17	HI	4.28	HI	4.08	HI	4.26	HI
	b. Determine the root of the problem.	4.17	HI	4.30	HI	4.05	HI	4.17	HI
	c. Observe classes intensively.	4.17	HI	4.28	HI	4.28	HI	4.24	HI
12	***The result of the pupils' performance in an examination was very low.***								
	a. Give a poor performance rating to the concerned teacher.	3.83	HI	3.78	HI	3.51	HI	3.71	HI
	b. Encourage the conduct of a training based on the weak points.	4.17	HI	4.35	HI	4.17	HI	4.23	HI
	c. Implement full supervision to improve the said class.	4.17	HI	4.38	HI	4.24	HI	4.26	HI
13.	***The pupils' poor performance in EN-SCI-MATH Examinations in your school is due to the incongruence of the curriculum to the local heads.***								
	a. Create a curriculum on these disciplines suited to the needs of the locality.	3.83	HI	4.15	HI	3.84	HI	4.15	HI
	b. Take up the matter during the district LAC sessions.	4.17	HI	4.30	HI	3.97	HI	4.01	HI
	c. Adopt a curriculum based on local needs.	4.17	HI	4.10	HI	3.76	HI	4.01	HI
	Grand Mean	**4.24**	**HI**	**4.38**	**HI**	**4.21**	**HI**	**4.28**	**HI**

Legend: WM - Weighted Mean I - Interpretation AMW - Average Weighted Mean

Interval	Interpretation	
4.51 – 5.00	Fully Implemented	(FI)
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)

must to:", the respondents rated the option letter c with an average weighted mean of 4.37, which states that "have an operational supervisory plan with varied supervisory strategies to suit different needs."

Therefore, the secondary school head should utilize varied supervisory strategies while conducting instructional classroom supervision.

In the number 2 activity, which states that "In order to ensure that all teachers have knowledge and mastery of basic learning competencies," the highest average weighted mean was 4.44 for the option letter a "observe classes."

Classroom observation is an important strategy to be used by secondary school heads in order to know if all of the teachers under him/her have the knowledge and mastery of the lessons presented to the students.

In the number 3, activity which states that "It is necessary to evaluate regularly teachers' lesson plans and work plans," the option better b got the highest average weighted mean of 4.44 which states "set a time for this activity."

This means that the checking of the lesson plans and work plans of the teachers should have a regular schedule that will be prepared by the secondary heads and the teachers.

The number 4 activity which states that "after evaluating the teachers you were able to determine that there is a problem in connection with the preparation on Instructional Materials," the option letter which states that "require the teachers to be resourceful" got the highest average weighted mean of 4.39. hence, it is expected by the secondary school teachers that his/her teachers

should be resourceful in the preparation of instructional materials that will be used in their daily activities. The teachers utilize materials found in the locality.

For the empowerment act, Evaluation of Performance, the number 1 statement was "In order to improve the performance of pupils and teachers, as head of the school, you should:", the option letters a and c got the highest average weighted mean of 4.47. Option letter a which states that "have an intensive classroom instructional supervision" and letter states that "set a target for student and teachers achievement."

In order to achieve the target set with regards to the achievement of students and teachers, it is but proper to conduct and intensive instructional supervision in the school.

The second activity which states that "Your School Improvement Plan implementation results in progress of your school's performance," the option letter a which states that "track down progress of pupils and teachers" for the highest average mean of 4.50.

The secondary school head is expected to have a profile of the progress of the students and teachers in order to track down their strengths and weaknesses especially in the achievement level performed by the school in the division, regional, and national levels.

The third activity which states that "Based on your examinations conducted as school head, results showed a declining performance," the option

letter b which states that "re-examines them to prove the result" got the highest average weighted mean of 4.41.

The secondary school head should study his type of examination given to the students. Aside from that, he/she go deeper on the causes of the declining performance. The validity and reliability should be taken into consideration in order to come up with a standardized test/examination. This will be the time to give a re-examination to the students and probably come up with a comparative study regarding the results of the examination.

The fourth activity which states that "Being the school administrator it is your utmost concern to improve your school," the option c which states that "require teachers to attend INSETs" got the highest average weighted mean of 4.47.

Indeed, teachers are required to attend INSETs (In-service Trainings) for professional growth. The improvement of the school in terms of academic performance will be attained through this activity. To recall, attendance in in-service trainings was significant in this study. It means that the more number of in-service trainings attended by the secondary school head, the more empowerment skills they possessed.

In the fifth activity which states that "There are current and future needs of the teachers that were revealed during the classroom supervision," the option letter a which states that "have the teacher improvise ways and mean to solve the problem" got the highest average weighted mean score of 4.47.

With the initiative of the secondary school head, the teachers will be gathered for the purpose of decision-making on order to solve the problem revealed during the classroom supervision. This was discussed lengthily in the enhancement program intended for the secondary school heads.

In the third empowerment acts which is In-Service Trainings (INSETs0, the first activity states that "Based on your evaluation, you found out that these are training need of your teachers," the option letter b which states "conduct INSETs based on needs" got the highest average weighted mean of 4.41.

The secondary school head should conduct in-service trainings based on the needs identification of the school. Needs identification is the key to an effective in-service training program. It implies that the identified training needs should be the heart of the INSET. The identification of a need may lead to a decision to conduct training. If the analysis of identified needs points to training as an intervention to improve job performance or solve a gap/problem, then we have what it is referred to as training needs. A training need is an outcome of desired skills and abilities to be developed over time in order to improve present performance of a job.

The second activity states that "The result of the classroom observations revealed a problem therein," the option letter a which states that "Determine the root of the problem" got the highest average weighted mean of 4.26.

The secondary school head should consider the decision making process. In the process, the most significant step in any decision making is describing why

a decision is called for and identify the most desired outcome of the decision making. One way of deciding if a problem exists is to couch the problem in terms of what one wanted or expected and the actual situation. In this way, a problem is defined as the difference between expected and/or desired outcomes and actual outcomes. In order to achieve this process, the secondary school head that will call all teachers for a meeting. The determination of the problem will be a group decision.

The third activity states that "The result of the pupils' performance in an examination was very low, and option letter c which states "Implement free supervision to improve the said class" got the highest average weighted mean of 4.26.

The secondary school head consider the different supervisory strategies like CRISS supervision, STAR supervision, clinical supervision and mentoring/coaching in improving the performance of the students in the different examinations given to them.

The fourth activity states that "The pupils' poor performance in EN-SCI-MATH examinations in your school is due to the incongruence of the curriculum to the local heads," the option letter b which states that "Take up the matter during LAC seminars" got the highest average weighted mean of 4.15.

Learning Action Sells (LAC) sessions are usually done in the school as professional growth of the teachers. Topics that concerned for the improvement of the different subject areas like English, science, and mathematics are taken up.

Demonstration teachings on three subjects are also given emphasis. Therefore, LAC session is an appropriate venue in taking up topics on the academic performance of the students especially the three mentioned subjects.

In summary, the data suggests that the three groups of respondents were under a common perspective in giving a rating of "highly implemented" with grand mean of 4.24, 4.38 and 4.21.

However, it will be noted that the school heads themselves had a high weighted mean followed by the perceptions of the key officials and teachers.

On the overall, the respondents perceived the instructional management to be "highly implemented" as suggested by the average weighted mean of the three specific activities which were: Supervisory Plans and Strategies, Evaluation of Performance and In-service Trainings (INSETs).

Administrative. Table 18 presents the perceptions of the three groups of respondents on the extent of empowerment acts implemented the secondary school heads along administrative management.

The data suggests that the three groups of respondents had the same perceptions of giving a rating of "highly implemented" with grand mean of 4.17, 4.34 and 4.20. It will be noted that school heads had a weighted mean of 4.34 than that of key officials and teachers.

In summary, the three groups of respondents had perceived the administrative management to be "highly implemented" as suggested by the grand mean of the following specific activities: school planning and

management, information management, and professional/interpersonal skills of personnel management.

Table 18

Extent of Empowerment Acts of the Principals Along Administrative Management as Perceived by the Three Groups of Respondents

Specific Activities	Division Supervisors		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
A. School Planning and Implementation								
1. ***You are required to submit a School Improvement Plan (SIP) and Annual Improvement Plan (AIP) by the Division Office.***								
a. Prepare the plan based on school needs by choosing friends and school heads so that you can undertake the activity successfully.	4.17	HI	4.48	HI	4.24	HI	4.30	HI
b. Prepare the required plans based on school needs by yourself to make it accurate.	4.17	HI	4.43	HI	4.18	HI	4.26	HI
c. Involve the participation of all key stockholders in preparing the plans based on school needs.	4.17	HI	4.43	HI	4.24	HI	4.28	HI
2. ***The AIP submitted has already been approved.***								
a. Implement all activities necessary for implementation.	4.17	HI	4.45	HI	4.31	HI	4.31	HI
b. Implement all activities as scheduled.	4.17	HI	4.48	HI	4.41	HI	4.35	HI
c. Implement activities as needed.	4.33	HI	4.53	FI	4.36	HI	4.41	HI
3. ***As school head you are planning an improvement for your school.***								
a. Invite someone to help you realize the vision.	4.17	HI	4.15	HI	3.90	HI	4.07	HI
b. Use research as a tool for that aim.	4.17	HI	4.33	HI	4.16	HI	4.22	HI

Table 18 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
c. Wait for the availability of resources needed.	4.17	HI	3.90	HI	3.71	HI	3.93	HI
4. *In your SIP preparation and implementation it is important to:*								
a. Address all school's key areas and evaluate the progress of implementation.	4.17	HI	4.40	HI	4.27	HI	4.28	HI
b. Prepare and implement any plan completely.	4.17	HI	4.33	HI	4.42	HI	4.31	HI
c. Have a plan suited to school needs and implement it thoroughly.	4.33	HI	4.53	FI	4.44	HI	4.43	HI
5. *During the implementation of your SIP, feedback about the said plan arises.*								
a. Realign your plan when feedback comes from the division.	4.17	HI	4.33	HI	4.16	HI	4.22	HI
b. Still implement your SIP while analyzing the feedback.	4.17	HI	4.20	HI	3.99	HI	4.12	HI
c. Based on the evaluation feedback, realign your plans.	4.17	HI	4.38	HI	4.17	HI	4.24	HI
B. Information Management								
6. *As school head on a secondary school it is necessary to have a holistic group of data in your school.*								
a. Keep up-to-data inventory of school and community resources.	4.17	HI	4.40	HI	4.37	HI	4.31	HI
b. Require the assigned clerk to be ready always with that data.	4.17	HI	4.48	HI	4.24	HI	4.30	HI
c. Be familiar with the important data in your school.	4.33	HI	4.45	HI	4.32	HI	4.37	HI
7. *You are planning to be effective in the information management in your school.*								
a. Assign somebody to do the filing system of all school records.	4.17	HI	4.38	HI	4.42	HI	4.32	HI

Table 18 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
b. Work with a staff in order to have an efficient filing system for all school records.	4.17	HI	4.43	HI	4.40	HI	4.33	HI
c. Create an efficient filing system of important records by hiring somebody.	4.33	HI	4.45	HI	4.27	HI	4.35	HI
8. *Brain storming with your staff, you were able to determine the weakest link in your school.*								
a. Utilize the data/information for policy formulation.	4.17	HI	4.38	HI	4.33	HI	4.29	HI
b. Conduct an interview with other stakeholders to prove the findings.	4.17	HI	4.43	HI	4.19	HI	4.25	HI
c. Try to have some interventions to solve the problem.	4.17	HI	4.45	HI	4.34	HI	4.31	HI
C. Professional/Interpersonal Skills and Personnel Management								
9. *After office hours a parent approaches you because of her problem with a teacher.*								
a. Have an investigation between the two parties.	4.33	HI	4.65	FI	4.54	FI	4.51	HI
b. Require the teacher to give the legal basis of the reaction.	4.33	HI	4.60	FI	4.47	HI	4.47	HI
c. have the teacher's behavior be known by the division supervisor in-charge of the school.	4.17	HI	4.15	HI	3.95	HI	4.09	HI
10. *To continuously upgrade teacher's knowledge and skills.*								
a. Require teachers to subscribe in journals and magazines.	4.33	HI	4.45	HI	4.24	HI	4.34	HI
b. Conduct INSET's on areas where needed.	4.33	HI	4.65	FI	4.45	HI	4.48	HI
c. Have the teachers enroll in graduate studies.	4.17	HI	4.35	HI	4.40	HI	4.31	HI

Table 18 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
11. *Reports revealed that some school personnel and students are performing better than expected.*								
a. Praise them during meetings.	4.67	FI	4.73	FI	4.59	FI	4.66	HI
b. Have your division supervisor in-charge of the school give commendation to the concerned personnel.	4.33	HI	4.58	FI	4.42	HI	4.44	HI
c. Establish and incentive system for them.	4.33	HI	4.58	FI	4.38	HI	4.43	HI
12. *Due to lack of funds the school watchman decided to transfer to another job.*								
a. Ask the assistance of a police officer/ barangay tanod.	4.00	HI	3.98	HI	3.77	HI	3.92	HI
b. Require a teacher to serve as look-out during vacant time.	3.83	HI	3.70	HI	3.44	HI	3.66	HI
c. Try to secure a safe fence for the school.	4.17	HI	4.35	HI	4.18	HI	4.23	HI
13. *After a thorough evaluation, lack of teachers was identified as the main cause of poor pupils' academic performance. But your school did not qualify the color coding scheme for an additional slot.*								
a. Refer the matter to your Schools Division Superintendent (SDS) for guidance and other possible remedies.	4.17	HI	4.33	HI	4.16	HI	4.22	HI
b. Ask for the assistance of the community and other stakeholders to solve the problem.	3.83	HI	4.15	HI	4.00	HI	3.99	HI
c. Convince the SDS the need to appoint a new teacher to your school.	3.83	HI	4.28	HI	3.80	HI	3.97	HI

Table 18 continued

Specific Activities	Division Supervisors		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
14. *A rank teacher applicant is aiming to be absorbed on a teacher vacancy in your school.*								
a. Require the applicant to prepare the pertinent papers and endorse it to the division.	4.17	HI	4.48	HI	4.11	HI	4.25	HI
b. Tell the applicant to go to the division office.	3.83	HI	3.73	HI	3.73	HI	3.76	HI
c. Accompany the applicant in approaching the SDS for further guidance.	3.83	HI	3.80	HI	3.62	HI	3.75	HI
15. *Results of classroom round-up revealed that some teachers are doing some malingering on their work.*								
a. Refer the matter to the division supervisor in-charge of the school.	3.83	HI	3.98	HI	3.77	HI	3.86	HI
b. Pass a school memo to counteract such act.	4.17	HI	4.30	HI	4.14	HI	4.20	HI
c. Let the division personnel officer give a sanction to the concerned teacher.	3.83	HI	3.75	HI	3.54	HI	3.71	HI
Grand Mean	**4.17**	**HI**	**4.35**	**HI**	**4.20**	**HI**	**4.24**	**HI**

Legend: WM - Weighted Mean I - Interpretation

Interval	Interpretation	
4.51 – 5.00	Fully Implemented	(FI)
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)

Fiscal management. Table 19 presents the perceptions of the three groups of respondents on the extent of empowerment acts implemented by the secondary school heads along fiscal management.

Table 19

Extent of Empowerment Acts of the Principals Along Fiscal Management as Perceived by the Three Groups of Respondents

Specific Activities	Key Officials		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
1. ***In order to easily solve financial crises especially on the school head, should***								
a. Be expert on networking with other stakeholders.	4.17	HI	4.28	HI	4.14	HI	4.20	HI
b. Have a resource generating projects.	4.17	HI	4.70	FI	4.01	HI	4.29	HI
c. Require the teachers to contribute when needed.	3.67	HI	3.38	HI	3.47	HI	3.51	HI
2. ***In order to succeed on the procurement of materials,***								
a. Acquire the help of a procurement expert to help you do the process.	3.83	HI	4.03	HI	3.79	HI	3.88	HI
b. Procure the materials needed following the accounting and auditing rules.	4.17	HI	4.38	HI	4.20	HI	4.25	HI
c. Prioritize procurement of essential materials in accordance with accounting auditing rules.	4.17	HI	4.43	HI	4.26	HI	4.29	HI
3. ***How will you be successful on the allocation of resources?***								
a. Observe equity on the allocation of resources.	4.17	HI	4.33	HI	4.28	HI	4.26	HI
b. Allocate the resources based on your discretion.	4.33	HI	4.25	HI	4.17	HI	4.25	HI
c. Delegate the power to your knowledgeable subordinate.	3.83	HI	4.25	HI	3.83	HI	3.97	HI
4. ***With your efforts and those other school stakeholders, you were able to acquire funds from different sources.***								
a. Use the funds on important aspects.	4.33	HI	4.45	HI	4.39	HI	4.39	HI
b. Realign the intended use of funds to other school aims.	4.7	HI	4.25	HI	4.09	HI	4.17	HI
c. Use all the funds for purposes for which they are collected.	4.17	HI	4.40	HI	4.22	HI	4.25	HI

Table 19 continued

Specific Activities	Key Officials		School Heads		Teachers		Total	
	WM	I	WM	I	WM	I	AWM	I
5. *In availing the SEF of the school.*								
a. Delegation of authority is given by the school head to one of his or her staff.	3.83	HI	4.15	HI	4.00	HI	3.99	HI
b. It is directly processed and availed by the school head.	3.83	HI	4.20	HI	3.95	HI	3.99	HI
c. The division office is the one undertaking the process.	3.83	HI	4.03	HI	3.63	HI	3.83	HI
Grand Mean	4.17	HI	4.24	HI	4.03	HI	4.14	HI

Legend: WM - Weighted Mean I - Interpretation

Interval	Interpretation	
4.51 – 5.00	Fully Implemented	(FI)
3.51 – 4.50	Highly Implemented	(HI)
2.51 – 3.50	Moderately Implemented	(MI)
1.51 – 2.50	Slightly Implemented	(SI)
1.00 – 1.50	Not Implemented	(NI)

The data shows that the three groups of respondents had a common view by giving fiscal management rating of "highly granted" with a weighted mean of 4.04, 4.24 and 4.03. The school heads themselves had a high mean of 4.24 followed by the key officials with 4.06 and teachers with 4.03, respectively.

Comparison of the Perceptions of the Three Groups of Respondents

This section discusses the comparison of the perceptions of the key officials, secondary school heads, and teachers on the extent of empowerment acts granted to the principals along the three areas: instruction, administrative and fiscal management.

Instructional management. It can be recalled that in assessing the empowerment acts granted to secondary school heads, the key officials gave a grand weighted mean of 4.24 while the school heads gave 4.38 and the teachers gave 4.21 the same adjectival rating if "highly granted." Obviously, numerical disparities existed among the three groups of respondents between the key officials and secondary school heads, the difference in the grand weighted mean was 0.14; between the key officials and teachers 0.03, and between secondary school heads and teachers, 0.17. to ascertain whether the noted numerical disparities were significant, the one-way analysis of variance (ANOVA) was employed. Result of the corporation analysis is presented in Table 20.

Table 20

The ANOVA Table Comparing the Empowerment Acts of the Secondary School Heads along Instructional Leadership as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-Value	F critical	Evaluation
Between Groups	0.004809	2	0.02404	1.359	0.326	5.143	Not Significant
Within Groups	0.10613	6	0.01769			$\alpha = .05$	
Total	**0.15422**	**8**					

As presented in the table, the computed F-values was calculated at 1.359 with the P-value of 0.326 at α=0.05 with df=2 and 6. The computed value turned lesser than the critical value of 5.143 while the P-value turned greater than the α. This denoted that the noted numerical disparities in the mean values among the three groups of respondents were not significant. This gave the researcher, therefore, the confidence to accept the corresponding null hypothesis to this effect. This meant that the perceptions of the three groups of respondents relative to the empowerment act granted to the school heads along instructional management was essentially similar. The three groups unanimously express that the school heads enjoy high empowerment act along the foregoing area.

Administrative management. Taking a look at the assessment of the key officials, school heads themselves and teachers as regard the empowerment act granted to school heads along administrative management, the following grand weighted means were obtained: 4.17, 4.34 and 44.20 (highly granted) for the key officials, secondary school heads and teachers, respectively. By inspection, it can be noted that the numerical variations existed among the three mean values: between key officials and school heads, 0.17; between key officials and teachers, 0.03 and between school heads and teachers, 0.14. In checking the significance of the existing numerical variations, the one-way ANOVA was employed; the result is shown in Table 21.

As shown in the table, the computed F-value was 3.397 with a P-value of 0.103 at .05 level of significance, df=2 and 6. In comparison, it was noted

that the computed value was lesser than the critical value of 5.143 and the P-value was greater than the level of significance. Hence, this signaled that the

Table 21

The ANOVA Table Comparing the Empowerment Acts of the Secondary School Heads along Administrative Management as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-Value	F critical	Evaluation
Between Groups	0.05149	2	0.02574	3.397	0.103	5.143	Not Significant
Within Groups	0.04547	6	0.00758			$\alpha = .05$	
Total	**0.09696**	**8**					

variations existing among the three mean0values were not significant. Thus, the corresponding null hypothesis to this effect was accepted. Meaning, the perceptions of the three groups of respondents on the empowerment acts of school heads along administrative management were essentially the same. This signified that the three groups of respondents were unanimous in expressing that the secondary school heads were highly granted with administrative empowerment acts.

Fiscal management. The perception of the three groups of respondents regarding the empowerment acts granted to school heads along fiscal management garnered the following grand weighted means: key officials, 4.04 (highly granted); secondary school heads, 4.24 (highly granted), and teachers,

4.03 (highly granted). Although the three groups of respondents arrived at the same adjectival rating, numerically, disparities existed among the three mean values. Between key officials and school heads, a numerical disparity of 0.20 existed while between key officials and teachers, 0.01 and between school heads and teachers, 0.21. To ascertain the significance of the noted numerical disparities, the one-way ANOVA was utilized; the result of the comparative analysis is revealed in Table 22.

Table 22

The ANOVA Table Comparing the Empowerment Acts of the Secondary School Heads along Financial Management as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-Value	F critical	Evaluation
Between Groups	0.13397	2	0.06699	3.428	0.066	3.885	Not Significant
Within Groups	0.23452	12	0.01954			$\alpha = .05$	
Total	**0.36849**	**14**					

It is revealed in Table 22 that the computed F-value was pegged at 3.428 with a P-value of 0.066 at $\alpha = .05$, df=2 and 12. Further, the computed value when compared to the critical value of 3.885, it turned lesser and the P-value turned greater than the α. This signified that the noted numerical disparities were not significant and led to the acceptance of the corresponding null

hypothesis to this effect. This meant, the perceptions of the key officials, school heads and teachers on the empowerment act granted to school heads along fiscal management were essentially similar. They unanimously considered it "high."

Level of Empowerment Skills of the Secondary School Heads as Perceived by the Three Groups of Respondents

The fifth question in the statement of the problem was to ascertain the perceptions of the three groups of respondents on empowerment skills possessed by the secondary school heads.

Table 23 presents the level of empowerment skills possessed by the secondary school heads as perceived by the three groups of respondents.

All 20 empowerment skills were perceived "high" by the key officials with a weighted men ranging from 3.51 - 4.50.

On the part of the secondary school heads themselves, they considered 10 empowerment skills as "very high" with a weighted mean ranging from 4.51 - 5.00 and 10 empowerment skills as "high" with a weighted mean of 3.51 - 4.50.

And, the teachers had identified five empowerment skills possessed by the secondary school heads was "very high" with a weighted mean ranging from 3.51 - 4.50, 14 empowerment skills were considered "high" with a weighted mean ranging from 3.51 - 4.50 and one was "uncertain with a mean of 3.27.

In summary, the grand weighted mean for the key officials was posted at 4.25 and interpreted as "high", 4.48 (high), and for the teachers, 4.27 (high).

Table 23

Level of Empowerment Skills Possessed by the Secondary School Heads as Perceived by the Three Groups of Respondents

	Empowerment Skills	Division Supervisors		School Heads		Teachers	
		W	I	W	I	W	I
1.	My preference is to motivate by instilling desire rather than fear in my teachers.	4.50	H	4.85	VH	4.80	VH
2.	When push comes to show, I feel that I can order people to get the job done.	4.33	H	4.85	VH	4.39	H
3.	Because I am a manager, I believe I am entitled to such privileges as reserved parking, a nice office, etc.	4.33	H	4.50	H	4.18	H
4.	I am comfortable admitting to my co-workers that I have made a mistake.	4.17	H	4.85	VH	4.40	H
5.	Giving power to my teachers makes me more powerful.	3.83	H	3.53	H	4.23	H
6.	As a manager, I think that one of my most important responsibilities is to be a coach to my fellow teachers.	4.50	H	4.85	VH	4.75	VH
7.	The best way to coach someone is to show them what to do.	4.50	H	4.85	VH	4.75	VH
8.	My employees believe the management team has their best interest at heart.	4.50	H	4.85	VH	4.50	H
9.	I tend to be more concerned about getting the work done about the people who are doing the work.	4.50	H	4.85	VH	4.38	H
10.	I usually give people more responsibilities than they think they can handle.	4.33	H	4.50	H	4.35	H
11.	I make it a habit to focus on my people's strength and overlook their weaknesses.	4.33	H	4.50	H	3.95	H
12.	When evaluating people, I tend to compare them to myself.	3.83	H	3.90	H	3.27	V
13.	Generally speaking, my teachers know how they are doing at all times.	4.33	H	4.50	H	4.35	H
14.	My employees have fun while they are at work.	4.33	H	4.50	H	4.15	H

Empowerment Skills		Division Supervisors		School Heads		Teachers	
		W	I	W	I	W	I
15.	I make sure that all my employees have an opportunity to participate in some sort of self-improvement training at least once a year.	4.50	H	4.85	VH	4.80	VH
16.	I tend to share the "big picture" with all my teachers.	4.33	H	4.80	VH	4.42	H
17.	I believe I have to monitor performance to make sure my teachers are really productive.	4.33	H	4.85	VH	4.80	VH
18.	I tell my teachers that they should make their own decisions.	3.83	H	3.56	H	3.62	H
19.	Being a manager means that employees are free to do what they want to do.	3.83	H	3.83	H	3.70	H
20.	Compared to supervisory pressure, peer pressure is more effective in getting people to do things.	3.83	H	3.83	H	3.63	H
	Grand Mean	**4.25**	H	**4.48**	H	**4.27**	H

Comparison of the Perceptions of the Three Groups of Respondents on the Empowerment Skills of Secondary School Heads

Too, this study looked into the comparison of the perceptions on the empowerment skills of the secondary school heads among the key officials, schools heads themselves, and teachers. As recalled, the three groups of respondents assessed the empowerment skills of the school heads as follows: key officials, 4.25 (high); school heads, 4.48 (high), and teachers, 4.27 (high). Obviously, the three mean values differed from each other, that is, numerical disparities existed among the three perceptions. Between key officials and

school heads, 0.23; between key officials and teachers, 0.02, and between school head and teachers, 0.21. In associating the significance of the noted numerical disparities, the one-way ANOVA was employed. Table 24 reveals the result.

Table 24

The ANOVA Table Comparing the Empowerment Skills of Secondary School Heads as Perceives by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-Value	F critical	Evaluation
Between Groups	0.66241	2	0.33121	4.874	0.011	3.159	Significant
Within Groups	3.87329	57	0.06795			$\alpha = .05$	
Total	**4.53570**	**59**					

From the said table, it can be gleaned that the computed F' value was pegged at 4.874 with a p-value of 0.011 at 0.05 level of significance with df – 2 and 57. In comparing the computed value with the critical value of 3.159 and the p-value with the df, it can be noted that the computed F' turned to be grater than the critical F' while the p-value was lesser than the level of significance. This signaled that the numerical disparities existing among the three groups of respondents were significant. This meant that the corresponding null hypothesis to this effect was rejected. Meaning the perceptions of the three groups of respondents regarding the empowerment skills of the school heads were significantly differed from each other.

Further test using the Scheffe's test (Table 25) revealed that between division supervisors and school heads the F' value posted at 7.785 which was greater than the critical value of 6.318. This meant that significant difference existed between the two groups. Between the division supervisors and the teachers, the computed F' value was 0.059, lesser that the critical F' value of 6.318. This meant that in these groups the disparity in the mean values was not significant. And between school heads and teachers the computed F'; value was 6.490 which turned higher than the critical value of 6.318.

Table 25

The Scheffe's Table to Ascertain Significant Difference in the Perceptions of Empowerment Skills of Secondary School Heads

Category of Respondents Compared	Mean Difference	F' Computed Value	F' Critical Value	Evaluation
Division Supervisors vs School Heads	-0.23	7.785	6.318	Significant
Division Supervisors vs Teachers	-0.02	0.059	6.318	Not Significant
School Heads vs Teachers	0.21	6.490	6.318	Significant

Hence, the noted disparity between these groups was significant. Therefore, the significant difference was found in the first and third combinations. The difference in their perceptions could be attributed to the fact

that they independently assessed the empowerment skills of the school heads and they did it at different perspective. The division supervisors anchored their assessment based on the manual while the school heads and teachers based on their assessments from experience.

Organizational Climate Obtaining among Public Secondary Schools

The organizational climate of the respondent-schools were determined by assessing the levels of disengagement, hindrance, esprit, intimacy, aloofness, production emphasis, thrust and consideration prevailing in these schools as perceived by the key officials, school heads themselves and teachers. The responses are discussed in this section.

Disengagement. The level of disengagement prevailing in the respondent-schools as perceived by the three groups of respondents is reflected in Table 26, as gleaned from the table, two out of the eight indicators were perceived to "often" prevail by the division supervisors, five were considered by them as "sometimes" prevailing and one was "rarely" prevailing, the highest weighted mean was 3.67 or "often" which referred to two situations, namely "The mannerisms of teachers at this school are annoying" and "Teachers seek special favors from the administrator." Meanwhile, the lowest weighted mean was found to be 2.17 or "rarely" for "Teachers ramble when they talk in faculty meetings. The grand mean was posted at 2.8, indicating that the level of disengagement was deemed as "sometimes" prevailing by the key officials.

Table 26

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Disengagement

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. The mannerisms of teacher at this school are annoying.	3.67	O	3.05	S	2.73	S
2. There is a minority group of teachers who always oppose the majority.	3.17	S	3.10	S	2.86	S
3. Teachers exert group pressure on non-conforming faculty members.	2.67	S	3.15	S	2.91	S
4. Teachers seek special favors from the administrator.	3.67	O	3.38	S	3.09	S
5. Teachers interrupt other faculty members who are talking in staff meetings.	2.67	S	2.83	S	2.57	S
6. Teachers ask nonsensical questions in faculty meetings.	2.67	S	2.73	S	2.46	R
7. Teachers ramble when they talk in faculty meetings.	2.17	R	2.33	R	2.13	R
8. Teachers at this school stay by themselves.	3.17	S	3.23	S	2.94	S
Grand Total	**23.86**	-	**23.8**	-	**21.69**	-
Grand Mean	**2.98**	**S**	**2.98**	**S**	**2.71**	**S**

Legend: *WM - Weighted Mean* *I - Interpretation*

Intervals	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (S)
1.51 - 2.50	Rarely (R)
1.00 - 1.50	Never (N)

As perceived by the secondary school heads themselves, that seven out of the eight indicators were rated "sometimes" prevailing while the remaining one indicator was assessed as "rarely" prevailing. The situation "Teacher seeks special favors from the administrator" obtained the highest weighted mean of 3.38 or "sometimes" and the situation that "Teachers ramble when they talk in faculty meetings" got the lowest weighted mean of 2.33 or "rarely." Correspondingly, the grand mean was found to be 2.98 which implied that secondary school heads themselves perceived the level of disengagement as "sometimes" prevailing in the public secondary schools involved in the study.

For the teachers' assessment, the same table revealed that six out of the eight listed situations were deemed by them as "sometimes" prevailing while the two remaining situations were assessed as "rarely" prevailing. Among these, the highest weighted mean was posted at 3.09 or "sometimes" for "Teachers seek special favors the administrator" and the lowest weighted mean was found to be 2.13 or "rarely prevailing for "Teachers ramble when they talk in faculty meetings." The grand mean of the responses of the teachers turned out to be 2.71 which implied that the teacher-respondents deemed the level of disengagement as "sometimes" prevailing in the respondent-schools.

Hindrance. Table 27 is the perceptions of the three groups of respondents on the level of hindrance prevailing in the respondents-schools.

Table 27

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Hindrance

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. Teachers talk about leaving the school system.	3.33	S	2.45	S	3.11	S
2. Teachers socialize together in small select groups.	3.17	S	3.38	S	3.31	S
3. Routine duties interfere with the job of teaching.	3.17	S	3.20	S	3.31	S
4. Teachers have too many committee requirements.	3.17	S	3.30	S	3.31	S
5. Student's progress reports require too much work.	3.17	S	3.33	S	3.33	S
6. Administrative paperwork is burdensome at this school.	2.83	S	2.78	S	3.78	O
7. Sufficient time is given to prepare administrative reports.	3.67	O	3.70	O	3.70	O
8. Instructions for the operation of teaching aids are available.	3.83	O	3.83	O	3.81	O
Grand Total	**26.34**	-	-	-	-	-
Grand Mean	**3.29**	**S**	**3.31**	**S**	**3.44**	**S**

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

As shown in the table, the division supervisors considered two situations as "often" prevailing and the six remaining situations as "sometimes" prevailing.

The highest weighted mean was found to be 3.83 or "often" which correspond to the situation "Instruction for the operation of the teaching aids are available." Meanwhile, the lowest weighted mean posted at 2.83 or "sometimes" which correspond to the situation "Administrative paper work is burdensome at this school." As a whole, the division supervisors deemed the level of endurance as "sometimes" prevailing in the respondent-schools as evidenced by the grand mean of 3.29.

As regards to the school heads, two out of the listed situations correspond to "often prevailing, five were "sometimes" prevailing and one "rarely" prevailing. Among these, the highest weighted mean of 3.83 or "sometimes" referred to "Instructions for operation of teaching aids are available" and the lowest weighted mean was 2.45 or "rarely correspond to "Teachers talk about leaving the school system." As a whole, the school heads considered the level of hindrance by the grand mean of 3.31.

Relative to the perceptions of he teachers reflected in the same table, it can be noted that three situations were "often" observed by them with weighted means of 3.81 for "Instructions for the operation of teaching aids are available," 3.78 for "Administrative paper work is burdensome at this school" and 3.70 for "Sufficient time is given to prepare as "sometimes" prevailing. Generally, the teacher-respondents considered the level of hindrance in their respective school as "sometimes" prevailing. This is supported by the grand mean of 3.44.

Esprit. The three groups of respondents' perceptions relative to the level of esprit prevailing in their respective schools are presented in Table 28.

Table 28

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Esprit

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. The morale of the teachers is high.	4.33	O	4.63	A	4.64	A
2. The teachers accomplish their work with great vigor and pleasure.	4.17	O	4.40	O	4.41	O
3. Teachers at this school show much school spirit.	4.33	O	4.63	A	4.65	A
4. Custodial service is available when needed.	3.67	O	3.63	O	3.63	O
5. Most of the teachers here accept the faults of their colleagues.	4.17	O	4.25	O	4.27	O
6. School supplies are readily available for use in class work.	3.67	O	3.60	O	3.58	O
7. There is considerable laughter when teachers gather informally.	4.33	O	4.33	O	4.34	O
8. In faculty meetings, there is the feeling of "let's get things done."	4.67	A	4.55	A	4.56	A
Grand Total	**33.64**	-	**34.02**	-	**34.08**	-
Grand Mean	**4.17**	**O**	**4.25**	**O**	**4.26**	**O**

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

As shown in the table, the situation "In faculty meetings there is a feeling of "Let's get things done" had the highest weighted mean of 4.67 or "always" prevailing as regards to the division supervisors. The remaining seven situations were considered "often" prevailing." The lowest weighted mean was posted at 3.67 for "School supplies are readily available for use in class work." Consequently, the grand mean of the responses of the division supervisors was pegged at 4.17 indicating that they perceived the level of esprit as "often" prevailing.

For the school heads group as shown in the same table that they perceived three situations as "always" prevailing and the five other situations as "often" prevailing, the highest weighted mean as found to be 4.63 for two situations, namely "The morale of the teachers is high" and Teachers at this school show much school esprit" and the lowest weighted mean posted at 3.60 for "School supplies are readily available for use in class work." Hence, the grand mean of the responses of the school heads turned out be 4.25, indicating that they deemed the level of esprit as "often" prevailing in respondent-schools.

For the responses of the teachers, the same table shows that out of the eight listed indicators, three were rated "always" and other five were rated "often." Among these, the highest weighted mean was 4.65 for "Teachers at this school show much school esprit." Meanwhile, the lowest weighted mean was 3.58 for "School supplies are readily available for use in class work." Gradually

the teacher assessed the level of esprit as "often" prevailing. This is supported by the grand mean of 4.26.

Intimacy. For the aspect of intimacy, the responses of the three groups of respondents are shown in Table 29.

Table 29

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Intimacy

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. Extra books are available for classroom use.	3.83	O	3.95	O	3.68	O
2. Teachers spend time after school with students who have individual problems.	3.67	O	3.78	O	3.77	O
3. Teachers' closest friends are other faculty members at this school.	3.83	O	3.88	O	3.86	O
4. Teachers invite other faculty members to visit them at home.	3.83	O	3.88	O	3.86	O
5. Teachers know the family background of other faculty members.	3.83	O	3.88	O	3.86	O
6. Teachers talk about their personal life to other faculty members.	3.83	O	3.90	O	3.90	O
7. Teachers have fun socializing together during school time.	3.83	O	3.90	O	3.74	O
8. Teachers work together preparing administrative reports.	4.17	O	4.03	O	4.06	O
Grand Total	**30.82**	-	**31.2**	-	**30.73**	-
Grand Mean	**3.85**	O	**3.90**	O	**3.84**	O

Legend: WM – Weighted Mean I – Interpretation

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

As shown in the table, the division supervisors deemed all the eight listed indications as "often" prevailing in their respective schools. Among these, the highest weighted mean was pegged at 4.17 for "Teachers work together preparing administrative reports." Meanwhile, the lowest weighted mean pegged at 3.67 for "Teachers spend time after school with students who have individual problems." Thus, the grand mean of the responses of the division supervisors was posted at 3.85 which indicated that they considered the level of intimacy in the respondent-schools as "often" prevailing.

For the school-head respondents' perceptions, it can be gleaned in the same table that all the eight situations were considered "often" prevailing, the highest weighted mean was pegged at 4.03 for Teachers work together preparing administrative reports" and the lowest weighted mean was posted at 3.78 for "Teachers spend time after school with students who have individual problems." Since the grand mean of the school heads was pegged at 3.90, it was construed that they deemed the level of intimacy as "often" prevailing in their respective schools.

For the teachers' perceptions, all the eight situations were considered as "often" prevailing. However, the highest weighted mean was posted at 4.06 fo r "Teachers work together preparing administrative reports" and the lowest weighted mean was posted at 3.68 for "Extra books are available for classroom use." As a whole, the school heads assessed the level of intimacy as "often" prevailing in the respondent-schools as evidenced by the grand mean of 3.84.

Aloofness. The responses of the division supervisors, school heads and teachers of the respondent-schools along the level of aloofness prevailing are presented in Table 30.

Table 30

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Aloofness

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. Teachers prepare administrative reports by themselves.	3.67	O	3.63	O	3.62	O
2. Faculty meetings are organized according to a tight schedule.	3.67	O	3.55	O	3.55	O
3. Faculty meetings are mainly administrator-report meetings.	3.67	O	3.45	S	3.44	S
4. The administrator runs the faculty like a business conference.	3.17	S	3.08	S	3.08	S
5. Teachers leave the grounds during the school day.	2.67	S	2.65	S	2.64	S
6. Teachers eat lunch by themselves in their own classrooms.	3.17	S	3.08	S	3.08	S
7. The rules set by the administrator are never questioned.	2.83	S	2.98	S	2.96	S
8. Teachers are contacted by the administrator each day.	2.83	S	3.60	O	3.59	O
Grand Total	**25.68**	-	**26.02**	-	**25.96**	-
Grand Mean	**3.34**	**S**	**3.25**	**S**	**3.25**	**S**

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

As shown in the table, the division supervisors assessed three situations as "often" prevailing and five situations as "sometimes prevailing." The highest weighted mean was pegged at 3.63 and these are the situations, namely: "Teachers prepare administrative reports." "Faculty meetings are organized according to a tight schedule," and "The administrator runs the faculty like a business conference." And the situation "Teachers leave the ground during the school day" had the lowest weighted mean posted at 2.67. The grand mean of the responses of the division supervisors was posted at 3.34 indicating that this group considered the level of aloofness as "sometimes" prevailing in their respective schools.

For the school heads' group, the same table shows three situations were assessed by them as "often" prevailing. These are: "Teachers prepare administrative reports by themselves" with a weighted mean of 3.63, "Teachers are enacted by the administrator each day" with a weighted mean of 3.60 and "Faculty meetings are organized according to a tight schedule" with a weighted mean of 3.55. The lowest weighted mean was posted at 2.65 for "Teachers leave the ground during the school days." The grand mean of the responses of the school head-respondents was found to be 3.25 which implied that they considered the level of aloofness as "sometimes" prevailing in their respective schools.

Relative to the teachers responses, it can be gleaned in the same table that three out of the eight listed situations were deemed "often" prevailing where the

highest weighted mean was posted at 3.62 for "Teachers prepare administrative reports by themselves" and five situations were considered "sometimes" and the lowest weighted mean was 2.64 for "Teachers leave the grounds during te school day." Generally, the teachers assessed the level of aloofness as "sometimes" prevailing inasmuch as the grand mean of 3.25.

Production emphasis. The perceptions of the three groups of respondents relative to the level of production emphasis prevailing in their respective schools are reflected in Table 31.

As shown in the table, the division supervisors perceived all the eight situations as "often" prevailing. There were three situations that got the highest weighted mean of 4.33 and those are "The administrator checks the subject-matter ability of the teachers," "The administrator insures that teachers work to their full capacity" and "Extra duties for teachers is posted conspicuously." The situation that "School secretariat service is available for teachers use" had the lowest weighted mean of 3.67 of "often" prevailing. The grand mean of the responses of the division supervisors turned out to be 4.13, which implied that they considered the level of production emphasis as "often" prevailing in their respective schools.

For school heads' group, the same table shows that all the eight situations were rated as "often" prevailing. The highest weighted mean was 4.45 for "Administrator insures that the teachers work to their all capacity" and the lowest weighted mean was posted at 3.50 for "School secretariat service is

Table 31

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Production Emphasis

Indicators	*Division* Supervisors		*School* Heads		Teachers	
	WM	I	WM	I	WM	I
1. School secretariat service is available for teachers use.	3.67	O	3.58	O	3.56	O
2. Teachers are informed of the results of a supervisory visit.	3.83	O	3.85	O	3.84	O
3. The administrator makes all class scheduling decisions.	4.17	O	4.15	O	4.17	O
4. The administrator schedules the work for the teachers.	4.17	O	4.25	O	4.17	O
5. The administrator checks the subject-matter ability of teachers.	4.33	O	4.20	O	4.21	O
6. The administrator corrects teachers' mistakes.	4.17	O	4.18	O	4.19	O
7. The administrator insures that teachers work to their full capacity.	4.33	O	4.45	O	4.47	O
8. Extra duties for teachers is posted conspicuously.	4.33	O	4.08	O	4.08	O
Grand Total	**33.0**	-	**32.74**	-	**32.79**	-
Grand Mean	**4.13**	O	**4.09**	O	**4.10**	O

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

available for teachers use." Thus, the grand mean of the responses of the school heads was posted at 4.09. This meant that they assessed the level of production emphasis as "often" prevailing in the respondent-schools.

As regards to the perceptions of the teachers, the same table showed that all eight were considered "often" prevailing, the highest weighted mean was posted at 4.47 for "The administrator insures that teachers work for their full capacity " and the lowest weighted mean was posted at 3.56 for "School secretariat service is available for teachers' use." With the grand mean of 4.10, it was construed that the teachers perceived the level of production emphasis as "often" prevailing.

Thrust. Table 32, presents the perceptions of the three groups of respondents on the level of thrust prevailing in the public secondary schools involved in the study.

Relative to the division supervisors' perceptions, the table shows that all eight indicators were rated "often" prevailing. The highest weighted mean was pegged at 4.50 for "The administrator talks a great deal" and the lowest weighted mean was posted at 3.83 for "The administrator is in the building before the teacher arrives." The grand mean of the responses of the division supervisors was pegged at 4.27, which indicated that the level of thrust was rated by the key officials as "often" prevailing.

As perceived by the school heads, one situation was rated "always" prevailing with a weighted mean of 4.63 for "The administrator sets an example

Table 32

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Thrust

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. The administrator talks a great deal.	4.50	O	4.13	O	4.14	O
2. The administrator goes out of his way to help teachers.	4.17	O	4.13	O	4.14	O
3. The administrator sets an example by working hard himself.	4.33	O	4.63	A	4.62	A
4. The administrator uses constructive criticisms.	4.33	O	4.43	O	4.47	O
5. The administrator is well prepared when he speaks at school functions.	4.33	O	4.45	O	4.45	O
6. The administrator looks out for the personal welfare of teachers.	4.33	O	4.40	O	4.32	O
7. The administrator explains his reasons for criticism to teachers.	4.33	O	4.40	O	4.32	0
8. The administrator is in the building before the teacher arrives.	3.83	O	3.75	O	3.74	0
Grand Total	**34.17**	-	**34.37**	-	**34.34**	-
Grand Mean	**4.27**	O	**4.30**	O	**4.29**	O

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

by working hard himself" and the remaining seven situations were rated "often" prevailing. The lowest weighted mean was pegged at 3.75 for "The administrator is in the building before the teacher arrives" the responses of the perceptions on the level of thrust was "often" prevailing as evidenced by the grand mean of 4.30.

In terms of teachers' perceptions, the same table shows that one was rated "always" prevailing with the weighted mean of 4.62 and the other seven situations were deemed as "often" prevailing. Meanwhile, the lowest weighted mean of 3.74 of "often" corresponded to "The administrator is in the building before the teacher arrives." As a whole, the grand mean of 4.29 signifies that the teacher-respondents considered the level of thrust as "often" prevailing in their respective schools.

Consideration. For the aspect on the level of consideration, the perceptions of the three groups of respondents are contained in Table 33. As perceived by the division supervisors, all the eight situations were assessed as "often" prevailing. There were five situations that got the highest weighted mean were pegged at 4.17 and those were the following: "The administrator tells teachers of new ideas he has been across," "The administrator is easy to understand," "The administrator helps teachers solve personal problems," "The administrator tries to get better salaries for teachers." The situation "The administrator does personal favors for teachers" got the lowest weighted mean of 3.67 or "often." Generally, the grand mean of 4.02 indicated that the division

Table 33

Organizational Climate Obtaining Among Public Secondary Schools as Indicated by the Three Groups of Respondents' Perceived Level of Consideration

Indicators	Division Supervisors		School Heads		Teachers	
	WM	I	WM	I	WM	I
1. The administrator tells teachers of new ideas he has run across.	4.17	O	4.13	O	4.14	O
2. The administrator is easy to understand.	4.17	O	4.18	O	4.19	O
3. The administrator helps teachers solve personal problems.	4.17	O	4.20	O	4.22	O
4. The administrator does personal favors for teachers.	3.67	O	3.83	O	3.82	O
5. The administrator stays after school to help teachers finish their work.	3.83	O	3.95	O	3.93	O
6. The administrator helps staff members settle minor differences.	4.17	O	4.13	O	4.13	O
7. Teachers help which course will be taught.	3.83	O	3.95	O	3.93	O
8. The administrator tries to get better salaries for teachers.	4.17	O	4.13	O	4.12	O
Grand Total	**32.68**	-	**32.5**	-	**32.5**	-
Grand Mean	**4.02**	O	**4.06**	O	**4.06**	O

Legend: *WM – Weighted Mean* *I – Interpretation*

Intervals	Interpretation
4.51 – 5.00	Always (A)
3.51 – 4.50	Often (O)
2.51 – 3.50	Sometimes (S)
1.51 – 2.50	Rarely (R)
1.00 – 1.50	Never (N)

supervisors considered the level of consideration as "often" prevailing in their respective schools.

As assessed by the school heads, the same table shows that their responses were the same. All the situations were interpreted as "often" prevailing. The

highest weighted mean was posted at 4.20 or "often" for "The administrator helps teachers solve personal problems," and the lowest was 3.83 of "often" for "The administrator does personal favors for teachers" got the lowest weighted mean of 3.82. As a whole, the teachers assessed the level of consideration as "often" prevailing inasmuch as the grand mean resulted to 4.06.

Table 34 summarizes the responses of the division supervisors, school heads and teachers relative to the organizational climate prevailing in the respondent-schools along the eight aspects.

Table 34

Summary of the Responses of the Three Groups of Respondents Relative to the Organizational Climate Prevailing in their Respective Schools

Indicators	Division Supervisors		School Heads		Teachers	
	Mean	Inter-pretation	Mean	Inter-pretation	Mean	Inter-pretation
Disengagement	2.98	S	2.98	S	2.71	S
Hindrance	3.29	S	3.31	S	3.44	S
Esprit	4.17	O	4.25	O	4.26	O
Intimacy	3.85	O	3.90	O	3.84	O
Aloofness	3.34	O	3.25	S	3.25	S
Emphasis	4.13	O	4.09	O	4.10	O
Thrust	4.27	O	4.30	O	4.29	O
Consideration	4.02	O	4.06	O	4.06	O
Grand Total	**30.25**	-	**30.14**	-	**29.95**	-
Grand Mean	**3.76**	O	**3.77**	O	**3.74**	O

Legend: WM - Weighted Mean I - Interpretation

Intervals	Interpretation
4.51 - 5.00	Always (A)
3.51 - 4.50	Often (O)
2.51 - 3.50	Sometimes (S)
1.51 - 2.50	Rarely (R)
1.00 - 1.50	Never (N)

As gleaned from the table above, the division supervisors, school heads and teachers perceived the organizational climate in their respective schools as an open climate.

For the division supervisors, the first four highest levels for thrust (4.27 - "often"), Esprit (4.17 - "often"), Emphasis (4.13 - "often") and Consideration (4.02 - "often").

For the school heads, the first four highest levels are: Thrust (4.30 - "often"), Esprit (4.25 - "Often"), Emphasis (4.09 - "often") and Consideration (4.06 - "often").

And for the teachers, the highest four levels are: Thrust (4.29 - "often"), Esprit (4.26 - "often"), Emphasis (4.10 - "often"), and Consideration (4.06 - "often").

Given these results, it implied that the organizational climate prevailing in the public secondary school could provide a working environment among personnel inasmuch as an open climate is a friendly climate and personnel could actually express their ideas freely, given the appropriate motivation (thrust) and consideration by their administrators.

Comparison of the Perceptions of the Three Groups of Respondents on the Organizational Climate Prevailing in the Respondent-Schools

This study also looked into the comparison of the perceptions of the three groups of respondents on the organizational climate obtaining in the public

secondary schools along the following areas: disengagement, hindrance, esprit, intimacy, aloofness, emphasis, thrust and consideration.

Tables 35- 42 contain the date of the result of the comparative analysis along the aforementioned areas.

Disengagement. The perceptions of the three groups of respondents relative to the organizational climate prevailing secondary schools along disengagement were as follows: division supervisors, 2.98 (sometimes); school heads, 2.48 (sometimes), and teachers, 2.71 (sometimes). Be inspection, slight numerical differences existed among the three mean values. Between division supervisors and school heads, no variation was noted while for the division supervisors and teachers as well as between school heads and teachers, the same numerical disparity of 0.27 was noted. To check whether these variations were significant, the one-way ANOVA was employed. Table 35 presents the comparative analysis.

Table 35

The ANOVA Table Comparing the Organizational Climate of Disengagement as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.38186	2	0.19093	1.171	0.330	3.467	Not Significant	Accept Ho
Within Groups	3.42544	21	0.16312			α=0.05		
Total	**3.80730**	**23**						

Table 35 showed that the computed F-value was posted at 1.171 with a p-value of 0.330 at $\alpha = 0.05$ and df=2 and 21. Comparing these values with the critical f-value of 3.467 and with the level of significance, it can be grasped that the computed f-value was lesser than the critical f-value and the p-value was greater that the α. This manifested that the observed numerical disparities were not significant. Thus, the corresponding null hypothesis to this effect was accepted. This signified that the perceptions of the three groups as regard the prevailing organizational climate along disengagement among secondary schools were essentially similar. Meaning, disengagement occurred more or less of equal interval.

Hindrance. It can be recalled that in the assessment of the three groups of respondents on the prevailing organizational climate among secondary schools along hindrance garnered the following mean: 3.29 (sometimes); 3.31 (sometimes), and 3.44 (sometimes) for the division supervisors, school heads and teachers respectively. By taking a closer look at the mean values, it can be observed that numerical disparities existed as follows: between division supervisors and school heads, 0.02, between division supervisors and teachers, 0.15, and between school heads and teacher, 0.13. To test further, whether these observed numerical differences were significant, the one-way ANOVA was employed. The result is presented in Table 36.

Table 36

The ANOVA Table Comparing the Organizational Climate of *Hindrance as Perceived by the Three* Groups of Respondents

Source of Variation	*Sum of Squares*	df	*Mean Square*	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.10653	2	0.05326	0.533	0.595	3.467	Not Significant	Accept Ho
Within Groups	2.09973	21	0.09999			α=0.05		
Total	**2.20625**	**23**						

As presented, the computed F-value was pegged at 0.533 with a p-value of 0.595 at $\alpha = 0.05$ and df = 2 and 21. In comparing the computed F-value with the critical F-value (3.47), it can be noted that the p-value was lesser than the noted numerical disparities were not significant. Hence, this led to the acceptance of the corresponding null hypothesis denoting that the perceptions of the key officials, school heads and teachers as regards the prevailing organizational climate among secondary schools along hindrance were essentially similar. The three groups unanimously declared that hindrances occurred more or less of equal interval.

Esprit. The assessment of the three groups of respondents regarding the prevailing organizational climate among secondary schools along esprit arrived at the following values; division supervisors, 4.17, school heads, 4.25 and teachers, 4.26, with the same adjectival rating of "often." Although by

description, the three values were similar, obviously, slight numerical disparities existed among them as follows: between division supervisors and teachers, 0.01; and between school heads and teachers, 0.09. Ascertaining the significance of the observed differences, the one-way ANOVA was employed. Summary of the result is disclosed in Table 37.

Table 37

The ANOVA Table Comparing the Organizational Climate of Esprit as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.04223	2	0.02112	0.134	0.876	3.467	Not Significant	Accept Ho
Within Groups	3.31610	21	0.15791			α=0.05		
Total	**3.35833**	**23**						

As noted in Table 37, the computed F-value was calculated at 0.134 with a p-value of 0.876 at α = 0.05 df = 2 and 21. Further analysis by comparing the computed value with the critical F-value of 3.467, it can be noted that the former was lesser that the latter. Furthermore, the p-value turned greater than the α. This signaled that the observed numerical disparities were not significant. Therefore, the corresponding null hypothesis to this effect was accepted. This denoted that the assessment of the three groups of respondents on the prevailing

organizational climate among secondary schools along esprit were essentially the same. This meant that the division supervisors, school heads and teachers unanimously considered esprit occurred most of the time among secondary schools.

Intimacy. again, the perceptions of the three groups of respondents with regards to the prevailing organizational climate among secondary schools along intimacy were as follows: 3.85, 3.90, 3.84, for division supervisors, school heads and teachers, respectively, having the same adjectival rating of "often." Indeed, by adjectival description, the evaluation of the three was similar, however, numerical variations, can be noted among the three mean values. Between the division supervisors and school heads, 0.05 was calculated while between division supervisors and teachers, 0.01, and between school heads and teachers, 0.06. The noted numerical variations were subjected to a comparative analysis with the one-way ANOVA as the appropriate statistical tool. The result is shown in Table 38.

The computed F-value resulted to 0.706 with a P-value of 0.505 at .05 level of significance and df = 2 and 21. The computed F-value when compared with the critical F-value turned lesser and the P-value turned greater than the α. These denoted that the observed numerical variations were not significant, which led to the acceptance of the corresponding null hypothesis signifying that the perceptions of the three groups of respondents were essentially similar,

meaning, the division supervisors, school heads, and teachers unanimously observed that intimacy most often occurred among secondary schools.

Table 38

The ANOVA Table Comparing the Organizational Climate of Intimacy as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.01703	2	0.00852	0.706	0.505	3.467	Not Significant	Accept Ho
Within Groups	*0.25350*	21	*0.01207*			α=0.05		
Total	**0.27053**	**23**						

Aloofness. As recalled, the perceptions of the three groups of respondents on the prevailing organizational climate among secondary schools along aloofness obtained the following grand weighted means: 3.34; 3.25 and 3.25, for the division supervisors, school heads and teachers, respectively, with the same adjectival rating of "sometimes." Despite the similarity of the three perceptions in the descriptive rating, yet, numerically, they differed. Between division supervisors and school heads, as well as, between division supervisors and teachers, 0.09, and between school heads and teachers, none. To ascertain the significance of the numerical disparities, the one-way ANOVA was employed, by which, the result is shown in Table 39.

Table 39

The ANOVA Table Comparing the Organizational Climate of Aloofness as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.03990	2	0.01995	0.135	0.467	3.467	Not Significant	Accept Ho
Within Groups	3.11335	21	0.14825			α=0.05		
Total	**3.15325**	**23**						

The comparative analysis of the foregoing yielded a computed F-value of 0.135 and a p-value of 0.875 at α=0.05, df=2 and 21. The critical value was pegged at 3.467. By these values, it was obvious that the computed F-value and the P-value turned greater than the α. These signaled that the observed numerical variations among the three mean values were not significant. Hence, the corresponding null hypothesis to this effect was accepted. This signified that the perceptions of the three groups of respondents on the prevailing organizational climate among secondary schools along aloofness were essentially the same. This meant that the division supervisors, school heads, and teacher unanimously considered aloofness occurred more or less of equal intervals among secondary schools.

Emphasis. It can be recalled that the perceptions of the three groups of respondents on the prevailing organizational climate among secondary schools along emphasis revealed the following grand weighted means: division supervisors, 4.13; school heads, 4.59, and teachers, 4.10, with the same adjectival rating of "often." By the adjectival rating, the three perceptions were similar however; variations were noted in the numerical values. The observed disparities in the mean values were as follows: between division supervisors and school heads, 0.04, while between division supervisors and teachers, 0.03, and between school heads and teachers, 0.01. to ascertain whether the observed disparities is the mean values, one-way ANOVA was employed and the result is presented in Table 40.

Table 40

The ANOVA Table Comparing the Organizational Climate of Production Emphasis as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.00476	2	0.00238	0.034	0.967	3.467	Not Significant	Accept Ho
Within Groups	1.47344	21	0.07016			α=0.05		
Total	**1.47820**	**23**						

The result of the comparative analysis revealed that the computed F-value of 3.457 at α=0.05, df= 2and 21 and the p-value of 0.967 was greater than the alpha level. This proved that the noted numerical difference existing among the three perceptions were significant. This served as the anchorage to accept the corresponding null hypothesis to that effect. This denoted that the perceptions of the three groups of respondents were essentially similar. This meant that the division supervisors, school heads and teachers unanimously considered emphasis occurred most often among secondary schools as manifested organizational climate.

Thrust. The perceptions of the three groups of respondents as regards the prevailing organizational climate among secondary schools along thrust, as revealed by the grand weighted mean were as follows: division supervisors, 4.27 (often); school heads, 4.30 (often), and teachers, 4.29 (often). The adjectival ratings were similar however, the numerical ratings varied from one another. Between division supervisors and teachers, the difference was 0.03; while between division supervisors and teachers, 0.02, and between school heads and teachers, 0.01. The one-way ANOVA was employed to check the significance of the observed numerical disparities. Table 41 reveals the result.

Table 41

The ANOVA Table Comparing the Organizational Climate of Thrust as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.00356	2	0.00178	0.027	0.973	3.467	Not Significant	Accept Ho
Within Groups	1.35963	21	0.06474			α=0.05		
Total	**1.36318**	**23**						

Table 41 revealed that the computed F-value was posted at 0.027 which turned lesser than the critical F-value of 3.467 at $\alpha = 0.05$, df = 2 and 21. Moreover, the p-value was pegged at 0.0973, which turned higher than the α. These signaled that the noted numerical disparities among the three groups of respondents were not significant. Thus, the corresponding null hypothesis to this effect was accepted. Meaning, the perceptions of the three groups of respondents were essentially similar. This signified that the division supervisors, school heads, and teachers arrived at a unanimous evaluation that emphasis often prevailed as an organizational climate among secondary schools.

Consideration. it is recalled that the perceptions of the three groups of respondents regarding the prevailing organizational climate among secondary schools along consideration obtained the following grand weighted means: division supervisors, 4.02, school heads, 4.56, and teachers, 4.56 all with the same

adjectival rating of "often." By descriptive ratings, the three perceptions were similar but by numerical rating, disparities were noted. Between division supervisors and school heads, as well as, division supervisors and teachers, a similar numerical difference was noted, 0.04 while between school heads and teachers, none. Further test to ascertain the significance of the observed numerical variations, the one-way ANOVA was employed. Result of the comparative analysis is shown in Table 42.

Table 42

The ANOVA Table Comparing the Organizational Climate of Consideration as Perceived by the Three Groups of Respondents

Source of Variation	Sum of Squares	df	Mean Square	F	P-value	F-critical	Evaluation	Decision
Between Groups	0.00853	2	0.00427	0.155	0.857	3.467	Not Significant	Accept Hods
Within Groups	0.57685	21	0.0247			α=0.05		
Total	**0.58538**	**23**						

From the table, it can be gleaned that the computed F-value was calculated at 0.155 with a p-value of 0.857 at α=0.05, df=2 and 21, while the critical F-value was 3.467. In comparing these values, it can be learned that the computed F-value was lesser than the critical F-value and the P-value turned greater than the alpha level. These observations signified that the noted value

were no significant. Therefore, the corresponding null hypothesis to this effect was accepted. This denoted that the three groups of respondent arrived at essentially similar perceptions regarding the prevalence of consideration as an organizational climate among secondary schools. Impliedly, division supervisors, school heads and teachers observed consideration occurring most often as an organizational climate among secondary schools.

Relationship between the Extent of Principal Empowerment Implemented the School Heads along the Three Areas of Management

This section discusses the results of the correlational analysis undertaken between the extent of principal empowerment granted to the secondary school heads along the three areas of management and the following: a) profile of school heads, b) school profile, c) level of empowerment skills, and d) organizational climate.

These are presented in Tables 43 - 46.

Profile of the school heads. In associating the extent of principal empowerment implemented by the school heads in terms of the three areas, namely: instruction; administrative and fiscal management, and their profile the following characteristics were involved: age, sex, civil status, educational background, administrative experience, performance rating, in-service trainings attended, monthly income and family size.

In terms of instruction, Table 43, presents the correlation analysis.

Between the extent of principal empowerment implemented by the school heads along instruction and their age, the coefficient of correlation was pegged at -0.026 denoting a negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.160, which turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, age and school heads had nothing to do with the extent of the empowerment implemented by them.

Table 43

Relationship Between the Extent of Implementation of Principal Empowerment of the School Heads along Instruction and the Profile of School Heads

Profile	Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
		Computed	Critical		
Age	-0.026	0.160	0.325	Not Significant	Accept Ho
Sex	0.069	0.426	0.325	Significant	Reject Ho
Civil Status	-0.067	0.414	0.325	Significant	Reject Ho
Educational Background	-0.013	0.080	0.325	Not Significant	Accept Ho
Administrative Experience	0.053	0.490	0.325	Significant	Reject Ho
Performance Rating	0.040	0.247	0.325	Not Significant	Accept Ho
Trainings	0.054	0.333	0.325	Significant	Reject Ho
Monthly Income	-0.004	0.025	0.325	Not Significant	Accept Ho
Family Size	0.063	0.389	0.325	Significant	Reject Ho

$\alpha = 0.05$ df = 38

In associating the extent of principal empowerment implemented by school heads along instruction and their sex obtained a coefficient of correlation value of 0.069 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.426 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that sex had something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the female school heads had a greater extent of principal empowerment than their male counterparts. This can be attributed to the fact that females dominate the administrators' population hence, more empowered.

Between the extent of principal empowerment along instruction and civil status of school heads yielded a coefficient of correlation value of -0.067 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.414 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This suggested the two variables. This served as the anchorage to reject the corresponding null hypothesis. The correlation being negative signified an inverse correlation. This meant that single school heads experience greater extent of principal empowerment than the married ones.

Between the extent of principal empowerment implemented by school heads along instruction and their educational background, the coefficient of correlation was pegged at -0.013 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value of 0.080 which turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, educational background of school heads had nothing to do with their extent of the empowerment granted to them.

Between the extent of principal empowerment implemented by the school heads along instruction and their administrative experience yielded a coefficient of correlation value of 0.053 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.414 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df=38. This means that a significant relationship existed between the two variables. This served as the basis to reject the corresponding null hypothesis. The correlation being positive signified a direct proportional correlation. This means that school heads with large administrative experience had greater extent of principal empowerment than the school heads with less administrative experience.

Between the extent of principal empowerment implemented by the school heads along instruction and their performance ratings, the coefficient of correlation was pegged at 0.040 denoting a "negligible" correlation. Further test

of significance of the correlation value applying the Fisher's t, the computed value was posted 0.247, which was lesser than the critical value of 0.325 at α = 0.05, df = 38. This meant the relationship between the said variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, performance ratings had nothing to do with their extent of the empowerment implemented by them.

Between the extent of principal empowerment along instruction and in-service trainings attended got a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.333 which was greater than the critical value of 0.325 at α = 0.05, df = 38. This means that a significant relationship existed between the two variables. Therefore the corresponding null hypothesis to this effect was rejected. This meant that the school heads who had attended more number of in-service trainings had greater extent of principal empowerment than those with lesser number of in-service trainings attended.

Between the extent of principal empowerment implemented by the school heads along instruction and their average monthly income, the coefficient of correlation was 0.004 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed values was posted at 0.025, which turned lesser than the critical of 0.325 at α = 0.05, df = 38. This meant that the relationship between the foregoing variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted.

Meaning, the average monthly income of school heads had nothing to do with their extent of principal empowerment implemented by them.

Between the extent of principal empowerment along instruction and family size had a coefficient of correlation value of 0.063 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.389 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This means that a significant relationship existed between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the bigger is the family size of the school heads, the greater extent of principal empowerment was implemented by the school heads than those less number of family size.

In terms of administrative, Table 44, presents the correlation analysis. Between the extent of principal empowerment implemented by the school heads along administrative and their age, the coefficient of correlation was pegged at -0.023 denoting a negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.142, which turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, age and school heads had nothing to do with the extent of the empowerment implemented by them.

In associating the extent of principal empowerment implemented by school heads along administrative and their sex obtained a coefficient of correlation value of 0.058 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.358 which turned greater than the critical value of 0.325 at α = 0.05, df

Table 44

Relationship Between the Extent of Implementation of Principal Empowerment of the School Heads along Administrative and the Profile of School Heads

Profile	Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
		Computed	Critical		
Age	-0.023	0.142	0.325	Not Significant	Accept Ho
Sex	0.058	0.358	0.325	Significant	Reject Ho
Civil Status	-0.060	0.371	0.325	Significant	Reject Ho
Educational Background	-0.010	0.062	0.325	Not Significant	Accept Ho
Administrative Experience	0.055	0.340	0.325	Significant	Reject Ho
Performance Rating	0.038	0.234	0.325	Not Significant	Accept Ho
Trainings	0.053	0.327	0.325	Significant	Reject Ho
Monthly Income	-0.001	0.006	0.325	Not Significant	Accept Ho
Family Size	0.061	0.377	0.325	Significant	Reject Ho

α = 0.05 *df = 38*

= 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect

was rejected. This meant that sex had something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the female school heads had a greater extent of principal empowerment than their male counterparts. This can be attributed to the fact that females dominate the administrators' population hence, more empowered.

Between the extent of principal empowerment along administrative and civil status of school heads yielded a coefficient of correlation value of -0.060 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.371 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This suggested the two variables. This served as the anchorage to reject the corresponding null hypothesis. The correlation being negative signified an inverse correlation. This meant that single school heads experience greater extent of principal empowerment than the married ones.

Between the extent of principal empowerment implemented by school heads along administrative and their educational background, the coefficient of correlation was pegged at -0.010 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value of 0.062 turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted.

Meaning, educational background of school heads had nothing to do with their extent of the empowerment implemented by them.

Between the extent of principal empowerment implemented by the school heads along administrative and their administrative experience yielded a coefficient of correlation value of 0.055 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.340 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df=38. This means that a significant relationship existed between the two variables. This served as the basis to reject the corresponding null hypothesis. The correlation being positive signified a direct proportional correlation. This means that school heads with large administrative experience had greater extent of principal empowerment than the school heads with less administrative experience.

Between the extent of principal empowerment implemented by the school heads along administrative and their performance ratings, the coefficient of correlation was pegged at 0.038 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted 0.234, which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This meant the relationship between the said variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, performance ratings had nothing to do with their extent of the empowerment implemented by them.

Between the extent of principal empowerment along administrative and in-service trainings attended got a coefficient of correlation value of 0.053 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.327 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This means that a significant relationship existed between the two variables. Therefore the corresponding null hypothesis to this effect was rejected. This meant that the school heads who had attended more number of in-service trainings had greater extent of principal empowerment than those with lesser number of in-service trainings attended.

Between the extent of principal empowerment implemented by the school heads along administrative and their average monthly income, the coefficient of correlation was 0.001 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed values was posted at 0.006, which turned lesser than the critical of 0.325 at $\alpha = 0.05$, df = 38. This meant that the relationship between the foregoing variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, the average monthly income of school heads had nothing to do with their extent of principal empowerment implemented by them.

Between the extent of principal empowerment along administrative and family size had a coefficient of correlation value of 0.061 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.377 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This means that a

significant relationship existed between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the bigger is the family size of the school heads, the greater extent of principal empowerment was implemented by the school heads than those less number of family size.

In terms of fiscal management, Table 45, presents the correlation analysis.

Table 45

Relationship Between the Extent of Implementation of Principal Empowerment of the School Heads along Fiscal Management and the Profile of School Heads

Profile	*Coefficient of Correlation*	*Fisher's t-value*		Evaluation	Decision
		Computed	Critical		
Age	-0.024	0.148	0.325	Not Significant	Accept Ho
Sex	0.056	0.346	0.325	Significant	Reject Ho
Civil Status	-0.064	0.395	0.325	Significant	Reject Ho
Educational Background	-0.012	0.074	0.325	Not Significant	Accept Ho
Administrative Experience	0.054	0.333	0.325	Significant	Reject Ho
Performance Rating	0.039	0.241	0.325	Not Significant	Accept Ho
Trainings	0.054	0.333	0.325	Significant	Reject Ho
Monthly Income	-0.002	0.012	0.325	Not Significant	Accept Ho
Family Size	0.062	0.383	0.325	Significant	Reject Ho

$\alpha = 0.05$ $df = 38$

Between the extent of principal empowerment implemented by the school heads along fiscal management and their age, the coefficient of correlation was pegged at -0.024 denoting a negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.148, which turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, age and school heads had nothing to do with the extent of the empowerment implemented by them.

In associating the extent of principal empowerment implemented by school heads along fiscal management and their sex obtained a coefficient of correlation value of 0.056 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.346 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that sex had something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the female school heads had a greater extent of principal empowerment than their male counterparts. This can be attributed to the fact that females dominate the administrators' population hence, more empowered.

Between the extent of principal empowerment along fiscal management and civil status of school heads yielded a coefficient of correlation value of -0.064 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.395 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This suggested the two variables. This served as the anchorage to reject the corresponding null hypothesis. The correlation being negative signified an inverse correlation. This meant that single school heads experience greater extent of principal empowerment than the married ones.

Between the extent of principal empowerment implemented by school heads along fiscal management and their educational background, the coefficient of correlation was pegged at -0.012 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value of 0.074 turned lesser than the critical value of 0.325 at $\alpha = 0.05$, df= 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, educational background of school heads had nothing to do with their extent of the empowerment implemented by them.

Between the extent of principal empowerment implemented by the school heads along fiscal management and their administrative experience yielded a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.333 which turned greater than the critical value of 0.325 at $\alpha = 0.05$, df=38. This means that a significant

relationship existed between the two variables. This served as the basis to reject the corresponding null hypothesis. The correlation being positive signified a direct proportional correlation. This means that school heads with large administrative experience had greater extent of principal empowerment than the school heads with less administrative experience.

Between the extent of principal empowerment implemented by the school heads along fiscal management and their performance ratings, the coefficient of correlation was pegged at 0.039 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted 0.241, which was lesser than the critical value of 0.325 at α = 0.05, df = 38. This meant the relationship between the said variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, performance ratings had nothing to do with their extent of the empowerment implemented by them.

Between the extent of principal empowerment along fiscal management and in-service trainings attended got a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.333 which was greater than the critical value of 0.325 at α = 0.05, df = 38. This means that a significant relationship existed between the two variables. Therefore the corresponding null hypothesis to this effect was rejected. This meant that the school heads who had attended more number of in-service

trainings had greater extent of principal empowerment than those with lesser number of in-service trainings attended.

Between the extent of principal empowerment implemented by the school heads along fiscal management and their average monthly income, the coefficient of correlation was 0.002 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed values was posted at 0.012, which turned lesser than the critical of 0.325 at α = 0.05, df = 38. This meant that the relationship between the foregoing variable was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, the average monthly income of school heads had nothing to do with their extent of principal empowerment implemented by them.

Between the extent of principal empowerment along fiscal management and family size had a coefficient of correlation value of 0.062 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.383 which was greater than the critical value of 0.325 at α = 0.05, df = 38. This means that a significant relationship existed between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the bigger is the family size of the school heads, the greater extent of principal empowerment was implemented by the school heads than those less number of family size.

School profile. In associating the extent of principal empowerment implemented by the school heads along the three areas, namely: instruction;

administrative; and fiscal management, and the school profile, the following characteristics were involved: enrolment, location, number of personnel, school site area, facilities and NAT performance.

In terms of instruction, Table 46 presents the correlational analysis.

Table 46

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Instruction and the School Profile

Profile	Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
		Computed	Critical		
Enrolment	0.210	1.324	0.325	Significant	Reject Ho
Location	0.077	0.476	0.325	Significant	Reject Ho
Number of Personnel	-0.322	2.097	0.325	Significant	Reject Ho
School Site Area	0.0326	0.222	0.325	Not Significant	Accept Ho
Facilities	0.069	0.426	0.325	Significant	Reject Ho
NAT Performance	-0.037	0.228	0.325	Not Significant	Accept Ho

$\alpha = 0.05$ $df = 38$

Between the extent of empowerment implemented by the school heads along instruction and the enrolment of the school, the coefficient of correlation was pegged at 0.210 denoting "slight" correlation, however, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.324 which was greater than the critical value of 0.325 $\alpha = 0.05$, $df = 38$.

This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that enrolment has something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the bigger is the enrolment of a school, the greater extent of principal empowerment of school heads than those schools with few numbers of enrollees.

Between the extent of principal empowerment implemented by the school heads along instruction and location of the school, the coefficient of correlation was 0.077 which corresponds to "negligible" correlation. A further test of significance of the correlation using Fisher's t test revealed a computed value of 0.476 which was greater than the critical value of 0.325 at $\alpha = 0.05$, $df = 38$. This proved that there was a significant relationship between these two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the location of the school has something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the school heads assigned in the urban areas had a greater extent of principal empowerment than those school heads assigned in the rural areas.

Between the extent if principal empowerment implemented by the school heads along instruction and number of personnel of the school, the coefficient of correlation was -0.322 and interpreted as "slight" correlation. However, further

test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 2.097 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This proved that there was a significant relationship between these two variables. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the number of personnel of the school has something to do with the extent of principal empowerment. The correlation being negative suggested an inverse correlation, that is, the school heads with the lesser number of personnel of the school had a greater extent of principal empowerment than those school heads with higher number of school personnel.

Between the extent of principal empowerment implemented by the school heads along instruction and school site area, the coefficient of correlation was pegged at 0.036 denoting a negligible correlation. Further test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 0.222 which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, school site area of the school had nothing to do with the extent of the empowerment implemented by the school heads.

In associating the extent of principal empowerment implemented by the school heads along instruction and facilities of the school obtained coefficient value of 0.069 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed

value of 0.426 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the said variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the facilities of the school had something to do with the extent of principal empowerment. The correlation being positive suggested direct proportional correlation, that is, the more facilities the school has, the greater extent of principal empowerment than those schools with fewer facilities.

Between the extent of principal empowerment implemented by the school heads along instruction and NAT performance, the coefficient of correlations was pegged at -0.037 corresponding to "negligible" correlation. Further, test of significance value applying the Fisher's t test, the computed value was pegged at 0.228 which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This meant that the relationship between the said variables was not significant. Therefore, the corresponding between the said variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. Meaning, the NAT performance of the school had nothing to do with the extent of the empowerment implemented by the school heads.

In terms of administrative, Table 47 presents the correlational analysis.

Between the extent of empowerment implemented by the school heads along administrative and the enrolment of the school, the coefficient of correlation was pegged at 0.212 denoting "slight" correlation, however, further test of significance of the correlation utilizing the Fisher's t test revealed a

computed value of 1.337 which was greater than the critical value of 0.325 α = 0.05, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that enrolment has something to do with the extent of principal empowerment. The correlation being positive suggested a direct

Table 47

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Administrative and the School Profile

Profile	Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
		Computed	Critical		
Enrolment	0.212	1.337	0.325	Significant	Reject Ho
Location	0.076	0.470	0.325	Significant	Reject Ho
Number of Personnel	-0.320	2.082	0.325	Significant	Reject Ho
School Site Area	0.032	0.197	0.325	Not Significant	Accept Ho
Facilities	0.065	0.402	0.325	Significant	Reject Ho
NAT Performance	-0.035	0.216	0.325	Not Significant	Accept Ho

$\alpha = 0.05$ $df = 38$

proportional correlation, that is, the bigger is the enrolment of a school, the greater extent of principal empowerment of school heads than those schools with few numbers of enrollees.

Between the extent of principal empowerment implemented by the school heads along administrative and location of the school, the coefficient of correlation was 0.076 which corresponds to "negligible" correlation. A further

test of significance of the correlation using Fisher's t test revealed a computed value of 0.470 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This proved that there was a significant relationship between these two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the location of the school has something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the school heads assigned in the urban areas had a greater extent of principal empowerment than those school heads assigned in the rural areas.

Between the extent if principal empowerment implemented by the school heads along administrative and number of personnel of the school, the coefficient of correlation was -0.320 and interpreted as "slight" correlation. However, further test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 2.082 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This proved that there was a significant relationship between these two variables. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the number of personnel of the school has something to do with the extent of principal empowerment. The correlation being negative suggested an inverse correlation, that is, the school heads with the lesser number of personnel of the school had a greater extent of principal empowerment than those school heads with higher number of school personnel.

Between the extent of principal empowerment implemented by the school heads along administrative and school site area, the coefficient of correlation was pegged at 0.032 denoting a negligible correlation. Further test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 0.197 which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted. Meaning, school site area of the school had nothing to do with the extent of the empowerment implemented by the school heads.

In associating the extent of principal empowerment implemented by the school heads along administrative and facilities of the school obtained coefficient value of 0.065 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.402 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the said variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the facilities of the school had something to do with the extent of principal empowerment. The correlation being positive suggested direct proportional correlation, that is, the more facilities the school has, the greater extent of principal empowerment than those schools with fewer facilities.

Between the extent of principal empowerment implemented by the school heads along administrative and NAT performance, the coefficient of correlations

was pegged at -0.035 corresponding to "negligible" correlation. Further, test of significance value applying the Fisher's t test, the computed value was pegged at 0.216 which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This meant that the relationship between the said variables was not significant. Therefore, the corresponding between the said variables was not significant. Therefore, the corresponding null hypothesis to this effect was accepted. Meaning, the NAT performance of the school had nothing to do with the extent of the empowerment implemented by the school heads.

In terms of fiscal management, Table 48 presents the correlational analysis.

Between the extent of empowerment implemented by the school heads along fiscal management and the enrolment of the school, the coefficient of correlation was pegged at 0.196 denoting "negligible" correlation, however, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.232 which was greater than the critical value of 0.325 $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that enrolment has something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the bigger is the enrolment of a school, the greater extent of principal empowerment of school heads than those schools with few numbers of enrollees.

Between the extent of principal empowerment implemented by the school heads along fiscal management and location of the school, the coefficient of correlation was 0.078 which corresponds to "negligible" correlation. A further test of significance of the correlation using Fisher's t test revealed a computed value of 0.482 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df =

Table 48

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Fiscal Management and the School Profile

Profile	Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
		Computed	Critical		
Enrolment	0.196	1.232	0.325	Significant	Reject Ho
Location	0.078	0.482	0.325	Significant	Reject Ho
Number of Personnel	-0.324	2.111	0.325	Significant	Reject Ho
School Site Area	0.035	0.216	0.325	Not Significant	Accept Ho
Facilities	*0.068*	*0.420*	*0.325*	Significant	Reject Ho
NAT Performance	-0.036	0.222	0.325	Not Significant	Accept Ho

$\alpha = 0.05$ df = 38

38. This proved that there was a significant relationship between these two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the location of the school has something to do with the extent of principal empowerment. The correlation being positive suggested a direct proportional correlation, that is, the school heads assigned in the urban

areas had a greater extent of principal empowerment than those school heads assigned in the rural areas.

Between the extent if principal empowerment implemented by the school heads along fiscal management and number of personnel of the school, the coefficient of correlation was -0.324 and interpreted as "slight" correlation. However, further test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 2.111 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This proved that there was a significant relationship between these two variables. Hence, the corresponding null hypothesis to this effect was rejected. This meant that the number of personnel of the school has something to do with the extent of principal empowerment. The correlation being negative suggested an inverse correlation, that is, the school heads with the lesser number of personnel of the school had a greater extent of principal empowerment than those school heads with higher number of school personnel.

Between the extent of principal empowerment implemented by the school heads along fiscal management and school site area, the coefficient of correlation was pegged at 0.035 denoting a negligible correlation. Further test of significance of the correlation was done using Fisher's t test and it revealed a computed value of 0.216 which was lesser than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that the relationship between the foregoing variables was not significant. Hence, the corresponding null hypothesis to this effect was accepted.

Meaning, school site area of the school had nothing to do with the extent of the empowerment implemented by the school heads.

In associating the extent of principal empowerment implemented by the school heads along fiscal management and facilities of the school obtained coefficient value of 0.068 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.420 which was greater than the critical value of 0.325 at α = 0.05, df = 38. This signified that there was a significant relationship between the said variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the facilities of the school had something to do with the extent of principal empowerment. The correlation being positive suggested direct proportional correlation, that is, the more facilities the school has, the greater extent of principal empowerment than those schools with fewer facilities.

Between the extent of principal empowerment implemented by the school heads along fiscal management and NAT performance, the coefficient of correlations was pegged at -0.036 corresponding to "negligible" correlation. Further, test of significance value applying the Fisher's t test, the computed value was pegged at 0.222 which was lesser than the critical value of 0.325 at α = 0.05, df = 38. This meant that the relationship between the said variables was not significant. Therefore, the corresponding between the said variables was not

significant. Therefore, the corresponding null hypothesis to this effect was accepted. Meaning, the NAT performance of the school had nothing to do with the extent of the empowerment implemented by the school heads.

Level of empowerment skills. Tables 49 - 51 present the relationship between the extent of principal empowerment implemented by the school heads along the three areas, namely: instruction; administrative; and fiscal management and the level of empowerment skills.

As shown in Table 49, the extent principal empowerment implemented by the school heads along instruction and level of empowerment skills obtained a coefficient of correlation value of 0.310 denoting "slight" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 2.010 which was greater than the critical value of 0.325 at $\alpha = 0.05$, $df = 38$. This signified that there was a significant relationship between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the level of empowerment skills had something to do with the principal empowerment skills had something to do with the principal empowerment implemented by the school heads along instruction. The correlation being positive suggested direct proportional correlation, that is, the greater extent they manifest in empowerment skill of the school heads, the higher the empowerment implemented by the school heads.

Table 49

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Instruction and the Level of Empowerment Skills

Coefficient of *Correlation*	Fisher's t-value		Evaluation	Decision
	Computed	Critical		
0.310	2.010	0.325	Significant	Reject Ho

$\alpha = 0.05$ $df = 38$

Table 50 presents the extent principal empowerment implemented by the school heads along administrative and level of empowerment skills. The table shows that the obtained coefficient of correlation value was posted at 0.308 denoting "slight" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.996 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the level of empowerment skills had something to do with the principal empowerment skills had something to do with the principal empowerment implemented by the school heads along administrative. The correlation being positive suggested direct proportional correlation, that is, the greater extent they manifest in empowerment skill of the school heads, the higher the empowerment implemented by the school heads.

Table 50

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Administrative and the Level of Empowerment Skills

Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
	Computed	Critical		
0.308	1.996	0.325	Significant	Reject Ho

$\alpha = 0.05$ $df = 38$

Table 51 presents the extent principal empowerment implemented by the school heads along fiscal management and level of empowerment skills. The table shows that the obtained coefficient of correlation value was posted at 0.298 denoting "slight" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.924 which was greater than the critical value of 0.325 at $\alpha = 0.05$, $df = 38$. This signified that there was a significant relationship between the two variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the level of empowerment skills had something to do with the principal empowerment skills had something to do with the principal empowerment implemented by the school heads along fiscal management. The correlation being positive suggested direct proportional correlation, that is, the greater

extent they manifest in empowerment skill of the school heads, the higher the empowerment implemented by the school heads.

Table 51

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Fiscal Management and the Level of Empowerment Skills

Coefficient of Correlation	Fisher's t-value		Evaluation	Decision
	Computed	Critical		
0.298	1.924	0.325	Significant	Reject Ho

$\alpha = 0.05$ df = 38

Organizational climate. Table 52 - 54 presents the relationship between the extent of principal empowerment implemented by the school heads and the organizational climate.

As shown in Table 52, the extent of principal empowerment implemented by the school heads along instruction and organizational climate and it obtained a coefficient of correlation value of 0.782 corresponding to "slight" correlation. But, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.812 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the aforementioned variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the organizational climate of public secondary schools had something to do with the principal

empowerment granted to school heads along instruction. The correlation being positive suggested direct proportional correlation, that is, the greater extent of

Table 52

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Instruction and the Organizational Climate

Coefficient of Correlation	Degree of Correlation	Fisher's t-value		Evaluation
		Computed	Critical	
0.782	Slight	1.812	0.325	Significant

$\alpha = 0.05$ df = 38

the organizational climate prevails in the public secondary schools, the higher principal empowerment implemented by the school heads.

Table 54, the extent of principal empowerment implemented by the school heads along administrative and organizational climate and it obtained a coefficient of correlation value of 0.627 corresponding to "slight" correlation. But, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.961 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the aforementioned variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the organizational climate of public secondary schools had something to do with the principal

empowerment granted to school heads along administrative. The correlation being positive suggested direct proportional correlation, that is, the greater

Table 54

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Administrative and the Organizational Climate

Coefficient of Correlation	Degree of Correlation	Fisher's t-value		Evaluation
		Computed	Critical	
0.627	Slight	1.961	0.325	Significant

$\alpha = 0.05$ df = 38

extent of the organizational climate prevails in the public secondary schools, the higher principal empowerment implemented by the school heads.

Table 55, the extent of principal empowerment implemented by the school heads along fiscal management and organizational climate and it obtained a coefficient of correlation value of 0.627 corresponding to "slight" correlation. But, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 1.961 which was greater than the critical value of 0.325 at $\alpha = 0.05$, df = 38. This signified that there was a significant relationship between the aforementioned variables. Therefore, the corresponding null hypothesis to this effect was rejected. This meant that the organizational climate of public secondary schools had something to do with the principal

empowerment granted to school heads along fiscal management. The correlation being positive suggested direct proportional correlation, that is, the greater

Table 55

Relationship Between the Extent of Principal Empowerment Implemented by the School Heads along Fiscal Management and the Organizational Climate

Coefficient of Correlation	Degree of Correlation	Fisher's t-value		Evaluation
		Computed	Critical	
0.765	Slight	1.322	0.325	Significant

$\alpha = 0.05$ df = 38

extent of the organizational climate prevails in the public secondary schools, the higher principal empowerment implemented by the school heads.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusion and appropriate recommendations:

Summary of Findings

The following were the significant findings of this study:

1. For the profile of secondary school heads;

   a. The secondary school heads of the province of Samar had an average of 44.73 years with a standard deviation (SD) of 5.88 years.

   b. The school head respondents were dominated by female school heads composing of twenty eight or 70 percent; while the male school heads were composed of twelve or 30 percent.

   c. Majority of the school heads were married as evidenced by thirty-six or 90 percent; three or 7.50 percent were single; and, one or 2.50 percent was a widower.

   d. Majority of the school heads had finished the master of arts degree accounting for twenty-three or 57.50 percent; nine or 22.50 percent had MA units in addition to their bachelor's degree; seven or 17.50 percent had already finished Ph.D./Ed.D.; and, one or 2.50 percent had an advanced units in Ph.D. in addition to his master's degree.

e. The administrative experience of the school head-respondents showed that they had an average of 9.88 percent with a SD of 7.40 years.

f. In terms of performance ratings, the school head-respondents had a mean of 7.31 and the corresponding adjectival rating was very satisfying: a SD of 0.39

g. With regards to the in-service trainings attended, at the national level, 14 or 35 percent had attended 6-10 trainings; 10 or 25 percent had 11-15 trainings; eight or 20 percent had 16-20 trainings; six or 15 percent had 1-5 trainings; and, two or 5.00 percent had 21-25 trainings. At the regional level, eighteen or 45 percent had attended 21-25 trainings; 10 or 25 percent had 16-20 trainings; and, six or 15 percent had attended 11-15 and 6-10 trainings. At the division level, 32 or 80 percent had attended 21-25 trainings; four or 10 percent had 16-20 trainings; three or 7.50 had 11-15 trainings; and, one or 2.50 percent had 6-10 trainings. In the school level, thirty-eight or 95 percent had attended 21-25 trainings and two or 5.00 percent had attended 21-25 trainings. The mean was 23 with a SD of 1.

h. In terms of average monthly income, fifteen or 37.50 percent had a monthly income of Php18,000.00; 12 or 30 percent had a monthly income of Php20,000.00. The mean was Php20,175.00 with a SD of Php2,352.17.

i. With regards to family size, 15 or 37.50 percent had a family size of three; 14 or 35 percent had 4; six or 15 percent had 6; and, five or 12.50 percent had 5. The mean was 4 with a SD of 1.00

2. For the profile of the public secondary schools:

a. With regards to enrolment, 21 or 52.50 percent schools belongs to the bracket 150-649; 12 or 30 percent were in the bracket 650-1,149; three of 7.50 percent were in the brackets 1,150-1,649 and 1,650-2,149; and, one or 2.50 percent were in the bracket 4,150-4,649. The mean was 837 with a SD of 735.44

b. In terms of location, 23 of 57.50 percent schools were located in the urban areas and seventeen or 42.50 percent were in the rural areas.

c. With regard to the number of personnel, 31 or 77.50 percent schools were in the bracket 5-24; seven or 17.50 percent were in the bracket 25-44; and, one or 2.50 percent were in the brackets 65-84 and 185-204. The mean was 24 with a SD of 30.00.

d. In terms of school site area, 25 or 62.50 percent schools were in the bracket 10,000-11,499 sq. m.; three or 7.50 percent were in the brackets 2,500-3,999 sq. m. and 7,000-8,499 sq. m. and one or 2.50 percent were in the brackets 4,000-5,499 sq. m., 5,500-6,999 sq. m., and 8,500-9,999 sq. m. The mean was 4,037 sq. m. with a SD of 3,497 sq. m.

e. In terms of facilities, 39 or 97 percent schools had computer laboratory; 36 or 90 percent had no canteen, service laboratory and H.E.

laboratory; one or 2.50 percent had no computer laboratory and 40 or 100 percent had no speech laboratory.

f. With regards to NAT Performance, Araling Panlipunan had the highest mean percentage score of 76.05 followed by English with 73.95; Science with 72.65; Mathematics with 70.83 and Filipino with 70.19. The average mean percentage score was 72.73 with a SD of 15.59.

3. On the extent of empowerment implemented by the secondary school head along the instructional management, three groups of respondents described it as "highly implemented" as shown on the average weighted mean of 4.24 from the division supervisors; 4.39 from the school heads themselves and 4.23 from the teacher respondents.

4. On the extent of empowerment implemented by the secondary school heads along administrative management, the three groups of respondents had rated as "highly implemented" as evidence of their average weighted mean of 4.17 from the division supervisors, 4.34 from the school heads themselves and 4.03 from the teacher respondents.

5. On the extent of empowerment implemented by secondary school heads along fiscal management, the three groups of respondents had perceived it as 'highly implemented" as shown by the average weighted mean of 4.04 from the division supervisors, 4.24 from the school heads themselves and 4.03 from the teacher-respondents.

6. In comparing the perception of the three groups of respondents on the extent to which the empowerment implemented by the secondary school heads along instructional management, the computed F-value was calculated at 1.359 with the P-value of 0.326 at α = .05 with df 2 and 6. The computed value turned lesser than the critical value of 5.140 while the P-value turned greater than the α. Thus, the hypothesis that "there is no significant difference among the perceptions of the three groups of respondents on the extent of empowerment implemented by the school heads along instructional management" was accepted.

7. In comparing the perceptions of the three groups of respondents on the extent to which the empowerment implemented by the secondary school heads along administrative management, the computed F-value was 3.397 with a P-value of 0.103 at .05 level of significance, df 2 and 6. In comparison, it was noted that the computed value was lesser than the critical value of 5.143 and the P-value was greater than the level of significance. Thus, the hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the extent of empowerment implemented by the school heads along administrative management" was accepted.

8. In comparing the perceptions of the three groups of respondents on the extent to which the empowerment implemented by the secondary school heads along fiscal management, the computed F-value was pegged at 3.428 with a P-value of 0.66 at α=.55, df 2 and 12. Further, the computed value when

compared to the critical value of 3.885, it turned lesser and the P-value turned greater than the α. This signified that the noted numerical disparities were not significant and led to the acceptance of the corresponding null hypothesis which states that "there is no significant difference among the perception of the three groups of respondents on the extent of empowerment implemented by the school heads long fiscal management."

9. All the 20 empowerment skills were considered "high' by the division supervisors. However, on the part of the school heads, they rated ten (10) empowerment skills as "very high" and the other 10 empowerment skills as "high". While the teachers considered five empowerment skills as "very high" and the other 15 empowerment skills as "high".

10. In comparing the perceptions of the three groups of respondents on the extent of level of empowerment skills possessed by the school heads, the computer F-value was pegged at 4.874 with a P-value of 0.011 at .05 level of significance with df=2 and 57. In comparing the computed value with the critical value of 3.159 and the P-value with the α, it can be noted that the computed F turned greater than the critical F while the P-value was lesser than the level of significance. This signaled that the numerical disparities among the three groups of respondents were significant. This meant that the corresponding null hypothesis which states that "there is no significant difference among the perceptions by the school heads" were rejected.

11. Using the Scheffe's Test revealed that between division supervisors and school heads, the F' value posted at 7.785 which was greater than the critical value of 6.318. This mean that significant difference existed between the two groups. Between the division supervisors and teachers, the computer F' value was 0.059, lesser than the critical F' value of 6.318. This mean that in the groups, the disparity in the mean values was not significant. And between school heads and teachers, the computer F' value was 6.490 which turned higher than the critical value of 6.318. Hence, the noted disparity between these groups was significant. Therefore, the significant difference was found in the first and third combinations.

12. The perceptions of the three groups of respondents relative to the organizational climate prevailing public secondary schools along disengagement were as follows: division supervisors, 2.48 (sometimes); school heads, 2.48 (sometimes); and teachers, 2.71 (sometimes). As a whole, the average weighted mean was 2.56 which was interpreted as "sometimes."

13. The perceptions of the three groups of respondents relative to the organizational climate prevailing public secondary schools along hindrance were as follows: 3.29 (sometimes) for the division supervisors, 3.31 (sometimes) for the school heads, and 3.44 (sometimes) for the teachers. The average weighted mean of the three groups of respondents was 3.35 which was considered as "sometimes."

14. The assessment of the three groups of respondents regarding the prevailing organizational climate among public secondary schools along esprit arrived at the following values: division supervisors, 4.17 (often), school heads, 4.25 (often), and teachers, 4.26 (often). The average weighted mean was 4.23 and interpreted as "often."

15. The perceptions of the three groups of respondents with regards to the prevailing organizational climate among public secondary schools along intimacy were as follows: 3.85 (often) for division supervisors, 3.90 (often) for school heads, and 3.84 (often) for teachers. The average weighted mean was 3.86 and was considered as "often."

16. The perceptions of the three groups of respondents on the prevailing organizational climate public secondary schools along aloofness obtained the following weighted mean: 3.34 (sometimes) for division supervisors, 3.25 (sometimes) for school heads and 3.25 (sometimes) for teachers. As a whole, grand average weighted mean was 3.28 and considered as "sometimes."

17. The perception of the three groups of respondents on the prevailing organizational climate among public secondary schools along emphasis revealed the following weighted means: division supervisors, 4.13 (often), school heads, 4.09 (often), and teachers, 4.10 (often). The average weighted mean was 4.11 and interpreted as "often."

18. The perceptions of the three groups of respondents as regards to the prevailing organizational climate among public secondary schools along thrust, as revealed by the weighted means were as follows: division supervisors, 4.27 (often), school heads, 4.30 (often) and teachers, 4.09 (often). The grand weighted mean was 4.22 and rated as "often."

19. The perceptions of the three groups of respondents regarding the prevailing organizational climate among public secondary schools along considerations obtained the following weighted means: division supervisors, 4.03 (often), school heads, 4.06 (often), and teachers, 4.06 (often). The grand weighted mean was 4.05 and considered as "often."

20. In summary, the following are the ranking of the indications of the organizational climate prevailing among public secondary schools: (a) division supervisors-thrust (4.27-often), esprit-(4.17-often), emphasis (4.13-often), and consideration (4.02-often); (b) school heads-thrust (4.27-often), esprit (4.17-often), emphasis (4.13-often) and consideration (4.02-often); and (c) for the teachers-thrust (4.29-often), esprit (4.26-often), emphasis (4.10-often) and consideration (4.06-often).

21. The perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along disengagement, the computed F-value was posted at 1.171 with a P-value of 3.20 at α=.05 and df=2 and 21. Comparing these values with the critical F-value of 3.467 and with the level of significance, it can be grasped that the computed F-

value was lesser than the critical F-value and the P-value was greater than the α. This manifested that the observed numerical disparities were not significant. Thus, the corresponding null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along disengagement was accepted.

22. In terms of the perceptions of the three groups of respondent on the organizational climate prevailing in the public secondary schools along hindrance, the computed F-value mean pegged at 0.533 with a P-value of 0.595 at α=.05 and df=2 and 21. In comparing the computed F-value with the critical F-value (3.467), it can be noted that the former was lesser than the latter value. While the P-value turned greater than the α. This strengthened the fact that the noted numerical disparities were not significant. Hence, the null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along hindrance" was accepted.

23. With regard to the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along esprit, the computed F-value was calculated at 0.134 with a P-value of 0.876 at α=.05, df 2 and 21. Further analysis by comparing the computed value with the critical F-value of 3.467, it can be noted that the former was lesser than the latter. Furthermore, the P-value turned greater than the α. These signaled that the

observed numerical disparities were not significant. Therefore, the corresponding null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along esprit" was accepted.

24. In comparing the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along intimacy, the computed F-value resulted to 0.706 with a P-value of 0.505 at .05 level of significance and df=2 and 21. The computed F-value when compared with the critical F-value turned lesser and the P-value turned greater than the α. These denoted that the observed numerical variations were not significant, which led to the acceptance of the null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along intimacy."

25. In comparing the perception of the three groups of respondents on the organizational climate prevailing in the public secondary schools along aloofness, the computed F-value of 0.135 and a P-value of 0.875 at .05 α, df= 2 and 21; the critical value was pegged at 3.467. By these values, it was obvious that the computed F-value was lesser than the critical F-value and the P-value turned greater than the α. Those signaled that the observed numerical variations among the three mean values were not significant. Hence, the null hypothesis

which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along aloofness" was accepted.

26. In comparing the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along emphasis, the computed F-value of 0.034 turned lesser than the critical F-value of 3.457 at α=.05, df= 2 and 21 and the P-value 0.967 was greater than the alpha level. Those proved that the noted numerical differences existing among the three perceptions were not significant. This served as the anchorage to accept the null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along emphasis."

27. In comparing the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along thrust, the computed F-value was posted at 0.027, which turned lesser than the critical F-value of 3.467 at α=.05, df= 2 and 21. Moreover, the P-value was pegged at .0973, which turned higher than the α. These signaled that the noted numerical disparities among the three perceptions where not significant. Thus, the null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing among public secondary schools along thrust" was accepted.

28. In comparing the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along consideration, the computed F-value was calculated at 0.155 with a P-value of 0.857 at α=.05, df= 2 and 21, while the critical F-value was 3.467. In comparing the values, it can be learned that the computed F-value was lesser than the critical F-value and the P-value turned greater than the alpha level. These observations signified that the noted numerical disparities among the three mean values were not significant. Therefore, the null hypothesis which states that "there is no significant difference among the perceptions of the three groups of respondents on the organizational climate prevailing in the public secondary schools along consideration" was accepted.

29. In associating the extent of principal empowerment implemented the school heads and their profile, the following were revealed:

a. Between the extent of principal empowerment implemented by the school heads along instruction and their age, the coefficient of correlation was pegged at-0.026 denoting a "negligible" correlation. Further test of the significance of the correlation value applying the Fisher's t, the computed value was posted at 0.160, which turned lesser than the critical value of 0.325 at α = .05, df = 38. This signified that the relationship between the foregoing variables was not significant. Hence, the extent of principal empowerment implemented by the school heads along instruction and age" was accepted.

b. Between the extent of principal empowerment implemented by the school heads along instruction and their sex obtained a coefficient of correlation value of 0.069 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t-test revealed a computed value of 0.426 which was greater than the critical value of 0.325 at α=.05, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and sex" was rejected.

c. Between the extent of principal empowerment along instruction and civil status of school heads yielded a coefficient of correlation value of -0.062 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.414 which turned greater than the critical value of 0.325 at α=.05, df=38. This suggested that a significant relationship existed between the two variables. This served as the anchorage to reject the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and civil status."

d. Between the extent of principal empowerment implemented by the school heads along instruction and their educational background, the coefficient of correlation was pegged at -0.013 denoting a "negligible" correlation. Further test of significance of the correlation value applying the

Fisher's t, the computed value was posted at 0.080, which turned lesser than the critical value of 0.325 at α=.05, df =38. This significance that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and educational background" was accepted.

e. In associating the extent of principal empowerment implemented by the school heads along instruction and the administrative experience, it yielded a coefficient of correlation value of 0.053 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.490 which turned greater than the critical value of 0.325 at α=.05, df =38. This means that a significant relationship existed between the two variables. This served as the basis in rejecting the hypothesis which estates that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and administrative experiences."

f. Between the extent of principal empowerment implemented by school heads along instruction and their performance ratings, the coefficient of correlation was pegged at 0.040 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.247, which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not

significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and performance ratings" was accepted.

g. To correlated the extent of principal empowerment implemented by the school heads along instruction and in-service trainings attended got a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of .0.333 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and in-service trainings" was accepted.

h. Between the extent of principal empowerment implemented by the school heads along instruction and their average monthly income, the coefficient of correlation was 0.004 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.025, which turned lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and their average monthly income" was accepted.

i. Between the extent of principal empowerment along instruction and family size had a coefficient of correlation value of 0.063 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.389 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and family size" was rejected.

j. Between the extent of principal empowerment implemented by the school heads along administrative and their age, the coefficient of correlation was pegged at -0.023 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.160, which turned lesser than the critical value of 0.142 at α = .05, df = 38. This signified that the relationship between the foregoing variables was not significant. Hence, the extent of principal empowerment implemented by the school heads along administrative and age" was accepted.

k. Between the extent of principal empowerment implemented by the school heads along administrative and their sex obtained a coefficient of correlation value of 0.058 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t-test revealed a computed value of 0.358 which was greater than the critical value of 0.325 at α=.05, df = 38. This signified that there was a significant relationship between the foregoing

variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and sex" was rejected.

l. Between the extent of principal empowerment along administrative and civil status of school heads yielded a coefficient of correlation value of -0.060 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.371 which turned greater than the critical value of 0.325 at α=.05, df=38. This suggested that a significant relationship existed between the two variables. This served as the anchorage to reject the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and civil status."

m. Between the extent of principal empowerment implemented by the school heads along administrative and their educational background, the coefficient of correlation was pegged at -0.010 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.062, which turned lesser than the critical value of 0.325 at α=.05, df =38. This significance that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and educational background" was accepted.

n. In associating the extent of principal empowerment implemented by the school heads along administrative and the administrative experience, it yielded a coefficient of correlation value of 0.055 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.340 which turned greater than the critical value of 0.325 at α=.05, df =38. This means that a significant relationship existed between the two variables. This served as the basis in rejecting the hypothesis which estates that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and administrative experiences."

o. Between the extent of principal empowerment implemented by school heads along administrative and their performance ratings, the coefficient of correlation was pegged at 0.038 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.234, which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and performance ratings" was accepted.

p. To correlated the extent of principal empowerment implemented by the school heads along administrative and in-service trainings attended got a coefficient of correlation value of 0.053 or negligible correlation.

Further test applying the Fisher's t showed a computed value of 0.327 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and in-service trainings" was accepted.

q. Between the extent of principal empowerment implemented by the school heads along administrative and their average monthly income, the coefficient of correlation was -0.001 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.006, which turned lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and their average monthly income" was accepted.

r. Between the extent of principal empowerment along administrative and family size had a coefficient of correlation value of 0.061 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.377 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states that "there is no significant

relationship between the extent of principal empowerment implemented by the school heads along administrative and family size" was rejected.

s. Between the extent of principal empowerment implemented by the school heads along fiscal management and their age, the coefficient of correlation was pegged at-0.024 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.148, which turned lesser than the critical value of 0.325 at α = .05, df = 38. this signified that the relationship between the foregoing variables was not significant. Hence, the extent of principal empowerment implemented by the school heads along fiscal management and age" was accepted.

t. Between the extent of principal empowerment implemented by the school heads along fiscal management and their sex obtained a coefficient of correlation value of 0.056 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t-test revealed a computed value of 0.346 which was greater than the critical value of 0.325 at α=.05, df = 38. This signified that there was a significant relationship between the foregoing variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and sex" was rejected.

u. Between the extent of principal empowerment along fiscal management and civil status of school heads yielded a coefficient of correlation

value of -0.064 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.395 which turned greater than the critical value of 0.325 at α=.05, df=38. This suggested that a significant relationship existed between the two variables. This served as the anchorage to reject the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and civil status."

v. Between the extent of principal empowerment implemented by the school heads along fiscal management and their educational background, the coefficient of correlation was pegged at -0.012 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.074, which turned lesser than the critical value of 0.325 at α=.05, df =38. This significance that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and educational background" was accepted.

w. In associating the extent of principal empowerment implemented by the school heads along fiscal management and the administrative experience, it yielded a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.333 which turned greater than the critical value of 0.325 at α=.05, df

=38. This means that a significant relationship existed between the two variables. This served as the basis in rejecting the hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and administrative experiences."

x. Between the extent of principal empowerment implemented by school heads along fiscal management and their performance ratings, the coefficient of correlation was pegged at 0.039 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.241, which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and performance ratings" was accepted.

y. To correlated the extent of principal empowerment implemented by the school heads along fiscal management and in-service trainings attended got a coefficient of correlation value of 0.054 or negligible correlation. Further test applying the Fisher's t showed a computed value of 0.333 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states "there is no significant relationship

between the extent of principal empowerment implemented by the school heads along fiscal management and in-service trainings" was accepted.

z. Between the extent of principal empowerment implemented by the school heads along fiscal management and their average monthly income, the coefficient of correlation was 0.002 denoting a "negligible" correlation. Further test of significance of the correlation value applying the Fisher's t, the computed value was posted at 0.012, which turned lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and their average monthly income" was accepted.

aa. Between the extent of principal empowerment along fiscal management and family size had a coefficient of correlation value of 0.062 or negligible correlation. Further Test applying the Fisher's t showed a computed value of 0.383 which was greater than the critical value of 0.325 at α=.05, df=38. This means that a significant relationship existed between the two variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and family size" was rejected.

30. In associating the extent of principal empowerment implemented by the school heads and the school profile, the following were its findings:

a. Between the extent of principal empowerment implemented by the school heads along instruction and enrolment of the school, the coefficient of correlation was pegged at 0.210 denoting a "slight" correlation. However, further test of significance of correlation utilizing the Fisher's t test revealed a computed value of 1.324 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the foregoing variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and enrolment of the school" was rejected.

b. Between the extent of principal empowerment implemented by the school heads along instruction and location of the school, the coefficient of correlation was 0.077 which corresponds to "negligible" correlation. A further test of significance of the correlation using Fisher's t revealed a computed value of 0.476 which was greater than the critical value of 0.325 at α=0.5, df=38. This proved that there was a significant relationship between these two variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and location of the school" was rejected.

c. Between the extent of principal empowerment implemented by the school heads along instruction and number of personnel of the school along instruction, the coefficient of correlation was -0.322 and interpreted as

"slight" correlation. However, further test of significance of the correlation using Fisher's t revealed a computed vale of 2.097 which was greater than the critical value of 0.35 at α=.05, df=38. This proved that there was a significant relationship between these two variables. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and number of personnel of the school" was rejected.

d. Between the extent of principal empowerment implemented by the school heads along instruction and school site area, the coefficient of correlation was pegged at 0.036 denoting a "negligible" correlation. Further test of significant of the correlation value applying the Fisher's t test, the computed value was posted at 0.036, which turned lesser than the critical value of 0.325 at α=.05, df=38. This signified that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and school site area" was accepted.

e. Between the extent of principal empowerment implemented by school heads along instruction and facilities of the school obtained a coefficient of correlation value of 0.069 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.426 which was greater than the critical value of

0.325 at α=.05, df=38. This signified that there was a significant relationship between the said variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and facilities of the school" was rejected.

f. Between the extent of principal empowerment implemented by the school heads along instruction and NAT performance, the coefficient of correlation was pegged at -0.037 corresponding to "negligible" correlation. Further test of significance value applying the Fisher's t test, the computed value was pegged at 0.238 which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not significant. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment along instruction and NAT performance" was accepted.

g. Between the extent of principal empowerment implemented by the school heads along administrative and enrolment of the school, the coefficient of correlation was pegged at 0.212 denoting a "slight" correlation. However, further test of significance of correlation utilizing the Fisher's t test revealed a computed value of 1.337 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the foregoing variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal

empowerment implemented by the school heads along administrative and enrolment of the school" was rejected.

h. Between the extent of principal empowerment implemented by the school heads along administrative and location of the school, the coefficient of correlation was 0.076 which corresponds to "negligible" correlation. A further test of significance of the correlation using Fisher's t revealed a computed value of 0.470 which was greater than the critical value of 0.325 at α=0.5, df=38. This proved that there was a significant relationship between these two variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and location of the school" was rejected.

i. Between the extent of principal empowerment implemented by the school heads along administrative and number of personnel of the school along instruction, the coefficient of correlation was -0.320 and interpreted as "slight" correlation. However, further test of significance of the correlation using Fisher's t revealed a computed vale of 2.082 which was greater than the critical value of 0.35 at α=.05, df=38. This proved that there was a significant relationship between these two variables. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and number of personnel of the school" was rejected.

j. Between the extent of principal empowerment implemented by the school heads along administrative and school site area, the coefficient of correlation was pegged at 0.032 denoting a "negligible" correlation. Further test of significant of the correlation value applying the Fisher's t test, the computed value was posted at 0.197, which turned lesser than the critical value of 0.325 at α=.05, df=38. This signified that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and school site area" was accepted.

k. Between the extent of principal empowerment implemented by school heads along administrative and facilities of the school obtained a coefficient of correlation value of 0.065 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.402 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the said variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and facilities of the school" was rejected.

l. Between the extent of principal empowerment implemented by the school heads along administrative and NAT performance, the coefficient

of correlation was pegged at -0.035 corresponding to "negligible" correlation. Further test of significance value applying the Fisher's t test, the computed value was pegged at 0.216 which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not significant. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment along administrative and NAT performance" was accepted.

m. Between the extent of principal empowerment implemented by the school heads along fiscal management and enrolment of the school, the coefficient of correlation was pegged at 0.196 denoting a "slight" correlation. However, further test of significance of correlation utilizing the Fisher's t test revealed a computed value of 1.232 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the foregoing variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and enrolment of the school" was rejected.

n. Between the extent of principal empowerment implemented by the school heads along fiscal management and location of the school, the coefficient of correlation was 0.078 which corresponds to "negligible" correlation. A further test of significance of the correlation using Fisher's t revealed a computed value of 0.482 which was greater than the critical value of 0.325 at

α=0.5, df=38. This proved that there was a significant relationship between these two variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and location of the school" was rejected.

o. Between the extent of principal empowerment implemented by the school heads along fiscal management and number of personnel of the school along instruction, the coefficient of correlation was -0.324 and interpreted as "slight" correlation. However, further test of significance of the correlation using Fisher's t revealed a computed vale of 2.111 which was greater than the critical value of 0.35 at α=.05, df=38. This proved that there was a significant relationship between these two variables. Hence, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and number of personnel of the school" was rejected.

p. Between the extent of principal empowerment implemented by the school heads along management and school site area, the coefficient of correlation was pegged at 0.035 denoting a "negligible" correlation. Further test of significant of the correlation value applying the Fisher's t test, the computed value was posted at 0.216, which turned lesser than the critical value of 0.325 at α=.05, df=38. This signified that the relationship between the foregoing variables was not significant. Hence, the null hypothesis which states that "there is no significant

relationship between the extent of principal empowerment implemented by the school heads along fiscal management and school site area" was accepted.

q. Between the extent of principal empowerment implemented by school heads along fiscal management and facilities of the school obtained a coefficient of correlation value of 0.068 denoting "negligible" correlation. However, further test of significance of the correlation utilizing the Fisher's t test revealed a computed value of 0.420 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the said variables. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and facilities of the school" was rejected.

r. Between the extent of principal empowerment implemented by the school heads along fiscal management and NAT performance, the coefficient of correlation was pegged at -0.036 corresponding to "negligible" correlation. Further test of significance value applying the Fisher's t test, the computed value was pegged at 0.222 which was lesser than the critical value of 0.325 at α=.05, df=38. This meant that the relationship between the said variables was not significant. Therefore, the null hypothesis which states that "there is no significant relationship between the extent of principal empowerment along fiscal management and NAT performance" was accepted.

31. In associating the extent of principal empowerment implemented by the school heads along instruction and their level of empowerment skills, obtained a coefficient of correlation value of 0.310 denoting "slight" correlation. However, further test of significance of the correlation utilizing Fisher's t test revealed a computed value of 2.010 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and level of empowerment skills" was rejected.

32. In associating the extent of principal empowerment implemented by the school heads along administrative and their level of empowerment skills, obtained a coefficient of correlation value of 0.308 denoting "slight" correlation. However, further test of significance of the correlation utilizing Fisher's t test revealed a computed value of 1.996 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and level of empowerment skills" was rejected.

33. In associating the extent of principal empowerment implemented by the school heads along fiscal management and their level of empowerment

skills, obtained a coefficient of correlation value of 0.298 denoting "slight" correlation. However, further test of significance of the correlation utilizing Fisher's t test revealed a computed value of 1.924 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and level of empowerment skills" was rejected.

34. In correlating the extent of principal empowerment implemented by the school heads along instruction and level of organizational climate prevailing in the public secondary schools, the coefficient of correlation value was pegged at 0.782 denoting "slight" correlation. However, further test of significance of the correlation utilizing Fisher's t test revealed a computed value of 1.812 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along instruction and the organizational climate" was rejected.

35. In correlating the extent of principal empowerment implemented by the school heads along administrative and level of organizational climate prevailing in the public secondary schools, the coefficient of correlation value was pegged at 0.627 denoting "slight" correlation. However, further test of

significance of the correlation utilizing Fisher's t test revealed a computed value of 1.961 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along administrative and the organizational climate" was rejected.

36. In correlating the extent of principal empowerment implemented by the school heads along fiscal management and level of organizational climate prevailing in the public secondary schools, the coefficient of correlation value was pegged at 0.765 denoting "slight" correlation. However, further test of significance of the correlation utilizing Fisher's t test revealed a computed value of 1.322 which was greater than the critical value of 0.325 at α=.05, df=38. This signified that there was a significant relationship between the two variables. Therefore, the null hypothesis which states that "there was no significant relationship between the extent of principal empowerment implemented by the school heads along fiscal management and the organizational climate" was rejected.

Conclusion

Based on the foregoing findings, the following conclusions were derived:

1. The secondary school heads of the Province of Samar were in their mid-40's, age that can fully support in the full implementation of the principal

empowerment in the secondary level; dominated by female school heads; majority were married, implying a responsible and nature state; educationally-qualified for their present position, some were even qualified for the next higher position, majority were new administrators, implying that they are in need of an upgrading/enhancement program in strengthening the full implementation of the principal empowerment; had performed very satisfactorily in the school where they are assigned; majority were growing professionally in terms of in-service trainings attended; had a monthly income which was considered above the poverty line; and, come from a small family.

2. majority of the public secondary schools in the Province of Samar had a low enrollment; located in the urban areas; had a school site area below the standard size of 10,000 sq.m.; had school facilities except the speech laboratory; and, performed below par in the National Achievement Test (NAT) in school year 2007-2008.

3. With the rejection of the null hypothesis involving the relationship between the extent of principal empowerment granted to the school heads and the school head's age, educational background, performance ratings, and average monthly income, it can be said that the perceptions of the three groups of respondents were essentially similar. Age, education background, performance ratings, and average monthly income and extent of principal empowerment granted to the school heads do not necessarily affect the extent of principal empowerment granted to them.

4. Civil status correlated significantly with the extent of principal empowerment granted to the school heads; however, the relationship that existed between them was inversely proportional, implying that single and married school heads varied on the extent of principal empowerment granted to them. The single school heads experience greater extent of principal empowerment than the married ones.

5. Sex, administrative experience, in-service trainings attended, and family size correlated significantly with the extent of principal empowerment granted to the school heads. The relationship between them was directly proportional, implying the following: a) female school heads had a greater extent of principal empowerment than their male counterparts; b) the school heads with a longer administrative experience had a greater extent of principal empowerment than the school heads with less administrative experience; c) the more in-service trainings attended by the school heads, the higher the extent of empowerment implemented by the school heads.

6. The null hypotheses involving the relationship between the extent of empowerment granted to the school heads and their sex, civil status, administrative experience, in-service trainings attended, and family size were rejected. That is, female school heads had a greater extent of principal empowerment than the married ones; school heads with a longer administrative experience had greater extent of principal empowerment than those with lesser number of in-service trainings attended, and the bigger in the family size of the

school heads, the greater extent of principal empowerment given to the school heads than those lesser number of family size.

7. With the rejection of the null hypothesis involving the relationship between the extent of principal empowerment granted to the school heads and the school site area and NAT performance, it was revealed that the perception of the three groups of respondents were similar. School site area and NAT performance and the extent of principal empowerment granted to the school heads do not necessarily affect the extent of principal empowerment granted to them.

8. Enrolment, location, number of personnel, and facilities correlated significantly with the extent of principal empowerment granted to the school heads. The relationship between them was directly proportional, implying the following: a) the bigger is the enrolment of the school, the greater extent of principal empowerment of school heads; b) the school heads assigned in the urban areas had a greater extent of principal empowerment than the school heads assigned in the rural areas; c) the higher number of personnel in the school, the greater extent of principal empowerment, and d) the more facilities the school has, the greater extent of principal empowerment than those schools with fewer facilities.

9. With the rejection of the null hypothesis involving the relationship between the extent of principal empowerment granted to the school heads and level of empowerment skills possessed by them, it can be said that the extent of

empowerment granted to the school heads is influenced by their empowerment skills. This is expected in the sense that skilled school heads most likely receive greater extent of empowerment powers granted to them by higher management.

10. The organizational climate prevailing in public secondary schools being "open" and the correlation being positive suggested a direct proportional climate, the greater extent of empowerment granted to the school principal. This can be attributed to the fact that an organization with an open climate tend to be receptive and responsive to changes. Thus, decentralization for that matter or empowerment is gladly welcomed by the school heads.

11. There is a need for an enhancement program for the school heads in the areas of the implementation of the empowerment acts and skills.

Recommendation

On the strength of the findings and conclusions, the researcher strongly recommends the following:

1. A province-wide in-service trainings on principal empowerment should be encouraged by the Schools Division Superintendent of the Division of Calbayog City, Samar, and Catbalogan City.

2. School heads should exercise the principal empowerment as mandated by the Department of Education in order to produce quality performance in their respective schools.

3. The developed enhancement program proposed in this study be tried out among school heads and be implemented in the Division of Samar.

4. A replication study be conducted in the Division of Northern Samar and Eastern Samar.

5. A replication study be conducted involving secondary principals of private schools.

6. A study on the attitude of principals and the empowerment acts be conducted as a sequel to this study.

Chapter 6

AN ENHANCED DEVELOPMENT PROGRAM FOR SECONDARY SCHOOL HEADS IN THE PROVINCE OF SAMAR

Rationale

One of the major concerns of the Department of Education (DepEd) is the efficient and effective delivery of educational service to children and youth, the burden of which lies in our schools. Thus, it is expected that those who are involved in the schools should work to create a climate in which excellence can thrive. This expectation can be highly realized, though, if proper attention is given to the people who head the different secondary schools in the Philippines. The educational leader alluded to is the principal (Boco, 2002: 1).

The school principal is both an executive and a manager. As an executive, the principal executes the educational goals by making sure that the policies, strategies, and activities do not lose track of them. As a manager, the principal manages the tacks and activities that are needed to realize the goals. And the main goal of any school principal is to make sure that teachers are able to teach and that students are able to learn (PASSA, 1993: 2).

With the full implementation of the empowerment of secondary school principals, is expected to achieve desired learning outcomes. They are now vested with instructional, administrative and fiscal autonomy for a more effective and efficient delivery of quality basic education.

Based on this study, it was found out that in-service trainings has significant relationship with the extent of principal empowerment granted to school heads. Hence, an enhancement development program was conceived in order to renew the knowledge, skills and attitudes of our school heads that will ultimately affect the improvement of our secondary school teachers.

Objectives

The general objective of this program is to develop enhanced development program for the secondary school heads. Specifically, the program intends to enhance empowerment skills in the improvement of secondary school heads managerial competencies on empowerment acts and organizational climate.

Feature of the Program

Based on the findings of the study, there were 10 levels of empowerment skills that were considered by the secondary school heads as "high." However, the researcher had arbitrarily decided to focus on the skills which were assessed low in the "high" group of skills and these were the skills which had a weighted mean ranging from 3.51 - 4.00. These are the skills that needs improvement to

wit: 1) giving power to my teachers makes me more powerful; 2) when evaluating people, I tend to compare them to myself; 3) I tell my teachers that they should make their own decisions; 4) being a manager means that employees are free to do what they want to do, and 5) compared to supervisory pressure, peer pressure is more effective in getting people to do things. These skills were the basis in proposing an enhanced development program for secondary school heads in the Province of Samar which will redound to the improvement of the existing administrators' development program of the Divisions of Calbayog City, Samar and Catbalogan City.

The enhanced administrators' development program recommends policy redirections and in-house trainings in the levels of empowerment skills where it was considered and detected to be low in the "high" group of empowerment skills.

These empowerment skills that require enhancement include" a) instructional empowerment; b) administrative empowerment; c); d) fiscal management, and e) on the level of organizational climate.

For the improvement skills and on the level of organizational climate mentioned above, the series of trainings and workshops for the secondary school heads designed to help them to become effective, efficient, and competent school heads in the Divisions of Calbayog City, Samar and Catbalogan City.

ENHANCEMENT PROGRAM FOR SCHOOL HEADS

OBJECTIVES	PROGRAMS/ ACTIVITIES/	TIME FRAME	PERSONS INVOLVED	RESOURCE REQUIREMENT	SUCCESS INDICATOR
I. EMPOWERMENT ACTS A. Instructional Empowerment 1. Enrich/ modify the subject in the curriculum	Conduct a District Seminar-Workshop	April 2010	Principals, Head Teachers, Teachers	P200,000.00	Enriched Curricula
2. To prepare a flexible School Program	Conduct a staff conference	May 2010	Principals, Head teachers	P30,000.00	School Programs
3. To prepare ready-made lesson plans	Conduct a seminar-workshop	April-May 2010	Principals, Head Teachers and Teachers	P15,000.00	Ready-made Lesson Plans
B. ADMINISTRATIVE EMPOWERMENT 1. To issue general guidelines/policies in recruitment, selection and appointment of teachers	Issuance of a District Memorandum	July 2010	Principal, Applicants	P15,000.00	District Memorandum
2. To prepare procurement of school facilities and equipment.	Conference with the Budget Officers	August 2010	Principals, Budget Officers	150,000.00	Forms used
C. FISCAL EMPOWERMENT 1. To prepare School Budget	Conduct a conference with the Budget	September/ Month before the end	Principals, Budget Officer	200,000.00	Budget Proposal

2. To disburse funds released	Officer Coordination with the Budget Officer and Cashier	of Calendar Year Monthly	Principals, Budget Officers, Cashier		Disbursement Report
II. ORGANIZATIONAL CLIMATE 1. To conduct training and workshop for administrators focusing on organizational climate	Self-monitoring tools to increase the competency of the Secondary School Heads in terms of Organizational Climate and work unit climate	October 2010	Principals, Head teachers, Division Supervisors	P200,000.00	Supervisory Report
2. Seminar-workshop on: - Establishing Trust and Respect and positive perspective toward your peers/co-workers	Enhance social life/interpersonal relationship toward school clientele	November/December 2010	Principals, Head Teachers	P150,000.00	Self-monitoring

Strategies of Implementation

The program is designed for implementation on a year- long format wherein every month there is/are trainings and workshops which are basically designed to enhance the ability of the public secondary school heads on managerial competencies on empowerment acts and organizational climate. The trainings and workshops identified per month may be conducted on a one-day or two-day seminar-workshop format depending to the situation.

Budgetary Requirement

To implement this program, the following budgetary requirements per training should be provided:

Supplies and Materials	P	100,000.00
Honorarium of the Speakers	P	60,000.00
Meals and Snacks	P	50,000.00
Training Venue	P	40,000.00
Other Incidental Expenses	P	20,000.00
Total	P	270,000.00

Funding Source

Funding for this development program may come from the following sources: 1) a registration of one thousand pesos (Php 1,000,00) per training will be charged to each secondary school head to defray expenses for meals and

snacks, conference materials, honorarium of the speakers, training venue, and other incidental expenses.

Monitoring and Evaluation

This is the most important part of the Development Program because it provides the only consolidated source of information showcasing project progress whether the goals and objectives are carried out or not.

In monitoring and evaluation of the program, the following can be used as tools: 1) school visitation; 2) submission of monthly accomplishment report; 3) recognition and giving reward of the most effective school heads; and 4) regular strategic assessment and planning among school heads.

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APPENDICES

Appendix A

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

January 19, 2009

DR. THELMA C. QUITALIG
Schools Division Superintendent
Division of Northern Samar
Catarman, Northern Samar

Madam:

The undersigned is a doctoral student of Samar State University, Catbalogan City. She is conducting a research study entitled **"Principal Empowerment and Organizational Climate of the Public Secondary Schools of the Province of Samar: Bases for an Upgrading/Enhancement Program."**

In this connection, she would like to ask permission from your good office to allow her to validate survey questionnaires to the administrators and teachers of Catarman National High School, Northern, Samar. The data which will be gathered in the survey will serve as basis for making the final copy of the survey questionnaire.

It is hoped that this request will merit your favorable accommodation and approval.

Respectfully yours,

(SGD.) NIMFA T. TORREMORO
Researcher

Approved:

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent

Appendix B

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

January 30, 2009

DR. ALFREDO D. DACURO
Schools Division Superintendent
Division of Samar
Catbalogan City

Sir:

The undersigned is a doctoral student of Samar State University, Catbalogan City. She is conducting a research entitled **"Principal Empowerment and Organizational Climate of the Public Secondary Schools of the Province of Samar: Bases for an Upgrading/Enhancement Program."**

In this connection, she would like to ask permission from your good office to allow her to distribute questionnaires to the Public Secondary Schools in Samar Division. The data which will be gathered in the survey will serve as basis for the analysis and interpretation of the research study.

It is hoped that this request will merit your favorable accommodation and approval.

Respectfully yours,

NIMFA T. TORREMORO
Researcher

Approved:

ALFREDO D. DACURO, Ph. D., CESO VI
Schools Division Superintendent

Appendix A

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

January 19, 2009

DR. THELMA C. QUITALIG
Schools Division Superintendent
Division of Northern Samar
Catarman, Northern Samar

Madam:

The undersigned is a doctoral student of Samar State University, Catbalogan City. She is conducting a research study entitled **"Principal Empowerment and Organizational Climate of the Public Secondary Schools of the Province of Samar: Bases for an Upgrading/Enhancement Program."**

In this connection, she would like to ask permission from your good office to allow her to validate survey questionnaires to the administrators and teachers of Catarman National High School, Northern, Samar. The data which will be gathered in the survey will serve as basis for making the final copy of the survey questionnaire.

It is hoped that this request will merit your favorable accommodation and approval.

Respectfully yours,

(SGD.) NIMFA T. TORREMORO
Researcher

Approved:

(SGD.) THELMA C. QUITALIG, Ph. D., CESO V
Schools Division Superintendent

Appendix C

Republic of the Philippines
SAMAR STATE UNIVERSITY
College of Graduate Studies
Catbalogan City

January 29, 2009

EDITA Y. PACULAN, CESO VI
Schools Division Superintendent
Calbayog City Division
Calbayog City

Madam:

The undersigned is a doctoral student of Samar State University, Catbalogan City. She is conducting a research entitled **"Principal Empowerment and Organizational Climate of the Public Secondary Schools of the Province of Samar: Bases for an Upgrading/Enhancement Program."**

In this connection, she would like to ask permission from your good office to allow her to distribute questionnaires to the Public Secondary Schools in Samar Division. The data which will be gathered in the survey will serve as basis for the analysis and interpretation of the research study.

It is hoped that this request will merit your favorable accommodation and approval.

Respectfully yours,

(SGD.) NIMFA T. TORREMORO
Researcher

Approved:

(SGD.) EDITA Y. PACULAN, CESO VI
Schools Division Superintendent

APPENDIX D

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Survey Questionnaire for Administrators

December 8, 2008

Dear Respondents,

The undersigned researcher is currently undertaking a study entitled, PRINCIPAL EMPOWERMENT AND ORGANIZATIONAL CLIMATE OF THE PUBLI SECONDARY SCHOOLS OF THE PROVINCE OF SAMAR: BASES FOR A TRAINING PROGRAM" as a requirement for the degree in Doctor of Philosophy major in Educational Management.

As a potent source of information, the undersigned requests from your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Rest assured that any information given will be strictly held confidential and shall be used solely for the purpose of the study.

Thank you for your support and cooperation.

Sincerely yours,

(SGD.) NIMFA T. TORREMORO
Researcher

QUESTIONNAIRE FOR ADMINISTRATORS

Part I - Personal Profile

Direction: Please write your answer in the space provided or blank appropriate spaces and boxes.

Name : _____ Age: _____ Sex: _____

Civil Status:

- ☐ Single
- ☐ Married
- ☐ Widower
- ☐ Separated

Educational Background:

- ☐ Ph.D./Ed.D. Graduate
- ☐ MA/MS Graduate with Ph.D./Ed.D. Units
- ☐ MA/MS Graduate
- ☐ College Graduate with MA/MS Units
- ☐ College Graduate

Number of Years Experience as School Administrator: _____

In Service Trainings Attended in Principal Empowerment:

Level	Number of Times	Number of Days
National		
Regional		
Division		
District		
School		

Performance Rating (S.Y. 2007-2008): _____

Average Family Income per Month: _____

Family Size: _____

Part II - Profile of Empowered Public Secondary Schools

A. Enrolment : _____

B. Location : _____

C. Number of Personnel : _____

D. School Site Area : _____

E. Facilities :

1) Canteen : _____

2) Speech Laboratory : _____

3) Service Laboratory : _____

4) H.E. Laboratory : _____

5) Computer Laboratory : _____

F. NAT Performance (SY 2007-2008): _____

Part III - Empowerment Acts Granted to Schools Heads

Direction: Below are specific activities under the three empowerment acts granted to school heads. To what extent do you do them? Check the box appropriate each statement using the scale below as guide.

5	-	Fully Granted	(FG)
4	-	Highly Granted	(HG)
3	-	Moderately Granted	(MG)
2	-	Slightly Granted	(SG)
1	-	Not Granted	(NG)

Empowerment Acts/Specific Activities	5 (FG)	4 (HG)	3 (MG)	2 (SG)	1 (NG)
A. Instructional Empowerment					
1 I enrich /modify the subjects in the curriculum according to the pressing needs of the locality provided that the basis curriculum is intact and there are enough teachers to handle the subjects.					

Empowerment Acts/Specific Activities	5 (FG)	4 (HG)	3 (MG)	2 (SG)	1 (NG)
2 I prepare a flexible school program retaining the total number of minutes required from each subject area in a week, to address a need or problem on lack of teachers, students, attendance, etc.					
3 I allows the teachers to use prepared/ready-made lesson plans for teaching the subjects provided that these guides are prepared by curriculum specialists/schools/experts and approved by the division for implementation.					
4 I initiate/introduce new technology in the school curriculum and provide the students with appropriate equipments and specialists to implement the program.					
5 I recommend for the signing of the diploma/certificate and submit to the Schools Division Superintendent a list of graduates and promotional report for record purposes.					
B. Administrative Empowerment					
1 I participate in the recruitment and selection of applicant teachers in the school level.					
2 I prepare and approve the procurement of the school of the following programs:					
a. purchase of instructional materials;					
b. improvement/maintenance of school equipment;					
c. construction and repair of school buildings, and					
d. hiring of service providers.					
3 I submit to the Division Office the approved procurement program of the school for record purposes.					

Empowerment Acts/Specific Activities	5 (FG)	4 (HG)	3 (MG)	2 (SG)	1 (NG)
4 I request for assistance from the Division Office or from other agencies, for services which need technical advice or expertise.					
5 Other administrative matters:					
a. Assist the District Supervisor as consultants in the implementation of instructional programs/ projects/ activities.					
b. Enter into a contract with the SDS as rater for every rating period.					
c. Determine the school/class size and enrolment based on space and available number of teachers.					
d. Approve travel orders of teachers, who travel within the district of from the school to division office.					
e. Prepare training designs for implementation to address the training needs of teachers.					
C. Fiscal Empowerment					
1 I prepare, defend and implement the school budget.					
2 I disburse the funds released by the Division Office in compliance with the existing budgeting, accounting and auditing rules and regulations.					
3 I designate two teachers to act as Disbursing Officers and Bookkeeper in school and they are given the teaching loads or paid extra duty allowances for their non-teaching assignments in accordance with the existing CSC and COA regulations.					
4 I authorized the designated Disbursing Officer and Bookkeeper to take the management training courses.					
5 Due to the _____need of the teachers to handle classes, I avail of the service of the fiscal management staff of the division.					

Empowerment Acts/Specific Activities	5 (FG)	4 (HG)	3 (MG)	2 (SG)	1 (NG)
6 I attend training courses in fiscal management.					
7 I pay surety bond with the Bureau of Treasury in order to be allowed to issue disbursement checks.					
8 I submit a monthly report of the use of fund to the division office for *monitoring and evaluation purposes.*					

Part IV - Level of Empowerment Skills

Direction: Below are some of the empowerment skills that one should possess. Do you have them? Using the following scale, check the box that corresponds to your level or agreement or disagreement with each statement.

5	-	Very High	(VH)
4	-	High	(H)
3	-	Uncertain	(U)
2	-	Low	(L)
1	-	Very Low	(VL)

Empowerment Skills	5 (VH)	4 (H)	3 (U)	2 (L)	1 (VL)
1. *My preference is to motivate by instilling* desire rather than fear in my teachers.					
2. When push comes to show, I feel that I can order people to get the job done.					
3. Because I am a manager, I believe I am entitled to such privileges as reserved parking, a nice office, etc.					
4. I am comfortable admitting to my co-workers that I have made a mistake.					
5. Giving power to my teachers makes me more powerful.					
6. As a manager, I think that one of my most important responsibilities is to be a coach to my fellow teachers.					

Empowerment Skills	5 (VH)	4 (H)	3 (U)	2 (L)	1 (VL)
7. The best way to coach someone is to show them what to do.					
8. My employees believe the management team has their best interest at heart.					
9. I tend to be more concerned about getting the work done about the people who are doing the work.					
10. I usually give people more responsibilities than they think they can handle.					
11. I make it a habit to focus on my people's strength and overlook their weaknesses.					
12. When evaluating people, I tend to compare them to myself.					
13. Generally speaking, my teachers know how they are doing at all times.					
14. My employees have fun while they are at work.					
15. I make sure that all my employees have an opportunity to participate in some sort of self-improvement training at least once a year.					
16. I tend to share the "big picture" with all my teachers.					
17. I believe I have to monitor performance to make sure my teachers are really productive.					
18. I tell my teachers that they should make their own decisions.					
19. Being a manager means that employees are free to do what they want to do.					
20. Compared to supervisory pressure, peer pressure is more effective in getting people to do things..					

Part V - Organizational Climate of Public Secondary Schools

Direction: Below are indicators of an ideal organizational climate in a school system. Check the box opposite each indication as to your agreement or disagreement using the scale below:

5	-	Strongly Agree	(SA)
4	-	Agree	(A)
3	-	Neither Agree of Disagree	(NAD)
2	-	Disagree	(D)
1	-	Strongly Disagree	(SD)

Indicators	5 (SA)	4 (A)	3 (NAD)	2 (D)	1 (SD)
A. Organization Design					
1. The organization's goals and objectives are clear to me.					
2. Employees have a shared understanding of what the organization is supposed to do.					
3. Roles and responsibilities within the group are understood.					
4. Clear reporting structures have been established.					
5. Employees at this organization have the right skill sets to perform their job functions.					
B. Individual Job Characteristics					
6. I gain satisfaction from my current job responsibilities.					
7. My skills and abilities are fully utilized in my current job.					
8. I have the opportunity to further develop my skills and abilities.					
9. I find that I am challenged in my current job role.					
10. My work adds value to the organization.					

Indicators	5 (SA)	4 (A)	3 (NAD)	2 (D)	1 (SD)
C. Co-Worker Relations					
11. I feel my input is valued by my peers.					
12. Knowledge and information sharing is a group norm across the organization.					
13. Employees consult each other when they need support.					
14. Individuals appreciate the personal contributions of their peers.					
15. When disagreements occur, they are addressed promptly in order to resolve them.					
D. Culture / Work Environment					
16. I feel valued as an employee.					
17. I enjoy being a part of this organization.					
18. Employees have a good balance between work and personal life.					
19. Morale is high across the organization.					
20. Employees speak highly about this organization.					
E. Senior Management					
21. Senior management sets high standards of excellence.					
22. Senior management encourages collaboration across the organization.					
23. Senior management treats employees fairly.					
24. I trust the information o receive from senior management.					
25. I believe senior management appreciates the work I do.					
F. Direct Supervisor					
26. My direct supervisor makes sure I have clear goals to achieve.					
27. My direct supervisor gives me helpful feedback on how to be more effective.					
28. My direct supervisor listens to my ideas and concerns.					
29. My direct supervisor serves as a positive role model for me.					

Indicators	5 (SA)	4 (A)	3 (NAD)	2 (D)	1 (SD)
30. I believe my direct supervisor appreciates the work I do.					
G. Work Processes					
31. I am clear on how best to perform my work tasks.					
32. Everyone here takes responsibility for their actions.					
33. Work tasks are completed on-time.					
34. My work group operates effectively as a unit.					
35. We use efficient work processes when performing our jobs.					
H. Communications					
36. I receive the information I need to perform my job well.					
37. I am clear on how my job supports the department's overall objectives.					
38. When I need help, I van ask others in my work group for suggestions or ideas.					
39. Interpersonal communication and relationships contribute to organizational performance.					
40. Our face-to-face meetings are productive.					
I. Technology					
41. My department has adequate tools and technologies to perform our work.					
42. The technology we use supports our business processes.					
43. The technology we use helps me get my job done.					
44. The tools and technologies that I use help me to be efficient in completing my work.					
45. Our technology is reliable and works when we need it to work.					

APPENDIX _____

Republic of the Philippines
Samar State University
College of Graduate Studies
Catbalogan City

Survey Questionnaire for Teachers

December 8, 2008

Dear Respondents,

The undersigned researcher is currently undertaking a study entitled, PRINCIPAL EMPOWERMENT AND ORGANIZATIONAL CLIMATE OF THE PUBLI SECONDARY SCHOOLS OF THE PROVINCE OF SAMAR: BASES FOR A TRAINING PROGRAM" as a requirement for the degree in Doctor of Philosophy major in Educational Management.

As a potent source of information, the undersigned requests from your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Rest assured that any information given will be strictly held confidential and shall be used solely for the purpose of the study.

Thank you for your support and cooperation.

Sincerely yours,

(SGD.) NIMFA T. TORREMORO
Researcher

QUESTIONNAIRE FOR TEACHERS

Part I - Empowerment Acts Granted To School Administrators

Direction: Below are specific activities under the three empowerment acts granted to school administrators. To what extent do your school heads do them? Check the box opposite each statement using the scale below as guide.

5	-	Extremely Implemented/Carried Out	(EI)
4	-	Highly Implemented/Carried Out	(HI)
3	-	Moderately Implemented/Carried Out	(MI)
2	-	Slightly Implemented/Carried Out	(SI)
1	-	Not Implemented/Carried Out	(NI)

Empowerment Acts/Specific Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
A. Instructional Empowerment					
1 Enriches /modifies the subjects in the curriculum according to the pressing needs of the locality provided that the basis curriculum is intact and there are enough teachers to handle the subjects.					
2 Prepares a flexible school program retaining the total number of minutes required from each subject area in a week, to address a need or problem on lack of teachers, students, attendance, etc.					
3 Authorizes the teachers to use prepared/ready-made lesson plans for teaching the subjects provided that these guides are prepared by curriculum specialists/schools/experts and approved by the division for implementation.					
4 Initiates/introduces new technology in the school curriculum and provide the students with appropriate equipments and specialists to implement the program.					

Empowerment Acts/Specific Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
5 Solely signs the diploma/certificate and submit to the Schools Division Superintendent a list of graduates and promotional report for record purposes.					
B. Administrative Empowerment					
1 Sets general guidelines/policies in recruitment, selection and appointment of teachers to be implemented at the school level to fill up vacant new items allotted by division office for existing CSC rules and regulations.					
2 Prepare and approves the procurement of the school of the following programs:					
a. purchases of instructional materials;					
b. improvement/maintenance of school equipment;					
c. construction and repair of school buildings, and					
d. hiring of service providers.					
3 Submits to the Division Office the approved procurement program of the school for record purposes.					
4 Requests for assistance from the Division Office or from other agencies, for services which need technical advice or expertise.					
5 Other administrative matters:					
a. Assists the District Supervisor as consultants in the implementation of instructional programs/ projects/ activities.					
b. Enters into a contract with the SDS as rater for every rating period.					
c. Determines the school/class size and enrolment based on space and available number of teachers.					
d. Approves travel orders of teachers, who travel within the district of from the school to division office.					

Empowerment Acts/Specific Activities	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
e. Prepares training designs for implementation to address the training needs of teachers.					
C. Fiscal Empowerment					
1 Prepare, defends and implements the school budget.					
2 Disburses the funds released by the Division Office in compliance with the existing budgeting, accounting and auditing rules and regulations.					
3 Designates two teachers to act as Disbursing Officers and Bookkeeper in school and they are given the teaching loads or paid extra duty allowances for their non-teaching assignments in accordance with the existing CSC and COA regulations.					
4 Authorizes the designated Disbursing Officer and Bookkeeper to take the management training courses.					
5 Due to the _____need of the teachers to handle classes, I avail of the service of the fiscal management staff of the division.					
6 ttends training courses in fiscal management.					
7 Pays surety bond with the Bureau of Treasury in order to be allowed to issue disbursement checks.					
8 Submits a monthly report of the use of fund to the division office for monitoring and evaluation purposes.					

Part II - Organizational Climate in Public Secondary Schools

Direction: Below are indicators of an ideal organizational climate in a school system. Are these happening in your school? Check the box opposite each indication as to your agreement or disagreement using the scale below:

5 - Strongly Agree (SA)
4 - Agree (A)
3 - Uncertain (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

Indicators	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. There is considerable rapport existing between the administrator and teacher and among teachers themselves.					
2. There is considerable support and cooperation.					
3. The teachers are given lots of freedom and put emphasis on results, not on how to do the activity.					
4. The teachers are provided more information that is needed and try to help them understand the larger picture.					
5. I involve teachers in decision-making.					
6. I do the planning just of an activity and share the plan with the teachers during conferences.					
7. I discuss the performance rating with the teachers and come up with the final rating.					
8. I inspire my teachers, set an example and work collaborately with them.					
9. I give my teachers rewards and punishment as appropriate to motivate them					
10. I encourage delegation of authority and power sharing as much as possible so as to use all teachers fully.					

CURRICULUM VITAE

CURRILCUM VITAE

Name	:	**Nimfa Borja Tolipas Torremoro**
Date of Birth	:	November 10, 1962
Place of Birth	:	Paranas, Samar
Civil Status	:	Married
Home Address	:	Canlapwas, Catbalogan, Samar
Office Address	:	Samar College, Catbalogan, Samar
Present Position	:	Secondary School Principal

EDUCATIONAL ATTAINMENT

Graduate Course	:	MAED major in Educational Management Samar College Catbalogan City 1999-2001
College	:	BSIE major in Foods Technology Samar State Polytechnic College (now Samar State University) Catbalogan City 1979-1983
Secondary	:	Wright Community High School Paranas, Samar 1975-1979

Elementary	:	Wright Central Elementary School
		Paranas, Samar
		1969-1975

EXAMINATION TAKEN

Board Exam	:	Philippine Board Examination for Teachers (PBET)
		November 24, 1984
		Passed (70%)
		Licensed Number 0323226

TRAININGS AND SEMINARS ATTENDED

In-Service Training for School Administrators (DepEd/FAPE)
Hotel Alejandro, Tacloban City
February 21-23, 2008

In-Service Training for School Administrators (DepEd/FAPE)
Crown Regency Residences, Cebu City
March 4-7, 2007

36th Annual Convention (PAFTE)
Grand Regal Hotel, Lanang, Davao City
October 23-25, 2007

Seminar on Achieving Excellence in Teaching
Holy Infant College
Tacloban City
November 25, 2006

10th PRISAAP National Administrators Congress
Punta Villa Resort, Brgy. Arevalo, Iloilo City
October 5-7, 2006

Training Workshop for the Private Schools Basic Education
Information System (BEIS)
Government Center, Candahug, Palo Leyte
September 15, 2006

In-Service Training for School Administrators (DepEd/FAPE)
Hotel Alejandro, Tacloban City
February 21-24, 2006

Regional Training Workshop on Developing and
Managing Curriculum Innovations
Regional Teachers Training Center (RTTC) DepEd RO 8,
Government Center, Candahug, Palo, Leyte

In-Service Training for School Administrators (DepEd/FAPE)
Bohol Plaza Resort and Restaurant, Panglao Island,
Dayo Hill, Mayacabac, Dauis, Bohol
February 7-10, 2005

8th PRISAAP National Administrators Congress
Upper Cubi, SBMA, Subic, Olongapo City, Province of Zambales
October 18-20, 2004

In Service Training for Secondary School Administrators (DepEd/FAPE)
Golden Peak Hotel, Cebu City
January 14-17, 2004

Orientation Seminar for Private Schools on the Effective Implementation of Basic Education Curriculum
Manila Pavilion, Hotel, United Nations Avenue, City of Manila
January 21-23, 2004

Division Training on Student Teaching Program
Redaja Hall, Catbalogan City
September 27-29, 2004

23rd National Secondary School Administrators Congress
Teachers Camp, Baguio City
March 2-6, 2003

In-Service Training for Secondary School Administrators
Holiday Plaza Hotel, F. Ramos Street, Cebu City
January 22-25, 2003

22nd National Secondary School Administrators Congress
Teachers Camp, Baguio City
March 10-14, 2002

National Educators Congress for Public and Private Schools
Manila Hotel
October 2-5, 2002

Educators' Congress for Public and Private Schools
Manila Midtown Hotel
April 23-25, 2001

National Secondary School Administrators Work Conference
Teachers' Camp, Baguio City
July 24-27, 2000

Regional Education Summit for Secondary School Administrators
Eastern Samar National Comprehensive High School,
Borongan, Eastern, Samar
May 18-20, 2000

PROFESSIONAL EXPERIENCE

Samar College
High School Department
Catbalogan City

Start Date	:	June 1993 – present
Position/Title	:	Secondary School Teacher 1993-1999
		Officer-in-Charge – High School Department 1999-2001
		Principal – High School Department 2002-present

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