Lawler's high involvement, stakeholders' morale vis-à-vis school-based management: A conceptual model for quality basic education

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Abstract

This study primarily aimed to identify, verify/fit, and modify a conceptual model depicting the impact of school-based management to quality education when nested with high involvement model and stakeholders' morale. A total of 1260 stakeholders from SBM-implementing schools of the Divisions of Maasin City and Southern Leyte participated in this study. Data retrieved through a standardized questionnaire were analyzed primarily using structural equation modeling. This study found that internal and external stakeholders observed the implementation of School-Based Management Practices religiously, are highly involved in its implementation, and with extreme morale. The study found that: (i) School-Based Management Practices affect Quality of Education; (ii) High Involvement of Stakeholders affects School-Based Management Practices; (iii) Stakeholders' Morale is related to High Involvement; and (iv) Stakeholders' Morale affects the Quality of Education. Thus, Quality Basic Education is highly possible through a full implementation of School-Based Management paralleled with high stakeholders' morale. However, there is a need to strengthen the stakeholders' involvement in terms of power, knowledge, access to information, and rewards as conditions to strong implementation of School-Based Management so that collaboration would be highly visible a precursor of Quality Basic Education. For model adoption, this study recommends the model to regional evaluation and recommendation.

Keywords: school-based management, high involvement, quality of education, morale, conceptual model

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1. Introduction

School-based Management (SBM), as a system of reform for quality education (Ayeni et al., 2013) through shared governance among local stakeholders (De Guzman, 2007), is a strategy of distributed leadership (Wu, 2015; Ozdemir & Ebru, 2015). It is a significant phenomenon rooted in the theoretical ideas of participation, decentralization, delegation of authority, and cooperation (De Guzman, 2007; Arar et al., 2016). In this decentralized management, all teachers, students, families, and other stakeholders in the local school are involved in decision- making (Apodaca-Tucker et al., 2002; Botha & Triegaardt, 2014; Oswald, 2014; Tapayan et al., 2016). SBM likewise adheres that stakeholders' morale in the organization affects organizational performance (Humphrey et al., 2007; Kerubo et al., 2019). Their well-being and commitment (Yukl, 2010; Ibrahim et al., 2013), influence significantly the mode and the degree of effort in implementing the program to achieve the desired school's goal, wherein their satisfaction creates better work environments (Barling et al., 2003; Levnawi, 2017), which in turn contributes to superior organizational performance. Barrera-Osorio et al., (2009), Taniguchi et al., (2015), and Murphy (1991) emphasized that the purpose of SBM is to improve school performance by making the teachers, principals, and community more independent, more involved, and therefore more responsible and accountable for their decisions. In light of this, the organizational performance improves when power is shifted down to lower levels of the organization, especially when those involved are trained for decision-making roles, provided with information to make informed decisions, and recognized for high performance. In this process, devolution to the stakeholders of power, information, knowledge, skills, and rewards is needed (Lawler, 1986).

With the framework of high involvement management and teachers' high morale, there is a need to expand the involvement of school-level people in organizational decision making. Promoting the involvement of stakeholders, prepares and empowers them for expanded roles in the governance process and the school operation. The shifted balance of power from the central office to the community (Mehralizadeh, 2006; Gessler et al., 2014), proves the veracity of distributed leadership (Dampson et al., 2018) in school-based management that provides opportunities for participation and empowerment (Kilicoglu, 2018), mutual reinforcement (Hau-Fai Law et al., 2017), improvement of education outcomes (Hill et al., 2018), supports to a healthier teaching-learning environment and better student academic achievements (Bandur, 2018), and professional learning communities (Harris, 2009) which defines school performance (Hulpia et al., 2009). These literatures are ideal concepts of involvement that until now need empirical evidence for proof and evidence of implementation (Levnawi, 2017; Cabardo, 2016). High involvement can only happen when local authorities and stakeholders become more responsible in their local schools (Kaabi et al., 2015) by creating policies and practices that empower the local administration to properly run the school (Vally & Daud, 2014) which affects the learners' achievement (Leung et al., 2009) and decreases the incidence of learners' dropout and repetition (Hill et al., 2018).

Preliminary evidence does indicate that SBM impacts on the learning conditions in schools. However, Leithwood et al., (2008) and Gichoci, (2015) stressed that SBM's effect to quality education is still sparse, and at present, it is difficult to establish a generalization to support assumption relating distributed leadership under SBM and school effectiveness (Nir, 2010; Stevens, 2019). The need to examine the degree to which school-based management connects the performance of schools (Harris, 2008; Chavez et al., 2018) is a necessity to assess how SBM would affect the quality of education if the school empowers stakeholders through high involvement program (Wu, 2015). Likewise, school could implement SBM fully if local stakeholders and authorities are motivated, satisfied, and are committed to their job (Li et al., 2016; Cabardo, 2016).

The chronicles of SBM as part of Basic Education Reform Agenda (BESRA) 2006-2010 and the Medium -Termed Philippine Development Plan 2006-2010 discloses a significant result. Some schools, however, are not yet ready to implement SBM (Panares et al., 2014). Despite the positive contribution of SBM to administration (Bucud, 2017; SEAMEO INNOTECH, 2012; Valenzuela, 2010) there is still a need for training and intensive professional development among stakeholders to achieve excellent performance in running the school (Panares et al., 2014; Tapayan et al., 2016). With this observation, there is a need to assess whether, in the SBM implementation, stakeholders are highly involved and with strong morale. Based on the researcher's observation in the field as an Education Program Supervisor, stakeholders are not highly involved. Many schools have not considered high involvement in their implementation of school-based management. Still, the need to implement and to manifest the correct measures of full empowerment would contribute to quality education. Stakeholders' correct exercise of power, knowledge, information, and award is necessary for schools to achieve quality education in a school-based management program.

As the theories underlying the relationship between high involvement, stakeholders' morale, and school-based management remain underdeveloped (Abulencia, 2012), this study tries to identify, verify, and modify a conceptual model depicting how their relationship affects the attainment of quality education. Nesting SBM within a high involvement system and high-morale stakeholders create schools that develop high-quality performance. With knowledge, power, information, and rewards together with stakeholders' well-being, satisfaction, and commitment activated as a condition for SBM implementation, SBM can create the conditions that enable internal and external stakeholders of the school within the organization to restructure for high performance. The model would show that activating the conditions of full SBM implementation, the better it becomes, and the higher the chance to achieve the quality of education.

1.1 The objective of the study

This study aimed to identify, verify/fit, and modify a conceptual model depicting the impact of school-based management to quality education, when nested with high involvement model, and stakeholders' morale. This study addressed the following specific objectives: 1) To determine the stakeholders' assessment of the school-based management practices in terms of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. 2) To find out the degree of involvement of the internal and external stakeholders using high involvement model measured in terms of power, information, reward, and knowledge. 3) To determine the stakeholders' morale in terms of commitment, satisfaction, and well-being. 4) To assess the quality of education in terms of school effectiveness. 5) To develop a conceptual model depicting the structural relation of high involvement, stakeholders' morale, and school-based management to the quality of education.

1.2 Significance of the study

The researcher firmly believes that this study could provide sufficient information in the field of educational management as the intended result of which, could be the basis of crafting policies and procedures to strengthen the current implementation of school-based management in the Division of Maasin City and the Division of Southern Leyte. With the intended conceptual model, there would be a new perspective of how schools could implement school-based management effectively to reach the desired quality of education not only at the local public schools in the province of Southern Leyte but possibly to the entire nation as well.

2. Review of related literature

2.1 School-based management and quality of education

Yusuf, Karwanto, and Depdiknas (2018) stressed that school-based management as a management model provides greater autonomy or authority and responsibilities for principals, and provides maximum flexibility and

encourages direct participation of school members. Moreover, Caldwell (2011) defined school-based management as a systematic decentralization of authority and school-level responsibilities to make decisions on significant problems related to school administration based on the aspects of leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources (DepEd Order No. 13, s. 2012). So, schools should control all resources and use them more efficiently, since those resources are beneficial for the improvement of quality in particular.

The four principles of school-based management are networks that would translate to evident stakeholders' participation in school operations and processes geared toward quality education. Schools could not implement school-based management well if the principles are not adequately performed (Triwiyanto, Kusumaningrum & Juharyanto, 2017). The implementation quality of school-based management can reflect the implementation quality of such principles.

Leadership and Governance - School leadership plays a significant and critical role in narrowing or broadening participation in school mechanisms, in deepening the breadth of community participation in management, and in establishing inclusive governance mechanisms in schools (Salvioni & Cassano, 2017). Excellent leadership and governance could lead to continuous improvement in school performance. If schools desire continuous improvement, stakeholders and the community must collaboratively develop and regularly review the development plan of the school with a clear structure and work arrangements promoting shared leadership and governance (Chavez and Doromal, 2017). The vision, mission and main objectives should translate into actual results in disseminating sustainability and implementing suited systems of accountability to all stakeholders (Salvioni & Cassano, 2017).

School governance was an issue in small rural locations. School councils oversee the work of all schools. Yet, it can be difficult to generate sufficient interest for involvement in the field, such as to attract the interest of parents and other stakeholders, which hindered school in exchanging fresh ideas (Starr, 2016). Governance has been concerned with structures, processes, authorities, responsibilities, and accountabilities on how institutions or organizations are run and controlled. Moreover, it is about leadership, direction, and control of an organization with its primary functions being to establish the organization's strategic direction and aims; ensure accountability to the public for the organization's performance; and assure the organization's probity and integrity (Shizha, 2017).

The creation of the School Governing Council (SGC) at the school level is a response to the growing trend in decentralizing education governance. SGC provides a mechanism that allows those closest to the schools to participate in decision-making activities and influence the direction and quality of education delivered at the community (SGC Manual, Department of Education 2009). School governance with a limited propensity towards social responsibility and sustainability, primarily focused simple introduction of sustainability issues into existing programs cannot be considered an efficient and exhaustive condition to promote change and above all to ensure the optimization of value creation for stakeholders (Salvioni, Astori, & Cassano, 2014; Mitchell, Van Buren, Greenwood, & Freeman, 2015).

Curriculum and Instruction - The curriculum is a sequence of possible experiences set up in the school for the discipline of children and youths in various activities. Moreover, the school teaches the curriculum using the experiences of the learners in the school community (Ghos, 2016). Tucker and Lacuesta (2016), stressed that the empowerment of the principal, teacher, and students as internal stakeholders in schools who are the manager of the school, the implementer of the curriculum and the receiver of the curriculum, respectively, define the level of performance of the school in its implementation. By empowering them to decide what the best approaches are and learning areas to emphasize, addressing the issues brought about by the change, they can better address such problems towards quality education. Teachers and other stakeholders should be involved in crafting the curriculum that best suits their local needs.

Curriculum and instruction provide a way for the development needs of all types of learners, a sense of

accountability, and continuous improvement with a clear definition of roles and responsibilities with sound management of resources. Schools manifest continuous improvement indicators through a shared vision and mission as bases of stakeholders' dreams and commitment in realizing the planned improvements, shared decision-making in governance for transparency, collaboration, autonomy, and accountability (Chavez & Doromal, 2017). To master and comprehend academic disciplinary knowledge, the curriculum must be suited to the real-life situations and experiences of the learners. The curriculum should allow students to learn and develop various literacies, such as civic, financial, environmental, health, and global awareness (Alismail & McGuire, 2015).

In the same vein, as part of an effort to deregulate government control, schools are given the autonomy and flexibility in curriculum development enforcing school-based curriculum that incorporates student needs and community characteristics to enhance student capabilities. The Department of Education has developed a school-based curriculum connected to the history, and landscape of the community for effective instruction (Pan, Nyeu, & Cheng, 2017).

Accountability and Continuous Improvement - Accountability is the result of an interaction between process and reporting tools aiming at informing the stakeholders with the transparency of their responsibilities, which links to the school's ability to manage, in an integrated way, its economic and socio-environmental responsibility (Salvioni & Cassano, 2015). The impact of accountability interventions on the quality of education delivered by schools has increasingly focused of accountability initiatives over the past two decades (Carr-Hill et al., 2015). Accountability of students' performance is the primary concern of the school and the stakeholders being the most active group of people who know the school situation (Eddy-Spicer, Ehren, Bangpan, Khatwa, Perrone, 2016). It is the function of the school to give a regular assessment to all learners to trace the progress of their performance. Improving instructional practice is vital in any educational system. In this sense, accountability is not limited to gains in test scores but in-depth and more meaningful learning (Fullan, 2015). Schools could not implement school-based management well if the principle of accountability and continuous improvement is taken for granted. It determines the quality of the school-based management (Triwiyanto & Juharyanto, 2017). School-based accountability and continuous improvement is the process of assessing school performance based on student achievement, and holding stakeholders, and other school officials responsible for results, and find ways to improve such performance. School-based accountability and continuous improvement intensified the ways for improving student achievement through rewards (Bae, 2018).

Management of Resources - The necessity for schools to implement the management of resources is increasingly acknowledged. Moreover, the management of resources holds the potential of increasing student outcomes through the increased involvement, empowerment, and motivation of teachers. Runhaar (2016) stressed that the management of resources can lead to positive teacher outcomes and, ultimately, positive student outcomes. The research findings of Daud (2015) state that the active role of a principal leads to effective implementations of the school vision and mission and more efficient school resources management. The school and stakeholders need to prioritize the activities to be undertaken considering the meager MOOE and other finances the school has. Under the resource management principle, the school has to conduct social mobilization and link to internal and external stakeholders for support mechanisms to augment its resources to achieve the desired quality of education.

The World Bank, the United States Agency for International Development (USAID), and the United Kingdom Department for International Development (DFID), considered School-Based Management as the most preferred model because it promotes decision-making among stakeholders in the school level. Gentler et al., (2012) and Hill et al., (2016) believed that decision-making within schools could promote accountability, efficiency, and responsiveness to local needs. In the same vein, Mwikali (2015) emphasized that administrative decentralization in SBM is a means of distributing authority to the different agencies, groups, and stakeholders based on the thinking that schools know their needs better and are in the best position to solve or manage their problems. As a strategic policy, SBM transfers a higher degree of authority from the top to the smallest unit of

the complex organization of the education system (Ahmad, 2014).

Vally and Daud (2014) clarified that in SBM, management, and decision making in the curriculum, personnel, financial, and budget planning is made at the school level. From this context, decentralization is the critical feature in SBM. As argued by Botha and Triegaardt (2014), SBM implementation becomes vital, considering the complexities of roles of principals. Advocates of SBM perceived that this movement of decentralization could translate school effectiveness and strengthen the influence, role, and accountability of principals, and teachers in SBM implementation. This implies more responsibility and accountability among principals and teachers (Vally & Daud, 2014). According to Alim et al. (2017), School-Based Management (SBM) departs from the reality of the poor quality of education that almost happened at every level and education units. SBM emphasizes broad authority to the schools to manage and control the school, to encourage participatory decision-making that highly involves all stakeholders of the school directly. It is consistent with the idea of Cranson (2001), emphasizing that a significant element of the SBM model was enhanced devolution of decision-making distributed powers to the local school level. As a consequence, decision-making processes have changed. It is now characterized by greater involvement of both teachers and parents in local schools, which is the characteristic of high involvement management model espoused by Lawler (1986). Özdemir and Ebru (2015) stressed that in recent years, educational organizations have begun to be administered by more sharing, participation, and exercise of democratic principles. These principles characterize the school-based management approach accelerated during the decentralization period in education. Ozdemir and Ebru (2015) emphasized that as to which leadership in educational organizations to distribute is yet to determine. Yet, SBM attracts researchers' attention, for it influences teachers in terms of their commitment.

School Effectiveness - According to Botha (2016), the decisions made in the school has become more complex. The education authority is calling on school leaders to take on more responsibility in the decentralized management of their respective schools. The concept of distributed leadership becomes vital in such a system of decentralized school-based management. Meaning, distributed leadership is inherent in SBM; thus, indispensable in its implementation. Botha (2016) further explained that the distribution of leadership via collaborative decision-making could contribute significantly to the improvement of school effectiveness. Thus, SBM enhances school effectiveness, promotes quality education, and ultimately improves student learning (Yusuf, Karwanto, & Riyanto, 2018). The opportunity for achieving success may be more significant if all school practitioners are involved in active exploration and reflection, as well as the decision-making process (Hui & Cheung, 2006; Tansiri & Bong, 2018). The decision-making power delegated to the school under SBM is thus "distributed" among the participants. Its idea is to have school members reflect on different experiences and to encourage learning for all. It means that the school should distribute decision-making activities among school members. This distribution implies not only the primary understanding that different people in different positions can be leaders in some other ways but also the belief that social organization is considered a form of cognitive architecture. Kelley and Dikkers (2016) emphasized that in school-based management, leadership is a responsibility distributed across many individuals in the school organization.

Hypothesis 1: School-based management through distributed leadership and shared governance contributes to the achievement of school effectiveness.

2.2 High involvement and school-based management

A central component of SBM reforms is to encourage greater participation in the decision by school internal and external stakeholders in supporting schools, by establishing or strengthening school governing bodies. Effective school-based management requires parents and local community members to play a strong supporting role in school decision-making and oversight (World Bank, 2016). Moreover, Kadtong (2016) states that the active involvement and participation of parents, community, and stakeholders in the decision making in school-based management is a clear manifestation of a distributed leadership in SBM. The kind of support that the PTA and other stakeholders are giving to the schools are the forms of activities that will empower them and

are the primary mechanism through which parents and other stakeholders participate.

Sihono and Yusof (2013) further said that SBM anchors on the framework of participatory management called the high involvement management model developed by Lawler (1986) and expanded upon by Mohrman et al. (1992) having claimed that participation is positively associated with organizational effectiveness. The elements of participatory management are power, information, reward, and knowledge and skills. The existence of these features at lower levels in the organization is essential in determining the effectiveness of the participatory management program. According to this framework, each of these four elements must be present for a participatory management program to be effective. Moreover, Konrad (2006), revealed that the identified four interlocking principles for building a high involvement work system ensure the functionality of the system engaging employee to create an impact on their performance. In addition to decision-making power, Wohlstetter, Smyer, and Mohrman (1994) suggest that SBM should be defined as an overall approach to involve participants in the management of schools by attending training, and other fora to prepare them for their roles in governance and organizational operations. Moreover, Wohlstetter and Mohrman (1993) stress that SBM implementation changes the system in the organization through the exercise of the four essential resources, as identified by Lawler (1996) in his High Involvement Model. In schools, SBM is a political phenomenon manifested in the transfer of power to stakeholders in decision-making. In this perspective, there is a need to distribute the elements of power, information, knowledge, and rewards in schools implementing school-based management to clearly indicate high involvement among stakeholders.

Lawler's (1986) model posits that four resources - knowledge, power, information, and rewards can condition employees to improve their performance. SBM perceived as a reform for continuous school improvement, Lawler's work suggests that top management needs to devolve more than power over budget and personnel to the school level. Schools, just like any organization, need to involve the stakeholders in the school community in acquiring knowledge and skills, to share information, and to reward them for their contribution to improve school performance. According to Wohlstetter, Smyer, Mohrman, (1994; 1996), Lawler's findings suggest that high involvement management is appropriate for organizations that involve in knowledge acquisition and an environment within a climate of complex tasks requiring immediate decision-making. These traits mentioned exist in schools (Wohlstetter & Odden, 1992; Lawler, Mohrman & Mohrman, 1991). Boudreau (2012) stressed that high involvement rooted from participative management and employee involvement. An organization has to empower lower-level employees by giving them tasks in line with their potentials with the corresponding rewards. In the past decades, employee engagement approaches and growing focus on sustainability has been proliferating (Lawler & Boudreau, 2012).

According to Bandur (2018), SBM's distributed leadership drives the emergence of decision-making authority of principals, promotes participatory school decision-making, and highly involve the school council for better teaching and learning environments. In turn, the effective implementation of SBM's distributed leadership policy associates with a healthier teaching-learning environment and better student academic achievements. However, less effective implementation of SBM is due to a lack of proper understanding of the school stakeholders that resulted in lower academic achievement. Doucet (2015) reiterated Lawler's high involvement management model that four resources are essential for any organization to perform well, such as knowledge, power, information, and rewards. Guest (2017) supports the idea that high-involvement management of Lawler advocates the provision of employees with sufficient power, information, rewards, and knowledge to empower them to perform at a high level.

Lawler stressed that there are four (4) resources needed by all employees if high performance is the goal of an organization (Wohlstteter, 1994). In the same vein, Macky and Boxall (2008; 2014) found that more considerable experience of the four high-involvement processes was associated with higher job satisfaction. They added that an organization has to distribute these four resources to employees to perform well. Furthermore, Boxall, Hutchison, and Wassenaar (2014) stressed that an organization expects greater job satisfaction to follow greater autonomy and other improvements in job characteristics such as feedback and variety. They added that

when school stakeholders are satisfied, their involvement in school-based management is excellent.

Disperse of power - In effective SBM implementation, schools should empower stakeholders by involving them in decision-making (Odden & Wohlstetter, 1995). In support of this idea, Krishnaratne et al. (2013) stressed that employees must be empowered to make decisions relevant to their performance. Empowerment includes the areas of budget and personnel to make decisions that influence organizational practices, policies, and directions. Moreover, the World Bank (2014) stressed that SBM programs could empower school stakeholders to make decisions regarding human, material, and financial resources. Higher level office can devolve several areas of concern to schools, including budget allocations for programs and projects, recommendations for accepting promotion of teachers and other school staff, infrastructure repair and maintenance, and crafting a mechanism to improve teacher performance and learner learning outcomes.

Studies of decentralization in the private sector showed empowered stakeholders have the opportunity to gain knowledge and skills, the information of their roles and functions and to receive reward of their contribution for the organization that would lead to performance improvement (Wohlstteter & Morhman, 1993). The study of Morhman and Wohlstetter (1996) concluded that schools in the community become active in nurturing a friendly school environment as they implemented SBM. Furthermore, Carr-Hill, Rolleston, and Schendel (2016) emphasized that the devolved power for decision-making can be financial, managerial, or related to the curriculum and or pedagogy. There should be mechanisms for providing information to community members on the performance of an individual school relative to other schools to support the process of decision-making (Barrera-Osorio & Linden, 2009). The mechanisms in providing information to community members could potentially increase accountability and responsiveness to local needs by bringing local community members into more direct contact with schools, and to increase efficiency by making financial decisions more transparent to communities, thereby reducing corruption and incentivizing investment in high-quality teachers and materials.

Disseminate Information - Odden and Wolhstetter (1995), stressed that in successful SBM implementing schools, stakeholders should have enough information on school performance to make informed decisions. In practice, there is still information coming from the higher office to inform schools for guidance. Effective information dissemination about the school could be done by teams of teachers to inform parents and the community. According to Bruns, Filmer, and Patrinos, (2011), the information could be data that include information on the number and quality of business unit output, costs of resources, outcomes, and customer desires. It is now a significant challenge to school managers practicing a high-involvement work system in developing an information system that can provide timely and relevant data to school stakeholders.

Available information can empower stakeholders. The effectiveness of SBM implementation depends on the school mechanisms to inform the stakeholders (World Bank, 2014). To involve in SBM, stakeholders and the community need information and skills (Lawler 1986). Lawler (1986) further said that information on inputs and students' educational outcomes should be made available. The information generated from the monitoring and evaluation of teachers' and students' outcomes can increase teachers' effort and positively influence students' performance. Moreover, access to information is necessary for positive results. The effectiveness of school-based information relies on information dissemination. Information disseminated should be within the understanding of the stakeholders. A report card could be one to inform parents and students. Reporting of results to the community, has been proven to create changes in school practices that translated to effective learning outcomes (World Bank, 2014).

OECD (2011) stressed that SBM could improve learning and promote transparency in resource management. The Program for International Student Assessment (PISA) results revealed that average student performance is higher in schools that effectively disseminate achievement data. These results implied that the school heads were able to use their technical knowledge and provide the means to improve education service delivery (World Bank, 2014). As stressed by Doucet (2015), information sharing practices represent the means organizations use to communicate with their employees. This sharing of information must provide for two-way communication. To

understand where the organization should go, the organization must share its vision to its employees to guide them the right direction (Lawler, 1992). Similarly, organizations should pay serious attention to the suggestions and concerns of their employees to gather a wealth of information, which can lead to more informed decisions.

Knowledge - As pointed out by Doucet (2015), in high involvement, another resource that should be decentralized is knowledge based on Lawler's Model on high involvement management. The employees can gain knowledge through training and development. Educational organizations should invest in training and development to gain the skills and abilities to make the right decisions (Konrad, 2006). Furthermore, knowledge would mean the technical knowledge that enables employees to comprehend and contribute to improving organizational performance by working together as a team (Wohlstteter, 1994). Doucet (2015) and Boxall and Macky (2014), further said that knowledge in high involvement model refers to skill development practices acquired through professional training and development offered to employees.

Reward Accomplishment - Odden and Wohlstteter (1995), finally said that schools that are succeeding with SBM reward individuals and groups frequently on the progress they make toward school goals. There were schools included in their study that did not often reward teachers and they concluded that schools with the adopted reward system to the contribution of the stakeholders have a better performance compared to those who have not. Moreover, Odden and Wolhstteter (1995) emphasized that successful SBM schools recognized individuals or groups for work well done. Moreover, these authors stressed that rewards could be monetary compensation for extra time, a plaque of appreciation, and the like. Mohrman, Mohrman, and Lawler (1991) added that rewards for high performance, includes adjustment of regular compensation, giving of the certificate of recognition, etc. Knowledge and skills in doing employees' jobs could be the basis for their compensation. The management could give performance-based pay as a recognition of the efforts exerted. The rewards system is a mechanism to recognize employees' contribution to organizational performance. Rewards for performance is an assurance that employees use their power, information, and knowledge for the organization's welfare (Konrad, 2006).

The Connections of Power, Information, Knowledge, and Rewards - According to Doucet (2015), the high involvement management model developed by Lawler (1986) has four types of practices – information sharing, power-sharing, skills development, and recognition – that can favorably influence employees and their organization. This model implies that these practices give employees genuine and substantial sources of encouragement and satisfaction and move employees to work harder, develop a sense of commitment, and more responsibly, thus helping organizations gain a sustainable competitive edge. By providing employees with the power, information, rewards, and knowledge, an organization such as school offers stakeholders a more significant opportunity for discretion and involvement in the decisions that concern them, create the conditions for higher learning and, in turn, contribute to their well-being (Boxall, Hutchison, & Wassenaar, 2014). In support of this idea, Boxall and Macky (2014) stressed that high involvement management principles are highly associated with higher job satisfaction and a better work-life balance.

Lawler's high involvement's principles are interlocking and interdependent to each other (Konrad, 2006). Wohlstetter and Odden (1992) stressed that decentralized management such as school-based management works when the decentralized four components in the service delivery unit: Power, i.e., authority over budget and personnel; Knowledge, i.e., the skills and knowledge needed to engage in high-involvement management and new forms of service provision; Information, i.e., data about the performance of the organization and the fiscal performance of the unit and the organization including sales, costs, market share, profitability, etc. Rewards, i.e., a knowledge and skills-based compensation structure, organization-wide bonuses for accomplishing goals, and gain sharing programs for either accomplishing goals or reducing costs. Indeed, Lawler argues that organizational effectiveness is a multiplicative function of power, knowledge, information, and rewards. Moreover, Lawler stressed that if any one component is missing, organizational effectiveness dramatically reduced. These four components are the key variables that need to be decentralized to schools if SBM is to work in local school districts.

Lin (2014) expounded that conventionally the decision making of school staffing, curriculum, or resource allocation had been made by school principals or members of administrative, managerial teams. Teachers were usually excluded by school administrators in the process of decision-making and not endowed with the obligation to implement school policies. Furthermore, by merely informing of the results of decisions made, teachers might not clearly understand why or how those decisions arrived. High involvement model of Lawler (1986) empowers teachers. With this, teachers could expect authority to participate in decision making about school significant matters.

Hypothesis 2: High Involvement of local stakeholders through empowerment, access to information, knowledge dissemination, and active reward system lead to performance improvement in the implementation of school-based management among local public schools.

Hypothesis 3: Empowerment of local stakeholders, providing them access to information, implementing knowledge dissemination, and activation of a comprehensive reward system is related to stakeholders' well-being, commitment, and satisfaction.

2.3 Stakeholders' morale and school-based management

There is no doubt that the principals play a crucial role in the successful implementation of SBM being the manager of organizations and change agents in schools. Principals can play a role in encouraging or hindering the process of change, help the school and community to understand the changing role, because meaningful changes are time-consuming, and does not happen overnight (Vally & Daud, 2014). It is the responsibility of the principal to ensure that every participating personnel in the implementation of school-based management possess well-being, are committed, and satisfied (Boxall & Macky, 2014). In recent decades many employers have introduced practices designed to maximize employees' sense of involvement with their work, and their commitment to the broader organization to improve their organization's performance. These high involvement practices include teams, problem-solving groups, sharing information, incentive pay, and supportive practices such as employer-provided training and associated recruitment methods. Collectively they constitute high involvement management (Bockerman et al., 2013). With the provision of employees with the power, information, rewards, and knowledge, schools can give stakeholders a venue to venture for sound decisions that concern them, create the conditions for higher learning that contribute to their wellbeing (Boxall, Hutchison, & Wassenaar, 2014).

In SBM's distributed leadership, the principal delegates responsibility and shares power, teachers assume responsibility, and work as a team. In the process, school leaders are mentoring potential leaders. The process enhances teachers' confidence in the given task making them more committed and satisfied in their new role. Moreover, it leads to a better implementation of school-based programs and projects (Loeser, 2008; Eres et al., 2016). It is to a principal's advantage to involve other role-players in decision-making. A distributed leadership approach will ensure that the staff buy into a particular project and accept ownership thereof. The approach will not just boost their personality and well-being; it also intensifies their commitment to assist school-based activities organized and decided at the school level. Therefore, principals should apply the principles of distributed leadership effectively by involving all teacher leaders in the management of the school. Moreover, according to Vally and Daud (2014), in the study of school-based management implementation, the principals' role of boss changed to 'chief executive officer'.

According to Singh (2014), multiple individuals usually perform leadership work. Aside from the principal, other formally designated leaders and teachers take responsibility for leadership functions. Redistributing power to level one teacher and the School Management Team (SMT), does not make the role of the principal redundant. On the contrary, by their appointment and position, the principals remain accountable for all aspects of the school. The principal thus becomes the 'leader of leaders' (Grant et al., 2010). Furthermore, this does not mean that principals have alienated from their role as the simplistic interpretation of distributed leadership might

suggest, or that their role is now redundant. Instead, the principals create more leaders in the school that will help implement programs in the school. With the exercise of power, principals can create conditions for higher learning and, in turn, contribute to their well-being (Boxall, Hutchison, & Wassenaar, 2014). The exercise of power will excite and satisfy new leaders to push for the implementation of school-based projects.

Williams (2011) stressed that the principal has to ensure higher levels of teacher involvement and commitment by utilizing a wide variety of expertise, knowledge, and skills found among the staff. These selected individuals act as 'coordinators' of the various committees within a school. In distributed leadership, a school cannot function without the dedicated contribution of all members and the staff. Schools can implement SBM fully through the commitment of all members of the local schools. The literature established a significant relationship between distributed leadership and school effectiveness. Ali and Yangaiya (2015) added that the practice of distributed leadership in school-based management engages high involvement among staff in doing the assigned tasks. Thus, teachers, parents, students, and other stakeholders should be highly involved, committed, and engaged in matters of participation in decision-making if they want to implement school-based management at its fullest sense.

To be truly successful and to achieve the impact that it promises, the concept of SBM's distributed leadership needs to connect in a meaningful way with the leadership as well as explicitly recognizing the inherently political nature of leadership within organizations and imbalances in the distribution of power and influence (Gordon 2010). SBM's distributed leadership does not only motivate and satisfy teachers, but compel them to recognize their strengths and weaknesses, and contribute to school leadership by taking on roles that interest them. SBM's Distributed leadership ensures that a team of high well-being teachers exist at all ranks of the school, who can fill vacant positions when a need arises to ensure the smooth functioning of schools (Singh, 2014).

Singh (2014) explained that distributed leadership in school-based management is about creating networks of support and collaboration, which can only occur when the principal has empowered his staff to take responsibility for their own decisions and actions. Teachers have skills and talents, and an effective leader will encourage teachers to reveal these skills and use them when needed (Marishane & Botha, 2011). Such emphasis on shared responsibility satisfies teachers' longing for shared governance in all school programs. When their role is recognized, it creates satisfaction within them, thus making them more committed to implementing school-based management. The recognition of the potentials of school stakeholders to participate, implies that the leader has the confidence that they could contribute to school effectiveness, and comfortable to function within the bounds of their responsibility and accountability (Triegaardt 2013; Botha 2014) that affect the implementation of school-based activities and programs.

Hypothesis 4: Stakeholders' satisfaction, commitment, and well-being significantly define the full and effective implementation of school-based management among public schools.

3. Methodology

Research Design - This study adopted the framework of causal modeling, specifically the predictive-associational causal design – the most prominent approach to theory construction in education and the social sciences (Jaccard & Jacoby, 2010). The essence of the design does not care at first whether a causal relationship exists between the variables. If one can identify and verify the relationship between and among variables, one can use this knowledge of variation in one variable to predict variation in the other variable (Shoemaker, Tankard, & Lasorsa, 2004). The main point here expresses as an open, empirical process in which not a pre-existing theory is verified or falsified by the investigation of specific hypotheses, but in which a detailed standardized analysis is used to stepwise build-up a complex model of relationships (Slater & Gleason, 2012; Hepp, 2017). This design fits the current investigation as the present study follows the analytical procedure to build increasingly complex relationships, reaching from 'direct causes' to complex chains of

'indirect causes' among and between high involvement, stakeholders' morale, school-based management, and quality of education.

Research Environment - The researcher conducted this study in the Divisions of Southern Leyte and Maasin City being the recipients of TEEP as the first step in the initial implementation of SBM way back 2003-2004 and having implemented the School-Based Management fully as of the present. The Division of Southern Leyte had 20 districts when TEEP as the starting implementation of SBM was implemented, including the Maasin City Division as one of the districts. As of now, the Division of Southern Leyte has four (4) Integrated Area for Development (IAD), which is composed of 22 districts, 42 secondary schools, which are all implementers of senior high schools' program, and the 297 elementary schools. The Maasin City Division, as an independent division in 2010, is composed of four (4) districts, namely: Maasin District 1, Maasin District 2, Maasin District 3, and Maasin District 4. It has 62 elementary schools, 19 secondary schools in which seven (7) are operating as senior high school implementers. The researcher conducted this study in those schools who implemented School-Based Management' Distributed Leadership from the time of TEEP (for elementary) and SEDIP (for secondary) implementation. These were the schools that were the recipient of training packages, infrastructure projects, and other staff development activities until DepEd mainstreamed SBM to all non-TEEP and SEDIP recipients' schools.

Research Respondents - There were 1260 respondents in this study categorized as follows: Elementary School Governing Council (N=1022), and Secondary School Governing Council (N=238). SGC being the school policy-making body, is part and parcel in achieving the high performance of the school and is responsible for the education of their child.

Research Instruments - This study used questionnaires composed of five (5) parts. Part I asked for Basic Information of the Respondents. Part II is a 21-item statement adopted from DepEd Order No.83, s.2012, and measured the practices of school-based management as implemented by various schools. The statements were distributed as follows: Leadership and Governance, and accountability and Continuous Improvement each have five (5) items; Curriculum and Instruction have seven (7) items, and Management of Resources has four (4) items. This study did not use the division data on the SBM assessment level of every school so that the current and recent situations in school, as depicted in the practices, could give a more updated record that would substantiate the results of the study. Moreover, the assessment would not only be done by the school head alone but by the different stakeholders who are part and parcel in school operations, which would pave the way to a more reliable source of data. Part III of the questionnaire measured the degree of involvement of the internal and external using the high involvement model measured in terms of power (no. of items = 10), information (no. of items = 10), reward (no. of items = 5), and knowledge (no. of items = 8). Part IV assessed the stakeholders' morale in terms of commitment, satisfaction, and wellbeing. Items to assess commitment (no. of items = 10) is adapted from Ngussa and Gabriel (2017) with a Cronbach alpha = .717. On the other hand, this study assessed satisfaction through a 10-item statement adopted from Macdonald and MacIntyre (1997) with a Cronbach alpha = .77. Lastly, this study assessed the well-being of the stakeholders through the 14-item Warwick-Edinburgh Mental Wellbeing Scale with a Cronbach alpha = .87.

Data Collection Procedure - With due permission from the division and school offices, the questionnaire was distributed to the identified school heads, teachers, parents, students, and staff of the respondent schools by the researcher himself. The researcher collected the data through a personal visit of each school identified after having secured an approval letter from the division and school authorities to conduct the study. A schedule was formulated based on their availability, including Saturdays and Sundays. Data gathered were tallied, collated, and tabulated to produce organized data for systematic analysis.

Data Analysis Procedure - Structural Equation Modelling (SEM), which combines a measurement model with a structural model, was used as the main analysis. A priori specifications were designed based on the hypothesis developed through established literature on the interrelationship between and among high

involvement models, stakeholders' status, school-based management, and quality of education (Kline, 2011). SEM determines if the pre-specified model is supported by the data, and if alternative models can exist. Thus, we used SEM to create a model that is theoretically sound, reasonably parsimonious, and supported by the data.

First, this study used descriptive statistics to describe the data and check the assumptions for structural equation modeling. Second, this study conducted a series of confirmatory factor analyses (CFA) to identify the latent factors underlying high involvement (power, information, knowledge, reward), stakeholders' morale (commitment, satisfaction, well-being), school-based management (leadership and governance, curriculum and instructions, accountability and continuous improvement and management of resources), and quality of education (school effectiveness). The researcher used alpha statistics and factor analysis to examine the loading of each hypothesized factor. In this process, there is a need to remove variables with low loading (<0.32) or no significant loading from the latent variable. However, retain the factors which are theoretically sound and have significance in this study. CFA was used to test the goodness of fit of hypothesized latent variables and factors. The researcher conducted analysis of factors using principal component factor analysis. Parameters were estimated using maximum likelihood (Costello & Osborne, 2005). Third, Structural Equation Modelling was used to investigate the relationship between variables. SEM analysis followed the five-step process recommended by Schumacker and Lomax (2010): model specification, model identification, model estimation, model testing, and model modification. With the large sample size in this study, there were a sufficient number of measurements to estimate the covariance matrix and provide stability of parameter estimates with an acceptable ratio of 10-20 participants per parameter estimated (Schreiber, 2008). After ensuring data were multivariate normal, linearly related, and at least an interval scale to meet assumptions (Byrne, 2005), the researcher performed analyses using the robust maximum likelihood estimation procedure.

4. Presentation, analysis, and interpretation of data

4.1 Stakeholders' assessment of school-based management practices

Stakeholders' assessment of School-Based Management Practices measures the Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources. The general assessment reveals that leadership and governance are extremely practiced. At the same time, the rest of the components were highly practiced by the participating schools in the divisions of Maasin City and Southern Leyte. Also, students and staff differently rated these SBM management practices compared with School Heads, Teachers, and PTA. Table 1 presents the stakeholders' assessment of the School-Based Management Practices in terms of these components.

Table 1

Stakeholders' assessment of the school-based management practices

School-Based Management Practices	Respondents									
	School Head		Teacher		PTA		Student		Staff	
	M	SD	M	SD	M	SD	M	SD	M	SD
Leadership and Governance	5.27	0.54	5.26	0.73	5.24	0.73	5.04	0.82	5.11	0.61
Curriculum and Instruction	5.19	0.66	5.22	0.63	5.16	0.67	4.99	0.77	5.04	0.56
Accountability and Continuous Improvement	5.11	0.64	5.06	0.70	5.09	0.67	4.94	0.70	5.00	0.57
Management of Resources	5.26	0.70	5.13	0.75	5.13	0.74	4.95	0.83	5.04	0.69
Average	5.21	0.63	5.17	0.70	5.15	0.70	4.98	0.78	5.05	0.61

Note: 1.00 - 1.82 – Less Practiced; 1.83 - 2.65 - Relatively Practiced; 2.66 - 3.48 – Moderately Practiced; 3.49 - 4.31 – Practiced; 4.32 - 5.14 - Highly Practiced; 5.15 - 6.00 - Extremely Practiced

Leadership and Governance - Leadership and Governance, on the average, are extremely practiced by the schools in the Divisions of Maasin City and Southern Leyte. Looking closely, however, students and staff just rated this component of SBM implementation as highly practiced, unlike that of school heads, teachers, and PTA

officers. This difference of assessment attributes to the fact that leadership and governance of SBM-based programs and projects are generally managed not by students and staff but by the school heads, teachers, and PTA officials. The latter has greater exposure as to participation in the aspect of leadership and governance compared to students and staff. In general, schools in these Divisions were able to collaboratively craft a regularly reviewed functional development plan to keep it responsive and relevant to the emerging needs of the school. There is evidence of a network of leadership and governance that guides the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments.

This affirmation of practice from stakeholders reflects how SBM-implementing schools defined a clear structure and work arrangements that promote shared leadership and governance, and define the roles and responsibilities of the stakeholders. As mentioned, a leadership network that facilitates communication among school and community leaders is evident. In addition, it facilitates a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders. At the implementation level, this result shows that school heads are fully aware that with School-based Management, their leadership is a shared-responsibility among other stakeholders (Teck, 2014), who could support the schools' different programs and projects to translate to better school performance. Chavez and Doromal (2017) stress good leadership and governance as fundamentals towards continuous improvement of school performance.

Strong participation among teachers, parents, alumni, and independent community members strengthens leadership and governance. Their strong support and accountability on the shared leadership in schools could help improve school operations in the implementation of school-based management (Wu, 2015). Involving stakeholders in governance and management of schools improves the quality of the educational system (Kamba, 2010), particularly on schools' effectiveness (Yaro et al., 2018). With high to an extreme practiced of distributed leadership and governance, strong participatory management can strengthen the schools' ability to deepen teaching-learning processes (Domitrovich et al., 2016) and innovative measures (World Bank, 2013).

Curriculum and Instruction - Curriculum and Instruction are generally highly practiced by the schools in the Divisions of Southern Leyte and Maasin City. However, deviating results show that this component is, just highly practice by students and staff. The practice of preparing curriculum and instruction, is generally the work of school heads, and teachers with the collaboration of parents. The parents' participation shed light on the home experiences of children that served as inputs in contextualizing the lessons. With the type of involvement in curriculum and instruction, responses from students and staff deviate students and staff from that of the school heads and teachers as expected.

In general, this affirmative assessment from various stakeholders signifies one thing - schools have observed continuous collaborative review of curriculum and instruction. Such practice manifests how SBM-implementing schools are thoughtful of providing the development needs of all types of learners in the school community. As observed, one concrete evidence is the contextualized and localized curriculum, which makes learning more meaningful to the learners. Actual classroom discussion integrates the local experiences of the learners. In this manner, instruction is more of giving meaning to the various local experiences of the learner relative to the general principles adopted by educators. Relatively, a contextualized curriculum in SBM means a strong collaboration among academic community representative groups in developing materials that enhances creative thinking and problem-solving skills among students. The result can further imply that learning managers and facilitators nurture values and environments protective of all children. A learning environment that is community-friendly, enjoyable, safe, inclusive, and accessible defines the behavior of self-directed learners imbued with the departments' values. All these positive learning environments are possible, as the data provides, through substantial stakeholders' collaboration in the schools' implementation of various programs, projects, and activities that promote quality curriculum and instruction.

Results stated that parents, students, teachers, and other stakeholders demonstrate collaboration in the

implementation of curriculum and continuous improvement geared towards quality education. Tucker and Lacuesta (2016), Arar and Abo-Rome (2016) and Grinshtain and Gibton (2018) stressed that empowerment of the principal, teacher, community, and students, defines the level of the school in its implementation geared towards better performance. They further stressed that by giving them the power to decide what the best approaches and learning areas to be emphasized addressing the issues brought about by the change, they could better address such problems towards quality education. This study affirms that curriculum, being an inherent aspect in school effectiveness, must be appropriately implemented (Fullan, 2013).

Accountability and Continuous Improvement - SBM implementing schools highly practiced accountability and continuous improvement Accountability and Continuous Improvement. School heads, teachers, PTA, students, and staff, were unanimous in their assessment on this component. They agree with their observation to implement accountability and continuous improvement in schools. In general, in the SBM context, this result means that the roles and responsibilities of accountable persons and collective bodies are clearly defined and agreed upon by community stakeholders. SBM principles imply that schools with high accountability are schools were stakeholders are made aware of the sense of ownership in the major activities of the school. Every member of the academic community performs their accountability through appropriate action in addressing the gaps to ensure that management structure and mechanism are responsive to the emerging learning needs and demands of the community.

Looking closely at how SBM defines accountability, this result indicates a strong collaboration among stakeholders in defining accountability assessment criteria, feed backing tools, and mechanisms, and information collection and validation techniques in all activity of the school. There is strong evidence of a participatory assessment of performance, which is done regularly with the stakeholders. The assessment results and lessons learned serve as the basis for feedback, technical assistance, recognition, and plan adjustment. Thus, everyone owns school performance. In this sense, accountability resulted to a more meaningful learning experience for all students (Fullan et al., 2015; Naidoo, 2019). With strong accountability and continuous improvement, schools in the Divisions of Maasin City and Southern Leyte manifest high autonomy and assumes greater responsibility in creating an environment conducive to continuous school improvement to achieve quality teaching and learning. The effort was possible because of the strong partnership between the school and the community (Comirade, 2008). The support of the community in the continuous improvements of the school operation across the critical result area, created an impact on the school performance. All these were possible because the SBM implementing schools in the two divisions, prioritized accountability and continuous improvement (Triwiyanto & Juharyanto, 2017).

Management of Resources - Observance to the proper management of resources, based on this study, is highly practiced by the participating schools. As observed, school heads extremely practiced management of resources being the prime manager and leader of the school. School heads are the primary driver of managing the finances, especially in the disbursement process. The other stakeholders, which include teachers, PTA, staff, and students, practiced this component in the aspect of identifying major projects where finances should go. Nevertheless, the belief still exist that school heads have the final decision on the nature and type of disbursement of school finances. Per the SBM principle, the management of resources is the collective and prudent mobilization of resources with transparency, effectiveness, and efficiency. In this context, in general, the respondents adhere that school management is regularly conducting resource inventory as a basis for fund allocation and mobilization. Furthermore, responses would tell that schools were able to involve stakeholders in identifying the emerging needs of the entire school community that require priority attention.

At the current implementation of SBM, schools are encouraged by the Department of Education to involve stakeholders to mobilize funds to finance the schools' different programs and projects through partnership. Besides, because they (the stakeholders) have the personal knowledge of their concerns and problems, they are in the right position to suggest and recommend priority projects for fund allocation. The result also provides information with SBM, proper implementation of the allocated programs and projects, regular monitoring

evaluation, and reporting process of resources collaboratively accomplished by all the stakeholders. A strong engagement with stakeholders is indeed an excellent mechanism for the realization of objectives of education, and achieving its quality despite some constraints (Daud, 2015; Yaro, Salleh, & Arshad, 2018). As practiced, participating schools in this study have been conducting social mobilization and links to internal and external stakeholders to support mechanisms to augment its resources to achieve the desired quality of education.

Given these implications, it would be easy for the schools to generate supports from stakeholders since they know their roles very well. With the regular monitoring evaluation of resources, they are sure where these funds should go. With proper management of resources, and with the involvement of stakeholders could lead to positive teacher outcomes and, ultimately, positive student outcomes as well (Runhaar, 2016). Moreover, the support of the community to generate funds is vital in achieving better performance. With all these findings on the participating schools' practices of School-Based management, it is not far to achieve quality education. When these practices of collaboration in the various aspects of SBM, schools are starting to feel that ownership of quality service to their direct clients – the students. When sustained, these two participating divisions would possibly meet the required standards of quality education in the Philippines.

Involvement of Stakeholders vis-à-vis Lawler's High Involvement Model - This study uses Lawler's model of high involvement to assess the degree of stakeholders' involvement to properly implement school-based management in the participating divisions. The model emphasized four aspects in which empowerment of stakeholders to assist the school in the full implementation of SBM, namely: Power, Information, Reward, and Knowledge is possible. Generally, power, information, and reward lodged to extremely practiced, while knowledge receded to highly practiced. Among the respondents, students' representatives considered their involvement as highly practiced, while others considered theirs as extreme. Table 2 shows the degree of involvement of stakeholders in these aspects.

Table 2

Stakeholders' degree of involvement vis-à-vis lawler's high involvement model

Elements of Involvement	Respondents										Average	
	School Head		Teacher		PTA		Student		Staff			
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Power	5.44	0.50	5.29	0.69	5.23	0.70	5.14	0.79	5.25	0.62	5.27	0.66
Information	5.50	0.49	5.30	0.72	5.24	0.74	5.18	0.81	5.28	0.63	5.30	0.68
Reward	5.39	0.74	5.18	0.92	5.16	0.89	5.24	0.86	5.19	0.91	5.23	0.86
Knowledge	5.15	0.73	5.10	0.76	5.09	0.71	4.97	0.80	5.03	0.81	5.07	0.76
Average	5.37	0.61	5.22	0.77	5.18	0.76	5.13	0.81	5.19	0.74	5.22	0.74

Note: 1.00 - 1.82 – Less Involved; 1.83 - 2.65 - Relatively Involved; 2.66 - 3.48 – Moderately Involved; 3.49 - 4.31 – Involved; 4.32 - 5.14 - Highly Involved; 5.15 - 6.00 - Extremely Involved

Power - The result revealed that stakeholders were extremely involved in terms of power "to make decisions in school regarding several resources: human, material, and financial" (World Bank, 2014). However, the specific result shows that students are just highly involved in terms of power. The result implies that opportunities provided to students to make decisions are limited and confined to matters related to their role as students. As a whole, the result suggests that, stakeholders participated in the decision-making in the budget proposal for every activity or project implementation. Gone are the days when the decisions lie solely in the hands of the school head. Stakeholders play a vital role in the resolution of school issues. Sharing power and influence in accomplishing the goals of education could be achieved fully when all stakeholders join hands and share responsibility (Geurtzy & Van De Wijdever, 2010).

As a monitoring supervisor, the result suggests that everyone has a chance to lead a particular activity. Stakeholders have a venue for an academic discussion involving decision-making related to school development and improvement. It reflects an increased involvement among several stakeholders in decision-making, which

increases their motivation, satisfaction, and commitment (Li et al., 2016) to assist school programs, projects, and activities.

The result further indicates evidence that school heads are practicing distributed leadership. Capable teachers, parents, students, and community stakeholders have entrusted the tasks and responsibilities with less interference. It follows that the school is highly observing autonomy to stakeholders in doing an assigned job and making decisions for improvement. Literature highlights that when stakeholders are highly involved and empowered in decision-making related to school concerns, and expected they could improve the school performance as they are implementing SBM (Morhman & Willstatter, 1996; Odden & Wohlstetter, 1995). Furthermore, Sukirmo and Sununta (2011) added that the engagement of stakeholders in participative decision-making is an accelerator of performance in the education system. On the other hand, Ji and Koblinsky (2009) reported that low involvement of parents in decision-making, de-motivates students, and negatively affect their performance. With the reality of empowering people to make decisions, it is clear that the participating schools are also taking responsibility for the consequences that could translate to organizational performance (Sangsurin, Chusron, & Agsonsua, 2020). These schools believed that engaging stakeholders in decision making are indeed an excellent mechanism for the realization of education as well as achieving its quality (Yaro, Salleh & Orchard, 2018). According to Bockerman (2015), giving employees more discretion and empowerment at work can boost their satisfaction and well-being that develop in them to exert effort for organizational performance.

Information - Stakeholders are extremely involved in the dissemination of information that promotes the use of knowledge and power to arrive at the right decisions. School heads, teachers, PTA, students, and staff, were unanimous in their assessment in terms of information. The deviation of results from these stakeholders is not evident. It implies that these stakeholders were of the same level in their involvement in disseminating or communication of information to other stakeholders and the community. As expected in an SBM-implementing school, stakeholders have direct access with necessary data as the basis for sound decision-making. The belief could also mean that stakeholders have access to school data and are encouraged to help disseminate school information, which indicates clear communication between the school and the stakeholders. Clear information reduces, if not close, the communication gap and lack of information dissemination between the school and stakeholders, which causes a lack of consensus among them in their decisions (Yaro, Salleh, & Arshad, 2018).

Being an internal stakeholder of the organization, the continued challenge faced by the department is the adoption of a standard system where information is easily accessible to everyone, online and offline. There is also a need for a strict observance of transparency boards for the whereabouts of the resources. With an open access system, information dissemination eventually makes everyone understand how the school operates, which will pave the way for more support from stakeholders. Boosted satisfaction and commitment could be instrumental in sustaining their support. For stakeholders to better participate in School-Based Management, stakeholders need information for decision-making (Lawler, 1986). It follows that the higher the involvement of stakeholders in terms of information, the higher the chance to come up with sound decision-making for school improvement. Constant communication among the stakeholders, is vital to advocate and communicate to them the situation, context, and performance of the school (Nicdao & Ancho, 2019).

Reward - A reward is one of the elements of Lawler's high involvement model. In this study, the result shows that schools were able to extremely involved stakeholders by giving them rewards for their contribution to school improvement. Likewise, the result suggests that the stakeholders, and the school could develop a reward system collaboratively, and implemented it correctly in the school. Thus, every stakeholder has a chance to be rewarded based on the standards set by the school and the stakeholders in the community. The result further suggests, that the school is encouraging all stakeholders to disseminate the school's reward system, to scout for more support from the community in the implementation school-based management. With a functional reward system, stakeholders are motivated to do their responsibilities towards school effectiveness, knowing that their efforts are recognized by the school. Frequent and periodic rewards given to stakeholders make SBM

implementation a successful one (Odden & Wolhstteter, 1995).

The result, however, implies also that recognition of individual and collective contribution is a careful, well-decided undertaking. Specific standards of giving awards is a must to avoid competition and suspicion among stakeholders. It is to ensure that the appropriate recipients received the awards due to its contribution to school development. When the role of the stakeholders is appropriately recognized, it creates satisfaction within that makes them more committed to implementing school-based management (Botha, 2014; Triegaardt, 2013). Most importantly, rewards can motivate individuals to use their enhanced resources for better performance (Wohlsteller & Mohrman, 1993).

Knowledge - On average, the result shows that stakeholders were highly involved in the practice of acquiring knowledge. Deviation of the results; however, is evident when the school heads were extremely involved in acquiring knowledge while the rest of the stakeholders were highly involved. It implies that being the head of the school, it is not unusual for them to attend training now and then compared to the teachers, PTA, students, and staff. Being the focal person of SBM, school heads must be abreast of the recent approaches in management through SBM. They usually are the attendee of any development for the school. Thus, their response is expectedly different from the other stakeholders. As a whole, the result shows that stakeholders considered their training useful in making informed decisions related to school concerns. They value more the schools' initiatives on skill development activities, which help boost confidence in drawing meaningful judgment. They consider training as an engagement opportunity to gain knowledge and skills in doing the school-related job well.

The result can further imply that the participating schools are successful in encouraging and providing professional training/fora to stakeholders to keep them abreast of new knowledge and information about school development. Successful professional training was possible through various echo-training activities provided to participants in national and international conventions relay information to local stakeholders, especially in the aspect of school improvement and development. In this manner, the sharing of new ideas, and concepts in the management, and operations of academic, and financial aspects concerning the changing demands of the school have empowered the stakeholders. Yaro (2018) stresses that provisions of in-service training opportunities and other incentives for teachers and stakeholders can improve quality. As a source of power, knowledge plays a crucial role in success in the organization (Abzari et al., 2011).

Stakeholders' Level of Morale - Stakeholders' morale refers to the state of being, a state of mind and spirit, defined by one's willingness to work (Canaya, 2008). The result of the evaluation of the stakeholders' morale shows a very positive response. All respondents considered themselves as high morale in terms of commitment, satisfaction, and well-being. Table 3 presented the result on Stakeholders' Level of Morale in School-Based Management.

Table 3

Stakeholders' level of morale in school-based management

Stakeholder's Morale	Respondents										Mean	SD
	School Head		Teacher		PTA		Student		Staff			
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD		
Commitment	5.59	0.55	5.46	0.60	5.36	0.68	5.16	0.86	5.31	0.77	5.38	0.69
Satisfaction	5.59	0.42	5.42	0.65	5.38	0.67	5.26	0.77	5.38	0.77	5.41	0.66
Well-Being	5.46	0.50	5.28	0.62	5.29	0.64	5.19	0.79	5.23	0.69	5.29	0.65
Average	5.55	0.49	5.39	0.62	5.34	0.66	5.20	0.81	5.31	0.74	5.36	0.66

Note: 1.00 - 1.82 – Less Morale; 1.83 - 2.65 – Relatively Less Morale; 2.66 - 3.48 – Moderately Morale; 3.49 - 4.31 – Morale; 4.32 - 5.14 – High Morale; 5.15 - 6.00 - Extremely High Morale

Commitment - The result shows an extremely committed stakeholder in doing their tasks for the

improvement of learners' performance and the school organization. Consistent with previous results on SBM practices and involvement, this extreme commitment of the stakeholders, manifests their willingness to share, and exchange ideas with school heads to come up with a sound decision. The result further suggests that ideas of stakeholders are available on questions related to school development. Their availability expresses their strong accountability, which they translated into a moral obligation to assist the needs of the school. At a more personal level, their commitment shows their profound responsibility to ensure proper social relations among others for the betterment of the school through the advertisement of the school as a great school to work with. Their commitment reflects their belief that the success of any school program or activity cannot be done by one person alone but through the involvement of everyone. With stakeholders' extreme commitment, motivation is of no question to work for SBM Implementation. Commitment enhances stakeholders' initiative and intrinsic motivation (Runhaar, 2016).

Satisfaction - Satisfaction refers to the feeling of fulfillment of the stakeholders' role, assigned task, and assessment of school management. The result of the study generally shows extreme satisfaction across different stakeholders. Stakeholders feel satisfied when schools rewarded of their contribution. They feel close to the people at work and can quickly get along with other stakeholders and feel good about working in school because of that satisfaction they feel. Satisfaction, in the context of shared leadership in SBM, is a feeling of security about doing the tasks and responsibility in school. There is that feeling that the school management is concerned about them. They feel satisfied because their efforts are compensated well through recognition. As a result, they used their talents and skills for the betterment of the school. According to Sania et al., (2015), satisfaction is important because it can lead to better performance of an organization. Nyagaya (2015) also stressed that increased morale would make an employee happier and more productive, leading to higher performance and increased satisfaction.

Well-Being - Well-being is a state of being comfortable, healthy, or happy, which includes fulfillment of long-term goals and a sense of purpose. It also refers to the benefits and feelings gained by the stakeholders in the implementation of SBM. Indicative items would reveal that the participants' degree of well-being is extremely high and an attributing to the kind of climate and environment the schools have. Stakeholders have the freedom to exercise what they believe is for the betterment of the school. They are optimistic because people that surround them can work with for school improvement. The result shows further that stakeholders have that feeling of being loved, interested in new things, and feeling cheerful. The positive school environment that they have, makes these positive feelings a vehicle for the possible success of school-based management implementation. The positive feelings of stakeholders could enhance their work performance and thus possibly increase job satisfaction and commitment to the organization as a healthy strategy that can be employed to develop high-quality staff (Gordon, Tang, Day, & Adler, 2019).

In the light of these results, the positive feeling that the stakeholders have, would serve as a mechanism for them to strive for the betterment of the school. With the good well-being of the stakeholders, school can easily achieve their high involvement. In consonance of the study of Boxall, Hutchinson, and Wassenaar (2014), who mentioned that when stakeholders are highly involved, this creates the conditions for more significant learning and, in turn, contributes to their well-being. Lastly, with SBM that is highly practiced and with stakeholders who are extremely involved and who are extremely morale imply that shared leadership is firmly adhered to by every member of the academic community. Each takes its role independently but collaboratively and interchangeably along with the sense of accountability of whatever the result may be. This kind of relationship and sense of ownership create an environment of intense satisfaction, commitment, and well-being among stakeholders.

4.2 Quality of education assessed through school effectiveness

Quality of education, in the aspect of school effectiveness, is defined more specifically on the practical implementation of various systems, and processes applied by the school, to address school concerns, and to translate substantial changes in school operation and performance. The result shows that stakeholders strongly

agree (M=3.52; SD=0.59) that the school has systems and processes for effective and efficient implementation of its operation. There are a standard structure and system of operation that governs every decision that the organization wants to undertake. With this certain standard, school heads in coordination with stakeholders could focus all its operations on the delivery of quality education. Actual execution of this structure is the School Improvement Plan, which includes the practical and strategic use of school resources and budgets. This plan is collaboratively crafted and approved by the School Governing Council (M=3.68; SD=0.53) and becomes the basis of putting in place specific mechanisms towards ensuring the success of the institution (Usman, 2016). The result indicates that the stakeholders anchored their decisions on the policies and guidelines formulated by the School Governing Council in conformance to the DepEd legal issuances, which ensures management effectiveness for quality education.

Stakeholders and the School Governing Council agreed to implement the structure for regular and frequent collaboration to improve curriculum and instructional practice (M=3.65; SD=0.54). As shown in the result, the responses revealed that a system of monitoring instructional practice leads towards a common understanding of quality instruction among schools (M=3.65, SD=0.53). Wirakham and Mondido (2019) stressed the need for a principle of monitoring and balance checking of activities in School-Based Management. In these participating schools, this system of monitoring the performance becomes the basis for the continuous improvement of the school operations. With this type of understanding, the school did not just implement anything under suspicions; instead, data-driven initiatives in the form of programs, projects, and activities guided them. Table 4 reflects Quality of Education Assessed through School Effectiveness in the following page.

Table 4

Quality of education assessed through school effectiveness

Measurable Indicators	Descriptive Response		
	Mean	SD	Description
▪ The school has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways.	3.52	0.59	Strongly Agree
▪ The school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.	3.62	0.56	Strongly Agree
▪ The school's taught curricula are aligned to mandated curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.	3.62	0.55	Strongly Agree
▪ The school has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.	3.65	0.53	Strongly Agree
▪ The school uses a balanced system of formative and summative assessments.	3.67	0.52	Strongly Agree
▪ The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to personnel policies, budgetary restrictions and the approval of the School Governing Council.	3.68	0.53	Strongly Agree
▪ The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice.	3.65	0.54	Strongly Agree
▪ The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.	3.70	0.50	Strongly Agree
▪ The school develops strong working relationships with families and appropriate community partners and providers to support students' academic progress and social and emotional well-being.	3.63	0.54	Strongly Agree
▪ The principal makes effective and strategic use of school resources and has a budget authority to do so.	3.69	0.55	Strongly Agree
AVERAGE	3.64	0.41	Schools are Highly Effective

Note. 1.00 -1.74 = Strongly Disagree; 1.75-2.49 = Disagree; 2.50 - 3.24 = Agree; 3.25 - 4.00 = Strongly Agree

Improving implementation of the curriculum and instructional practice needs regular and frequent

collaboration among stakeholders to see to it that the curriculum and instructional practice have point persons to be held accountable in the implementation. This practice is composed of people who are working together to ensure adherence to DepEd standards. With regular and frequent collaboration, these participating schools of the two Divisions made it easy to identify phases of curriculum that requires improvement. Parents and other stakeholders always contribute, during small gatherings and consultations, feedbacks on actual cases that affect the performances of learners. With SBM, they owned their specific role for quality education (Education Training 2020 Working Group, 2019). In this manner, participating schools show how collaboration changes into accountability (Kendall, 2006).

Quality in education is sometimes defined by how school heads play a significant role as an administrative and academic head (Bisht, Ranjan, Saurabh, & Jani, 2013). The role of leadership in the effectiveness of an educational institution is indispensable. A leader plays a pivotal role in shaping the destiny of a school right from goal setting to the goal of accomplishment. Consistently, the participating schools revealed that the school able to nurture an environment where students could effectively learn through the use of a system to address several of their needs (M=3.70; SD=0.50). They develop strong working relationships with families and appropriate community partners and providers to support students' academic progress and social and emotional well-being (M=3.63; SD=0.54). These results reflect the embodiment of the schools' autonomy and accountability to establish a place for school improvement with a mechanism to self-assess the quality of teaching and learning (SBM Section, 2014). SBM believes that the climate, and culture of the school impact the type of community that a school has.

Lastly, as an effect to a well-define structure, these participating schools strongly agree that the school can nurture a capable school leadership team that promotes staff committed to achieving the desired student learning with the implementation of a clearly defined mission (M=3.62; SD=0.56). The result suggests that the schools are vigilant in identifying, assessing, and evaluating teams, and committees, who commit to achieving the school mission, and the improvement of student learning. The leaders of these schools devised a mechanism in creating teams who could translate their commitment to improving student learning. At the general perspective, participating schools in the Divisions of Maasin City and Southern Leyte effectively implement administrative structures and educational systems that cover their operation of planning, implementing, monitoring, and evaluating programs, projects, and activities for quality education.

4.3 The conceptual model development

Assessing Measurement Model Validity - The measurement model measures how well-hidden variables represent the observed variables. The measurement model indicates and describes the relationships between observed variables and the constructor constructs of those hypothesized variables (Weston & Gore, 2006). Confirmatory factor analysis used to test the measurement model. Hypothesized factors are the latent variables in this study. Weston (2006) defines latent variable as the extent that the measures are strongly related to one another. To Karakaya-Ozyer and Aksu Dunya (2018), the measurement model is a confirmatory factor analysis that confirms if the data fit the proposed model. It is mainly a confirmatory factor analysis (CFA) and indicates the construct validity of scales. Therefore, if the measurement model fit indices are low, it will not make sense to test the structural model (Dursun & Kocaduz, 2010). The measurement model of the proposed model needs an evaluation to specify whether or not the model fits well with the empirical data, to establish that measured or observed variables come together to represent the constructs and also if the proposed model could warrant to be adopted by the Department of Education to achieve Quality Education as espoused in this study. The assessment and specifying the Measurement Model will help analyze the data if the conceptual model, as proposed, fits the data well. Moreover, model specification is the first step in SEM before one can further assess and estimate the parameters. Figure 1 reflects the confirmatory factor analysis, which serves as the basis for measurement validation.
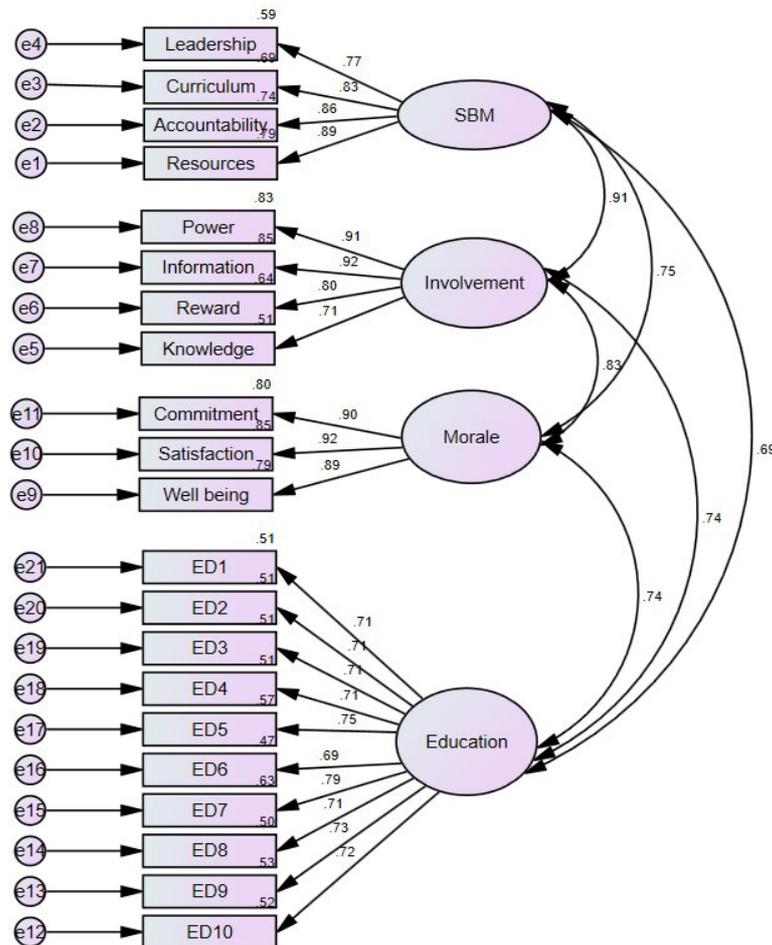
Figure 1. Confirmatory Factor Analysis: Basis for Measurement Validation

Model Fit - The value of *chi-square* is the measure for determining and evaluating the overall model fit. This value assesses the magnitude of discrepancy between the research sample and fitted covariance. If the chi-square value is insignificant at 0.05 threshold, then a good model fit exists (Barret, 2007), thus chi-square statistic is often referred to as badness of fit (Kline, 2005). Otherwise, the model is acceptable when it falls "at least sometime" and chi-square is significant. However, many researchers disregard this index if both the sample size exceeds 200, and so and other indices indicate the model is acceptable (Moss, 2016). In this present study, the overall model X^2 is 1626.893, with 183 degrees of freedom. The p-value associated with this result is .001. This p-value is significant using the type I error rate at .05. Thus, the X^2 goodness of fit statistic does not indicate that the observed covariance matrix matches the estimated covariance matrix within sampling variance. However, the use of other fit statistics in a given study with a sample size greater than 250 addresses the problem of variability (Hair et al., 2010).

Goodness-of-Fit Index (GFI), is a measure of the degree of variance that is explained by the model. It is analogous to R^2. It is a measure of fit between the hypothesized model and the observed covariance matrix. GFI indicates a calculated variance among the observed variables (Bayram, 2013). Its value ranges from 0 to 1, where greater value closer to 1 would mean the model fits the data well (Kline, 2005). In this study, the GFI value is .889. It implies that the model still fits the data well. Table 5 reflects the assessment of measurement for model validity, construct validity, and discriminant validity with the overall model fit measures with the corresponding values.

Table 5

Assessing measurement for model validity, construct validity, and discriminant validity

Overall Model Fit Measures
Chi-square = 1262.893 with degree of freedom = 183 (Probability Level = .001)
Goodness of Fit Index = .889
Comparative Fit Index (CFI) = .931
Root mean Square Error of Approximation (RMSEA) = .079

Indicative Measures	Construct Validity			
	Involvement	School-Based Management Practices	Stakeholder's Morale	Quality of Education
Knowledge	0.712***			
Reward	0.799***			
Information	0.924***			
Power	0.911***			
Resources		0.888***		
Accountability		0.858***		
Curriculum		0.829***		
Leadership		0.768***		
Well-being			0.890***	
Satisfaction			0.921***	
Commitment			0.896***	
ED10				0.720***
ED9				0.729***
ED8				0.709***
ED7				0.792***
ED6				0.688***
ED5				0.753***
ED1				0.713***
ED2				0.713***
ED3				0.713***
ED4				0.711***
Average Variance Extracted	70.73%	70.04%	81.44%	52.51%
Construct Reliability	0.973	0.956	0.981	0.916
Discriminant Validity				
	Inv	SBM	Morale	Quality_Educ
Involvement	1.00	0.82	0.69	0.55
SBM-Practices	0.91***	1.00	0.55	0.48
Stakeholder's Morale	0.83***	0.75***	1.00	0.54
Quality of Education	0.74***	0.69***	0.74***	1.00

Discriminant Validity: Values below diagonal are correlation estimates among constructs, and values above diagonal are squared correlations

Comparative Fit Index (CFI) is a fit index that compares the estimated model with some alternative baseline model. In the baseline model, there is no relationship between the dimensions that form the research model. CFI assumes that all latent variables are uncorrelated and compares the sample covariance matrix with the null model. CFI values range from 0 to 1. Values above 0.90, and close to 1 show good fit (Schermelleh-Engel, Moosbruger, & Muller, 2003). In this study, the CFI value is .931. It implies that the model fits the data well. Furthermore, these measures of good fit need to be reinforced by another measure, called *Root Mean Error of Approximation* (RMSEA), which is less affected by sample size. RMSEA is a measure that attempts to correct the tendency of the x^2 GOF test statistic to reject models with a large sample, just like the case of this study. A value of 0.08 or below would mean the model fits the data very well (Cangur et al., 2015). In this study, the RMSEA for the measurement model is 0.079. The RMSEA computed value implies that the proposed model fits the data well.

Construct Validity - In a theoretically determined model, construct validity refers to the consequences of observed variables connected to the same latent variable (Convergent Validity) and dissociation of the observed variable from other observed variables connecting to the other latent variable (Discriminant Validity). The construct validity indicates that the observed variables do not measure any latent variable other than the

connection in the conceptual model (Civilek, 2013). Construct validity provides answers to whether the instrument used in the test tap the actual concept theorized in the study (Sekaran & Bougie, 2010). One way to establish construct validity is to assess convergent validity.

Convergent Validity indicates that the correlation between question constituting a construct is high (Civelek, 2013). To establish convergent validity, there is a need to assess the item loadings, the average variance extracted (AVE), and construct reliability (Hair et al., 2013). In *item loadings*, the item that are indicators of a specific construct converge at a high proportion. At a minimum, all items should be statistically significant (Anderson & Gerbing, 1988). The practice good rule of the thumb is that standardized loading estimates should be .7, ideally (Hair et al., 2013). The AMOS (Analysis of Moment Structure) generated data reveals that all item loadings are all above .70, exceeding the 50-percent rule of the thumb.

The *Average Variance Extracted* (AVE), is the average variance between a construct and its measures. AVE is the grand mean value of the squared loadings of the indicators associated with a particular construct (Hair et al., 2013). AVE value equal to or higher than 0.50 means, the construct explained more than half of the variance of its indicators. A threshold value greater or equal to 0.50 is acceptable (Hair et al., 2013; Barclays et al., 1995). To be able to confirm the convergent validity, it must be more than 0.50. (Fornell & Larcker, 1981). In this study, the average variance extract values of the four constructs were all above the threshold value of 0.50. So, in this study, the construct validity of the proposed measure is established. *Construct Reliability* is the last measure for convergent validity. The rule of the thumb for reliability estimate is that .70 or higher suggests good reliability. In this study, all values are above .70, indicating the existence of internal consistency.

Discriminant Validity - *Discriminant validity* will establish that there is no significant variance among different variables for the same reason. Discriminant validity differentiates between one construct and another in the same model (Alwi, Ahi Bakar, & Talib, 2012). Discriminant validity describes the extent to which the construct is different from another empirically (Hamid et al., 2017). Discriminant validity determines the uniqueness of each construct in the model (Hair et al., 2013). The conventional method for establishing discriminant validity compares the AVE estimates for each factor with the squared interconstruct correlations associated with that factor. All AVE estimates (Table 5) are higher than the corresponding squared interconstruct correlation estimates except for SBM to involvement. The AVE estimates, however, addressed that there was no cross-loading present between these two variables (Hair et al., 2013). In its entirety, the measurement model fits the data well. So, the measurement model is valid.

4.4 Specifying and assessing the structural model

Specifying the Structural Model - In specifying the structural model, the model connects between the structural paths and the constructs. In the structural model, a single-headed arrow represents a hypothesized structural relationship between one construct and another. The relationship shows the cause and effect relationship, which reflects the substantial difference between the measurement model and structural model. Figure 2 presents the standardized path estimates for the structural model with the corresponding regression coefficients/weights. The structure is specified, vis-à-vis the hypothesis of the study. To specify the structural model, below are the following hypotheses of the study.

H1: SBM affects Quality of Education;

H2: Involvement affects SBM;

H3: Involvement is related to Stakeholder's Morale; and
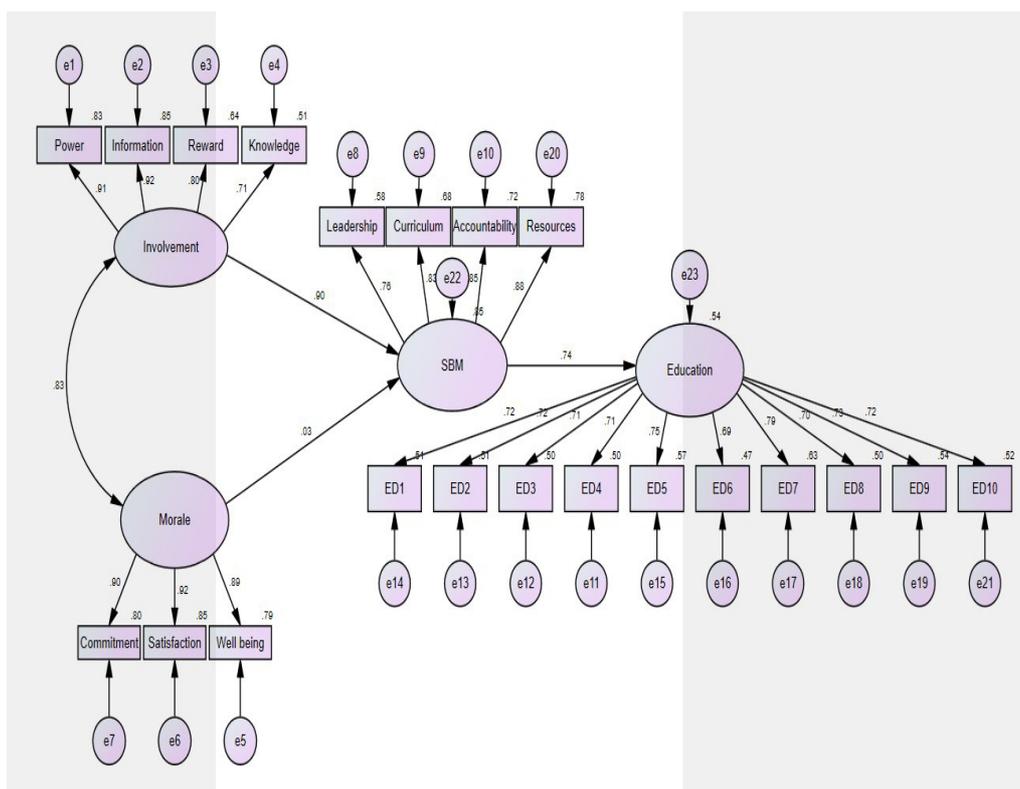
H4: Stakeholder's Morale affects SBM.

Figure 2. Standardized Path Estimates for the Structural Model

The specification was the basis of (i) assessing whether the structural model still fits the data empirically collected from the respondents, (ii) testing the hypothesis as components of the proposed conceptual model for quality education, and (iii) the basis of model re-specification or modification, if needed.

Assessing the Structural Model: Model Fits - Assessing the structural model is equally important with the assessment of the measurement model. The assessment assumes consistency between the measurement and structural model to establish model validity and reliability. Thus, a model specification anchored on some theory or concepts gave high validity and reliability result. Parallel with assessing the measurement model, goodness of fit index, incremental measures, and error measures are necessary measures of the structural model to establish a comparison. The desired result of parameter measures likewise is the same as that of assessing the measurement model. Higher GFI and CFI are ideal, and low chi-square difference, and error values indicate a good measure of the structural model. Table 6 presents the structural model validity reflecting the GOF Index and the standardized factor loading of constructs in the following page.

Table 6

Structural model validity

GOF Index	Structural Model	Measurement Model
Chi-Square	1817.303	1626.893
Degrees of Freedom	185	183
Probability	0.001	0.001
GFI	0.876	0.889
CFI	0.922	0.931
RMSEA	0.084	0.079
Standardized Factor Loading		
Constructs	Factor Loadings	
Involvement (Knowledge)	0.712	0.712
Involvement (Reward)	0.799	0.799
Involvement (Information)	0.924	0.924
Involvement (Power)	0.911	0.911

Stakeholder's Morale (Well-being)	0.890	0.890
Stakeholder's Morale (Satisfaction)	0.921	0.921
Stakeholder's Morale (Commitment)	0.896	0.896
SBM Practices (Resources)	0.888	0.888
SBM Practices (Accountability)	0.858	0.858
SBM Practices (Curriculum)	0.829	0.829
SBM Practices (Leadership)	0.768	0.768
Quality of Education (ED10)	0.720	0.720
Quality of Education (ED 9)	0.729	0.729
Quality of Education (ED 8)	0.709	0.709
Quality of Education (ED 7)	0.792	0.792
Quality of Education (ED 6)	0.688	0.688
Quality of Education (ED 5)	0.753	0.753
Quality of Education (ED 1)	0.713	0.713
Quality of Education (ED 2)	0.713	0.713
Quality of Education (ED 3)	0.713	0.713
Quality of Education (ED 4)	0.711	0.711

Assessing the Structural Model: Structural Relation - The assessment of the structural model is the actual testing of the hypothesis derived from the structural model. Table 7 presents the structural parameter estimates for the structural model reflecting the structural relationships and the decision.

Table 7

Structural parameter estimates for the structural model

Structural Relationship	Unstandardized Parameter Estimates	Standard Error	p-value	Standardized Parameter Estimates	Decision
H_1: SBM affects Quality of Education	0.499	0.024	0.001	0.736	Fail to reject the Hypothesis
H_2: Involvement affects SBM	0.785	0.036	0.001	0.902	Fail to reject the Hypothesis
H_3: Involvement is related to Stakeholder's Morale	0.313	0.015	0.001	0.828	Fail to reject the Hypothesis
H_4: Stakeholder's Morale affects SBM	0.025	0.032	0.436	0.026	Reject the Hypothesis

Structural Relation 1: School-based management practices affects quality of education

Data from the Structural Equation Modelling (SEM) affirms the first structural relation of the model: School-Based-Management Practices significantly affects the Quality of Education in terms of Effectiveness. It significantly has a .74 direct standardized effect of the Quality of Education. It means that the School-Based Practices among participating schools greatly influence their implementation structure of the Quality of Education. With positive relationship shared between these variables, and with higher level of SBM practice, greater chances that these participating schools can achieve the quality of education. With a significant relationship, this possibility would be correct to all SBM-practicing schools in the two Divisions. The result further implies that schools with a chance to implement SBM fully, the present study results would guide school heads to focus on their management through engaging the stakeholders to participate in decision-making in terms of leadership and governance, curriculum and instruction, accountability and management of resources. As Ayeni and Ibukun (2013) mentioned, SBM is the engine room of the school and community partnership and vital for school effectiveness. The result is consistent with Arar and Nasra (2018), who stressed that school-based management, directly and indirectly, affects school effectiveness. In the actual setting, it is the role of the school head, being the prime implementer of all programs, and projects in the school to implement SBM fully, because this could be the vehicle to achieve quality education. Schools should strengthen the implementation of SBM.

Structural Relation 2: High involvement of local stakeholders affects school-based management practices

Confirmatory Analysis reveals that high involvement of local stakeholders explains significantly (ß=.90; *p*<.001) the variability of School-Based Management Practices of participating schools. The result confirms of the descriptive findings that high involvement of stakeholders in decision-making, information dissemination, acquisition of knowledge, and rewards significantly affect the full implementation of School-Based Management Practices. Furthermore, the result confirms the previous findings stating that active involvement and participation of parents, community, and stakeholders in the decision-making would lead to a successful implementation of School-Based Management (World Bank, 2016; Kadtong, 2016; Sihono & Yusof, 2013). This confirmation of the causal relationship between high involvement and SBM practices implies the continuation, and strengthening of the existing practice of the participating schools. High involvement should be encouraged, and school heads must find a better strategy to sustain and increase this level of involvement among stakeholders. Empowerment of stakeholders with specific roles in the school development and relevant training can increase involvement. Involvement can even get better when empowerment complements with recognition and rewards.

Structural Relation 3: High involvement of local stakeholders is related to stakeholders' morale

This study confirms the hypothesis that a significant relationship exists between the high involvement of local stakeholders and their morale. With high positive correlation (r=0.828, p-value=.001), in either way, involvement and morale relate to each other. Boasting stakeholders' morale increases their involvement and empowering and rewarding them could strengthen their morale. Boxall and Macky (2014) state this finding, saying that "high involvement is highly associated with higher job satisfaction and a better work-life balance." Interaction between these two variables can be stated in that "when stakeholders' role is recognized, it creates satisfaction within them" (Triegarth, 2013; Botha, 2014). As explained by Doucet (2015), Lawler's model of high involvement gives employees genuine, and substantial sources of encouragement, and move employees to work harder, develop a sense of commitment and more responsibly. Thus, helping organizations gain a sustainable competitive edge.

Structural Relation 4: Stakeholders' morale affects school-based management practices

The capability of explaining with only .06-percent of the variability of the School-Based Management Practices, rejects structural relation (p-value=0.436). Empirical data does not provide enough evidence to "fail to reject" this proposition based on literature. These findings seem to indicate that stakeholders' satisfaction, commitment, and high morale can only influence minimally, and even not significantly, the practices of school-based management. This is a contradiction of what Boxall and Macky (2014) believe that for SBM implementation to be successful, stakeholders must have high morale. The recent findings suggest that interpretation should not be in a way that SBM could still be fully and successfully implemented even without stakeholder's morale. Stakeholders' morale may not be directly influential to SBM practices, but it influences the latter indirectly through high involvement (ß= 74.68%). Generally, the proposed conceptual model works well as it confirms three of four proposed structural relations. In the context of model assessment, the limitation found in the structural model with the empirical data, explains the x^2 discrepancy between the measurement model and the structural model. The result of the assessment of the structural model can pave the way for some model re-specification or modification that can lead to the development of a competing model to achieve a better model fit of the data.

Model Modification - Model modification is the changing of the path, direction, and the items to improve the fit between gathered data and a hypothesized model, and oftentimes conducted after discovering a badly fitting structural equation model. In this study, the wide discrepancy of the chi-square value, which explains the variation between the theoretical model and the structural model, triggers the modification. According to Hooper et al., (2008), allowing modification indices to drive the process can substantially improve results. Figure 3 reflects the model modification establishing the direct relationship between stakeholders' morale and quality of education.
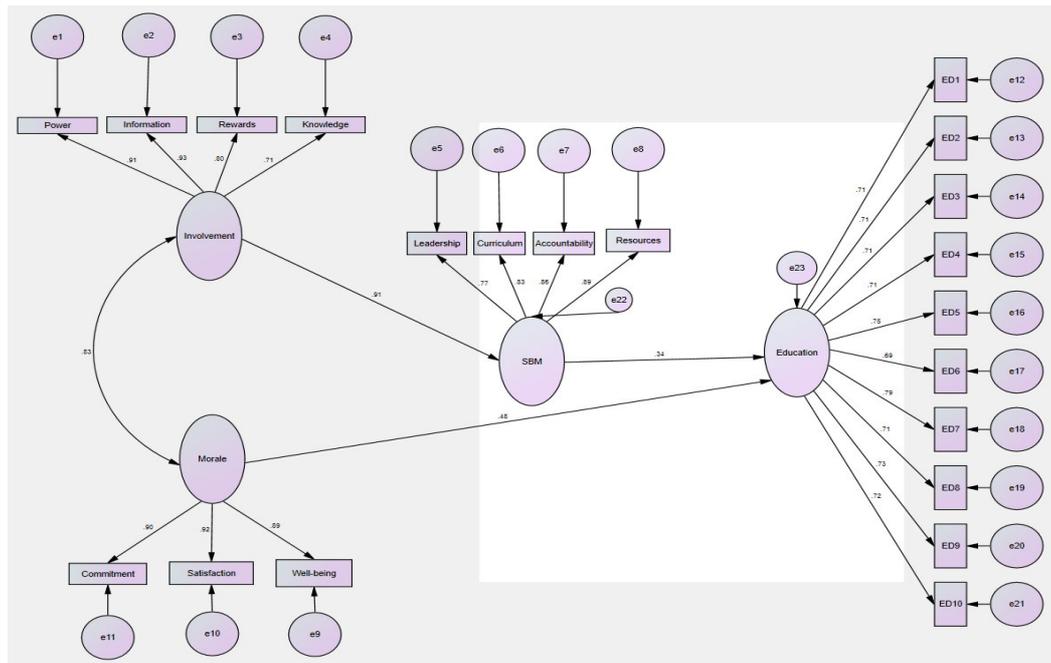
Figure 3: Model Modification: Establishing Direct Relationship between Stakeholder's Morale and Quality of Education

The modified model eliminates the structural relation between stakeholders' morale and school-based management practices. Instead, there is a need to establish a new structural relation: A direct relationship between stakeholders' morale and quality of education in terms of effectiveness.

4.5 Relational assumptions of the structural relationship between stakeholders' morale and quality of education

For the modification to be conceptually sound, review from empirical findings is necessary to establish the new structural relation. Using the principle of confirmatory analysis, relevant findings and related concepts are collected and tested.

Well-being - Yu et al. (2017) stress that well-being positively predicted students' personal growth and academic achievement in Hong Kong. Based on the literature, employees with a high level of well-being, performed better, more committed and productive than those with low level of well-being (Rathi, 2009). Also, recent research proves that positive psychological well-being positively affects worker productivity (Envick, 2012). Grabel (2017) concluded that students with a higher levels of well-being show better academic performance. Moreover, in the study of Chi et al., (2014), it was found out that well-being positively and significantly affects teaching effectiveness. In reality, when a person is happy, the quality of performance could be achieved. In like manner, when school stakeholders possess a high level of well-being, the chance is achieving school effectiveness.

Satisfaction - Satisfaction had a positive relationship with the quality of teaching and learning (Suarsman, 2013). Moreover, Azam (2018) concluded that satisfaction positively correlates to perceived service quality and student retention positively correlates to satisfaction. In the same vein, Aung and Ye (n,d), found that there were positive relationships between the levels of students' satisfaction and achievement at Kant Kaw Education Center, Yangon, Myanmar. Satisfaction can have an impact on learning effectiveness (Khiat, 2014). Amos & Hassan (2017) found that student's satisfaction and teaching quality dimensions in higher education institutions (HEIs) are positively related to each other. Moreover, researchers agree that the satisfaction of teachers and other stakeholders affects school effectiveness (Liu & Onwuegbuzie, 2014). Piralta (2015) stressed that teachers' job satisfaction relates to student achievement significantly. The level of teacher satisfaction could influence the way

his or her students learn and perform. In their study, Duan, Du, and Yu (2018) indicated positively significant relationships among teachers' job satisfaction and school effectiveness. In light of these results, teachers working climate must be kind to elicit satisfaction to achieve school effectiveness.

Commitment - Committed teachers and school stakeholders could promote school effectiveness (Saki, 2009). According to the study of Haftkhavani et al. (2012), commitment has a significant and positive relationship with the educational performance of students. Their findings show that the dimensions of organizational commitment have a considerable effect on the performance of schools. They further stressed that if school stakeholders are committed to their roles and functions, quality education is achievable. Likewise, Bibiso et al. (2017) concluded that teacher's commitment and female students' academic achievement has a positive relationship. Thus, teachers commit to share their time to achieve the desired objectives set by the school. There must be a continuous assessment and evaluation of teachers. The results of which could be used as feedback to achieve students' academic success. In the same vein, Aydogmuz and Tukel (2019) stressed that organizational commitment is the most important factor in the achieving the organization's success. Accordingly, Bashir and Gani (2020), in their study of the university teachers, found out that committed teachers have an edge to achieve better performance.

Deduced from the literature above, these are the following empirical findings. *Empirical Finding 1*: High Commitment work practices generally improve organizational performance (Manu, 2016) and productivity (Sania et al., 2015). *Empirical Finding 2*: Commitment and Satisfaction of manpower create effective schools (Nyagaya, 2015; Bibiso et al., 2017). *Empirical Finding 3*: Staff morale has a significant effect in school organization's performance (Omoregbe, 2009). *Empirical Finding 4*: The sense of employees' organizational commitment leads to offer effectiveness, efficiency, and high-quality products (Koe, 2009). *Empirical Finding 5*: Organization commitment is the most important factor in achieving the organization's success (Aydogmuz & Tukel, 2019).

From these empirical reports, the new relation is constructed and tested: *Morale (Commitment, Satisfaction, and Well-Being) affects Quality of Education (School effectiveness).*

Comparison of Model Specifications - Data revealed that model fit parameters are within the bounds of acceptable values – high absolute and incremental indices values but low error values. Observable in the table is the minimal difference in the X^2 values between the measurement model and the equivalent structural model. This minimal difference resolves the consistency issue posited between the measurement model and the original structural model. Table 11 reflects the comparison of the tripartite model.

Table 8

Comparison of structural relationships

GOF Index	Measurement Model	Structural Model	Equivalent Model
Chi-Square	1626.893	1817.303	1644.199
Degrees of Freedom	183	185	185
Probability	0.001	0.001	0.001
GFI	0.889	0.876	0.888
CFI	0.931	0.931	0.93
RMSEA	0.079	0.079	0.079

Lastly, the structural relation between stakeholders' morale and quality educations is also confirmed ($\beta = .345$, $p < .001$). From this perspective, the equivalent model, model fit for the empirical data, is suggested for the attainment of Quality Basic Education. Table 12 presents the structural parameter estimates for the equivalent structural model. It reflects the establishment of the relationship between the stakeholders' morale and the quality of education.

Table 9

Structural parameter estimates for the equivalent structural model

Structural Relationship	Unstandardized Parameter Estimates	Standard Error	p-value	Standardized Parameter Estimates	Decision
H_1: SBM affects Quality of Education	0.256	0.028	0.001	0.343	Fail to reject the Hypothesis
H_2: Involvement affects SBM	0.799	0.025	0.001	0.909	Fail to reject the Hypothesis
H_3: Involvement is related to Stakeholder's Morale	0.313	0.015	0.001	0.829	Fail to reject the Hypothesis
H_4: Stakeholder's Morale affects Quality of Education	0.345	0.027	0.001	0.483	Fail to reject the Hypothesis

5. Summary of findings, conclusion, and recommendations

5.1 Summary of Findings

The analyses on the data gathered thru the various research tools presented the following findings:

➢ Schools in Maasin and Southern Leyte Divisions highly practiced School-based Management practices, particularly Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and the Management of Resources.

➢ Stakeholders of schools in the Divisions of Maasin City and Southern Leyte showed extreme involvement in terms of power, information dissemination, rewards, and knowledge.

➢ Stakeholders of schools in the Divisions of Maasin City and Southern Leyte showed commitment, satisfaction and with strong well-being.

➢ The participating schools in the Divisions of Maasin City and Southern Leyte showed high regards to Quality Education (School Effectiveness)

➢ The proposed conceptual model is valid, confirming the following structural relations: School-Based Management Practices affects Quality of Education; High Involvement of Stakeholders affects School-Based Management Practices; and Stakeholders' Morale relates to High Involvement.

➢ An equivalent valid structural model, the suggested conceptual model for quality basic education, confirms the following structural relations: School-Based Management Practices affects Quality of Education; High Involvement of Stakeholders affects School-Based Management Practices; Stakeholders' Morale is related to High Involvement; and Stakeholders' Morale affects the Quality of Education.

5.2 Conclusion

Quality basic education is highly possible through a full implementation of School-Based Management paralleled with high stakeholders' morale. There is, however, a need to strengthen the stakeholders' involvement in terms of power, knowledge, access to information, and rewards as conditions to a secure implementation of School-Based Management so that collaboration would be highly visible a precursor of quality basic education.

5.3 Recommendations

Based on the findings and conclusion of the study, the recommendations are as follows:

> ➤ Schools in the Divisions of Southern Leyte and Maasin City should have regular monitoring and evaluation of schools to sustain the full implementation of School-Based Management in terms of Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and the Management of Resources.

> ➤ Schools in the Divisions of Southern Leyte and Maasin City should craft a mechanism to sustain the high involvement of their stakeholders in terms of empowerment, information, knowledge that is enough to participate in decision-making, and to recognize for their contributions in the school as an organization.

> ➤ With extremely high morale stakeholders, the school has to regularly survey on their satisfaction, commitment, and well-being that would be the basis for sustainability mechanisms to sustain them.

> ➤ The Schools Division, District, and School Offices should conduct regular monitoring of all the indicative measures of school effectiveness to sustain effectiveness in the quality of education.

> ➤ The Divisions of Maasin City and Southern Leyte should craft mechanism to review and adopt the proposed conceptual model.

> ➤ For the utilization of the results of the study, the following are the suggested steps of moving forward, to wit: Present the proposed Conceptual Model in achieving Quality Basic Education to the Schools Division of Maasin City. Submit the Conceptual Model to the Regional Office (RO) 8 with the recommendation from the Division Office. DepEd Regional Office (RO) 8 shall consult and review the result of the study. When found valid and practical, the Regional Office (RO) 8 shall communicate to the Division office to implement, even a pilot model, the proposed Conceptual Model. When found valid, the Regional Office shall issue an Order adopting the Proposed Conceptual Model with the implementing guidelines.

> ➤ Finally, future researchers are encouraged to do further research on the achievement of Quality of Education in terms of school productivity and other variables that are not part of this study and develop a competing conceptual model.

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