

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

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DECLARATION

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

DIOSDADO M. SAN ANTONIO

2006

This thesis is dedicated to my inspirations

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

and our loving sons

Raphael Dorutheo Martin A. San Antonio

Raymond Dorutheo Francis A. San Antonio

John Roi Dorutheo A. San Antonio

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ABBREVIATIONS

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

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

ABSTRACT

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

Diosdado M. SAN ANTONIO

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