

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Background of the Problem

According to Allison and Kaye in their book, *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*, when an organization has established some clarity on why it exists, what it does, and what it hopes to achieve, it must take a clear-eyed look at its current situation (Allison and Kaye 2005, 17). These steps require gathering up-to-date information about the organization's internal strengths and weaknesses and its external opportunities and threats. In this study, with regards to Strengths, Weaknesses, Opportunities, and Threats (SWOT), only the factors concerning strength and weaknesses were discussed. Opportunities and threats were not included. Allison and Kaye explain that these assessments will refine and possibly reshape the list of strategic questions the organization faces and will seek to answer them through the strategic planning process. At this point, information was gathered from both internal and external stakeholders about their perceptions and expectations of the organization. Observed data was collected to form the decisions made in the next step. The product then was a database of concrete information which will support planners in making decisions about an organization's future priorities (Allison and Kaye 2005, 17).

In addition, recalling a conversation with Dr. Clark Armstrong, one of my professors at the Asia-Pacific Nazarene Theological Seminary (APNTS), he affirmed and

widened my mind about the Bible not being silent on the importance of assessment. In the Old Testament, significance is emphasized in considering every detail God commanded to His people. The following are some examples of this principle: the building of the temple (1 Kings and 2 Chronicles), the making of the Ark of the Covenant (Exodus 25:10-16; 31:1-7; 25:17-21), and the report of the 12 spies (Numbers 13:1-33) among others.

The New Testament also talks about administration and assessment. Some examples include the sending of the disciples (Matthew 10), feeding of the 5,000 (Matthew 14:13-21; John 6:1-14), feeding the 4,000 (Mark 8:1-9; Matthew 15:32-39), The Transfiguration (Matthew 17), Pentecost (Acts 2), and the details of following the instructions for leaders (Hebrews 13:17; 2 Timothy 3:1-4:22; and Acts 13:1-4). These passages show that the Bible is not silent about assessment. This is one of the reasons, why even to this day and age, assessment is essential, especially in church-related schools.

According to Tomas Quintin Donato Andres in his preface of the book entitled *Managing Schools by Filipino Values*, school management must be alive in the context of the culture, values, mores, and characteristics of the people wherein it is applied and practiced (Andres 1992, 5). He said that, here in the Philippines, many school management systems have shifted from the Western idea of education without any attempt to adapt or alter them to suit the Philippine conditions and the Filipinos' given behavior, views and values. However, what the West and highly industrialized Asian countries are doing at that time of management may be what Filipinos in the Philippines should do later. There is a compelling need for the indigenization and Filipinization.

Tomas Quintin Donato Andres used the word “Filipinization” to refer specifically to the indigenization of school management in the Republic of the Philippines. He further said that, “Filipinization” is needed for a school to have its enriching effectiveness to stimulate the best within the Filipino (Andres 1992, 5). As part of the requirement in management, it is important to contextualize its settings so that it will be meaningful to everyone who will be involved.

Furthermore, Tomas Quintin Donato Andres said that one of the beneficiaries of the New Constitution is the Philippine Educational System in general. Article XIV, Section 3, Subsection 2 of the New Constitution states that, all educational institutions shall “impart patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency” (Andres 1992, 15). Moreover, Aquino also stated that with the approval of the New Constitution,

education shall then be the source of religious values from which young Filipinos shall absorb themselves. Article XIV, Section 3, sub-section of the New Constitution provides that at the option expressed in writing by the parents, or guardians, religion shall be allowed to be taught to their children or areas in public elementary and high schools within regular class hours by instructors selected or approved by the religious authorities of the religion to which the children or areas belong, without cost to the government. The changing times have focused attention on the role of religious values in the development of the nation. The Philippines today, faced with many problems which concern not only the body but also the spirit, needs a broad spectrum of religious values. The formation of religious values in Filipinos will contribute to greater social consciousness and moral truthfulness. By addressing the moral integrity of the Filipinos,

they will gain proper perspectives and direction in life” (cited in Andres 1992, 17).

In one way or another Christian schools in the Philippines can help reach these goals, and assessing these schools will provide an avenue where educators can determine whether specific objectives are met or not. At first I had no interest in assessing how an institution runs its programs. I initially thought that it is not somewhat interesting. But then, after thinking deeply, contemplating on the advice of my adviser, reading different information about it, me pursuing a major in Educational Leadership and looking back on my experience as an intern teacher, I learned that the significance of having a school that will not just equip students on the academic aspect but also nurture the whole being of the child. After learning about the significance mentioned, I am now convinced that it is truly important to have an assessment on one of the learning centers of the Free Methodist Church. This is the reason why I decided to proceed with this study.

I was also very motivated with the statement of Allison and Kaye which goes, “No organization exists in a vacuum” (Allison and Kaye 2005, 125). This means that everybody’s perception and expectations in the institution is important. Gathering these perceptions and expectations from stakeholders can be part of a creative process that can give the administrators a new awareness and insight into what is actually happening in the institution. This concrete information can then be used to make decisions about programs, administrative priorities, and developing overall strategies.

The Context of Light and Life Learning Center Tindalo

According to Yvonne L. Aclaro, sometime in June, 1972, missionaries Robert and Carolyn Cranston had a personal talk with her mother, Flora Lamigo one of the members

of the Free Methodist Church (hereafter referred to as FMC) in Butuan City. Flora Lamigo became the first principal of the school of Light and Life Learning Center (hereafter referred to as LLLC) Tindalo, previously named as “Light and Life Kindergarten School.” In the process, there was a plan about setting up a laboratory kindergarten in order to train Light and Life Bible College (LLBC) students in the form of teaching the kindergarten classes. LLLC Tindalo started as a training center for those pastors who would be taking Bachelor of Religious Education in LLBC. Ms. Flora Lamigo was chosen to manage LLLC Tindalo because of her being a graduate of Bachelor of Education. She has also taught in a number of schools before she was chosen as the first principal of LLLC Tindalo. Ms. Lamigo and the American missionaries gathered kiddie books from their home library and prepared the classroom. Then, she played the role as cleaner, teacher, principal, and cashier all at the same time (Aclaro 2014).

Light and Life Kindergarten School opened its doors on July 15, 1972, with 15 enrollees and a tuition fee of 15.00 Philippine pesos per month. The main purpose of starting this school was to be the pilot/laboratory for evangelism by the LLBC institution as part of responding the mission of an educational institution of the Free Methodist Church (FMC), and to let the LLBC students do their on-the-job training (OJT) there. By the time the LLBC students who were taking BRE began their colorful journey with the children, and through God’s faithfulness, the FMC’s ministry expanded and became all the more fruitful.

Furthermore, after 14 years later, in 1986, Ms. Nerie Guimary took over the leadership of Flora Lamigo as a principal, and continues till date. That original learning center is now known as LLLC at Tindalo St., Guingona Subdivision, Butuan City,

Philippines in the northern part of Mindanao. They have operated for over 43 years. Their vision states: “Students will acquire knowledge, wisdom, and will build their character upon Biblical principles. Glory and honor to God will be given by living a life of integrity, good stewardship and service to God and their fellowmen.” LLLC’s mission also states that quality education and strong character foundation are effective instruments in molding the leaders of tomorrow. It emphasized the promotion of Christian values in training and raising up God-fearing, morally upright, academically proficient and productive citizens in our country. Today, according to the Registrar of the LLLC Tindalo, there are already about 900 graduates from the school. Last August, 2015, the school celebrated its 43rd anniversary (Daquitan 2015). Praise be to God that presently, many more Free Methodist Learning Centers exist fulfilling the goals of the Free Methodist Mission about the Educational Institution here in the Philippines.

The *Free Methodist Book of Discipline 2007* in Paragraph 4810 no. 3 states that: “The Free Methodist educational institutions shall have a mission statement which includes an institutional priority to serve as an educational resource for the advancement of Christianity through the church” (*Free Methodist Book of Discipline 2007*, 115). In response to this, LLLC Tindalo created the following vision: “students will acquire wisdom and knowledge and build their character upon Biblical principles, giving glory and honor to God by living a life of integrity, good stewardship and service to God and fellowmen [*sic*, people].” The school’s mission states: “Quality education and strong character foundation are effective instruments in molding the leaders of tomorrow.” The school emphasizes the promotion of Christian values in training and raising up God fearing, morally upright, academically proficient and productive citizens in our country.

LLLC Tindalo was the only Learning Center in the Northern Mindanao Conference (NMC) of the FMC that has a preschool and complete elementary level and recognized by the Department of Education (DepEd). Today, there are 13 teachers and one teacher's aide. When I was an LLBC student doing my internship, I taught at LLLC and had a wonderful experience. There was a warm fellowship among parents, staff, teachers, as well as students. However, I also wondered how LLLC was operated? How do the parents, teachers, students, and staff perceive its management? This is the reason why I want to venture in this research. In order to build a better future for many lives one must start checking if the seed was planted in good soil or else it will not sprout healthily. In relation to educational administration, we should check the current situation; whether it is well, healthy, and good in every aspect. Without assessment, educational administrators may not be aware of the strengths, weaknesses, and areas that needs improvement within the organization.

Theoretical Framework

This study is anchored on the framework of Allison and Kaye on *Strategic Planning for Nonprofit Organization* (Allison and Kaye 2005, 391). The model provides a framework for collecting and organizing information to understand what is working, what needs to be improved, and where it will be useful to invest time and money in organizational capacity building. Allison and Kaye propose three key ideas that are important to keep in mind about the approach of this model in their book. Firstly, the stance of the model is one of organization development versus clinical diagnosis. In other words, the purpose of this is to facilitate organizational planning, not to deliver an expert assessment of the organization's capacity. Secondly, this model takes an explicitly asset-

based approach, i.e., helping the organization become stronger as opposed to a focus on identifying and fixing flaws. Finally, the product of this assessment has two components: data and stakeholders. The first product is data, which should help guide a board and staff in making choices about how to best use organization resources. The second product is intangible and considerably more valuable – an informed group of internal stakeholders who have committed to implement a realistic plan, and share interest for how it may improve their shared ability in accomplishing the particular mission for improving the community or organization.

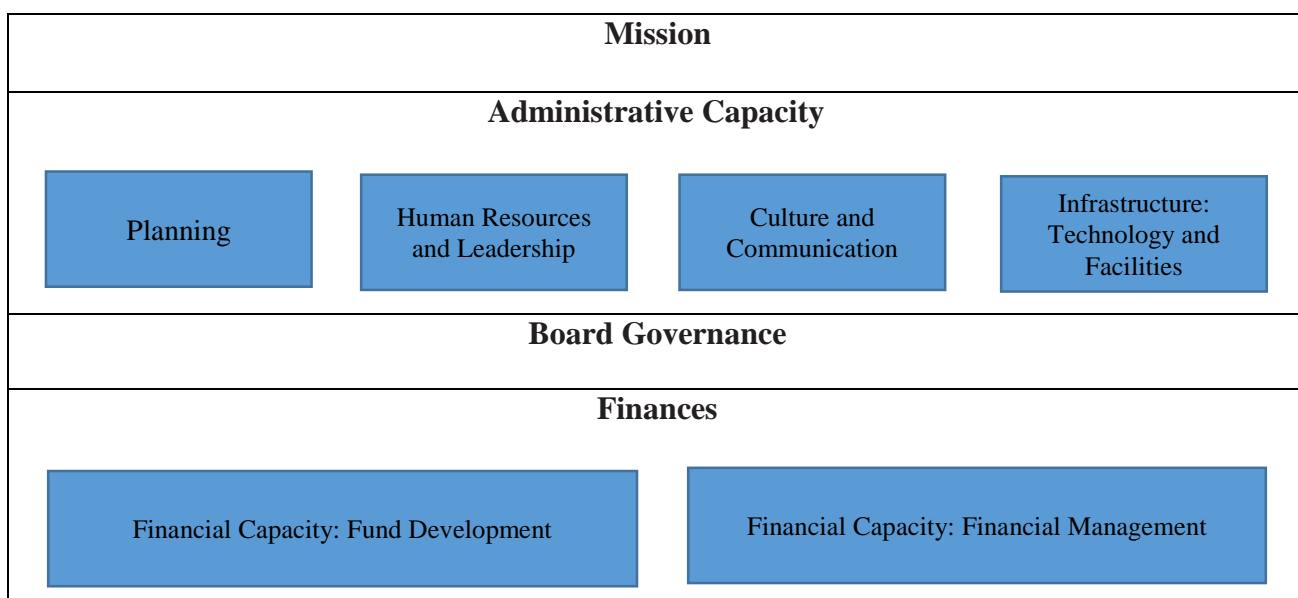


Figure 1: Dimensions of an Effectively Managed Organization (Allison and Kaye 2005, 391)

The framework above looks in depth at the four dimensions of an organization: mission, administrative capacity, board governance, and finances (Allison and Kaye 2005-139). The first dimension talks about mission. It is about answering, “How well are we achieving our mission and how could we have a greater impact?”

The second dimension talks about the administrative capacity. It answers the following questions: Does the organization have the capacity to effectively and efficiently support our programs and services? What would it take to maximize our organizational capabilities in terms of planning, human resources, leadership, organizational culture and communication, and the technology and facilities infrastructure?” These are the important components in looking at the administrative capacity.

The third dimension is the board governance. It is about answering, “How effective is the board at protecting the public’s interest, ensuring that charitable dollars (in this study it is in “pesos”) are used effectively and efficiently, and that the organization is fulfilling its mission? What can we do to ensure that our board is able to fulfill its governance role now and for the future?”

Finally, the fourth dimension is about the finances. This is answering the questions, “Are operations financially viable, and how can we ensure the long-term financial stability of the organization (Fund Development)? Do we have effective financial management systems in place to monitor our finances (Financial Management)? All of these dimensions are included in this study. The questionnaire in Appendix A contains all of these dimensions, which was assessed by the selected stakeholders of LLLC Tindalo.

Conceptual Framework

This research study used the following conceptual framework (Figure 2). The first step of the research involved profiling the current status of the LLLC Tindalo in terms of number of teaching staff, number of non-teaching staff, number of faculty with

doctorates, master's or bachelors' degrees, number of fulltime faculty, number of part-time faculty, current number of students, and total number of graduates since the beginning of the school's operation. This information was gathered through interviews with the current staff of LLLC Tindalo. Additionally, data was gathered from the Learning Center Registrar or the School Principal. The next step was the assessment using the Self-Assessment Tool on the Elements on the Effectively Managed Organization (EEMO) as reflected in the questionnaire. The areas assessed are the four dimensions that Allison and Kaye included in their frameworks which include mission, administrative capacity, board governance, and finances. The end result of this study was the identification of recommendations for organizational effectiveness.

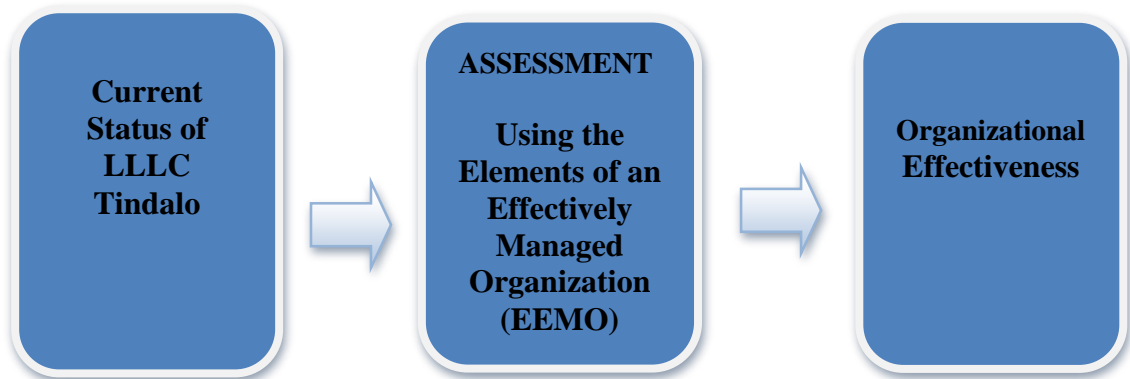


Figure 2: Conceptual Framework

Statement of the Problem

The research problem revolves on how do the selected stakeholders of the LLLC Tindalo assess the administration of the organization? The sub-problems through which the main problem will be reached are as follows:

1. What are the demographic characteristics of the selected stakeholders of LLLC Tindalo in terms of the following:
 - a. Gender
 - b. Relationship with the organization
 - c. Number of years in the organization
 - d. Education

2. How do the selected stakeholders assess the administration of LLLC Tindalo in terms of the following:
 - a. Mission
 - b. Administrative Capacity
 - c. Board Governance
 - d. Finances

3. What recommendations can be offered for the organizational effectiveness of the LLLC Tindalo in terms of the following?
 - a. Mission
 - b. Administrative Capacity
 - c. Board Governance
 - d. Finances

Significance of the Study

This study hopes to identify some areas for organizational effectiveness based on the assessment of the selected respondents in terms of the institution's mission, administrative capacity, board governance, and finances. Through the assessment tool,

the stakeholders were able to cite specific dimensions in the organization that are strong, weak, or those that need improvement but did not address the opportunities and threats in relation to SWOT in this study. It also hoped that the stakeholders can deliberately think and develop appropriate plans in order to strengthen LLLC, and improve the management of the school. The current research can also provide a framework with which to evaluate other Learning Centers of the FMC all over the Philippines.

Null Hypotheses

The following are the null hypotheses of the study:

1. There is no significant relationship between the demographic characteristics of the selected stakeholders of LLLC Tindalo and the four dimensions of an effectively managed organization, which are mission, administrative capacity, board governance, and finances.
2. The four dimensions of an effectively managed organization which are mission, administrative capacity, board governance, and finances are all major weaknesses of LLLC Tindalo as assessed by the respondents using the Elements of an Effectively Managed Organization (EEMO) tool.

Assumptions

This research has three assumptions: firstly, the selected participants represent a cross-section of the stakeholders of the LLLC Tindalo; secondly that the respondents would be honest and open in their responses; and finally that this school is not in crisis at the time of assessment; otherwise an intervention tool would have worked better.

Definition of Terms

Assessment is testing or examining an organization using a diagnostic tool that can improve the structure, programs, administration and other important areas of its operation (Schargel, Thacker, and Bell 2007, 150).

Effectiveness is the degree to which an organization is successful in producing its planned objectives. It means “doing the right things” by doing those work tasks that help the organization reach its goals. Efficiency is concerned with the means of getting things done but effectiveness is concerned with the ends, or attainment of the organizational goals (Robbins, DeCenzo, and Coulter 2013, 28).

Management is the “process of getting things done, effectively, and efficiently, with and through other people. A process refers to a set of ongoing and interrelated activities” (Robbins, DeCenzo, and Coulter 2013, 28).

Organization is a “deliberate arrangement of people brought together to accomplish some specific purpose” (Robbins, DeCenzo, and Coulter 2013, 26). In this study the organization which will be studied is the LLLC Tindalo.

Stakeholder is anyone who cares, or should care, about the organization – someone who has a pledge in the success of its mission. This incorporates those who must implement the strategic plan, those who benefit from its implementation, and those who could significantly help or hinder its implementation (Allison and Kaye 2005, 39-40). The stakeholders in this study would refer to the parents, teachers, staff, Board of Trustees (BOT), and Grade 6 pupils of LLLC Tindalo St., Guingona Subdivision, Butuan City, Philippines.

Scope and Delimitations of the Study

There are three limitations to this study. First, this study was limited only to LLLC Tindalo St., Guingona Subdivision, Butuan City. It did not include other LLLCs in NMC. I chose this school as it is the only LLLC which has a complete Preschool and Elementary levels in NMC. The field research was conducted last November 2015 to December 2015.

Second, this study utilized two research-gathering instruments. The first was an interview and the second was a questionnaire. For the interview, my respondents were limited to the following: (1) the President of the Parent-Teacher Association (PTA), (2) The teacher who has served the longest in LLLC, (3) the school Registrar, and (4) one BOT member. Valuable data from the interviews and questionnaire were gathered from these significant representatives from each group of stakeholders that fulfills the objectives of the study. The data that I gathered from these interviews were audio recorded with the permission of the respondents so I could concentrate on the content of the interview. The second research-gathering instrument that I used was the questionnaire. I adapted this from Allison and Kaye's EEMO tool (Allison and Kaye 2005, 392-406). The respondents who answered the questionnaire were limited to the stakeholders who were present during the conduct of the field research. They were the following: (1) all of the Grade 6 pupils. The rationale for choosing Grade 6 pupils is the concept that, this age group is beginning to understand their worlds in a logical fashion and could be capable of completing the survey; (2) all of the parents of the Grade 6 pupils; (3) all of the teachers; (4) all of the office staff; (5) and all of the BOT members. All in all, there were 56 respondents. I communicated with the school Principal and upon

her permission, I administered the questionnaire last December 16, 2015, before the school's Christmas party. I distributed the letter to the parents (Appendix B) with the help of Principal's assistant asking their permission for me to conduct the questionnaire on that designated day. This was a convenience sampling method. The sample consisted of all those who were present during the survey and had agreed to participate. Because of the sample selection, the results of the study cannot be automatically generalized to other Learning Centers owned and operated by the Free Methodist Church in the country.

Third, the areas that were covered in the assessment were limited to the following four dimensions that Allison and Kaye included in their framework, which includes: (a) mission; (b) administrative capacity; (c) board governance; (d) and finances. The other areas of operation in the school were not assessed.

This chapter described the background of the study, the theoretical framework and the statement of the problem among others. The next chapter discusses the review of related literature and studies.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents review of related literatures and studies that are relevant to the educational administration of an institution. These studies and literature add more information in the discussion of issues laid out in the study. This chapter includes the following topics: The Importance of Assessment in an Educational Institution, an elaboration of the four dimensions of an effectively managed organization in terms of its mission, administrative capacity, board governance, and finances on their management, and hereby presented thematically.

The Importance of Assessment in an Educational Institution

I chose to assess the administration of the organization because of the realization of the importance of what Ares thought that, “Organizations normally design and adopt programs to equip their people and empower them to effectively and efficiently carry out their specific assignments or jobs” (Ares 2007, 3). As emphasized, it is the way of gathering information about students, the curriculum and the school environment. In addition, it provides data to measure degrees to which a desired outcome has been mastered. Information regarding evaluation is also provided (Moore 2009, 248). Moreover, as to what Wayne K. Hoy and Cecil G. Miskel stated in their book, to be an effective learning organization’s school, it is important to find ways to create structures that continuously support teaching, learning and enhance organizational adaptation. Other

important factors are the development of organizational cultures and climates which are open, collaborative, and self-regulating in order to attract individuals who are secure, effective and open to change, preventing spiteful and dishonest politics from displacing the genuine activities of learning and teaching. Furthermore, they added that transformational leadership, open and continuous communication, decision making, and shared decision making become mechanisms that should and can enhance organizational learning in school. There is a challenge on how to create schools that have the capacity to respond effectively; not only to contemporary problems, but also to new and emerging issues of school effectiveness (Hoy and Miskel 2008, 34). I realized that as part of FMC members, one need to be connected with the community in reaching the mission statement, and the desire of room for improvement, I believed this was a great opportunity to conduct an assessment within our organization.

The Four Dimensions of an Effectively Managed Organization

Allison and Kaye proposed in their book *Strategic Planning for Nonprofit Organizations* that, there are basically four dimensions of an effectively managed organization. These are mission, administrative capacity, board governance, and finances. The following section contains elaboration on these dimensions.

Mission as First Dimension of an Effectively Managed Organization

The first dimension of an effectively managed organization according to Allison and Kaye is mission. In this light, Black said that a person who wants to serve in any program organization must have a good understanding of the organization (Black 1991, 55). The analysis of outcomes and processes will be integrated into the monitoring and

adjustment of the plans to provide quality programs, which support the organization's mission. It implies that conducting a thorough program evaluation as part of the planning process can bring a good results and quality.

According to Eddie Gibbs, "no matter how busy the schedule is and how fast the time runs, we always need time to withdraw from the relentless demands of daily life in order to refocus and renew our strength by spending time alone with God and listening to His voice" (Gibbs 2005, 39-45). We should then not forget to set time with God as He is the one who will guide us in the way to success and effectiveness of an organization.

According to Joseph Carl Kim in his dissertation, "Educational Priorities: Parents and Teachers' Values, Expectations and Perceptions of Church Affiliated Kindergartens in Korea," completed June 1990, Deerfield, Illinois, "the study and values of relating to education have been receiving more attention from researchers in recent years" (cited in Clark and Peterson 1986; cited in Nyberg 1981). Then, it is a continuation of recent concerns. In an attempt to extend the empirical foundation for theory building in the domain of educational values, a descriptive study on educational priorities held by parents and teachers of Christian kindergarten children in Korea was conducted. Educational priorities shape the forms and outcomes of educational endeavors. Implied in the term priority, are the notions of relative importance or value of selection (Stake 1970, 184). Some things in life are more important than others, and because human beings and their resources are finite, hard choices must be made. Prioritizing is a necessity in life whether the activity is as natural as making a to-do-list for the day or as lofty as setting educational goals for a nation or a society. A concern to understand the educational priorities of a selected group of people undergirds this research. This concern stems from

a broader context of the educational scene, particularly the Christian educational scene in Korea (Kim 1990, 1). In this study Kim explains:

Educationally, the choices of the kinds of educational priorities and the high rankings of those priorities with social dimension, point areas of attention private kindergarten need to pay. Educational goals that are chosen in most kindergartens in Korea are those established by the government agencies, such as the board of education's educational objectives for kindergartens. Less emphasis on cognitive dimensions, such as basic academic skills, seems to be the desires of parents and teachers in private kindergartens. They want more emphasis on social dimensions such as interpersonal skill, etiquette, and adjustment in groups. To a private Christian kindergarten, the result of this study can serve as starting point in searching and discovering the needs within its own educational community. If Christian kindergartens feel that spiritual dimensions are important goals for their institutions, they need to tailor their parent and teacher education programs to emphasize these values. Currently, the population of parents and teachers in private kindergartens feel spiritual awareness are not high priorities (Kim 1990, 81-82).

Moreover, the Philip Hallinger and Junjun Chen paper, "Review of Research on Educational Leadership and Management in Asia: A Comparative Analysis of Research Topics and Methods, 1995–2012," reports the results of a review of research topics and methods that comprise the literature on educational leadership and management in Asia between 1995 and 2012. This employed a quantitative descriptive in the form of systematic review of 478 articles published in eight "core" international journals in educational leadership and management over this period. The review inspected developments in publication volume and impact, as well as research topics and methods used by scholars studying educational leadership and management in Asia. Then, it was concluded that Asian scholarship in educational leadership and management remains in the early stages of development. Knowledge production is highly not level across the continent, with only a few holders of research excellence. Significant growth trends were observed in terms of scholarly interest in studying leadership in K-12 schools; school

change, effects and improvement, and organizational behavior in education. Although qualitative research methods were more popular in this literature prior to 2006, the use of quantitative research methods has increased sharply during the past six years (Hallinger and Chen 2015, 5-27).

The Philip Hallinger and Darren Bryant paper of “Mapping the Terrain of Educational Leadership and Management in East Asia,” emphasizes the purpose of gaining perspective to the extent to which the vision for knowledge production in East Asia set forth by Bajunid, Cheng, Hallinger, Walker, Dimmock and others almost 20 years ago, has been fulfilled. They undertook an effort to map the ground of knowledge production in educational leadership and management in East Asia since the year 2000. Their method of mapping this terrain involves the analysis of trends in publication of articles about and/or from East Asia in eight core educational leadership and management journals. They found that the volume of knowledge production from East Asia between 2000 and 2011 consisted of less than 6 per cent of total output in the relevant journals (Hallinger and Bryant 2013, 618-637).

To have a clearly articulated and agreed upon mission statement describes the ultimate result the organization is working to achieve, with shared values and beliefs guiding the organization and its members. The FMC *Book of Discipline* on the nurture and education of children writes:

The Free Methodist Church views the education of its children as a parental responsibility (Deuteronomy 6:5-9; Ephesians 6:4). Part of that responsibility may be delegated but not relinquished to either public or Christian institutions of education. The Free Methodist Church expects to be interactively involved with parents in teaching and nurturing all children in the foundations of the Christian faith. It is the purpose of the family, both the human and family of God, to provide a setting in which adults and children can grow together in their love of God and love for

each other (Deuteronomy 11:18-19; Joel 1:3). Due to the value Jesus demonstrated toward children (Matthew 19:14), our churches make ministry to children and youth a priority. Ministries focus not only on leading young persons to faith in Jesus Christ, but also on enfolded them into church membership and ministry.

The church wishes to support public schools, and recognizes the challenge to Christian teachers, parents and students to be as lights in the world. When parents choose to use Christian schools or home schooling, we also support them in their decision (Paragraph 3321).

A mission statement communicates to the world what you do and why you do it.

As such, organizations need to have a concise and well-crafted mission statement that has both a statement of purpose, why the organization exists, and a description of what the organization does, and for whom, to fulfill the purpose (Allison and Kaye 2005, 1).

In relation to that, Tomas Quintin Donato Andres also said that education in the Philippines must look closer into the lives of Filipinos, and must be geared toward developing Filipinos who will apply Filipino philosophical and theological principles to their daily problems. It must aim to be molded in Filipino ideas, ideals and values, and to firmly root character in the teachings of Filipino heroes and martyrs. Education in the Philippines must strengthen the demonstration of pluralism, freedom, and respect for individual choice. Education by Filipino values emphasizes integration, complementation and relevance. Filipinos must feel one with each other. Filipinos must complement other Filipinos in responding to the problems of today. Education in the Philippines must preserve the positive values of the Filipinos. Students must learn how to explain negative Filipino values and stress their positive division (Andres 1992, 15).

In addition, Tomas Quintin Donato Andres told four ways of contextualizing school management in the Philippine setting. One way is being a Syncretizer, which is trying to harmonize a Western school management system with Filipino culture. The

second way is by being an Accommodator, which selects the good ideas and practices from other school management systems, and adapts them to Philippine purposes. The third approach is that of a Situationist who seeks to contextualize Western school management systems in relation to the living situation of Filipino people at a crucial time. Finally, the approach of an Asians which relating school management systems to the actual issues Filipino school managers and practitioners are facing today in the Philippines. He said that the first approach is too compromising; the second and the third are attractive; but the fourth is the most recommended approach for him (Andres 1992, 5). Wherein it emphasizes that in educational management it is also important to contextualize in our own settings, especially when we think about the mission of our school and the effectiveness of it.

In Sang-Duag Lee's doctoral dissertation of the topic, "The Experiences of High School Students of Manila Hunkuk Academy in Adapting to the Korean Missionary Kids Schools Context: Basis for Development of An Integration Program," his major findings of this study are that development and support are needed for educational programs and curriculum. In this context, "the possible ways and programs were developed and suggested to be implemented" (Duag Lee 2013, 213).

Therefore, throughout this study and literature, it is important to assess if what is the current situation of LLLC Tindalo administration in terms of mission as the first dimension of an organization. If there are revision of their mission and vision, and core values that will served as their guide for the right direction? And if they will be willing to adopt change, thinking of what to do to take part in order to have a good institution and

quality education in this generation, especially having good management of the organization?

Administrative Capacity as Second Dimension of an Effectively Managed Organization

The second dimension to an effectively managed organization according to Allison and Kaye is administrative capacity. Under administrative capacity, there are four dimensions which are planning, human resources and leadership, culture and communication, and infrastructure: technology and facilities. Bill Hodgetts in his article, “The Strategic Partnership: On the Head of School and the Chief Financial Officer Relationship” states that “the strategic management expectations for a head of school have never been higher, especially given that the parameters of an “excellent” school are shifting and adapting to the demands of a new century. The head often has to act as a chief executive officer with a high level of proficiency in many different constituencies; the board, faculty, staff, students, parents, alumni, community members, and a host of others who form an independent school’s increasingly complex network. To be successful, a head requires, more than ever, the support of a dynamic leadership team, particularly a chief financial officer (or business officer), who can function as the head’s main strategic partner. Of all the relationships in a school, the one between the head and Chief Financial Officer (CFO) is vital to a school’s long-term success” (Hodgetts 2015, 88).

In addition, Wayne K. Hoy and Cecil G. Miskel in their book, *Educational Administration: Theory, Research, and Practice* 8th ed., shows three assumptions about the study and practice of educational administration. First, a substantive body of knowledge about educational organizations is available, but often neglected by both

professors and administrators. Second, an open social systems model of schools provides an overarching and useful conceptual framework that organizes and relates this theory and research for educational administrators. Third, administrative practice can become more systematic, reflective, and effective when guided by sound theory and research. Consequently, this book has “summarized and analyzed the relevant knowledge, and demonstrated its ability in solving problems of practice” (Hoy and Miskel, 2008, xiii).

Moore emphasizes that “The primary purpose of school is to cause the students learn. Thus, as a result of your instruction, there should be a change in state within your students. This change in state must be overt (observable), with students acting differently than they did before being involved in the learning process” (Moore 2009, 72). This is an essential process needed in the education of students, also especially in a Christian school like the Light and Life Learning Center of the Free Methodist Church.

Thus, according to S. Goksoy in his paper on “The Role of the Educational Managers in the Management of Change,” that management of change is an administration process which forecasts continuous change and provides its use for communal purposes. Most of the change initiatives fail in spite of all efforts of administrators. The occurrence of conflict is one of the main reasons for failure. As the change and the resistance for change is inevitable, several methods should be used during the operation of change in order for the factors which cause change to be understood by the enterpriser of the change, and to reduce and even to remove the resistance for change. The role of the leadership of change and maintaining it belongs to school administration in educational organizations. An administrator who plans to survive the changes should foresee the obstacles he or she may encounter, and take precautions. In order to do that,

he or she should understand the type of administrator required, and adapt himself/herself to that role. As Goksoy said, in order for the school administrator to be an effective change manager, he or she should identify the qualifications of the school workers as well and should move them accordingly. He added that the school administrators should keep up with the changes as the educational leader, and develop the learning capacity of their schools (Goksoy 2013, 188).

Planning as Part of Administrative Capacity

The first element of administrative capacity includes planning. Planning is one of the components of looking towards the administrative capacity. It is always good to plan whatever we do, especially when we plan it strategically. To have strategic planning in an organization will help make a better job, as was stated by Allison and Kaye. “Strategic planning is a systematic process through which an organization agrees upon and builds commitment among key stakeholders, priorities that are essential to its mission, and are responsive to the environment. It guides the acquisition and allocation of resources to achieve these priorities” (Allison and Kaye 2005, 1).

In addition, Allison and Kaye in their book *Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook*, 2nd ed, state a few thoughts about approaches in strategic planning. First, is to focus on the most important issues during the strategic planning process. It may take a while to become clear, but inevitably, there are only a few critical choices that the planning process must answer. Resist the temptation to pursue all of the interesting questions. One simply will not have time, energy, or resources to do it all. Second, is to be willing to question both the status quo and those sacred cows. In order to understand what is most important in the current atmosphere,

and in the expected future, old assumptions about what is important must be challenged, not allowing new ideas to be characterized as inherent criticisms of the past. Third, is to produce a document. Whether an organization engages in a condensed process or an extensive strategic planning process, a planning document should be created. Moreover, they said that a useful strategic plan could be only a few pages long. The document is a symbol of accomplishment, a guide for internal operations, and a marketing tool for current and future supporters. Then lastly, is to make sure the strategic plan is translated into an annual operating plan for at least the first year. A critical test of a good strategic plan is that the operational implications are clear. Without a practical operating plan that articulates short-term priorities, and clearly identifies who is responsible for implementation, a strategic plan will rarely be implemented (Allison and Kaye 2005, 5).

Moreover, Allison and Kaye said that planning a program needs to look both to the past (to learn whether our programs have had the impact we want) and to the future (to assess future needs, funding opportunities, and emerging new ways to meet the needs). For many organizations that do not have a well-developed program evaluation system, the strategic planning process provides an opportunity to carefully look at program effectiveness. In addition, program evaluations can use subjective and objective information, as well as quantitative and qualitative data. Objective data consists of fact-based information such as a review of records, descriptive statistics, and the like; it is more easily collected and less easily doubtful because it translates experience into quantifiable data that can be counted, compared, measured, and manipulated statistically. In subjective data, qualitative data consist of what people say about the programs based on interviews, focus groups or other meetings, direct or field observation, reviews of

written materials, informal feedback, satisfaction surveys, and questionnaires (Allison and Kaye 2005, 144-145). They explained:

The easy part of planning is choosing what to do; the hard part of planning is in consciously choosing what you will not do. This is simpler said than done. We provide several options for processes to assist with the choosing process precisely because it is a messy process. This phase is experienced as a combination of intuition and analysis, using facts and hunches, hopes and fears. Strategic planning is about making sense of things and deciding what to do as a group. If you don't have significant consensus about your plans, you don't have a strategic plan that has much chance of helping your organization succeed.

Strategic plans usually have all of the following components: introduction by the president of the board; executive summary; mission statement (and vision and values statements); organizational history and profile, and core strategies. In addition, most strategic plans also have a section which includes a detailed narrative of program goals and long-term objectives, administrative, finance, and governance goals and long-term objectives. There is no rule, however, that says you have to follow any one format (Allison and Kaye 2005, 259). The bottom line for the strategic planning document format is that you should use whatever format will easily communicate to internal and external stakeholders what you intend to accomplish and how you will accomplish it (Allison and Kaye 2005, 177, 179, 262).

According to Diosdado M. San Antonio and David T. Gamage, in "Participatory School Administration, Leadership and Management," the stakeholders are involved in the management of schools through their membership in the advisory school council. Studies have shown evidence that this strategy is one of the important characteristics of high-performing schools. It was also noted that literature stresses the idea of building trust among the constituents of the school community, which leads to salutary results (San Antonio and Gamage 2007, 15-22).

In addition, Kerry Lee, Ghada Hebaishi, and John Hope's paper entitled "The Role of Senior Management in Developing and Achieving a Successful Enterprise Education Program" is related to my study as it used semi-structured interviews to

investigate what aspects were deemed important by senior management. One important aspect was whether they saw themselves as pivotal in the success of an enterprise education for the purpose of outlining an interpretive case study. When investigating the views held by the management of a New Zealand secondary school, well known for enterprise education, the findings of the management team believed their role to be essential, and nine aspects were necessary for a successful enterprise program. It is anticipated that the results from this interpretive case study will assist others in their planning, development, and success of future quality enterprise education programs such as this study (Lee, Hebaishi, and Hope 2015, 791-811).

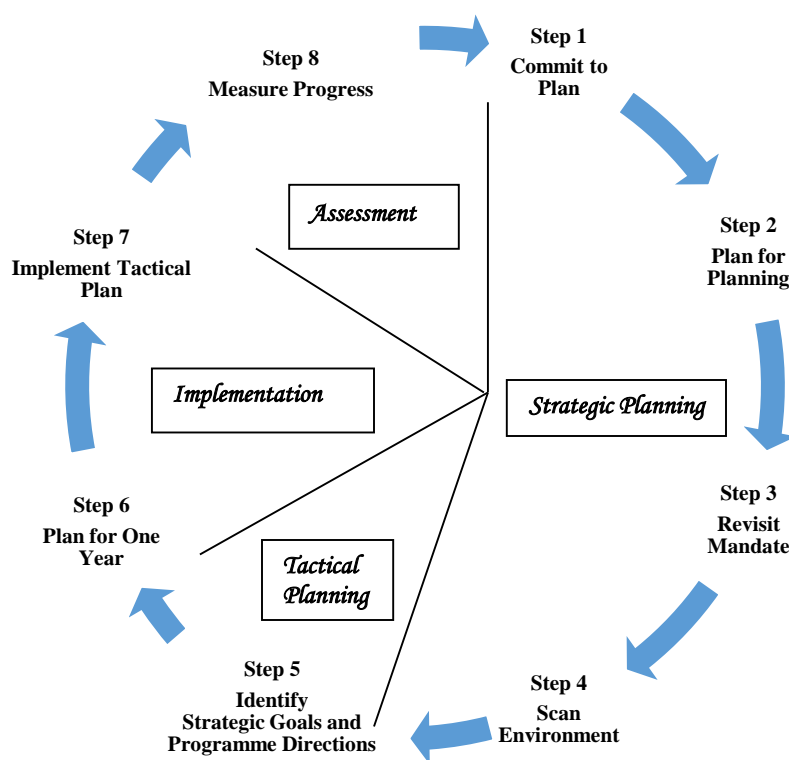


Figure 3: The Planning Process (adapted by Jorgensen 2012, 109; cited in Reison and Heidrich 1997, 10).

Furthermore, the model above represents a typical planning process involving multiple steps and four separate phases: *strategic planning* which goes along with a long-

range vision and overarching goals, *tactical planning* deals with the shorter time frame planning (what we have to do this year?), *implementation* is about taking a step identified in tactical planning, while still keeping the long-range vision in mind, *and assessment* along the way, and particularly at the end, will ask how we were and are doing, and what we may learn from vision to action (Jorgensen 2012, 109). Adapting the planning process as Knud Jorgensen conceptualized it is a good example of a planning cycle.

Rebekah Dobson, in her study, “Efficient Strategic Planning for Ministry Effectiveness,” stated that the lack of an efficient strategic plan hinders ministries in reaching the greatest level of ministry effectiveness. She suggested that through following the specified strategic plan, the programs of an organization would achieve greater levels of organization and effectiveness. This can be accomplished through the steps of the strategic plan starting with an external and internal analysis, a clearly defined mission statement, goals and objectives, formulation of specific strategies, and concluding with the implementation of the strategy and managed control process for having a good administrative capacity (Dobson 2002, 1).

The importance of analyzing the need for training workers for the church is confronted with all kinds of strong competition from the world. The cults are spreading and leading millions astray. Our church suffers from a lack of trained workers. Our few leaders get strained almost to the breaking point (Javalera 1979, 2-3). In connection to the fact, that there is a calling for God’s children as what Jesus said to His disciples. In which says that the harvest is plentiful, but the laborers are few. So they were to pray earnestly to the Lord of the harvest to send out laborers into his harvest (Matthew 9:11-12).

In Philip Hallinger and Darren Bryant's paper, "Accelerating Knowledge Production on Educational Leadership and Management in East Asia: A Strategic Analysis," the authors discuss a "strategy for accelerating the development of a regionally grounded knowledge base on educational leadership and management in East Asia." The study reviews data on patterns of knowledge production in East Asia, and employs the findings in the development of a strategy for increasing knowledge production. The study concludes that a "suitable coordination strategy for the region should incorporate formal and informal strategies, be intermediate in scale and organized around a common research agenda" (Hallinger and Bryant 2013, 202-223).

Henry W. Smorynski's paper, "Avoiding the Common Pitfalls of Failed Strategic Plan," noted that a "strategic plan should be treated as a change process that can be achieved within three to five years" (Smorynski 2015, 2). Smorynski cited management expert Peter Drucker when the latter said, "Successful strategic planning is a combination of optimism that promotes change and realism. The author adds that it is important to analyze the forces and strengths of resistance" (cited in Smorynski 2015, 3).

Moreover, Guy S. Saffold in his paper, "Strategic Planning in any Christian Context," cited that strategic planning ought to emphasize prayer and the seeking of God's guidance as the first steps towards action (Saffold 2005, 34). He continued, "We must plan, but dependently. We must envision a future for the organization, but only in the context of seeking God's will. We must act, but prayerfully" (Saffold 2005, 34). He added:

Plans must constantly be revised, deferred, or even abandoned in response to changing of circumstances, new information, or other developments. Extensive, detailed plans, entombed in massive documents are often outdated so quickly that the effort required to develop and compile them is never repaid. This is one of the

reasons that strategic planning materials usually emphasize simplicity, a few key concepts, and board initiatives. Flexible plans of this kind can be redone or adapted more quickly and effectively. Furthermore, he added that it calls for us to make wise judgements about the future, even though the future is hidden from us and so often seems uncertain. Those who lack faith in the Sovereign Lord can only make their best guess and then hope for good luck. As those who have faith in the all-knowing God, we can trust that He will help us. As James 1:5 says, we should “ask God who gives generously to all without finding fault, and it will be given to him” (Saffold 2005, 37, 40).

In his paper, “Strategy in Educational Leadership: In Search of Unity,” Scott Eacott says that the use of strategy in organizational leadership has resulted in a focus on best practices, and defines qualities required in educational strategy such as envisioning educational goals, engaging staff and parents in management decisions, communicating school plans and implementing strategy” (Eacott 2008, 353-375).

Yin Cheong Cheng stated in her article on “A Topology of Three-Wave Models of Strategic Leadership in Education” that the “new visions of education, increasing marketization and competition, close interface with the community, enhanced stakeholders’ expectations, external participation and collaboration, multi-level developments, and technological and cultural changes, all demand educational leaders to be more strategic and sensitive to contextual changes. They are expected to perform strategic leadership with new thinking, broad horizons, forward-looking and innovative perspectives, strong social networks, and proactive action programs” (Yin 2010, 49).

Therefore, as W. F. Johnston in his paper, “Documenting Strategic Intent and Progress with Action Plans” concluded that action planning is fairly straight forward and very much in line with a great deal of the shared wisdom related to setting things up *after* determining the desired outcomes. It is a project planning process that can, and will, paraphrasing Yogi Berra, who said it will help avoid destination problems, “If you don’t

know where you are going, you might end up somewhere else!” (Johnston 2010, 68). It is important also to know if LLC Tindalo has a strategic plan for the effectiveness of their school administration.

Human Resources and Leadership as Part of Administrative Capacity

The second element of administrative capacity includes human resources and leadership. According to Porterfield and Carnes, there is another vital factor to building a community that flourishes on its diversity that is leadership. Even though change often starts at the grass roots of an organization, it can be created and maintained effectively solely at the grass roots level for only a limited time. True systematic change throughout a school or school system requires a clear voice at the top saying, “this is what we will do, and we will begin now.” At some point, the leader must declare the mission in very public and positive ways. Resources must follow. It is important that a clear message be sent to the stakeholders, both inside and outside of the organization” (Porterfield and Carnes 2008, 127).

Peter Gow talks about staffing and that it “should be adequate to maintain competitive programs, and, of course, the method for counting staff should remain consistent within the school from year to year; other schools' methods will vary, but attend to your own school's situation. Be certain that planned capital spending does not build in staffing costs that may be hard to recover through revenue. By the same token, however, staff salaries should be generally competitive with those of regional peer schools. Adequate compensation is one way for a school to attract high-quality teachers who can deliver top-notch programs. A hidden factor in this figure can be staff longevity; a school with many senior faculty members needs to be directing sufficient funds toward

retaining younger staff in order to sustain quality when veteran teachers begin to retire” (Gow 2009, abstract).

In addition, Sang-Duag Lee’s doctoral dissertation emphasizes that student-oriented activities could improve their leadership skills, provide a good opportunity to express their potential talents, and help them overcome difficulties of adjusting to the school life. They deeply respected and had confidence in their teachers who were devoted Christians with thoughtful care, deep understanding and passion for the students. Then, participants are maintaining close relationships and smooth mutual communications with their social support group, such as their parents, teachers, and friends. This fact is hugely influencing not only their academic motivation and achievement, but also their emotional stability and consequently, and is positively affecting their adaptation to the school. As was proven by this study, the biggest difference between their previous schools and present is community spirit and belongingness based on Christian and Korean identities (Lee 2013, 2-3). A school having good human resources and leadership entails an administrative capacity of an organization that is effective. Ganibe writes along these lines that “The pastoral epistles urges us to teach others who will be able to teach others also. Paul travelled about preaching and teaching the Word. To conserve the fruit of his ministry, he made it a practice to select, train and appoint faithful and able men to take leadership in every congregation he organized. He balanced his strong evangelistic efforts with effective leadership training” (Ganibe 1997, 7-8).

Moreover, Jesus said, “Make disciples of all nations, baptizing ... and teaching them to obey all that I have commanded” (Matthew 28:19-20). Along this line, paragraph 3430 of the *FMC Book of Discipline* writes that disciple-making consists of more than the

transfer of knowledge. It aims at holy living. Disciples have the mind of Christ (Philippians 2:5), seek first the priorities of His kingdom (Matthew 6:33), and fulfill His mission in the world” (Kendall 2008, 78).

Yes, it is a reminder of what Jesus Christ did here in this world. He came not to be served but to serve according to Mark 10:45. He set the best example to serve, and invested his time to be with his disciples, training them well so someday they would become like him. Let it be said, that as a leader of an organization, it is important to invest in training people to be at their best, and be responsible enough for an effective organization. Whatever we do, we do it with all our heart (Colossians 3:23) for His glory. Eddie Gibbs suggests six steps for leading a more missional church:

First, beyond ideology-driven evangelism - lead a value-based community of disciples. Secondly, beyond dispensing information - seek spiritual transformation rooted in scripture. Thirdly, beyond the controlling hierarchy - leading empowered networks of Christ-followers. Fourthly, beyond the weekly gatherings - build teams engaged in ongoing mission. Fifthly, beyond a gospel of personal self-realization - a service-oriented faith community whose greatest concern is not how to get people to come to church, but to get the church to the world. And lastly, beyond the inwardly focused church - leading a society-transforming community of disciples (Gibbs 2005, 39-45).

In addition, according to Fink, leaders of learning are ordinary people who through extraordinary commitment, effort, and determination have become extraordinary, and have made the people around them outstanding. He then added that educational leadership is more art than science; it is more about character than technique, more about inspiration than charisma, and more about leading student and teacher learning than the management of things. For him, leaders must be passionately, creatively, enthusiastically and steadfastly committed to enhancing ‘deep’ learning for students; learning for understanding, learning for life, learning for a knowledgeable society. Leadership is

about communicating invitational messages to individuals and groups with whom the leader interacts, in order to build and act on a shared and developing vision of a learning-centered school. We all have the ability to shape events in our lives as opposed to being shaped by circumstances. To embrace this ability, leaders must enhance and employ all of their qualities – reason, ethics, imagination, intuition, memory and common sense – in equilibrium. The capacity of a leader or someone else to identify with an organization, for these leaders to negotiate a shared sense of direction for the school or district with their staff(s), will depend in large measure on the course that determines the leader's form of input or non-participation in an organization's various 'communities of practice'. I agree with him that school systems need to define leadership roles flexibly in terms of what will be required in the future, rather than limiting role descriptions to existing competencies. Moreover, the quality of human relationships between educators and their principals is an important resource in school improvement (Fink 2005, 163-164).

Christian Brandmo, Dijana Tiplic, and Eyvind Eistad did a study on goal theory (Brandmo, Tiplic, and Eistad 2014, 35-36). The primary purpose of their study was to test whether the achievement goal theory was transferable to the context of educational leadership. Furthermore, the aim was to develop measures of principals' achievement goals for leading. Although the study did not succeed in confirming all the hypothesized dimensions of achievement goals, it found a clear distinction between principals' mastery goals and performance goals. Given the clear factor extraction and the findings in sense of correlations with significant organizational constructs, a main conclusion is that the goal theory may be a useful framework for studying leadership motivation. More specifically, the study suggests that the achievement goal theory can be expanded to

capture important aspects of educational management. With respect to measures, this study does not represent a complete validation of new applications of scales, but it gives directions for further development work. In that sense, this study represents a contribution to the field, both conceptually and methodologically. Finally, this investigation may be considered an interesting starting point for further analysis of antecedents and consequences of principals' motivational orientation. This result opens up a promising avenue for the application of the achievement goal theory in the field of educational management (Brandmo, Tiplic, and Eistad 2014, 35-36).

According to Palestini, “Educators are not alone in perennially seeking the best leadership practices and applying them to their own leadership behavior. What constitutes effective leadership seems to be on the minds of people everywhere. Historically, educators looked to business for such guidance and direction. However fruitful this endeavor may have been, what better way of obtaining leadership guidance than to identify it in our own? In that light, this book examines the leadership behavior of some of the most influential educators in the history of American education, to ascertain the leadership behavior that they have manifested that might be transferable to our own leadership styles” (Palestini 2012, v). Palestini continued to expound that “Effective managers diagnose the situation, identify the leadership style or behavior that will be most effective, and then determine whether they can implement the required style. Human resource leaders believe in people and communicate that belief. They are passionate about productivity through people” (Palestini, 2012, 40, 46). Palestini elaborates on the importance of theory:

We cannot underestimate the value and importance of theory in the field of leadership, and in any other field for that matter. As indicated by the fourth

point above, without the theory we have no valid way of diagnosing, analyzing, and correcting failed practice. Without a theoretical base, we oftentimes lead by trial and error, or by the proverbial “seat of your pants.” Theory is to leadership as the fundamentals are to athletics. It is likely that one of these fundamentals is being violated and causing the percentage decline, and when it is corrected, the percentage will rise again to its most recent average. The same goes for leaders who are losing their impact on their followers. If they have not adopted a leadership theory to guide their behavior, they can only correct the leadership decline by trial and error.

Recently, a plethora of research studies have been conducted on leadership and leadership styles. The overwhelming evidence indicates that there is not one single leadership style that is most effective in all situations. Rather, it has been found that a leader’s leadership behavior should be adapted to the situation so that at various times structural, human resource, symbolic, political, or moral frame leadership behaviors may be most effective. The emergence of transformational leadership has seen the leadership theory come full circle. Transformational leadership theory combines aspects of early trait theory with the more current situational models (Palestini 2012, 151).

The Yen-Chun Jim Wu, Ju-Peng Shen, and Tsuang Kuo paper entitled, “An Overview of Management Education for Sustainability in Asia” provides empirical insights about the current state of sustainability education in Asia. The results of this paper show that there is an opportunity for interdisciplinary incorporation, as there are imbalanced sustainability courses offered by business, science and engineering schools. It also suggests that Asian universities should add an international connection and active promotion of sustainability education on their Web sites. Its practical implications are that this paper provides an overview of Asian management education for sustainability and curricula analysis through the research, and that this will further assist in the development of interdisciplinary integration in Asian management education for sustainability (Wu, Shen, and Kuo 2015, 341-353).

Once people know who they are and their sense of worth, they are enhanced to relate with each other. Maxwell makes the point by saying that “the basis of life is people

and how they relate to each other.” He further explains, “Our success, fulfilment and happiness depend upon our ability to relate effectively. The best way to become a person that others are drawn to is develop qualities that we are attracted to in others” (cited in Ares 2007, 100).

According to Ioana Talmacean and Monica Delia Dominca, “the main institution specializing in training a country’s human resources remains school. The quality of its “products” depends first on the quality of the human environment, logistic quality, management quality and personnel quality. According to these factors, management at all hierarchic levels will have an important place. As predecessors in quality management stated, the quality system can be successfully implemented in higher education too. Even if quality improvement has recorded a slight decrease as compared to the period 1990-2000, still this led to lowering costs and satisfying customers’ needs. An effective educational service management will have to meet some specific requirements in order to prove its capacity to change. The importance of quality management in education is obvious for two reasons at least; in the first place, it is a necessity for a university to obtain and maintain the quality requested by the customer, secondly, the customer wants to trust the university’s capacity to provide and maintain the required quality” (Talmacean and Dominca 2013, 203).

Idris Sahin in his research, “The Principals of Primary Schools Ideas on Their School Development Strategies and Practices” writes that considering the current structure of the education system, the authority and resources that the principals have, it can be said that it becomes a necessity for improvement practices to be implemented by the central-bureaucratic structure. These include improving physical environment,

providing educational technology, teacher training and development, providing financial support, reducing class sizes and full-day teaching, increasing principals' power, reducing the interference of bureaucracy, and meeting staff needs. These strategies suggest that if the individual reform attempts are not supported by the system, they will not yield desired results (Nehring and O'Brien, 2012). On the other hand, what school principals can do may be listed as improving cooperation and communication at school, creating a good plan, training parents about teaching and learner development, seeking better instructional methods, providing a positive school atmosphere, meaning that ruling the school democratically and being open to new ideas. By the help of these type of strategies, the principals can enhance the quality of education and create the necessary conditions to improve students' and teachers' learning capacity. So, the school capacity can be improved and the principals can play a key role (cited in Sahin 2013, 246-247).

Elise Foster and Liz Wiseman said:

It is time for new leadership models - models that allow leaders to harness the collective intelligence of their organizations and channel it into their biggest challenges and opportunities. The model presented here illustrates how one moves away from being a leader who knows, directs, and tells, and moves toward becoming a leader who sees, provokes, and unleashes the capability of others. We need everyone's best thinking to tackle the challenges and issues that face us, not only in education but also with some of the world's toughest problems. There is a tremendous need for educational leaders who find ways to get more capability and productivity from their current resources. When principals, superintendents, and deans operate as multipliers, educators and school staff are able to contribute at their fullest. These educators then create an environment where students are challenged and inspired to achieve at their fullest. We need multipliers leading our schools now more than ever (Foster and Wiseman 2015, 52).

Culture and Communication as Part of Administrative Capacity

The third element of administrative capacity includes culture and communication.

Life in Schools is a good resource book for developing innovative awareness. It is

emphasizing about Peter McLaren's story of reinvention as an educator from a liberal humanist who pressed the necessity of reform to a communalist humanist, and who advocates a revolutionary praxis. He intends it as an educating for social revolution through critical pedagogy. In the context of this writing, these worlds represent respectively, the intuitive practical knowledge of the beginning classroom teacher, and the domain of critical educational theory and political praxis. He brought it together in his book to shed a more critical light on the issue of why working-class students generally don't succeed in school, despite the efforts of well-meaning and enthusiastic educators and teachers. In addition, his central task in this book is to develop a language through which educators and others can unite and comprehend the relationship among schooling, the wider capitalist social relations that inform it, and the historically constructed needs and competencies that students brings to school (McLaren 2015, xxi).

Jerry D. Weast in his foreword of the book, *Why Communication Matters: Strategies from PR Professionals* tells of his experiences as a superintendent for thirty-two years. He learned that there are many ingredients for success, but one stands out above the rest - great communication skills. The simple reality of public education today is that superintendents must be outstanding educators, and they must also be outstanding communicators. In addition, he said that communication must be approached creatively and strategically. It must be an integral part of the planning of any initiative or effort from the earliest days, and not at the end of the process, after all of the important decisions are made. He believed that Kitty Porterfield and Meg Carnes, the authors of this book provide a great deal of useful advice for practitioners all throughout to help school districts improve their communication strategy. As the old proverb says "if you fail to

plan, you plan to fail,” they drive home the point that if done well, good communications make administrators more effective and stakeholders more satisfied, and increases students’ achievement. He added that the bottom line of this is that creating a healthy environment for positive communications and outstanding student achievement must be part of our daily work” (Porterfield and Carnes 2008, xi-xiii).

Moreover, in this book authors Kitty Porterfield and Meg Carnes advise that a leader’s skills as a communicator plays a central role in the sustainability and survival of the organization. Research shows, and their experience confirm, that good communication builds cooperation and teamwork, innovation and creativity. It builds a climate of resiliency and it fosters the enthusiastic support of the community. Also, it undergirds the best teaching and learning (Porterfield and Carnes 2008, 234).

Kenneth Moore said, the exact presentation used in communicating objectives is not critical, but they should be spelled out in precise terms. Teachers should alter their communication of objectives to the specific needs of their students. With younger children, one usually wants to communicate one’s intent orally” (Moore 2009, 78). In the same vein, Robbins, DeCenzo, and Coulter extrapolate:

The importance of effective communication for managers cannot be overemphasized for one specific reason - everything a manager does will involve communication. Not some things but everything! A manager can’t formulate strategy or make a decision without information. That information has to be communicated. Once a decision is made, communication again must take place. Otherwise, no one will know that a decision has been made. The best idea, the most creative suggestion, or the finest plan cannot take form without communication. Managers, therefore, need effective communication skills. We’re not suggesting, of course, that good communication skills alone make a successful manager. We can say, however, that ineffective communication skills can lead to a continuous stream of problems for a manager” (Robbins, DeCenzo, and Coulter 2013, 350).

In addition, Charles Reigeluth said in his book *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory* that the “moral culture of a school is defined by its operative values, ones that are reflected in actual school practices and behaviors. Operative values are true norms: what people expect of everybody else and are willing to help uphold. Creating a positive moral culture in the school involves defining, modeling, teaching, and upholding the school’s character expectations in all areas of school life. Part of this effort is mobilizing the peer culture on the side of the virtue” (Reigeluth 1999, 607). So in school it is really important to be aware on its values. In this sense, it is find out if LLLC Tindalo create a good culture within the community and neighborhood.

Infrastructure: Technology and Facilities as Part of Administrative Capacity

The final element of administrative capacity according to Allison and Kaye includes infrastructure. Under infrastructure come technology and facilities.

According to Porterfield and Carnes, “Web 2.0 (social media) is here, and it is not going away” (Porterfield and Carnes 2008, 205). Porterfield and Carnes emphasized:

Social media is reshaping the way people interact with each other and their schools. As foreign as it may seem, school leaders need to find ways to harness its power. Schools must not allow themselves to be left behind by a digitally adept public that is moving forward at the speed of light. Such a disconnect will only make leading schools and school districts more difficult. They added that in this generation everyone is a potential publisher. There are no more filters, but as we look at it in another way, it presents a set of tools, which offer the ability to reach stakeholders and influence community discussion like never before. It becomes another way for schools to communicate, like a newsletter, an e-mail or a website (Porterfield and Carnes 2008, 205-207).

The authors shared what Steve Hockett said that “the flattening of the world demands we bring people into the school. Technology is the platform to make it happen,

and not doing it means giving up a lot of opportunities for engagement. Then, social media describe online technologies and practices that people use to share opinions, experiences, and perspectives with each other. The need for schools to get on board is really clear. To be part of the conversation, leaders need to go where the action is and it is in social media” (Hockett cited in Porterfield and Carnes 2008, 205-207).

Holt documented that “The case against boredom in school is the same as the case of fear; it makes children behave stupidly, some on purpose, most because they cannot help it” (Holt 1973, 82). This is truly happening in our world today. In fact, Holt continues, “If this goes on long enough, as it does in school, they forget what it is like to grasp at something, as they once grasped at everything, with all their minds and senses, they forget how to deal positively and aggressively with life and experience, to think and say, ‘I see it! I get it! I can do it!’” (Holt 1973, 82) so it is important to have good structure of an organization especially in an educational institution.

Kenneth D. Moore said in his book, *Effective Instructional Strategies: From Theory to Practice* 2nd ed. “Essential to effective planning are the survey and preparation of available media and materials for instruction. Textbooks, audiovisual materials, supplementary reading materials, supplies and equipment for group and individual projects should be examined and coordinated with your lesson. Time spent on reviewing what is available in the district will be time well spent. You should preview films and computer software, review printed materials, and learn to use the latest instructional technology” (Moore 2009, 96-97). In Christian schools like the Light and Life Learning Center, this is essential in the sense that preparation for teaching is as important as the actual teaching.

According to Jerome Bruner, “Grasping the structure of a subject understands it in a way that permits many other things to be related to it meaningfully. To learn structure, in short, is to learn how things are related” (Bruner 1973, 278). An organization is at its best when there is a structure in which work gets delegated, accomplished in well-organized and helpful ways, and there are clear positions of authority and responsibility including treatment dealings.

Technology and facilities play a huge role in enhancing the administrative capacity of any organization. On the one hand, technology helps the communication of ideas and announcements swift and accessible to all the stakeholders. If technology is slow and outdated, there will be a tendency of people not abreast with what is happening within the organization and miscommunication would sometimes occur. On the other hand, facilities aid in the fast delivery of services that the stakeholders in the school need. Proper facilities would facilitate the achievement of learning goals. If a learning center has facilities needed to enhance learning, there is more likelihood of a smooth accomplishment of the set goals not just for administration but also for the teaching-learning process.

An organization that is sufficiently and appropriately provided with the needed tools for proper administrative capacity would be able to accomplish its set goals and objectives better than an organization which does not have these appropriate mechanisms. The discussion above highlighted the importance of the following for better administrative capacity: presence of staff who are paid and volunteer personnel who are able to meet the needs, able to attract and retain qualified, competent, and committed

employees and have complete tools that fit the generation today which include technology and facilities.

Board Governance as Third Dimension of an Effectively Managed Organization

Allison and Kaye propose that board governance contributes to an effectively managed organization. In agreement to this, Fairbanks with his co-writers in their book, *Best Practices for Effective Boards* talked about Board members as key people that know and communicate the mission, vision, and values of church, school, or not-for-profit organization. They ask good questions that lead to strong policies and decision-making, with a laser-beam commitment to the organization's mission, vision, and values" (Fairbanks, Gunter, and Couchenour 2012, 34).

Moreover, it was stated there that board members purposely and usually involve in mutual liability, communication, evaluations, and board improvement while taking the necessary time to process decisions, removing unnecessary surprises. They are to be united and resolve to work together over change and transitions for the good of the kingdom, the advance of the gospel, and the prosperity of the organization (Fairbanks, Gunter, and Couchenour 2012, 7). In the case of Light and Life Learning Center, this study will try to find out in my interviews if they have a Board of Trustees that govern the school and I believe that just like what Fairbanks and his co-authors wrote, the Board has to be the one to communicate the mission and vision of the institution. In addition to this, Schargel, Thacker, and Bell comment "The omnipresent smiles and consistently caring attitudes observed at institutions substantiate that they are in the business of helping children learn (Schargel, Thacker, and Bell 2007, 153). Peter Gow explained, "A

healthy, confident governing body is a reflection of intentional recruiting and training practices focused on understanding both the needs of the school and the board's proper role in school management” (Gow 2009, ii). This reflects the importance of how a Board functions in an organization. Gow continues to explain regarding matters of school policies, “A strong and healthy board will have (and follow) clear policies on such matters as investment and conflict-of-interest, as well as a committee structure thoughtfully tailored to the broad needs of the school, as well as to its administrative functions. Boards should avoid setting up conflicting report structures; in best practice, only the school head should be under the direct supervision of the board” (Gow 2009, ii).

The church as a whole has a role in nurturing the development of the children.

The *FMC Book of Discipline* in the section Christian and State reflects:

As Christians, we are citizens of the kingdom of God and of this world. We receive benefits from and bear responsibilities to both relationships. Our first allegiance is to God, but that does not release us from responsibilities to our own country if such relationships do not conflict with the clear teachings of the Scriptures (Romans 13:1-7). We recognize the sovereign authority of government and our duty to obey the law (Matthew 22:21; Romans 13:1-7). Thus, we bear the responsibilities of good citizenship (Paragraph 3331).

I believe this is also in accordance to what the Bible is emphasizing. Paul T. Wong extrapolated that “The characteristics of both work and workplace have greatly changed. Thus, there is a need to rethink leadership style and management as well” (quoted in Aquino 2008, 9). As change is inevitable, we ought to be open-minded in accepting changes and able to plan again to have an effective organization with a good relationship to others. Individual believers must recognize and understand their role and contribution to the growth and development of the church. The church, in turn, must

value teamwork and understand that the role played by every believer can help achieve the goal of the church” (Ares 2007, 3-4).

According to Peter McLaren in his book *Life in Schools*, it would be productive to encourage educators to develop forms of analyses that acknowledges the spaces, tensions, and opportunities for democratic struggles and transformations within the day-to-day activities and events in the classroom. Similarly, educators must develop a language that allows teachers and others to view schooling in a critical and potentially revolutionary way. Two important directions for reforming contemporary school practices put forward by Stanley Aronowitz and Giroux, involve viewing schools as democratic public spheres and teachers as transformative intellectuals. Viewing schools as democratic public spheres means regarding schools as sites dedicated to forms of self-and social empowerment, where students have opportunity to learn the knowledge and skills necessary to live in authentic democracy. The term teachers as transformative intellectuals is important for analyzing the particular social practices in which teachers routinely engage. Those teachers who assume on it treat students as critical agents, question how knowledge is produced and distributed, utilize dialogue, and make knowledge meaningful, critical, and emancipatory (in McLaren 2015, 187-188).

Furthermore, according to Billy Arcement in his article “Winning Strategies for Board Members” states that a winning school board is exercising its leadership by stressing there be some overall coordination of activities that, when achieved, will result in a stronger and more effective school district for children (Arcement 2009, 47). Yes, it is really important to have a positive management in order to build good relationships with each other, making a positive atmosphere for working together that makes a great

factor for having an effective organization. Having effective formal and informal communication systems that are in place encourages support, trust, and cooperation among each other to build strong relationships leading to the success of an organization.

According to Frederick M. Hess in “Weighing the Case for School Boards” that School boards have certain natural strengths wherein he gave at least four advantages. First, as we are embracing an unyielding focus on graduation rates and student performance on state assessments as the dominant scales of school performance, it is far from clear that all communities of the school are truly involved. Second, school boards provide transparency. Third, elected boards give all voices the opportunity to be heard. Finally, despite the widespread complaints about board dysfunctions and micromanagement, it’s not clear that most superintendents see boards as the hindrance that popular critiques suggest” (Hess 2010, 17).

In the article of Eadie, Doug “Developing Your Board,” it focuses on the governance in the education sector. It notes that if one wants board members to pay attention to a leadership function, one needs to assign it to a board standing committee. It adds that board members need to understand the school district's mission and key educational, financial, and operational features. Then, it stressed that one needs to have knowledge in detailed governing process on it. Also, stated that school board members need to be updated in the developments of school governance (Doug 2009, 40-41).

In addition, it is supported by Michael D. Usdan in his written journal entitled “International School Boards: A Neglected Institution in an Era of School Reform” that “the role of the school board as a district’s policymaking body in facilitating such collaboration is pivotal and too often ignored. The school board is in a unique position to

enact policies that will catalyze the coordination of the building- and district-level resources so essential for school reform to succeed. Indeed, school boards are the linchpin of the local governance structure; if they have no other prerogative than the responsibility of hiring and firing the superintendent (which is rather common these days), school boards set the political tone for their districts and exercise immense influence. Often, they're the only entities that provide continuous institutional leadership through times of constant change and administrative churn (Usdan 2010, 9).

Michael Shattock wrote that the governing boards impression can be capable to direct institutional strategy which needs to be put on the backburner but, by the same token, governing bodies should not be 'side lined' by senior management and for two important reasons: the first that they carry legal responsibilities that must be settled and the second that the process of revealing the arguments behind strategic decision-making to a senior body of lay people and considering their advice and counsel signifies a critical element in avoiding executive approaches becoming too inherited and self-referential (Shattock 2013, 232). In this sense it is important to check how the board communicate within the community of LLC Tindalo if the board are fulltime committed worker there, and if they have an occasion that they have joint team and have a link with the academic community.

The environment in which people can feel free to express a curious or unpopular views without fear of vengeance is helpful. Developing effective ways to be creative, innovative, and solve problems together, will result in having strong commitments among all employees to working effectively as a team.

Finances as Fourth Dimension of an Effectively Managed Organization

According to Allison and Kaye, in the finances dimension, there are two elements; namely fund development and financial management. The next section will discuss these issues.

Fund Development as an Element of Financial Capacity

A realistic short-term and long-term fund development program should be in place. There should be fund development activities that secure adequate financial resources for the organization. Accurate, timely maintained financial records, and an effective use of appropriate technology, computers, and other management information systems constitute an effective organization. Peter Gow added:

Fund-raising matters as much for the depth and long-term stability of the giving pool as it does for the amount raised. There should be a healthy growth in annual contributions, with many donors, rather than a few who control the direction of the school. The school should also have an active and varied development program, and an annual fund that adds noticeably to gross revenue. The focus of development efforts is also important. A capital campaign should be based on a plan, a case statement that aligns with the school's mission and goals, and a feasibility study. If prospects have dimmed, then a campaign should be slowed or delayed as possible (Gow 2009, 66).

Peter Gow said that a “a healthy school is led by senior administrators who understand and believe in the school's mission, and who understand the need to fund and support professional and program development that keeps the school and its faculty at the cutting edge in curriculum and pedagogy. . . . Schools that have been full for a while and that are doing well, demonstrate good management as they have learned to control costs while sustaining appealing, vital programs” (Gow 2009). This is essential in school

administration. Without proper administration of funds that have been raised, there would be chaos and inefficacy in the delivery of services in the institution.

This concept is supported by Charles K. Trainor as he said in his paper, “Mortgaging the Future” that not monitoring our investments and the policies governing them can be overwhelming. Salaries may not be paid, bond payments may be delayed, and suppliers may be hesitant to provide services and supplies. He added that ultimately, our educational program may be threatened if these risks are not monitored (Trainor 2008, 63).

Financial Management as an Element of Financial Capacity

Financial management is an integral part of a well-managed institution. Allison and Kaye write:

When choosing priorities for programs and services, nonprofits can find themselves caught between two undesirable approaches. On one hand, it seems as if programs should be chosen based on which are the most important, which have the most mission impact. On the other hand, financial realities affect program priorities. Some programs bring in money, some break even, and some lose money. Thus, each program or business line should be assessed individually in terms of its financial profitability, as well as mission impact. We define high financial viability as a business line that at a minimum pays for all the costs, both direct and indirect costs that are required to carry out related activities (Allison and Kaye 2005, 187).

According to Peter Gow in his paper entitled, “Vital Signs,” “any school's ultimate financial health is a function of a unique set of contextual factors and, most importantly, multi-year trends. These, not the onetime snapshots of isolated data, are the best way for school leaders and governors to get a handle on management and stewardship issues. At the same time, it matters where the school is in its own history. Is

it just starting up, established but experiencing a growth spurt, or mature? At each stage, the challenges and the measures of success will be different” (Gow 2009).

Moreover, according to Syed Manzoor H. Shah and Khawaja Sabir Hussain in their paper, “School Reform Management and Professional Training Requirements for Heads of Secondary Schools,” state that financial management is an important responsibility of the head thus they needed training regarding financial management which included, preparation of various account records, financial rules about income, sensible, preparing budget for school and consolidation of accounts in the bank about general financial rule and documentation of advances, and needs training to design strategies for generating resources of the schools (Shah and Hussain 2012, 84).

Furthermore, according to Tomas E. Glass in his journal entitled “Management Matters” he states that, “School districts are not stand-alone businesses that manage their own revenues and expenditures. They participate in complex state school finance programs that are difficult to comprehend and implement at the local level” (Glass 2005, 34). Without proper management of the finances of the institution, there will be the likelihood of a gradual collapse of the organization. Without proper stewardship, an organization will not be able sustain itself in the face of financial demands. In this study, this is one of the things that LLC Tindalo needs to look at and handles its financial processes accordingly.

This chapter presented the review of related literature and studies that are crucial to the discussion of the current research. The next chapter will identify the research methodology and procedures.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

This study aimed to explore how the stakeholders of the Light and Life Learning Center in Tindalo St., Guingona Subd., Butuan City assess the administration of the school by using the EEMO tool. This chapter contains the method of the study, sources of data, research-gathering procedures, data-gathering instruments, and the statistical treatment of data to accomplish the objectives of the study.

Method of the Study

This study was a descriptive research. I employed both qualitative and quantitative approaches to the study. For the qualitative approach, I engaged selected respondents in an interview (please refer to Appendix C for the interview protocol) to gather their understanding and perceptions about the educational management of LLLC Tindalo. Interviews, according to Merriam, explore the meaning people have built; specifically, how people make sense of their world and the knowledge they have in that area (Merriam 2009, 13). For the quantitative approach, I administered the questionnaire to the selected respondents. The questionnaire gives the quantitative side of the study because it involves the purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationship and then making adequate and accurate interpretation (Calderon and Gonzales 1993, 62) about the survey materials that were gathered.

For this research, I used the following strategies to ensure validity and reliability (Merriam 2009, 216-229). First, I used triangulation applying multiple methods and sources of data by comparing and cross-checking data collected through interviews from people with different perspectives, or from follow-up interviews with the same people (Merriam 2009, 216). In this study, I interviewed representatives from the parents, teachers, staff, and BOT. Second, as suggested by Merriam, I did member checks by taking data and tentative interpretations back to the people from whom they were derived, and asking if they are plausible. For this strategy, I communicated back and forth with the respondents to make sure I presented their views adequately. Lastly, I also engaged in peer review/examination. This means that I had discussions with colleagues, my adviser, and statistician regarding the process of study, the congruency of emerging findings with the raw data, and tentative interpretations (Merriam 2009, 229).

Sources of Data

I used convenience sampling in this research. Convenience sampling “enables the researcher to work with those who are available or volunteer or can be easily recruited and are willing to participate in the research study” (Johnson and Christensen 2012, 230).

Data for this study came from two sources. The first source of data was the interviews with representatives of the stakeholders. These respondents were composed of the President of the Parent Teacher Association, the teacher who has served the longest in LLLC, the school Registrar, and one BOT member. I chose these representatives on the basis of their relationship to the school and knowledge about the administration of LLLC. I asked them about their perceptions of the four dimensions of an effectively managed organization (Allison and Kaye 2005, 392-406). These people do not know me

personally, so I was assured that they shared their perceptions objectively, in one way or another.

The second source of data was the survey with 56 persons using the EEMO tool. The study intended to have at least 80 respondents but only 56 persons were available during the conduct of the questionnaire. This sample consisted of all those who were present during the survey and had agreed to participate. I asked permission from the Principal to conduct the self-administered questionnaire to the following: 1) all of the Grade 6 pupils since I believed that they can already understand the concepts in the questionnaire and share their assessment according to the instructions therein; (2) all of the parents of the Grade 6 pupils; (3) all of the teachers; (4) all of the staff; (5) and one BOT member answered the questionnaire. The administration of the questionnaire was conducted on December 16, 2015, the day before their school Christmas Party as advised by the principal.

Research-Gathering Procedure

The data-gathering procedure included several steps in order for this study to be completed. The first step of the study was writing a letter to the FMC Bishop of the Philippines (Appendix D), to the Principal of the LLLC Tindalo of NMC, to the Grade 6 students' parents (Appendix E), along with corresponding parental consent (Appendix F).

After the permission was secured and dates for the interviews and conduct of the questionnaire were arranged, I conducted a pilot test survey with at least two Grade 6 pupils and one Grade 6 parent before the actual administration of the questionnaire. The only thing that the selected respondents in the pilot test asked me was the meaning of each of the categories in the questionnaire. They indicated that they understood all the

other parts of the questionnaire so it was unnecessary to revise the questionnaire. With this, I proceeded to administering the questionnaire to the whole group and I made sure that I explained the meaning of each category.

Thirdly, after obtaining permission to conduct the interview, I arranged the dates with the selected respondents. I then conducted the interviews using open-ended questions (Appendix G) in order to direct the interviews, and asked permission if I could record it (Appendix H). All the interviews were audio recorded as the interviewees agreed and transcribed afterwards upon the consent of the respondents.

Fourthly, I administered the questionnaire on December 16, 2015, with all the 56 respondents present instead of 80 respondents because 56 of them were available and agreed to spend time in answering the survey questionnaire by that time. It was a single opportunity to conduct the questionnaire. Finally, after all data from the questionnaires and the interviews were obtained, I analyzed the data with the help of the statistician.

Data-Gathering Instruments

I used two data gathering instruments in this study: (1) the interview and (2) the survey questionnaire. I interviewed four selected stakeholders of the school. The interviews sought to know the perception of the respondents on the four dimensions suggested by Allison and Kaye on effectively managed organizations. I also used the questionnaire. The questionnaire was divided into two parts. Part One was “about you.” It asked the demographic characteristics of the respondents. Part Two was “concerning your perception about LLLC Tindalo.” This section was structured in a way to measure the cognitive perception of the respondents on the assessment of the following four dimensions that Allison and Kaye included in their framework which includes: (a)

mission; (b) administrative capacity; (c) board governance; (d) and finances. The respondents were required to check just one corresponding numerical rating as 1-unknown; 2-major weakness; 3-moderate weakness; 4-moderate asset; 5-major asset per element. Statistics was used in analyzing the data.

Statistical Treatment of Data

To address the objectives of the study in terms of statistical assessment, quantitative data were gathered and tabulated for analysis. Both descriptive statistics and inferential statistics were applied to the gathered data to treat the statistical aspect of the sub-problems of these study, as well as the accompanied null hypotheses.

In particular, the first null hypothesis of the study states that there is no significant relationship between the demographic characteristics of the selected stakeholders of LLLC Tindalo and the four dimensions that Allison and Kaye included in their frameworks: (a) mission, (b) administrative capacity, (c) board governance, (d) and finances. To infer whether to reject or accept this null hypothesis, a Chi Square test was applied. A Chi Square test is the appropriate hypothesis testing for dependence between categorical variables (Ott and Longnecker 2010, 513-516) as opposed to Pearson's Correlation Coefficient, which is used to demonstrate whether or not two continuous (numerical) variables are related to each other (Rumsey 2010, 116). The variables involved in the first null hypothesis are categorical rather than continuous. The demographic characteristics are categorized into the following: gender, relationship to LLLC, years spent in LLLC, and the educational level of the respondents. On the other hand, the four dimensions of LLLC are categorized into the following: mission, administrative capacity, board governance, and finances. Each dimension has its own set

of assessment questions, which can be rated as 0, 1, 2, 3, 4, and 5 for abstain, unknown, major weakness, moderate weakness, moderate asset, and major asset, respectively.

Given the categorical variables of the hypothesis, the application of Chi Square test was broken down into 16 combinations of variable comparison. These combinations involve: (1) four combinations for gender and in each of the four dimensions, (2) four combinations for relationship to LLLC and in each of the four dimensions, (3) four combinations for years been in LLLC and each of the four dimensions, and (4) four combinations for education and in each of the four dimensions.

The second null hypothesis of the study states that the four dimensions, namely, mission, administrative capacity, board governance, and finances are all major weaknesses of LLLC Tindalo. The acceptance or rejection of this null hypothesis was determined by T-Test. The T-Test is the appropriate hypothesis testing about the average of the population when the standard deviation of the population is unknown (Rumsey 2010, 109-110). In this study, the assessment for the four dimensions are based on the average assessment score for each element, which is determined as to which scale it belongs. In this study, since only the standard deviation of the samples (e.g., the respondents) is known, the T-Test is the appropriate hypothesis testing to determine the average.

The statistical analysis of the study involves, first, a descriptive analysis. That is, the average for every assessment item, the average of every element of LLLC, and their associated variances and percentages are inspected first. From this descriptive analysis, the averaged assessment is drawn for each assessment item and for each element as to the following scores: major weakness, moderate weakness, moderate asset, and major asset.

Second, the result from the descriptive analysis is validated for the whole population of LLLC Tindalo. Note that the actual size of the samples for this study is 56. That is, the survey is taken by 56 respondents out of the 240 total population of the organization. In particular, inference about the average assessment is performed using the T-Test. For this study, even though the number of respondents is not large, there is a representation from all of the stakeholders of LLLC. The respondents of the study were the pupils, parents, teachers, staff, and one BOT member.

Third, an equally important question is whether or not (1) the responses across each assessment item per element, and (2) the responses across the four dimensions are significantly different. That is, for example, the responses maybe identical in terms of their average perceived assessment but are significantly different in terms of the variances of the responses. The Analysis of Variance (ANOVA) test provided inference whether or not two or multiple variables are significantly different among each other (Chandrakantha 2014, 2). Meanwhile, the respondents were asked to rate the statements on a five-point numerical rating scale to measure the effectiveness of the stakeholders on the management of the organization. For the treatment of data, the study followed this statistical range. This refers to the mean scores and the probabilities at which they would fall in any one of the categories. Particularly, the range of values of the mean were as follows:

Table 1: Range of Values

Statistical Range	Perceived Assessment
1.00 - 1.49	Unknown (U)
1.50 - 2.49	Major Weakness (MW)
2.50 – 3.49	Moderate Weakness (MDW)
3.50 – 4.49	Moderate Asset (MDA)
4.50 – 5.00	Major Asset (MA)

This chapter discussed the methodology and procedures of the study. Statistical treatment of data was also given attention. The next chapter will discuss the presentation, analysis, and interpretation of data.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data findings of the current study, which explores how the selected stakeholders of the LLLC Tindalo assessed the educational administration of the organization. Graphs and pie charts are used to present the data since they provide useful information about the respondents and their assessment of the various dimensions of an effectively managed organization. The figures and tables are headed by an introductory explanation of the purpose of the data and followed by an interpretation. As stated in Chapter 3, to address the objectives of the study in terms of statistical assessment, quantitative data were gathered and tabulated for analysis. Both descriptive statistics and inferential statistics were applied to the gathered data to treat the statistical aspect of the sub-problems of this study, as well as to determine the answers for the null hypotheses.

This chapter is divided into three sections. Section one refers to the demographic characteristics of the respondents and treats the first sub-problem of the study which says, “What are the demographic characteristics of the selected stakeholders of LLLC Tindalo in terms of the following: (a) Gender; (b) Relationship with the organization; (c) Number of years in the organization; and (d) Education? Section two deals with the treatment of the first null hypothesis which says, “There is no significant relationship between the demographic characteristics of the selected stakeholders of LLLC Tindalo and the four dimensions of an effectively managed organization which are mission, administrative

capacity, board governance, and finances.” Finally, section three deals with the general assessment of the selected stakeholders on the management of LLLC Tindalo toward an answer for null hypothesis two which says, “The four dimensions of an effectively managed organization (which are mission, administrative capacity, board governance, and finances) are all major weaknesses of LLLC Tindalo as assessed by the respondents using the Elements of an Effectively Managed Organization (EEMO) tool.” It also treats the second subproblem of the study which says, “How do the stakeholders assess the management of LLLC Tindalo in terms of mission, administrative capacity, board governance, and finances?” The interview responses of the selected respondents were integrated into the analysis of data.

Demographic Characteristics of the Respondents

This section introduces the demographic characteristics which were categorized into the following: gender, relationship with the organization, number of years in LLLC, and education attainment of the respondents. Further, the four dimensions of the EEMO Tool for LLLC Tindalo are categorized into the following: mission, administrative capacity, board governance, and finances. Each element has its own set of assessment questions, which can be rated as 0, 1, 2, 3, 4, and 5 for abstain, unknown, major weakness, moderate weakness, moderate asset, and major asset, respectively.

Gender of the Respondents in LLLC Tindalo

There were 56 respondents of the study. Figure 4 contains the breakdown of the number of respondents according to gender.

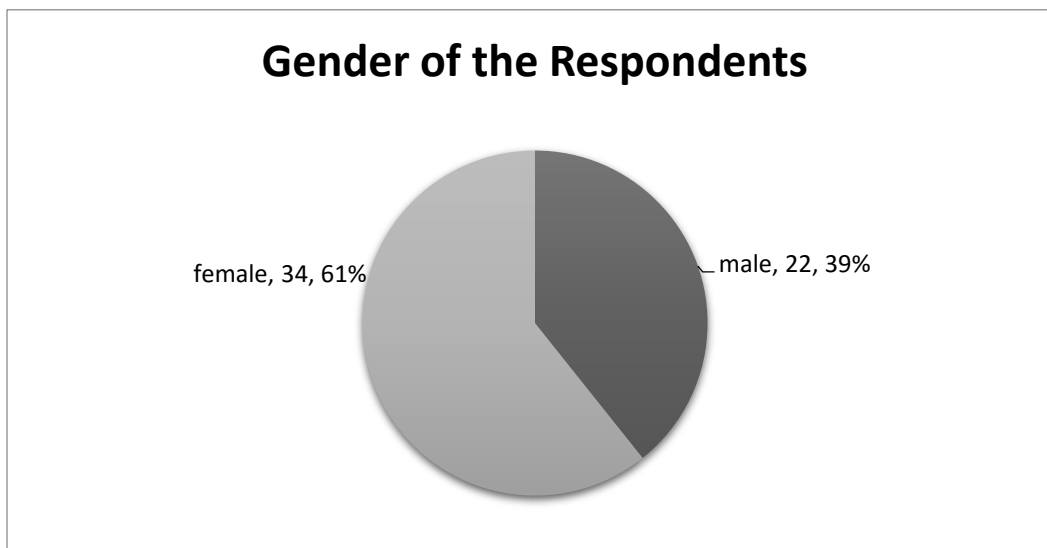


Figure 4: Gender of the Respondents

There were 56 respondents in this study. There were more female respondents than males. Thirty-four out of 56 respondents were females and the remaining were males. I tried to look at the total population of the Philippines and I found out that there are more male 51,733, 500 (50.2%) than female 51,231,900 (49.8%) in the country as of 2015 (Philippine Statistic Authority; [Online]; available from <http://census.gov.ph/statistics/quickstat>). But the difference is not that much. Comparing these two statistics, one can infer that the population of LLLC in terms of gender does not reflect the population of the country in general using the same category.

Relationship of the Respondents with LLLC Tindalo

Figure 5 reflects how many of the respondents were teachers, students, members of the BOT, staff, or parents.

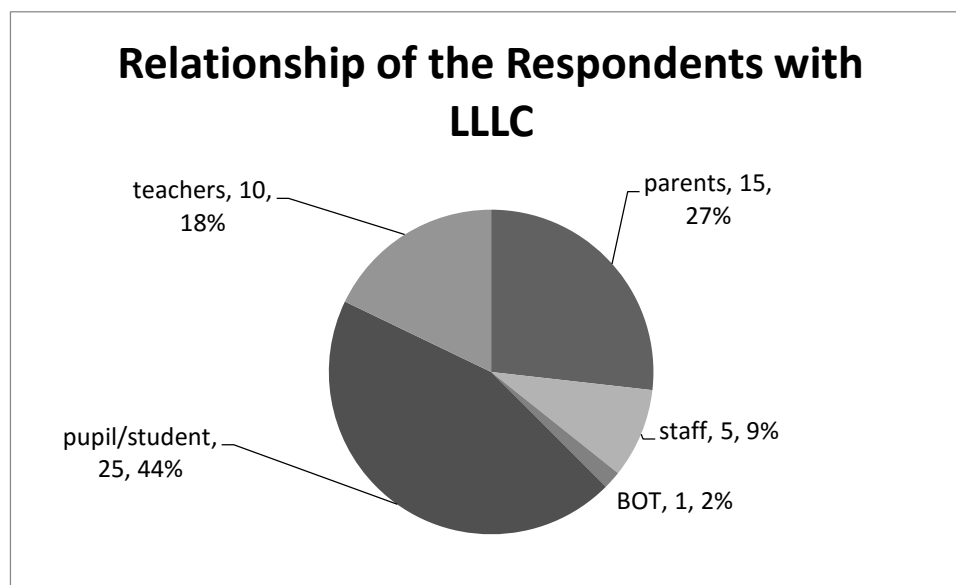


Figure 5: Relationship of the Respondents with LLLC Tindalo

There were twenty-five (44%) pupils, fifteen (27%) parents, ten (18%) teachers, five (9%) staff, and one (2%) BOT member in the study. It should be noted that pupils in this study refer only to the selected Grade 6 pupils of LLLC Tindalo. LLLC population in terms of students, teachers, and staff is about 240 persons; however, the study is limited only to Grade 6 pupils, teachers, parents of Grade 6 pupils, one BOT member, and staff who were present during the administration of the survey questionnaire. So in a general way, the results of the study may not fully represent the total population of LLLC because there were only 56 respondents involved; but at least, all the stakeholders of the institution had at least one or more representatives.

Respondents' Number of Years in LLLC Tindalo

Figure 6 presents the breakdown of the number of respondents according to the number of years that they have spent at LLLC Tindalo.

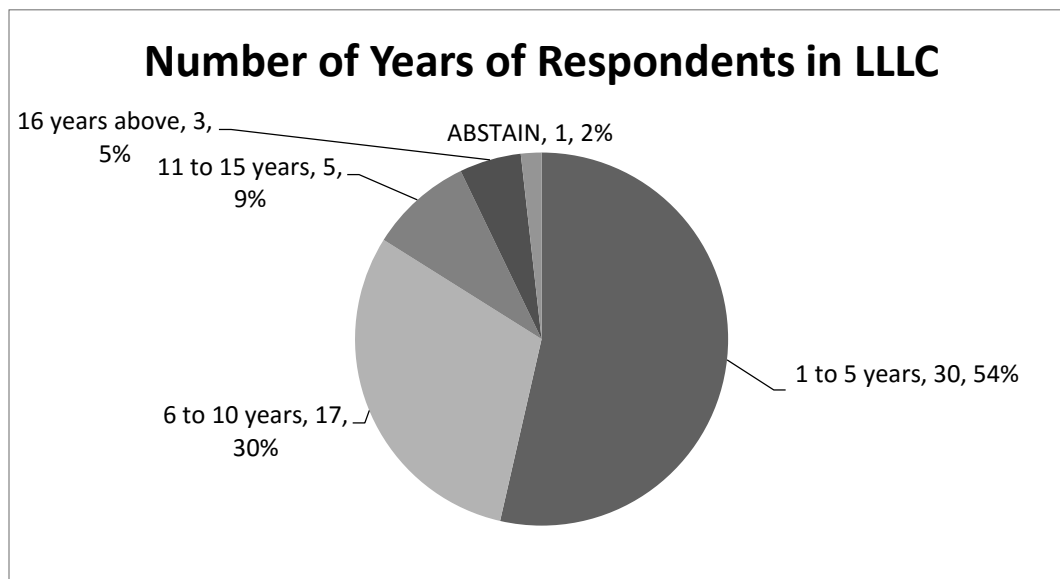


Figure 6: Respondents Years in LLLC

In Figure 6, there were thirty or 54% respondents who have spent one to five years in LLLC Tindalo. Seventeen or 30% of the respondents have spent six to 10 years in the school. Five or 9% of the respondents have been in LLLC Tindalo for 11 to 15 years, three or 5% of the respondents spent 16 years and above at the school, and there was one or 2% of the sample group who abstained. Based on the data from the survey, of the three or 5% respondents who spent 16 years or above in this school, two of those are teachers and one is a school staff person.

Educational Attainment of the Respondents

Figure 7 the breakdown of the number of respondents according to their educational attainment.

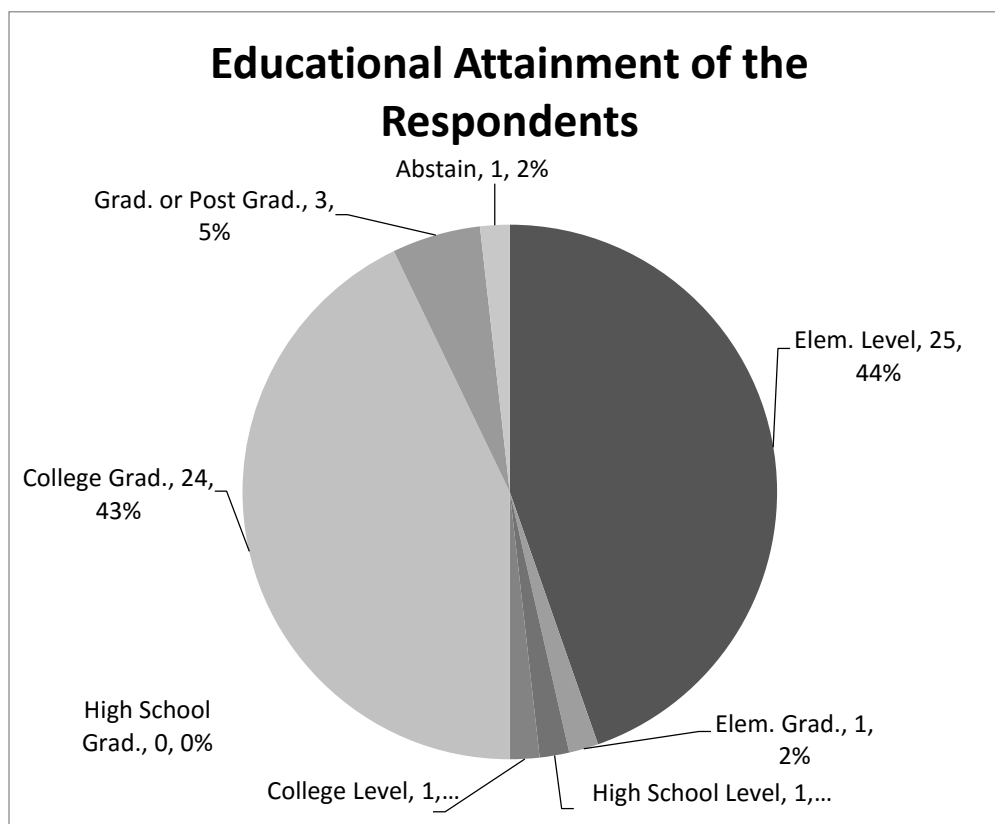


Figure 7: Education of the Respondents

In figure 7, of the 56 respondents there were twenty-five or 44% who are in the Elementary level, one or 2% was an Elementary graduate, one or 2% was in High School level, one or 2% who was in College level, twenty-four or 43% are College graduates, three or 5% had graduate or post-graduate degrees, one or 2% abstained, and there was no one of the respondents who answered that they are in High School at the present time. The majority of the respondents are in Elementary level which is twenty-five or 44%. This accounts for all the Grade 6 pupils who participated in this survey. It should be noted that eight or 10 years ago, LLLC had a High School Department; however, due to

the requirements for the K-12 Curriculum prescribed by the Department of Education, LLLC felt that this is not their priority for now. This is due to the fact that they still want to improve their facilities and increase the number of their teachers to answer the demand of K-12 Curriculum.

Relationship of the Demographic Characteristics of the Respondents to the Four Dimensions of an Effectively Managed Organization

Section two of this chapter deals with the treatment of the first null hypothesis which says, “There is no significant relationship between the demographic characteristics of the selected stakeholders of LLLC Tindalo and the four dimensions of an effectively managed organization which are mission, administrative capacity, board governance, and finances.” To infer whether to reject or accept this null hypothesis, a Chi Square test is applied. A Chi Square test is the appropriate hypothesis testing tool for determining dependence between categorical variables (Ott and Longnecker 2010, 513-516) as opposed to Pearson’s Correlation Coefficient, which is used to demonstrate whether or not two continuous numerical variables are related to each other (Rumsey 2010, 116). The variables involved in the first null hypothesis are categorical rather than continuous; thus, this is used in this current study.

Moreover, the demographic characteristics are categorized into the following: gender, relationship to LLLC, years spent in LLLC, and the educational level of the respondents. On the other hand, the four dimensions of an effectively managed organization are categorized into the following: mission, administrative capacity, board governance, and finances. Given the categorical variables of the hypothesis, the application of Chi Square test is broken down into 16 combinations of variable comparison. These combinations involve: (A) four combinations for gender and each of

the four dimensions, (B) four combinations for relationship to LLLC and each of the four dimensions, (C) four combinations for years spent in LLLC and each of the four dimensions, and (D) four combinations for education and each of the four dimensions. Please note that if the rejection error is less than or equal to 5%, we reject the null hypothesis and infer that there is significant dependence but if the rejection error is more than 5%, we accept the null hypothesis and infer that there is no dependence.

Furthermore, an equally important question is whether or not (1) the responses across each assessment item per element, and (2) the responses across the four dimensions are significantly different. For example, the responses identical in terms of their average perceived assessment but are significantly different in terms of the variances of the responses. The Analysis of Variance (ANOVA) test can provide inference whether or not two or multiple variables are significantly different among each other (Chandrakantha 2014, 2).

Table 2 up to table 6 gives the whole picture of the relationship between the categorical variables and the four dimensions of an effectively managed organization. Therefore, as reflected in table 2 up to table 6, the result that was *not all* of the demographic characteristics of the selected stakeholders of LLLC Tindalo and the four dimensions of an effectively managed organization (which are mission, administrative capacity, board governance, and finances) had significant dependence to each of the categorical variables. These are based on the frequencies of responses of the respondents and through using Chi Square probability.

Dependence or Non-Dependence between Gender and the Four Dimensions Of an Effectively Managed Organization

Table 2 summarizes the summary of the frequencies of responses for the four dimensions by gender. For gender versus mission, the rejection error using Chi Square probability is 37.43%. This error is greater than 5%. Therefore, we accept the null hypothesis, and conclude that there is no significant dependence between “gender” and “mission.” This means that the variables gender and mission do not influence each other and are not connected in any way. By just considering the gender of the respondents, one cannot conclude that all female respondents rated mission as a major asset because there are also a significant number of female respondents who rated mission as a moderate asset.

For gender versus administrative capacity, the rejection error using Chi Square probability is 0.31%, which is less than 5%. So, in that case we reject the null hypothesis. It means that, there is a significant dependence between “gender” and “administrative capacity.” This means that the variables gender and administrative capacity do influence each other and are connected statistically. This explains that since most female respondents indicated that administrative capacity is between major asset and moderate asset, the choice of the whole gender demographic was affected.

For gender versus board governance, the rejection error using Chi Square probability is 26.29%, which is greater than 5%. So we accept the null hypothesis on that dimension. Therefore, there is no significant dependence between “gender” and “board governance,” meaning they do not relate to one another. One can notice that both male and female rated board governance as both a major asset and a moderate asset, implying

that one cannot really conclude that either gender selected just one specific scale in assessing board governance.

Finally, for gender versus finances, the rejection error using Chi Square probability is 17.40%, which is greater than 5%. So we accept the null hypothesis for this dimension. Therefore, there is no significant dependence between gender and finances. It means that there is no consensus on both genders regarding their specific assessment on finances.

Table 2: Summary of the Frequencies of Responses for Four Dimension by Gender

Dimension	Scale	Female	Male	Total
Mission	Major Asset (MA)	46	26	72
	Moderate Asset (MDA)	39	23	62
	Moderate Weakness (MDW)	4	8	12
	Major Weakness (MW)	4	3	7
	Unknown (U)	9	6	15
	Total	102	66	168
Rejection error by Chi Square test = 37.43%				
Administrative Capacity	MA	102	46	148
	MDA	128	82	210
	MDW	79	44	123
	MW	31	43	74
	U	30	21	51
	Total	370	236	606
Rejection error by Chi Square test = 0.31%				
Board Governance	MA	34	12	46
	MDA	29	22	51
	MDW	8	9	17
	MW	14	11	25
	U	17	11	28
	Total	102	65	167
Rejection error by Chi Square test = 26.29%				
Finances	MA	44	17	61
	MDA	56	31	87
	MDW	44	33	77
	MW	29	21	50
	U	30	28	58
	Total	203	130	333
Rejection error by Chi Square test = 17.40%				

Dependence or Non-Dependence between Relationship with LLLC and the Four Dimensions of an Effectively Managed Organization

Table 3 presents the summary of the frequencies of responses for four dimensions by relationship with LLLC. For relationship with LLLC versus mission, the rejection error using Chi Square probability is 14.00%. This error is greater than 5%. Though the entries from BOT are either zeroes or a small value, there are also other zero entries for “Unknown.” Even if we remove either BOT or “Unknown,” or we remove both, the result is still consistent that we cannot reject the null hypothesis because the rejection error is greater than 5%. Therefore, we accept the null hypothesis, and conclude that there is no significant dependence between “relationship to LLLC” and “mission” meaning that the variables relationship to LLLC and mission do not influence each other and are not connected in any way.

For relationship with LLLC versus administrative capacity, the rejection error using Chi Square probability is 0.00%, which is less than 5%. So we reject the null hypothesis. Therefore, there is significant relationship between “relationship with LLLC” and “administrative capacity.” This means that relationship to LLLC and administrative capacity are related statistically. Table 3 reflects that the frequencies of responses by “relationship with LLLC” are distributed among all the scales in the administrative capacity dimension. There is a significant relationship between the relationship of the population to LLLC and the assessment of the administrative capacity. The conclusion of dependence has an error of 0%, that is, the error of rejecting the null hypothesis is 0% which is much lower than 5%.

For relationship with LLLC versus board governance, the rejection error using Chi Square probability is 0.00%, which is less than 5%. So we reject the null hypothesis.

Therefore, there is significant relationship between relationship of the respondents of LLLC and board governance. Table 3 indicates that most of the parents' answer is in the moderate asset category, while most of the staff's answer is in major weakness, the BOT's answer is in moderate asset, and most the students' answer is in major asset. While in the perspective of the teachers, board governance was rated (f-9) as both major asset and moderate weakness. This implies that since most of the respondents rated board governance as moderate asset, but the ratings were all distributed to all the scales in terms of board governance.

For relationship with LLLC versus finances, the rejection error using Chi Square probability is 0.00% which is less than 5%. It means that we reject the null hypothesis as the error of rejection is 0.00%. We are reminded that in statistics if the rejection error is more than 5%, we accept the null hypothesis and infer that there is no dependence. But if the rejection error is less than or equal to 5%, we reject the null hypothesis and infer that there is significant dependence. So we reject the null hypothesis in this case. Therefore, there is a significant dependence between "relationship of the respondents to LLLC" and finances. It shows that among the variables the highest rating on their answer is moderate asset and major weakness was the lowest one; however the ratings by the respondents based on relationship with LLLC were distributed to all the scales in terms of finances. Table 3 below presents the summary of the frequencies of responses for the four dimensions by relationship to LLLC Tindalo.

Table 3: Summary of the Frequencies of Responses for Four Dimensions by Relationship to LLLC Tindalo

Dimension	Scale	Parent	Staff	BOT	Students	Teachers	Total
Mission	Major Asset (MA)	16	5	3	28	20	72
	Moderate Asset (MDA)	20	8	0	25	9	62
	Moderate Weakness (MDW)	3	1	0	8	0	12
	Major Weakness (MW)	1	1	0	4	1	7
	Unknown (U)	5	0	0	10	0	15
	Total	45	15	3	75	30	168
Rejection error by Chi Square test = 14.00%							
Administrative Capacity	MA	37	8	0	67	34	146
	MDA	78	18	3	75	40	214
	MDW	30	12	6	52	22	122
	MW	12	15	2	39	8	76
	U	7	1	0	37	2	47
	Total	164	54	11	270	106	605
Rejection error by Chi Square test = 0.00%							
Board Governance	MA	9	0	0	25	9	43
	MDA	23	1	2	16	9	51
	MDW	2	4	0	9	6	21
	MW	3	10	0	5	6	24
	U	8	0	1	19	0	28
	Total	45	15	3	74	30	167
Rejection error by Chi Square test = 0.00%							
Finances	MA	15	0	0	33	13	61
	MDA	31	5	1	34	15	86
	MDW	13	14	2	26	22	77
	MW	8	10	1	23	9	51
	U	22	1	2	32	1	58
	Total	89	30	6	148	60	333
Rejection error by Chi Square test = 0.00%							

Dependence or Non-Dependence between Number of Years in LLLC and the Four Dimensions of an Effectively Managed Organization

Table 4 presents the summary of the frequencies of responses for four dimensions by number of years in LLLC. For number of years in LLLC versus mission, the rejection error using Chi Square probability is 11.27%. This error is greater than 5%. Therefore, accept the null hypothesis, and conclude that there is no significant dependence between “years in LLLC” and “mission.” Please note that “11-15 years” and “16 years or above” are combined into one group to avoid imbalance in the frequencies, because there are only four respondents who have been in LLLC for 11-15 years, and only three respondents had stayed in LLLC for 16 years or above. This implies that the number of years of the respondents in LLLC has no bearing on the rating of mission as a dimension of an effectively managed organization.

For number of years in LLLC versus administrative capacity, the rejection error using Chi Square probability is 9.50%, which is greater than 5%. So we accept the null hypothesis. Therefore, there is no significant dependence between the respondents’ number of “years in LLLC” and “administrative capacity.” This implies that the frequencies of responses for administrative capacity have no bearing in terms of the respondents’ number of years in LLLC.

For number of years in LLLC versus board governance, the rejection error using Chi Square probability is 0.43%, which is less than 5%. So we reject the null hypothesis for this dimension. Therefore, there is significant relationship between years in LLLC and board governance. It means that the number of years they are staying in LLLC Tindalo is a factor in how the respondents assessed the board governance of their school. Among the variables most of their assessment answers were in the moderate asset category

concerning this particular relationship but next closest was major asset as reflected in table 4.

For number of years in LLLC versus finances, the rejection error using Chi Square probability is 0.51%, which is less than 5%. So we reject the null hypothesis. Therefore, there is significant dependence between years spent in LLLC and finances. It shows that among those who have been 1-5 years in LLLC Tindalo, they gave their highest rate for the finances as a “moderate asset” while their lowest rate is a “major weakness.” For those who stayed 6-10 years the highest rate of assessment is the “unknown” while the lowest one is the “major asset” and for those who stayed 11 years and above their highest rate in assessment is “moderate weakness” while the lowest is the “unknown.” The overall total for this particular area (as we see in table 4) is a “moderate asset” in terms of the frequencies of responses for finances by years in LLLC.

Table 4: Summary of the Frequencies of Responses for Four Dimensions by Number of Years in LLLC Tindalo

Dimension	Scale	1to 5 Years	6 to 10 years	11years above	Total
Mission	Major Asset (MA)	32	25	13	70
	Moderate Asset (MDA)	39	16	6	61
	Moderate Weakness (MDW)	8	3	1	12
	Major Weakness (MW)	5	1	1	7
	Unknown (U)	6	9	0	15
	Total	90	54	21	165
Rejection error by Chi Square test = 11.27%					
Administrative Capacity	MA	78	45	18	141
	MDA	115	59	26	200
	MDW	64	38	21	123
	MW	42	27	4	73
	U	27	27	3	57
	Total	326	196	72	594
Rejection error by Chi Square test = 9.50%					
Board Governance	MA	27	16	3	46
	MDA	31	15	5	51
	MDW	8	7	2	17
	MW	13	3	9	25
	U	11	13	1	25
	Total	90	54	20	164
Rejection error by Chi Square test = 0.48%					
Dimension	Scale	1to 5 Years	6 to 10 years	11years above	Total
Finances	MA	41	13	7	61
	MDA	50	26	8	84
	MDW	39	24	13	76
	MW	23	16	11	50
	U	27	28	1	56
	Total	180	107	40	327
Rejection error by Chi Square test = 0.51%					

Dependence or Non-Dependence between Number of Years in LLLC and the Four Dimensions of an Effectively Managed Organization

Table 5 presents the summary of the frequencies of responses for the four dimensions by education. First, for education versus mission, the rejection error using Chi Square probability is 5.95%. This error is greater than 5%. Therefore, we accept the null hypothesis, and conclude that there is no significant relationship between “education” and “mission.” Please note that there is only one elementary graduate respondent and one high school level respondent; but there are 25 elementary level respondents. Thus we combined elementary level, elementary graduate and high school level into one group. Also, there is only one college level respondent and three graduate or post- graduate respondents; but there are 24 college graduate respondents so we combined college level, college graduate and graduate or post graduate respondents into one group in this study.

Secondly, for education versus administrative capacity, the rejection error using Chi Square probability is 0.00%, which is less than 5%. Therefore, there is significant relationship between the “education” and “administrative capacity.” It means that a group of high school and below perceives administrative capacity differently than a group of college and above, and vice versa. This difference can be attributed to the frequency that falls under moderate asset and unknown in Table 5, in which many more respondents coming from the group of college and above rate administrative capacity as a moderate asset compared to those coming from the group of high school and below. And there are many more respondents from the group high school and below who give a rating of unknown than from the group college and above.

Thirdly, for education versus board governance, the rejection error using Chi Square probability is 0.00%, which is less than 5%. So we reject the null hypothesis. Therefore, there is significant relationship between education and board governance. It implies that the frequencies of responses based on education have no bearing on their ratings for board governance. This also tells us that the ratings on board governance are not affected by the education of the respondents.

Finally, for education versus finances, the rejection error using Chi Square probability is 1.62%, which is less than 5%. So we reject the null hypothesis. Therefore, there is significant dependence between education and finances. In this table we can see that those who are in high school and below for their level of education had the highest number of persons to rate finances as “unknown” and the lowest number in this group put it as a “major weakness.” While in the category of college and above the highest number of persons rated finances as a “moderate asset” and the lowest number was “unknown” on the frequencies of responses for finances based on their education level. One can observe that the frequencies of the responses are distributed among the scales of finances as assessed by the respondents. Table 5 summarizes the frequencies of responses for the four dimensions by the educational attainment of the respondents.

Table 5: Summary of the Frequencies of Responses for Four Dimensions by Education

Dimension	Scale	High School and below	College and above	Total
Mission	Major Asset (MA)	31	39	70
	Moderate Asset (MDA)	26	35	61
	Moderate Weakness (MDW)	8	4	12
	Major Weakness (MW)	4	3	7
	Unknown (U)	12	3	15
	Total	81	84	165
Rejection error by Chi Square test = 5.95%				
Administrative Capacity	MA	73	74	147
	MDA	83	119	202
	MDW	56	66	122
	MW	41	33	74
	U	40	10	50
	Total	293	302	595
Rejection error by Chi Square test = 0.00%				
Board Governance	MA	28	18	46
	MDA	18	33	51
	MDW	9	8	17
	MW	5	20	25
	U	20	5	25
	Total	80	84	164
Rejection error by Chi Square test = 0.00%				
Finances	MA	35	26	61
	MDA	34	50	84
	MDW	30	46	76
	MW	24	26	50
	U	36	20	56
	Total	159	168	327
Rejection error by Chi Square test = 1.62%				

Table 6 gives the whole picture of the relationship between the categorical variables and the four dimensions of an effectively managed organization. Therefore, as reflected in table 6, the result was that *not all* of the demographic characteristics of the selected stakeholders of LLC Tindalo when compared with the four elements of an effectively managed organization (which are mission, administrative capacity, board governance, and finances) had significant dependence to each categorical variable. But just a few of these based on the frequencies of responses of the respondents and through using Chi Square probability had any dependence.

Table 6: Summary of all the Variables and all Four Dimensions

	Variables	Rejection Error of the Null Hypothesis	Accept or Reject the Null Hypothesis?	Conclusion
1	Gender and Mission	37.43%	Accept	No dependence
2	Gender and Administrative Capacity	0.31%	Reject	There is dependence
3	Gender and Board Governance	26.29%	Accept	No dependence
4	Gender and Finance	17.40%	Accept	No dependence
5	'Relationship to LLLC' and Mission	14%	Accept	No dependence
6	'Relationship to LLLC' and Administrative Capacity	0.00%	Reject	There is dependence. Note that even if we exclude the data of BOT respondents and all unknown assessment, still there is significant dependence with an error of 0.00%.
7	'Relationship to LLLC' and Board Governance	0.00%	Reject	There is dependence. Note that even if we exclude the data of BOT respondents and all unknown assessment, still there is significant dependence.
8	'Relationship to LLLC' and Finance	0.00%	Reject	There is dependence. Note that even if we exclude the data of BOT respondents and all unknown assessment, still there is significant dependence.
9	'Years been in LLLC' and	11.23%	Accept	No dependence
10	'Years been in LLLC' and Admin Capacity	9.5%	Accept	No dependence
11	'Years been in LLLC' and Board Governance	0.43%	Reject	There is dependence
12	'Years been in LLLC' and Finance	0.51%	Reject	There is dependence
13	Education and Mission	5.95%	Accept	No dependence
14	Education and Admin Capacity	0.00%	Reject	There is dependence
15	Education and Board Governance	0.00%	Reject	There is dependence
16	Education and Finance	1.62%	Reject	There is dependence

Here we summarize the dependence between the demographic characteristics of the selected stakeholders and the four dimensions of LLLC Tindalo. Note that the results in Table 7 are based on the 5% error of rejection, where the null hypothesis is that there is no dependence between the demographics and the four dimensions of the effectively managed organization of this school.

Table 7: Dependence between Demographic Characteristics and the Four Dimensions

Demographics	Four Dimensions of LLLC			
	Mission	Administrative Capacity	Board Governance	Finances
<i>Gender</i>	Not dependent	Dependent	Not dependent	Not dependent
<i>Relationship to LLLC</i>	Not dependent	Dependent	Dependent	Dependent
<i>Years been in LLLC</i>	Not dependent	Not dependent	Dependent	Dependent
<i>Education Level</i>	Not dependent	Dependent	Dependent	Dependent

Since not all four dimensions of LLLC Tindalo have “no significant relationships” with the four demographic characteristics of the respondents, we reject the first null hypothesis of this study. Based on statistical computation, there is a significant dependence between the demographic characteristics of the respondents and the four dimension of an effectively managed organization for LLLC Tindalo.

Assessment of the Stakeholders on the Management of Light and Life Learning Center Tindalo

This final section of chapter four presents the respondents’ assessment concerning the management of LLLC Tindalo. This addresses the treatment of null hypothesis two which says, “The four dimensions of an effectively managed organization (which are mission, administrative capacity, board governance, and finances) are all major

weaknesses of LLLC Tindalo.” Based on the statistical analysis which will be explained below in detail, null hypothesis two is rejected since the results of the statistical analysis of the four dimensions (which are mission, administrative capacity, board governance, and finances) indicated that these dimensions are *not* all major weaknesses of LLLC Tindalo. The statistical analysis of the study first involves a descriptive analysis. The average for every assessment item, the average of every element of LLLC Tindalo, and their associated variances and percentages are inspected first. From this descriptive analysis, the averaged assessment is drawn for each assessment item and for each element as to the following scores: major weakness, moderate weakness, moderate asset, and major asset. Please note that all the names here are not the actual names of the respondents for the purpose of privacy and confidentiality.

The Assessment of the Respondents on Mission as an Element of an Effectively Managed Organization

Figure 8 is a picture of how all the respondents assessed mission as an element of the administration at LLLC Tindalo. It is given in a percentage format. One can see that most of the respondents rated mission as a moderate asset given the average of the rating with all three statements under mission. This implies that LLLC Tindalo:

a) clearly articulated the mission and agreed upon purpose, b) shared values and beliefs that guide the organization and its members, c) made the vision clear as to what the organization is trying to accomplish, and d) showed what it will take to make the agreed upon vision happen for the community and organization. In Figure 8, M stands here about mission and the number emphasizes the sequence of the element from the EEMO tool survey data like for example M1 means question number one for Missions from the Part

II of the survey questionnaire which deals with the assessment of the four dimensions of an effectively managed organization. Then the number 5, 4, 3, 2, 1, and 0 are the respondents answers based on the following questions.

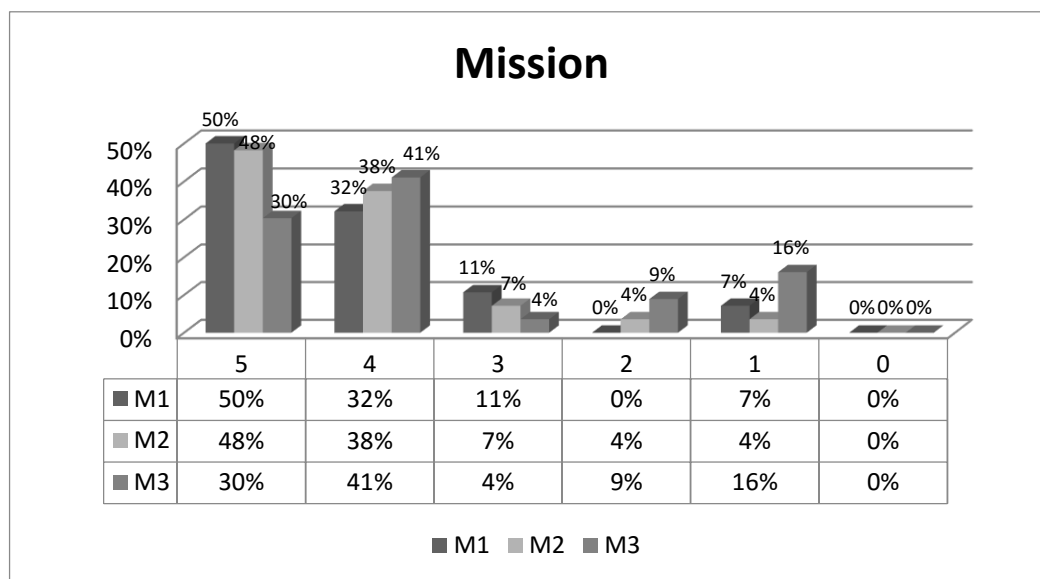


Figure 8: Respondents' Perceived Answer in Percentage Form for Mission

Based on the results of my interview with the respondents, the four interviewees agreed with each other that the mission of the school has always been reaching out to children for Christ. According to Mr. Jay, “The mission was established since the beginning of the Light and Life Learning Center as it was started as a laboratory for the Bible College students for students who are taking Bachelor of Religious Education. The original purpose was to train these Bible College students so they can teach children in the places where they will be assigned.” Mr. Jay added that the mission of the school has been enhanced and revised in order to fulfill the requirements for application to the Department of Education, Culture and Sports.

According to Ms. Jean, one of the teachers of this school, she said, “The mission of the school is not to convert children so they become Free Methodists but to educate

them about God.” Ms. Janice said, “I think the mission of the school is good because it helps not just the teachers but also the learners. Part of the mission of the school is to train the students not just for knowledge and skills to be developed, but also for values to be instilled in the lives of the children.”

Averaged Perceived Assessment for Mission

Table 8 presents the averaged assessment for mission. The code M1 means statement 1 for mission; M2 means statement 2 and M3 means statement 3 for mission. The averaged perceived assessment for the three assessment items (M1, M2, M3) for “Mission” is shown in this table.

Table 8: Averaged Assessment for Mission			
<i>Mission</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
M1	56	4.18	Moderate Asset
M2	56	4.23	Moderate Asset
M3	56	3.61	Moderate Asset

The assessment for each of these items is “Moderate Asset” as the average of the respondents’ rate were in that the scale and noted that for 3.50 – 4.49 is a “Moderate Asset.”

Inference for the Whole Population of Mission about the Average

Table 9 portrays the averaged assessment for mission using T-Test. In order to know if the result in table 9 was really reflected the whole population of LLLC Tindalo, we used inferential statistic. Using the perceived assessment from 56 respondents for M1, we observe that M1 is a “Moderate Asset” but the question is if M1 indeed is a

“Moderate Asset” for the whole population of LLLC Tindalo, which is 240? So we checked it and found that in Table 9, we hypothesized (Null Hypothesis) that the population mean for M1, M2, and M3 are 4.000, 4.000, and 3.865, which are all within the scale for “Moderate Asset.” Using the T-Test, we reject the null hypothesis at a significance of 5% rejection rate. Therefore, each assessment item for Mission would be a “Moderate Asset” for the whole LLLC Tindalo.

<i>Mission</i>	<i>Sample Average</i>	<i>Hypothesized Average</i>	<i>Assessment Using T-Test</i>
M1	4.18	4.000	Moderate Asset
M2	4.23	4.000	Moderate Asset
M3	3.61	3.865	Moderate Asset

Is there a Difference on the Perceived Responses among the Assessment Items for Mission?

In table 9, we noticed that although M1, M2, and M3 are all “Moderate Asset,” the item M3 receives the lowest averaged score, which is just slightly above the border between “Moderate Weakness” and “Moderate Asset.” Then as one will ask if M3 was really different from M1 and M2 then one can use ANOVA (Analysis of Variance) looking at table 10 showed the result of ANOVA to infer whether or not there was a significant difference among M1, M2, and M3. In connection a null hypothesis for this case (that there is no significant difference among M1, M2, and M3) was answered through the test statistic for ANOVA which is the F-statistic.

Table 10 shows the result of ANOVA. The test statistic for ANOVA is the F minus statistic. In this table, F critical is the F value for a rejection rate of 5%. If F is

greater than F critical, we reject the null hypothesis with a rejection error determined by the P minus value.

Table 10: ANOVA: Assessment Items for Mission			
<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F critical</i>
Between Groups (M1, M2, M3)	4.747687	0.009891	3.050787

Based on table 10, we reject the null hypothesis with a rejection error of 0.99%, which is less than 5%. Please note that the over-all average assessment for Mission is 4.01, which is centered at “moderate asset.” But because ANOVA says that there was significant difference among the items for Mission, we give particular interest to M3, which is significantly different from M1 and M2.

Difference or Indifference on the Perceived Responses among the Assessment Items for Mission

As one looked at the descriptive statistics shown in table 10 one noticed that M3 has an average way below the corresponding averages for M2 and M1. It was rated 3.61 by the respondents. Then as one looked at Table 11, it shows the breakdown of the numbers of respondents who answered each question using the same scale of 5 as major asset, 4 as moderate asset, 3 as moderate weakness, 2 as major weakness and 1 as unknown.

Table 11: Frequencies for Mission							
	Major Asset (5)	Moderate Asset (4)	Moderate Weakness (3)	Major Weakness (2)	Unknown (1)	Abstain (0)	Total
M1	28	18	6	-	4	-	56
M2	27	21	4	2	2	-	56
M3	17	23	2	5	9	-	56

Also, we observed in Table 11 that there are more respondents who answered “Unknown” for M3 than for M1 and M2. Additionally, the majority of the perceptions in M3 were “Moderate Asset,” while in M1 and M2 were “Major Asset.” So we need to answer if there was really a significant difference among M1, M2, and M3. Therefore, there was a significant difference among M1, M2, and M3.

In light of these findings regarding mission, Ms. Jelly, part of the PTA, commented that she had seen the mission statement on the school wall. She has read that also, but she was not convinced that the mission is fulfilled totally because when she looks at her own daughter who is now graduating in elementary, she observes that her daughter has a lot of confusion about so many things regarding the school. Maybe this is one of the reasons why mission was not rated as a “major asset” of the school since there are still areas where the values of the school were not communicated in the actual lives of its students.

I also asked the respondents about the organizational values that keep the work of this school going. Mr. Jay said that it is the commitment of the workers there despite financial limitations and the commitment of the teachers and staff to serve in the school. Ms. Janice said that what keeps the school going is the values the teachers taught to the children. For her, to be part of this school is good. She likes the environment and she also loves the fellowship of her co-teachers compared to other schools. She shares that LLLC is a family. She also believes that the principal has good leadership because she knows how to handle and take care of everybody in the school.

Assessment of the Respondents on the Administrative Capacity
of LLLC Tindalo

The second dimension of an effectively managed organization according to Allison and Kaye is administrative capacity. Figure 9 contains the respondents' perceived answer in percentage form. Please note that this figure shows the percentage form of the respondents' answers in each of this dimension's questions from A4 up to A14 (meaning statements that refer to Administrative Capacity) using the scale of 5 as major asset, 4 as moderate asset, 3 as moderate weakness, 2 as major weakness and 1 as unknown. It shows that there were abstentions: 1 respondent abstained on A4 which is 2%, 2 respondents in A5 which is 4%, 1 in A7, 3 in A10, 1 in A11, and 1 in A12.

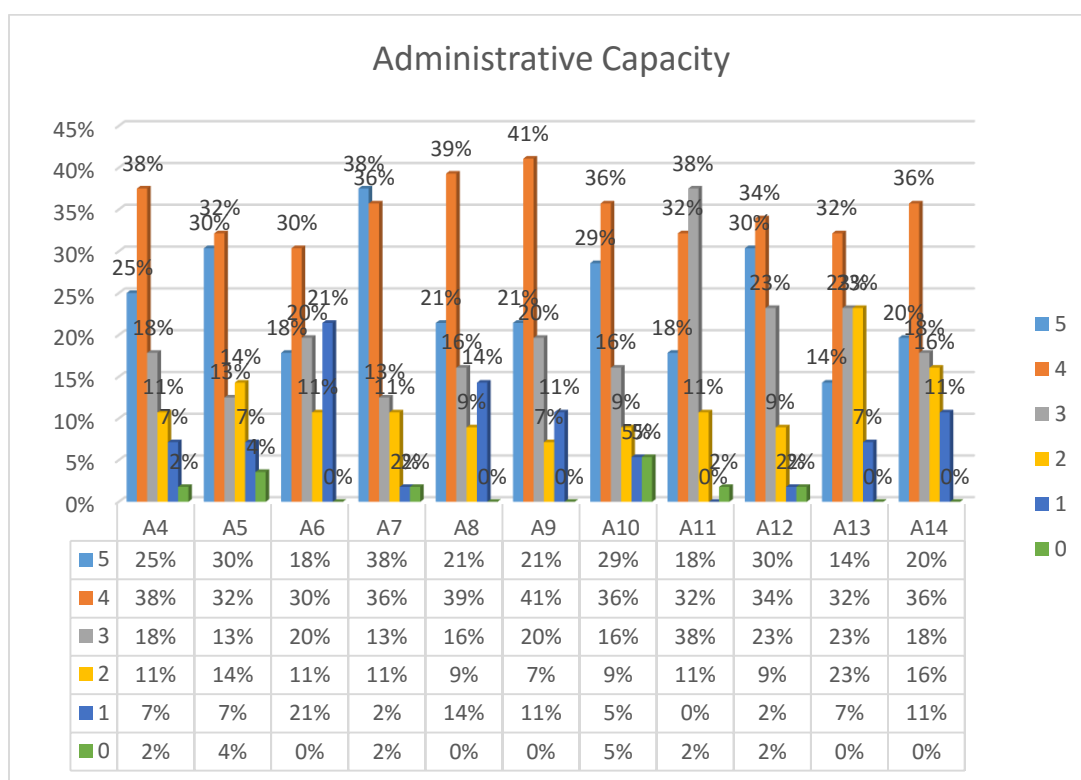


Figure 9: Respondents' Perceived Answer in Percentage Form

Averaged Perceived Assessment for Administrative Capacity

Table 12 shows the summary of the respondents' perceived assessment for Administrative Capacity from A4, A5, A6, up to A14 wherein A7 got the highest average

per items here in administrative capacity while A6 got the lowest one among 56 respondents. So please see and observe table 12.

Table 12: Averaged Assessment for Administrative Capacity

<i>Administrative Capacity</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
A4	56	3.57	Moderate Asset
A5	56	3.54	Moderate Asset
A6	56	3.13	Moderate Weakness
A7	56	3.91	Moderate Asset
A8	56	3.38	Moderate Weakness
A9	56	3.55	Moderate Asset
A10	56	3.57	Moderate Asset
A11	56	3.41	Moderate Weakness
A12	56	3.71	Moderate Asset
A13	56	3.23	Moderate Weakness
A14	56	3.36	Moderate Weakness

The average perceived assessment for each item for Administrative Capacity is shown in Table 12. It means that in this dimension A7 got the highest average per items here in administrative capacity which talks about the “organization attracts and retains staff members who have the appropriate experience and expertise to perform their duties well.” Meanwhile A6 got the lowest one wherein a lowest average answered about whether this school has “a three-to-five-year strategic plan that highlights core programs and organizational strategies that are in place and guide the allocation of resources.” It was followed by A13 which emphasized that they have lack in “sufficient training and support exist to facilitate staff and student use of information technology” as assessed by the respondents which considered this as the second lowest moderate weakness of this dimension.

I also interviewed the four respondents regarding administrative capacity. All four of them said, “In this school, teaching is good and the teachers are also good; however, there is a lack of facilities.” Ms. Jelly said, “The environment of the school was not totally good.” She further explained that one of the factors why parents continue to enroll their children in LLLC is the affordable tuition fee compared to other schools. Then, she added that as PTA officers, they asked the school to give them an office so that if parents would have questions and concerns, the officers can respond anytime because they would know where they could come.

In terms of planning, Ms. Jelly said that she has no issues about the teachers but her concern is about the administration of this school. She thinks that concerning the 3-to-5-year plan, it is like it is floating. She admitted that there are projects that the school has done, the school stage for example, but other than that she does not know of the existence of a the 3-to-5-year plan.

Inference for the Whole Population for Administrative Capacity about the Average

Table 13 showed the T-Test for every assessment item for Administrative Capacity for LLLC Tindalo. The T-Test shows that the assessment in Table 13 of A4 up to A14 is true for the whole population of LLLC Tindalo.

Table 13: Averaged Assessment for Administrative Capacity

<i>Administrative Capacity</i>	<i>Average</i>	<i>Hypothesized Average</i>	<i>Assessment</i>
A4	3.57	3.865	Moderate Asset
A5	3.54	3.865	Moderate Asset
A6	3.13	3	Moderate Weakness
A7	3.91	4	Moderate Asset
A8	3.38	3.135	Moderate Weakness
A9	3.55	3.865	Moderate Asset
A10	3.57	3.865	Moderate Asset
A11	3.41	3.135	Moderate Weakness

A12	3.71	4	Moderate Asset
A13	3.23	3	Moderate Weakness
A14	3.36	3.135	Moderate Weakness

Is there a Difference on the Perceived Responses among the Assessment Items for Administrative Capacity?

Table 14 shows the sum of frequencies from each assessment item A4, A5, up to A14 for administrative capacity. The tabulation is categorized into two groups: “high school and below” and “college and above.” The sum of frequencies are tallied according to assessment scores: 5 as major asset, 4 for moderate asset, 3 for moderate weakness, 2 for major weakness, and 1 for unknown.

In table 14, the null hypothesis is that there is no significant difference among A4, A5, up to A14 perceived assessment for Administrative Capacity. Since, the rejection error is 9.08%, which is greater than 5%, we fail to reject the null hypothesis. If we look back at Table 13 we saw that A6, A8, A11, A13 and A14 are “Moderate Weakness,” while A4, A5, A7, A9, A10 and A12 are “Moderate Asset.”

Table 14: ANOVA: Assessment Items for Administrative Capacity

<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups (A4, A5, up to A14)	1.643241	0.090831	1.846342

However, all of them have an average below 4.00. The over-all average assessment for Administrative Capacity is 3.4870, which is a “Moderate Weakness.” Although some items for Administrative Capacity are “Moderate Asset,” we can treat them as a whole as a “moderate weakness” because according to ANOVA, there is no significant difference among each of the assessment items for Administrative Capacity.

Therefore, there is really no significant difference among the assessment items for Administrative Capacity.

Michael J. Keppell in his book, *Instructional Design: Case Studies in Communities of Practice* wrote that during the 1990s, educational institutions throughout the world began to recognize and exploit the potential of technology. It was stated there that if technology is properly used, it can assist in providing high quality education with better flexibility and accessibility (Keppell 2007, 217). In this study, 17 respondents commented that there is a need to improve the administrative capacity of this institution. They also emphasized that the school needs to give importance to technology and infrastructure projects. One respondent commented that one of the weaknesses of the school is their physical set up, classrooms, facilities needing some attention, and the building is not really updated at this point.

Assessment of the Respondents on the Board Governance of LLLC Tindalo

The third dimension of an effectively managed organization is board governance. Allison and Kaye propose that board governance contributes to an effectively managed organization. In agreement to this, Fairbanks with his co-writers in their book, *Best Practices for Effective Boards* talked about the fact that board members be purposely involved in mutual liability, communication, evaluations, and board improvement while taking the necessary time to process decisions, and thereby to remove unnecessary surprises. They are to be united and resolve to work together over change and transitions for the good of the kingdom, the advance of the gospel, and the prosperity of the organization (Fairbanks, Gunter, and Couchenour 2012, 7). Moreover, Gow said that “A strong and healthy board will have (and follow) clear policies on such matters as

investment and conflict-of-interest, as well as a committee structure thoughtfully tailored to the broad needs of the school, as well as to its administrative functions” (Gow 2009, ii). Billy Arcement in his article, “Winning Strategies for Board Members” states that a winning school board is exercising its leadership by stressing that there be some overall coordination of activities that, when achieved, will result in a stronger and more effective school district for children (Arcement 2009, 47).

Figure 9 depicts the respondents’ perceived answer in percentage form. It presented the percentage of respondents who answered the scale of 5 as major asset, 4 as moderate asset, 3 as moderate weakness, 2 as major weakness and 1 as unknown. The bar which has a blue color is for the percentage in B15 question, orange for B16, and gray for B17 wherein all of these emphasized the status of the board governance of LLLC Tindalo according to the adapted EEMO tool questionnaire. Please note that in B17 among 56 respondents one of them abstained.

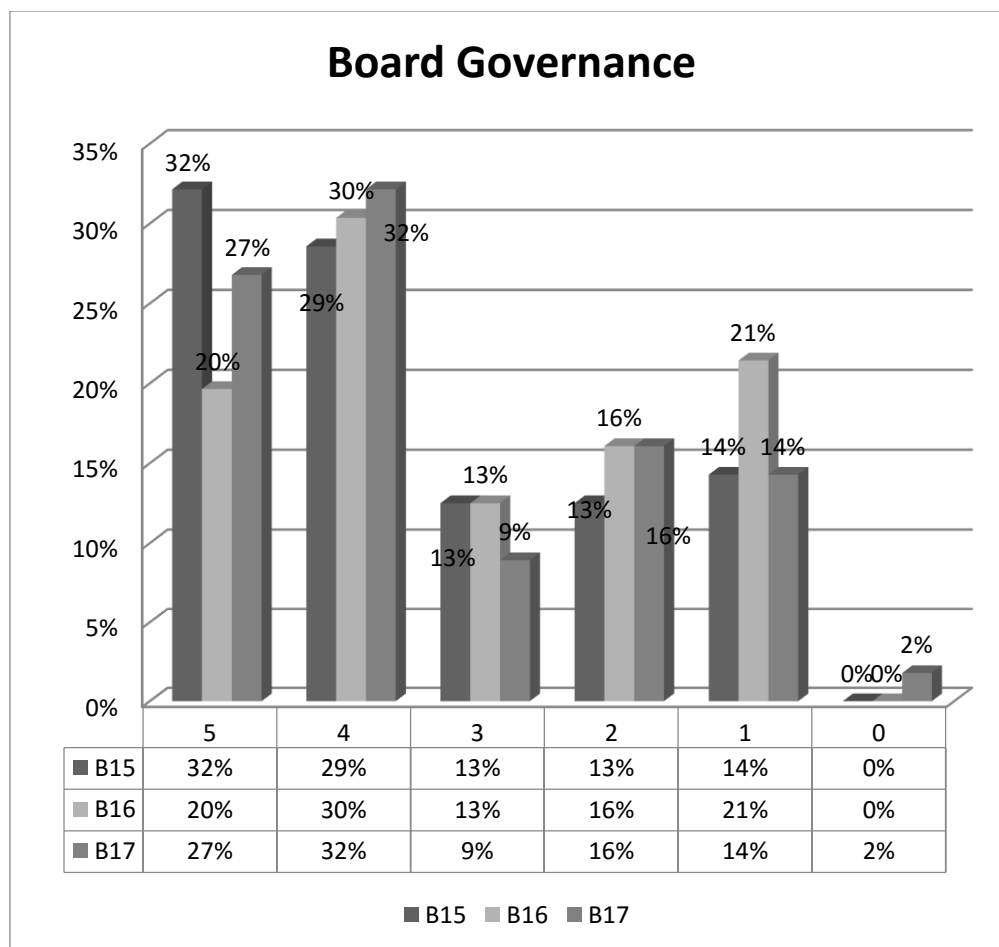


Figure 10: Respondents' Perceived Answer in Percentage Form for Board Governance

Averaged Perceived Assessment for Board Governance

Table 15 presents the average and the result of the assessment for board governance in B15, B16, and B17 in 56 respondents. The average result is moderate weakness for B16 and B17, while B15 is a moderate asset of board governance.

Table 15: Averaged Assessment for Board Governance

<i>Board Governance</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
B15	56	3.52	Moderate Asset
B16	56	3.14	Moderate weakness
B17	56	3.39	Moderate weakness

Inference for the Whole Population for Board Governance about the Average

In Table 16, B15 is really a Moderate Asset for the whole population of LLLC, while B16 and B17 are Moderate Weakness. It talks about the average assessment for board governance using T-Test, consisting of sample average, hypothesized average, and the results of assessment using T-Test is statistic.

Table 16: Averaged Assessment for Board Governance using T-Test

<i>Board Governance</i>	<i>Sample Average</i>	<i>Hypothesized Average</i>	<i>Assessment Using T-Test</i>
B15	3.52	3.865	Moderate Asset
B16	3.14	3	Moderate Weakness
B17	3.39	3	Moderate Weakness

Is there a Difference on the Perceived Responses among the Assessment Items for Board Governance?

We used ANOVA to show if there is significant difference among B15, B16, and B17. In table 16, the rejection error is 39.05%, which is greater than 5%. So we fail to reject the null hypothesis. Therefore, there is no significant difference among B15, B16, and B17. The over-all average assessment for Board Governance is 3.35, which falls within the scale for “Moderate Weakness.” ANOVA says that there is no significant difference among B15, B16, and B17. This means that although B15 is “Moderate Asset,” we can actually treat Board Governance as a whole as “Moderate Weakness.”

I asked the respondents about the constitution of the Board of Trustees of LLLC. Ms Janice said that she knows that the board members come from different places and that most of them cannot be easily contacted. But she expressed that there might be some lack of communication between the board and the principal.

In addition, Mr. Jay said that the board of directors of the LLLC are volunteers and they are representatives from the annual conferences of the FMC. He admitted that

indeed it is so hard to find time for the board to meet due to their busy schedules. He also commented, “One of their problems lies in the fact that the Board does not have time to really think through what is best for this school. I would like to see someday that the school will have its own board who will really spend time strategizing for the improvement and development of the Light and Life Learning Center. Ms. Jelly expressed that she did not feel that the Board provides effective governance and does not delegate management to the principal or any staff in the school.

These responses from the respondents were reflected on the result of the survey where B17 got the lowest average in this dimension. The statement on B17 says, “The board works collaboratively with the principal and in the result of the interview that was conducted board members lack of communication within the school community.” The respondents observed that there is no effective formal or informal communication systems that are in place to encourage support, trust, and cooperation among each other to build strong relationships leading to the success of this institution.

Table 17: ANOVA: Assessment Items for Board Governance

<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups (B15, B16, B17)	0.945756	0.390481	3.050787

Assessment of the Respondents on the Finances of LLLC Tindalo

The final dimension on an effectively managed organization according to Kaye and Allison is finances. There should be a realistic short-term and long-term fund development program in place. Also, there should be a plan to have a fund development activities that secure adequate financial resources for the organization. They added that

accurate, timely maintained financial records, and an effective use of appropriate technology, computers, and other management information systems constitute an effective organization.

Figure 11 will show the percentage of respondents answers in each of the questions referring to F18, F19, F20, F21, F22 and F23 of the EEMO tool that talks about finances as the fourth dimension of this study in the corresponding scale of 5 as major asset, 4 as moderate asset, 3 as moderate weakness, 2 as major weakness and 1 as unknown. Please note that in this dimension among 56 respondents in F19 one of them abstained, also in F21 and F23.

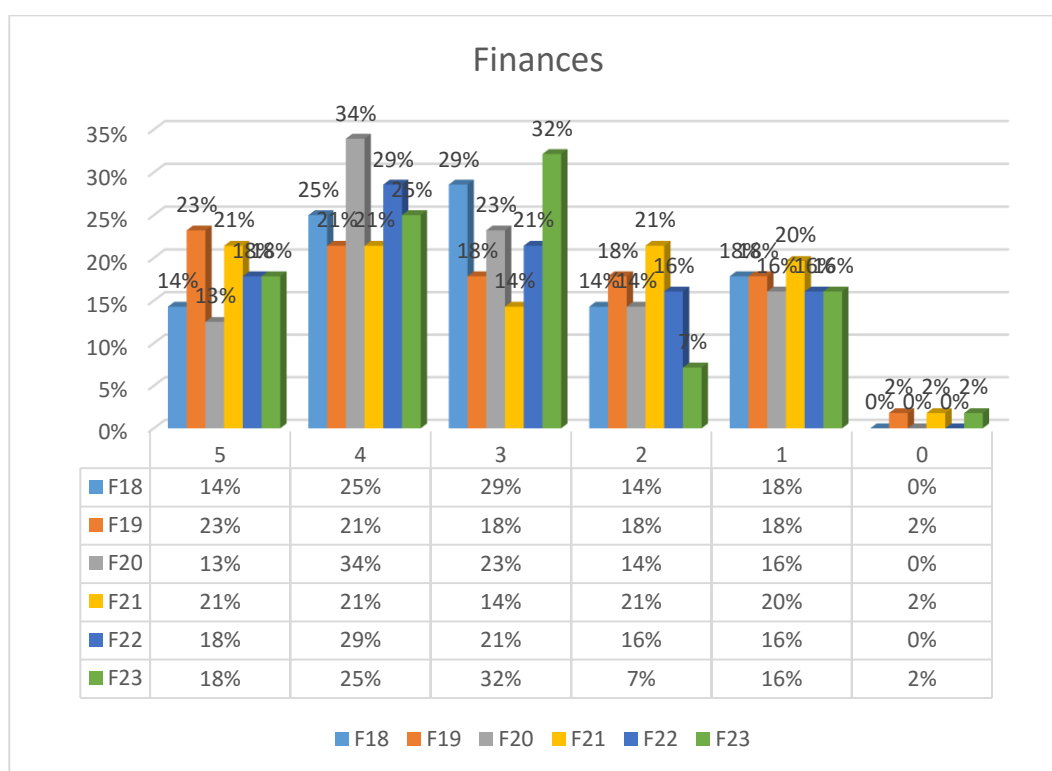


Figure 11: Respondents Perceived Answer in Percentage Form for Finances

Averaged Perceived Assessment for Finances

In table 18, all of the items in finances from F18, F19, F20, F21, F22, and F23 are all moderate weaknesses, in terms of their averaged assessment scores which all fall within 2.50 to 3.49.

Table 18: Average Assessment for Finances

<i>Groups</i>	<i>Count</i>	<i>Average</i>	<i>Assessment</i>
F18	56	3.04	Moderate weakness
F19	56	3.13	Moderate weakness
F20	56	3.09	Moderate weakness
F21	56	3.04	Moderate weakness
F22	56	3.16	Moderate weakness
F23	56	3.16	Moderate weakness

Inference for the Whole Population for Finances about the Average

In table 19, each assessment item is moderate weakness for the whole population of LLLC Tindalo based on the T-Test. It talks about the average assessment for finances using the T-Test wherein presented the sample average, hypothesized average, and result of the assessment using T-Test.

Table 19: Averaged Assessment for Finances using T-Test

<i>Mission</i>	<i>Sample Average</i>	<i>Hypothesized Average</i>	<i>Assessment Using T-Test</i>
F18	3.04	3	Moderate weakness
F19	3.13	3	Moderate weakness
F20	3.09	3	Moderate weakness
F21	3.04	3	Moderate weakness
F22	3.16	3	Moderate weakness
F23	3.16	3	Moderate weakness

This table presents that F18 which talks about the organization has a realistic fund raising plan for long-term financial stability, and F21 which is about the staff and teachers being involved in budgeting process, receive financial reports and update projections on a regular process both got the lowest average on this assessment as the moderate weaknesses in this dimension.

Is there a Difference on the Perceived Responses among the Assessment Items for Finances?

In table 20 the null hypothesis states that there is no significant difference among the assessment items for Finances. As the rejection error is 99.29%, it is much higher than 5%. Thus we fail to reject the null hypothesis. Notice that the rejection error on the null hypothesis that there is no significant difference among the assessment items for Finances is 99.29%, which is very high. It signifies that the perceived assessment for the items for Finances are significantly the same. In addition, all items are marked “Moderate Weakness.” Also please note that the over-all average for Finances is 3.1, which is well-centered within the scale for “Moderate Weakness.” The statistical results yielded that there is no significant difference among the assessment items for Finances.

Table 20: ANOVA: Assessment Items for Finances

<i>Source of Variation</i>	<i>F</i>	<i>P-value</i>	<i>F critical</i>
Between Groups (F18, F19, up to F23)	0.0952	0.9929	2.2413

Truly it is important to be aware of the financial status of the school and implement strategic ways on how to have enough funds to sustain the school management. Peter Gow is right that fund-raising matters as much for the depth and lasting stability of the giving pool as it does for the amount raised. There should be a

healthy growth in annual contributions, with many donors, rather than a few who control the direction of the school. Then he added that the school should also have an active and varied development program, and an annual fund that adds noticeably to gross income (Gow 2009, 66). In relation to this, based on the interview, Mr. Jay said that they have effective monitoring, especially on finances. The school is financially audited every year by a licensed accountant because this is one of the requirements of the Board of Directors.

In this section, table 21 presents a summary of the assessment of the respondents regarding the four dimensions of an effectively managed organization. Based on this general summary, one can say that the four dimensions of an effectively managed organization according to Kaye and Allison (which are mission, administrative capacity, board governance, and finances were *not* major weaknesses of LLC Tindalo as assessed by the 56 respondents of this study.

Table 21: Over-all Averaged Assessment for the Four Dimensions by the Selected Respondents

Dimensions	Averaged score	Assessment
Mission	4.0060	Moderate asset
Administrative Capacity	3.4870	Moderate weakness
Board Governance	3.3512	Moderate weakness
Finances	3.1012	Moderate weakness

In this table it shows that Mission is the element got the highest average score of 4.0060 which assessed it as a moderate asset. Then the Administrative Capacity got the average score of 3.4870 wherein it is assessed as a moderate weakness. Board Governance got the average score of 3.3512 which assessed it as a moderate weakness, and Finances got the average score of 3.1012 wherein it was assessed as a moderate weakness also in over-all average assessment. Please note that the acceptance or rejection

of this null hypothesis is determined by T-Test. The T-Test is the appropriate hypothesis testing about the average of the population when the standard deviation of the population is unknown (Rumsey 2010, 109-110). In this study, the assessment for the four dimensions are based on the average assessment score for each element, which determines to which scale it belongs. In this study, since only the standard deviation of the samples (e.g. the respondents) is known, the T-Test is the appropriate hypothesis testing about the average.

Table 22: Summary of All Respondents' Assessment with the Four Dimensions

Dimensions of LLLC	Average	Hypothesized Average	Result	Rejection error	Conclusion
Mission					
M1	4.18	1.75, 2.00, 2.25	Reject	0.00%	"Mission" is not a major weakness.
M2	4.23	1.75, 2.00, 2.25	Reject	0.00%	
M3	3.61	1.75, 2.00, 2.25	Reject	0.00%	
Administrative Capacity					
A4	3.57	1.75, 2.00, 2.25	Reject	0.00%	"Administrative Capacity" is not a major weakness.
A5	3.54	1.75, 2.00, 2.25	Reject	0.00%	
A6	3.13	1.75, 2.00, 2.25	Reject	0.00%	
A7	3.91	1.75, 2.00, 2.25	Reject	0.00%	
A8	3.38	1.75, 2.00, 2.25	Reject	0.00%	
A9	3.55	1.75, 2.00, 2.25	Reject	0.00%	
A10	3.57	1.75, 2.00, 2.25	Reject	0.00%	
A11	3.41	1.75, 2.00, 2.25	Reject	0.00%	
A12	3.71	1.75, 2.00, 2.25	Reject	0.00%	
A13	3.23	1.75, 2.00, 2.25	Reject	0.00%	
A14	3.36	1.75, 2.00, 2.25	Reject	0.00%	
Board Governance					

B15	3.52	1.75, 2.00, 2.25	Reject	0.00%	“Board Governance” is not a major weakness.
B16	3.14	1.75, 2.00, 2.25	Reject	0.00%	
B17	3.39	1.75, 2.00, 2.25	Reject	0.00%	
Finance					
F18	3.04	1.75, 2.00, 2.25	Reject	0.00%	“Finance” is not a major weakness.
F19	3.09	1.75, 2.00, 2.25	Reject	0.00%	
F20	3.13	1.75, 2.00, 2.25	Reject	0.00%	
F21	3.04	1.75, 2.00, 2.25	Reject	0.00%	
F22	3.16	1.75, 2.00, 2.25	Reject	0.00%	
F23	3.16	1.75, 2.00, 2.25	Reject	0.00%	

Based on this table about answering the question, “Are the Mission, Administrative Capacity, Board Governance, and Finances all Major Weaknesses of LLLC Tindalo?” The answer is that the four dimensions of LLLC Tindalo are not major weaknesses of LLLC Tindalo. It implies that in these four dimensions, Mission receives the highest average assessment score, which is as a “Moderate Asset.” Although Administrative Capacity, Board Governance, and Finances are all “Moderate Weaknesses,” Finances is the weakest of the three and that is statistically significant. Finances gets the lowest perceived assessment score and also it is statistically significant. We can treat the four dimensions separately from one other because ANOVA says that their perceived assessments are different from one another. Therefore, we can give emphasis per each dimension separately for the recommendations. And that is safe to do because ANOVA says that they are different from one another.

LLLC indeed has its own weaknesses and strengths. In this light, Mr. Jay said, “There is really a need for the school to re-study, evaluate the present conditions and systems that we have in order to be able to not only compete but excel in our educational system and provide a good atmosphere for those children who are in LLLC. There is also

a need to provide a very good and excellent training for our teachers as well as good incentives. This is my dream and I hope that it will be fulfilled soon.”

Ms. Jean commented that one of the weaknesses of the school is its inability to keep up with the present times. She says, “The administration should work hand in hand for the welfare of the whole institution. As it is now, this school is one of the oldest schools in town, but other newer schools have already superseded it in terms of growth and financial stability.” Another respondent commented that one of the weaknesses of the school is on the facilities side. The respondent said, “This school has no laboratory, and no updated technology to cater to the school community. It seems that the children are already behind in these matters. The children do not have computer classes. There is no faculty room.”

Indeed, based on the presentation, analysis, and interpretation of the data I agree with what John Holt said in his book, *Analyses of Contemporary Education* about what a school should look like. It should be a place where students are not afraid of being wrong, not afraid of the teachers, and not afraid of taking risks and playing with ideas. School should be a place where there are teacher-student interactions (Holt 1973, 55). In addition, Jerome Jawili Ares is really right that “Organizations normally design and adopt programs to equip their people and empower them to effectively and efficiently carry out their specific assignments or jobs” (Ares 2007, 3). Furthermore, it is true as to what Wayne K. Hoy and Cecil G. Miskel stated in their book that to be an effective learning organization’s school, and it is important to find ways to create structures that continuously support teaching, learning and enhance organizational adaptation. Other important factors are the development of organizational cultures and climates which are

open, collaborative, and self-regulating in order to attract individuals who are secure, effective and open to change, preventing unpleasant and dishonest governments from moving the genuine activities of learning and teaching.

This chapter discussed the presentation, analysis and interpretation of the data. The next chapter shows the summary, findings, conclusions, and recommendations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This final chapter presents the summary, findings, conclusions and recommendations for the current study. The summary begins with the problem of the study and its background, and the four dimension of the elements of effectively managed organization. The stakeholders in this study refer to the parents of Grade 6 pupils, teachers, staff, Board of Trustees (BOT), and Grade 6 pupils of LLLC Tindalo St., Guingona Subdivision, Butuan City, Philippines. The questionnaire obtained valuable information concerning the respondents' demographic characteristics, and their personal

perceptions of LLLC Tindalo according to the areas which covered in the assessment wherein limited to the following four dimensions that Allison and Kaye included in their framework: (a) mission; (b) administrative capacity; (c) board governance; (d) and finances. The findings identified significant aspects of the research based on the statistical results of the data gathered. The conclusions included a number of interpretations based on the findings of the study. Finally, the recommendations identified a number of suggestions for the school of LLLC Tindalo, and recommendations for further study.

Summary

This current study explored on how the selected stakeholders of the LLLC Tindalo assess the administration of the organization. Through knowing the demographic characteristics of the selected stakeholders of LLLC Tindalo in terms of gender, relationship with the organization, number of years in the LLLC Tindalo, and their educational attainment. Then followed by how the stakeholders assess the administration of their school in terms of mission, administrative capacity, board governance, and finances. Lastly, is to offer recommendations for the organizational effectiveness of this school in terms of mission, administrative capacity, board governance, and finances. Based on assessment of the respondents regarding the four dimensions of an effectively managed organization according to Kaye and Allison which are mission, administrative capacity, board governance, and finances were *not* major weaknesses of LLLC Tindalo as assessed by the 56 respondents of this study wherein rejected the null hypothesis of the study.

This study was limited only to LLLC Tindalo St., Guingona Subdivision, Butuan

City. This study utilized two research-gathering instruments. The first is interview and the second is the questionnaire. For the interview, my respondents were limited to the following: (1) the President of the Parent-Teacher Association (PTA), (2) the teacher who has served the longest in LLLC, (3) the school Registrar, and (4) one BOT member. The data that I gathered from these interviews was audio recorded with the permission of the respondents so I can concentrate on the content of the interview. The second research-gathering instrument that I used was the questionnaire. I adapted this from Allison and Kaye's EEMO tool (Allison and Kaye 2005, 392-406). The respondents who answered the questionnaire were limited to the stakeholders who are present during the conduct of the field research. They were the following: (1) all of the Grade 6 pupils. The rationale for choosing Grade 6 pupils is the concept that this age group is beginning to understand their worlds in a logical fashion and could be capable of completing the survey; (2) all of the parents of the Grade 6 pupils; (3) all of the teachers; (4) all of the office staff; (5) and all of the BOT members. All in all, there were 56 respondents. I communicated with the school Principal and upon her permission, and administered the questionnaire last December 16, 2015 before the school's Christmas party.

This study employed descriptive research with a combination of qualitative and quantitative approaches in data gathering. It used a survey method with questionnaire tabulations which yielded the quantitative aspect of the study and interview methods reflecting the qualitative approach to the research.

Findings

The following summarizes the important findings that were gathered from the study. The first discussion is on the demographic characteristics of the respondents.

- a. Gender: Thirty-four or 61% out of 56 respondents were females, and twenty two or 39% of the total population of the respondents were males.
- b. Relationship with the organization: There were twenty-five or 44% pupils, fifteen or 27% parents, ten or 18% teachers, five or 9% staff, and one or 2% BOT in the study among 56 respondents.
- c. Number of years in the organization: There were thirty or 54% respondents who have spent one to five years in LLLC Tindalo. Seventeen or 30% of the respondents have spent six to 10 years in the school. Five or 9% of the respondents have been in LLLC Tindalo for 11 to 15 years, three or 5% of the respondents spent 16 years and above at the school, and there was one or 2% of the respondent who abstained.
- d. Education of the respondents. Of the 56 respondents there were twenty-five or 44% who are in the Elementary level, one or 2% was an Elementary graduate, one or 2% was in High School level, one or 2% who was in College level, twenty-four or 43% are College graduates, three or 5% had graduate or post-graduate degrees, one or 2% abstained, and there was no one of the respondents who is in High School.

The second part of the discussion on findings is the answer to subproblem two which says, “How do the selected stakeholders assess the management of LLLC Tindalo?” Table 23 presents the overall averaged assessment of the four elements. The overall average on the assessment of this study is: the respondents rated mission as moderate asset of LLLC. Administrative capacity, board governance, and finances were rated as moderate weaknesses of LLLC. It should be noted that although administrative

capacity, board governance, and finances are all rated as “moderate weaknesses,” finances was rated with the lowest average.

Table 23: Overall Averaged Assessment for the Four Elements

Elements	Averaged Score	Assessment
Mission	4.0060	Moderate asset
Administrative Capacity	3.4870	Moderate weakness
Board Governance	3.3512	Moderate weakness
Finances	3.1012	Moderate weakness

Finally, the third part of the discussion on findings is the treatment of the two null hypotheses. The first null hypothesis, which says, “There is no significant relationship between the demographic characteristics of the respondents and the four dimensions of an effectively managed organization” is rejected. This null hypothesis is rejected because *not* all four elements of LLLC have no significant relationships with the four demographic characteristics of the respondents. Table 24 presents the overall averaged assessment:

Table 24: Overall Averaged Assessment on the Dependence between Demographic Characteristics and the Four elements for First Null Hypothesis.

Demographics	Four Dimensions of LLLC			
	Mission	Administrative Capacity	Board Governance	Finances
<i>Gender</i>	Not dependent	Dependent	Not dependent	Not dependent
<i>Relationship to LLLC</i>	Not dependent	Dependent	Dependent	Dependent
<i>Years been in LLLC</i>	Not dependent	Not dependent	Dependent	Dependent
<i>Education</i>	Not dependent	Dependent	Dependent	Dependent

The second null hypothesis of this study which says, “The four elements of an effectively managed organization which are mission, administrative capacity, board governance, and finances are all major weaknesses of LLLC Tindalo as assessed by the

respondents using the Elements of an Effectively Managed Organization (EEMO) tool” is also rejected. It is rejected based on the statistical analysis which is explained in Table 23. The data showed that *not all* the four dimensions were rated as major weaknesses of LLLC Tindalo. The average for every assessment item, the average of every dimension, and their associated variances and percentages were inspected first. From this descriptive analysis, the averaged assessment is drawn for each assessment item and for each dimension as to the following scores: major weakness, moderate weakness, moderate asset, and major asset.

Conclusions

Based on the findings of the study, the following conclusions were identified:

The respondents represented a cross-section of the population of the study. There were representatives from the pupils, parents, staff, BOT, and teachers. Even though there were only 56 respondents, at least all stakeholders were represented in the assessment.

Among the four dimensions of an effectively managed organization, the respondents rated no specific dimension as a “major asset.” Mission was the only dimension among the four which was rated as “moderate asset.” Administrative capacity, board governance, and finances were rated “moderate weakness.” So in a way, the assessment was not totally low. To note, finances was rated the lowest among the four dimensions.

The study also indicated that although not all the demographic variables had significant relationships with the dimensions of an effectively managed organization, at least majority of the demographic variables had significant relationship with the dimensions; thus, rejecting the second null hypothesis of the study.

The study also concluded that the assessment that was conducted proved to be beneficial to the Light and Life Learning Center, especially in the perception of the Board of Trustees member who was interviewed. The interviewees also expressed gratitude that because of the research conducted they were able to take a closer look at the administration of LLLC Tindalo.

Recommendations

Based on the findings of the study, the following are some recommendations to LLLC and for further studies

Recommendations to LLLC

Based on the findings of the study, the respondents rated mission as “moderate asset” (highest assessment among the four dimensions) of LLLC. This could imply that LLLC Tindalo could strengthen its mission since the respondents indicated that it is a moderate asset of the school. There will still be an opportunity for their mission to be rated as major asset if improvements can be started. The following are some recommendations for mission:

- a. Make the process or systems clearer in terms of accomplishing the mission of the school;

- b. Have a proper analysis and intervention to overcome the identified gaps or barrier in the attainment of its vision, mission, and objectives;
- c. Revisit the school handbook of operation; and
- d. Conduct school evaluation to be able to identify the needs of the present or future and plan strategically to meet these felt needs.

Based on the study, administrative capacity was rated as “moderate weakness.” In this light the following recommendations are identified:

- a. A training module may be developed regarding academic management as well as human resources management in order to provide training to the heads of the schools for their effective academic performance and resources management;
- b. Based on the findings of the study, it would be better if LLLC Tindalo would appoint a person to head the curriculum or academic affairs of the school so that all issues related to this office would be addressed;
- c. Have a high level of strategic planning and evaluation and implementation;
- d. Upgrade the sufficiency training and support to facilitate staff and student use of information technology;
- e. Have a sufficient space and more facilities (like new building, laboratory, good library, computers, covered court, clean comfort rooms, faculty room, PTA office, and school bus among others) and infrastructure for teachers to accommodate the needs of the parents and students; and
- f. Give more attention to updating technology and infrastructure projects in the school because these are some of the reflection of the respondents.

Based on the study, board governance was rated as “moderate weakness” by the respondents. In this light, the following are some recommendations that LLLC may engage in:

- a. School may have a functioning board who will spend time strategizing for the improvement and development of the Light and Life Learning Center to meet the current and future needs of all the stakeholders of the school;
- b. Provide effective governance and delegate management to the principal;
- c. Provide time to think through of what is best for LLLC Tindalo in all aspects of the running of the school; and
- d. To work hand in hand with the school community.

Finally, finance is the dimension that was rated “lowest” by the respondents. This implies that LLLC Tindalo administration could look into its financial mechanism to ensure proper processes on dispensing funds among others. The following are recommendations that were identified:

- a. LLLC may provide training regarding financial management which included, preparation of various account registers, financial rules about pension, provident, preparing budget for school and consolidation of accounts in the bank about general financial rule and documentation of advances. As far as developing relationship with the community they needed training to design strategies for generating resources of their schools;
- b. Appropriate training module may further be designed for providing in-service training to the school head regarding financial management and community participation in the development of school’s promotion;

- c. Have good program incentives for the teachers and staff. It could be in the form of celebrating Teacher's Appreciation Day, giving bonuses and increase in salary;
- d. Have a realistic fund raising plan for long-term financial stability. LLLC administration could look for partners or other agencies who can support the school financially;
- e. Have sufficient resources to sustain the organization for the immediate future; and
- f. Have an active financial team in budgeting process, receive financial reports, and update projections on a regular process. Some respondents in the interview said that they would like to be informed on pertinent information from the Finance Department.

Recommendations for Further Studies

As I engaged in this research, I realized that there is still a need for further studies on the following topics:

- a. A qualitative study on the impact of the Light and Life Learning Center (LLLC) on the lives of its graduates;
- b. An evaluation of Light and Life Learning Center (LLLC) based on its vision, mission and goals;
- c. A historical research on the beginnings and development of LLLC Tindalo;
- d. An experimental research on the difference between traditional and post-modern teaching methods on LLLC classrooms; and
- e. Quantitative research with a larger sample and over a longer period of time is needed to more fully assess the value of financial education on subsequent financial behavior.

APPENDIX A
QUESTIONNAIRE

Dear Respondents,

Please help me in assessing the management of the Light and Life Learning Center (LLLC), in Tindalo St., Guingona Subdivision, Butuan City, Philippines. Kindly provide the needed information at the spaces provided. Please do not leave any question unanswered. This research hopes to improve the management of LLLC based on your assessment. Thank you.

PART I. About you:

1. What is your Gender? _____ Male _____ Female

2. What is your relationship with LLLC?
 - _____ Parent _____ Teacher
 - _____ Staff, please indicate specific position _____
 - _____ Member of the Board of Trustees
 - _____ Pupil

3. How many years have you been with LLLC?
 - _____ 1to 5 Years _____ 6 to 10 years
 - _____ 11-15 years _____ 16 above

4. What is your education?
 - _____ Elementary Level _____ Elementary Graduate
 - _____ High School Level _____ High School Graduate
 - _____ College Level _____ College Graduate
 - _____ Graduate or Post Graduate

PART II. Your perception of LLLC Tindalo:

Please answer the following statements by rating them according to your personal understanding. Just check (√) one answer that best represents your personal perception on the box.

Elements	Major Asset	Moderate Asset	Moderate Weakness	Major Weakness	Unknown
Mission					
The organization has a clearly articulated and agreed upon purpose					
There are shared values and beliefs that guide the organization and its members.					
There is a clear and agreed upon vision of what the organization is trying to accomplish and what it will take to make the vision happen.					
Administrative Capacity					
A clear organizational vision exists and is widely supported by board and staff.					
The vision is inspiring and communicates the impact the organization wants to have in the world.					
A three-to-five-year strategic plan that highlights core programs and organizational strategies is in place and guides the allocation of resources.					
The organization attracts and retains staff members who have the appropriate experience and expertise to perform their duties well.					
The organizational culture (e.g., ways of interacting and relating) is in keeping with the work of the organization.					
Communication is clear, and the flow of information is adequate and efficient in the agency.					
Conflicts are resolved constructively.					
Facilities are in good repair.					
There is sufficient office space to accommodate the needs of teachers, staff, parents, and students.					

Sufficient training and support exist to facilitate staff and student use of information technology.					
The organization uses computers, e-mail, and electronic media to streamline communications.					
Board Governance					
The board provides effective governance and delegates' management to the principal.					
The board evaluates the performance of the principal.					
The board works collaboratively with the principal.					
Finances					
The organization has a realistic fund raising plan for long-term financial stability.					
Staff and board resource development roles and responsibilities are clear; people have the necessary fundraising skills; and distribution of work is effective in getting the work of fund development accomplished.					
The organization has an effective budgeting process					
Staff and teachers are involved in budgeting process, receive financial reports and update projections on a regular process.					
There are effective financial reporting and monitoring systems in place.					
There are sufficient resources to sustain the organization for the immediate future.					
General- Programs and Services: Overall, my rating of the organization's programs and service is:					
General- Administrative, Financial, Governance: Overall, my rating of the organization's administrative, financial, and governance capacity.					

Do you have any other comments related to the educational administration of LLLC Tindalo? Please explain: _____

(Adapted from Allison and Kaye 2005, 392-406, Elements of an Effectively Managed Organization (EEMO): An Assessment of Your Organizational Capacity).

APPENDIX B
LETTER TO THE SCHOOL PRINCIPAL

November 2015

Dear Mrs. Nerie Guimary
Principal
Light and Life Learning Center
Tindalo St., Butuan City

Greetings in the name of our Lord Jesus Christ!

My name is Mamre O. Buelis and I am a student of Asia-Pacific Nazarene Theological Seminary (APNTS) taking the degree Master of Arts in Religious Education (MARE). I am doing research on the topic, "Assessment of the Educational Management of the Light and Life Learning Center: Implications to Organizational Effectiveness," to complete my MARE in Educational Leadership. The purpose of this research is to present recommendations to the LLLC Board with the results of the assessment that will be done by the stakeholders of LLLC Tindalo.

In this light, I request your permission to do the following: First, I would like to have permission to allow me to select two Grade 6 pupils and one Grade 6 parent to answer the pre-test. They will answer the questionnaires and I will ask them if they understood the elements in the questionnaire. If after completing the questionnaire they indicate they did not understand specific elements, I will revise and have them complete the amended version. Once they have understanding, I will use that version for the rest of the Grade 6 pupils/parents. Second, I request permission to do separate interviews with the President of the Parent Teacher Association, the teacher who has served the longest at LLLC, the school Registrar, and one BOT member. Please communicate with me on the dates I can conduct these interviews. If you would like me to communicate directly with them, I can do that as well. Finally, I am also asking permission to conduct a survey (attached in this letter) with the grade 6 pupils, teachers, staff, and BOT members on December 16, 2015, during the school's Christmas Party.

Thank you so much for your anticipated response. Once I receive the results of the study, I will send you its recommendations after my thesis panel approves the contents of my study. I will greatly appreciate your kind consideration and support to my requests. I pray that God richly blesses your ministries.

Gratefully yours,

MAMRE O. BUELIS
MARE Student

APPENDIX C

INTERVIEW PROTOCOL

Interviewing stakeholders, to assess their situation.

- Call the individual, introduce myself, and explain that the organization is engaged in a strategic planning process which would be invaluable. List the questions I would like him or her to answer.
- I will remember to limit the number of questions I will ask as most busy people have limited time. I plan to estimate how much time it will take to complete the set of questions, and be upfront about the amount of time I am expecting the interview to take. The amount of time needed should range from 20 to 45 minutes. Under rare circumstances, the time might extend to an hour or more.
- I will ask the person for a convenient date/ time to speak with them personally.
- I intend to indicate that the input of several individuals or organizations is being sought during the strategic planning processes, and that while all of the input will be seriously listened to, differing input and limited resources may mean that not all ideas will be put into the plan.
- If he or she wishes for confidentiality (i.e., no particular comment will be specifically attributed), then offer confidentiality if it is possible to do so, being clear that feedback will be included in the overall results they and others are getting from other individuals (unless you have come up with some other agreement with the interviewee). After I interview the individual, I will type up my notes.
- Follow-up: Send those I interview a note thanking them for their participation, making sure to close the loop on their participation by sending them either a copy of the strategic plan, or an executive summary of the plan, once the planning process is completed.

Suggested Format for Writing Stakeholder Interview

- Name of person interviewed (if confidential, only identify type of stakeholder, such as “major donor”)
- Name of interviewer
- Date of Interview
- Key points made by person being interviewed
- Interviewer conclusions: Aha! Moments, such as suggested strategies or priorities; biggest surprise; most important information gleaned from the interview
- Any other comments/observations
- Optional: Attach detailed notes

Adapted from External Stakeholders: Process Recommendations and Suggested Questions (Allison and Kaye 2005, 442).

APPENDIX D
LETTER TO THE BISHOP OF THE FMC PHILIPPINE GENERAL
CONFERENCE

November 2015

REV. ALAN P. BACUS
Bishop, Philippine General Conference
The Free Methodist Church of the Phil., Inc.

Dear Bishop Alan Bacus,

Greetings in the name of our Lord Jesus Christ!

My name is Mamre O. Buelis and I am a student of Asia-Pacific Nazarene Theological Seminary (APNTS) taking the degree Master of Arts in Religious Education (MARE). I am doing research on the topic, "Assessment of the Educational Administration of the Light and Life Learning Center: Implications to Organizational Effectiveness," to complete my MARE in Educational Leadership. The purpose of this research is to present recommendations to the LLLC Board of the results of the assessment that will be done by the stakeholders of LLLC Tindalo. The respondents of the study will be the Grade 6 pupils, the parents of these pupils, teachers, staff, and BOT members of LLLC.

In this light, may I request your favor in granting permission to conduct a survey and interviews with our educational institution, the Light and Life Learning Center in Tindalo St., Guingona Subdivision, Butuan City in Northern Mindanao Conference with the selected respondents mentioned above.

I would greatly appreciate your kind consideration and support of my request. I pray that God richly blesses your ministries.

Gratefully yours,

MAMRE O. BUELIS
MARE Student

APPENDIX E
LETTER TO THE PARENTS

November 2015

Dear Sir/Madam,

Greetings in the name of our Lord Jesus Christ!

My name is Mamre O. Buelis and I am a student of Asia-Pacific Nazarene Theological Seminary (APNTS). I am taking the Master of Arts in Religious Education (MARE) degree, and I am doing a research on the topic, "Assessment of the Educational Administration of the Light and Life Learning Center: Implications to Organizational Effectiveness," in order to complete my MARE in Educational Leadership. The purpose of this research is to present recommendations to the LLLC Board with the results of the assessment that will be done by the stakeholders of LLLC Tindalo.

Please know that I have already secured the permission of the Bishop and the LLLC Principal, Mrs. Nerie Guimary. Now I am requesting your permission to permit me to do a survey with you and your child to assess the management of LLLC (attached is the questionnaire), during the school Christmas Party.

I greatly appreciate your kind consideration and support to my requests. I pray that God will richly bless you.

Gratefully yours,

MAMRE O. BUELIS
MARE Student

APPENDIX F

PARENTAL CONSENT FOR RESEARCH PARTICIPANTS
BELOW 18 YEARS OLD FOR THE INTERVIEWS

I have read the description of the thesis research project of Mamre O. Buelis, and have had the opportunity to ask and receive answers to any questions I have regarding the research, and the use of the information to be gathered.

I give permission for my child, _____, to participate in the
(child's name)
interview of the study and for the information from the process interview to be used in
the thesis.

(Parent's Signature)

APPENDIX G

SEMI-STRUCTURED INTERVIEW QUESTIONNAIRE

1. Kindly, tell me what can you say about the mission of this school?
2. Has the mission been revised?
3. Is the mission statement accomplished? Follow up: How well is this school achieving the mission?
4. Are there any records of the graduates who have lived lives that accomplished the mission statement of this school in one way or another? What was it like for you to be part of this school?
5. What are the things this school can do in order to have a greater impact?
6. What are the organizational values that keep the work of this school going?
7. What are the things the school does in order to resolve conflict/s?
8. Does the school have 3-5 year plan – for the administrative capacity, board governance?
9. Is there sufficient office space to accommodate the needs of teachers, staff, parents, and students?
10. Does the board provide effective governance and delegate management to the principal?
11. Are there any effective financial reporting and monitoring systems in place?
12. What is the organization's overall financial health status at this time?
13. Do you think there is sufficient technology services in the school?
14. What do you think are the strengths of this school? How about its weaknesses?
15. What do you think are the major obstacles to the organization's success?
16. Overall, from 1-5 with 5 being the highest, what rate of the organization's programs and service would you give? Why?
17. Overall, from 1-5 with 5 being the highest, what rate of the organization's administrative, financial, and governance capacity would you give? Why?
18. Do you have any other comments related to the educational administration of LLLC?
19. What is your message for the improvement of this school?

Process Recommendations and Suggested Questions (Adapted from Allison and Kaye 2005, 442-446)

APPENDIX H

INFORMED CONSENT STATEMENT FOR PARTICIPANTS
18 YEARS OLD AND ABOVE

I, Mamre O. Buelis, am an MARE student at APNTS. I am conducting a study on the “Assessment of the Educational Management of the Light and Life Learning Center: Implications to Organizational Effectiveness” as part of my course of study. The following information is provided for you to determine whether you are willing to participate in the study. You should be aware that even if you agree to participate, you are free to withdraw at any time without penalty.

We want to learn about the current situation of the school. I will be asking you to participate in an interview, which is estimated to take no more than 30 minutes of your time.

The content of the questions concern your own personal experiences as part of this school. It is highly unlikely that you will experience any discomfort or harm from participating. If you are asked any question that you do not wish to answer, you are free to exercise that option. Although participation in our study will not directly benefit you, we believe that the information will be useful for the improvement of this school.

Your participation is solicited, although strictly voluntary. I assure you that your name will not be associated in any way with the research findings. All participants will be assigned pseudonyms. Only my professor, certain members of my panel and I will have the access to the transcripts.

If you would like additional information concerning this study before or after it is complete, please feel free to contact me by cell phone or email. There is no compensation for your participation, but it is greatly appreciated.

I have read this Consent and Authorization form. I have had the opportunity to ask, and I have received answers to any questions I had regarding the study. I understand that if I have any additional questions about my rights as a research participant, I may call 09321247553 or 09093292285, or send an email to buelis.mamre@apnts.edu.ph.

I agree to take part in this study as a research participant. By my signature I affirm that I am at least 18 years old, and that I have received a copy of this Consent and Authorization Form.

Type/Print Participant's Name	Date
Participant's Signature	

(Adapted from Dr. Clark Armstrong, December 2014)

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Note: All respondents who were interviewed in this research were given pseudonyms, therefore, were not included in the Reference List.

CURRICULUM VITAE

Name: Mamre O. Buelis

Date of Birth: December 7, 1992

Place of Birth: Bunawan District Hospital, Bunawan, Agusan del Sur

Civil Status: Single

Contact Details: buelis.mamre@apnts.edu.ph

Educational Attainment

Libertad National High School, Libertad, Bunawan, Agusan del Sur (2005-2009)

Bachelor of Religious Education, Light and Life Bible College, Butuan City (2009-2014)

Master of Arts in Religious Education, Major in Educational Leadership, Asia-Pacific

Nazarene Theological Seminary (2014-2016)

Work Experience

Sunday School Teacher:

Libertad Free Methodist Church, Libertad, Bunawan, Agusan del Sur (2005-2009)

Maon Free Methodist Church, Maon, Butuan City (2010-2012)

Sibagat Free Methodist Church, Sibagat, Agusan del Sur (2012-2013)

Evangelical Free Church, Port Poyuhon, Butuan City (2013-2014)

Kamuning Free Methodist Church, Kamuning, Quezon City (2014 and at present)

Street Kids Ministry Teacher

Hope Center, Beautiful News Fellowship Church, Butuan City (2009-2010)

Teacher for PH-611 Sunbeam Student Center, Free Methodist Church, Butuan City
(2010-2012)

Preschool Teacher:

Kinder II - Intern teacher, Light and Life Learning Center (LLLC), Tindalo,
Butuan City (2011-2012)

Kinder I - Full-time teacher, LLLC, Sibagat, Agusan del Sur (2012-2013)

Nursery - Assistant teacher, LLLC, Sibagat, Agusan del Sur (2012-2013)

Intern Pastor:

Sibagat Free Methodist Church (FMC), Sibagat, San Vicente, and Subait, Sibagat,
Agusan del Sur (2012-2013)

International Child Care Ministry (ICCM) Teacher: Living Hope, San Vicente
Free Methodist Church, San Vicente, Sibagat, Agusan del Sur(2012-2013)

Teacher for Developmental Activities:

Project Transformers, Kamuning Free Methodist Church, Kamuning, Quezon
City (2015 and at present)

Holistic Child Development (HCD) and ALS (Alternative Learning System) Department
Student' Assistant (2014 and at present)