

Fiscal management and school improvement of secondary implementing units in the Division of Laguna: A basis for financial policy making

Lemuel B. Estrada

Philippine High School for the Arts, Mt. Makiling, Los Baños, Laguna, 4030

lbestrada@up.edu.ph

Abstract

This study aimed to identify the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna during the Fiscal Year 2015-2017. This study was limited to the total population of thirty (30) School Heads, at least thirty (30) Financial Staff and five hundred thirty six (536) teachers representing the twenty percent (20%) of the total population of teachers in Secondary Implementing Units in the Division of Laguna, Region IV-CALABARZON. The independent variables included the following: Fiscal Management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement. The researcher correlated the mentioned variables on school improvement in terms of Faculty and Staff which includes seminar, trainings and research; Students which includes enrolment rate, drop-out rate, awards and recognitions; School in terms of Physical Facilities Development, NAT Results, SBM Level and PBB Level; and Current Operating Expenditures in terms of Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE). The data gathered from this study were tabulated and analyzed using the following statistical treatments: To determine the level of school heads' fiscal management in terms of budgeting, planning, procurement, accounting and disbursement as perceived by the School Heads and the Financial Staff; and to distinguish the level of school improvement as perceived by the School Heads and Teachers in terms of Faculty and Staff, students, School development and Current Operating Expenditures, mean and standard deviation were used; To determine the level of School Improvement as perceived by the School Heads as respondents in terms of SBM and PBB Level, mean, standard deviation, Frequency Distribution and Percentage were utilized; To determine the significant difference on Fiscal Management as perceived by the School Heads and by the Financial Staff and the significant difference on School Improvement as perceived by School Heads and Teachers of Secondary Implementing Units in the Division of Laguna, T-test was used; Lastly, to determine the significant relationship between Fiscal Management and School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna, the researcher used Pearson Product-Moment Correlation Coefficient and Spearman's rank correlation coefficient. On the basis of the foregoing findings and hypotheses posited in this study, the following conclusions were drawn: (1) The hypothesis stating that there is no significant difference on Fiscal Management as perceived by the School Heads and by the Financial Staff of Secondary Implementing Units in the Division of Laguna is rejected; (2) The hypothesis stating that there is no significant difference on School Improvement as perceived by the School Heads and by the Teachers of Secondary Implementing Units in the Division of Laguna is rejected; and (3) The hypothesis stating that there is no significant relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna is partially accepted.

Keywords: fiscal management, school improvement, implementing units, financial resources, policy making

1. Introduction

"Public office is a public trust. Public officers and employees must at all times be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives." (The 1987 Constitution of the Philippines, Art. XI Accountability of Public Officers).

Fiscal management in education deals with the proper management, allocation and utilization of financial resources to enable the organization to attain its predetermined goals, objectives, mission and vision.

It is one of the most important management skills that a School Head must possess. It includes technical knowledge about budgeting, planning, procurement, accounting and disbursing.

Financial management is fundamental to the improvement of the efficient and effective use of finances in schools. If principals and School Governing Body chairpersons are well trained on their roles and responsibilities regarding financial management, they will be able to effectively deal with financial matters. (Mpolokeng, 2011)

According to Yunas (2014) school efficiency is affected by financial management skills of principals to receive, allocate and control financial resources. The efficient and timely utilization of such resources will require the principal to be knowledgeable about such skills, which are significant in trend-setting schools.

This study investigated on concerns related to Personal Services (PS) of schools such as receiving salaries and wages, other compensations such as adjustments of step increments, clothing allowance, bonuses and allowances, remittance of personnel benefit contribution / premium payments to GSIS, PAG-IBIG, PhilHealth and BIR, remittance of Loan Payments to Government Lending Institutions such as GSIS, PAGIBIG and Landbank; and Government Recognized Private Lending Institutions such as City Savings, Manila Teachers etc.

In addition, this study reviewed the proper budgeting, allocation and spending of Maintenance and Other Operating Expenses (MOOE) such as Traveling Expenses, Trainings and Scholarships, purchase of Supplies and learning Materials, Utility expenses such as Water and Electricity Expenses, Communication Expenses such as Telephone and Internet; and payment for Repair and Maintenance among others. Furthermore, this study focused in identifying the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna.

Background of the Study

Section 2 of the Presidential Decree No. 1445. Otherwise known as the State Auditing of the Philippines states that *“all resources of the government shall be managed, expended or utilized in accordance with laws, rules, regulations and safeguarded against loss or wastage through illegal or improper disposition with the view of ensuring economy, efficiency and effectiveness in the operation of the government.”*

In addition, DepEd Order No. 13, series of 2016 titled “Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, Including Other Funds Managed By Schools” is based on the following legal bases; i) “Guidelines on the Direct Release of Funds to DepEd-Regional Offices and Implementing Units”, and ii) Governance of Basic Education Act of 2001 which provides that the appropriations intended for the regional and field offices (elementary/secondary schools and Schools Division Offices [SDOs]) are to be allocated directly and released immediately by DBM to the said offices.

These DepEd Orders aim: i) to provide guidance to all public schools on the derivation, release and the utilization of school MOOE; ii) to ensure timely and optimal use of school resources, and iii) to institute mechanisms for transparency and accountability. They also provide the mechanisms, procedures, and standards for the release, utilization and liquidation of School MOOE that shall be followed strictly by all public elementary schools, junior and senior high schools nationwide. These policies also promotes equity, transparency and accountability. Previously, in the Department of Education, the school MOOE budget was computed solely based on enrollment given a per capita cost. With the new formula, other factors affecting school operations are considered, such as the number of teachers and classrooms managed by the school, the number of graduating or completing students, and a fixed amount corresponding to basic needs of a school. (Department Order 13, series of 2016)

The actual state of fiscal management in secondary implementing units follows and abides the policies set by the Commission on Audit (COA) and by the Department of Budget and Management (DBM).

The rationale and the objective of the study is to hopefully develop a more efficient fiscal management in schools. This, in turn is crucial and important especially in the efficient delivery of quality education to the students. In addition, this can contribute to the whole financial system of the Department of Education, and thus can be applied on a national level to uphold honest and upright services to the entire populace.

The output of this study will hopefully develop / improve the performance of the schools in terms of fiscal management in efficiently managing its Personal Services (PS) - related transactions, the proper management and utilization of Maintenance and Other Operating Expenses (MOOE). This study is expected to give significant contribution in improving the school heads' abilities and skills in handling fiscal management policies, guidelines and implementations. It will also build a more transparent and harmonious relationship among the administration, the faculty and staff. The constructive criticisms of this study may give them an overview to overcome challenges, issues and concerns in terms of fiscal management practices.

Theoretical Framework

There are theories in fiscal management used in determining the effectiveness of organizations in relation to development and progress goals. Fiscal policy is based on the theories of British economist John Maynard Keynes also known as Keynesian Theory. This theory basically states that governments can influence macroeconomic productivity levels by increasing or decreasing tax levels and public spending. Keynes theory suggested that active government policy could be effective in managing the economy. The existing state of all techniques, the existing efficiency, quantity, and distribution of all labor, the existing quantity and quality of all equipment, the existing distribution of national income, the existing structure of relative prices, the existing money wage rates, and the existing structure of consumer tastes, natural resources, and economic and political institutions are constant too. (Rothbard, 2008)

This study is anchored on Keynesian theory that its main tools are government spending on infrastructure, employment benefits and education. Focusing on education, the study is related to this theory due to its coverage on the financial efficiency of school heads in relation to the budget given by the Department of Budget and Management to the Department of Education down to the grassroot levels which is the different implementing units / schools. The spending of MOOE and PS to schools were also examined. It also involves big demand for workforce in building infrastructures in the entire country, spending on supplies, maintenance, salaries and wages etc.

Furthermore, this study is also anchored on Agency Theory as one of the academic theories of governance that arise from the distinction between the owners of a company or an organization designated as "the principals" and the executives hired to manage the organization called "the agent." Agency theory argues that the goal of the agent is different from that of the principals, and they are conflicting. (Johnson, Daily, & Ellstrand, 1996)

Although the term leans more toward corporate financial administration, this can also be applied in educational fiscal management. The assumption is that the principals suffer an agency loss, which is a lesser return on investment because they do not directly manage the company. Consequently, agency theories suggest financial rewards that can help incentivize executives to maximize the profit of owners. (Eisenhardt, 1989)

Conceptual Framework

Below is the conceptual framework of the study. Independent variables consist of: Fiscal management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement. The dependent variables consist of the school improvement is considered to have a relationship on the schools' fiscal management in terms of Faculty and Staff with regards to seminar, trainings and research; Students with regards to enrolment rate, drop-out rate, awards and recognitions; School with regards to Physical Facilities Development, NAT Results, SBM Level and PBB Level; and Current Operating Expenditures with regards to Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE) are included.

On the other hand, Fiscal management as perceived by the Financial Staff such as the Senior Bookkeepers / Accountants and the Disbursing Officers / Cashiers is considered to have a correlation to the School Head's perception on fiscal management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement. Furthermore, the school improvement as perceived by Teachers is considered to have a correlation to the school heads' perception on school improvement in terms of Faculty and Staff with regards to seminar, trainings and research; Students with regards to enrolment rate, drop-out rate, awards and recognitions; School with regards to Physical Facilities Development, NAT Results, SBM Level and PBB

Level; and Current Operating Expenditures with regards to Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE).

The illustration below shows the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna.

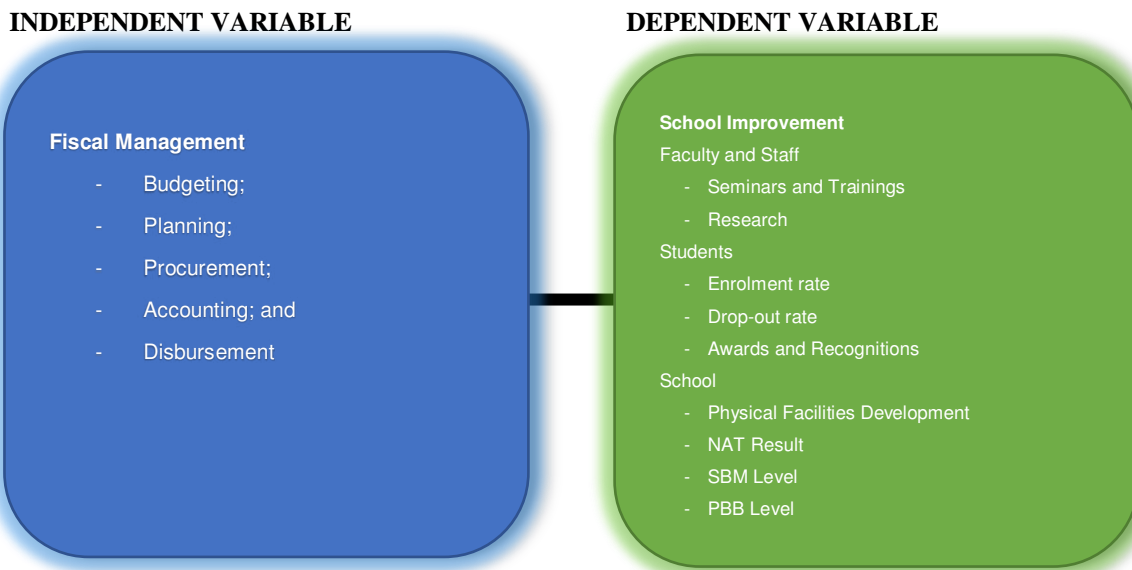


Figure 1. Research Paradigm of the Study

Statement of the Problem

The main purpose of this study was to determine the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna, Fiscal Year 2015-2017. Specifically, this study sought answers to the following questions:

1. What is the level of Fiscal Management as perceived by the School Heads in terms of:
 - 1.1. Budgeting;
 - 1.2. Planning;
 - 1.3. Procurement
 - 1.4. Accounting; and
 - 1.5. Disbursement?
2. What is the level of Fiscal Management as perceived by the Financial Staff in terms of:
 - 2.1. Budgeting;
 - 2.2. Planning;
 - 2.3. Procurement
 - 2.4. Accounting; and
 - 2.5. Disbursement?
3. What is the level of School Improvement as perceived by the School Heads in terms of:
 - 3.1. Faculty and Staff
 - 3.1.1. Seminars and Trainings; and
 - 3.1.2. Research;
 - 3.2. Students
 - 3.2.1. Enrolment Rate;
 - 3.2.2. Drop-out Rate; and
 - 3.2.3. Awards and Recognitions
 - 3.3. School

- 3.3.1. Physical Facilities Development;
- 3.3.2. NAT Result;
- 3.3.3. SBM Level; and
- 3.3.4. PBB Level?
- 3.4. Current Operating Expenditures
 - 3.4.1. Personal Services (PS); and
 - 3.4.2. Maintenance and Other Operating Expenses (MOOE)?
4. What is the level of School Improvement as perceived by Teachers in terms of:
 - 4.1. Faculty and Staff
 - 4.1.1. Seminars and Trainings; and
 - 4.1.2. Research;
 - 4.2. Students
 - 4.2.1. Enrolment Rate;
 - 4.2.2. Drop-out Rate; and
 - 4.2.3. Awards and Recognitions;
 - 4.3. School
 - 4.3.1. Physical Facilities Development;
 - 4.3.2. NAT Result;
 - 4.3.3. SBM Level; and
 - 4.3.4. PBB Level?;
 - 4.4. Current Operating Expenditures
 - 4.4.1. Personal Services (PS); and
 - 4.4.2. Maintenance and Other Operating Expenses (MOOE)?
5. Is there a significant difference on the Fiscal Management of Secondary Implementing Units as perceived by the School Heads and by the Financial Staff in the Division of Laguna?
6. Is there a significant difference on School Improvement of Secondary Implementing Units as perceived by the School Heads and by the Teachers in the Division of Laguna?
7. Is there a significant relationship between Fiscal Management and School Improvement of Secondary Implementing Units as perceived by the School Heads in the Division of Laguna?

Research Hypotheses

Based on the problems cited in this study, the following hypotheses were formed:

1. There is no significant difference on Fiscal Management of Secondary Implementing Units as perceived by the School Heads and by the Financial Staff in the Division of Laguna.
2. There is no significant difference on School Improvement of Secondary Implementing Units as perceived by the School Heads and by the Teachers in the Division of Laguna.
3. There is no significant relationship between Fiscal Management and School Improvement of Secondary Implementing Units as perceived by the School Heads in the Division of Laguna.

Significance of the Study

This study was undertaken with the main purpose of determining the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna. The findings may be beneficial, significant and of great help to the following group of individuals for diverse reasons:

Students. This study may be of help to students in terms of programs and project planning and implementation set by the School Head. As such, the main beneficiaries of this study are students when efficient fiscal management is employed by the school in order to achieve holistic growth and learning.

School Administrators. The result of this study may serve as guide and reference to School Administrators in the performance of their duties and responsibilities. It may be of great help in such a way that they can be more aware on the importance of a more efficient and effective financial management.

Teachers. The study may directly benefit the teachers as they are involved in the financial aspects of the school. It will give them the impression on the possible factors that may affect the implementation of various school projects.

National Policy Makers / Planners. This study may be used as a reference and input to emphasize the needs for fiscal management effectiveness and efficiency in designing modalities of decentralization for greater school autonomy.

Community and Other Stakeholders. The community may benefit from the findings of the study through the information generated and the emphasis of their complementary role in fiscal management practices of schools which may result to mutual benefit for the school and the community.

Parents. Parents may be able to appreciate the organization's endeavor to provide better service for the school and for the community through the efficient utilization of school funds.

Future Researchers. This study may provide insights on possible areas of research and may also give them the ideas or implications regarding the preparation of materials parallel to the output of the present study.

Scope and Limitations of the Study

This study is focused to identify the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna. The results were gathered from a total population of thirty (30) School Heads, at least thirty (30) Financial Staff and five hundred thirty six (536) teachers representing the twenty percent (20%) of the total population of teachers in Secondary Implementing Units in the Division of Laguna, Region IV-CALABARZON, covering the Fiscal Years 2015-2017.

The respondents are distributed from the twenty (20) Districts of Laguna which includes Alaminos, Bay, Calauan, Cavinti, Famy, Kalayaan, Liliw, Los Baños, Lumban, Majayjay, Nagcarlan, Paete, Pagsanjan, Pakil, Pangil, Pila, San Pedro, Santa Cruz, Santa Maria, Siniloan and Victoria.

The independent variables included: Fiscal Management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement.

The researcher believed that the mentioned variables have significant relationship on the school improvement in terms of Faculty and Staff with regards to seminar, trainings and research; Students with regards to enrolment rate, drop-out rate, awards and recognitions; School with regards to Physical Facilities Development, NAT Results, SBM Level and PBB Level; and Current Operating Expenditures with regards to Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE).

2. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of different related literature and studies which the researcher believes have significant contributions to enrich the concepts and ideas of the present study and provide deeper insights that are likewise relevant.

Related Literature

One of the most regarded variable in this study pertains to School Improvement as an effect of proper utilization of school financial resources. Education is viewed as the major contributor to the improvement of living standards of disadvantaged groups. For many poor Filipinos, education is a means to a better life. The EFA 2015 Plan asserts that: Basic education as an anti-poverty instrument can provide the skills, attitudes, knowledge and values that people can use to organize themselves for common access to useful information, and a united approach to greater productivity. It can also empower the marginalized citizens and prevent their exploitation and alienation from the development process. (Education for All, 2015)

According to Harris (2013) school improvement has become a dominant theme in contemporary educational reform and development. The growing concern amongst politicians and the wider public about 'educational standards' has resulted in a wide variety of school improvement interventions and initiatives. Some of these have been government directed while others have been locally initiated and developed. Yet, despite a wide variety of activities in the name of school improvement, there is still a tendency for schools to focus change efforts at the whole-school level rather than at the level of the classroom.

The School Improvement Plan and the School Report Card are important elements of the Department of Education's (DepEd) School-Based Management (SBM) thrust. In the spirit of shared governance, the school with its stakeholders collaboratively prepares the SIP after a thorough analysis of their school and learner situation. Likewise, the SRC is vital in SBM for it serves as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing, and improving the school. (DepEd Order 44, s. 2015)

This policy emanates from the Governance of Basic Education Act of 2001 (RA 9155), which mandates the State to empower schools and learning centers to make decisions on what is best for the learners they serve. RA 9155 also entrusts to the school heads the authority, accountability, and responsibility to develop school education programs and the SIP. Furthermore, school heads are tasked to establish school and community networks and to encourage active participation of teachers' organizations, non-academic personnel of public schools, and parents-teachers-community associations, especially in doing local initiatives for the improvement of the school.

Ninan (2012) argues that school improvement is effective when school processes result in observable positive outcomes among its pupils over a period of time. Obviously, this definition is semi-pragmatic, as it does not set any conditions on the "inputs" and gives little importance for "processes", whereas the observable "outcomes" whether they were quantifiable or not, seem to be the most important. It is a practical definition in that the most majority of schools accept whoever pupil, in Kuwait at least. In private schools, whoever the pupil is, the only condition is to have the ability to pay the tuition fee, and in public schools there almost no restrictions.

Faculty and staff development is one of the core variables in school improvement and is thus given strong emphasis in the literature review as it is long believed that the most important resource that any institution in education has is its faculty members who teach knowledge and skills to students. Continuous training and development programs allows the faculty and staff to find and address any weaknesses, helping them to be more rounded, competent and better skilled at every factor of their job. Training and development can help to increase employees confidence within their role.

As discussed by Kwan et al. (2009), faculty development refers to a range of activities that are perceived to help academicians in improving their professional skills that are vital for carrying out their teaching, research or administrative activities in medical education.

The professional development and academic stature of an institution's faculty members are connected to its educational vivacity. This can be materialized by a dynamic and energetic Faculty Development Program that has been shown to lead to enhancement of faculty's skills in all the five desired domains, i.e., teaching, assessment, curriculum support, organizational leadership and mentoring. (Guraya et al., 2016)

In addition, Ghazvini et al. (2014), Jones et al., (2015) stated that faculty development endorses the educational improvements and strategies that are dignitary and are executed in a professional manner. Professional organizations and experts have recommended Faculty Development Programs for greater awareness and attainment of knowledge in teaching and learning.

Steinert et al. (2009) proposed key features of effective Faculty Development; usage of experiential learning; timely and effective feedback; peer and colleague relationships; well-organized interventions in models for principles of teaching and learning; and diverse educational strategies.

Student development is at the forefront given that students are the core recipient of all financial management skills of the school administrators. It also shows the growth and development happening on a student's education life.

A country's vision of inclusive growth and development entails investment in human capital, particularly through the provision of quality basic education, competitive technical vocational skills training, and relevant and responsive higher education as stated in the Philippine Development Plan 2011-2016. The current administration has placed a high regard for education and has pushed for educational reforms that promote inclusive education especially for the marginalized. Education, being the priority of the government, has produced active public-private partnerships over the years both at the national and the school levels. (Philippine Education for All Review 2015)

Ridley (2012) mentioned that student development in higher education is the integration of academic learning programs with the larger issues of personal improvement and individual growth. It is a student-centered, holistic experience focused on understanding values, nurturing skills, and moving towards knowledge.

Student achievement that coincides with student development measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards. (Carter, 2018)

Another factor affecting student development is the dropout rate. Students who dropped out of high school are more likely to be unemployed and involved in criminal activities (Rumberger, 2011). Also, failure to complete high school results in serious economic and social problems. Therefore, the issue of school dropout is a serious concern for educators, policy-makers, and the public (Freeman & Simonsen, 2015, p. 205).

Students who dropped out of high school are more likely to be unemployed and involved in criminal activities (Belfield & Levin, 2007; Rumberger, 2011). Also, failure to complete high school results in serious economic and social problems. Therefore, the issue of school dropout is a serious concern for educators, policy-makers, and the public (Freeman & Simonsen, 2015, p. 205).

Based on the Philippine Education for All 2015 National Plan of Action, the country should provide basic competencies to everyone to achieve functional literacy for all. This will be done through the four-component objectives (as against the six of global EFA), namely: 1. Universal coverage of out-of-school youth and adults in the provision of learning needs; 2. Universal school participation and total elimination of dropouts and repetition in Grades 1 to 3 (achievement of this outcome requires a quality assured program for preschool and early childhood care and development which should reach all children aged 3 to 5 years old); 3. Universal completion of full cycle of basic education schooling with satisfactory achievement levels by all at every grade or year; 4. Commitment by all Philippine communities to the attainment of basic education competencies for all – Education for All by All.

Republic Act 7165 created the Literacy Coordinating Council (LCC) to carry out the declared “policy of the state to give highest priority to the adoption of measures for the total eradication of illiteracy.” Republic Act 10122 strengthened the position of the council towards the promotion of literacy in the country. The task falls upon the members of the council, namely, the representatives of the following agencies: DepEd; DILG; Philippine Normal University; Philippine Information Agency; National Economic and Development Authority; Senate Committee on Education, Arts and Culture; House of Representatives Committee on Basic Education and Culture; and an NGO, specifically one that comprises a consortium/network of NGOs.

The DepEd and its stakeholder allies responded to the urgent and critical need to improve the quality of basic education through the K to 12 education reforms. Compared with the pre-K to 12 educational system, which was congested and outdated in terms of desired competencies and content, the K to 12 Curriculum was enriched to make it more relevant and responsive to learners' needs. The K to 12 Philippine Basic Education curriculum Framework aims to foster a holistically developed Filipino with 21st century skills so that Filipino graduates will be prepared for higher education, middle-level skills, employment, and entrepreneurship. The learning goals of the new curriculum are: Information, Media, and Technology Skills; Learning and Innovation Skills; Communication Skills; and Life and Career Skills.

The current government has been allocating bigger education budgets each year since 2010 to close the input gaps in education. DepEd reported that gaps have been closed in terms of provision of classrooms, seats, and textbooks in public schools.

Some educators feel very strongly that the student rewards for studying should be learning. Further, some believe that using extrinsic student rewards (e.g. certificates, gold stars, grades, honor roll status) will have negative consequences which are demotivating and counter-productive for promoting student achievement. (<https://ideas.baudville.com/articles/student-awards-student-rewards-and-student-recognition>)

Self-evaluation leading to sustained self-improvement is therefore at the core of the school improvement policy. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in School Development Plans

(SDPs). School Development is a systematic approach which involves the whole school community in that ongoing quest. A great many schools already engage in such collaborative planning because it helps them to manage change in the best interests of their pupils. It provides schools with a continuous improvement strategy that empowers them to take ownership of their own development. Martin, 2009)

A Policy for School Improvement emphasizes that school improvement is first and foremost the responsibility of the school. It is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. (<https://www.education-ni.gov.uk/articles/school-development-planning>)

Included in the school improvement is maintenance and development of its physical facilities. Physical facilities refers to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are germane to effective learning and academic performance of students. (Adesua, 2016).

School improvement is most likely to be sustained when a school establishes a culture of aspiration and a commitment to promoting regular and robust self-evaluation. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in school development plans. (<https://www.eani.org.uk/school-management/school-governors/school-improvement/school-development-planning>)

The National Achievement Test results provide a quick glimpse of the current state of education. Although the result cannot capture everything in detail, this will give DepEd Officials and stakeholders perspective of the quality of education in the Philippines.

The National Achievement Test (NAT) in the Philippines' measure of education quality, has been improving. In terms of education input, the education sector is supposed to get the biggest chunk of the national budget. DepEd budget allocation increased from 207.2 billion pesos in 2011 to 336.9 billion pesos in 2014. However, there remained fiscal shortfalls as the overall education budget allocation fell short of the recommended portion of GDP; government spending in education sector was only 2.6 percent of GDP in 2011. (Philippine Education for All Review 2015).

The National Education Testing and Research Center (NETRC) is an agency of the DepEd that engages in comprehensive assessment, research, and evaluation for the formulation of educational policies that would effectively and efficiently deliver the needs of its clientele in basic education. The NETRC conducts national assessment, research, and evaluation to formulate educational policies in basic education. One of its tasks is to administer the National Achievement Test (NAT) to Grade 3, Grade 6 and Year 2/Year 4 students as the country's measure of quality education.

Overall, Filipino learners' NAT MPS has improved over the eight-year period but has not yet reached the 75 percent MPS target for Philippine EFA. As of SY 2012-2013, elementary level NAT is 6.12 percentage points away from target while secondary level NAT is 23.59 percentage points away from target. (Note that it is the Year 2 that took the test for SY 2005-2006 to 2010-2011 and Year 4 for SY 2011-2012 to 2012-2013).

High school students had an overall MPS of 51.41 for SY 2012-2013 in combined subjects of English, Filipino, Science, Mathematics, Social Studies and Critical Thinking. Comparing the test scores, secondary students scored high in Social Studies and Filipino, and scored low in Critical Thinking, Science and Mathematics. (DepEd, "Basic Education Statistics, 2013).

With the above-mentioned related literature on the effects of school fiscal management to school improvements, it is imperative for schools to utilize its resources aligned to School Improvement Plan, Annual Implementation Plan and Work and Financial Plan to ensure that programs, projects and activities will be materialized within the target period of time.

Another variable that illuminate the impact fiscal management to school improvement is through the level of School-Based Management (SBM) implementation.

With BESRA, the promise of revitalizing the Philippine basic education seems high as it made significant progress in several areas. Relevant policy instruments were issued which include the adoption and roll down of School-Based Management (SBM) framework and standards. SBM is both a mechanism of decentralized governance where the management of schools that are accountable to both internal and external

stakeholders is lodged in the school level, and a framework for integrating various inputs such as teacher training, classrooms, learning materials, nutrition programs, resource mobilization among others.

SBM aims to accomplish the following: empower school heads to lead their teachers and students in continuous school improvement process, leading to higher learning outcomes; bring resources, including funds, within the control of schools to support the delivery of quality educational services; strengthen partnership with communities and LGUs to encourage them to invest time, money, and other resources in providing a better school learning environment; and institutionalize a continuous school improvement process that is participatory and knowledge-based. In short, SBM is viewed as the main vehicle for schools to attain continuous improvement.

To ensure the successful implementation of SBM, DepEd developed SBM standards and framework that were rolled out across the country; provided training on the development of school improvement plans and their utilization; introduced school report cards nationwide; and developed and provided guidelines on school-community partnerships. To operationalize the SBM, DepEd provided schools annually with two types of funds: (a) School Maintenance and Other Operating Expenses (MOOE) and (b) SBM Grants. School MOOEs are those used to finance regular school operating costs and the amount is computed on the basis of student enrolment data. To make the school MOOE more equitable, DepEd also drew up a formula-based allocation. SBM could achieve greater impact by strengthening the roles of governing councils that play a pivotal role in ensuring accountability and increasing the community's participation.

Serving as the quality assurance mechanism of SBM is the Philippine Accreditation System for Basic Education. This accreditation, which was relaunched through DO No. 83 s. 2012 as an integral component of SBM, gauges how public and private elementary and secondary schools are meeting the quality standards that are set by stakeholders. (NPSBE Implementation and Results Report, World Bank 2013)

The success of Brigada Eskwela as a high-profile week-long summer activity in school is attributed to the effectiveness of SBM. Mobilizing parents, teachers, school personnel, community members and other entities in various sectors of society to work collectively and pool their resources together two weeks prior to the opening of classes results in the attainment of a school environment that is conducive to learning and teaching. An extension of the Adopt-a-School Program, Brigada Eskwela is a unique way to generate community support via the time-honored, uniquely Filipino tradition of "bayanihan." These donations have a worth of around Php2 billion. In 2011 and 2012, the school maintenance effort was able to generate Php2 billion and Php1.5 billion, respectively. The motivation for volunteering has been strengthened through the years, as volunteers reached over 5.6 million in 2011, over 6.5 million in 2012, and nearly nine million in 2013. (Philippine Education for All 2015 Review Report).

DepEd's Organizational structure based on RA 9155 (Governance of Basic Education Act of 2001) and revised by EO 366 (Rationalization Plan of 2004). To operationalize decentralization as provided under RA 9155, the hierarchical structure and functions of DepEd across all services and covering all levels is distinctly defined. The structure depicts the line of authority and span of control that identifies the responsibilities of its personnel. It provides guidance and clarity on the deployment and utilization of education resources. As specified in the law, it also "defines the roles and responsibilities of and provides resources to the field offices which shall implement educational programs, projects and services in communities they serve.

As part of Financial Reform of the Department on School-Based Management (SBM) under the Basic Education Sector Reform Agenda (BESRA), a Manual on Simplified Accounting Procedures for Non-Implementing Units was developed and approved by the Commission on Audit (COA), Central Office on December 2, 2008. (DepEd Order No. 72 s. 2008 Manual on Simplified Accounting Procedures for Non Implementing Unit).

Another significant school development determinant is the Performance-Based Bonus (PBB) which has been the result of accurate, complete and early submission of liquidation reports.

The Performance-Based Incentive System (PBIS) is a new system of incentives for government employees that is being introduced in FY 2012, per EO No. 80. Under this new system, employees may receive two incentives: the Performance-Based Bonus (PBB) and the Productivity Enhancement Incentive (PEI). The PBB is a top-up bonus that is given to employees based on their performance and contributions to the accomplishment of their Department's overall targets and commitments. This will be on top of the PEI current

annual incentive distributed to employees across the board. The amount available for PEI bonuses will depend on savings incurred by the national government. (<https://www.officialgazette.gov.ph/pbb/faqs/>)

Since the PBB will be given on top of the PEI, only the underperforming minority will be getting less, while the majority of performing employees will get the same amount as last year's PEI. Employees who demonstrate exemplary performance, on the other hand, will actually enjoy bigger bonuses.

Assuming, for example, that everyone achieves their respective targets, about 42.25 percent of employees will get a top-up PBB bonus of P5,000 in addition to their PEI of P5,000. This adds up to P10,000, which is the same amount received by employees in 2011. Meanwhile, more than 50 percent of employees will receive bonuses higher than P10,000, since the PBB for better performers ranges from P7,000 to P35,000. This way, exceptional performers are given due recognition and reward, encouraging the rest of the bureaucracy to follow suit and aim for exemplary public service.

The amount will depend on the performance of each employee and the unit that he/she belongs to. This is to foster a culture of teamwork within each unit and within the department itself, especially if the latter has different kinds of outputs and services to deliver.

The Best Performer from the best-performing unit or "Best Bureau" will get a PBB of P35,000; the Better Performer from a "Better Bureau" will get P13,500; while the Good Performer from a "Good Bureau" will get P5,000. However, the minority of poor performers will get no PBB.

In other words, the PBIS provides the best rewards for the best people in the bureaucracy, amounting to a total of P40,000 with the PBB and PEI combined. Under the PBIS, however, underperformers will not be left empty-handed: they will still receive the P5,000 across-the-board PEI.

Since submission of liquidation reports on time is one of the bases for receiving higher PBB rating, it is therefore important to observe proper and accurate liquidation of resources as well as submitting it on or before the deadline.

According to DepEd Order No. 13 2. 2016 Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, Including Other Funds Managed by Schools, Financial Management is based on the following legal bases; i) Department of Budget and Management (DBM) and DepEd Joint Circular No 2004-1 dated January 01, 2004, entitled "Guidelines on the Direct Release of Funds to DepEd-Regional Offices and Implementing Units", and ii) Section 10, Republic Act No. 9155 (Governance of Basic Education Act of 2001), which provides that the appropriations intended for the regional and field offices (elementary/secondary schools and Schools Division Offices [SDOs]) are to be allocated directly and released immediately by DBM to the said offices.

This DepEd Order aims: i) to provide guidance to all public schools on the derivation, release and the utilization of school MOOE; ii) to ensure timely and optimal use of school resources, and iii) to institute mechanisms for transparency and accountability.

This DepEd Order provides the mechanisms, procedures, and standards for the release, utilization and liquidation of School MOOE of all public elementary schools, junior and senior high schools nationwide. This also defines the roles and responsibilities of each level of governance in managing school MOOE.

The DepEd hereby establishes the mechanisms, procedures and standards in the utilization of school MOOE that shall be followed strictly by all public elementary, junior and senior high schools in the country. This policy also promotes equity, transparency and accountability.

On the other hand, DepEd Order No. 312 s. 2016 Implementing Guidelines on the Release of Maintenance and Other Operating Expenses (MOOE) Allocations of Senior High Schools is based on the following legal bases: (i) Department of Budget and Management (DBM) and DepEd Joint Circular No 2004-1 dated January 01, 2004, entitled "Guidelines on the Direct Release of Funds to DepEd-Regional Offices and Implementing Units", (ii) Section 10, Republic Act No. 9155 (Governance of Basic Education Act of 2001), which provides that the appropriations intended for the regional and field offices (elementary/secondary schools and Schools Division Offices [SDOs]) are to be allocated directly and released immediately by DBM to the said offices, and (iii) Section 11, Republic Act No. 10533 (Enhanced Basic Education Act of 2013), which provides that appropriations for the operationalization of the enhanced basic education be included in the Department's budget.

The budget for SHS school MOOE was computed based on: (i) a per capita cost derived from the rationalized formula for school MOOE applied to Junior High Schools in 2016, and (ii) on the projected enrolments contained in the Schools Division SHS Implementation Plans as of September 2015.

Considering that schools will need to mobilize and prepare for the opening of classes in June and that data on actual enrolment will be available in July, the DepEd shall release an initial tranche of funds in May 2016. This amount corresponds to the estimated funding requirements of schools for three (3) months or from June to August 2016.

School MOOE allocations of all public SHS, such as SHS in existing junior high schools, SHS within elementary schools and stand-alone SHS in new sites, regardless if they are implementing units or non-implementing units, shall be released through sub-allotment release order (sub-ARO) to the Schools Division Offices (SDOs). Meanwhile, budgeting, planning, procurement, accounting and disbursement are the independent variables of the current study which is believed to be the factors that need to be considered in fiscal management which will result into school improvements.

Financial management is concerned with all aspects of how a business deals with its financial resources in order to maximize profit over the long term. Financial management involves the following activities: financial planning, financial accounting, financial analysis, management accounting, and capital appraisal and budgeting. (Armstrong, 2006)

Mahanta (2013) espoused that educational institutions usually are organized and managed with philanthropic objects. The purpose of this institution is to promote and developed and enhance the quality of educational services. As educational institution are not organized and managed for profits. The financial aspects of this often remain neglected. Even today we presume that these are the institutes for charities. As such, they did not have a sound system of financial management. For such institute finance should be a secondary aspect of management.

Johnson (2004) mentioned that fiscal management practices should be implemented in ways that promote and sustain the integrity of the school district and the community, with schooling institutions earning the trust of citizens, and citizens practicing civic responsibility. Crucial here is the avoidance of conflicts of interest, and of the appearance of conflicts of interest.

Harrison (2014) observes that the term financial management, which was widely used in business circles for many years, is now applied to education also. Financial management in education is concerned with both the cost of education and the spending of the income in order to achieve clearly stated educational objectives.

Jiříček (2010) emphasized that Financial management ensures both strategic and political objectives of a company's top management. Among them there is – besides the basic goal of creating profit and increasing the market value of the company – also ensuring financial solvency of the company and its efficient financing in the operational and investment field.

In an official statement released in the Department of Education (2017), reforms in finance management and budget utilization of the Department of Education (DepEd) are in full swing since Secretary Leonor Briones took office.

A longtime advocate of efficient and timely spending of public funds on actual goods and services for the people, Briones' foremost endeavor as the new Department head is to address identified bottlenecks and budget underutilization.

DepEd saw an upsurge of 171% (P48.135 billion) in its MOOE and CO obligation rate based on the June 2016 (26% obligation rate or P28.025 billion out of P109.640 billion allotment) and the December 2016 (67% obligation rate or P76.160 billion out of P114.295 billion allotment) Statement of Appropriations, Allotments, Obligations, Disbursements and Balances reports.

Through the strengthened collaboration with Planning, Procurement, and Finance Services at the management level to push for funds release and utilization, the Department recorded an improved spending in the second half of 2016. The consistent and frequent monitoring of financial reports from the field increasingly brings in a financial performance mindset, which contributes to the timely delivery of basic education services. Furthermore, the Briones administration encourages the calibration of budget and accounting skills of Central and field personnel, through trainings and roll-out of the Financial Management Operations Manual.

A budget usually refers to a department or a company's projected revenues, costs, or expenses. A standard usually refers to a projected amount per unit of product, per unit of input (such as direct materials, factory overhead), or per unit of output. (DepEd Official Website)

According to Wango and Gatere (2013), a budget is a financial master plan, which pulls together and makes resources available for various aims and purposes of the institution and sets out in advance, monetary requirements for a period of time. Preparing a budget is a major responsibility of the school principal, as it records the projected sources of revenue and items of expenditure. Every school has a unique way of making and administering its budget. The budget is vital, because it helps to ensure that the school achieves its goals, establishes a control system, and motivates employees to work harder.

Kemi (2013) describes three processes of budgeting as follows: preparation of budget, which is done before school opens; adoption and administration of the budget, which is done during school Board of Management meetings; and evaluation of budget result, which is done in the mid-year or at the year-end Board of management meetings.

Independent schools are not immune from these new duties and they will need to make provision from the schools budget for auxiliary aids and services. These will include a number of things, most commonly teaching assistant support. The act also makes it unlawful to require any payment or make any charge for making a 'reasonable adjustment in any circumstances'. (Friel, 2014)

Another variable of the present study is procurement. Since part of fiscal management is purchasing materials for school improvement, the need for proper procurement process is very important.

A significant characteristic of planning in developing countries is the relative importance of the public sector. This is even truer for educational planning where the growth of the public sector is a dominating factor in the development of educational systems. As details of public sector programs are included in the budgets of the government and local authorities, and since educational planning is primarily concerned with formulating objectives for action, it would therefore be only logical to expect that the budgetary activity should play a major role in planning, programming and controlling educational costs during the planned period. This means that the budget should be so devised as to highlight the truly operational characteristics, both physical and financial, of any given program. Such, is however unfortunately not the experience of many developing countries; with a consequence that the operational character of what we may call 'traditional budgets' and their links with planning are largely obscured. (UNESCO Digital Library)

The procurement process goes beyond simply acquiring goods and services, and involves: sourcing and maintaining relationships with suppliers, setting terms for payment, selecting goods and services for purchase, completing an authorization request for the purchase, purchasing the goods or services, regulatory compliance activities (if required), tracking and analyzing overall purchasing behavior. Which means that your procurement process should actually reflect the company as a whole. If you're an environmentally-friendly or diversity-conscious business, your systems and suppliers should reflect that. (<https://www.quora.com/What-is-the-importance-of-procurement-in-an-organisation>)

The above-mentioned related literatures enlightened the researcher that the variables on the present study are interrelated with one another. Schools operations will not be feasible without proper fiscal management thus, improvements and developments rely primarily on how school heads and teachers follow religiously correct processes of planning, budgeting, accounting, procurement and disbursement.

3. RESEARCH METHODOLOGY

This chapter presents the research design, the respondents of the study, sampling technique, the research procedure, the research instrument utilized in the investigation and the statistical treatments applied to the data of study.

Research Design

The research design used in this study was descriptive through survey questionnaires to be able to gather data and information on the relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna, Fiscal Year 2015-2017.

The descriptive method of research is intended to give more information about particular characteristics in a particular field of study. Ritchie et al. (2013) opined that by using the descriptive method, the researcher will be able to observe a large mass of target population and make required conclusions about the variables. The researcher by using descriptive research can effectively design a pre-structured questionnaire with both open ended and closed ended questions.

Descriptive research involves collection of data in order to test the hypothesis or to answer questions concerning the current status of the study.

Respondents of the Study

DepEd Laguna has eighty five (85) public secondary schools, thirty (30) of which are Secondary Implementing Units, the total population of thirty (30) schools were chosen as respondents, one school from Alaminos, two (2) schools in Bay, one school from Calauan, one school from Cavinti, one school from Famy, one school from Kalayaan, one school from Liliw, two schools from Los Baños, one school from Lumban, one school from Majayjay, four schools from Nagcarlan, one school from Paete, two schools from Pagsanjan, one school from Pakil, one school from Pangil, two schools from Pila, three schools from San Pedro, one school from Santa Cruz, one school from Santa Maria, one school from Siniloan and one school from Victoria.

Each school has one school head, at least one financial staff and twenty percent (20%) of the total population of teacher – respondents to answer the questionnaire from thirty (30) Secondary Implementing Units in the Division of Laguna during the Fiscal Year 2015- 2017.

Sampling Technique

The study used purposive sampling technique that involves the total population of school heads, 50% of the financial staff and 20% of the total population of teachers of Secondary Implementing Units in the Division of Laguna. Since total population sampling involves all members within the population of interest, it is possible to get deep insights into the phenomenon. With such wide coverage of the population of interest, there is also a reduced risk of missing potential insights from members that are not included. In addition, it is a non-probability sample that is selected based on characteristics of a population and the objective of the study.

Table 1 reveals the frequency distribution of Respondents by District.

The name of District, number of Schools, the number of respondents such as School Head, Financial Staff and Teachers were included.

Table 1. Frequency Distribution of Respondents by District

District	Schools	Number of Respondents			Total
		School Head	Financial Staff	Teachers	
1. Alaminos	1	1	1	16	18
2. Bay	2	2	2	23	27
3. Calauan	1	1	1	31	33
4. Cavinti	1	1	1	5	7
5. Famy	1	1	1	15	17
6. Kalayaan	1	1	1	11	13
7. Liliw	1	1	1	11	13
8. Los Baños	2	2	2	48	50
9. Lumban	1	1	1	10	12
10. Majayjay	1	1	1	13	15
11. Nagcarlan	4	4	4	47	55
12. Paete	1	1	1	11	13
13. Pagsanjan	2	2	2	19	23
14. Pakil	1	1	1	8	8
15. Pangil	1	1	1	13	15
16. Pila	2	2	2	20	24

17. San Pedro	3	3	3	123	129
18. Santa Cruz	1	1	1	67	69
19. Santa Maria	1	1	1	15	17
20. Siniloan	1	1	1	22	24
21. Victoria	1	1	1	6	8
TOTAL	30	30	30	536	596

As presented in Table 1, the following is the distribution of the school heads, financial staff and teachers by District: thirty (30) or five percent (5%) were school heads, thirty (30) or five percent (5%) were financial staff and five hundred thirty six (536) or ninety percent (90%) were teachers, with a total of five hundred ninety six (596) respondents or one hundred percent (100%) in the Secondary Implementing Units in the Division of Laguna, Region IV CALABARZON, who were used as the subject of the study.

Table 2 reveals the frequency distribution of Respondents by School. The name of District, number of Schools and respondents were included.

Table 2. Frequency Distribution of Respondents by School.

School		District	Number of Respondents			Total
			School Head	Financial Staff	Teachers	
1	Alaminos National High School	Alaminos	1	1	16	18
2	Masaya National High School	Bay	1	1	8	10
3	Nicolas L. Galvez Memorial National High School	Bay	1	1	15	17
4	Dayap National High School	Calauan	1	1	31	33
5	Lumot National High School	Cavinti	1	1	5	7
6	Famy National High School	Famy	1	1	15	17
7	San Juan National High School	Kalayaan	1	1	11	13
8	Liliw National High School	Liliw	1	1	11	13
9	Los Baños National High School, Poblacion	Los Baños	1	1	10	12
10	Los Baños National High School, Batong Malaki	Los Baños	1	1	38	40
11	Lumban National High School	Lumban	1	1	10	12
12	Sta. Catalina National High School	Majayjay	1	1	13	15
13	Calumpang National High School	Nagcarlan	1	1	8	10
14	Cristobal S. Conducto Memorial National High School	Nagcarlan	1	1	13	15
15	Plaridel National High School	Nagcarlan	1	1	17	19
16	Talangan National High School	Nagcarlan	1	1	9	11
17	Poten & Eliseo M. Quesada Memorial National High School	Paete	1	1	11	13
18	Pagsanjan National High School	Pagsanjan	1	1	14	16
19	Unson National High School	Pagsanjan	1	1	5	7
20	Kabulusan National High School	Pakil	1	1	8	10
21	Balian National High School	Pangil	1	1	13	15
22	Don Manuel Rivera Memorial National High School	Pila	1	1	10	12

23	Linga National High School, Pila	Pila	1	1	10	12
24	Pacita Complex National High School	San Pedro	1	1	30	32
25	Sampaguita Village National High School	San Pedro	1	1	56	58
26	San Pedro Relocation Center High School	San Pedro	1	1	37	39
27	Pedro Guevarra National High School	Santa Cruz	1	1	67	69
28	Sta. Maria National High School	Santa Maria	1	1	15	17
29	Siniloan National High School	Siniloan	1	1	22	24
30	San Francisco National High School	Victoria	1	1	6	8
		TOTAL	30	30	536	596

Table 2 presents the frequency distribution of respondents by School. Thirty (30) or five percent (5%) were school heads, thirty (30) or five percent (5%) were financial staff and five hundred thirty six (536) or ninety percent (90%) were teachers, with a total of five hundred ninety six (596) respondents or one hundred percent (100%) in the Secondary Implementing Units in the Division of Laguna, Region IV CALABARZON as respondents of the study.

Research Procedure

The collection of data is an extremely important part of all research endeavors for the conclusion of a study and is based on what the data reveal. As a result, the kind of data to be collected, the method of collection to be used and the scoring of the data need to be considered with care to obtain low variability (variance, standard error/standard deviation).

Prior to the conduct of data gathering, the researcher secured the Certificate of Content Validation from different experts / specialists in the field of Education Management. The experts / specialists include a DepEd District Supervisor from Calauan, a Principal IV from Santa Cruz, a Principal II from Pila and a Principal I from Calamba City. Afterwards, permission from the Dean of Graduate Studies and College of Teacher Education of Laguna State Polytechnic University, advisers and members of the panel to administer the questionnaire was secured.

Permission for the conduct of the study through a letter from the Schools Division Superintendent, signed by the Chief of School Governance and Operations Division, District Supervisors, School Heads and letter of request to the individual respondents were prepared and submitted. After being granted approval, the researcher personally distributed the questionnaires to the thirty Secondary Implementing Units in Laguna and politely requested to retrieve it a week after. After a week, the researcher phone called the focal persons such as the principals / Secretaries if the questionnaires were already filled out. Messenger and email were also sourced out as means of communication with the respondents. Some of the questionnaires were not yet filled after a week, so the researcher had to go back to the first step and communicate again. The schools from far flung areas such as Santa Maria, Famy, Alaminos and San Pedro's Financial Staff were politely asked by the researcher to submit their accomplished questionnaire to the Division Office's Cashier if they have something to submit, transact or inquire in the Cashier's Office.

Research Instrument

The research instruments used in this study were questionnaire checklist and survey questionnaire that requires respondents to provide their PBB Rating and SBM Level. The self-made or constructed questionnaire checklist used in this study was developed through browsing several samples of questionnaire from related literature and studies. Some of the questions from different studies were adapted but modified to suit the purpose of the study. The Results-based Performance Management System (RPMS) of DepEd and Individual

Performance Commitment and Review Forms (IPCRF) of the School Head, Disbursing Officers, Cashiers, Senior Bookkeepers and Accountants served as basis for questions regarding Fiscal Management.

The questionnaire for the School Head was divided into four parts:

Part 1 elicits the demographic profile of the respondent/s which includes their age, sex, position title, School, School address and number of years in service. Part 2 elicits the respondents' level of fiscal management practices in terms of Budgeting, Planning, Procurement, Accounting and Disbursement.

To determine the school's level on fiscal management practices, the following scale was used:

Table 3. Scale to Determine the School's Level of Fiscal Management

Rating	Range	Description	Verbal Interpretation
5	4.21 – 5.00	It means that schools have very high level of fiscal management efficiency	Very High Level of Practice
4	3.41 – 4.20	It means that schools have high level of fiscal management efficiency	High Level of Practice
3	2.61 – 3.40	It means that schools have moderate level fiscal management efficiency	Moderate Level of Practice
2	1.81 – 2.60	It means that schools have low level of fiscal management efficiency	Low Level of Practice
1	1.00 – 1.80	It means that schools have very low level fiscal management efficiency	Very Low Level of Practice

Part 3 elicits the perception of the respondents on school improvement in terms of faculty and staff, students, school and current operating expenditures.

Table 4 reveals the ensuing scale used to gauge the level of School Improvement of the Implementing Units in the Division of Laguna for Fiscal Year 2015-2017 as perceived by the School Administrators and Teachers.

Table 4. Scale to Determine the Level of School Improvement

Rating	Range	Description	Verbal Interpretation
5	4.21 – 5.00	It means that the respondents' strongly agree on the item pertaining to school improvement	Strongly Agree
4	3.41 – 4.20	It means that the respondents' moderately agree on the item pertaining to school improvement	Moderately Agree
3	2.61 – 3.40	It means that the respondents' agree on the item pertaining to school improvement	Agree
2	1.81 – 2.60	It means that the respondents' disagree on the item pertaining to school improvement	Disagree
1	1.00 – 1.80	It means that the respondents' strongly disagree on the item pertaining to school improvement	Strongly Disagree

Part 4 asks the respondents to provide data of their School-Based Management (SBM) Level for School Years 2014-2017 and Performance-Based Bonus (PBB) Level for Fiscal year (FY) 2015-2017. It was noted that performance based Bonus in Secondary Schools for FY 2015-2017 covers NAT Results, Drop-out Rate and Liquidation of Financial Transactions. While on the succeeding years, some of the requirements were somewhat replaced / changed.

On the other hand, the questionnaire for Financial Staff was consisted of two parts: Part 1 elicits the demographic profile of the respondent/s which includes their age, sex, position title, and number of years in service. Part 2 elicits the perception of the respondents on Fiscal Management practices of School Heads in terms of Budgeting, Planning, Procurement, Accounting and Disbursement.

To determine the School Head's level of fiscal management practices as perceived by the Financial Staff, Table 3's Scale to Determine the School's Level of Fiscal Management was used.

On the other hand, the questionnaire for teachers was consisted of two parts: Part 1 elicits the demographic profile of the respondent/s which includes their age, sex, position title, and number of years in service. Part 2 elicits the perception of the respondents on school improvement in terms of faculty and staff development, students, school and current operating expenditures.

To determine the level of school improvement of the Implementing Units in the Division of Laguna as perceived by teachers, Table 4's Scale to determine the Level of School Improvement was used.

Statistical Treatment of Data

The data gathered from this study were tabulated and analyzed using the following statistical treatment:

To determine the level of school heads' fiscal management in terms of budgeting, planning, procurement, accounting and disbursement as perceived by the School Heads and the Financial Staff; and to distinguish the level of school improvement as perceived by the School Heads and Teachers in terms of Faculty and Staff, Students, School Development and Current Operating Expenditures, mean and standard deviation were used.

To determine the level of School Improvement as perceived by the School Heads in terms of SBM and PBB Level, mean, standard deviation, Frequency Distribution and Percentage were utilized;

To determine the significant difference on Fiscal Management as perceived by the School Heads and by the Financial Staff; and the significant difference on School Improvement as perceived by School Heads and Teachers of Secondary Implementing Units in the Division of Laguna, T-test was used.

Lastly, to determine the significant relationship between Fiscal Management and School Improvement of Secondary Implementing Units in the Division of Laguna as perceived by the School Heads, the researcher used Pearson Product-Moment Correlation Coefficient and Spearman's rank correlation coefficient.

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis and interpretation of data with corresponding analysis and interpretation.

The presentation of the major findings followed the sequence in accordance with how the statement of the problem was presented namely: (1) the level of Fiscal Management as perceived by the School Heads in terms of Budgeting, Planning, Procurement, Accounting and Disbursement; (2) level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Budgeting, Planning, Procurement, Accounting and Disbursement; (3) level of School Improvement as perceived by the School Heads in terms of Faculty and Staff, Students, School and Current Operating Expenditures; (4) level of School Improvement as perceived by the Teachers in terms of Faculty and Staff, Students, School and Current Operating Expenditures; (5) significant difference on Fiscal Management as perceived by the School Heads and by the Financial Staff; (6) significant difference on the School Improvement as perceived by the School Heads and by the Teachers; and (7) significant relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna.

Level of Fiscal Management as Perceived by the School Heads

In this study, the level of Fiscal Management as perceived by the School Heads in terms of Budgeting, Planning, Procurement, Accounting and Disbursement were evaluated.

The level of Fiscal Management as perceived by the School Heads are presented in the following tables, which show the average mean, standard deviation and verbal interpretation.

Table 5 reveals the level of Fiscal Management as perceived by the School Heads in terms of Budgeting.

Table 5. Level of Fiscal Management as Perceived by the School Heads in terms of Budgeting

Statement	Mean	SD	VI
1. Certifies budget proposals, special budget requests and accountability reports as to accuracy for submission to various agencies.	4.90	0.305	VHL
2. Reports on the financial position and the result of the operations of the school for the information of all persons concerned on the scheduled date.	4.47	0.730	HL
3. Certifies availability of Allotments, monitors and records expenditures in appropriate registries on time.	4.80	0.484	VHL
4. Prioritizes budgetary activities that would serve as one of the principal guides in formulating the institutional budget proposals on schedule.	4.80	0.407	VHL
5. Sets budgetary guidelines and make final decision on how much should be the budget for a particular period.	4.57	0.504	VHL
6. Appropriates certain automatic budget for specific purposes on time.	4.40	0.724	HL
Overall Mean: SD Overall Interpretation	4.66: 0.572 Very High Level of Practice		

Legend:

Scale	Range	Verbal Interpretation	Symbol
5	4.50-5.00	Very High Level of Practice	VHL
4	3.50-4.49	High Level of Practice	HL
3	2.50-3.49	Moderate Level of Practice	ML
2	1.50-2.49	Low Level of Practice	LL
1	1.00-1.49	Very Low Level of Practice	VLL

As shown in the table, it can be noted that there is a Very High Level of Practice with regard to on-time certification of budget proposals, special budget requests and accountability reports for submission to various agencies with a mean of 4.90 (SD=0.305), as well as in on-time certification of availability of allotments, monitoring and recording of expenditures in appropriate registries with a mean of 4.80 (SD=0.484), setting of budgetary guidelines and making final decision on budget with a mean of 4.57 (SD=0.504). On the other hand, reporting on the financial position and the result of the operations of the school for the information of all persons concerned with a mean of 4.47 (SD=0.730), prioritizing budgetary activities that would serve as one of the principal guides in formulating the institutional budget proposals with a mean of 4.80 (SD=0.407) and appropriation of certain automatic budget for specific purposes with a mean of 4.40 (SD=0.724) were interpreted as High Level of Practice.

The overall mean of 4.66 (SD=0.572) manifests that the level of Fiscal Management in terms of Budgeting with a verbal interpretation of Very High Level of Practice, is an indication that the respondents are highly equipped with knowledge on budgeting. Budgeting is a very important management skill which is the foremost requirement in the fiscal management cycle. Likewise, values for standard deviation in all indicators (statement) appear that the School Heads' perception are homogeneous in terms of Budgeting.

The study of Mehler (2016) supports the above-mentioned results where he cited five themes that have emerged revealing how the superintendents have come to understand the importance of: (1) building relationships, (2) seeking consensus, (3) understanding the perspectives of stakeholders, (4) leveraging community support, and (5) managing disagreements. While affirming what the academic literature illustrates, the findings of his study support superintendent engagement with oppositional stakeholders despite common obstacles obstructing the process of governance. These findings stress the importance of building positive relationships with stakeholders.

Table 6 presents the level of Fiscal Management as perceived by the School Heads in terms of Planning.

Table 6. Level of Fiscal Management as Perceived by the School Heads in terms of Planning

Statement	Mean	SD	VI
1. Links the budget to the School Development / Improvement Plan	4.93	0.254	VHL
2. Involves the school personnel in the development of the financial plans and programs.	4.73	0.450	VHL
3. Provides avenue for feedback and suggestions from the stakeholders.	4.27	0.691	HL
4. Defines and agrees with the school financial objectives and goals.	4.73	0.450	VHL
5. Communicates to stakeholders the financial planning process and its success will depend on the quality and clarity of the information given to them.	4.40	0.675	VL
Overall Mean: SD	4.61: 0.577		
Overall Interpretation	Very High Level of Practice		

As shown in the data, the level of Fiscal Management as perceived by the School Heads in terms of Planning in terms of linking the budget to the School Development / Improvement Plan, ($M=4.93$, $SD=0.254$), involving the school personnel in the development of the financial plans and programs, ($M=4.73$, $SD=0.450$), and defining and agreeing with the school financial objectives and goals, ($M = 4.73$, $SD = 0.450$) are all interpreted as Very High Level of Practice. While providing avenue for feedback and suggestions from the stakeholders, ($M = 4.27$, $SD = 0.691$) and communicating to stakeholders the financial planning process ($M=4.40$, $SD=0.675$) are with verbal interpretations of High Level of Practice.

The overall mean of 4.61 ($SD=0.577$) manifests that the level of Fiscal Management as perceived by the School Heads in terms of Planning has a verbal interpretation of Very High Level of Practice, an indication that respondents possess the highest level of Fiscal Management skill in Planning. If the school has no financial plan, there is a risk that the funds for action will not be properly used and harmonized with the school's work program.

This is true in the study of Lei (2013), as he mentioned that business planning is very important for the management, because good planning is the foundation for the development of a well-organized, also it can greatly improve the organization and management efficiency. This is the guide for the development of education, it provides important theoretical basis for decision making.

Contrary to this, Yau (2012) found that a total of 61% of teachers and head-teachers perceived annual school planning as a means for school improvement. In most schools, the impact of annual school planning seemed to be greater in the aspect of resource management, but not as significant in the aspect of school culture. In fact, very few schools involved teachers in decision-making nor in evaluation processes. However, a small number of schools were found to be coping well with annual school planning where approaches were significantly different from other schools .

Table 7 shows the level of Fiscal Management as perceived by the School Heads in terms of Procurement. It also shows the average mean, standard deviation and its verbal interpretation.

Table 7. Level of Fiscal Management as Perceived by the School Heads in terms of Procurement

Statement	Mean	SD	VI
1. Oversees the preparation and approves the School Annual Procurement Plan, by collecting and consolidating the procurement plans of the school on time.	4.70	0.466	VHL
2. Certifies all procurement that are within the approved budget of the Procuring Entity and which are meticulously and judiciously planned by the Procuring Entity.	4.83	0.379	VHL
3. Undertakes procurement in accordance with the approved APP, including approved changes thereto.	4.60	0.855	VHL

4. Creates a competitive bidding on all procurement.	4.53	0.629	VHL
5. Approves the prepared documents for quotation of three suppliers.	4.90	0.305	VHL
Overall Mean: SD Overall Interpretation	4.71: 0.572 Very High Level of Practice		

As gleaned in the table, all criteria rated by the respondents as Very High Level. The highest of which is approval of the prepared documents for quotation of three suppliers with a mean of 4.90 (SD=0.305) which also means that all indicators (statement) appear that respondents' perception are homogeneous.

The overall mean of 4.71 (SD=0.572) manifests that the level of Fiscal Management as perceived by the School Heads in terms of Procurement has a Very High Level of Practice interpretation, an indication that respondents possess an excellent Fiscal Management Skill in Procurement. Procurement is equally important to the lifeline of the school to augment the need for supplies, maintenance of physical facilities, teaching aids and paraphernalia.

Likewise, on the development of school programs, Hollers (2018) examined the System – level Performance Risk Index ability to assess the program performance of acquisition programs phase of the DoD acquisition cycle. Based on these findings, the research concludes the SPRI model provides a step forward in the development of school programs.

Table 8 shows the level of Fiscal Management as perceived by the School Heads in terms of Accounting.

Table 8. Level of Fiscal Management as Perceived by the School Heads in terms of Accounting

Statement	Mean	SD	VI
1.Preparation of financial statement reports such as trial balances, income and expenditure statement and balance sheet statement with the supporting journals and vouchers on or before the 2 nd day of the succeeding month.	4.67	0.479	VHL
2. Preparation of adjusting entries needed for an accurate and timely preparation of financial reports and to be submitted to COA and other oversight agencies monthly.	4.70	0.466	VHL
3. Implementation of the enhanced Financial Reporting System (eFRS) (from preparation of voucher and generation of major financial statements).	4.67	0.606	VHL
4. Monitoring of cash advance release to employees without complete attached documents needed for liquidation.	4.37	1.098	HL
5. Ensuring that Audit Observation Memorandum (AOM) and COA Management Letter findings are complied with, addressed and justified monthly.	4.63	0.615	VHL
6.Checking of the accuracy of salaries and benefits given to employees on a periodic basis and respond to queries pertaining to salary /benefit claims, year round.	4.83	0.379	VHL
7.Computation of salary adjustment based on new salary schedule, changes/adjustments in deductions and communicate such to personnel concerned (Notice of Step Increase (NOSI) and/or Notice of Salary Adjustment (NOSA), year round.	4.77	0.430	VHL
8.Checking and verification of computed vacation service credits of teachers and non-teaching personnel for accrual of leaves, year round.	4.73	0.450	VHL
9.Processing of retirement/ separation papers including accrued benefits and terminal leave pay of retiring/ resigning employees for benefits payment purposes, year round.	4.73	0.450	VHL

10. Implementation of Budget Monitoring System (BMS) in report preparation monthly, and encodes BFARs (BEDS, BARS, OSBP) using online URS of the DBM monthly.	4.80	0.407	VHL
Overall Mean: SD Overall Interpretation	4.69: 0.579 Very High Level of Practice		

As gleaned from the data presented on Table 8, with regard to the level of Fiscal Management as perceived by the School Heads in terms of Accounting, monitoring of cash advance release to employees without complete attached documents needed for liquidation has a verbal interpretation of High Level of practice while the rest of the indicators (statement) were interpreted as Very High Level of Practice. Some indicators included were: the preparation of financial statement reports such as trial balances, income and expenditure statement and balance sheet statement with the supporting journals and vouchers are submitted on or before the 2nd day of the succeeding month with a mean of 4.67 (SD=0.479); monthly preparation of adjusting entries needed for an accurate and timely preparation of financial reports and to be submitted to COA and other oversight agencies with a mean of 4.70 (SD = 0.466).

The overall mean of 4.69 (SD=0.579) manifests that the level of Fiscal Management as perceived by the School Heads in terms of Accounting has a verbal interpretation of Very High Level of Practice, an indication that respondents possess a very high level of financial management skill in certifying, supervising and approval of tasks done by the School Accountant / Senior Bookkeeper. It is important to note that accounting and auditing rules set by the Commission on Audit (COA) be strictly followed by the School to avoid, Audit Observation Memorandum (AOM) from COA on unliquidated and fund misuse.

Comparably, Hegazy (2015) highlighted that forensic accounting professionalization has been greatly influenced by the subjective interpretation of the accounting profession, where powerful legitimacy and marketing strategies have been employed by the accounting profession to legitimize the forensic accounting practice. Furthermore, her study found that intra-professional competition plays a major role in shaping the dynamics of the forensic accounting practice.

Table 9 reveals the level of Fiscal Management as perceived by the School Heads in terms of Disbursement.

Table 9. Level of Fiscal Management as Perceived by the School Heads in terms of Disbursement

Statement	Mean	SD	VI
1. Recording and maintenance of cashbook for all types of collection monthly.	4.73	0.450	VHL
2. Preparation, disbursement and release of approved payments based on prescribed forms to fulfill payment of obligations every transaction.	4.83	0.379	VHL
3. Review and finalization of advice of checks issued and cancelled (ACIC) for submission to authorized government depository bank (every transaction) and Bureau of Treasury (on or before the 5 th working day of the following month).	4.83	0.379	VHL
4. Preparation of liquidation of cash advances and replenishment of petty cash fund every month.	4.47	1.074	HL
5. Negotiation of bank transactions such as encashment of checks for payroll, other benefits and payables.	4.73	0.521	VHL
6. Preparation of monthly reports of RCI, SLCIC, MRD, RD and RAAF on or before the 10 th day of the Month.	4.83	0.379	VHL
7. Remittance of mandatory contributions to BIR, Philhealth, GSIS and HDMF on or before the 15 th and 30 th of the month.	4.80	0.407	VHL
8. Usage of E-MDS to issue payments to Internal Creditors / suppliers / teachers accounts after every transaction	4.80	0.407	VHL

9. Transfer of fund to Region IV-CALABARZON for DepEd personnel's salary as soon as LDDAP-ADA is received.	4.70	0.596	VHL
10. Submission of hard copy of Fund transfer to the Division Office on the third or fourth week of the month.	4.83	0.379	VHL
Overall Mean: SD Overall Interpretation	4.76: 0.540 Very High Level of Practice		

Specifically, the respondents assessed that the monthly preparation of liquidation of cash advances and replenishment of petty cash fund has a mean of 4.47 (SD=1.074) with a verbal interpretation of High Level of Practice while the rest of the indicators (statement) were all verbally interpreted as Very High Level of Practice which includes preparation, disbursement and release of approved payments based on prescribed forms to fulfill payment of obligations, review and finalization of advice of checks issued and cancelled (ACIC) for submission to authorized government depository bank and Bureau of Treasury, preparation of monthly reports of RCI, SLCIC, MRD, RD and RAAF, submission of hard copy of Fund transfer to the Division Office on the third or fourth week of the month are all with a mean of 4.83 (SD = 0.379).

The overall mean of 4.76 (SD=0.379) manifests that the level of Fiscal Management as perceived by the School Heads in terms of Disbursement has a verbal interpretation of Very High Level of Practice, an indication that respondents possess excellent Financial Management Skill in certifying, supervising and approval of disbursement made by the Disbursing Officer. Likewise, values for standard deviation in all indicators (statement) appear that respondents' perception are also homogenous.

Moreover, Dear (2018) investigated the effects of financial aid disbursement policies dependent upon course attendance on course completion rates. The research is designed to answer three research questions related to the effect of type of financial aid awarded to students, disbursement policy.

Level of Fiscal Management of School Heads as perceived by the Financial Staff

In this study, this refers to the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Budgeting, Planning, Procurement, Accounting and Disbursement.

The level of Fiscal Management of School Heads as perceived by the Financial Staff were revealed in the following table, which shows the average mean, standard deviation and verbal interpretation.

Table 10 reveals the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Budgeting.

Table 10. Level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Budgeting

Statement	Mean	SD	VI
1. Certifies budget proposals, special budget requests and accountability reports as to accuracy for submission to various agencies.	4.13	0.819	HL
2. Reports on the financial position and the result of the operations of the school for the information of all persons concerned on the scheduled date.	3.83	0.874	HL
3. Certifies availability of Allotments, monitors and records expenditures in appropriate registries on time.	3.37	0.850	ML
4. Prioritizes budgetary activities that would serve as one of the principal guides in formulating the institutional budget proposals on schedule.	4.03	0.809	HL
5. Sets budgetary guidelines and make final decision on how much should be the budget for a particular period.	4.07	0.640	HL
6. Appropriates certain automatic budget for specific purposes on time.	3.87	0.629	HL
Overall Mean: SD Overall Interpretation	3.88: 0.807 High Level of Practice		

As portrayed in the data, the respondents assessed the on-time certification of availability of Allotments, monitoring and recording of expenditures in appropriate registries on time with a mean of 3.37 (SD=0.850) with a verbal interpretation of Moderate Level of Practice while the remaining indicators (statements) were all interpreted as High Level of Practice which includes certification of budget proposals, special budget requests and accountability reports as to accuracy for submission to various agencies with a mean of 4.13 (SD=0.819), reporting on the financial position and the result of the operations of the school for the information of all persons concerned on the scheduled date with a mean of 3.83 (SD = 0.874) and the certification of the availability of Allotments, monitors and records expenditures in appropriate registries on time with a mean of 3.37 (SD=0.850).

The overall mean of 3.88 (SD=0.807) manifests that the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Budgeting with a verbal interpretation of High Level of Practice is an indication that there is a need for School Heads to attend more trainings on Financial Management in terms of Budgeting as evidenced by the result. This will enable them to be well-informed on the updates of the Department of Education. Likewise, values for standard deviation in all indicators (statement) appear that respondents' perception are homogenous in terms of Budgeting.

Snow & Williamson (2015) confirmed through factor analysis a political pattern of decentralization where school principals and school level stakeholders gain more influence over budget decisions when they have the ability to originate budget requests and control the disposition of budgeted funds.

In addition, Bamforth et al. (2018) discussed that the money management behavior of undergraduates approach to manage spending, income, saving, peer relationships and stress changes as they make progress in their degree. However, they shared similar approaches to investment, followed parental money management advice and used technology for cost reduction, irrespective of the progress in their degree.

Table 11 shows the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Planning.

Table 11. Level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Planning

Statement	Mean	SD	VI
1. Links the budget to the School Development / Improvement Plan	4.07	0.740	HL
2. Involves the school personnel in the development of the financial plans and programs.	4.10	0.662	HL
3. Provides avenue for feedback and suggestions from the stakeholders.	3.87	0.571	HL
4. Defines and agrees with the school financial objectives and goals.	4.13	0.629	HL
5. Communicates to stakeholders the financial planning process and its success will depend on the quality and clarity of the information given to them.	4.03	0.490	HL
Overall Mean: SD	4.04: 0.623		
Overall Interpretation	High Level of Practice		

As evidenced by the data, linking the budget to the School Development / Improvement Plan with a mean of 4.07, (SD=0.740), involving the school personnel in the development of the financial plans and programs, (M = 4.10, SD = 0.662); provides avenue for feedback and suggestions from the stakeholders, (M = 3.87, SD = 0.571); defining and agreeing with the school financial objectives and goals, (M = 4.13, SD = 0.629); communicating to stakeholders the financial planning process (M = 4.03, SD = 0.490); respectively are all verbally interpreted as "High Level of Practice". Likewise, values for standard deviation in all indicators appear that respondents' perception are also homogenous.

The overall mean of 4.04 (SD=0.623) manifests that the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Planning has a verbal interpretation of High level of Practice, an indication that there is a need for School Heads to attend more trainings on Financial Management in terms of Planning as evidenced by the result. This will enable them to be knowledgeable on the updates given by the Department of Education.

Contrary to this, Yau (2012) found that a total of 61% of teachers and head-teachers perceived annual school planning as a means for school improvement. In most schools, the impact of annual school planning seemed to be greater in the aspect of resource management, but not as significant in the aspect of school culture. In fact, very few schools involved teachers in decision-making nor in evaluation processes. However, a small number of schools were found to be coping well with annual school planning where approaches were significantly different from other schools. In these schools, the heads were quite willing to promote the collaborative model and teachers' perceptions of annual school planning were most positive and the numbers of areas improved were the greatest.

Similarly, Gallien (2015) pointed that the strategic planning used by the university included (a) identifying organizational mandates; (b) clarifying the organizational mission and values; (c) assessing external and internal environments; (d) identifying strategic issues; (e) formulating strategies to manage the issues; (f) establishing an effective organizational vision; and (g) developing an effective implementation process.

Table 12 presents the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Procurement which shows the average mean, standard deviation and verbal interpretation.

Table 12. Level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Procurement

Statement	Mean	SD	V.I.
1. Oversees the preparation and approves the School Annual Procurement Plan, by collecting and consolidating the procurement plans of the school on time.	4.30	0.596	HL
2. Certifies all procurement that are within the approved budget of the Procuring Entity and which are meticulously and judiciously planned by the Procuring Entity.	4.03	0.490	HL
3. Undertakes procurement in accordance with the approved APP, including approved changes thereto.	3.73	0.640	HL
4. Creates a competitive bidding on all procurement.	3.90	0.403	HL
5. Approves the prepared documents for quotation of three suppliers.	4.00	0.743	HL
Overall Mean: SD	3.99: 0.608		
Overall Interpretation	High Level of Practice		

As reflected in Table 12, all five abovementioned indicators were verbally interpreted as with "High Level of Practice".

The overall mean of 3.99 (SD=0.608) reveals that the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Procurement has a verbal interpretation of "High level of Practice", it is an indication that School Heads management skill in Procurement needs to be addressed. Intensive workshops, orientations and seminars on Procurement should be attended by them in order to achieve excellence.

Corollary to the findings of different studies on procurement policies, Sonnino (2009) discussed that based on the analysis of documentary material and qualitative data collected through formal and informal interviews, the paper examines the process through which city authorities have integrated different quality conventions. The analysis shows that procurement policies such as those implemented in Rome have the power to create an "economy of quality".

Table 13 shows the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Accounting which shows the average mean, standard deviation and verbal interpretation.

Table 13. Level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Accounting

Statement	Mean	SD	V.I.
1. Preparation of financial statement reports such as trial balances, income and expenditure statement and balance sheet statement with the supporting journals and vouchers on or before the 2 nd day of the succeeding month.	4.30	0.794	HL

2. Preparation of adjusting entries needed for an accurate and timely preparation of financial reports and to be submitted to COA and other oversight agencies monthly.	4.03	0.850	HL
3. Implementation of the enhanced Financial Reporting System (eFRS) (from preparation of voucher and generation of major financial statements).	4.30	0.877	HL
4. Monitoring of cash advance release to employees without complete attached documents needed for liquidation.	4.10	0.803	HL
5. Ensuring that Audit Observation Memorandum (AOM) and COA Management Letter findings are complied with, addressed and justified monthly.	4.20	0.610	HL
6. Checking of the accuracy of salaries and benefits given to employees on a periodic basis and respond to queries pertaining to salary /benefit claims, year round.	4.43	0.817	HL
7. Computation of salary adjustment based on new salary schedule, changes/adjustments in deductions and communicate such to personnel concerned (Notice of Step Increase (NOSI) and/or Notice of Salary Adjustment (NOSA), year round	4.43	0.858	HL
8. Checking and verification of computed vacation service credits of teachers and non-teaching personnel for accrual of leaves, year round.	4.27	0.640	HL
9. Processing of retirement/ separation papers including accrued benefits and terminal leave pay of retiring/ resigning employees for benefits payment purposes, year round.	4.20	0.714	HL
10. Implementation of Budget Monitoring System (BMS) in report preparation monthly, and encodes BFARs (BEDS, BARS, OSBP) using online URS of the DBM monthly	4.20	0.805	HL
Overall Mean: SD	4.25: 0.780		
Overall Interpretation	High Level of Practice		

As portrayed in the data, the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Accounting were all verbally interpreted as High Level of Practice. Included in the top list are: checking of the accuracy of salaries and benefits given to employees on a periodic basis and respond to queries pertaining to salary /benefit claims, year round and computation of salary adjustment both with a mean of 4.43 (SD=0.858). On the other hand, year-round processing of retirement/ separation papers and monthly implementation of Budget Monitoring System (BMS) in report preparation are both with a mean 4.20 (SD=0.805) and are all verbally interpreted as "High Level of Practice".

The overall mean of 4.25 and standard deviation of 0.780 manifests that the level of Fiscal Management as perceived by Financial Staff in terms of Accounting has a verbal interpretation of High Level of Practice is an indication that School Heads need to attend more seminars and orientations on Accounting, to be able to reach excellence. Likewise, values for standard deviation in all indicators (statement) appear that respondents' perception are also homogenous.

In relation to this, Bai (2010) stated that the Chinese government accounting norms are mainly the norms related to the government budget accounting regulations, including budgetary accounting regulations for public, accounting regulations for governmental institutes and accounting standards for governmental institutes. The Chinese budgetary accounting hasn't established unified and normative regulation system. The incensement of budgetary outlays, the change of the government's responsibilities and the change of the government accounting information users' needs, the Chinese government accounting norm mode should also change.

Table 14 reveals the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Disbursement.

Table 14. Level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Disbursement

Statement	Mean	SD	VI
1. Recording and maintenance of cashbook for all types of collection monthly.	4.40	0.724	HL
2. Preparation, disbursement and release of approved payments based on prescribed forms to fulfill payment of obligations every transaction.	4.53	0.730	VHL
3. Review and finalization of advice of checks issued and cancelled (ACIC) for submission to authorized government depository bank (every transaction) and Bureau of Treasury (on or before the 5 th working day of the following month).	3.87	0.819	HL
4. Preparation of liquidation of cash advances and replenishment of petty cash fund every month.	3.90	0.759	HL
5. Negotiation of bank transactions such as encashment of checks for payroll, other benefits and payables.	4.07	0.907	HL
6. Preparation of monthly reports of RCI, SLCIC, MRD, RD and RAAF on or before the 10 th day of the Month.	4.20	0.847	HL
7. Remittance of mandatory contributions to BIR, Philhealth, GSIS and HDMF on or before the 15 th and 30 th of the month.	4.40	0.855	HL
8. Usage of E-MDS to issue payments to Internal Creditors / suppliers / teachers accounts after every transaction	4.47	0.776	HL
9. Transfer of fund to Region IV-CALABARZON for DepEd personnel's salary as soon as LDDAP-ADA is received.	4.50	0.777	VHL
10. Submission of hard copy of Fund transfer to the Division Office on the third or fourth week of the month.	4.33	0.758	HL
Overall Mean: SD	4.27: 0.819		
Overall Interpretation	High Level of Practice		

It can be gleaned from the data that in preparation, disbursement and release of approved payments based on prescribed forms to fulfill payment of obligations every transaction with a mean of 4.53 (SD=0.730) and transfer of fund to Region IV-CALABARZON for DepEd personnel's salary as soon as LDDAP-ADA is received with a mean of 4.50 (SD=0.777) has a verbal interpretation of Very High Level of Practice. Meanwhile, all the other indicators (statements) are all interpreted as High Level of Practice such as: monthly recording and maintenance of cashbook for all types of collection with a mean of 4.40 (SD=0.724) preparation, disbursement and release of approved payments based on prescribed forms to fulfill payment of obligations every transaction with a mean of 4.53 (SD = 0.730) and review and finalization of advice of checks issued and cancelled (ACIC) for submission to authorized government depository bank (every transaction) and Bureau of Treasury with a mean of 3.87 (SD=0.819) among others.

The overall mean of 4.27 (SD=0.819) exhibits the level of Fiscal Management of School Heads as perceived by the Financial Staff in terms of Disbursement has a verbal interpretation of High Level of Practice, an indication that in terms of Disbursement, an intensive training of School Heads is needed to refine their knowledge on the aforementioned financial management skill.

In his study, Lucas (2007) explored possible relationships between selected school district characteristics and the percentage profiles of 2005-06 general fund receipts and disbursements for a sample of Nebraska school districts. The results showed that for Nebraska school districts with different characteristics there were major differences in the percentage profiles of general fund receipts, but few differences in the percentage profiles of general fund disbursements.

Level of School Improvement as Perceived by the School Heads

The level of School Improvement as perceived by the School Heads in terms of Faculty and Staff with regards to seminars, trainings and research; Students with regards to enrolment rate, drop-out rate, awards and recognitions; School with regards to Physical Facilities Development, NAT Results, SBM Level and PBB Level; and Current Operating Expenditures with regard to Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE).

Table 15 reveals the level of School Improvement as perceived by the School Heads in terms of Faculty and Staff.

Table 15. Level of School Improvement as perceived by the School Heads in terms of Faculty and Staff

Statement	Mean	SD	VI
1. Encourages personnel to attend seminars, workshops and in-service training for professional growth.	4.97	0.183	SA
2. Provides and endorses scholarship to deserving teachers.	4.00	0.947	MA
3. Conducts periodic seminars in teaching strategies and classroom management.	4.60	0.498	SA
4. Holds annual team building	4.80	0.407	SA
5. Conducts school-based demonstration teaching	4.63	0.490	SA
6. Produces at least one action research per school year per department.	4.37	0.615	MA
Overall Mean: SD	4.56: 0.644		
Overall Interpretation	Strongly Agree		

Legend

Scale	Range	Verbal Interpretation	Symbol
5	4.50-5.00	Strongly Agree	SA
4	3.50-4.49	Moderately Agree	MA
3	2.50-3.49	Agree	A
2	1.50-2.49	Disagree	DA
1	1.00-1.49	Strongly Disagree	SDA

The indicators with their means and standard deviations, encouraging personnel to attend seminars, workshops and in-service training for professional growth ($M=4.97$, $SD=0.183$), conducting periodic seminars in teaching strategies and classroom management, ($M=4.60$, $SD=0.498$); holding annual team building ($M=4.80$, $SD=0.470$); and conducting school-based demonstration teaching ($M=4.63$, $SD=0.490$) are all with verbal interpretations of “Strongly Agree”. “Moderately Agree” was the interpretation on two indicators such as providing and endorsing scholarship to deserving teachers, ($M=4.00$, $SD=0.947$) and producing at least one action research per school year per department. ($M=4.37$, $SD=0.615$).

The table proves that the level of School Improvement as perceived by the School Heads in terms of Faculty and Staff got the ($M=4.56$, $SD=0.644$) with verbal interpretation of “Strongly Agree”.

In the study of Ferhan (2008), he found out that the faculty development of research assistants who are at the first step of their academic careers are significant for the employment of faculty members of future and realizing the responsibilities of higher education institutions as to contribute to science and technology. However, there is little research on the features of faculty development programs for research assistants in literature. The aim of his research is to determine the organization of the faculty development programs for research assistants. This study was improved by using descriptive research method.

Over the past five decades, faculty development activities evolved in focus and expanded progressively. There have been sporadic efforts in the first half of the 20th century to provide such training, but true FDPs began in 1975 and have grown steadily over the past 25 years. (Kamel, 2016)

Table 16 presents the level of School Improvement as perceived by the School Heads in terms of Students.

Table 16. Level of School Improvement as perceived by the School Heads in terms of Students

Statement	Mean	SD	VI
1. Develops programs and projects to contribute to the teaching and learning environment of the students	4.70	0.466	Strongly Agree
2. Prepares and implements provision of materials for remedial teaching on least mastered skills.	4.60	0.498	Strongly Agree
3. Maintains enrolment rate based on target and expectations.	4.70	0.466	Strongly Agree

4. Receives awards and recognitions.	4.67	0.606	Strongly Agree
5. Improves MPS in English, Science and Mathematics subjects.	4.27	0.521	Moderately Agree
Overall Mean: SD	4.59: 0.533		
Overall Interpretation	Strongly Agree		

The table pertains to the level of School Improvement as perceived by the School Heads in terms of Students indicates that development of programs and projects to contribute to the teaching and learning environment of the students, has a mean of 4.70 (SD=0.466); preparation and implementation of provision of materials for remedial teaching on least mastered skills (M=4.60, SD=0.498), maintenance of enrolment rate based on target and expectations (M=4.70, SD=0.466), receiving of awards and recognitions, (M=4.67, SD=0.606) were all with verbal interpretation of “Strongly Agree”. On the other hand, improvement of MPS in English, Science and Mathematics subjects with a mean of 4.27 (SD=0.521) was interpreted as “Moderately Agree”.

As pertained in the table, School Improvement as perceived by the School Heads in terms of Students got a mean of 4.59 (SD=0.533) with verbal interpretation of “Strongly Agree”. Therefore, it is safe to say that School Development is well planned and improved as observed by the respondents.

Similar to the present study, Cadag (2017) on his study assessed the effectiveness of student services and their influence on student development in the four campuses of Central Bicol State University of Agriculture, SY 20132014. The social, cultural, political and intellectual aspects of students in the four campuses of CBSUA were “highly developed” through the various student services provided. Student services such as sports development, library, student organizations, arts and culture development, guidance and counseling, scholarship and financial assistance, campus ministry and health services did not vary among campuses.

Table 17 manifests the level of school improvement in terms of school development with regards to SBM Level.

Table 17. Level of School Improvement in terms of School Development with regards to SBM Level

SBM LEVEL	FISCAL YEAR					
	SY 2014-2015		SY 2015-2016		SY 2016-2017	
	f	%	f	%	f	%
Advanced	0	0 %	0	0 %	1	3.33 %
Developing	17	57.67 %	21	70 %	25	80 %
Beginning	13	43.33 %	9	30 %	4	16.67 %
Total	N=30	100. %	N=30	100 %	N=30	100 %

It was found out that most of the level of School Improvement in terms of School with regards to SBM Level Developing during the school year 2014-2015, school year 2015-2016, and school year 2016-2017 respectively, which comprises of fifty-seven percent and sixty-seven (57.7%), followed by seventy percent (70 %), and lastly, eighty percent (80%).

The School Improvement Plan (SIP) and the School Report Card (SRC) are important elements of the Department of Education’s (DepEd) School-Based Management (SBM) thrust. In the spirit of shared governance, the school with its stakeholders collaboratively prepares the SIP after a thorough analysis of their school and learner situation. Likewise, the SRC is vital in SBM for it serves as a communication and advocacy tool to inform the stakeholders of the school status and to encourage and inspire them to take an active role in planning, managing, and improving the school. (DepEd Order 44, s. 2015)

Table 18 exhibits the level of school improvement in terms of school development with regards to PBB Level.

Table 18. Level of School Improvement in terms of School Development with regards to PBB Level

PBB LEVEL	FISCAL YEAR					
	SY 2014-2015		SY 2015-2016		SY 2016-2017	
	f	%	f	%	f	%
Best	1	3.33 %	2	6.67 %	1	3.33 %
Better	23	76.67 %	7	23.33 %	10	33.33 %
Good	6	20 %	21	70 %	19	63.33 %
Total	N=30	100 %	N=30	100 %	N=30	100 %

Based on the results, it was found out that most of the level of School Improvement in terms of school development with regards to PBB Level is **Better** during the school year 2014-2015, **Good** during school year 2015-2016, and school year 2016-2017 respectively.

Table 19 presents the level of School Improvement as perceived by the School Heads in terms of Physical Facilities and Development.

Table 19. Level of School Improvement as perceived by the School Heads in terms of Physical Facilities and Development

Statement	Mean	SD	VI
1. Conducts planning and implementation of repair and maintenance of school facilities.	4.83	0.379	Strongly Agree
2. Creates a physical climate conducive to learning and teaching.	4.80	0.407	Strongly Agree
3. Conducts periodic inventory and assessment of the school facilities of their current condition.	4.80	0.407	Strongly Agree
4. Maintains and sustains school service centers such as clinic, library, guidance, canteen etc.	4.63	0.490	Strongly Agree
5. Maintains comfort rooms and washing areas with sufficient water supply.	4.57	0.568	Strongly Agree
6. Administers and manages all physical and fiscal resources of the school.	4.80	0.407	Strongly Agree
Overall Mean: SD	4.74: 0.453		
Overall Interpretation	Strongly Agree		

The table shows the level of School Improvement as perceived by the School Heads in terms of Physical Facilities and Development. Conducts planning and implementation of repair and maintenance of school facilities, (M=4.83, SD=0.379); Creates a physical climate conducive to learning and teaching, (M=4.80, SD=0.407); Conducts periodic inventory and assessment of the school facilities of their current condition, (M=4.80, SD=0.407); Maintains and sustains school service centers such as clinic, library, guidance, canteen etc. (M=4.63, SD=0.490); Maintains comfort rooms and washing areas with sufficient water supply. (M=4.57, SD=0.568); and Administers and manages all physical and fiscal resources of the school M=4.80, SD=0.407) are all with verbal interpretations of "Strongly Agree".

The table proves that the level of School Improvement as perceived by the School Heads in terms of Physical Facilities and Development got the (M=4.74), (SD=0.453) with verbal interpretation of "Strongly Agree".

Attested in the study of Hallinger (2011), that effective head teachers provide a clear vision and sense of direction for the school. They prioritize. They focus the attention of staff on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. They know what is going on in their classrooms.

Table 20 reveals the level of school improvement as perceived by the School Heads in terms of Current Operating Expenditures with regard to Personal Services (PS).

Table 20. Level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Personal Services (PS)

Statement	Mean	SD	VI
1. Salaries are received on time.	4.77	0.430	Strongly Agree
2. Premium payments to GSIS, PAG-IBIG, PhilHealth and BIR are remitted on time.	4.83	0.379	Strongly Agree
3. Loan payments to Government Lending Institutions and Recognized Private Lending Institutions are paid on time to avoid surcharges and compounding interests.	4.70	0.596	Strongly Agree
4. Bonuses and other allowances are received on time.	4.87	0.346	Strongly Agree
5. Notice of Step Increments (NOSI) and Notice of Step Allocation (NOSA) are properly adjusted and served on time.	4.67	0.479	Strongly Agree
Overall Mean: SD	4.77: 0.455		
Overall Interpretation	Strongly Agree		

As revealed in the table, the level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Personal Services (PS) are unanimously interpreted as "Strongly Agree". Salaries are received on time, (M=4.77, SD=0.430), premium payments to GSIS, PAG-IBIG, PhilHealth and BIR are remitted on time, (M=4.83, SD=0.379), loan payments to Government Lending Institutions and Recognized Private Lending Institutions are paid on time to avoid surcharges and compounding interests (M=4.70, SD=0.596), bonuses and other allowances are received on time (M=4.87, SD=0.346) and on-time Notice of Step Increments (NOSI) and Notice of Step Allocation (NOSA) are properly adjusted and served (M=4.67, SD=0.479).

The table proves that the level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regard to Personal Services (PS) got the mean of 4.77 (SD=0.76) with verbal interpretation of "Strongly Agree".

As generalized by Yu (2009), the characteristics of the fiscal management aimed at the existing problems of fiscal management in the schools, he brought forward the concrete approaches and suggestions for improving, including: setting up of brand-new concepts, strengthen the building of team, improve the budgetary management, reinforce the financial accounting, establish new system, establish controlling system, improve the legal system etc.

Also, Williams (2012) indicated that school business officials believe that understanding the impact revenues and expenditures on financial solvency and assessing compensation packages and proposals during collective bargaining were the most important responsibilities. Effective communication with all stakeholders and understanding legal issues were also viewed as very important.

Table 21 discloses the level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE).

Table 21. Level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE).

Statement	Mean	SD	VI
1. Trainings and seminars for faculty and staff are equally and evenly distributed.	4.67	0.479	Strongly Agree
2. Requests are acted upon and reviewed on time.	4.70	0.466	Strongly Agree
3. Purchase of supplies and instructional and learning materials are on time.	4.77	0.430	Strongly Agree
4. Utility expenses such as water and electricity expenses are paid on time.	4.90	0.305	Strongly Agree
5. Communication expenses such as telephone and internet expenses are paid on time.	4.77	0.430	Strongly Agree
6. Repair and maintenance are prioritized based on the school's needs.	4.93	0.254	Strongly Agree

7. GAD Seminar (5% of School's Annual MOOE) are held for the personnel based on GAD Guidelines.	4.83	0.461	Strongly Agree
8. Transparency board is updated and maintained to display the liquidation report of school funds posted in conspicuous places within the school premises	4.83	0.379	Strongly Agree
9. Clothing allowance are given on time.	4.93	0.254	Strongly Agree
10. Teachers participate in meetings related to financial decision-making and implementing strategic plans on school finances.	4.60	0.563	Strongly Agree
Overall Mean: SD Overall Interpretation	4.79: 0.422 Strongly Agree		

As disclosed in the table, the level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE) depicts a united interpretation of "Strongly Agree" among respondents. It includes trainings and seminars for faculty and staff are equally and evenly distributed ($M=4.67$, $SD=0.479$), requests are acted upon and reviewed on time, ($M=4.70$, $SD=0.466$), purchase of supplies and instructional and learning materials are on time, ($M=4.77$, $SD=0.430$), utility expenses such as water and electricity expenses are paid on time ($M=4.90$, $SD=0.305$) and teachers participate in meetings related to financial decision-making and implementing strategic plans on school finances ($M=4.60$, $SD=0.563$) among others.

The table proves that the level of School Improvement as perceived by the School Heads in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE) got the ($M=4.79$, $SD=0.422$) with verbal interpretation of "Strongly Agree".

The study of Cantor (2010) was somehow similar to the current study, where he found that factor analysis revealed that financial practices of school superintendents, business officials and board presidents were comprised of budgeting, legal and accounting compliance, and fiscal management, and that there was no significant difference between the means of the budgeting, legal and accounting, and fiscal management practices in high schools with 80 percent or lower graduation rates and those high schools having graduation rates of 90 percent or higher.

Level of School Improvement as Perceived by the Teachers

The level of School Improvement as perceived by the Teachers in terms of Faculty and Staff with regards to seminar, trainings and research; Students with regard to enrolment rate, drop-out rate, awards and recognitions; School with regards to Physical Facilities Development, NAT Results, SBM Level and PBB Level; and Current Operating Expenditures with regards to Personal Services (PS) and Maintenance and Other Operating Expenses (MOOE).

Table 22 portrays the level of School Improvement as perceived by the Teachers in terms of Faculty and Staff.

Table 22. Level of School Improvement as perceived by the Teachers in terms of Faculty and Staff

Statement	Mean	SD	VI
1. Encourages personnel to attend seminars, workshops and in-service training for professional growth.	4.50	0.808	Strongly Agree
2. Provides and endorses scholarship to deserving teachers.	3.73	1.098	Moderately Agree
3. Conducts periodic seminars in teaching strategies and classroom management.	4.23	0.883	Moderately Agree
4. Holds annual team building	4.56	0.681	Strongly Agree
5. Conducts school-based demonstration teaching	4.44	0.758	Moderately Agree
6. Produces at least one action research per school year per department.	4.07	0.961	Moderately Agree
Overall Mean: SD Overall Interpretation	4.25: 0.918 Moderately Agree		

Legend

Scale	Range	Verbal Interpretation	Symbol
5	4.50-5.00	Strongly Agree	SA
4	3.50-4.49	Moderately Agree	MA
3	2.50-3.49	Agree	A
2	1.50-2.49	Disagree	DA
1	1.00-1.49	Strongly Disagree	SDA

As portrayed in the table, the level of School Improvement as perceived by the Teachers in terms of Faculty and Staff such as encourages personnel to attend seminars, workshops and in-service training for professional growth with a mean of 4.50 (SD=0.808) and holding annual team building (M=4.56, SD=0.681) are both with verbal interpretation of “Strongly Agree”. In addition, all other indicators were interpreted as “Moderately Agree” such as providing and endorsing scholarships to deserving teachers, (M=3.37, SD=1.098), conducting periodic seminars in teaching strategies and classroom management, (M=4.23, SD=0.883), conducting school-based demonstration (M=4.44, SD= 0.758), producing at least one action research per school year per department (M=4.07, SD=0.961) respectively.

The table proves that the level of School Improvement as perceived by the Teachers in terms of Faculty and Staff got a mean of 4.25 and standard deviation of 0.918 with verbal interpretation of “Moderately Agree”.

The results indicate that School Heads of Secondary Implementing Units in the Division of Laguna must be more supportive on Faculty and staff development programs and should intensify team building, seminars and trainings for the holistic professional growth of the school personnel.

In connection to the result, a study conducted reveals that one form of faculty development is collaborative course design, or ongoing mentoring and individualized support during the design of an online course. Some institutions may also provide separate technical services, in which an expert assists the faculty member with the technical aspects of the online course design or simply converts the content to an online format for the faculty member. (Koeler et al., 2004)

Also, Palmer (2010) has been a leader in calling for ‘renewal’ of the academy through attention to integrative education that helps students ‘become more fully developed human beings’. He focuses on changing the academy through collegial conversation. In the UK, Maxwell has been a long-standing proponent of an orientation to academic work which ‘ puts the mind in touch with the heart, and the heart in touch with the mind.

Table 23 indicates the level of School Improvement as perceived by the Teachers in terms of Students.

Table 23. Level of School Improvement as perceived by the Teachers in terms of Students

Statement	Mean	SD	VI
1. Develops programs and projects to contribute to the teaching and learning environment of the students	4.33	0.790	Moderately Agree
2. Prepares and implements provision of materials for remedial teaching on least mastered skills.	4.13	0.854	Moderately Agree
3. Maintains enrolment rate based on target and expectations.	4.33	0.748	Moderately Agree
4. Receives awards and recognitions	4.40	0.826	Moderately Agree
5. Improves MPS in English, Science and Mathematics subjects.	4.29	0.762	Moderately Agree
Overall Mean: SD	4.30: 0.798		
Overall Interpretation	Moderately Agree		

As indicated in the table, the level of School Improvement as perceived by the Teachers in terms of Students are in unison in interpretation as “Moderately Agree” such as development of programs and projects to contribute to the teaching and learning environment of the students, (M=4.33, SD=0.790) preparation and implementation on provision of materials for remedial teaching on least mastered skills (M=4.13, SD=0.854), maintaining enrolment rate based on target and expectations (M=4.33, SD=0.748), receiving awards and

recognitions, ($M=4.40$, $SD=0.826$) and improving MPS in English, Science and Mathematics subjects. ($M=4.29$, $SD=0.762$).

The overall mean of 4.30 and overall standard deviation of 0.798 indicate that the respondents “Moderately Agree” on indicators of School Improvement in terms of Students.

Based on the results, it is safe to say that School Heads should focus more on Student development programs to be able to achieve high level of improvement in terms of student progress. This in turn will result in high NAT results and more achievement, awards, distinctions and more accolades that students can bring home as pride for their schools. Additional provision of teaching materials should be purchased and included in the school improvement plan for remedial teaching and for enrichment on least mastered skills.

To back up this result, Grootenboer (2010) added that most authors espouse an integrative view, emphasizing the connections and relationships between thinking, feeling and action, rather than separating cognitive dimensions of education from affective or moral dimensions. They all emphasize moral dimensions of higher learning developing a sense of personal and social responsibility.

Table 24 exhibits the level of School Improvement as perceived by the Teacher in terms of School Development.

Table 24. Level of School Improvement as perceived by the Teachers in terms of School Development

Statement	Mean	SD	VI
1. Conducts planning and implementation of repair and maintenance of school facilities.	4.38	0.838	Moderately Agree
2. Creates a physical climate conducive to learning and teaching.	4.29	0.804	Moderately Agree
3. Conducts periodic inventory and assessment of the school facilities of their current condition.	4.30	0.778	Moderately Agree
4. Maintains and sustains school service centers such as clinic, library, guidance, canteen etc.	4.20	0.808	Moderately Agree
5. Maintains comfort rooms and washing areas with sufficient water supply.	4.10	0.929	Moderately Agree
6. Administers and manages all physical and fiscal resources of the school.	4.21	0.902	Moderately Agree
Overall Mean: SD	4.25: 0.846		
Overall Interpretation	Moderately Agree		

As exhibited in the table, the level of School Improvement as perceived by the Teachers in terms of Physical Facilities and Development were in harmony with “Moderately Agree” interpretation of the indicators such as conducting planning and implementation of repair and maintenance of school facilities, ($M=4.38$, $SD=0.838$), creating a physical climate conducive to learning and teaching, ($M=4.29$, $SD=0.804$) conducting periodic inventory and assessment of the school facilities of their current condition ($M=4.30$, $SD=0.778$), maintaining and sustaining school service centers such as clinic, library, guidance, canteen etc. ($M=4.20$, $SD=0.808$) among others.

The overall mean of 4.25 and overall standard deviation of 0.846 indicate that the respondents “Moderately Agree” with the level of School Improvement as in terms of Physical Facilities and Development.

In support of this, in the study of Akomolafe (2016), he identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classroom, libraries, laboratories and recreational equipment among others. School Facilities Improvement Plan Guiding Principles (2010) stated that schools should provide a variety of spaces, tools, and resources at each level of education to promote student engagement and achievement. All schools should provide comfortable and inviting learning environments dedicated to the success of every child.

Table 25 displays the level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Personal Services (PS).

Table 25. Level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Personal Services (PS)

Statement	Mean	SD	VI
-----------	------	----	----

1. Salaries are received on time.	4.49	0.680	Moderately Agree
2. Premium payments to GSIS, PAG-IBIG, PhilHealth and BIR are remitted on time.	4.28	0.843	Moderately Agree
3. Loan payments to Government Lending Institutions and Recognized Private Lending Institutions are paid on time to avoid surcharges and compounding interests.	4.29	0.802	Moderately Agree
4. Bonuses and other allowances are received on time.	4.28	0.849	Moderately Agree
5. Notice of Step Increments (NOSI) and Notice of Step Allocation (NOSA) are properly adjusted and served on time.	4.15	0.892	Moderately Agree
Overall Mean: SD Overall Interpretation	4.30: 0.820 Moderately Agree		

The level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Personal Services (PS) states that salaries are received on time. (M=4.49, SD=0.680), premium payments to GSIS, PAG-IBIG, PhilHealth and BIR are remitted on time, (M=4.28, SD=0.843), loan payments to Government Lending Institutions and Recognized Private Lending Institutions are paid on time to avoid surcharges and compounding interests (M=4.29, SD=0.802), bonuses and other allowances are received on time (M=4.28, SD=0.849), notice of Step Increments (NOSI) and Notice of Step Allocation (NOSA) are properly adjusted and served on time (M=4.15, SD=0.892) among others are all with verbal interpretation of "Moderately Agree".

The table connotes that the level of School Improvement as perceived by Teachers in terms of Current Operating Expenditures with regards to Personal Services (PS) got a mean of 4.30 and standard deviation of 0.820 with verbal interpretation of "Moderately Agree".

In the study of Mohammed (2018), he found that the effective management and stewardship of donor funds correlate with good outcomes to the free education program and are good stewards of donor funds so that the free primary education program succeeds, and donors inject more funds in the program.

Table 26 indicates the level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE).

Table 26. Level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE).

Statement	Mean	SD	VI
1. Trainings and seminars for faculty and staff are equally and evenly distributed.	4.00	0.965	Moderately Agree
2. Requests are acted upon and reviewed on time.	4.01	0.897	Moderately Agree
3. Purchase of supplies and instructional and learning materials are on time.	3.97	0.947	Moderately Agree
4. Utility expenses such as water and electricity expenses are paid on time.	4.21	0.846	Moderately Agree
5. Communication expenses such as telephone and internet expenses are paid on time.	4.11	0.914	Moderately Agree
6. Repair and maintenance are prioritized based on the school's needs.	4.13	0.919	Moderately Agree
7. GAD Seminar (5% of School's Annual MOOE) are held for the personnel based on GAD Guidelines.	4.35	0.823	Moderately Agree
8. Transparency board is updated and maintained to display the liquidation report of school funds posted in conspicuous places within the school premises	4.09	0.990	Moderately Agree
9. Clothing allowance are given on time.	4.37	0.785	Moderately Agree

10. Teachers participate in meetings related to financial decision-making and implementing strategic plans on school finances.	3.96	1.119	Moderately Agree
Overall Mean: SD	4.12: 0.926		
Overall Interpretation	Moderately Agree		

The level of School Improvement as perceived by the Teachers in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE) were all interpreted as “Moderately Agree” thus, depicts that trainings and seminars for faculty and staff are equally and evenly distributed ($M=4.00$, $SD=0.965$), requests are acted upon and reviewed on time, ($M=4.01$, $SD=0.897$), purchase of supplies and instructional and learning materials are on time, ($M=3.97$, $SD=0.947$), utility expenses such as water and electricity expenses are paid on time ($M=4.21$, $SD=0.846$), communication expenses such as telephone and internet expenses are paid on time. ($M=4.11$, $SD=0.914$) and others.

The table depicts that the level of School Improvement as perceived by the teachers in terms of Current Operating Expenditures with regards to Maintenance and Other Operating Expenses (MOOE) was interpreted as “Moderately Agree” with an over-all mean average and standard deviation of 4.12 and 0.926 respectively.

The findings were supported by Christian (2017) wherein he cited that there are nineteen competencies that can be used as a baseline for developing effectiveness in managing school finance. Within these competencies are three domains as focal points, specifically accounting, budgeting, and funding. Simply, principals do desire gaining knowledge and understanding. Thus, he concluded that principal preparedness on school fiscal management is found to be without appropriate concentration within principal preparation programs as well as school district professional development.

Significant Difference on the Fiscal Management as perceived by the School Heads and by the Financial Staff of Secondary Implementing Units in the Division of Laguna

Table 27 shows the significant difference on the Fiscal Management as perceived by the School Heads and by the Financial Staff of Secondary Implementing Units in the Division of Laguna revealed in the following table which shows the Fiscal Management; types of respondents as School Heads and Financial Staff; average mean; standard deviation; mean difference; computed t-value; critical value; and verbal interpretation.

Table 27. Significant Difference on the Fiscal Management as perceived by the School Heads and by the Financial Staff of Secondary Implementing Units in the Division of Laguna

Fiscal Management	Types of Respondents	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	VI
Budgeting	School Heads	4.66	0.572	0.78	8.272	2.045	S
	Financial Staff	3.88	0.807				
Planning	School Heads	4.61	0.577	0.57	5.631	2.045	S
	Financial Staff	4.04	0.623				
Procurement	School Heads	4.71	0.572	0.72	6.201	2.045	S
	Financial Staff	3.99	0.608				
Accounting	School Heads	4.69	0.579	0.44	3.236	2.045	S
	Financial Staff	4.25	0.780				
Disbursement	School Heads	4.76	0.540	0.49	3.476	2.045	S
	Financial Staff	4.27	0.819				

It can be seen from the above table that there is a significant difference on the Fiscal Management as perceived by the School Heads and by the Financial Staff of Secondary Implementing Units in the Division of Laguna as revealed in the table which shows the Fiscal Management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement between the two types of respondents as School Heads and Financial Staff.

The mean difference of 0.78; 0.57, 0.72, 0.44, 0.49; the computed t-value of 8.272, 5.631, 6.201, 3.236, 3.476 respectively at a critical value of 2.045 are all verbally interpreted as “**Significant**”.

Significant Difference on the School Improvement as perceived by the School Heads and by the Teachers of Secondary Implementing Units in the Division of Laguna

The Table 28 shows the significant difference on the School Improvement as perceived by the School Heads and by the Teachers of Secondary Implementing Units in the Division of Laguna were revealed in the following table which shows the Fiscal Management; types of respondents as School Heads and Teachers; average mean; standard deviation; mean difference; computed t-value; critical value; and verbal interpretation.

Table 28. Significant Difference on the School Improvement as perceived by the School Heads and by the Teachers of Secondary Implementing Units in the Division of Laguna

School Improvement	Types of Respondents	Mean	Standard Deviation	Mean Difference	Computed t-value	Critical t-value	VI
Faculty and Staff	School Heads	4.56	0.644	0.31	2.542	1.964	S
	Teachers	4.25	0.918				
Students	School Heads	4.59	0.533	0.29	2.309	1.964	S
	Teachers	4.30	0.798				
School	School Heads	4.74	0.453	0.49	3.663	1.964	S
	Teachers	4.25	0.846				
Current Operating Expenditures	School Heads	4.78	0.433	0.60	4.840	1.964	S
	Teachers	4.18	0.896				

It can be noted from the above that there is a significant difference on the School Improvement as perceived by the School Heads and by the Teachers of Secondary Implementing Units in the Division of Laguna as revealed in the table which shows the School Improvement in terms of Faculty and Staff; Students, School, and Current Operating Expenditures between the two types of respondents as School Heads and Teachers.

The mean difference of 0.31; 0.29, 0.49, 0.47, 0.67; the computed t-value of 2.542, 2.309, 3.663, 4.840 respectively at a critical value of 1.964 are all verbally interpreted as “**Significant**”.

In addition to this result, Sinay & Ryan (2016) cited that educational effectiveness research (EER) is a central point in almost every aspect of the improvement planning and policy making across any school board. The research process is considered complex, since it involves the consideration of multiple different factors that contribute to what makes a good school.

Significant Relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna

Table 29, shows the significant relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna.

Likewise, it shows the significant relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna was revealed in the following table which shows the Fiscal Management in terms of Budgeting, Planning, Procurement, Accounting and Disbursement; and the School Improvement in terms of Faculty and Staff; Students, School, and Current Operating Expenditures. The table also shows the r-value, the interpretation, the p-value and rank.

Table 29. Significant Relationship between the Fiscal Management and the School Improvement as perceived by the School Heads of Secondary Implementing Units in the Division of Laguna

Fiscal Management	School Improvement	r	Interpretation	p	Rank
Budgeting	Faculty and Staff	0.14711 ^{ns}	Very Small	0.364	2
	Students	0.045021 ^{ns}	Negligible	0.260	3
	School	0.3974*	Moderate	0.000	1

	Current Operating Expenditures	0.041438 ^{ns}	Negligible	0.281	4
Planning	Faculty and Staff	0.649748*	High	0.000	1
	Students	0.113321 ^{ns}	Very Small	0.689	4
	School	0.239208*	Small	0.006	2
	Current Operating Expenditures	0.150736*	Very Small	0.034	3
Procurement	Faculty and Staff	0.262246*	Small	0.003	3
	Students	0.317128*	Small	0.001	2
	School	0.789498*	Very High	0.000	1
	Current Operating Expenditures	0.201251*	Small	0.013	4
Accounting	Faculty and Staff	0.277748*	Small	0.003	1
	Students	0.061879 ^{ns}	Negligible	0.185	4
	School	0.163947 ^{ns}	Very Small	0.263	3
	Current Operating Expenditures	0.214901*	Small	0.010	2
Disbursement	Faculty and Staff	0.188922*	Very Small	0.016	3
	Students	0.132496*	Very Small	0.048	4
	School	0.203380*	Small	0.012	2
	Current Operating Expenditures	0.523818*	High	0.000	1

significant at 0.05*ns-not significant**

Based on the table, there is a significant relationship between the Fiscal Management in terms of Budgeting and the School Improvement in terms of Faculty and Staff ($r=0.14711^*$, $p=0.364120$), and School ($r=0.3974^*$, $p=0.000185$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While Students ($r=0.045021^{ns}$, $p=0.260308$) and Current Operating Expenditures ($r=0.041438^{ns}$, $p=0.280619$) are not significant.

In addition, there is a significant relationship between the Fiscal Management in terms of Planning and the School Improvement in terms of Faculty and Staff ($r=0.649748^*$, $p=0.0000$), Students ($r=0.113321^{ns}$, $p=0.689020$), and School ($r=0.239208$, $p=0.006093$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship while Current Operating Expenditures ($r=0.150736$, $p=0.033995$) is not significant.

There is a significant relationship between the Fiscal Management in terms of Procurement and the School Improvement in terms of Faculty and Staff ($r=0.262246^*$, $p=0.003160$), Students ($r=0.317128$, $p=0.$

001195), School ($r=0.789498$, $p=0.000$), and Current Operating Expenditures ($r=0.201251$, $p=0.012901$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

There is a significant relationship between the Fiscal Management in terms of Accounting and the School Improvement in terms of Faculty and Staff ($r=0.277748^*$, $p=0.002769$), and School ($r=0.163947^*$, $p=0.262500$), and Current Operating Expenditures ($r=0.214901^*$, $p=0.009877$) predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship. While Students ($r=0.061879^{ns}$, $p=0.184990$) is not significant.

There is a significant relationship between the Fiscal Management in terms of Disbursement and the School Improvement in terms of Faculty and Staff ($r=0.188922$, $p=0.016386$), Students ($r=0.132496^*$, $p=0.047994$), School ($r=0.203380^*$, $p=0.012377$), and Current Operating Expenditures ($r=0.523818^*$, $p=0.000$), predicts significantly as manifested by lower probability values in its indicator at 0.05 level of significance. Further, the positive values for r indicates direct relationship.

5. CONCLUSIONS AND RECOMMENDATIONS

This portion presents the conclusions and recommendations of the study.

Conclusions

Based on the findings of the study the following conclusions were hereby given:

1. The hypothesis stating that there is no significant difference on Fiscal Management of Secondary Implementing Units as perceived by the School Heads and by the Financial Staff in the Division of Laguna is rejected.
2. The hypothesis stating that there is no significant difference on School Improvement of Secondary Implementing Units as perceived by the School Heads and by the Teachers in the Division of Laguna is rejected.
3. The hypothesis stating that there is no significant relationship between the Fiscal Management and the School Improvement of Secondary Implementing Units as perceived by the School Heads in the Division of Laguna is partially accepted.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were hereby given:

1. Financial Management skills of school heads, financial staff and teachers may be strengthened through attending trainings, seminars and workshops on budgeting, planning, procurement, accounting and disbursement.
2. Proper alignment and appropriation of school funds may be observed to attain maximum school improvement and development in terms of faculty and staff, students and physical facilities.
3. School heads and financial staff may exercise transparency, accountability and efficiency in all aspects of financial-related transactions to build a strong trust among teachers and other stakeholders.
4. Policy on prompt submission of liquidation reports with complete, valid and authentic attachments may be observed by all units.
5. The findings of the study may be officially provided to School Heads of the Implementing Units for deliberation with teachers and stakeholders to realign and streamline both their financial and academic programs.
6. Schools should continue to include school fiscal report in the State of the School Address (SOSA) to stakeholders such as parents, guardians and students for wider information dissemination.
7. Further studies may be conducted by future researchers related to fiscal management and school improvement.

References

- Armstrong, M. (2006). Part 03: Financial management (Rev. 3rd ed. ed.). London: Kogan Page Ltd. Retrieved from <https://search.proquest.com/docview/251661823?accountid=173015>
- Harrison, R. (2014). Manager's expectations: Evaluation and training. NY, USA.
- Hough, J. R. (2000). UNESCO report. U. K.: South borough University.
- KEMI. (2013). Capacity building of Education managers towards achievement of Education for all goals. Nairobi: KEMI.
- Okumbe, J.A. (2007). Education management, theory and practice. Nairobi: University Press.
- Jiříček (2010) Financial Management Second Edition Mgr. Zdenka Dostálová VYSOKÁ ŠKOLA POLYTECHNICKÁ JIHLAVA
- Johnson, J. (2004) Best Fiscal Management Practices. The Rural School and Community Trust
- Wango, G. M., & Gatere, A. W. (2013). Leadership professional development through integrity and financial accountability: Curbing fraudulent practices in schools. Nairobi: Kenya Education Management Institute
- Yunas, M. (2014). Financial management for improving efficiency of schools: Issues and concerns. International Journal of Education and Social Science, 1(1), 49-59.
- 1987 Constitution of the Philippines, Art. XI Accountability of Public Officers
- Akomolafe, P. (2016). School Facilities Improvement Plan Guiding Principles (2010)
- Asedua V. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. Journal of Education and Practice ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.4, 2016
- Belfield, C., & Levin, H. M. (Ed.). (2007). The price we pay: Economic and social consequences of inadequate education. Washington, DC: Brookings Institution Press.
- Bush, T. (2011). Theories of educational leadership and management: Sage.
- Day C. and Sammons, P. (2014). A review on Successful School Leadership Copyright Education Development Trust 2016
- DepEd, "Basic Education Statistics, 2013
- DepEd Education for All Annual Review 2015
- DepEd Order No. 13 s. 2016. "Implementing Guidelines on the Direct Release and Use of Maintenance and Other Operating Expenses (MOOE) Allocations of Schools, Including Other Funds Managed By Schools"
- DepEd Order No. 44, s. 2015 Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)
- DepEd Order No. 83 s. 2012 Implementing Guidelines On The Revised School-Based Management (Sbm) Framework, Assessment Process And Tool (Apat)
- Flaherty, Coleen (2016). The Evolving Role of Faculty in Student Success. Retrieved from <https://www.insidehighered.com/quicktakes/2016/08/04/report-faculty-role-student-success-efforts>
- Flaherty, Coleen (2016). The Evolving Role of Faculty in Student Success. Retrieved from <https://www.insidehighered.com/quicktakes/2016/08/04/report-faculty-role-student-success-efforts>
- Freeman, J., & Simonsen, B. (2015). Examining the impact of policy and practice interventions on high school dropout and school completion rates: A systemic review of the literature. Review of Educational Research, 85(2), 205–248. doi: 10.3102/0034654314554431
- Friel, J. (2014). PART 01: SPECIAL NEEDS - GUIDANCE FOR PARENTS - chapter 1.5: The changing legal framework of SEN and disability. London: Kogan Page Ltd. Retrieved from <https://search.proquest.com/docview/1812125752?accountid=173015>
- Ghazvini, K., Mohammadi, A., Jalili, M., 2014. The Impact of the Faculty Development Workshop on Educational Research Abilities of Faculties in Mashhad University of Medical Sciences. Future. Med. Educ. J. 4, 24–27
- Guraya, S.Y., Guraya, S.S., Almaramhy, H.H., 2016a. The legacy of teaching medical professionalism for promoting professional practice: a systematic review. Biomed. Pharmacol. J. 9, 809–817

- Hallinger, P. (2011). 'Leadership for learning: lessons from 40 years of empirical research'. *Journal of educational administration*, 49 (2), 125-142.
- Harland, T. and Pickering, N. (2011). *Values in higher education teaching*, London: Routledge
- Harris, A. (2013). *School Improvement: What's in it for Schools?*. Routledge.
- Joyce, J. P. (2009). *International monetary fund conditionality*. Princeton: Princeton University Press. Retrieved from <https://search.proquest.com/docview/189251780?accountid=173015>
- Keynes, John Maynard. [1930] 1976. *A Treatise on Money*. AMS Press. ISBN 0404150004
- Keynes, John Maynard. 1930. *National Self-Sufficiency*. *The Yale Review* 22(4): 755-769. Retrieved February 10, 2009.
- Keynes, John Maynard. 1935. *Commemoration of T. R. Malthus*. *Economic Journal*.
- Keynes, John Maynard. [1936] 2007. *The General Theory of Employment, Interest and Money*. Palgrave Macmillan. ISBN 9780230004764
- Kwan, D., Barker, K., Richardson, D., Wagner, S., Austin, Z., 2009. Effectiveness of a faculty development program in fostering interprofessional education competencies. *J. Res. Interprof. Pract. Educ.* 1, 24–41 National Education Testing and Research Center (NETRC)
- Mahanta, Bidisha and Nayak, Purusottam, *Gender Inequality in North East India* (January 17, 2013). *PCC Journal of Economics and Commerce*, Vol.7, pp.1-13. Available at SSRN: <https://ssrn.com/abstract=2202044> or <http://dx.doi.org/10.2139/ssrn.2202044>
- Mícheál Martin, TD (2008) *School Development Planning : An Introduction for Second Level Schools*. Retrieved from http://www.sdpi.ie/blue_book/sdpi_book.pdf
- Ninan, Mathew (2012), *School Climate and its impact on School Effectiveness: A Case study**, paper presented at the International Congress for School Effectiveness and Improvement, Fort Lauderdale, Florida, USA, 4th January 2006 ONLINE: <http://www.leadership.fau.edu/icsei2006/Papers/Ninan.pdf>- 12th October 2006
- NPSBE Implementation and Results Report, World Bank 2013
- Ontario Ministry of Education. (2013). *The K-12 School Effectiveness Framework: A support for school improvement and student success*. Toronto, ON, Canada: Author. Retrieved from https://www.edu.gov.on.ca/eng/literacyn_umeracy/framework.html
- Philippine Education For All 2015 National Plan of Action
- Regional perspectives on aid for trade (2014). . Paris: Organisation for Economic Cooperation and Development (OECD). Retrieved from <https://search.proquest.com/docview/1625413947?accountid=173015>
- Republic Act 9155 or the Governance of Basic Education Act of 2011
- Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (Eds.). (2013). *Qualitative research practice: A guide for social science students and researchers*. Sage.
- Rothbard, Murray, N., [1947] 2008. *Spotlight on Keynesian Economics*. Ludwig von Mises Institute. Retrieved February 10, 2009.
- Rumberger, R. W., & Thomas, S. L. (2000). The distribution of dropout and turnover rates among urban and suburban high schools. *Sociology of Education*, 73(1), 39–67. doi: 10.2307/2673198
- Sapre, P. (2002). *Realizing the Potential of Education Management in India*. *Educational Management Administration & Leadership*, 30(1), 101-108
- School Facilities Improvement Plan Guiding Principles (2010)
- Successful School Leadership, 2014
- School Facilities Improvement Plan Guiding Principles (2010)
- Steinert, Y., McLeod, P.J., Boillat, M., Meterissian, S., Elizov, M., Macdonald, M.E., 2009. Faculty development: a 'field of dreams'? *Med. Edu.* 43, 42–49
- Republic Act 7165 or Literacy Coordinating Council (LCC)
- The Global Finance School. (2018). (Retrieved from: <https://www.globalfinanceschool.com/blog-post/importanceaccounting>)
- Bai, C. X. (2010). *The study on the Chinese government accounting regulation and standard mode* (Order No. 10334373). Available from ProQuest Dissertations & Theses Global. (1870386090). Retrieved from <https://search.proquest.com/docview/1870386090?accountid=173015>

- Bamforth, J., Jebarajakirthy, C., & Geursen, G. (2018). Understanding undergraduates' money management behaviour: A study beyond financial literacy. *The International Journal of Bank Marketing*, 36(7), 1285-1310. doi:<http://dx.doi.org/10.1108/IJBM-05-2017-0104>
- Burckbuchler, S. A. (2008). School district budgeting in the era of increased accountability and no child left behind: A mixed methods case study of school district budgeting processes and the correlation to student achievement (Order No. 3338106). Available from ProQuest Dissertations & Theses Global. (304413662). Retrieved from <https://search.proquest.com/docview/304413662?accountid=173015>
- Cadag, C.P. (PhD). (2017). Student Services and their Influence to Student Development Central Bicol State University of Agriculture, San Jose, Pili, Camarines Sur, Region V, Philippines yohcgadac@yahoo.com
- Cantor, M. R. (2010). Three Economic Regions Of New York State, The Fiscal Adequacy Of Their High Schools, And The Financial Practices Of Their School District Superintendents, School Board Presidents, And School District Business Officials (Order No. 3415639). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (634263108). Retrieved from <https://search.proquest.com/docview/634263108?accountid=173015>
- Christian, Arthur Isaac, I.,II. (2017). A delphi-based investigation on principal preparedness for managing school finance (Order No. 10642479). Available from ProQuest Dissertations & Theses Global. (2002280120). Retrieved from: <https://search.proquest.com/docview/2002280120?accountid=173015>
- Coetsee, D. (2010). The role of accounting theory in the development of accounting principles. *Meditari Accountancy Research*, 18(1), 1-16. doi: <http://dx.doi.org/10.1108/10222529201000001>
- Dear, C. P. (2018). The effect of financial aid disbursement policies on student course completion (Order No. 13834522). Available from ProQuest Dissertations & Theses Global. (2169397691). Retrieved from <https://search.proquest.com/docview/2169397691?accountid=173015>
- Eisenhardt, K. (1989). Building Theories from Case Study Research. *Academy of Management Review*, 14(4), pp.532-550.
- Farrell, C. C. (2015). Designing school systems to encourage data use and instructional improvement. *Educational Administration Quarterly*, 51(3), 438-471. doi:10.1177/0013161X14539806
- Ferhan H., Isıl KABAĞÇI, ODABAŞI Anadolu University, Faculty of Education Department of Computer Education and Instructional Technologies fodabasi@anadolu.edu.tr - isilk@anadolu.edu.tr
- Fry, R. W. (2017). Data-driven decision-making and the challenges facing pennsylvania school administrators, compliance vs. conviction (Order No. 10629049). Available from ProQuest Dissertations & Theses Global. (1922666540). Retrieved from <https://search.proquest.com/docview/1922666540?accountid=173015>
- Gallien, A. K. (2015). Strategic planning for an association of parents of college students: A case study (Order No. 3737245). Available from ProQuest Dissertations & Theses Global. (1747438639). Retrieved from <https://search.proquest.com/docview/1747438639?accountid=173015>
- Grootenboer, P. (2010) 'Affective development in university education', *Higher Education Research & Development*, 29(6), pp. 723-737.
- Hallinger, P., et.al (2010). Collaborative leadership and school improvement: understanding the impact on school capacity and student learning. Hong Kong Institute of Education, Hong Kong; University of Hawaii, Manoa, USA
- Hattie, J. (2013). Understanding learning: Lessons, for learning teaching and research. The Science Research Centre Conference 2013. Melbourne, Australia. Retrieved from research.acer.edu.au/cgi/viewcontent.cgi?article=1207&context
- Hegazy, S. (2015). Exploring the forensic accounting practice in the uk: Evidence from the profession (Order No. 10115256). Available from ProQuest Dissertations & Theses Global. (1792788861). Retrieved from <https://search.proquest.com/docview/1792788861?accountid=173015>
- Mizell, H. (2010). Why Professional Development Matters. Learning Forward. 504 South Locust Street, Oxford, OH 45056. Chicago

- Hollers, D. T. (2018). Evaluating program risk for department of defense acquisition programs using performance risk indices (Order No. 10844573). Available from ProQuest Dissertations & Theses Global. (2100698008). Retrieved from <https://search.proquest.com/docview/2100698008?accountid=173015>
- Huang, J. Y. (2009). The research of guangzhou education equipment procurement management (Order No. 10392039). Available from ProQuest Dissertations & Theses Global. (1869947700). Retrieved from <https://search.proquest.com/docview/1869947700?accountid=173015>
- Iossa, E., Biagi, F., & Valbonesi, P. (2018). Pre-commercial procurement, procurement of innovative solutions and innovation partnerships in the EU: Rationale and strategy. *Economics of Innovation and New Technology*, 27(8), 730-749. doi:<http://dx.doi.org/10.1080/10438599.2017.1402431>
- Johnson, J. L., Daily, C. M., & Ellstrand, A. E. (1996). Boards of Directors: A Review and Research Agenda. *Journal of Management*, 22(3), 409-438. <https://doi.org/10.1177/014920639602200303>
- Koehler, M. J., Mishra, P., Hershey, K., and Peruski, L. With a little help from your students: A new model for faculty development and online course design. *Journal of Technology and Teacher Education* 12(1) 25-55 (2004)
- Kutash, J., Nico, E., Gorin, E., Rahmatullah, S., and Tallant, K. (2010). School turnaround field guide. San Francisco, CA: FSG Social Impact Consultants. Retrieved from <http://www.fsg.org/tabid/191/ArticleId/88/Default.aspx?srpush=true>
- Lei, Y. F. (2010). Study on the school development planning--taking the nineteenth middle school, changsha, hunan for example (Order No. 10446254). Available from ProQuest Dissertations & Theses Global. (1869972382). Retrieved from <https://search.proquest.com/docview/1869972382?accountid=173015>
- Livingood, R., Berry, C., Cochran, J., Neihof, J., Orr, A., & Stafford, R. (2015). Legacy leadership: Six strategies for the 21st century superintendent (Order No. 3707294). Available from ProQuest Dissertations & Theses Global. (1696055081). Retrieved from <https://search.proquest.com/docview/1696055081?accountid=173015>
- Lucas, M. J. (2007). An analysis of nebraska school districts' profile of general fund receipts and disbursements as related to selected characteristics (Order No. 3284311). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (304843197). Retrieved from <https://search.proquest.com/docview/304843197?accountid=173015>
- Mehler, M. (2016). Superintendent engagement in collaborative governance: An interpretive phenomenological approach (Order No. 10094641). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1780296467). Retrieved from <https://search.proquest.com/docview/1780296467?accountid=173015>
- Michkek, S., Milan P., & Martin, C. (2013). Peer review in school self-evaluation: Cultivating skills in data use. *The New Educational Review*, 34(4), 30-40.
- Mintrop, R. (2016). Konzepte der organisationalen und designbasierten schulentwicklung im US-amerikanischen Kontext/Concepts of organizational and design-based school development in the US-american context. *Die Deutsche Schule*, 108(4), 399-411. Retrieved from <https://search.proquest.com/docview/1849313174?accountid=173015>
- Mohammed, N. (2018). Examining the management and stewardship of donor funds, relative to outcomes in basic education in kenya (Order No. 10745556). Available from ProQuest Dissertations & Theses Global. (2028041573). Retrieved from <https://search.proquest.com/docview/2028041573?accountid=173015>
- Mpolokeng, T. (2011). The Effectiveness of Financial Management in Schools in the Lejweleputswa Education District. Retrieved from <http://hdl.handle.net/11462/139>
- Palmer, P.J., Zajonc, A. (2010) The heart of higher education: a call to renewal, San Francisco CA: Jossey-Bass; Chichester: John Wiley (distributor). Harland and Pickering
- Saunders, R. R., Jr. (2015). A critical quantitative analysis of the effects of budgeting models in creating equity for high school students in a large urban school district (Order No. 3734346). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1736101589). Retrieved from <https://search.proquest.com/docview/1736101589?accountid=173015>

- Schleicher, A. (2011). Strong performers and successful reformers. The yardstick for success is no longer improvement by national standards alone but the best performing education systems. [PowerPoint slides]. Presentation in Toronto. May 4, 2011.
- Scott, M. (2012). The role of dialogue and inquiry in district implementation of classroom walkthroughs at four elementary schools (Doctoral dissertation). The University of Arizona Libraries. Retrieved from http://arizona.openrepository.com/arizona/bitstream/10150/242372/1/azu_etd_1_2317_sip1_m.pdf
- Sinay, E., & Ryan, T. G. (2016). Research series on school effectiveness and school improvement: Local and international trends in school effectiveness and school improvement. (Research Report No. 16/17-03). Toronto, Ontario, Canada: Toronto District School Board
- Sonnino, R. (2009). Quality Food, Public Procurement, and Sustainable Development: The School Meal Revolution in Rome. *Environment and Planning A: Economy and Space*, 41(2), 425–440. <https://doi.org/10.1068/a40112>
- Snow, D., & Williamson, A. (2015). ACCOUNTABILITY AND MICROMANAGEMENT: DECENTRALIZED BUDGETING IN MASSACHUSETTS SCHOOL DISTRICTS. *Public Administration Quarterly*, 39(2), 220-258. Retrieved from <https://search.proquest.com/docview/1685228882?accountid=173015>
- Wilkerson, S. B. Ph.D, et.al (2012) A Study of the Effectiveness of a School Improvement Intervention (Success in Sight)
- Williams, A. C. (2012). The role of the school business official in maintaining school district financial solvency (Order No. 3546287). Available from ProQuest Dissertations & Theses Global. (1251630805). Retrieved from <https://search.proquest.com/docview/1251630805?accountid=173015>
- Yau, B. H. K. (2002). Teachers' and head-teachers' perceptions of annual school planning in aided secondary schools in hong kong. (BL: DXN065701) (Order No. U167409). Available from ProQuest Dissertations & Theses Global. (301607926). Retrieved from <https://search.proquest.com/docview/301607926?accountid=173015>
- Yu, K. (2009). The approaches to improve the level of financial management of the technical secondary schools (Order No. 10451394). Available from ProQuest Dissertations & Theses Global. (1869995029). Retrieved from <https://search.proquest.com/docview/1869995029?accountid=173015>
- Briones Spearheads Finance Management, Budget Utilization Reforms In Deped. (2017, March 23) Retrieved from: <http://www.deped.gov.ph/2017/03/23/briones-spearheads-finance-management-budget-utilization-reforms-in-deped/>.
- Carter V. (2018, January). What is Student Achievement?. Retrieved from <https://study.com/academy/lesson/student-achievement-definition-factors-research.html>
- Kagan, Julia (2018). What is Accounting. Retrieved from <https://www.investopedia.com/terms/a/accounting.asp>
- Ridley M. (2012). Student Development (A Personal View). Retrieved from <https://www.orion.on.ca/news-events/blog/student-development-a-personal-view/>
- The Turkish Online Journal of Educational Technology – TOJET July 2008
- UNESCO. 2013. National EFA Review Guidelines. Retrieved from <http://unesdoc.unesco.org/images/0022/002224/222445E.pdf> <https://www.education-ni.gov.uk/articles/school-development-planning>
- <https://ideas.baudville.com/articles/student-awards-student-rewards-and-student-recognition>
- <https://www.bankrate.com/glossary/d/disbursement/>