The extent of compliance of Lasallian basic education schools to the Philippine Catholic Schools Standards

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Abstract

Background: Catholic schools are recognized as offering high-quality education to students, especially to the unfortunate and marginalized members of society. Parents choose Catholic schools because they believe that Catholic schools can develop their children's values and mold them into better persons. Because Lasallian schools are known Catholic schools in the Philippines, there is a need to know whether Lasallian school administrators comply with the Philippine Catholic Schools Standards for Basic Education (PCSS-BE) under the leadership and governance domain to ensure the quality of education for their students.

Purpose: Determine the extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain.

Participants: A total of 264 principals/directors, faculty, and staff employed in various Lasallian basic education schools with junior and senior high schools.

Research design: Convergent triangulation mixed methods research design

Data collection and analysis: The PCSS-BE survey form for the leadership and governance domain owned by the Catholic Educational Association of the Philippines was administered in Lasallian basic education schools. Interviews were conducted to gain insights, knowledge, and experiences from the school administrators and to validate the information given by the respondents in the survey. Documents and other forms of evidence were also collected from the schools. Means, analysis of variance, post-hoc tests, and Tukey's honestly significant difference test were utilized to analyze and interpret data.

Findings: The overall extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain is in Level 3 'Fully meets benchmark' (Integration). There is a significant difference in the overall extent of compliance of the Lasallian basic education schools in the PCSS-BE under the leadership and governance domain. The themes identified in the interviews were call to lead, readiness, acceptance, formation, and service.

Recommendations: Formally and properly present to the school administrators for consideration and adoption a written management program for leadership and governance. Have school leaders conduct extensive consultations with faculty and staff to enhance the best features of the school and to further develop the skills of future administrators. Involve school leaders in various forms of church services and formation programs to improve their personal lifestyle, decisions, and actions. Mentor qualified leaders for the position and define their roles and responsibilities to ensure that they can function effectively.

Keywords

benchmarks, Catholic, governance, leadership, standards

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Introduction

According to Miksic (2014), "parents choose Catholic schools for a number of personal reasons, but one of them is the belief that their children will receive a stronger academic education than in public schools." Some parents also believe that Catholic schools can develop their children's values through praying the rosary, reading the Bible, attending mass, and participating in recollections, retreats, and other religious activities. They are confident that Catholic Schools can mold their children into better persons.

Catholic schools are recognized as offering high-quality education to students, especially to the unfortunate and marginalized members of society. However, the decreasing enrollment and continuous movement of students to public schools have become very alarming. A significant number of parents opt to transfer their

children to public schools whenever Catholic schools increase their tuition fees. Catholic school administrators are finding ways to address the challenges of a continuous decrease in enrollees in Catholic schools through aggressive marketing efforts and educational improvements to recruit and retain students. It has been observed that enrollment in parochial schools decrease despite their low tuition fees, and if the trend continues, then parochial schools would "eventually be drained of students" (Esplanada, 2014).

Another factor affecting Catholic schools is the exodus of teachers seeking higher-paying jobs and lighter routines in public schools. Private school administrators invest much in faculty development and professional growth. In most cases, teachers apply to private schools just to gain experience after graduation. Some of them stay because of smaller class sizes, more disciplined students, and available facilities and resources. But because they do not have the perks and benefits that public-school teachers usually enjoy, most teachers are now transferring to public schools that offer higher salaries and benefits. The exodus of teachers has a negative impact on private and Catholic institutions to recruit and retain the best teachers.

Many from diocesan schools expressed the difficulties they encounter between the achievement of their vision and mission for excellence and the output from their programs. These challenges may hinder their tasks in carrying out their mission as Catholic institutions. They had a serious discussion regarding these challenges, particularly on their sustainability, financial stability, and improvement of their leadership and governance practices and policies. These conditions require educational institutions to go back to their identity and practices and to look for better ways to become effective and relevant while remaining true to their mission.

What does it mean to be a Catholic school in the twenty-first century? Given the various forms of educational innovations, what makes a Catholic school distinct from others? What would be the profile of excellence in Catholic schools today? What standards common to Catholic schools can be implemented to ensure quality and facilitate improvement in their operations, guarantee collective viability, and establish consistency across different institutions? To answer these important questions, the Catholic Educational Association of the Philippines (CEAP, 2016, p. 5), through its Superintendents Commission and National Basic Education Commission, presented a ground-breaking document called the Philippine Catholic Schools Standards for Basic Education (PCSS-BE).

Because Lasallian schools are known Catholic schools in the Philippines, the following questions of the various stakeholders remain to be addressed:
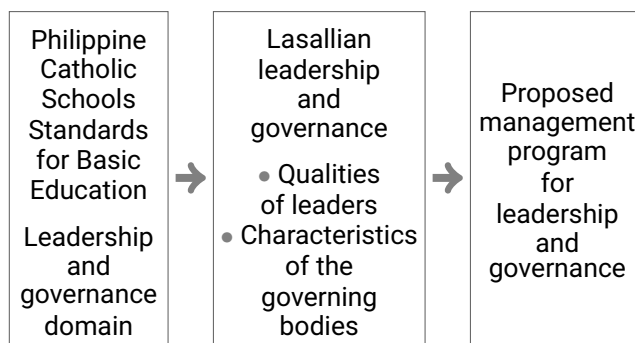
- How Catholic are Catholic schools?

Figure 1. Conceptual paradigm

- Are Lasallian schools really Catholic schools?
- Are Lasallian school governors and administrators complying with the necessary standards to ensure the quality of education for their students?

Figure 1 illustrates the conceptual paradigm of the extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain. The paradigm further illustrates the relationship between the PCSS-BE under the leadership and governance domain (independent variable) and Lasallian leadership and governance (dependent variable). The findings of the study served as the basis to develop a management program for leadership and governance.

The PCSS-BE enables Catholic schools with their various and diverse stakeholders to systematically examine their performance and meaningfully engage in an authentic and dynamic process of continuous improvement and renewal. Schools then will not only assess where they are but also discern where they need to be as they live out their unique identity and mission. United with the church and in the spirit of servant leadership and Christian witnessing—governance and leadership in Catholic schools practice and promote professionalism, collegiality, co-responsibility, and subsidiarity-effectively creating a school that is a community of disciples (CEAP, 2016, pp. 7–30).

Specifically, this study aims to answer three questions:

- What is the extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain?
- Is there any significant difference in the extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain?
- Based on the findings of the study, what management program for leadership and governance could be proposed?

Table 1. Lasallian basic education schools that participated

Island group	Lasallian basic education school	Location
Luzon	De La Salle−Lipa	Batangas
	De La Salle Santiago Zobel School	Muntinlupa City
	De La Salle University−Dasmariñas	Cavite
	De La Salle University−Integrated School	Laguna
	St. Jaime Hilario School−De La Salle Bataan	Bataan
	La Salle College Antipolo	Rizal
	La Salle Green Hills	Mandaluyong City
Visayas	De La Salle Andres Soriano Memorial College	Cebu
	University of St. La Salle	Negros Occidental
Mindanao	De La Salle John Bosco College	Surigao del Sur
	La Salle Academy	Lanao del Norte
	La Salle University	Misamis Occidental

Methodology

Research method

The convergent triangulation mixed methods research design was used in this study. Mixed method is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study. It can provide opportunities for the participants to share their experiences and facilitate different avenues of exploration that enrich the evidence and enable questions to be answered more deeply (Shorten & Smith, 2017). Triangulation is the most common and well-known approach in mixed method which aims to find various but complementary data on the same topic to best understand the research problem. In combining both quantitative and qualitative methods to answer the specific research question, the results may converge and lead to the same conclusions. Converging results aim to increase the validity through verification (Heale & Forbes, 2013).

Respondents

This study involved 264 respondents identified through purposive sampling. The respondents were principals/directors, faculty, and staff employed in various Lasallian basic education schools with junior and senior high schools.

Table 1 lists the schools that participated in the study. Out of the 16 Lasallian schools in the Philippines, 12 participated in the study, with seven from Luzon, two from Visayas, and three from Mindanao. However, in compliance with the Data Privacy Act of 2012 (*Republic Act No. 10173*, 2012) and to ensure the confidentiality of the data from the Lasallian basic education schools, codes were randomly assigned to these schools irrespective of their geographical location: Schools A, B, C, D, E, F, G, H, I, J, K, and L.

Table 2 summarizes the profile of the respondents.

Table 2. Profile of the respondents

Profile	Categories	Frequency	Percent
Gender	Male	100	37.9
	Female	164	62.1
Age (years)	21−30	154	58.3
	31−40	56	21.2
	41−50	36	13.6
	51−60	18	6.8
Religion	Roman Catholic	218	82.6
	Iglesia ni Cristo	3	1.1
	Islam	1	0.4
	Others	42	15.9
Highest level of education (degree)	Baccalaureate	178	67.4
	Master's	59	22.3
	Doctoral	8	3.0
	Others	19	7.2
Administrative experience (years)	1−5	196	74.2
	5−10	31	11.7
	11−15	19	7.2
	16−20	18	6.8
Nature of work	Administrator	70	26.5
	Faculty	167	63.3
	Staff	20	7.6
	Others	7	2.7

The respondents were mostly female, 21−30 years old, Catholic, holding baccalaureate degrees as their highest level of education, school administrators for 1−5 years, and faculty from the junior and senior high schools.

Research instruments

In this study, multiple data collection methods were used: an online survey, interviews, and collection of documents and other forms of evidence.

Table 3. Extent of compliance

Lasallian basic education school	Standard 5 M	Standard 5 SD	Standard 6 M	Standard 6 SD	Standard 7 M	Standard 7 SD	Overall M	Overall SD	Verbal interpretation (Overall)
A	3.06	0.738	3.25	0.612	3.24	0.540	3.18	0.630	Fully meets benchmark
B	3.19	0.685	3.25	0.539	3.24	0.700	3.22	0.641	Fully meets benchmark
C	3.00	0.747	3.23	0.688	3.05	0.660	3.09	0.699	Fully meets benchmark
D	3.15	0.491	3.70	0.479	3.50	0.541	3.45	0.504	Fully meets benchmark
E	3.13	0.719	3.13	0.676	3.10	0.717	3.12	0.704	Fully meets benchmark
F	2.92	0.727	3.05	0.627	3.00	0.646	2.99	0.667	Partially meets benchmark
G	2.63	0.651	3.20	0.523	2.65	0.618	2.82	0.598	Partially meets benchmark
H	2.96	0.653	3.17	0.565	3.09	0.602	3.07	0.607	Fully meets benchmark
I	3.30	0.545	3.36	0.606	3.35	0.600	3.34	0.583	Fully meets benchmark
J	3.37	0.805	3.41	0.662	3.21	0.797	3.33	0.755	Fully meets benchmark
K	3.31	0.640	3.40	0.568	3.33	0.617	3.34	0.609	Fully meets benchmark
L	3.03	0.653	3.23	0.523	2.85	0.892	3.04	0.689	Fully meets benchmark
Overall extent of compliance	3.09	0.700	3.28	0.623	3.13	0.677	3.17	0.666	Fully meets benchmark

M: 1.00–2.00: Level 1 'Initially meets benchmark' (Awareness); 2.01–3.00: Level 2 'Partially meets benchmark' (Recognition); 3.01–4.00: Level 3 'Fully meets benchmark' (Integration); 4.01–5.00: Level 4 'Exceeds benchmark' (Institutionalization)

The PCSS-BE survey form for the leadership and governance domain owned by CEAP was used to gather quantitative data. It deals with a set of standards, benchmarks, and rubrics. Standards are expectations of excellence and effectiveness that give a clear description of where the Catholic school should be headed. Benchmarks describe what must be done to achieve the standards. The rubrics show four levels of attainment: Level 1 'Initially meets benchmark' (Awareness), Level 2 'Partially meets benchmark' (Recognition), Level 3 'Fully meets benchmark' (Integration), and Level 4 'Exceeds benchmark' (Institutionalization).

The 12 school administrators (who were among the 264 respondents) were individually interviewed face-to-face to gather qualitative data—the administrators' insights, knowledge, and experiences—and to validate the information given by the respondents in the survey.

Data gathering procedure

A letter was sent to the CEAP Executive Director requesting permission to use the PCSS-BE survey form for the leadership and governance domain as a research questionnaire. Another letter was sent to the President of De La Salle Philippines requesting permission to conduct the study and to administer the survey in the different Lasallian basic education schools. The researcher also requested the De La Salle University–Dasmariñas Ethics and Review Committee to review and approve the research based on ethical standards. After the approvals were received and the respondents had given their consent, an electronic copy of the survey form was sent to the Lasallian basic education schools. Interviews with the school heads were conducted. All records, documentation, or information related to the respondents were coded and kept personally by the researcher to ensure confidentiality. The results of the study were shared with all participating schools and other Catholic schools for the improvement of their institutions.

Statistical treatment of data

Analysis of variance (ANOVA) was used to determine the significant differences in the extent of compliance in the area of leadership and governance of the participating schools. Post-hoc tests were used to compare the mean scores of the schools. Standard deviations were used to measure the significant differences in the extent of compliance of the schools. Tukey's honestly significant difference test was used to compare the mean scores of the schools. Weighted means were used to determine the extent of compliance of the respondents to PCSS-BE and to identify the significant difference in the extent of compliance of the schools.

Results and discussions

Extent of compliance

Table 3 summarizes the extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain.

School A

The mean scores of School A in Standard 5 (3.06), Standard 6 (3.25), and Standard 7 (3.24) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of communication, personal and professional qualifications, personal and professional development, membership to professional networks related to

their ministry, recognition by competent Church authority, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics. However, their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of leadership style, making decisions and actions, faithfulness to the values of the gospel and teachings of the Church, and undergoing formation programs and activities.

The school principals and directors interviewed in this study confirmed that servant leadership is a practice of leadership in Lasallian schools. They believed that Jesus is the best role model and that, as school administrators, they are expected to emulate the character traits of Jesus Christ: being compassionate, committed, forgiving, gentle, humble, loving, patient, prayerful, servant, and self-controlled. They pointed out the importance of collaboration with the other members of the school community to develop a culture of "learning together."

These findings are consistent with those of Enderle's (2014) study on effective leadership. According to him, "it is of great value that [school leaders] adopt leadership practices that contribute to the success of their schools." He believed that "servant leadership may be one such vehicle for positive systems change within school organizations [...]."

In the same way, Patterson (2015) stated that servant leaders love others and lead with love. She pointed out that as servant leaders who represent Christ, leaders must walk with integrity, love their followers, do the right things, and create cultures that are honoring and honorable. She said that servant leaders must have a heart to give and the humility to receive.

School B
The mean scores of School B in Standard 5 (3.19), Standard 6 (3.25), and Standard 7 (3.24) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of communication, personal and professional qualifications and development, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics. However, their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of leadership style, making decisions and actions, and membership to professional networks related to their ministry.

In interviews with the Lasallian administrators, the majority expressed that Lasallian leadership is service for the love and passion of teaching and leading the community, and that school administrators must prioritize the needs and concerns of the school community, especially the students. They all believed that school leaders must have a shared vision, lead by example, adapt to change, and be accountable for their actions.

Greenleaf Center for Servant Leadership's (n.d.) statement that "a servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong" and that "the servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible" is consistent with these findings.

Also consistent is Spears's (2010) statement that servant leadership enhances the growth of workers while improving the care and quality of organizational life. He believed that listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community are the qualities of servant leaders.

School C
The mean scores of School C in Standard 6 (3.23) and Standard 7 (3.05) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of personal and professional development, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, sense of ownership and responsibility, and adherence to the school's policies and code of ethics. However, the mean score of School C in Standard 5 (3.00) revealed that their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, formation programs for personnel development and Christian witnessing, human maturity, professionalism and sense of solidarity, sense of ownership and responsibility, and dedication and concern.

The Lasallian administrators shared the importance of preparing people before they are given administrative posts. They said that since these people will be facing a lot of challenges at work, they can be more productive and effective if they will be given proper training to manage the school. The administrators suggested considering not just the personal and professional qualifications of school administrators, but their experiences and readiness as well.

This is consistent with Jacobson's (2011) finding that

"direction setting, developing people, and redesigning the organization were practices common to successful principals in all contexts, including those in [...] high-poverty schools."

Similarly, school leaders "need to cultivate an understanding of self by engaging in formative processes which are related to their ability to learn from defining situations, thus raising awareness of points of convergence in a leader's career" (Karp, 2013).

School D

The mean scores of School D in Standard 5 (3.15), Standard 6 (3.70), and Standard 7 (3.50) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, personal and professional qualifications, personal and professional development, faithfulness to the values of the gospel and teachings of the Church, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics. However, their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of making decisions and actions, communication, membership to professional network related to their ministry, and recognition by competent Church authority.

The data of the present study revealed that out of 264 respondents, 69 or 26.1% were members and officers of professional organizations related to their ministry. Some of them mentioned that joining professional organizations allowed them to become members and officers of committees, share their ideas, volunteer for work, and participate in the implementation of activities, projects, and programs that could give them a feeling of security and trust.

These findings are consistent with the statements of Forbes (2011) that effective school leaders are expected to "motivate and support the teachers, encourage the community and other school stakeholders to be involved in the educational program, and encourage participatory decision-making" and that it is also good to reform the functions of the present and future breeds of school leaders to make them more productive, dynamic, and efficient.

In addition, the findings of Hilton et al. (2015) showed that "school leaders' participation in teacher professional development programs has a positive influence on the capacity of teachers to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves."

School E

The mean scores of School E in Standard 5 (3.13), Standard 6 (3.13), and Standard 7 (3.10) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications, personal and professional development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics.

In interviews with the school principals and directors, they expressed their interest to continue education and attend conferences, trainings, and workshops. Some of them remarked, "Allowing us to continue our education, at the same time providing us the opportunity to attend workshops and conferences will give us the confidence to embrace our dreams of becoming a good leader." They also suggested increasing the budget for the school's leadership and governance development programs so they can immerse in what is new and current.

These findings are consistent with Hoy and Miskel's (2013) statement that leaders must also prioritize faculty development programs to establish certain standards of competence for instruction and develop quality programs, and that the personal and professional growth of teachers will contribute a lot to the integral formation of the students.

In addition, DeMers (2015) stated that instilling motivation to work is not easy, but it is necessary. According to him, leaders must set an example of positivity and understanding. He believed that leaders must create an environment of transparency because transparency can build trust and establish open communication.

School F

The mean score of School F in Standard 6 (3.05) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of compliance with requirements set by the government and adherence to the school's policies and code of ethics. However, the mean scores of School F in Standard 5 (2.92) and Standard 7 (3.00) revealed that their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications, personal and professional development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the

Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, formation programs for personnel development and Christian witnessing, sense of ownership and responsibility, and dedication and concern.

The school principals and directors interviewed in this study agreed that Lasallian schools must invest in the development and training of school leaders. They believed that it is essential for them to be allowed to participate in various developmental programs since the 21st century demands leadership competencies to achieve the goal of the organization and this necessitates the continuous upgrading of leaders to build a culture of performance.

These findings are consistent with Meador's (2019) statement that great leadership is the key to the success of any school. According to him, an effective school leader leads by example, has a shared vision, is well respected, is a problem solver, is selfless, is an exceptional listener, adapts to change, understands individual strengths and weaknesses, makes those around them better, admits when they make a mistake, holds others accountable, and makes difficult decisions.

Similarly, Prothero (2015) stated that "the professional development that many principals do get is of questionable quality." She explained that "although the specific professional-development needs vary from rookies to veterans, the tenets of good career training remain the same." She believed that "it should be individualized and rooted in real-world, or real-school, problems."

School G
The mean score of School G in Standard 6 (3.20) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of providing direction and strategies, collaboration and delegation of responsibility, and compliance with requirements set by the government. However, the mean scores of School G in Standard 5 (2.63) and Standard 7 (2.65) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications, personal and professional development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics.

The survey of the study revealed that out of 264 respondents, 214 or 81.1% regularly undergo formation programs and activities like spiritual formation, character development, professional growth, and community-building activities. The majority of the respondents confirmed that these programs and activities helped develop their character, faith, and leadership skills which are necessary for establishing a school culture.

These findings are consistent with the statements of Ocean Tides School (n.d.) that "Lasallian Education centers on Catholic values and personal relationships, emphasizing academic excellence, faith formation, inclusion, respect for the individual, service and social justice. [...] In Lasallian communities, educators touch hearts, stimulate minds and cultivate leadership to prepare students for life, work, and service to society and the Church."

According to Alfante and Aguiling (2015), aligning the workforce's personal values with organizational values, particularly in the educational ministry, is very significant for the success and achievement of the goals of its foundation. They believed that "all Catholic schools are founded for a missionary purpose" and that "it is noteworthy that these schools are founded not for profit-oriented but for mission-oriented apostolate."

School H
The mean scores of School H in Standard 6 (3.17) and Standard 7 (3.09) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of personal and professional development, recognition by competent Church authority and formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics. However, the mean score of School H in Standard 5 (2.96) revealed that their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications, membership to professional networks related to their ministry, and faithfulness to the values of the gospel and teachings of the Church.

As viewed by some of the school administrators, leadership is about commitment, accountability, and responsibility; it is not about power. They believed that school leaders need to focus on the goal of the organization, instill confidence to do their job, push the group in the right direction, and accept criticism and failure, hence always being open for change. They further explained that it will guide the school administrators in implementing plans and programs, making decisions, and evaluating school progress.

These findings are consistent with Ososami et al.'s (2014) statement that accountability builds trust, improves performance, promotes ownership, and inspires confidence. They pointed out that accountability is build-

ing a culture of trust and not of fear.

In addition, school administrators should be provided with training on the accountability process to be enlightened about their roles and responsibilities. The administrators' competencies should be taken into consideration and accountability should be included among the important criteria in assigning them (Argon, 2015).

School I

The mean scores of School I in Standard 5 (3.30), Standard 6 (3.36), and Standard 7 (3.35) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications and development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics.

The respondents in the study believed that their commitment to achieve and fulfill the schools' philosophy, vision, mission, and core values (PVMCV) is essential in providing them direction to perform their roles and responsibilities as school administrators and as members of the school community. They believed that collaboration will lead to a better school environment where each person feels like a partner in achieving school success. They pointed out the importance of supporting one another and good community relationships in finding solutions and making things happen.

These findings are consistent with Jodice's (2016) statement that "leadership happens on many levels," whether one serves "as a president, principal, campus minister, animator, teacher, coach, club moderator, counselor," or "any other role that touches the hearts of young people" and that leadership is not about titles, positions, or flowcharts but about one life influencing another.

Similarly, Kam (2018) stated that leadership is "all about having a genuine willingness and a true commitment to lead others to achieve a common vision and goals through positive influence." He believed that "teamwork goes hand in hand with leadership" and "leadership is about people—and for people."

School J

The mean scores of School J in Standard 5 (3.37), Standard 6 (3.41), and Standard 7 (3.21) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional

qualifications and development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics.

In interviews conducted with school administrators, the majority confirmed that their school meets all the minimum requirements set by the government. They emphasized the value of having clear policies and procedures for proper monitoring and documenting compliance of the institution. They also believed that compliance with these requirements is a good way to develop a sense of ownership, responsibility, and accountability.

These findings are consistent with the statement of Williford and Small (2013) that establishing an effective compliance and ethics program has become a necessity to protect any highly regulated organization. They believe that an organization's program should include monitoring and auditing systems that are designed to detect improper conduct, and that in addition to evaluating the organization's compliance with legal requirements, these also evaluate the program's effectiveness.

Similarly, Lock and Lummis (2014, p. 62) state that "school leaders are responsible for ensuring compliance with the regulatory framework and developing protocols to assess risks and ensure compliance are essential tool for all school leaders and leadership teams." They said that "it should also be recognized that undertaking risk assessments and developing compliance protocols can be very valuable team building and professional development tasks for leaders and aspirant leaders."

School K

The mean scores of School K in Standard 5 (3.31), Standard 6 (3.40), and Standard 7 (3.33) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional qualifications and development, membership to professional networks related to their ministry, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies, collaboration and delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, sense of ownership and responsibility, dedication and concern, and adherence to the school's policies and code of ethics.

It was gathered from the interviews conducted that taking ownership of work is essential for school lead-

ers and governing bodies. They believed that mentoring leaders before appointment as an administrator must also be practiced to prepare potential leaders to lead effectively, and that multi-tasking or handling two positions at the same time must also be avoided to ensure that school leaders can function well.

These findings are consistent with Gorton and Alston's (2012) statement that future administrators must be demonstrating the following abilities: recognizing; rewarding, and supporting the work of new leaders; coaching the leaders on the values, mission, and goals of the school and school system; supplying necessary resources; providing tools for review and reflection of their work; promoting opportunities for leadership enhancement; giving credit to new leaders while maintaining responsibility; consulting often with and delegating freely to new leaders; and supporting these leaders' decisions.

In addition, Schawbel (2012) pointed out that great leaders need to gain knowledge, that is, learn about their strengths and weakness and the strengths and weaknesses of other people; look for mentoring relationships and share their learning with others; and seek new experiences outside the workplace to broaden their understanding of reality.

School L
The mean scores of School L in Standard 5 (3.03) and Standard 6 (3.23) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) in terms of leadership style, making decisions and actions, communication, personal and professional development, faithfulness to the values of the gospel and teachings of the Church, recognition by competent Church authority, formation programs and activities, providing direction and strategies to ensure the attainment of the school goal, collaboration, delegation of responsibility, compliance of requirements set by the government, formation programs for personnel development, and dedication and concern. However, the mean score of School L in Standard 7 (2.85) revealed that their respondents are in Level 2 'Partially meets benchmark' (Recognition) in terms of personal and professional qualifications, membership to professional networks related to their ministry, providing direction and strategies, formation programs for personnel development, sense of ownership and responsibility, and adherence to the school's policies and code of ethics.

The school administrators explained the importance of maintaining integrity and credibility within the workplace. They believed that they need to help build effective relationships in the workplace characterized by respect, fairness, and trust, regardless of whatever situation they would face; that they are expected to always 'do the right thing' and maintain good reputations; that they cannot impose their ethics and behavior on their subordinates;

Table 4. Level of compliance

Benchmark	A	B	C	D	E	F	G	H	I	J	K	L
5.1-A	L2	L2	L2	L3	L3	L2	L2	L2	L3	L3	L3	L3
5.1-B	L2	L2	L2	L2	L3	L2	L2	L2	L3	L3	L3	L3
5.2-A	L3	L3	L2	L2	L3	L2	L2	L2	L3	L3	L3	L3
5.2-B	L3	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L2
5.2-C	L3	L3	L3	L3	L3	L2	L2	L3	L3	L3	L3	L3
5.2-D	L3	L2	L2	L2	L3	L2	L2	L2	L3	L3	L3	L2
5.3-A	L2	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L2
5.4-A	L3	L3	L3	L2	L3	L2	L2	L3	L3	L3	L3	L2
5.5-A	L2	L3	L3	L3	L3	L2	L2	L3	L3	L3	L3	L2
6.1-A	L3	L3	L3	L3	L3	L2	L3	L3	L3	L3	L3	L3
6.1-B	L3	L3	L3	L3	L3	L2	L3	L3	L3	L3	L3	L2
6.2-A	L3	L3	L3	L3	L3	L2	L3	L3	L3	L3	L3	L3
6.3-A	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3
6.3-B	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3	L3
7.1-A	L3	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L3
7.1-B	L3	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L2
7.2-A	L3	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L2
7.2-B	L3	L3	L2	L3	L3	L2	L2	L2	L3	L3	L3	L2
7.3-A	L3	L3	L3	L3	L3	L3	L2	L3	L3	L3	L3	L2
7.3-B	L3	L3	L3	L3	L3	L3	L2	L3	L3	L3	L3	L2

and that their subordinates will not always think the same way as leaders do, but leaders can always guide and advise them to avoid conflict and issues.

These findings are consistent with Monhaut's (2012) statement that all educators must accept the responsibility to be role models to the students in expressing ways to live out the Lasallian tradition, and that modeling proper behavior not only shapes the minds of the students but also shapes the students' souls as well.

Similarly, Miles (2017) believed that open communication, good decision-making skills, and a strong moral compass to guide all decisions and actions are important. She pointed out that integrity is not just important on a personal level, it is also extremely important at a workplace level.

Level of compliance of Lasallian basic education schools
The overall mean scores of School A (3.18), School B (3.22), School C (3.09), School D (3.45), School E (3.12), School H (3.07), School I (3.34), School J (3.33), School K (3.34), and School L (3.04) revealed that their respondents are in Level 3 'Fully meets benchmark' (Integration) while the mean scores of School F (2.99) and School G (2.82) revealed that their respondents are in Level 2 'Partially meets benchmark' (Recognition) in relation to servant leadership, government policies and gospel values, and development and empowerment of personnel.

Table 5. Comparison of overall extent of compliance

Lasallian school	M	*	SD	Verbal interpretation
A	3.18	□	0.630	Fully meets benchmark
B	3.22	□	0.641	Fully meets benchmark
C	3.09	◇	0.699	Fully meets benchmark
D	3.45	◇	0.504	Fully meets benchmark
E	3.12	◇	0.704	Fully meets benchmark
F	2.99	◇	0.667	Partially meets benchmark
G	2.82	◇	0.598	Partially meets benchmark
H	3.07	◇	0.607	Fully meets benchmark
I	3.34	◇	0.583	Fully meets benchmark
J	3.33	◇	0.755	Fully meets benchmark
K	3.34	◇	0.609	Fully meets benchmark
L	3.04	◇	0.689	Fully meets benchmark
Overall	3.17		0.666	Fully meets benchmark

* significant at 0.05 level, means of □ are not significantly different, means of ◇ are not significantly different, means of □ and ◇ are significantly different

Of the 12 schools surveyed, School D with a mean of 3.45 ranked the highest ('Fully meets benchmark' (Integration)) while School G with a mean of 2.82 ranked the lowest ('Partially meets benchmark' (Recognition)).

The overall mean scores in Standard 5 (3.09), Standard 6 (3.28), and Standard 7 (3.13), and the overall mean of 3.17 revealed that the overall extent of compliance of Lasallian basic education schools in the PCSS-BE under the leadership and governance domain is in Level 3 'Fully meets benchmark' (Integration).

Table 4 summarizes the level of compliance of Lasallian basic education schools in the PCSS-BE under the leadership and governance domain.

All participating schools are in Level 3 'Fully meets benchmark' (Integration) in terms of compliance with requirements set by the government (Benchmark 6.3-A), and compliance being done to advance and secure the well-being of the school (6.3-B). However, more than half (58%) of the participating schools are in Level 2 'Partially meets benchmark' (Recognition) in terms of making decisions and actions (5.1-B) and membership to professional networks related to their ministry (5.2-D). Half (50%) are in Level 2 in terms of leadership style (5.1-A) and faithfulness to the values of the gospel and teachings of the Church (5.3-A).

Schools E, I, J, and K are in Level 3 'Fully meets benchmark' (Integration) in Standards 5, 6, and 7, while Schools A, B, C, D, F, G, H, and L are in Level 2 'Partially meets benchmark' (Recognition) in some benchmarks. These latter schools may reflect together with their other stakeholders to examine the school's performance and engage in a process of continuous improvement.

Significant difference

A comparison of the overall extent of compliance of Lasallian basic education schools in the PCSS-BE under the leadership and governance domain is in Table 5.

The findings of the study revealed that there is a significant difference among overall means on the overall extent of compliance of Lasallian basic education schools in the PCSS-BE under the leadership and governance domain, $F(11,228) = 18.056$, $p < 0.001$. Furthermore, multiple comparisons of means via post-hoc test suggest that the mean score of School A (3.18) is significantly different at 0.05 level from the mean scores of School C (3.09), School D, (3.45), School E (3.12), School F (2.99), School G (2.82), School H (3.07), School I (3.34), School J (3.33), School K (3.34), and School L (3.04).

Themes

An analysis of the experiences of the school administrators who were interviewed revealed a structure composed of five themes which may also be viewed as phases that describe the experiences they went through. The themes are: a call to lead, readiness, acceptance, formation, and service. These five concepts were identified as emerging themes because these were consistently and continually discussed by the interviewees.

Call to lead

The call to lead is the first common theme in the experience of the interviewees. They considered this phase as the initial phase of their experience as school leaders. They were expected to build Catholic culture and community fostering faith development and integrating Church's traditions and practices into all aspects of school life. Their call to lead can be classified into two subthemes: professional and vocational.

Professional. All interviewees were invited to lead their Lasallian basic education school. They were all aware that they must be professionally prepared and must have the necessary qualifications to lead a school. They believed that their success depends on their professional competence and their commitment to lead the school. Their experiences of being warmly welcomed and recognized in the Lasallian community helped develop their character, faith, and leadership skills. What is noteworthy is their common intention to develop their skills and talents, improve their weaknesses, and build their confidence since the 21st century demands leadership competencies to achieve the goals of the school and build a culture of performance.

Vocational. This vocational aspect requires the interviewees to lead the school community to embrace and be animated by the Catholic vision of life. The interviewees shared that their experiences as Lasallian leaders were not easy, to the point of sacrificing their personal

concerns for the common good of the school community. They believed that their commitment to achieve and fulfill the school's goal is essential in providing them with direction to perform their roles and responsibilities as school administrators and members of the Lasallian community. Their initial hesitation because of accountability, pressure, and high expectations to meet and raise the school standards was overpowered by having the Lasallian brothers and supportive administrators which gave them a feeling of security and trust.

Readiness

Readiness is the second common theme in the experience of the interviewees. Though it is common among them, each interviewee had different levels and kinds of readiness in their experiences as Lasallian administrators. They used the terms 'afraid,' 'confused,' 'fear,' and 'challenged' to describe their experiences. Their readiness can be grouped into four subthemes: emotional, intellectual, relational, and spiritual.

Emotional. The interviewees shared that they often deal with highly stressful situations that sometimes compromise their ability to develop and sustain a healthy relationship with the school stakeholders, lead effectively, build strong relationships, and support various programs in the school. As school leaders, they recognize the importance of handling their emotions and stress effectively. In most cases, they are expected to exhibit acceptance, care, compassion, patience, and trust. Their awareness and understanding of their emotions strengthen their relationships and communication with others.

Intellectual. The interviewees expressed that allowing them to continue their higher education, at the same time providing them the opportunity to attend workshops and conferences, gave them the confidence to embrace their dreams of becoming good leaders. They believed that it is essential to participate in various developmental programs since the 21st century demands leadership competencies, and this necessitates the continuous upgrading of leaders to build a culture of performance.

Relational. The interviewees believed that school leadership is a collaborative endeavor built through partnership. They shared that the presence of students, teachers, parents, and other members of the school community is a fundamental component of successful school leadership. They acknowledged the need to create and foster a healthy and positive atmosphere and relationships in the school. They recognized the importance of building an environment of trust, respect, professionalism, compassion, and collaboration. For them to do this, they have to be visible in the school and spend an intense amount of time developing relationships.

Spiritual. The interviewees confirmed that they have various spiritual activities and practices in their schools. They acknowledged that these programs helped develop their character, faith, and leadership skills which are necessary for bringing the community together. They were also aware that as Lasallian administrators, they have to manifest the Catholic teachings in their working style, principles, and values. Since they are expected to give direction to the school, they need to personally examine themselves and know where their heart is centered because as a leader, they cannot practice what the heart does not practice.

Acceptance

Acceptance is the third common theme in the experience of the interviewees. This phase includes opportunities and facing complex issues and challenges school administrators are dealing with.

Opportunities. The interviewees' opportunities include membership to professional organizations, meeting new people who can mentor and help them grow as leaders, attending seminars, workshops, trainings, and conferences, volunteering for work, participating in the implementation of activities, projects, and programs, travel locally and internationally, benchmarking in other Lasallian school community, and a lot more. These opportunities helped them acquire new skills, learn new ideas and practices, improve their weaknesses, build their confidence, and develop a culture of "learning together."

Challenges. The interviewees' challenges include improving instruction, handling student discipline, working with and managing employees, implementing plans and programs, maintaining safe school facilities, supervising and evaluating students and teachers, scheduling and doing classroom observations and evaluations, funding, making strategic decisions, and resolving issues and concerns of parents and other stakeholders. They believed that in facing complex situations, they need to focus on the goals of the organization and be open to change to be able to set direction, develop positive relationships among members, and create an avenue to establish the organization.

Formation

Formation is the fourth theme in the experience of the interviewees. This phase supports the interviewees to be successful leaders. They acknowledged the importance of preparing people before they will be given the administrative post since they will be facing a lot of challenges at work. They also believed that they will be more productive and effective if they will be given continuous and proper training once in a position to manage the school.

Before accepting the administrative post. Some interviewees expressed that they accepted the position out of respect for the higher administrators and this experience gave them the feeling of doubt and lack of confidence because they are not prepared. The interviewees believed that mentoring leaders before appointment as an administrator must be practiced to prepare potential leaders to lead effectively and that these experiences will help them function effectively and not be surprised and overwhelmed by the challenges. They suggested considering not just the personal and professional qualifications of school administrators, but even their experiences and readiness as well.

Once in position. The interviewees shared that once appointed, they are expected to perform the roles and responsibilities of a leader. They believed that the continuous professional development equipped them with knowledge, skills, and confidence to perform their roles and responsibilities as the head of the school. However, some of them suggested that multi-tasking or handling two positions at the same time must be avoided to ensure that school leaders can function well. What is noteworthy is the collaborative efforts of Lasallian school leaders who worked hard and gave support to one another to meet the leadership standards.

Service

The interviewees expressed that Lasallian leadership is servant leadership. They all believed that school leaders must have a deep commitment and a natural feeling to serve. They are expected to emulate the character traits of Jesus Christ: being compassionate, committed, forgiving, gentle, humble, loving, patient, prayerful, servant, and self-controlled. They are all aware that they must always prioritize the needs and concerns of the school community, especially the students. They valued the importance of having a shared vision, leading by example, adapting to change, and being accountable for their actions.

Conclusions and recommendations

The overall extent of compliance of Lasallian basic education schools to the PCSS-BE under the leadership and governance domain is in Level 3 'Fully meets benchmark' (Integration). Overall, the Lasallian leaders are qualified, hardworking, service-oriented, and committed to providing direction and strategies founded on Christian principles. However, the Lasallian culture and Catholic teachings and principles are not often manifested in their working style, principles, and values.

To enhance the best features of the school and to develop further the skills of the school administrators, extensive consultations between school administrators, faculty, and staff can be done. A written management program for leadership and governance must be formally and properly presented to the school administrators for consideration and adoption. Involve school leaders in various forms of church services and formation programs to improve their personal lifestyle, decisions, and actions. Mentor qualified leaders for the position and define their roles and responsibilities to ensure that they can function effectively.

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