SCHOOL-BASED MANAGEMENT AND PERFORMANCE OF ELEMENTARY SCHOOLS: BASIS FOR AN INTERVENTION

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"SCHOOL-BASED MANAGEMENT AND PERFORMANCE OF ELEMENTARY SCHOOLS: BASIS FOR AN INTERVENTION"** has been prepared and submitted by **MARIVEL PERALTA-OCENAR** who, having passed the comprehensive examination, is hereby recommended for oral examination.

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Marivel

A B S T R A C T

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This study assessed the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in the District of San Jorge, Schools Division of Samar during the School Year 2019-2020.

Specifically, this study sought answers to the

following questions: 1) what is the profile of the school administrator-respondents in terms of the following, namely: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF; number of relevant in-service trainings, and attitude toward school-based management; 2) what is the profile of the teacher-respondents in terms of the following, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based management; 3) what is the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Likewise, it answered the following questions: 4) is there a significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the foregoing areas; 5) is there a significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely: school administrator-related factors, and

teacher-related factors; 6) what is the performance of the elementary schools based on the MPS in the latest SDGT; 7) is there a significant relationship between the performances of the elementary schools based on the MPS in the latest SDGT and assessed SBM implementation in elementary schools; and 8) what intervention may be evolved based on the findings of the study.

From the afore-listed specific questions, the following hypotheses were drawn and tested in this study: 1) there is no significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the identified areas; 2) there is no significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely: school administrator-related factors and teacher-related factors; and 3) there is no significant relationship between the performances of the elementary schools based on the latest SDGT and assessed SBM implementation in elementary schools.

From the findings of the study, it was found out that the assessment of the two groups of respondents on the SBM implementation in elementary school in terms of the following areas was: leadership and governance - school administrators and teachers, developing; curriculum and learning - school administrators and teachers, developing;

accountability and continuous improvement – school administrators, advanced while teachers, developing; and management of resources - school administrators and teachers, developing.

Furthermore, in the comparison of the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the identified areas, the following was the noted results: leadership and governance, significant; curriculum and learning, not significant; accountability and continuous improvement, significant; and management of resources, not significant.

In associating relationship between the assessed SBM implementation in elementary schools and the school administrator-related factors, a not significant evaluation was proven in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings and attitude toward school-based management; and in associating relationship between the assessed SBM implementation in elementary schools and the teacher-related factors, a significant evaluation was noted in terms of civil status and attitude toward school-based management. Moreover, a not significant evaluation was noted in terms of age, sex, highest educational attainment, teaching position, gross

monthly family income, number of years in teaching, performance rating based on the latest IPCRF, and number of relevant in-service trainings.

Meanwhile, the Mean MPS of the elementary schools representing their performance based on the latest SDGT report was posted at 75.55 with a SD of 6.75. Finally, in associating relationship between the performance of the elementary schools based on the MPS in the latest SDGT report and the assessed SBM implementation in elementary schools, it was found significant.

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THE PROBLEM AND ITS BACKGROUND

Introduction

Considering that education is very important, the school should provide an avenue to nurture the students, thus, implementing different curricular programs that include the School-Based Management (SBM) that encourages cooperation among the stakeholders, both internal and external.

On the background, among the social institutions, it is the family, which has the greatest impact on the individual. It is the most influential agent of socialization and plays a pivotal role in shaping the personality of children (Omas-as et al., 2003:135). According to the values of the educators of the University of Asia-Pacific (UAP), the family is the first school of life and love and the seedbed of values and the nurturer of human nature. Supporting this claim, Urtega (2003:135), emphasized that parents must teach their children how to be morally good with a clear understanding of their true human nature by inculcating values and role modeling.

In school, children are apart from their family and spend their time among children of the same-age group, and teachers. According to the Research Center for Child and Adolescent Development and Education (2006:187), if a child has an irregular life pattern, or even just has a cold at home, this condition also affects life at the kindergarten. It is also expected that any special events in a family such as, the birth of younger

sister or brother, family members' admission to the hospital and the like will affect children's behavior (Urtega, 2003:130-131).

Therefore, an awareness of each child's family background is essential for providing a quality education for children. Equally, children's experiences at the elementary level also have an effect on their family lives. As such, cooperation with parents is indispensable for effective early childhood education.

With the country's participation in the global competition, cultural exchange has transgressed national boundaries, thereby, creating more complex demands among parents. The global village is like a shadow that moves children away from the example and socialization which may be provided by the parents. More so, parenting today usually conflicts with the parents' social work schedule, especially with the worsening economic situation which forces even the mother to contribute to the household income.

Section 6 of the Education Act of 1982 acknowledged the importance of an educational community which refers to those persons or groups of persons as such, or associated in institutions involved in organized teaching and learning systems. Part and parcel of the educational community's role is to discuss relevant issues, and communicate information and suggestions for assistance and support of the school and for promotion of their common interest. One of the manifestations of the school-community partnership is the "Gulayan sa Paaralan", a school-community project, which is tie-up with the Programang Agrikultura Para sa Masa" of the Department of Agriculture (DA) (http://www.deped.gov.ph).

Furthermore, the Basic Education Sector Reform Agenda (BESRA), as an effort to improve basic education outcomes through a broadly participated, popular movement featuring a wide variety of initiatives undertaken by individual schools and communities as well as networks of schools at localities involving school districts and divisions, local governments, civil society organizations, and other stakeholder groups and associations was implemented by the DepEd (https://www.teacherph.com>besra).

Moreover, the policy actions of comprising the BESRA seek to create a basic education sector that is capable of attaining the country's Education for All (EFA) objectives. As embodied in the Department Order Number 37 Series of 2009 (www.deped.gov.ph, 21 March 2009), the DepEd is pursuing key reform thrust (KRT-1) through the BESRA, which is the school-based management (SBM) which underscores school communities to enable them to actively participate in the continuous improvement of schools toward the attainment of higher pupils' or students' learning outcomes.

Such program is important considering that Philippine education has been suffering in both quantity and quality, as indicated by many local studies and regional researches. Local national tests in Reading, Science and Math, and international tests in the subjects show the poor performance of pupils. Furthermore, teachers have not performed any better, as indicated in the Licensure Exam for Teachers (LET) with only 25-30 percent of those who take the exams get a passing grade, pointing to a need for better teacher preparation by colleges and universities for incoming teachers (Urtega, 2003,141-142).

Commer (1989:1) showed this provision when he said, "the development of quality education is not the monopoly of the school; hand in hand with the school is the home, each one complementing and supplementing in the maximum development of the child."

In the past three years, the schools in the District of San Jorge seemingly manifested lower result in the National Achievement Test (NAT) which showed a mean performance score (MPS) of 69.81 percent which is far from the targeted mastery level in the region, that is 75 percent. One possible contributory factor to this performance is the implementation of the program which signified that despite of some programs in the division, the schools in the district still garnered low performances.

In implementing SBM, the department is doing all it can to create an environment where all the people commit to make change happen under the centralized set-ups. This change is ultimately geared toward the school children enjoyment of their rights quality education and other equally important rights such as the right to be safe and healthy, to be protected from any abuse, to play and to have pleasure, to express their views freely and to participate in the decision making according to their involving capacities.

However, several schools, as record shows, that up to this year, were not able to implement the SBM program whereby out of 663 elementary schools in the Schools Division of Samar, only 15 or 2.26 percent are in the Level 3 while 71 or 10.71 percent in

the Level 2, 573 or 86.43 percent are in the level 1, and four or 0.60 percent have not started yet with the SBM implementation or Level 0. Of this report, among the 35 elementary schools, four or 11.43 percent are rated in the Level 2 while 29 or 82.86 percent in the Level 1 and two or 5.71 percent in the Level 0 (Division Status of Schools' SBM Level Practices, November 2020). This signified that the District of San Jorge is still far from the expected target in the SBM implementation.

Premised in foregoing citations, the researcher was motivated to conduct this study in order to assess the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Statement of the Problem

This study assessed the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in the District of San Jorge, Schools Division of Samar during the School Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. What is the profile of the school administrator-respondents in terms of the following:

    1.1 age and sex;

    1.2 civil status;

    1.3 highest educational attainment;

    1.4 gross monthly family income;

1.5 number of years as administrator;

1.6 performance rating based on the latest OPCRF;

1.7 number of relevant in-service trainings; and

1.8 attitude toward school-based management?

2. What is the profile of the teacher-respondents in terms of the following:

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 teaching position;

2.5 gross monthly family income;

2.6 number of years in teaching;

2.7 performance rating based on the latest IPCRF;

2.8 number of relevant in-service trainings; and

2.9 attitude toward school-based management?

3. What is the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely:

3.1 leadership and governance;

3.2 curriculum and learning;

3.3 accountability and continuous improvement; and

3.4 management of resources?

4. Is there a significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the foregoing areas?

5. Is there a significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely:

5.1 school administrator-related factors; and

5.2 teacher-related factors?

6. What is the performance of the elementary schools based on the MPS in the latest SDGT?

7. Is there a significant relationship between the performances of the elementary schools based on the MPS in the latest SDGT and assessed SBM implementation in elementary schools?

8. What intervention may be evolved based on the findings of the study?

Hypotheses

The following hypotheses were drawn and tested in this study:

1. There is no significant difference between the assessments of the two groups of respondents on the SBM implementation in elementary schools in terms of the identified areas.

2. There is no significant relationship between the assessed SBM implementation in elementary schools and the following factors, namely:

2.1 school administrator-related factors; and

2.2 teacher-related factors.

3. There is no significant relationship between the performances of the elementary schools based on the latest SDGT and assessed SBM implementation in elementary schools.

Theoretical Framework

This study was anchored on the following theories, namely: Theory on Leadership by Maxwell, Theory of Behaviorism by Thorndike, and Theory of Management by Drucker.

The Theory on Leadership espoused by Maxwell (https://www.bartleyby.com/essay/Leadership/ 8 August 2020) invokes that leadership revolves around influence. Therefore, anyone who has influence is a leader of some kind. In addition, leadership is not about titles or positions; rather, it is about making a difference in the lives of others. Though this lens, Maxwell describes how anyone at any level on the organizational chart can influence others and make changes in the lives of those who follow their colleagues and those influenced by their leadership action.

Meanwhile, the Theory of Management by Drucker (www.businessnewsdaily.com, 15 January 2020) which believed that managers should, above all else, be leaders. Rather than setting hours and discouraging innovation, he opted for a more flexible, collaborative approach. The theory placed high importance on decentralization, knowledge work, management by objectives (MBO) and the process called SMART. Furthermore, this theory espoused leading the team to success while supporting and encouraging each individual as channel of successes.

Finally, the present study finds theoretical anchorage upon the Theory of Behaviorism espoused by Thorndike (Gregoio, 1988:94-96) which maintains that learning is any change in behavior of an organism. Such change may range from the acquisition of knowledge, simple skills, specific attitude, and opinion. It may also include innovation, elimination or modification of response. They believed on the pre-conceived end to which the child is made to conform. To him, learning is the process of fixation. He emphasizes that the response most frequently associates with stimulus will be elicited by that same stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior.

Taking into consideration, the said theory, is a paramount concern to understand the role that parents play in the initial education of students, particularly in value formation and acquisition of students. The parents should have an understanding of the kind of family upbringing that they are giving their children and the importance of this wider perspective for optimizing children's formation of desirable values helping them analyze their practice, beliefs and attitude and competencies (Microsoft Encarta, 2002). As such, it is important that the principal and teacher should work closely with the parents in order to acquire quality education.

Along this light, the parents choose, at the outset, the pattern according to which they are going to mold their children and, then, go to work. Stated otherwise, they set up a situation in which the child can successfully accomplish the task. As such,

the school – with the principal and teachers – should work closely with the parents who first set up the pattern in which the students would be molded as team members and team players toward the attainment of educational goals.

Conceptual Framework

Figure 1 presents the conceptual framework of the study discussing the working process undertaken in the conduct of the study.

The base reflects the locale of the study which is the District of San Jorge, Schools Division of Samar involving school administrators and teachers. The progress of the study is depicted by the upward arrows while the process is represented by the single-headed and two-headed arrows.

The next bigger frame enclosing four smaller boxes reflects the dependent and independent variables of the study. The boxes at the left side reflect the independent variables of the study. The lower box depicts the profile of the school administrator-respondents in terms of the following characteristics, namely: age and sex, civil Status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings and attitude toward school-based management while the upper box depicts the profile of the teacher-respondents in terms of the following characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years

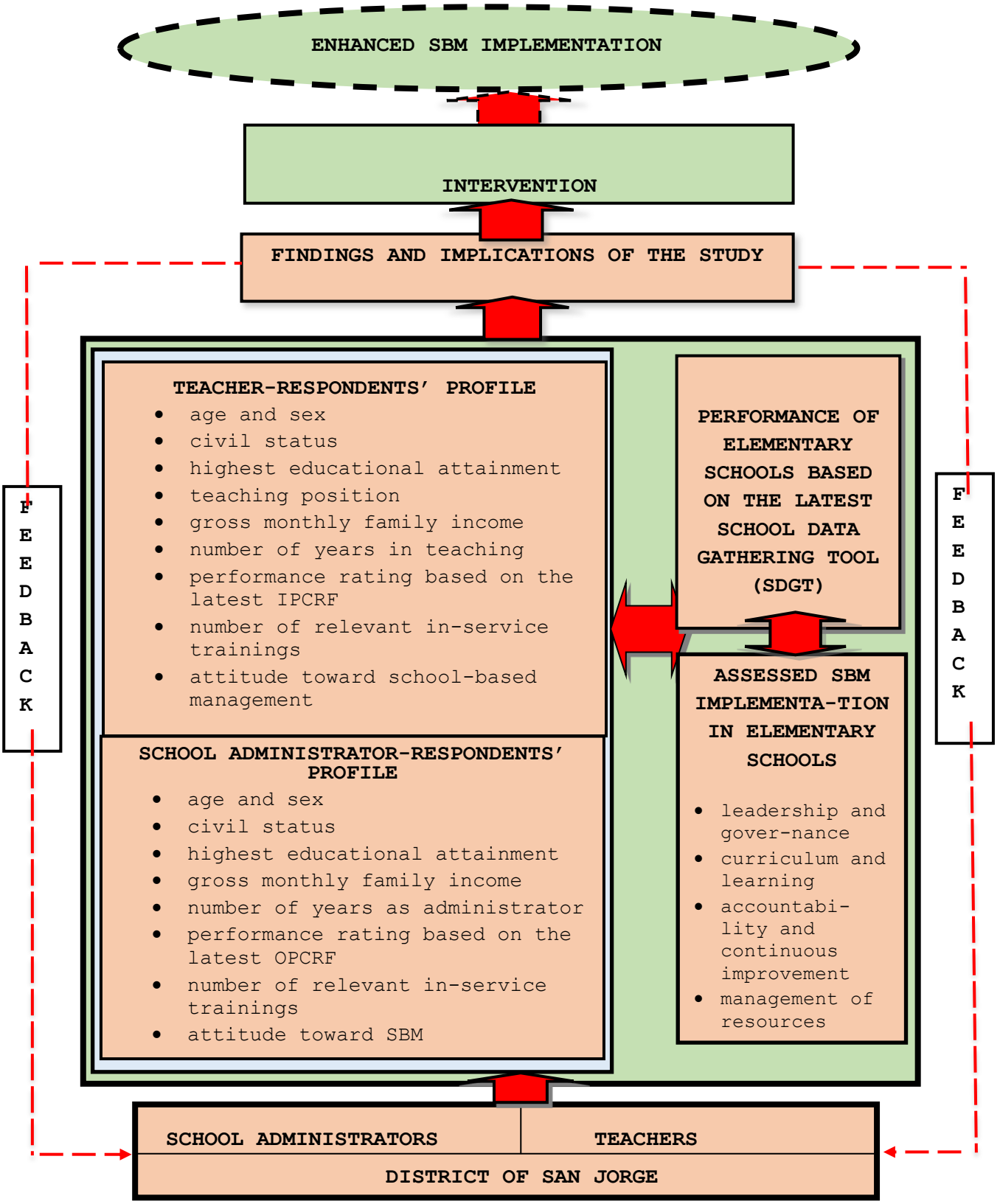

Figure 1. The Conceptual Framework of the Study

in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based management.

Furthermore, the boxes at the right side reflect the dependent variables of the study. The lower box depicts the assessed SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources which was compared for any significant difference. Moreover, the assessed SBM implementation in elementary schools in terms of the identified areas was associated with the school administrator-related and teacher-related factors for any significant linear association. The comparative and linear associations are represented by the two-headed arrow.

On the other hand, the box at the top depicts the performance of elementary schools based on the latest school data gathering tool (SDGT) which was associated with the assessed SBM implementation in terms of the identified areas. This process is depicted by the vertical two-headed arrow extending between the two sets of variables.

The aforementioned processes drew findings and implications of the study provided feedback mechanism to the locale of the study that served an input for the intervention which will be proposed and ultimately led to the attainment of the goal of the study which is enhanced SBM implementation.

Significance of the Study

Since the study focused on the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in the District of San Jorge, this study would be of significance to the school administrators, teachers, students, parents, DepEd key officials, local government units, community, and future researchers.

To the School Administrators. The school administrators are the ones who are directly involved in day-to-day activities of the school. They would benefit from this study in terms of knowledge as to the extent by which teachers and parents interact and work together in educational activities. Having such knowledge, they would be able to tailor their management styles according to the needs of the teachers and parents in their respective school.

To the Teachers. The teachers are the primary actors in the teaching learning process. As such, it is important that they form partnership with the parents of their students and the school heads. This study would thus give them the opportunity to know the extent by which they could become partners in the educational process.

To the Students. The students would ultimately benefit from the results of this study since they would be able to reap the fruits of a quality education. The partnership among principal, teachers, and parents would serve to enhance the quality of education which would,
ultimately, redound to the benefit of the students.

To the Parents. The parents oftentimes take passive roles in the education of their children. Their roles are limited to giving financial support fending to their needs. By having a proposed school-based management program based from the results of this study, the role of parents would no longer be a passive one. As such, this study would help parents take on more active roles in their children's education.

To DepEd Key Officials. This study would help the key officials of the Department of Education (DepEd) gain insights as to the extent by which school heads, parents and teachers cooperate in educational activities. Having said insights, they would be able to lobby for policies for support of the partnership among school administrators, teachers, and parents.

To the Local Government Units. The findings of this study would encourage the LGU to take active cooperation as one of the partners with the different activities of the school. The findings of this study would give also the LGU first hand information regarding their role and thereby support the school for its development and

improvement being a part and parcel of the community.

To the Community. This community would be ensured for the quality education that would be catered by elementsey schools in their community and they would enjoy the benefits of students who are productive and motivated citizenry that would in turn help the development of the community.

To the Future Researchers. The future researchers would have baseline information regarding the kind of research to

conduct in the future. This would encourage them to conduct researches that would assess the extent of partnership not only of school administrators, teachers, and parent but also the local government units.

Scope and Delimitation

This study focused on the extent of implementation of the school-based management (SBM) and its impact to the performance of elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources. This involved the school administrators and all teachers in the District of San Jorge, Schools Division of Samar whereby their profile variates were determined such as: age and sex, civil Status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward school-based management for the school administrators and age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings and attitude toward school-based management on the part of the teachers.

This study was conducted during the School Year 2019-2020.

Definition of Terms

The following terms are hereby given their conceptual as

well as operational definitions for clearer understanding of the readers.

Accountability and Continuous Improvement. This term refers to the fact or condition of being responsible in the implementation of a certain program with the end in view of giving continuous improvement (www.dictionary. accountability edu/ 29 November 2019). In this study, it refers to the responsibility entrusted to the teachers and school administrators to implement the SBM in their respective schools and to continuously introduce innovations and improvement in its operation.

Assessment. This term refers to the evaluation of a certain program or endeavor with reference to the standards set for a particular program (Martinez et al., 1983:22). In this study, it refers to the evaluation of the implementation of the school-based management in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Curriculum and Learning. It refers to the SBM framework that is a complex process where the stakeholders define the intended outcome and learning for the students (www.dictionary.curiculum edu/ 29 November 2019). In this study it refers to the lesson content and coverage and the pedagogies used in the teaching and learning processes.

Implementation. This term refers to those activities that relate to the execution of the educational activities such as coordination of the members of the committees, determination of

performance standards of the personnel involved in the programs, budgeting of the financial resources for the educational activities, and motivating people involved in the activities for greater participation (Martinez et al., 1983:22). In this study, it refers to the implementation of SBM in terms of the identified areas.

Inputs. This refers to the insights and implications of this study which may help in the successful implementation of the SBM program in the Division of Samar.

Intervention. This term refers to the action of intentionally provide solution for a difficult situation, in order to improve it or prevent it from getting worse (www.dictionary.cambridge.org, 15 January 2020). In this study, it refers to the proposed activity to enhance the implementation of the SBM in the District of San Jorge, particularly an in-house training.

IPCRF. This is the acronym for the Individual Performance Commitment and Review Form which is the tool to evaluate the performance of the teachers based on the RPMS (www.educ.gov.ph, 15 January 2020).

Leadership and Governance. It refers to the art of motivating a group of people to act toward achieving a common goal as well as providing them guidance and direction for effective governance (www.dictionary.Governance_edu/ 29 November 2019). In this study, it refers to the leadership and governance as a framework of SBM implementation in private and public schools.

Management of Resource. It refers to the efficient and effective development of an organization's resources when they are needed which includes financial, inventory, human skills, production resources, information technology and natural resources (www.dictionary.resources_edu/ 29 November 2019). In this study, it refers to the proper disposition of the school's resources both financial, facilities and human resources.

Management. It is the art of getting things done through people by planning, organizing, leading, and controlling (Flippo, 1980: 398). Operationally, the study will be taken to mean in the same manner as it is defined above, except that the functions of management will be made in order to plan, organize, lead and control educational activities.

Monitoring and Evaluation. This refers to the process of evaluating the progress or impact of a certain project in order to revise or change direction and/or strategy for its implementation and monitoring the progress of accomplishment (DepEd, 2004:1-10).

OPCRF. This is the acronym for the Office Performance Commitment and Review Form which is the tool to evaluate the performance of the school administrators based on the RPMS (www.educ.gov.ph, 15 January 2020).

Performance Monitoring and Evaluation. This term refers to the continuous management function to assess if progress is made in achieving results to spot bottlenecks in implementation and to highlight whether there are any unintended positive or negative effects from an investment plan, program or project plan and its

goals or objectives (www.fao.org>themes-and-tasks, 15 January 2020). In this study, it refers to the evaluation of the implementation in elementary schools of the SBM which is being categorized by Level 0, Level 1, Level 2, and Level 3 schools.

School Administrator. In this study, it refers to the chief administrator in an elementary school, middle school, or high school which include the principals, head teachers and teachers-in-charge.

School-Based Management. It is defined as the decentralization of decision-making authority from central, regional and division levels to the individual school sites, uniting school heads, teachers, students/pupils as well as parents, the local government units and the community in promoting effective school administration (DepEd, 2004:1-10).

School Data Gathering Tool (SDGT). This refers to the monitoring tool used by the DepEd to ascertain the accomplishments of schools (DepEd, 2004:1-10).

Teacher. This term refers to the person who helps students to acquire knowledge, competence or virtue. Informally, the role of the teacher may be taken on by anyone however, in the parlance of education, he is regarded as instructional manager by the DepEd (www.deped.gov.ph, 15 January 2020). In this study, the term refers to the elementary school teachers that is, regarded as internal stakeholder in the SBM implementation.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This section includes ideas from books, journals, and other published materials and excerpts of theses and dissertations which are found relevant to the present study.

Related Literature

The following citations which were deemed relevant were taken from different published sources such as books, journals including internet sources.

The thrust for institutional reform and desire for accountability has caused important changes in schools across the nation. In many schools, authority is shifting from central office to the school, and both principals, teachers and parents are assuming responsibility for making decisions about school matters that are important to them. This process, often called School-Based Management (SBM), has potential for creating an environment that will allow reform and accountability to occur in districts seeking options to top-down management.

In implementing the SBM, however, as presented on the growing body of implementation research, roles of all educational stakeholders are profoundly affected. Through changes in roles do not come easily, SBM cannot succeed without them. As reported by Mutchler (1990:1-10), SBM and shared decision-making strategies directly challenge and seek to change the complex and well-entrenched patters of institutional and individual behavior that

have remained untouched by to-down reforms.

Under school-based management, it is the role of the principal that is the subject to the greatest degree of change. This change is sometimes expressed as re-conceptualizing the principal's role from that of boss to that of chief executive officer making the principal move closer to the educational system serving as an instructional manager. Too, the principal moves higher in the district chain of command, because of the increased authority and accountability that shifts to the school. So instead of enforcing policies made elsewhere, which inevitably sets him/her apart from the staff, the principal works collegially with staff, sharing authority with them (Arterbury and Hord, 1991:36-40).

The changes of the principals' role in SBM can be inferred from the fact that one of the models of SBM or site-based management as revealed from research report written by Kuehn (http://sun.bctf.bc.ca./researchreports/ 96ei04), is the principal-directed SBM in which the functions of principals involve some consultation with staff and/or parents, but the decision is controlled and directed by the principal and other school administrators. For this reason, Odden et al. (1998:2) in their articles showed that effective SBM then must select principals who can facilitate and manage change. Effective school restructuring needs strong and expert leadership. School-based restructuring to higher performance vision is aided by principals who can administer the broader managerial roles that accompany more schools self-managed, can facilitate the work of teachers in

a school's set of decision-making and work teams, and can manage a change process.

School-Based Management began as a way of making schools more accountable to society. This is because the term SBM designates the kind of arrangement, whereby increased authority moves from the district, central office and school board to the individual school (Mckeon and Malarz, http://www.ncela.gwu.edu/pubs/pics/pigs5htm).

In the 1980's, various definitions of SBM emerged in the educational arena. For example, it is identified as a system of educational administration in which the school is the primary unit of educational decision-making (Lindelow, 1981:3-8).

Furthermore, Clune and White (1981:10-15) considered SBM as a superior blend of autonomy and accountability characterized by increased school decentralization, flexibility and shared decision-making. According to David (1989:23-28), the backbone of SBM is delegation of authority from district to schools.

In 1990, SBM emerged in response to evidence that educational system is not working, and that a strong central control contributes greatly to this fact. The definition of SBM revolves around the central theme of moving the decision-making process closer to those educators the decision will ultimately affect. Hence, in SBM, the organization has decentralized form in which decisions are made by those who know and care about the quality of education students/pupils receive -- the principal, teachers, parents and citizens, and the students/pupils

themselves (Mckeon and Malarz, http://www.ncela.gwu.edu/pubs/pigs/pig5.htm).

The above definitions represent a broad theme which runs throughout the implementation of SBM, but they do not convey the breadth and depth of diversity seen in various SBM designs. Likewise, there are areas of disagreement and variations that can be observed, although, all authors seem to concur with one another that SBM is a form of district organization, alters the governance of education, represents a shift of authority towards decentralization, identifies the school as the primary unit of educational change and increased decision-making power to the local school site (http://www.nwrel.org/scp/sirs/7/topsyn6.html).

SBM is defined as the decentralization of decision-making authority from central, regional and division levels to the individual school sites, uniting school heads, teachers, students/pupils as well as parents, the local government units and the community in promoting effective school administration. Its main goal is to improve school performance and student-achievement, where decision-making will be by all those who are closely involved with resolving the challenges of the individual schools, so that the specific needs of the students/ pupils will be served more effectively.

Its objectives are to: a) empower the school heads to lead their teachers and students/pupils through reforms which lead to higher learning outcomes; b) bring resources including funds down to the control of schools to spur change, in line with decentralization; c) strengthen partnership with communities as

well as local government unit to invest time, money and effort in making the school a better place to learn; and d) integrate school management and instructional reform for making the school effective (DepEd, 2004:1-10).

SBM was implemented in the ACT at the beginning of 1997. It was an implemented government policy by devolving more funds and responsibilities to schools. The key objectives of the implementation have been about to increase the range and flexibility of decision making and resource management at the school level which means that school communities can make decision and out matching their resources to their own school priorities. The efficient delivery of services to the community is as well aimed by them with a minimum of administrative overheads and approving the significant budgets which the schools manage (http:// www. wcer. wisc. edu/ cpre/ finance/ general/ sbmanagement.asp).

With the enactment on August 11, 2001 of Republic Act Number 9155 otherwise known as "An Act Instituting a Framework of Governance for Basic Education," the legal mandate for decentralization of governance in basic education was finally articulated. This, in fact, gave added impetus to the earlier efforts of the Department of Education (DepEd) to formally institute the systems and procedures that would govern the exercise of school-based management in public elementary and secondary schools nationwide.

Moreover, its Declaration of Policy (Section 2) sets policy and directions of basic education in the Philippines with an

emphasis of encouraging local initiative for improving the quality of basic education by means of empowering schools and learning centers to make decisions on what is best for the learners they serve. With this policy statement, it is clear that the most important change in the governance of basic education must occur at the level of the school -- the heart of the formal educational systems. SBM, then, is the institutional expression of such change (Section 2, R. A. No. 9155).

The term SBM, however, is commonly used with many other terms to specify such an arrangement. Arterbury and Hord (1991:37-38) identify such terms as decentralization or decentralization management, restructuring, site-based management, participatory or shared decision-making, school-site/school-based autonomy, shared governance, school-based decision-making, responsible autonomy, the autonomous school concept, administrative decentralization, school-based governance, and school empowerment.

Moreover, there are models of SBM that can serve as the guiding principle on its implementation. Model 1 is the collegial, participatory, democratic management which involves all the staff of the school in making the decisions, whether through committees or full-staff process. This is a model advocated in the United States by the major teacher unions. Model 2 is the principal-directed sit-based management which involves some consultation with staff and or parents, but is ultimately controlled and directed by the principal and other administrators. Whereas, a parent committee operating somewhat as

a board of governors is what Model 3 represents. In many cases these committees are elected and are often part of reforms that eliminate or reduce the role of a school board that covers many schools. In some situation where this model has been adopted, there is a significant similarity to charter schools. Model 4 refers to the form of school-based committee that operates with a limited mandate, but may have significant influence in that area. Example of this type might be a school-based team for making decisions about special education (http://sun. bctf. bc. ca/researchreports/96eiox).

The basic element underlying the various models of SBM is a change in the formal governance and management of the school by increasing the level of involvement and participation of multiple stakeholders. SBM is often implemented by setting up a council at the school site and giving the council, Parents-Teachers (PTA) at least some responsibility in the areas of budget, personnel, and curriculum. The SBM model, however, as developed under the Third Elementary Education Project (TEEP) and based on a careful study of existing practices and institutions on the field, has evolved a model of school-community participation (SCP), led by the school head, but involving the PTA, local government units (LGUs), students/pupils, teachers, non-government and civic organizations to improve education outcomes. They are involved in the development and implementation of the School Improvement Plan and Annual Implementation Plan (SIP/AIP) and the assessment of its results in terms of school performance and student/pupil achievement in which the leader in the change process is the

school head. This model takes into account long standing relations of the school with the PTA as well as new forms of cooperation with LGUs and Non-Government Organizations (NGOs) which are themselves evolving as part of the general decentralization process under the Local Government Code of 1991. It, likewise, takes into account the traditional leadership of the school head in the community where the school is one of its oldest and most important local institutions.

SBM, as revealed on the SBM Handbook and Operations Manual under TEEP (DepEd, 2004:6-7), is carried out under the principles of subsidiarity and collegiality. In line with the principle of subsidiarity, problems must be solved and decisions must be made at the lowest organizational level. Since the school head, teachers, students/pupils, local government units, and community leaders are the ones most familiar with the life, activities and problems of their school, they are in the best position to solve their own problems, with the guidance from the central, regional and division offices on education policy directions and quality standards. While the principle of collegiality demands that stakeholders must work as a team in the improvement of school, educational leaders in the higher rungs of the educational ladder should willingly share their authority with the school head who, as a consequence, gets truly empowered to work for the best of his/her school without feeling uncomfortable that leaders up there may feel threatened by his/her increased authority and accountability. At the school level, the school head exercises collegiality by encouraging participation of teachers, parents,

local leaders and students/pupils in making decisions about what is best for the school in which all of them have a common stake.

The distribution of authority at school sites shows considerable variation as well. In some school-based management efforts, virtually all the increased decision-making authority extended to the site by the district remains in the hands of the principal. In others, teachers -- but not other stakeholders – join the principal in making decisions. In most cases, however, decision-making authority is delegated to councils which might be made up of non-certified school staff and/or parents and/or community members and students or pupils, as well as the principal and the teachers (http://www.nwrel.org/scrp/sirs/7/topsyn6.html).

Under SBM, the decisions made at the school level vary. Detriot's Empowered School, for example, employs School Empowerment Council/Teams. In these schools, students/pupils, parents, administrators, and staff control the use of allocated funds, exercise initiative and independence in determining and executing instructional improvements, expand student selection, define the types of support services needed, and choose the providers of those services. In Chicago, all schools are governed by Local School Councils (LSCs). In Des Moines, SBM through shared decision-making is evolving through a plan that establishes school-based councils empowered to develop a school improvement plan and make decisions about curriculum, scheduling, and staff development. In Rochester, New York, a school-based

planning committee gives teachers a dominant voice in decision-making.

By contrast, in Chicago, decentralization aims to engage parents and community members, along with teachers and principals, as major decision-makers in school change. Most districts create school management councils at each school that include the principal, representatives of parents and teachers, and, in some cases, other citizens, support-staff and, at secondary level, students. The council conducts a needs assessment and develops a plan of action that includes statement of goals and measurable objectives consistent with school board policies. And in some districts, the council advises the principal, who then makes the decisions. In both cases, the principal has a large role in the decision-making process, either as part of a team or as the final decision-maker (http://www.ncrel. org/ sdrs/ areas/ issues/ envrnmnt/go/93-lsite.htm).

On the other hand, research reports emphasized that the potential benefits of SBM, particularly improved school performance, depended both on a set of organizational conditions -- conditions that depended very heavily on the design of the SBM program -- and on the learning and integrating processes that were established on the school. For example, whether the school could tailor decisions and resources to the needs of the local community depended on having authority over pertinent resources – budget, staffing, and curriculum -- and on having an effective means to register and respond to community needs. However, they

revealed that not all programs established an effective means to link the community.

Likewise, they also found out that within the same district, some schools were able to form effective school-level governance mechanisms and focus on school improvement while others fought for power, focused on win-lose decisions, concentrated on inconsequential routine decisions, and paid little attention to generating a vision and plan for school improvement (Elmore, 1995: 36).

SBM, in various countries which have decentralized their educational systems, have devolved leadership in governance and management of schools to local councils, or professional teachers' organizations or exclusively to local school officials. This is because they considered SBM as a governance mechanism through which decisions are made on the school level so as to generate innovative practices to improve the quality of education (DepEd, 2004:22).

In the Philippines, however, SBM is the institutional expression of decentralization of the grassroots level. It is based on the national policy of decentralization originally set in the Philippine Local Government Code of 1991 (R.A. 7160) as a response to the new challenges for sustainable human development by enabling local communities to become self-reliant and more effective partners in the attainment of national goals.

Consistent with this policy, the DepEd sought to hasten the decentralization of educational management through its ten-year master plan (1995–2005). With the objective of improving its

operations and delivery of services, the department intended to realize decentralization by giving more and more decision-making powers to local school officials in terms of school repairs and maintenance as well as the procurement of textbooks, supplies and equipment.

In the Medium-Term Philippine Development Plan (MTPDP) for Basic Education (1999–2004), the goals of the school system were stated as follows: 1) enhancing school holding power; 2) improving school outcomes and raising quality and academic excellence; 3) enhancing the relevance of the curriculum; and 4) establishing administrative and management improvements to gear the bureaucracy for decentralization and modernization. Its mission statement was declared to decentralize educational management so that the school becomes the focus for enhancing initiative, creativity, innovation and effectiveness. The efforts at educational quality improvement shall originate from the school and redound to its own benefit and that of the community. These goals had been sustained with the emergence of the Sustainable Development Goals (SDGs).

On the other hand, there are research-based recommendations offered to those who are considering implementation structures to their schools and district which can increase the likelihood of success of SBM. This involves the advocacy and information-drive concerning all aspects of SBM to the educational assessment of schools for climates amenable authority to schools in making decisions and plans for school improvement, designation of implementation and operation of SBM efforts, provision of

information and training to school role and skills training in group processes. Other recommendations were to involve teacher unions in SBM discussions, evaluate and modify SBM structures and school improvement plans based on continuous review of program activities and their effects, and request full commitment and support from superintendents and central office staff on the implementation of SBM activities (Arterbury and Hord, 1991:4-9).

Odden et al. (1998:34-36) argued that in order for SBM to work, it must provide a series of organizational conditions at the school level. Schools then must use these conditions to work on and improve the dimension of schools that most directly impacts students' achievement, the curriculum and instruction program. Further, SBM must be coupled with school-level accountability for results. SBM also must provide schools with control over their budget. Likewise, their study also showed that effective SBM must allow schools to recruit and select staff so they can build a cohesive faculty committed to the schools mission or vision and culture, focus on continuous improvement through ongoing school-wide professional development in both curriculum/instruction and management skills, create a professional school culture committed to producing higher levels of learning for all students, and create a well-developed system for sharing school related information with a broad range of school constituents.

Successful implementation of SBM at the school level likewise involves the strategies of establishing multiple teacher or parent-led decision-making teams, focusing on school-wide

training in functional and process skills and areas related to curriculum and instruction, creating a well-developed system of school-related information dissemination to a broad range of constituents, developing ways to effectively reward staff achievement, and using guidelines and targets or expected outcomes to focus reform efforts and to determine changes in curriculum and instruction.

Similarly, the following conditions are also identified for the success of SBM: 1) school heads must be given opportunity to make choices in order to improve their school performance and student/pupil achievement; 2) stakeholders must be involved not only in improving school facilities but primarily in ensuring learning achievement; 3) the school, through its decision-makers, must have control over resources as well as the authority and flexibility to allocate these resources to meet specific needs of the school; 4) division level administrators must encourage thoughtful experiments on innovations at the school level by providing a secure environment where mistakes are viewed as experiences for improvement; and 5) teachers and master teachers, together with parents and other concerned stakeholders must be organized into teams or committees (such as for teacher training, student assessment, school innovations, health and nutrition) as part of SBM implementation (DepEd, 2004: 10-13).

Under SBM, it is the school principals who have considerable influence on SBM operations. For this reason, they are advised to pursue a form of SBM that help staff and community members to understand the anchored focus of SBM which are

improving pupils' learning outcomes through improving instruction and other schooling functions. Principals are to be well-equipped with successful approaches on SBM so as to avoid or minimize pitfalls, initiate networking that will seek parents and community involvement in SBM form of stakeholders and be a model of role-change, have the site council function as true decision making body and not merely an advisory one, underscore that SBM is a fundamental change in the way schools function, involve the teaching staff in making substantive decisions about the schools' technical core, the curriculum and instructional program and encourage support norms of collegiality and collaboration through designating time for group planning and learning activities (http://www.nwrel.org/scpd/sirs/7/topsyn6.html).

The legal mandate of SBM is found in RA 9155 (An Act Instituting a Framework of Governance for Basic Education). Its main goal is to improve school performance and students' or pupils' achievement, where decision-making will be made by those who are closely involved with resolving the challenges of the individual schools, so that specific needs of pupils/students will be served more effectively. Its objectives are to: 1) empower the school head to provide leadership, and 2) mobilize the community as well as local government units to invest time, money and effort in making the school a better place to learn, thus improving the educational achievements of the children (Sutaria and Bienvinido, 1995:45).

SBM empowers the school principals in converting a traditional school into a dynamic, needs-based school. And as

further stressed, the focus of SBM is instructional leadership which is to know what and how to supervise the curriculum and instruction, and administrative management which is focused on school constituencies and school resources. Hence, SBM then empowers the school principal to become a leader and a manager of the school by providing two main areas of concern for them to undertake, being instructional leadership and administrative management. In fact, under the full implementation of Republic Act 9155, transfers or the shift of authority from a highly centralized educational system to the school level takes place. It further emphasizes that the school head be more directly responsible and accountable of all aspects concerning school performance, making every school head an empowered leader. Likewise, this law explicitly defines the task of every school head in a vivid and unambiguous manner as instructional leader and administrative manager of the school as stated in Paragraph 2, Section 6.1, Rule VI of the Implementing Rules and Regulations (IRR) (DepEd, R. A. 9155).

The bulk and core of the Department of Education is its 458,282 teachers, of whom 337,597 are in the elementary level and 120,000 are in the high school level (Abad, 2006: at http://www.deped.gov.ph). This number represents one-third of the entire government workforce of the Philippines. These teachers are responsible for 19,252,557 million students, 89 percent of whom are in the public schools while only 11 percent are in the private schools since tuition is required (Abad, 2006: at http://www.deped.gov.ph).

With the present economic situation, parents necessitate that they pull out their children to be used as additional labor in the farm or for fishing. This accounts for the low rate of students finishing grade 1 to grade 6 (67 percent) and of this group only 50 percent finish high school (Abad, 2006: at http://www.deped.gov.ph).

Given such a scenario, the education stakeholders should first, improve current performance of teachers' instruction and learning of students, then, institute systems for greater accountability and transparency and finally, improve leadership and management so that maximum results would be obtained with the present resources. In order to initiate effort for the third goal of education stakeholders is to empower local governance of schools at the division and school level to implement community-based management models by providing autonomy to those divisions and schools who are ready in managing resources, personnel and learning outcomes together with representatives from parents, local officials and the community who will form the school governing councils (SGC) and by providing support systems and guidance for divisions and schools who are in transition or who have difficulty in coordinating community action for managing schools and to allow successful SGC's to serve as mentors to these schools.

More importantly, there should be a partnership among the principals, teachers, and parents in the educational activities of the school. This is a clear manifestation that the different social institutions are influential factors in the education of

children. There seems to be an intimate connection between the community and the school in educating the children. The school is the second home of the students where teachers, by virtue of the principle of loco parentis, play as their second parents. The school aims to broaden the social milieu and interactions with others of the students (Omas-as et al, 2003:136). More specifically, it is in school where the students learn how to adjust with other people of different personality traits and learn the knowledge, skills, values, and attitudes expected of them (Sevilla et al., 1997:87).

The school, thus, exists for the purpose of reinforcing what is missing in the family. Consequently, functional home-school collaboration is a necessity in educating the students. In support of such a necessity, the Education Act of 1982 provided that "it is declared government policy to foster, at all times, a spirit of shared purposes and cooperation among the members and elements of the educational community and other sectors of the society, in the realization that only in such an atmosphere can the true goals and objectives of education be fulfilled."

It is evident that there is a continuing recognition of the mutual interests and overlapping influence of community and the role schools play to develop and maintain partnership with students' families. There is a school and community partnership which is a recognition that: a) the two institutions share major responsibilities for children's education; b) that the importance and potential influence of all community members cannot be

underestimated, and c) that a formal alliance and contractual agreement to work towards shared goals and to share the profits or benefits of mutual investments is necessary (Aquino, 2003:466).

It is, thus, evident that recent literature puts greater emphasis on community and school environments as they influence children's education. The community is a small society with an organizational structure. Along this light, each member of the community has a specific function to perform. Therefore, the goal of members of community is to handle activities in such ways that will contribute to the effectiveness of its members (Andres, 1990:13).

Likewise, the family has a more important role to play in the education of children. Atienza (1982:5) maintained that a home should be a place where family members may enjoy rest, peace, quietness, comfort, and happiness, a place of understanding, reassurance, and security. It is a place where grown men and women recall childhood memories, where the youth, taking his father and mother as examples, from his ideas of manhood and womanhood. Moreover, she asserted that the importance of the home can best be measured in terms of its functions, viz: biological, social and emotional, religious and educational, economic and health.

Macarayan (1995:30) strengthened the preceding discussion by pointing out that the family as a social group is universal and is a significant element in man's social life. The family exists because there is no other unit which can fulfill vital

roles it performs in society. The family performs both: a) reproductive role, and b) economic role. The family's reproductive role is necessary for the survival and perpetuation of human existence for without it, society will become extinct. By contrast, the family's economic role is seen as a production distribution and consumption unit.

Today, however, educators complain that many of today's parents are simply "dumping their problems" into the schools (Bauzon, 1994:24). This means that more and more parents expect the schools to teach their children everything there is to know. At this point, educators admit that the school cannot be the sole educating instrument of society. The aim of education in school ought to be the teaching of values and not simply funneling information into empty vessels.

Thus, the foregoing citations provided insights into how the three main actors in the teaching-learning process interact to maximize the learning of the students in school.

Related Studies

Likewise, the researcher painstakingly reviewed related studies from various sources such as theses, dissertations, policy reports, and the like in order to strengthen the conduct of the study. However, due to the fact that this program is a newly implemented one in the DepEd, a handful of related dissertations were found so that the researcher considered relevant and parallel studies which he discussed the similarities and differences in this section.

Kadtong (2018), in her study entitled, "School-Based Management in the Operations and Performance of the Public Elementary Schools," disclosed that SBM when implemented to the fullest extent significantly influence the operations of public elementary schools in terms of its facilities, mechanism and performance in a direct proportional manner. The more the SBM was implemented the higher was the productivity of the public elementary schools in the National Capital Region (NCR) which she believed to be the same in other regions also.

The study of Kadtong was similar with the present study in the sense that both studies delved on the School-Based Management Program in public elementary schools. However, the two studies differed in the locale where the study was conducted. The previous study was conducted in the National Capital Region while the present study was conducted in the District of San Jorge, Schools Division of Samar.

Malano (2018), in his study entitled, "School-Based Management," revealed that SBM in terms of the identified areas such as governance, leadership, curriculum and operations significantly enhance performance of public schools. In terms of facilities, it adequately augment the resources of the public schools thus resulted to its exemplary performance as shown in the different indicators considered in the monitoring tool. Full extent of SBM implementation brings positive result to the overall performance of public schools in terms of the aforementioned areas.

The study of Malano was in parallel with the present study

in the sense that both studies delved on the School-Based Management in public schools. However, the two studies differed in the focus of the study. The previous study focused more on the implementation of the program while the present study focused on the impact of the SBM implementation to the performance of elementary schools in
the District of San Jorge, Schools Division of Samar.

Hernandez (2018), in her study entitled, "An Approach for the Conduct of DepEd School-Based Management Impact Evaluation," disclosed that SBM proved a significant impact on the DepEd operations in public elementary schools in terms of its school leadership and management as well as its performance in a positive manner. The strength of the leadership and management styles of the school administrators were dependent on the extent of SBM implementation which redound to the exemplary performance of their respective schools.

The study of Hernandez was in parallel with the present study in the sense that both studies delved on the impact of School-Based Management. However, the two studies differed in the focus of the study. The previous study focused more on the evaluation of the impact of the implementation of the program on the overall leadership and management of the school while the present study focused on the impact of the SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Castro (2018), in her study on the "Evaluation-Critique on the SBM in the Philippines," averred that SBM gives significant

impact in the schools in the Philippines, both private and public in terms of empowerment among school administrators and teachers as well as give clear cut information to the stakeholders as regards the school operations which invite them to actively involved in its different activities that served as the avenue for the improvement of its facilities, resources and overall performance.

The study of Castro was in parallel with the present study in the sense that both studies delve on the School-Based Management. However, the two studies differed in the focus of the study. The previous study focused more on the evaluation or critiquing on the implementation of the program and its contribution to the overall performance of the school while the present study focused on the impact of the SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Keevy (2018), in his study entitled, "Standards SBM Framework for Teachers and School Leaders," showed that SBM framework served as a guiding principle for the empowerment of teachers and school leaders. The full implementation of the program enhanced the capabilities of both teachers and school leaders in the leadership and management of school activities and operations which lead to the improvement in its performance.

The study of Keevy was in parallel with the present study in the sense that both studies delved on the School-Based Management. However, the two studies differed in the focus of the study. The previous study focused more on the standards framework

of the program and its contribution to the capabilities of the teachers and school leaders while the present study focused on the impact of the SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Villanueva (2012) conducted a study entitled, "School head-Teacher-Parents' Educational Partnership: A Tool for an Improved School-Based Management Program" and uncovered the following: the extent of participation of school heads and teachers in terms of the identified areas was: nature of educational activities, "often"; participation of parents, "sometimes," location of educational activities, "sometimes," duration of educational activities, school heads, "often," teachers, "sometimes" in weekly seminars; and parents, "sometimes"

The study of Villanueva was in parallel with the present study in the sense that both studies delved on the School-Based Management Program. However, the two studies differed in variables and in the scope of the study. The former study delved into the school head-teacher-parents' educational partnership as a tool for an improved school-based management program in the Schools Division of Samar while the present study focused on the impact of the SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

In the study of San Antonio (2011) on the "Different Types of SBM Models Bush and Gamage," he disclosed that the hardest thing in the SBM implementation is the financial liquidation of which most of the deputized financial managers were not able to

fully liquidate the funds. This, accordingly, would impair the implementation of the program considering that funds would be temporarily suspended until such time financial managers would be able to liquidate the amount. Further, he cited that of the liquidated funds, some disbursements as cited by the COA were spent not related to SBM activities which resulted to disallowances and/or suspension.

The study of San Antonio had bearing with the present study inasmuch as the topic delved into was about the implementation of the SBM. However, they differed in the angle to which the study is focused. The former focused on the financial flow and disbursement of the SBM fund managers while the present study focused on the impact of the SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Another study that bears similarity with the present study is that of De la Merced (2011) entitled, "School-Based Management (SBM): Key Tool for Strengthening Schools Governance and Development." In her study, she found out that fiscal autonomy among principals of the different schools allows them to program activities that developed the school facilities and the provision of instructional materials. This served as the best strategy to develop and improve the schools under the program. Furthermore, it was found out that school performance, given the logistical support of the standardized institution was improved and the pupils or students raised their academic achievement in all

levels of whether measured by tests or by the school methods of evaluation.

The study of De la Merced had bearing with the present study which was obvious. However, the process of the study delved into differed. The former evaluated on the components of which the program was evaluated and found the same as effective tool in improving schools. On the other hand, the present study focused on the impact of SBM implementation to the performance of elementary schools in the District of San Jorge, Schools Division of Samar.

Maramba (2011) also conducted a study regarding SBM. It is entitled, "Key Reform Thrust Which Focuses on Strengthening School-Based Management (SBM) Implementation." In her study, she found out that although SBM had been implemented several years back in North America and even in Europe, such program is still new in the Philippines. Rooms for improvement had been found and therefore implementers need to be schooled with its counterparts in the US and Europe. Several reforms need be implemented to strengthen its implementation in the country so that total development in the schools be manifested. Despite the limited resources, however, the SBM implementation in the country served as a way of improving and developing schools and its performance. But still it had to be developed with several innovations that is in line with the thrust of the Department of Education (DepEd).

The foregoing study served as insights for advancing the present study. It delved on reform thrusts that strengthen SBM implementation. However, considering that the present study

delved on the impact on the implementation of SBM to the performance of elementary schools, the two studies differed.

Alegre (2010) conducted a dissertation entitled, "School-Based Management (SBM) Among Public Secondary Schools in the Division of Samar: Basis for In-Service Training Model." In her study, she arrived at the following conclusions: 1) NAT performance in terms of MPS was fluctuating, implying that most secondary schools were not consistent in their NAT preparation such as RRE, Saturday review, etc.; 2) Most secondary schools, although complete high schools had few enrollment,; hence, few teacher requirements; 3) Most secondary schools were small and did not have non-teaching personnel; 4) Both the level of preparedness and level of participation of SBM of the internal stakeholders were high; 5) Both the preparedness and level of participation of the external stakeholders for SBM were low; 6) On the level of SBM practices along school leadership, school improvement process, school-based resources and school performance accountability, the internal stakeholders observed that school heads were implementing SBM but with some difficulty; while the external stakeholders claimed that school heads were just beginning to implement SBM along school leadership dimension and regarded that rest of the SBM dimensions as not existing or they were not aware of; 7) School location, school type, enrolment, students' NAT performance, teaching personnel and non-teaching personnel did not correlate significantly with the level of SBM practice along school leadership, internal stakeholders participation, external stakeholders participation, school

improvement process, school-based resources and school performance accountability. 8) Internal stakeholders' variates did not correlate significantly with the level of SBM practice along school leadership, internal stakeholders participation, external stakeholders' participation, school improvement process, school-based resources and school performance accountability; 9) Internal stakeholders' level of preparedness and level of participation in SBM correlated significantly with all SBM dimensions; 10) Internal stakeholders' attitude correlated significantly with external stakeholders' participation in SBM; 11) External stakeholders' administrative experience correlated significantly with all six SBM dimensions; 12) External stakeholders' level of preparedness correlated significantly with SBM along school leadership; 13) External stakeholders' attitude correlated significantly with SBM along school improvement process. It meant that in schools where external stakeholders had favorable attitude towards SBM school improvement was facilitated; and 14) On the problems encountered in SBM implementation, the six categories of respondents felt the problem at varying levels or degrees.

The study of Alegre was relevant to the present study in the sense that both studies tackled the implementation of the SBM. However, the two studies differed in the school level considered in the study. While the previous study considered the evaluation of the SBM implementation among secondary schools in the Schools Division of Samar, the present study assessed the implementation of the same program in the elementary level in the

Schools Division of Samar and the impact to its performance in the District of San Jorge, Schools Division of Samar.

The foregoing studies served as insights for advancing the present study. They helped the researcher in conceptualizing the study and establishing its rationale.

Chapter 3

METHODOLOGY

This chapter presents the methods in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the lone instrument of the study. The study described profile of the school administrator-respondents in terms of their age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward school-based management. Likewise, it also described the profile of the teacher-respondents of in terms of their age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-

based management.

Furthermore, it assessed the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources based on the assessment of the two groups of respondents which were triangulated for any significant difference. Also, it determined the performance of the elementary schools based on the latest School Data Gathering Tool (SDGT).

Moreover, the study was a correlation study in the sense that the assessment of SBM implementation in elementary schools in terms of the identified areas were associated with the following factors, namely: school administrator-related factors and teacher-related factors to ascertain any significant linear relationship and the performances of the elementary schools based on the latest SDGT and assessed SBM implementation in elementary schools in terms of the identified areas was also associated for any linear relationship.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Pearson’s Product-Moment Coefficient of Correlation, and the Fisher’s t-Test.

Locale of Study

Figure 2 presents the map showing the locale of the study.

The study was conducted in the District of San Jorge under the Schools Division of Samar among school administrators and teachers. It covers the following schools, namely: Aurora ES, Blanca Aurora IS, Bay-ang ES, Buenavista ES, Bulao ES, Bungliw ES, Cabugao ES, Cag-olo-olo ES, Cagtoto-og ES, Calundan ES, Cantaguic ES, Erenas ES, Gayondato ES, Guadalupe ES, Hernandez ES, Himay ES, Janipon ES, La Paz ES, Libertad ES, Lincoro ES, Mabuhay ES, Matalud ES, Mobo-ob ES, Mombon ES, Puhagan ES, Quezon ES, Ranera ES, Rawis ES, Rosalim ES, San Jorge CES, San Isidro ES, San Juan ES, Sapinit ES, Sinit-an ES, and Tumogbong ES.

San Jorge was once the oldest barangay of Gandara. Its history could be traced back to the American regime. Even its name San Jorge was in honor of an American soldier by the name of George Curn who happened to own and donate the site where the old barangay was formerly located. The present location is the second site of the barangay. Its old site was located across the Sapinit River where the San Jorge ES is presently nestled. When heavy rain and typhoon occur, the Sapinit River overflow its ban and the community is overflooded. So the inhabitants find inconvenience of the place and coupled with the opening and construction

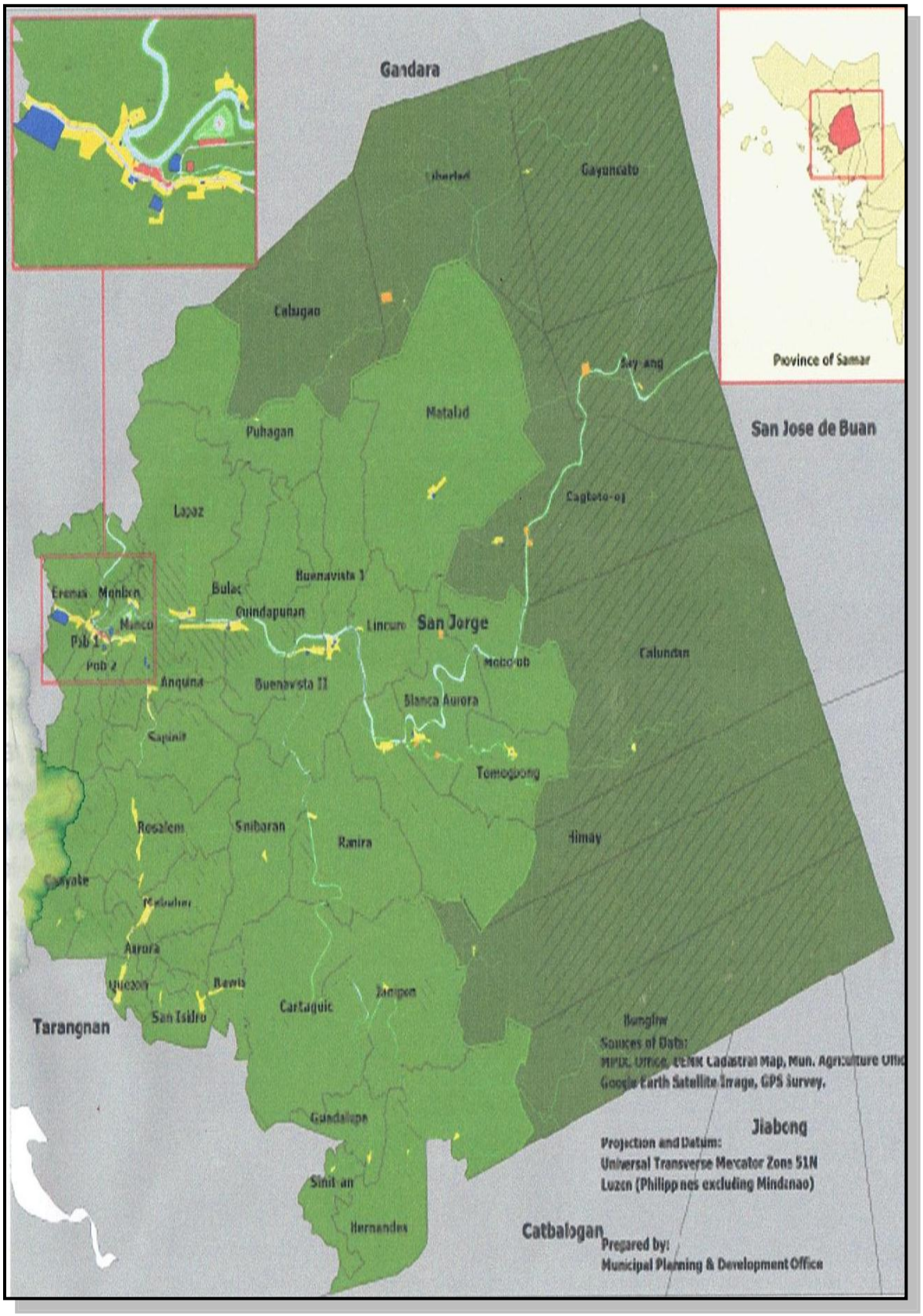

Figure 2. The Map Showing the Locale of the Study

of national road passing just across the said river, its inhabitants transferred and established a new settlement along the national road, the place where it is presently situated.

Due to its fertile valley and the agricultural lands along the Gandara-Blanca Aurora Rivers, which oftentimes overflow its banks, the fertility of the soil was maintained and agricultural crops boomed. People from other places were lured to settle in this said barangay for farming ventures while others are attracted for business purposes. This continuous flux of people caused the barangay to grow and progress.

Because of economic and social progress of the constituents and the political needs which could no longer be attended to by the municipal administration of Gandara, the leaders of the barangay came to think of forming a group charged with a propaganda movement for township. The movement was spearheaded by the late Engineer Celso Mancol, a geodetic engineer by profession, residing at an adjacent barangay of Erenas. Due to the natural course of events and man’s lfie racing against time, this piorneering man passed away without seeing the fruits of his endeavor. The work did not stop at his death. The leadership was succeeded by an equally qualified man in the person of Cesar G. Samantela, a born leader and a teacher by profession

together with the leaders of the different sectors of the community and barangay leaders. The members and followers of the group did not pull out instead they become more cohesive and aggressive in the pursuit of their objective. As the years passed, the movement was increasingly gaining headway despite opposition of the leaders of the mother town. And until finally the new municipality, together with its set of town officials was inaugurated through the kind of assistance of MLGCD Minister Jose A. Rono and IBP member Hon. Fernando Veloso by passing Batas Pambansa Blg. 11.

San Jorge was formally inaugurated as the new municipality last October 10, 1979 together with its set of municipal officials. Its legal basis was Batas Pambansa Blg. 11, an act creating the Municipality of San Jorge in the Province of Samar which was approved December 6, 1978 (Office of the MPDC, San Jorge).

Instrumentation

This study utilized the questionnaire in collating relevant information exigent to this study.

The questionnaire was adapted from the standard SBM evaluation tool. Two sets of questionnaire were prepared which were intended for the school administrator- and teacher-respondents. Set 1, the questionnaire for the school administrator-respondents, was composed of three

parts whereby Part I described the profile of the school administrator-respondent in terms of age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF and number of relevant in-service trainings. Part II appraised the respondent's attitude toward classroom management which was composed of 10 attitude statements that was responded utilizing the following scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III elicited the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. This was composed of 27 indicators responded using the following Thurstone scale, viz: 4 for Advanced (A), 3 for Developing (D), 2 for Beginning (B), 1 for No Implementation Yet (NIY).

On the other hand, Set 2 of the questionnaire, for the teacher-respondents was composed of three parts also. Part I captured the profile of the respondent in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching

position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, and number of relevant in-service trainings.

Part II appraised the attitude toward school-based management. It contains 10 statements responded using the following scale, viz: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD). And Part III elicited the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. This was composed of 27 indicators responded using the following Thurstone scale, viz: 4 for Advanced (A), 3 for Developing (D), 2 for Beginning (B), and 1 for No Implementation Yet (NIY).

Validation of Instrument

The questionnaire was an adapted one with modifications effected to suit to this particular study. Therefore, it still underwent validation process through expert validation focusing on the following areas, namely: face, content, construct, pragmatic, and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents.

Comments and suggestions for improvement of the questionnaire from the experts were considered in the revision of the questionnaire whereby the finalized form was subjected to a Pilot Test in the District of Gandara I by randomly selecting five school administrators and 20 teachers. This process looked into the wordings of questions, physical setting, respondent's mood, nature of interaction and the regression effect of the respondents.

In the calculation of the Coefficient of Reliability, the Cronbach's Alpha Analysis was employed using the following formula (Raagas, 2010:68):

$$C_\alpha = \left[\frac{K}{K-1} \right] \left[1 - \frac{\Sigma S_i^2}{S^2} \right]$$

where: C_α refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

S_i^2 refers to the variance of the a single questionnaire item; and

S^2 refers to the variance of the scores of the questionnaire.

To interpret the reliability of the instrument, Table 1, The Table of Reliability suggested by George and Mallery (2003:25) served as guide.

Table 1

The Table of Reliability

Reliability Coefficient (α)	Interpretation
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few item which could be improved.)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably some items which could be improved.)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument.)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument should not contribute heavily to the research, and it needs revision.)

Sampling Procedure

This study utilized the universal sampling in choosing the school administrator- and the teacher-respondents. That is, all school administrators and teachers in the District of San Jorge were considered respondents of the study.

Table 2 provides the number of respondents of the study by category which shows that there were four school administrators involved in the study 46 teachers who are designated SBM coordinators with a response rate of 100.00 percent.

Data Gathering Procedure

Before the conduct of the study, the researcher sought authorization from the Office of the Schools Division

Table 2

The Number of Respondents by Category

School Administrators	Teachers (SBM Coordinator-Designates)
4	46
Response Rate = 100.00%	

Superintendent of the Schools Division of Samar through channel for the conduct of the pilot test and the actual study. Likewise, the same authority was sought from the District Supervisor of the Districts of San Jorge and Gandara I, for proper courtesy. Then, same permission was sought for from the respective school head of each school to conduct the study involving the school administrator and its teachers. The researcher personally administered the questionnaire intended for the school administrators and teachers.

In the process of data collection, there was no problem encountered considering that the respondents were easily accessed. However, because of the occurrence of the Pandemic, the COVID-19, the usual mode of interviews was done through cellphone interview and virtual interview which was inserted during Zoom meetings or conference upon the permission of the district supervisor.

Data generation lasted for about two months including

from December 2019 to January, 2020. This was so because of the slow mobile data connectivity and weak cellphone signal which usually delayed the interviews using the aforementioned modes.

Manual editing and coding were done after the data collection to check the consistency of the information in preparation for the data analysis and these were followed by the machine processing through encoding of the data in the system using the statistical software package known as SPSS version 16 and the generation of the statistical information in tabular form for the analysis and interpretation of data was the final phase.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Weighted Mean, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-Test.

Frequency Count. This tool was used to determine the personal characteristics of the school administrator- and teacher-respondents in terms of its magnitude of occurrence.

Percentage. This measure was used to convert the magnitude of occurrence of each variable with respect to r-

the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the average of some of the identified characteristics of the respondents specifically on the data that are in ratio and interval scale. The following formula (Freud & Simon, 1992:35) was used:

$$\mu = \frac{\Sigma fX}{N}$$

where: μ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - \mu)^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and,

μ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective appraisal of the school administrator- and teacher-respondents regarding their attitude toward SBM and the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement. The formula (Pagoso, 1997:111) that was used is as follows:

$$\mu_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: μ_w refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale; and

n refers to the sample size.

In interpreting the weighted mean for the attitude toward SBM, the following set of five-point scale was used:

Range	Interpretation	
4.51-5.00	Strongly Agree	(SA)
3.51-4.50	Agree	(A)
2.51-3.50	Uncertain	(U)
1.51-2.50	Disagree	(D)
1.00-1.50	Strongly Disagree	(SD)

On the other hand, in interpreting the weighted mean for the extent of SBM implementation in elementary schools, the following four-point scale was used:

Range	Interpretation	
3.51-4.00	Advanced	(A)
2.51-3.50	Developing	(D)
1.51-2.50	Beginning	(B)
1.00-1.50	No Implementation Yet	(NIY)

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between the assessment of SBM implementation in elementary schools in terms of the identified areas and the following factors, namely: school administrator-related factors and teacher-related factors as well as the performances of the elementary schools based on the latest SDGT and the assessed SBM implementation in elementary schools in terms of the identified areas. The formula (Walpole, 1997:375) that was used is as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the independent variable; and

Y represents the dependent variables.

Table 3 was utilized as guide in interpreting the degree of linear association (SRTC, 2013:98).

Fisher's t-Test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case is as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population

In all cases in the testing the hypotheses, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: the null hypothesis was accepted if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater than the α; on the other hand, the null hypothesis was rejected if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Table 3

The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Finally, the hypotheses testing assumed the level of significance equals to $\alpha=0.05$ in a two-tailed test. A licensed SPSS statistical software package with version 16 was utilized for accuracy and precision in the data processing which was augmented by the Data Analysis in the Microsoft Excel 2020 version.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of this study with the corresponding analysis and interpretation of data. Included in this chapter are the following: profile of the school administrator-respondents, profile of the teacher-respondents, assessment of the two groups of respondents on the SBM implementation in elementary schools, comparison of between the assessments of the two groups of respondents on the SBM implementation in elementary schools, relationship between the assessed SBM implementation in elementary schools and the identified factors, performance of the elementary schools based on the MPS in the latest SDGT and relationship between the performances of the elementary schools based on the MPS in the latest SDGT, and assessed SBM implementation in elementary schools.

Profile of School Administrator-Respondents

This part presents the profile of school administrator-respondents in terms of the following variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and

attitude toward school-based management.

Age. Table 4 presents the age and sex distribution of school administrator-respondents.

The table shows the the school administrator-respondents ranged from 40-50 years old whereby one school administrator-respondent or 25.00 percent fell under the ages of 50, 43 and 40 years old. The remaining one respondent or 25.00 percent neglected to disclose his age for personal reason.

The Median Age of the school administrator-respondents was calculated at 43 years old with an Average Deviation (AD) of five years old. This suggested that the school

Table 4

Age and Sex Distribution of School Administrator-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
50	1	0	0	1	25.00
43	0	1	0	1	25.00
40	1	0	0	1	25.00
Not Stated	0	0	1	1	25.00
Total	**2**	**1**	**1**	**4**	**100.00**
%	**50.00**	**25.00**	**25.00**	**100.00**	
Median	**43 years old**				
AD	**5 years**				

administrator-respondents were at their early 40s at the prime of their age and able to discharge their duties being school administrators.

Moreover, half of the school administrator-respondents, that is, two or 50.00 percent were male while the female counterpart was composed of one or 25.00 percent only.

This data suggested male dominance among school adminisrator-respondents, an unusual scenario in the workforce of the DepEd considering that usually the female dominance was noted. This signified further that today, the male, too, were competitive already with their female counterpart and have now equal chance of being promoted.

Civil Status. Table 5 shows the civil status of school administrator-respondents.

From the table, it can be gleaned that half of the school administrator-respondents, that is, two or 50.00 percent were married while one or 25.00 percent was widowed and the remaining one or 25.00 percent invoked their right of privacy by not giving information his civil status.

The data suggested that the school administrator-respondents, being eligible, had entered aleady to the marital state which signified that they have their nuclear family, which they maintained by the fruits of their labor in the pursuit of their career. This gave them advantage as

Table 5

Civil Status of School Administrator-Respondents

Civil Status	f	%
Married	2	50.00
Widowed	1	25.00
Not Stated	1	25.00
Total	**4**	**100.00**

a school administrator replicating the way they handle their respective organization as a "good father of the family" denoting that they, too, ensure that its needs are sustainably taken care of and provided.

Highest Educational Attainment. Table 6 reflects the highest educational attainment of school administrator-respondents.

From the table, it can be noted that half of the school administrator-respondents, that is, two or 50.00 percent were full-fledged doctorate degree holders while the other half, that is, two or 50.00 percents were master's degree holders.

The data denoted that the school administrator-respondents qualified themselves for the position they were appointed them by being holders of the minimum educational qualifications required based on the qualification standard set by the Civil Service Commission (CSC), which is a

Table 6

Highest Educational Attainment of School Administrator-Respondents

Highest Educational Attainment	f	%
Doctorate Degree	2	50.00
Master's Degree	2	50.00
Total	**4**	**100.00**

master's degree holder. Infact half of them settled with the maximum educational qualification they could earn by earning the doctorate degree in educational management.

Gross Monthly Family Income. Table 7 presents the gross monthly family income of the school administrator-respondents. This covers the aggregate monthly income earned by all working members of the family.

The table shows that the school administrator-respondents earned a monthly family income ranging from ₱40,000 to ₱78,000 whereby most of them earned ₱40,000.00 monthly accounting for three or 75.00 percent while the remaining one or 25.00 percent earned ₱78,000.00.

The Mean Monthly Family Income of the school administrator-respondents was posted at ₱49,500.00 with a Standard Deviation (SD) of ₱19,000.00. The data showed that the school administrator-respondents earned sufficiently a monthly family income, which they used to defray the

Table 7

Gross Monthly Family Income of School Administrator-Respondents

Income	f	%
₱78,000	1	25.00
₱40,000	3	75.00
Total	**4**	**100.00**
Mean	₱49,500.00	
SD	₱19,000.00	

financial requirements of the family, both food and non-food needs including providing them a little luxury.

Number of Years as School Administrator. Table 8 presents the number of years as school administrator.

Table 8 presents that the school administrator-respondents had been in the service as school administrators for 10 to 26 years whereby each one of them or 25.00 percent were distributed to the number of years of 26, 15, 12 and 10 years.

The Mean Number of Years as school administrator of the school administrator-respondents was posted at 13.50 years with a SD of 7.14 years. This signified that the school administrator-respondents had been a school administrator for a longer period of time, which suggested that they honed already their administrative and

Table 8

Number of Years as School Administrator of School Administrator-Respondents

Number of Years	f	%
26	1	25.00
15	1	25.00
12	1	25.00
10	1	25.00
Total	**4**	**100.00**
Mean	13.50 years	
SD	7.14 years	

supervisory skills already and became experts already in this field.

Performance Rating Based on the Latest OPCRF. Table 9 discloses the performance rating of the school administrator-respondents based on the latest OPCRF.

The table shows that the school administrator-respondents garnered performance rating ranging from 4.00 to 4.65. Each one of them or 25.00 percent were distributed to the following identified ratings they obtained, to wit: 4.65, 4.15, 4.03 and 4.00 based on the latest OPCRF

The Mean Performance Rating of the school administrator-respondents based on the latest OPCRF was posted at 4.09 with a SD of 0.30. This was equated with an adjectival rating of "very satisfactory."

Table 9

Performance Rating Based on the Latest OPCRF of School Administrator-Respondents

Rating	f	%
4.65	1	25.00
4.15	1	25.00
4.03	1	25.00
4.00	1	25.00
Total	**4**	**100.00**
Mean	4.09	
SD	0.30	
Interpretation	Very Satisfactory	

The foregoing data signified that the school administrator-respondents manifested exemplary performance in the discharge of their duties and responsibilities. This indicated that their targeted commitments at the beginning of the school year were successfully accomplished more than expected.

Number of Relevant In-Service Trainings. Table 10 reveals the number of relevant in-service trainings attended by the school administrator-respondents in the different levels, namely: international, national, and regional.

The table reveals that the Mean Number of Relevant In-Service Trainings of the school administrator-respondents

Table 10

Number of Relevant In-Service Trainings of School Administrator-Respondents

Level	Mean	SD
International	2 trainings	0.00 training
National	2 trainings	0.71 training
Regional	3 trainings	2.00 trainings
Overall	**2 trainings**	**0.90 training**

was calculated at: international, two trainings with a SD of 0.00 training; national, two trainings with a SD of 0.71 training; and regional, three trainings with a SD of two trainings. The Overall Mean Number of Relevant In-Service Trainings of school administrator-respondents was posted at two trainings with a SD of 0.90 trainings.

The data showed that the school administrator-respondents had attended several trainings relevant to their position in the different levels not only as part of their duties but for their professional development to be updated with the trends and developments of the DepEd's curriculum in the guise of continuing education.

Attitude Toward School-Based Management. Table 11 appraises the attitude of the school administrator-respondents toward school-based management. There were 10 indicators considered in this area whereby the school

Table 11

Attitude Toward School-Based Management of School Administrator-Respondents

Level	Weighted Mean	Interpre-tation
1. I like school-based management.	4.75	SA
2. I believe SBM can enhance school performance.	4.75	SA
3. I am enthusiastic in implementing SBM in schools.	4.50	A
4. I love to see schools under me rated as level 2 or 3.	4.50	A
5. I desire to develop my being a school heads to attain SBM level 3.	4.25	A
6. I like the way my school heads and teachers work for their SBM accreditation.	3.75	A
7. I desire to see the impact of SBM to the performance of schools under my supervision.	4.50	A
8. I wish to see schools under my supervision accredited with the SBM standards.	4.50	A
9. I wish to explore strategies to acquire SBM accreditation faster.	4.50	A
10. I appreciate seeing stakeholders working together for the SBM accreditation.	4.00	A
Grand Weighted Mean	**4.40**	
Interpretation	**Agree**	

Legend:	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

administrator-respondents signified their agreement or disagreement on each of the indicator.

Table 11 revealed that the school administrator-

respondents “strongly agreed” two indicators only which corresponded to the statements, stating: “I like school-based management” and “I believe SBM can enhance school performance,” with the same weighted mean of 4.75. In the remaining eight indicators, the same group “agreed” with them with weighted means ranging from 3.75 to 4.50. In these indicators, five were equally rated with the same highest weighted mean. These were: “I am enthusiastic in implementing SBM in schools,” “I love to see schools under me rated as level 2 or 3,” “I desire to see the impact of SBM to the performance of schools under my supervision,” “I wish to see schools under my supervision accredited with the SBM standards” and “I wish to explore strategies to acquire SBM accreditation faster.”

On the other hand, the indicator that obtained the least weighted mean corresponded to the statement stating, “I like the way my school heads and teachers work for their SBM accreditation.”

Taken as a whole, the school administrator-respondents “agreed” on their attitude toward SBM being shown by the grand weighted mean of 4.40. This signified that they have a highly favorable toward it indicating that this program enhanced their respective school in terms of management and performance.

Profile of Teacher-Respondents

This portion laid out the personal background of the teacher-respondents in terms of their age and sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based management.

Age and Sex. Table 12 presents the age and sex disaggregation of teacher-respondents.

Table 12

Age and Sex Disaggregation of Teacher-Respondents

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
49-53	1	0	0	1	2.18
44-48	0	1	0	1	2.18
39-43	1	2	0	3	6.52
34-38	2	4	0	6	13.04
29-33	4	7	0	11	23.91
24-28	6	15	0	21	45.65
Not Stated	0	2	1	3	6.52
Total	**14**	**31**	**1**	**46**	**100.00**
%	**30.40**	**67.40**	**2.20**	**100.00**	
Median	**29.50 years old**				
AD	**6.40 years**				

The table shows that the teacher-respondents ranged from 24 to 53 years whereby a number of them, that is, 21 or 45.65 percent were aged 24-28 years old while 11 or 23.91 percent were aged 29-33 percent, six or 13.04 percent were aged 34-38 years old and the rest were distributed to the other identified age brackets.

The Median Age of the teacher-respondents was posted at 29.50 years with an AD of 6.40 years. The data suggested that the teacher-respondents were relatively young at their late 20s and are expected to be at the best of their health who are able to discharge their functions being teachers in public elementary schools.

Moreover, majority of the teacher-respondents were female accounting for 31 or 67.40 percent. Their male counterpart registered with a population of 14 teacher-respondents or 30.40 percent only. These data are of prime importance in demographic and socio-economic studies on men and women.

The foregoing data manifested female dominance among teacher-teacher respondents. A usual scenario in the work-force of the DepEd suggesting that, more of this sex-group embraced teaching as their chosen profession.

Civil Status. Table 13 presents the civil status of the teacher-respondents. Civil status refers to the personal status of the teacher-respondents with reference

Table 13

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	18	39.13
Married	25	54.35
Widowed	2	4.35
Not Stated	1	2.17
Total	**46**	**100.00**

to the marriage laws and customs of the Philippines (De Leon, 1989:45).

Table 13 presents that majority of the teacher-respondents were married accounting for 25 or 54.35 percent while 18 or 39.13 percent were still single and two or 4.35 percent disclosed that they were widowed.

The foregoing data signified that the teacher-respondents had entered into a marital state whereby they have their respective nuclear families which they sustained by the income they derived from teaching that replicate they way how they took good care of every member by providing them their basic needs.

Highest Educational Attainment. Table 14 contains the data on the highest educational attainment of teacher-respondents.

It can be gleaned from the said table that a number of

Table 14

Highest Educational Attainment of Teacher-Respondents

Educational Level	f	%
Master's Degree	3	6.52
Master's Level	20	43.48
Baccalaureate Degree	19	41.30
Not Stated	4	8.70
Total	**46**	**100.00**

the teacher-respondents, that is, 20 or 43.48 percent were in the master's level while 19 or 41.30 percent were baccalareate degree holders and the rest were distributed to the other identified highest educational level.

The foregoing data signified that the teacher-respondents were qualified for the position they were appointed being teacher education graduates. In fact most of them did not settle as baccalaureate degree holders only that they pursued advance education for professional development and in preparation for future personnel action.

Teaching Position. Table 15 presents the teaching position of the teacher-respondents.

The table shows that majority of the teacher-respondents were appointed as Teacher I accounting for 38 or 82.61 percent while four or 8.70 percent were Teacher II. Still there was one or 2.17 percent teacher-respondent

Table 15

Teaching Position of Teacher-Respondents

Position	f	%
Teacher III	4	8.70
Teacher II	3	6.52
Teacher I	38	82.61
Not Stated	1	2.17
Total	**46**	**100.00**

who did not disclose his appointed position.

The data signified that the teacher-respondents were still in their entry position for the teaching personnel, which suggested that they had not been promoted to the next level not because of the qualifications but probably because of inavailability of higher positions for filling up.

Gross Monthly Family Income. Table 16 presents the gross monthly family income of teacher-respondents.

The table shows that the monthly family income of the teacher-respondents ranged from ₱8,000 to ₱57,999 whereby majority of them earned ₱18,000-₱27,999 monthly accounting for 42 or 91.30 percent. The rest were thinly distributed to the other identified monthly income bracket.

The Mean Monthly Family Income of the teacher-respondents was posted at ₱21,675.69 with a SD of

Table 16

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
₱48,000-₱57,999	1	2.18
₱38,000-₱47,999	0	0.00
₱28,000-₱37,999	0	0.00
₱18,000-₱27,999	42	91.30
₱8,000-₱17,999	3	6.52
Total	**46**	**100.00**
Mean	**₱21,675.69**	
SD	**₱8,910.13**	

₱8,910.13. This signified that the teacher-respondents eaned an income more than enough to finance the food and non-food requirements of the family as well as providing the family members with a little luxury.

Number of Years in Teaching. Table 17 reflects the number of years in teaching of teacher-respondents.

From the table, it can be noted that the teacher-respondents had been in the service for one to 18 years whereby a number of them, that is, 19 or 45.24 percent had been teachers for 4-6 years while 15 or 35.71 percent had been connected with the DepEd as teachers for 1-3 years, five or 11.91 percent had been teachers for 7-9 years and the rest were distributed to the other identified years of

Table 17

Number of Years in Teaching of Teacher-Respondents

Income Bracket	f	%
17-18	1	2.38
14-15	0	0.00
11-12	2	4.76
7-9	5	11.91
4-6	19	45.24
1-3	15	35.71
Total	**46**	**100.00**
Mean	**4.71 years**	
SD	**3.23 years**	

service brackets.

The Mean Number of Years in Teaching of the teacher-respondents was posted at 4.71 years with SD of 3.23 years. This indicated that the teacher-respondents were newly appointed teachers who had been teaching for less than five years. But despite this fact, they discharged their duties and responsibilities with exemplarily and responsably.

Performance Rating Based on the Latest IPCRF. Table 18 shows the performance rating of the teacher-respondents based on the latest IPCRF.

Table 18 discloses that the performance rating of the teacher-respondents ranged from 3.48 to 4.97 with 16 or 34.78 percent obtained rating of 3.93-4.07 while 11 or

Table 18

Performance Rating Based on the Latest IPCRF of Teacher-Respondents

Rating	f	%
4.83-4.97	1	2.17
4.68-4.82	0	0.00
4.53-4.67	1	2.17
4.38-4.52	1	2.17
4.23-4.37	3	6.53
4.08-4.22	11	23.91
3.93-4.07	16	34.78
3.78-3.92	6	13.04
3.63-3.77	3	6.53
3.48-3.62	4	8.70
Total	**46**	**100.00**
Mean	**4.04**	
SD	**0.26**	

23.91 percent got rating of 4.08-4.22, six or 13.04 percent obtained rating of 3.78-3.92 and the rest were distributed to the other identified rating bracket.

The Mean Performance Rating of the teacher-respondents was posted at 4.04 with a SD of 0.26. This indicated that the teacher-respondents exemplarily discharged their duties and responsibilities that they were able to successfully accomplished their targeted commitments at the beginning of the school year.

Number of Relevant In-Service Trainings. Table 19 provides the data on the number of relevant in-service

Table 19

Number of Relevant In-Service Trainings of Teacher-Respondents

Level	Mean	SD
Regional	1 training	2.19 trainings
Division	6 trainings	4.70 trainings
District	8 trainings	7.86 trainings
Overall	**8 trainings**	**4.92 trainings**

trainings of teacher-respondents in the different levels.

Table 19 provides the Mean Number of In-Service Trainings attended by the teacher-respondents in the different levels, to wit: regional, one training with a SD of 2.19 trainings; division, six trainings with a SD of 4.70 trainings; and district, eight trainings with a SD of 7.86 trainings.

The Overall Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at eight trainings with a SD of 4.92 trainings. This signified that the teacher-respondents exerted efforts in attending in-service trainings available for them as part of the continuing education and to upgrade their teaching prowess and be updated with the curricular developments implemented by the DepEd.

Attitude Toward School-Based Management. Table 20

Table 20

Attitude Toward School-Based Management of Teacher-Respondents

Level	Weighted Mean	Interpre-tation
1. I like school-based management.	4.54	SA
2. I believe SBM can enhance school performance.	5.00	SA
3. I am enthusiastic in implementing SBM in our school.	4.20	A
4. I love to see our school under being rated as level 2 or 3.	4.54	SA
5. I desire to see our school head being developed to attain SBM level 3.	4.42	A
6. I like the way our school head and my co-teachers work for our SBM accreditation.	4.31	A
7. I desire to see the impact of SBM to the performance of our school.	4.42	A
8. I wish to see our school accredited with the SBM standards.	4.48	A
9. I wish to suggest strategies to acquire our SBM accreditation faster.	4.35	A
10. I appreciate seeing our stakeholders working together for our SBM accreditation.	4.41	A
Grand Weighted Mean	**4.47**	
Interpretation	**Agree**	

Legend:			
	4.51-5.00	Strongly Agree	(SA)
	3.51-4.50	Agree	(A)
	2.51-3.50	Uncertain	(U)
	1.51-2.50	Disagree	(D)
	1.00-1.50	Strongly Disagree	(SD)

appraises the attitude of the teacher-respondents toward school-based management. There were 10 indicators in this area whereby the respondents agreed or disagreed each attitude statement.

From the table, it can be noted that the teacher-

respondents "strongly agreed" three attitude statements corresponding to the statements stating: "I believe SBM can enhance school performance," "I like school-based management" and "I love to see our school under being rated as level 2 or 3," with weighed means of 5.00, 4.54 and 4.54, respectively. The remaining seven attitude statements were "agreed" by the same group of respondents with weighted means ranging from 4.20 to 4.48. In these attitude statements, "I wish to see our school accredited with the SBM standards" and "I am enthusiastic in implementing SBM in our school," obtained the highest and the least weighted means, repectively.

Taken as a whole, the teacher-respondents "agreed" on their attitude toward SBM being indicated by the grand weighted mean of 4.47. This signified that the teacher-respondents showed high regard with the SBM as an avenue for enhancing the performance of the schools and active participation of the stakeholders.

Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools

This portion appraises the assessment of the two groups of respondents on the SBM implementation in elementary school in terms of leadership and governance, curriculum and learning, accountability and continuous

improvement, and management of resources.

Leadership and Governance. Table 21 appraises the assessment of the two groups of respondents on the SBM implementation in elementary school in terms of leadership and governance. There were nine indicators in this area whereby the respondents assessed the implementation of each indicator.

The table shows that the school administrator-respondents assessed the SBM implementation in elementary school in terms of leadership and governance as "advanced" in two indicators corresponding to: "the organization's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs" and "Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives, with the same weighted mean of 3.75. While the seven indicators were assessed by the same group as "developing" with weighted means of 3.25 to 3.50. In these indicators, the following equally obtained the highest weighted mean, to wit: "there is in place a mechanism that allows for the development of a shared vision, mission, and goals (VMG),

Table 21

Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools in Terms of Leadership and Governance

Indicators	School Administrators		Teachers	
	WM	I	WM	I
1. There is in place a mechanism that allows for the development of a shared vision, mission, and goals (VMG), which reflects the aspirations and thrusts of the community.	3.50	D	3.20	D
2. The organization's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs.	3.75	A	3.17	D
3. Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives.	3.75	A	3.15	D
4. The organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives.	3.25	D	3.24	D
5. The community facilitates the development of an education plan based on its vision, direction, and aspirations.	3.50	D	3.13	D
6. The governance practices facilitate regular information and feedback sharing on the progress of the education development program.	3.25	D	3.11	D

Table 21 Continued

Indicators	School Administrators		Teachers	
	WM	I	WM	I
7. Decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community.	3.50	D	3.70	A
8. Stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals.	3.25	D	3.26	D
9. There is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges.	3.50	D	3.11	D
Grand Weighted Mean	**3.47**		**3.23**	
Interpretation	**Developing**		**Developing**	

Legend:			
	3.51-4.00	Advanced	(A)
	2.51-3.50	Developing	(D)
	1.51-2.50	Beginning	(B)
	1.00-1.50	No implementation Yet	(NIY)

which reflects the aspirations and thrusts of the community," "the community facilitates the development of an education plan based on its vision, direction, and aspirations," "the governance practices facilitate regular information and feedback sharing on the progress of the education development program," "decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations

of the community," "stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals" and "There is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges." The remaining indicators equally obtained the least weighted mean.

Taken as a whole, the school administrator-respondents averred that the SBM implementation was still "developing" being manifested by the grand weighted mean of 3.47 which indicated that they felt that SBM implementation needs strengthening in terms of leadership and governance.

Also, Table 21 shows that on the part of the teacher-respondents, they assessed only one indicator as "advanced," which corresponded to, "decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community," with a weighted mean of 3.70. The remaining eight indicators were assessed by this group as "developing" with weighted means of 3.11 to 3.26. The indicator that obtained the highest weighted mean corresponded to the statement stating, "stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals." Two indicators

equally obtained the least weighted mean. These corresponded to the statements, "the governance practices facilitate regular information and feedback sharing on the progress of the education development program" and "there is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges."

Taken as a whole, the teacher-respondents averred that the SBM implementation was still "developing" being manifested by the grand weighted mean of 3.23, which indicated that they agreed that SBM implementation needs strengthening in terms of leadership and governance.

In summary, the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of leadership and governance. They considered it "developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.47 while the teacher-respondents gave 3.23.

Curriculum and Learning. Table 22 appraises the assessment of the two groups of respondents on the SBM implementation in elementary school in terms of leadership and governance. There were eight indicators in this area whereby the respondents assessed the implementation of each indicator.

Table 22

Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools in Terms of Curriculum and Learning

Indicators	School Administrators		Teachers	
	WM	I	WM	I
1. The implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being.	3.75	A	3.46	D
2. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	3.25	D	3.30	D
3. 3.30Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills.	3.25	D	3.35	D
4. The community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies.	3.50	D	3.30	D
5. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	3.75	A	3.39	D

Table 22 Continued

Indicators	School Administrators		Teachers	
	WM	I	WM	I
6. Learning environment, methods, and resources are accessible and promote effective learning and are appropriate to the learners' ecology, history, community worldview, values, and spirituality.	3.25	D	3.39	D
7. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals.	3.75	A	3.43	D
8. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.	3.50	D	3.41	D
Grand Weighted Mean	**3.50**		**3.38**	
Interpretation	**Developing**		**Developing**	

Legend:			
	3.51-4.00	Advanced	(A)
	2.51-3.50	Developing	(D)
	1.51-2.50	Beginning	(B)
	1.00-1.50	No implementation Yet	(NIY)

The table shows that on the part of the school administrator-respondents, they assessed three indicators as "advanced" corresponding to the following statements, stating: "the implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to

the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being," "methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners" and "learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals," with the same weighted mean of 3.75.

The remaining six indicators were assessed as "developing" by this same group of respondents with weighted means ranging from 3.25 to 3.50. In these indicators, two obtained the highest weighted mean which corresponded to the statements, stating: "the community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies" and "learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning." The remaining four indicators obtained the least weighted mean.

Taken as a whole, the school administrator-respondents

considered the SBM implementation as “developing” in terms of curriculum and learning being shown by the grand weighted mean of 3.50. This showed that to the belief of the school administrators that the SBM implementation still need enhancement along curriculum and learning.

Likewise, Table 22 presents that on the part of the teacher-respondents they assessed the SBM implementation in terms of curriculum and learning as “developing” in all indicators with weighted means ranging from 3.30 to 3.46. The indicator stating, “the implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being” obtained the highest weighted mean while the indicators stating, “the learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community” and “the community actively participates in developing and mentoring the learners’ awareness and practice of good citizenship and shares in the attainment of individual and collective competencies.”

Taken as a whole, the teacher-respondents considered the SBM implementation as “developing” in terms of

curriculum and learning being shown by the grand weighted mean of 3.38. This showed that to the belief of the teachers that the SBM implementation still need enhancement along curriculum and learning.

In summary, the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of curriculum and learning. They considered it "developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.50, the teacher-respondents gave 3.38.

Accountability and Continuous Improvement. Table 23 appraises the assessment of the two groups of respondents on the SBM implementation in elementary school in terms of accountability and continuous improvement. There were five indicators in this area whereby the respondents assessed the implementation of each indicator.

The table shows that the school administrator-respondents assessed two indicators as "advanced." These corresponded to the indicators with statements stating: "achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action" and "roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by

Table 23

Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools in Terms of Accountability and Continuous Improvement

Indicators	School Administrators		Teachers	
	WM	I	WM	I
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	3.75	A	3.28	D
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	4.00	A	3.37	D
3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	3.50	D	3.22	D
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. (PROCESS)	3.25	D	3.20	D
5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.	3.50	D	3.36	D

Table 23 continued

Indicators	School Administrators		Teachers	
	WM	I	WM	I
Grand Weighted Mean	**3.60**		**3.29**	
Interpretation	**Advanced**		**Developing**	

Legend:		
3.51-4.00	Advanced	(A)
2.51-3.50	Developing	(D)
1.51-2.50	Beginning	(B)
1.00-1.50	No implementation Yet	(NIY)

community stakeholders," with weighted means of 4.00 and 3.75, respectively. The remaining three indicators were considered "developing" by the same group of respondents with weighted means ranging from 3.25 to 3.50. Two indicators equally obtained the highest weighted mean with statements stating: "the accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community" and "participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment."

Taken as a whole, the school administrator-respondents assessed the SBM implementation in elementary school in terms of accountability and continuous improvement as

"advanced" being manifested by the grand weighted mean of 3.60. This indicated that the school administrators believed that the SBM implementation in elementary school in terms of accountability and continuous improvement was to the full extent already which signified that all concerns for consideration under this area were fully attained.

On the other hand, Table 23 shows that on the part of the teacher-respondents, they assessed all indicators depecting the SBM implementation in elementary school in terms of accountability and continuous improvement as "developing" with weighted means ranging from 3.20 to 3.37. The indicators that obtained the highest and least weighted means corresponded to the statement stating, "achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action" and "accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon (PROCESS)," respectively.

Taken as a whole, the teacher-respondents assessed the SBM implementation in elementary school in terms of accountability and continuous improvement as "developed" being manifested by the grand weighted mean of 3.29. This

indicated that the teachers believed that the SBM implementation in elementary school in terms of accountability and continuous improvement needs enhancement.

In summary, the two groups of respondents arrived at a despaired assessment on the SBM implementation in elementary school in terms of accountability and continuous improvement, both adjectival and numerical. The school administrators assessed it as "advanced" with a grand weighted mean of 3.60 while the teachers assessed it as "developing" and gave a grand weighted mean of 3.29.

Management of Resources. Table 24 reflects the SBM implementation in elementary school in terms of management of resources as perceived by the two groups of respondents, namely: school administrators and teachers. There were five indicators in this area whereby the respondents assessed the implementation of each indicator.

From the table, it can be gleaned that the school administrator-respondents assessed only one indicator as "advanced," which corresponded to the statement stating, "regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders" with a weighted mean of 3.75.

The remaining four indicators were considered

Table 24

Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools in Terms of Management of Resources

Indicators	School Administrators		Teachers	
	WM	I	WM	I
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	3.25	D	3.37	D
2. There is a regular dialogue for planning and resource programming, that is, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans.	3.50	D	3.41	D
3. There is in place a community developed Resource management system that drives Appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.	3.25	D	3.28	D
4. Regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders.	3.75	A	3.33	D
5. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.	3.25	D	3.28	D

Table 24 continued

Indicators	School Administrators		Teachers	
	WM	I	WM	I
Grand Weighted Mean	**3.40**		**3.33**	
Interpretation	**Developing**		**Developing**	

Legend:		
3.51-4.00	Advanced	(A)
2.51-3.50	Developing	(D)
1.51-2.50	Beginning	(B)
1.00-1.50	No implementation Yet	(NIY)

"developing" by the same group of respondents with weighted means ranging from 3.25 to 3.50. Consequently, the indicator that obtaine the highest weighted mean corresponded to the statement stating, "there is a regular dialogue for planning and resource programming, that is, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans." The remaing three indicators obtained the least weighted mean.

Taken as a whole, the school administrator-respondents assessed the SBM implementation in elementary schools along management of resources as "developing" being supported by the grand weighted mean of 3.40. This indicated that the school administrators felt that the SBM implementation in elementary schools must be enhanced particularly in terms of management of resources.

Furthermore, Table 24 presents that on the part of the teacher-respondents, they considered all indicators depicting the SBM implementation in elementary schools in terms of management of resources as "developing" with weighted means ranging from 3.28 to 3.41. The indicator that obtained the highest weighted mean corresponded to the statement stating, "there is a regular dialogue for planning and resource programming, that is, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans." On the other hand, two indicators equally obtained the least weighted mean which corresponded to the statements stating: "There is in place a community developed Resource management system that drives Appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources" and "There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management."

Taken as a whole, the teacher-respondents considered the SBM implementation in elementary schools in terms of management of resources as "developing" being indicated by the grand weighted mean of 3.33 which signified that the teachers felt that the SBM implementation in elementary schools must be enhanced particularly in terms of management of resources.

In summary, the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of management of resources. They considered it "developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.40, the teacher-respondents gave 3.33.

Comparison of the Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools

Table 25 reflects the comparison of the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Leadership and Governance. It may be recalled that the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of leadership and governance. They considered it "developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.47 while the teacher-respondents gave 3.23. This resulted to a mean difference of 0.24.

To ascertain whether the noted mean disparity was significant, the t-Test for Independent Sample Means was

Table 25

Comparison of the Assessment of the Two Groups of Respondents on the SBM Implementation in Elementary Schools

Area	t- Value		df	P-Value α=.05	Evaluation/ Decision
	Computed	Critical			
Leadership and Governance	2.705	±2.120	16	0.016	S / Reject Ho.
Curriculum and Learning	1.437	±2.145	14	0.173	NS / Accept Ho.
Accountability and Continuous Improvement	2.375	±2.306	8	0.045	S / Reject Ho.
Management of Resources	0.640	±2.306	8	0.540	NS / Accept Ho.

employed whereby the computed value was posted at 2.705 with a p-value of 0.016. The critical value was set at ±2.120 at df = 16 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the

computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted disparity was significant thus the null hypothesis stating, "there is no significant difference between the assessment of the two groups of respondents relative to the SBM implementation in elementary schools in terms of leadership and governance," was rejected. This denoted that the assessment of the two groups of respondents as regards the afore-cited consideration was significantly different. From the over-all means, it can be noted that the school adminitrators gave higher evaluation than the teachers. This could be attributed to the fact that the school administrators being the major player in the SBM activities that they averred that such implementation should be strengthened more than what the teachers felt although they concurred that such should be strengthened.

Curriculum and Learning. It can be recalled that the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of curriculum and learning. They considered it "developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.50, the teacher-respondents gave 3.38 with mean difference of 0.12.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 1.437 with a p-value of 0.173. The critical value was set at ±2.145 at df = 14 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted disparity was significant thus the null hypothesis stating, "there is no significant difference between the assessment of the two groups of respondents relative to the SBM implementation in elementary schools in terms of curriculum and learning," was accepted. This denoted that the assessment of the two groups of respondents as regards the afore-cited consideration was

essentially similar. Both groups averred that such implementation should be strengthened which was concurred by each other.

Accountability and Continuous Improvement. It is recalled that the two groups of respondents arrived at a despaired assessment on the SBM implementation in elementary school in terms of accountability and continuous improvement, both adjectival and numerical. The school administrators assessed it as "advanced" with a grand weighted mean of 3.60 while the teachers assessed it as "developing" and gave a grand weighted mean of 3.29. This resulted to a mean difference of 0.31.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 2.375 with a p-value of 0.045. The critical value was set at ± 2.306 at df = 8 and $\alpha = .05$ in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and

the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted disparity was significant thus the null hypothesis stating, "there is no significant difference between the assessment of the two groups of respondents relative to the SBM implementation in elementary schools in terms of accountability and continuous improvement," was rejected. This denoted that the assessment of the two groups of respondents as regards the afore-cited consideration was significantly different. From the over-all means, it can be noted that the school administrators gave higher evaluation than the teachers. This could be attributed to the fact that the school administrators being the major player in the SBM activities that they averred that such implementation should be strengthened more than what the teachers felt although they concurred that such should be strengthened in terms of accountability and continuous improvement.

Management of Resources. It may be recalled the two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of management of resources. They considered it

"developing." However, they differed in the numerical assessment. While the school administrator-respondents gave a grand weighted mean of 3.40 while the teacher-respondents gave 3.33 with a mean difference of 0.07.

To ascertain whether the noted mean disparity was significant the t-Test for Independent Sample Means was employed whereby the computed value was posted at 0.640 with a p-value of 0.540. The critical value was set at $\pm$2.306 at df = 8 and α = .05 in a two-tailed test. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted disparity was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted disparity was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted disparity was significant, thus, the null hypothesis stating, "there is no significant difference between the assessment of the two groups of respondents

relative to the SBM implementation in elementary schools in terms of management of resources," was accepted. This denoted that the assessment of the two groups of respondents as regards the afore-cited consideration was essentially similar. Both groups averred that such implementation should be strengthened which was concurred by each other in terms of management of resources.

Relationship Between the Assessed SBM Implementation in Elementary Schools and the Identified Factors

This portion presents the relationship between the assessed SBM implementation in elementary schools and the identified factors, namely: school administrator-related and teacher-related factors.

School Administrator-Related Factors. Table 26 presents the relationship between the assessed SBM implementation in elementary schools and the school administrator-related factors in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward school-based management.

Age. In associating relationship between the assessed SBM implementation in elementary schools and the age of the

Table 26

Relationship Between the Assessed SBM Implementation in Elementary Schools and the School Administrator-Related Factors

Factor	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-0.221	Weak	0.320	0.858	NS / Accept Ho
Sex	-0.900	Very Strong	2.920	0.287	NS / Accept Ho
Civil Status	0.900	Very Strong	2.920	0.287	NS / Accept Ho
Highest Educational Attainment	0.108	Very Weak	0.154	0.892	NS / Accept Ho
Gross Monthly Family Income	0.041	Very Weak	0.058	0.959	NS / Accept Ho
Number of Years as School Adminis-trator	0.186	Very Weak	0.268	0.814	NS / Accept Ho
Performance Rating	0.022	Very Weak	0.031	0.978	NS / Accept Ho
Number of Relevant In-Service Trainings	-0.115	Very Weak	0.164	0.885	NS / Accept Ho
Attitude Toward School-Based Management	0.910	Very Strong	3.104	0.090	NS / Accept Ho

Fisher's t-Critical Value = $\pm$4.303 S - Significant
df = 2 α=.05 NS – Not Significant

school administrator-respondents using the Pearson's r, the coefficient turned -0.221 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-

Test was employed as a posteriori test whereby the computed value was posted at 0.320 with a p-value of 0.858. The critical value was set at ±4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the age of the school administrators," was accepted. This denoted that the age of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation

of the program needs enhancement irrespective of the age of the school administrators.

Sex. In associating relationship between the assessed SBM implementation in elementary schools and the sex of the school administrator-respondents using the Pearson's r, the coefficient turned -0.900 denoting a "very strong" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 2.920 with a p-value of 0.287. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid

variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the sex of the school administrators," was accepted. This denoted that the sex of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the sex of the school administrators.

Civil Status. In associating relationship between the assessed SBM implementation in elementary schools and the civil status of the school administrator-respondents using the Pearson's r, the coefficient turned 0.900 denoting a "very strong" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 2.920 with a p-value of 0.287. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed

value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the civil status of the school administrators," was accepted. This denoted that the civil status of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the civil status of the school administrators.

Highest Educational Attainment. In associating relationship between the assessed SBM implementation in elementary schools and the highest educational attainment of the school administrator-respondents using the Pearson's r, the coefficient turned 0.108 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby

the computed value was posted at 0.154 with a p-value of 0.892. The critical value was set at ±4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant, thus, the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the highest educational attainment of the school administrators," was accepted. This denoted that the highest educational attainment of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation

of the program needs enhancement irrespective of the highest educational attainment of the school administrators.

Gross Monthly Family Income. In associating relationship between the assessed SBM implementation in elementary schools and the gross monthly family income of the school administrator-respondents using the Pearson's r, the coefficient turned 0.041 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.058 with a p-value of 0.959. The critical value was set at ± 4.303 at df = 2 and $\alpha = .05$. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and

the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the gross monthly family income of the school administrators," was accepted. This denoted that the gross monthly family income of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the gross monthly family income of the school administrators.

Number of Years as Schol Administrator. In associating relationship between the assessed SBM implementation in elementary schools and the number of years as school administrator of the school administrator-respondents using the Pearson's r, the coefficient turned 0.186 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.268 with a p-value of 0.814. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as

guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the number of years as school administrator of the school administrators," was accepted. This denoted that the number of years as school administrator of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the number of years as school administrator of the school administrators.

Performance Rating Based on the Latest OPCRF. In associating relationship between the assessed SBM

implementation in elementary schools and the performace rating based on the latest OPCRF of the school administrator-respondents using the Pearson's r, the coefficient turned 0.022 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.031 with a p-value of 0.978. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the

assessed SBM implementation in elementary schools and the performance rating based on the latest OPCRF of the school administrators," was accepted. This denoted that the performace rating based on the latest OPCRF of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the performance rating based on the latest OPCRF of the school administrators.

Number of Relevant In-Service Trainings. In associating relationship between the assessed SBM implementation in elementary schools and the number of relevant in-service trainings of the school administrator-respondents using the Pearson's r, the coefficient turned -0.115 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.164 with a p-value of 0.885. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus

the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the number of relevant in-service trainings of the school administrators," was accepted. This denoted that the number of relevant in-service trainings of the school administrators had no significant influence to the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the number of relevant in-servide trainings of the school administrators.

Attitude Toward SBM. In associating relationship between the assessed SBM implementation in elementary schools and the attitude toward SBM of the school administrator-respondents using the Pearson's r, the coefficient turned 0.910 denoting a "very strong" linear

association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 3.104 with a p-value of 0.090. The critical value was set at $\pm$4.303 at df = 2 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the attitude toward SBM of the school administrators," was accepted. This denoted that the attitude of the school administrators toward SBM had no significant influence to

the SBM implementation in elementary schools which indicated that the implementation of the program needs enhancement irrespective of the attitude of the school administrators toward it.

In summary, none of the school administrator-related factors posed significant influence to their assessed SBM implementation in elementary schools which indicated that irrespective of their personal characteristics, they still believed that the SBM implementation needs strengthening.

Teacher-Related Factors. Table 27 contains the the relationship between the assessed SBM implementation in elementary schools and the teacher-related factors in terms of age, sex, civil status, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF, number of relevant in-service trainings, and attitude toward school-based management.

Age. In associating relationship between the assessed SBM implementation in elementary schools and the age of the teacher-respondents using the Pearson's r, the coefficient turned -0.032 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.212 with a p-value of 0.835. The critical value was set at ± 2.015 at df = 44 and $\alpha = .05$. The computed

Table 27

Relationship Between the Assessed SBM Implementation in Elementary Schools and the Teacher-Related Factors

Factor	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	-0.032	Very Weak	0.212	0.835	NS / Accept Ho
Sex	-0.032	Very Weak	0.212	0.834	NS / Accept Ho
Civil Status	-0.317	Weak	2.217	0.034	S / Reject Ho
Highest Educational Attainment	0.215	Weak	1.460	0.171	NS / Accept Ho
Gross Monthly Family Income	0.194	Very Weak	1.312	0.197	NS / Accept Ho
Teaching Position	0.043	Very Weak	0.285	0.780	NS / Accept Ho
Number of Years in Teaching	-0.083	Very Weak	0.552	0.602	NS / Accept Ho
Performance Rating	0.182	Very Weak	1.228	0.226	NS / Accept Ho
Number of Relevant In-Service Trainings	-0.168	Very Weak	1.130	0.226	NS / Accept Ho
Attitude Toward School-Based Management	0.356	Weak	2.527	0.015	S / Reject Ho

Fisher's t-Critical Value = $\pm$2.015 S - Significant
df = 44 α=.05 NS – Not Significant

value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served

as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the age of the teachers," was accepted. This denoted that the age of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the age of the teachers.

Sex. In associating relationship between the assessed SBM implementation in elementary schools and the sex of the teacher-respondents using the Pearson's r, the coefficient turned -0.032 denoting a "very weak" linear association. To

ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.212 with a p-value of 0.834. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the sex of the teachers," was accepted. This denoted that the sex of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that

the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the sex of the teachers.

Civil Status. In associating relationship between the assessed SBM implementation in elementary schools and the civil status of the teacher-respondents using the Pearson's r, the coefficient turned -0.317 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 2.217 with a p-value of 0.034. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that

the noted linear association between the aforesaid variables was essentially significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the civil status of the teachers," was accepted. This denoted that the civil status of the teachers had significant influence to the SBM implementation in elementary schools which indicated that the single teachers firmly believed that the implementation of the program needs strengthening more than the belief of the married or the widowed teachers who are mostly passive.

Highest Educational Attainment. In associating relationship between the assessed SBM implementation in elementary schools and the highest educational attainment of the teacher-respondents using the Pearson's r, the coefficient turned 0.215 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.460 with a p-value of 0.171. The critical value was set at ± 2.015 at $df = 44$ and $\alpha = .05$. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned

greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the highest educational attainment of the teachers," was accepted. This denoted that the highest educational attainment of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the highest educational attainment of the teachers.

Gross Monthly Family Income. In associating relationship between the assessed SBM implementation in elementary schools and the gross monthly family income of the teacher-respondents using the Pearson's r, the

coefficient turned 0.194 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.312 with a p-value of 0.197. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the gross monthly family income of the teachers," was accepted. This denoted that the gross monthly family income of the

teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the gross monthly family income of the teachers.

Teaching Position. In associating relationship between the assessed SBM implementation in elementary schools and the teaching position of the teacher-respondents using the Pearson's r, the coefficient turned -0.083 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 0.552 with a p-value of 0.602. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the teaching position of the teachers," was accepted. This denoted that the teaching position of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the teaching position of the teachers.

Performance Rating Based on the Latest IPCRF. In associating relationship between the assessed SBM implementation in elementary schools and the performance rating based on the latest IPCRF of the teacher-respondents using the Pearson's r, the coefficient turned 0.182 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.228 with a p-value of 0.226. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was

compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that the noted linear association between the aforesaid variables was not significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the performance rating based on the latest IPCRF of the teachers," was accepted. This denoted that the performance rating based on the latest IPCRF of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the performance rating of the teachers based on the latest

IPCRF.

Number of Relevant In-Service Trainings. In associating relationship between the assessed SBM implementation in elementary schools and the number of relevant in-service trainings of the teacher-respondents using the Pearson's r, the coefficient turned -0.168 denoting a "very weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 1.130 with a p-value of 0.226. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned lesser than the critical value and the p-value turned greater than the α, this signified that

the noted linear association between the aforesaid variables was not significant, thus, the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the number of relevant in-service trainings of the teachers," was accepted. This denoted that the number of relevant in-service trainings of the teachers had no significant influence to the SBM implementation in elementary schools which indicated that the teachers believed that the implementation of the program needs strengthening; this belief was similar irrespective of the number of relevant in-service trainings of the teachers.

Attitude Toward SBM. In associating relationship between the assessed SBM implementation in elementary schools and the attitude toward SBM of the teacher-respondents using the Pearson's r, the coefficient turned 0.356 denoting a "weak" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 2.527 with a p-value of 0.015. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than

the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear association was significant, thus, the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted linear association between the aforesaid variables was essentially significant thus the null hypothesis stating, "there is no significant relationship between the assessed SBM implementation in elementary schools and the attitude toward SBM of the teachers," was accepted. This denoted that the attitude of the teachers toward SBM had significant influence to the SBM implementation in elementary schools which indicated that the teachers with highly favorable attitude toward SBM firmly believed that the implementation of the program needs strengthening more than the belief of the teachers with apathetic attitude toward it and who are mostly passive.

In summary, of the teacher-related factors, only the civil status and their attitude toward SBM posed

significant influence to SBM implementation in a direct proportional way. The other factors did not show evidence that they significantly influence such implementation.

Performance of the Elementary Schools Based on the MPS in the Latest SDGT

Table 27 reveals the performance of the elementary schools based on the MPS on the latest SDGT report.

The table shows that the Mean MPS of the elementary schools representing their performance based on the latest SDGT report was posted at 75.55 with a SD 6.75.

The data suggested that the elementary schools' performance was at par with the standard performance required by the DepEd, which is 75.00 percent. However, this further signified that their performance needs enhancement to attain the master level of 85.00 percent.

Table 28

Performance of the Elementary Schools Based on the MPS in the Latest SDGT

Mean MPS	SD
75.55	6.75

Relationship Between the Performance of the Elementary Schools Based on the MPS in the Latest SDGT and Assessed SBM Implementation in Elementary Schools

Table 29 contains the relationship between the performance of the elementary schools based on the MPS in the latest SDGT report and the assessed SBM implementation in elementary schools.

In associating relationship between the performance of the elementary schools based on the MPS in the latest SDGT report and the assessed SBM implementation in elementary schools using the Pearson's r, the coefficient turned 0.910 denoting a "very strong" linear association. To ascertain its significance, the Fisher's t-Test was employed as a posteriori test whereby the computed value was posted at 14.559 with a p-value of 0.000. The critical value was set at $\pm$2.015 at df = 44 and α = .05. The computed value was compared with the critical value and the p-value was compared with the α. To decide whether the evaluation was significant or not, the following decision rule served as guide: if and when the computed value turned lesser than the critical value and the p-value turned greater than the α, the noted linear association was not significant thus the null hypothesis was accepted; if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the noted linear

Table 29

Relationship Between the Performances of the Elementary Schools Based on the MPS in the Latest SDGT and Assessed SBM Implementation in Elementary Schools

Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
Coeffi-cient	Degree			
0.910	Very Strong	14.559	0.000	S / Reject Ho

Fisher's t-Critical Value = ±2.015 S - Significant
df = 44 α=.05 NS – Not Significant

association was significant thus the null hypothesis was rejected.

Moreover, the result of the comparison showed that the computed value turned greater than the critical value and the p-value turned lesser than the α, this signified that the noted linear association between the aforesaid variables was essentially significant thus the null hypothesis stating, "there is no significant relationship between the performance of the elementary schools based on the MPS in the latest SDGT report and the assessed SBM implementation in elementary schools," was rejected. This denoted that the SBM implementation in elementary schools had significant influence to their performance based on the MPS in the latest SDGT report.

The coefficient being positive suggested a direct proportional linear relationship which indicated that

elementary schools with advanced implementation of the SBM resulted with a higher performance based on the MPS supported by the latest SDGT report than the schools with beginning or developing status of implementation of the SBM. This could be construed that strengthened implementation of the program should be done in elementary schools through the internal stakeholders.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the corresponding conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The school administrator-respondents ranged from 40-50 years old whereby their Median Age was calculated at 43 years old with an AD of five years old. Moreover, half of the school administrator-respondents, that is, two or 50.00 percent were male.

2. Half of the school administrator-respondents, that is, two or 50.00 percent were married.

3. Half of the school administrator-respondents, that is, two or 50.00 percent were full-fledged doctorate degree holders.

4. The school administrator-respondents earned a monthly family income ranging from ₱40,000 to ₱78,000 whereby the Mean Monthly Family Income of the school administrator-respondents was posted at ₱49,500.00 with a SD of ₱19,000.00.

5. The school administrator-respondents had been in the service as school administrators for 10 to 26 years whereby the Mean Number of Years as school administrator of the school administrator-respondents was posted at 13.50 years with a SD of 7.14 years.

6. The school administrator-respondents garnered performance rating ranging from 4.00 to 4.65. The Mean Performance Rating of the school administrator-respondents based on the latest OPCRF was posted at 4.09 with a SD of 0.30. This was equated with an adjectival rating of "very satisfactory."

7. The Overall Mean Number of Relevant In-Service Trainings of school administrator-respondents was posted at two trainings with a SD of 0.90 trainings.

8. The school administrator-respondents "agreed" on their attitude toward SBM being shown by the grand weighted mean of 4.40.

9. The teacher-respondents ranged from 24 to 53 years whereby the Median Age of the teacher-respondents was posted at 29.50 years with an AD of 6.40 years. Moreover, majority of the teacher-respondents were female accounting for 31 or 67.40 percent.

10. Majority of the teacher-respondents were married accounting for 25 or 54.35 percent.

11. A number of the teacher-respondents, that is, 20

or 43.48 percent were in the master's level.

12. Majority of the teacher-respondents were appointed as Teacher I accounting for 38 or 82.61 percent.

13. The monthly family income of the teacher-respondents ranged from ₱8,000 to ₱57,999 whereby the Mean Monthly Family Income of the teacher-respondents was posted at ₱21,675.69 with a SD of ₱8,910.13.

14. The teacher-respondents had been in the service for one to 18 years whereby the Mean Number of Years in Teaching of the teacher-respondents was posted at 4.71 years with SD of 3.23 years.

15. The Overall Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at eight trainings with a SD of 4.92 trainings.

16. The performance rating of the teacher-respondents ranged from 3.48 to 4.97 with the Mean Performance Rating of the teacher-respondents was posted at 4.04 with a SD of 0.26.

17. The teacher-respondents "agreed" on their attitude toward SBM being indicated by the grand weighted mean of 4.47.

18. The assessment of the two groups of respondents on the SBM implementation in elementary school in terms of the following areas was: leadership and governance - school administrators and teachers, developing; curriculum and

learning - school administrators and teachers, developing; accountability and continuous improvement – school administrators, advanced while teachers, developing; and management of resources - school administrators and teachers, developing.

19. In the comparison of the assessment of the two groups of respondents on the SBM implementation in elementary schools in terms of the identified areas, the following was the noted result: leadership and governance, significant; curriculum and learning, not significant; accountability and continuous improvement, significant; and management of resources, not significant.

20. In associating relationship between the assessed SBM implementation in elementary schools and the school administrator-related factors a not significant evaluation was proven in terms of age, sex, civil status, highest educational attainment, gross monthly family income, number of years as administrator, performance rating based on the latest OPCRF, number of relevant in-service trainings, and attitude toward school-based management.

21. In associating relationship between the assessed SBM implementation in elementary schools and the teacher-related factors a significant evaluation was noted in terms of civil status and attitude toward school-based management. Moreover, a not significant evaluation was

noted in terms of age, sex, highest educational attainment, teaching position, gross monthly family income, number of years in teaching, performance rating based on the latest IPCRF and number of relevant in-service trainings.

22. The Mean MPS of the elementary schools representing their performance based on the latest SDGT report was posted at 75.55 with a SD 6.75.

23. In associating relationship between the performance of the elementary schools based on the MPS in the latest SDGT report and the assessed SBM implementation in elementary schools, it was found significant.

Conclusions

The following were the conclusions drawn from the findings of the study:

1. The school administrator-respondents were at their early 40s at the prime of their age and able to discharge their duties being school administrators whereby male dominance was noted among them, an unusual scenario in the workforce of the DepEd considering that usually the female dominance was noted. This signified further that today, the male, too, were competitive already with their female counterpart and have now equal chance of being promoted.

2. The school administrator-respondents, being

eligible, had entered aleady to the marital state which signified that they have their nuclear family, which they maintained by the fruits of their labor in the pursuit of their career. This gave them advantage as a school administrator replicating the way they handle their respective organization as a "good father of the family" denoting that they, too, ensure that its needs are sustainably taken cared of and provided.

3. The school administrator-respondents qualified themselves for the position they were appointed them by being holders of the minimum educational qualifications required based on the qualification standard set by the Civil Service Commission (CSC), which is a master's degree holder. In fact, half of them settled with the maximum educational qualification they could earn by earning the doctorate degree in educational management.

4. The school administrator-respondents earned sufficiently a monthly family income, which they used to defray the financial requirements of the family, both food and non-food needs including providing them a little luxury.

5. The school administrator-respondents had been a school administrator for a longer period of time, which suggested that they were hone their administrative and supervisory skills already and became experts already in

this field.

6. The school administrator-respondents manifested exemplary performance in the discharge of their duties and responsibilities. This indicated that their targeted commitments at the beginning of the school year were successfully accomplished more than expected.

7. The school administrator-respondents had attended several trainings relevant to their position in the different levels not only as part of their duties but for their professional development to be updated with the trends and developments of the DepEd's curriculum in the guise of continuing education.

8. The school administrators have a highly favorable toward SBM indicating that this program enhanced their respective school in terms of management and performance.

9. The teacher-respondents were relatively young at their late 20s and are expected to be at the best of their health who are able to discharge their functions being teachers in public elementary schools whereby female dominance existed among them. A usual scenario in the work force of the DepEd suggesting that more of this sex-group embraced teaching as their chosen profession.

10. The teacher-respondents had entered into a marital state whereby they have their respective nuclear families which they sustained by the income they derived

from teaching that replicate they way how they took good care of every member by providing them their basic needs.

11. The teacher-respondents were qualified for the position they were appointed being teacher education graduates. In fact, most of them did not settle as baccalaureate degree holders only that they pursued advance education for professional development and in preparation for future personnel action.

12. The teacher-respondents were still in their entry position for the teaching personnel, which suggested that they had not been promoted to the next level not because of the qualifications but probably because of inavailability of higher positions for filling up.

13. The teacher-respondents eaned an income more than enough to finance the food and non-food requirements of the family as well as providing the family members with a little luxury.

14. The teacher-respondents were newly appointed teachers who had been teaching for less than five years. But despite this fact, they discharged their duties and responsibilities with exemplarily and responsably.

15. The teacher-respondents exemplarily discharged their duties and responsibilities that they were able to successfully accomplished their targeted commitments at the beginning of the school year.

16. The teacher-respondents exerted efforts in attending in-service trainings available for them as part of the continuing education and to upgrade their teaching prowess and be updated with the curricular developments implemented by the DepEd.

17. The teacher-respondents showed high regard with the SBM as an avenue for enhancing the performance of the schools and active participation of the stakeholders.

18. The two groups of respondents arrived at the same adjectival assessment on the SBM implementation in elementary school in terms of leadership and governance, curriculum and learning and management of resources. But, they differed in the adjectival assessment on the SBM implementation in elementary school in terms accountability and continuous improvement.

19. The school administrators being the major player in the SBM activities averred that SBM implementation should be strengthened more than what the teachers felt although they concurred that such should be strengthened in terms of leadership and governance, and accountability and continuous improvement. Furthermore, both groups averred that SBM implementation should be strengthened whereby each group concurred the other.

20. None of the school administrator-related factors posed significant influence to their assessed SBM

implementation in elementary schools which indicated that irrespective of their personal characteristics, they still believed that the SBM implementation needs strengthening.

21. Of the teacher-related factors, only the civil status and their attitude toward SBM posed significant influence to SBM implementation in a direct proportional way. The other factors did not show evidence that they significantly influenced such implementation.

22. The elementary schools' performance was at par with the standard performance required by the DepEd, which is 75.00 percent. However, this further signified that their performance needs enhancement to attain the master level of 85.00 percent.

23. The SBM implementation in elementary schools had significant influence to their performance based on the MPS in the latest SDGT report in a direct proportional linear way, which indicated that elementary schools with advanced implementation of the SBM resulted with a higher performance based on the MPS supported by the latest SDGT report than the schools with beginning or developing status of implementation of the SBM. This could be construed that strengthened implementation of the program should be done in elementary schools through the internal stakeholders.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are the recommendations:

1. As it was discovered in this study that there is a need to strengthen the SBM implementation in elementary schools, thus, school administrators should encourage cooperation and participation among stakeholders.

2. Considering that the assessment of the two groups, namely: school administrators and teachers differed significantly in the area of leadership and governance as well as along accountability and continuous improvement, they should reconcile their standards and the bases of their assessment. The school administrators also should disclose regularly the status of SBM implementation to the teachers and other stakeholders to invite more cooperation and participation from among them.

3. The favorable attitude of the school administrators and teachers should be sustained through continuous attendance to seminars and workshops so that they would be motivated to implement SBM without wavering.

4. Likewise, considering that SBM influenced the performance of the school, there is a need to strengthen its implementation by providing intervention among teachers in a form of a training matrix to sustain their understanding regarding the program.

5. Another study may be conducted considering other areas on SBM implementation.

Chapter 6

INTERVENTION

This chapter presents the Intervention to improve the implementation of the school-based mentoring of school heads to their respective teachers.

Rationale

School-Based Management (SBM) serves as a tool to improve performance by decentralizing decision-making to the individual school sites with the collaboration of the stakeholders. Therefore, its implementation propels the collaborative efforts toward a successful institution whereby mission, vision and goals are fully achieved. The clear and similar understanding of all stakeholders regarding the program is the key to the successful implementation of the SBM, which redound to the exemplary performance of the school.

More often than not, the implementers – the internal stakeholders sometimes have a varied perspective on the program so that in their self-assessment disparities on the implementation are derived, which slow down the attainment of the SBM objectives. Also, sometimes, they are not aware that objectives had been attained already.

Hence there is a need to continuously appraise the stakeholders with the program and a sustained program

appreciation should be provided so that uniform assessment tool can be produced.

Due to some budgetary constraints, the lack of continuing information for the stakeholders confronts the school administrators to provide them the right input for assessment of the program. Thus, this intervention is proposed with the end in view of improving the perspective both the school administrators and teachers as regards the implementation of school-based management.

Objectives

The Intervention aims to improve the assessment on the implementation of the school-based management of school administrators and teachers in the District of San Jorge, Schools Division of Samar.

Specifically, it is expected to:

1. Commit the teachers as well as the school administrators to shared responsibility for the school in general and for the learners in particular through the SBM;

2. Help the teachers chart their contribution to the successful implementation of the program and give them avenue for a continuing development activities that would benefit the school, the learners and the external stakeholders;

3. Ensure extent implementation through an improved evaluation tool with similar indicators and rubrics to present

the true picture of the SBM's success indicators; and

4. Enhance competences of school heads and teachers in the implementation of SBM to improve school and learners' performance.

Features of the Intervention

The content of the Intervention covers the following areas: 1) objectives; 2) interventions; 3) resources; 4) time frame; and 5) success indicator.

The Intervention

The following are the proposed intervention activities:

Objectives	Intervention	Resources	Time Frame	Success Indicator	
1. To improve evaluation strategies on the implementation of SBM	District Seminar Workshop on Program Evaluation	Register in the District/ Cluster training	School Year 2020-2021	Knowledge and Skills in evaluating DepEd's program	Increased interest of various evaluation activities regarding DepEd's program
	On-line study	Surf Internet lesson guides	Once a week, 2nd Semester		
2. To gain more content know-	Division Training on program	Request INSET Funds, SEF	Summer INSET 2021;	Increased Competences and mastery on	Increased competence on program evaluation

ledge and skills on program evaluation	evaluation Short-term course	Scholar-ship Grants from LGU, DepEd	On-line classes 2nd Semes-ter	program evalua-tion	
	LAC Session with series of lessons on program evaluation	Request Master Teachers/ DSS as resource persons	Monthly from January to May 2021	Increased Teachers' expertise on evalua-ting DepEd's program	
3. To acquire know-ledge and skills in pro-viding infor-mation that respond to de-mands of the commu-nity	Informa-tion Dissemi-nation to stakehol-ders on the extent of SBM implement-tation	Look for available community active-ties/ projects	Monthly from Monthly from January to May 2021to May 2021	Enhanced compe-tences in communi-cating DepEd's program	Increased communit partici- pation in school activities

Strategy of Implementation

There are many things that need to be done before the Intervention Program can be implemented, which include: 1) seek approval of the District Supervisor to implement the foregoing intervention for teachers; 2) solicit cooperation of the school

heads to encourage participation of the teachers; 3) to provide appreciation session to teachers to motivate them to participate with the intervention; and 4) seek alliance from the local government unit (LGU) or non-government organizations (NGO's) in the implementation of the intervention specially if budget is required.

Monitoring and Evaluation

This is the most important part of the Intervention because the persons involved in the implementation of the program can determine whether the goals and objectives are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following can be used as tools: 1) monthly progress report; 2) monthly accomplishment report of activities; and 3) regular strategic assessment and planning among school administrators and elementary school teachers.

Funding Source

Funding for this intervention plan may come from the following sources:

1. General PTA or Homeroom PTA funds;
2. Proceeds from an income-generating project launched by the school; and
3. Voluntary support and donations from the LGU and/or NGO's such as the PLAN Philippines.

Budgetary Requirements

In implementing this program, the following budgetary requirements would be entailed:

Supplies and Materials	P 15,000.00
Meals and Snacks during assessment and planning	25,000.00
Other Incidental Expenses	10,000.00
Total	P 50,000.00

B I B L I O G R A P H Y

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

November 12, 2019

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2019-2020. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. School-Based Management and Performance of Elementary Schools: Basis for an Intervention
2. Teachers' Socioeconomic Status, Job Satisfaction and Job Performance
3. ICT Integration in Learning-Teaching Strategies to Enhance Scholastic Performance of Grade 1 Pupuls

(SGD) MARIVEL P. OCENAR
Researcher

Recommended Title No.

1 **(SGD) LETECIA R. GUERRA, PhD**
Evaluator
1 **(SGD) NATALIA B. UY, PhD**
Evaluator
#___ **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	:	MARIVEL PERALTA-OCENAR
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	School-Based Management and Performance of Elementary Schools: Basis for an Intervention
NAME OF ADVISER	:	Guillermo D. Lagbo, DPA

(SGD) MARIVEL P. OCENAR
Researcher

CONFORME:

(SGD) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For School Administrator-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "School-Based Management and Performance of Elementary Schools: Basis for an Intervention," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) MARIVEL P. OCENAR
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in ☐ Married ☐ Separated ☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

☐ Doctorate Degree Holder ☐ Master's Level ☐ Doctorate Level ☐ Baccalaureate Degree Holder ☐ Master's Degree Holder

5. Gross Monthly Family Income: PhP _____

6. Number of Years Administrator (in completed years): _____

7. Performance Rating Based on the Latest OPCRF:

Numerical Rating : _____

Adjectival Rating : _____

8. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	

PART II. ATTITUDE TOWARD SCHOOL-BASED MANAGEMENT

Direction: Below are statements that reflect your attitude toward the school-based management. Kindly signify your agreement or disagreement in each statement using the scale below:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I like school-based management.					
2. I believe SBM can enhance school performance.					

3. I am enthusiastic in implementing SBM in schools.					
4. I love to see schools under me rated as level 2 or 3.					
5. I desire to develop my being a school head to attain SBM level 3.					
6. I like the way my school heads and teachers work for their SBM accreditation.					
7. I desire to see the impact of SBM to the performance of schools under my supervision.					
8. I wish to see schools under my supervision accredited with the SBM standards.					
9. I wish to explore strategies to acquire SBM accreditation faster.					
10. I appreciate seeing stakeholders working together for the SBM accreditation.					

PART III. ASSESSMENT ON THE SBM IMPLEMENTATION IN ELEMENTARY SCHOOLS

Direction: Below are indicators assessing the SBM implementation in elementary schools. Kindly assess each indicator by checking the appropriate column using the following scale:

4 – Advanced (A)
3 – Developing (D)
2 – Beginning (B)
1 – No Implementation Yet (NIY)

Indicator	4 (A)	3 (D)	2 (B)	1 (NIY)
A. Leadership and Governance *A network of leadership that provides the vision and direction to the education system making it relevant and responsive to the contexts of diverse communities.*				
1. There is in place a mechanism that allows for the development of a shared vision, mission, and goals (VMG) which reflects the aspirations and thrusts of the community.				

2. The organization's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs.				
3. Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives.				
4. The organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives.				
5. The community facilitates the development of an education plan based on its vision, direction, and aspirations.				
6. The governance practices facilitate regular information and feedback sharing on the progress of the education development program.				
7. Decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community.				
8. Stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals.				
9. There is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges.				

B. Curriculum and Learning *The learning systems collaboratively developed and continuously improved, anchored on the community and learners' contexts and aspirations.*				
1. The implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being.				
2. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.				
3. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills.				
4. The community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies.				
5. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.				
6. Learning environment, methods, and resources are accessible and promote effective learning and are appropriate to the learners' ecology, history, community worldview, values, and spirituality.				

7. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals.				
8. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.				
C. Accountability and Continuous Improvement *A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by community stakeholders, which monitors expected and actual performance, continually addresses the gaps, and ensures a venue for feedback and redress.*				
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.				
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.				
3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.				
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. (PROCESS)				

5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.				
D. Management of Resources *Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.*				
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.				
2. There is a regular dialogue for planning and resource programming, that is, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans.				
3. There is in place a community developed Resource management system that drives Appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.				
4. Regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders.				
5. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.				

Thank You . . .

The Researcher

APPENDIX D

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

Dear Respondent,

The undersigned is currently conducting a study entitled, "School-Based Management and Performance of Elementary Schools: Basis for an Intervention," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD.) MARIVEL P. OCENAR
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name: _____

2. Age: _____ 3. Sex: ☐ Male ☐ Female

3. Civil Status: ☐ Single ☐ Live-in ☐ Married ☐ Separated ☐ Widowed ☐ Annulled

4. Highest Educational Attainment:

☐ Doctorate Degree Holder ☐ Master's Level ☐ Doctorate Level ☐ Baccalaureate Degree Holder ☐ Master's Degree Holder

5. Teaching Position: ☐ Master Teacher ☐ Teacher II ☐ Teacher III ☐ Teacher I

6. Gross Monthly Family Income: PhP _____

7. Number of Years in Teaching (in completed years): _____

8. Performance Rating Based on the Latest IPCRF:

Numerical Rating : _____

Adjectival Rating : _____

9. Number of Relevant In-Service Trainings:

Training Level	No. of Trainings Attended
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD SCHOOL BASED MANAGEMENT

Direction: Below are statements that reflect your attitude toward SBM. Kindly signify your agreement or disagreement in each statement using the scale below:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I like school-based management.					
2. I believe SBM can enhance school performance.					
3. I am enthusiastic in implementing SBM in our school.					
4. I love to see our school under being rated as level 2 or 3.					
5. I desire to see our school head being developed to attain SBM level 3.					
6. I like the way our school head and my co-teachers work for our SBM accreditation.					
7. I desire to see the impact of SBM to the performance of our school.					
8. I wish to see our school accredited with the SBM standards.					
9. I wish to suggest strategies to acquire our SBM accreditation faster.					
10. I appreciate seeing our stakeholders working together for our SBM accreditation.					

PART III. ASSESSMENT ON THE SBM IMPLEMENTATION IN ELEMENTARY SCHOOLS

Direction: Below are indicators assessing the SBM implementation in elementary schools. Kindly assess each indicator by checking the appropriate column using the following scale:

4 – Advanced (A)
3 – Developing (D)
2 – Beginning (B)
1 – No Implementation Yet (NIY)

Indicator	4 (A)	3 (D)	2 (B)	1 (NIY)
A. Leadership and Governance *A network of leadership that provides the vision and direction to the education system making it relevant and responsive to the contexts of diverse communities.*				
1. There is in place a mechanism that				

allows for the development of a shared vision, mission, and goals (VMG) which reflects the aspirations and thrusts of the community.				
2. The organization's vision, direction, and aspirations are periodically revisited and adjusted by the learning managers, learning facilitators, and community stakeholders to respond to the community's conditions and emerging needs.				
3. Stakeholders actively participate, through dialogue and/or consensus building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives.				
4. The organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives.				
5. The community facilitates the development of an education plan based on its vision, direction, and aspirations.				
6. The governance practices facilitate regular information and feedback sharing on the progress of the education development program.				
7. Decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community.				
8. Stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals.				
9. There is in place a development program to enhance leadership competencies of stakeholders to face emerging opportunities and challenges.				
B. Curriculum and Learning *The learning systems collaboratively*				

developed and continuously improved, anchored on the community and learners' contexts and aspirations.				
1. The implemented curriculum is rights-based, inclusive, culturally and developmentally appropriate to the needs and interests of the learners and community, localized for relevance to the community life, consistent to the vision, mission, and goals, and oriented towards individual and community well-being.				
2. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.				
3. Appropriate assessment tools for teaching and learning are continuously reviewed and improved, and assessment results are contextualized to the learner and local situation, and the attainment of relevant life skills.				
4. The community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies.				
5. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.				
6. Learning environment, methods, and resources are accessible and promote effective learning and are appropriate to the learners' ecology, history, community worldview, values, and spirituality.				
7. Learning managers and facilitators (teachers, administrators, and				

community members) nurture values and environments that are protective of all children, inclusive of all children, and demonstrate behaviors consistent to the organization's vision, mission, and goals.				
8. Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning.				
C. Accountability and Continuous Improvement *A clear, transparent, inclusive, and responsive accountability system is in place, collaboratively developed by community stakeholders, which monitors expected and actual performance, continually addresses the gaps, and ensures a venue for feedback and redress.*				
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.				
2. Achievement of goals is recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.				
3. The accountability system that is owned by the community is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.				
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon. (PROCESS)				

5. Participatory assessment of performance is done regularly with the community. Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition and plan adjustment.				
D. Management of Resources *Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.*				
1. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.				
2. There is a regular dialogue for planning and resource programming, that is, accessible and inclusive, to continuously engage stakeholders and support the implementation of community education plans.				
3. There is in place a community developed Resource management system that drives Appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources.				
4. Regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by the learning managers, facilitators, and community stakeholders.				
5. There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management.				

Thank You . . .

The Researcher

APPENDIX E

REQUEST LETTER TO THE SCHOOLS DIVISION SUPERINTENDENT TO CONDUCT PILOT TEST AND TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE SCHOOLS DIVISION SUPERINTENDENT
DepEd Schools Division of Samar
City of Catbalogan

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Management and Performance of Elementary Schools: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field the questionnaire at the District of San Jorge.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) MARIVEL P. OCENAR
Researcher

APPROVED:

(SGD) not legible
Schools Division Superintendent

APPENDIX F

REQUEST LETTER TO THE DISTRICT SUPERVISOR OF THE DISTRICT OF GANDARA I TO CONDUCT THE PILOT TEST

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE DISTRICT SUPERVISOR
District of Gandra I
DepEd Schools Division of Samar
Gandara, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Management and Performance of Elementary Schools: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to conduct the pilot test of my questionnaire in your district among elementary school administrators and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) MARIVEL P. OCENAR
Researcher

APPROVED:

(SGD) not legible
Public Schools District Supervisor
District of Gandara I

APPENDIX G

REQUEST LETTER TO THE DISTRICT SUPERVISOR OF THE DISTRICT OF SAN JORGE TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

16 December 2019

THE DISTRICT SUPERVISOR
District of San Jorge
DepEd Schools Division of Samar
San Jorge, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Management and Performance of Elementary Schools: Basis for an Intervention", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field my questionnaire in your district among elementary school administrators and teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) MARIVEL P. OCENAR
Researcher

APPROVED:

(SGD) not legible
Public Schools District Supervisor
District of San Jorge

APPENDIX H

REQUEST LETTER TO THE SCHOOL ADMINISTRATOR OF THE DISTRICT OF SAN JORGE TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

October 3, 2019

THE SCHOOL ADMINISTRATOR
San Jorge Central Elementary School
San Jorge Samar, Samar

Dear Madame,

The undersigned is currently conducting a study entitled, "School-Based Management Practices of School Heads in Secondary Schools in the District of Motiong", as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

With this regard, the undersigned requests your permission to field my questionnaire in your district among secondary school teachers.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) MARIVEL P. OCENAR
Researcher

APPROVED:

(SGD) not legible
School Administrator
San Jorge Central Elementary School

C U R R I C U L U M V I T A E

NAME	:	**MARIVEL P. OCENAR**
BIRTH DATE	:	30 March 1987
BIRTH PLACE	:	San Jorge, Samar
CIVIL STATUS	:	Married
SPOUSE	:	Gerry P. Ocenar
PRESENT POSITION	:	Teacher III
STATION	:	San Juan Elementary School Brgy. San Juan San Jorge, Samar
CURRICULUM PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	San Jorge Central Elementary School San Jorge, Samar 1994-2000
SECONDARY	:	Samar State College of Agriculture and Forestry San Jorge, Samar 2000-2004
TERTIARY	:	Bachelor of Science in Elementary Education (BSEEd) Tiburcio Tancino Memorial Institute of Science and Technology Calbayog City 2004-2008
GRADUATE STUDIES	:	Samar College City of Catbalogan 2015-present

ELIGIBILITY

Licensure Examination for Teachers

WORK EXPERIENCE

Elementary Grade Teacher I	:	Matalud Elementary School San Jorge, Samar 2012-2013
	:	Sapinit Elementary School San Jorge, Samar 2013-2014
Teacher III	:	San Juan Elementary School San Jorge, Samar 2015-present