SCHOOL-BASED MANAGEMENT PRACTICES OF SCHOOL HEADS IN SECONDARY SCHOOLS IN THE DISTRICT OF MOTIONG

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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 PRACTICES OF SCHOOL HEADS IN SECONDARY SCHOOLS IN THE DISTRICT OF MOTIONG"** has been prepared and submitted by **MA. JOVELYN C. TRANGIA** who, having passed the comprehensive examination, is hereby recommended for oral examination.

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A B S T R A C T

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This study identified the SBM practices among school heads in secondary schools of the District of Motiong during the School Year 2019-2020. Specifically, this study sought answers to the following questions: 1) what is the profile of the school head-respondents in terms of the following personal characteristics: age and sex, civil

status, highest educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, relevant in-service trainings, and attitude toward SBM; 2) what is the profile of the teacher-respondents of this study in terms of the following variates: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service trainings, and attitude toward SBM.

Likewise, it answered the following questions: 3) what are the SBM practices of the school head-respondents based on the assessment tool in terms of the following areas: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources; 4) is there a significant relationship between the SBM practices of the school head-respondents and the following: school head-related variates, and teacher-related variates; and 5) what inputs to the improved implementation of the school-based management may be evolved from the findings of the study.

From the afore-listed specific questions, the following hypothesis was drawn and tested in this study: there is no significant relationship between the SBM practices of the school head-respondents and the following:

school head-related variates, and teacher-related variates.

Based on the findings of the study, it was found out that the SBM practices of school head-respondents based on the assessment tool were assessed as moderately practiced in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Furthermore, in associating linear relationship between the SBM practices of the school head-respondents and their profile variates, it resulted to the following evaluation: significant in terms of age, but not significant in terms of sex, civil status, highest educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, relevant in-service trainings and attitude toward SBM.

Moreover, in associating linear relationship between the SBM practices of the school head-respondents and the teacher related-variates, it resulted to the following evaluation: significant in terms of age, highest educational attainment, teaching position, number of years in teaching, and attitude toward SBM; but not significant in terms of sex, civil status, gross monthly family income, performance rating based on the latest IPCRF and relevant in-service trainings.

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THE PROBLEM AND ITS BACKGROUND

Introduction

School-based management (SBM) is one of the curricular programs launched by the DepEd with the end view of improving schools involving internal and external stakeholders.

With the enactment on August 11, 2001 of RA 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, 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 both public and private elementary and secondary schools nationwide. 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. 9155).

School-Based Management (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 as well as stakeholders, 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 will be served more effectively. Its objectives are to: a) empower the school heads to lead their teachers and students 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).

DECS Order No. 23 (1999) defined decentralization as: 1) transfer of authority and decision-making from central and regional offices to the divisions and schools; 2) sharing education management responsibilities with other stakeholders such as LGUs, PTAs, and NGOs; 3) devolution of education functions; and 4) promotion of SBM.

However, there are problems experienced on the implementation of SBM. Some of these are implementation problems that arise in connection with operating SBM structures, and still others have to do with the failure of many SBM arrangements to bring about the results desired by school and district personnel and other stakeholders. Some research findings identified the obstacles to success with SBM as time, insufficient support of site councils due to lack of knowledge of school operations, lack of group process skills, and lack of clarity about their roles; insufficient training, incongruent between decisions desired and decisions allowed, and lack of adequate financial resources (Ceperly, 1991:43).

SBM was implemented through the Republic Act Number 9155 at the beginning of 2002. 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 are 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, 29 September 2019).

The thrust for institutional reform and desire for accountability has caused important changes in school districts across the nation. In many schools, authority is shifting from central office to the school, and both stakeholders and teachers 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. Though 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 patterns of

institutional and individual behavior that have remained untouched by to-down reforms.

Under school-based management, it is the role of the school head that is the subject to the greatest degree of change. This change is sometimes expressed as re-conceptualizing the school head's role from that of boss to that of chief executive officer making them move closer to the educational system serving as an instructional manager. Also, the school head 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 apart from the staff, the school head works collegially with staff, sharing authority with them (Arterbury & Hord, 1991:36-40).

The changes of the school heads' 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, 29 September 2019), is the school head-directed SBM in which the functions of school heads involve some consultation with staff and stakeholders, but the decision is controlled and directed by them and other school administrators.

For this reason, Odden et al. (1998) averred that effective SBM, then, must select school heads who can facilitate and manage change. Effective school restructuring needs strong and expert leadership. School-based restructuring to higher performance vision is aided by school heads 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 changed process.

Thus, premised on the foregoing contention, the researcher was motivated to undertake this research. It is hoped, therefore, that the findings would assess the SBM practices from among school heads.

Statement of the Problem

This study identified the SBM practices among school heads in secondary schools of the District of Motiong during the School Year 2019-2020.

Specifically, this study sought answers to the following questions:

1. What is the profile of the school head-respondents in terms of the following personal characteristics:

    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 school head;

1.6 performance rating based on the latest OPCRF;

1.7 relevant in-service trainings; and

1.8 attitude toward SBM?

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

2.1 age and sex;

2.2 civil status;

2.3 highest educational attainment;

2.4 gross monthly family income;

2.5 teaching position;

2.6 number of years in teaching;

2.7 performance rating based on the latest IPCRF;

2.8 relevant in-service trainings; and

2.9 attitude toward SBM?

3. What are the SBM practices of the school head-respondents based on the assessment tool in terms of the following areas:

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 relationship between the SBM practices of the school head-respondents and the following:

4.1 school head-related variates; and

4.2 teacher-related variates?

5. What inputs to the improved implementation of the school-based management may be evolved from the findings of the study?

Hypothesis

From the afore-listed specific questions, the following hypothesis was drawn and tested in this study:

1. There is no significant relationship between the SBM practices of the school head-respondents and the following:

1.1 school head-related variates; and

1.2 teacher-related variates.

Theoretical Framework

This study found theoretical basis on the following theories, namely: Functionalistic Theory by Durkheim, Theory of Learning by Thorndike, and Theory of Behaviorism by Watson.

Durkheim's Functionalistic Theory (http://www.cliffsnotes.com/ 29 September 2019 focuses on the ways that

universal education serves the needs of society. He first saw education on its manifest role of conveying basic knowledge and skills to the next generation. The latent role of education is one of socializing people into society's mainstream called moral education which aims to help form a more cohesive social structure by bringing together people from diverse background.

The functionalist theory stresses a basic fact that education concerns not only the teachers, students, and principals but also the community, which includes the stakeholders of the students. They are the ones responsible for introducing the student into mainstream society. As related to this study, school heads should cause the functionality of a program to make it effective. In the case of the SBM, school heads should manifest best practices to make it functional and effective in improving the school's performance.

This study also finds theoretical basis in Thorndike's Learning Theory, the Stimulus-Response Theory which stresses that bond or connections are formed between situations and responses (Sevilla, 1997:85). Moreover, it advocates the idea that learning results from the strengthening and weakening of bonds or connections between situation and responses. Thus, learning stems from the association between sense impression and impulse to action.

In this theory, neurons and neural connection are modified as effect of stimulus upon the organism (Andrea, 1989:63).

Taking into consideration of the said theory, it is a paramount concern to understand the role that stakeholders play in the initial education of students, particularly in values formation of students. The stakeholders 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 the children's formation of desirable values by helping them analyze their own practice, beliefs and attitude, and competencies (Microsoft Encarta, 2002). As such, it is important that the principal and teacher should work closely with the stakeholders in order to acquire quality education.

As the theory relates to the study, the impulse of improving school performance serves as the motivating factor for the school head to manifest best practices for the improved implementation of the SBM program.

Finally, the present study found theoretical anchorage also upon the Behaviorism Theory espoused by Watson (Gregorio, 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, and specific attitude or opinions. 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 emphasized that the response most frequently associated with stimulus will be elicited by that same stimulus. To him, the unit of stimulus and response become the basic building blocks of behavior.

Along this light, the stakeholders 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 situation in which the child can successfully accomplish the task. Competent stakeholders provide a particular situation which offers constancy of stimulation to form bonds and habits, and provides adequate practice of them. As such, the school with the principal and teachers should work closely with the stakeholders who first set up the pattern in which the students will be molded.

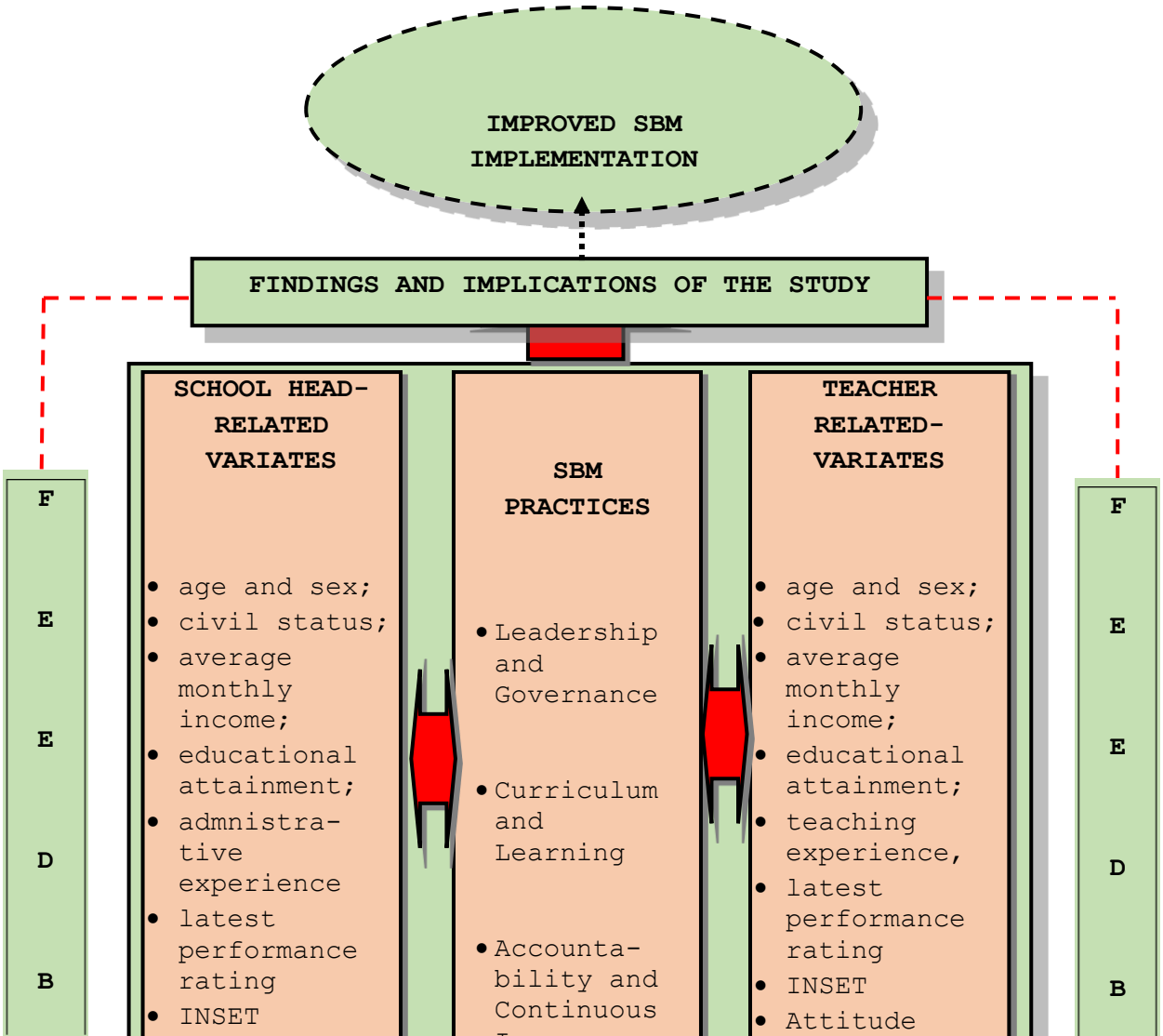
As related to this study, best practices become a behavior that would be manifested naturally among school heads with the end view of improving school performance.

Conceptual Framework

Figure 1 presents the conceptual framework of the study.

The base frame shows the research environment with the respondents of the study, the school heads and teachers of secondary schools of the District of Motiong, Schools Division of Samar. It is linked by the single-directional arrow to the bigger frame which shows the research process.

As seen in the schema, the research was a descriptive-correlation one. The school head- and teacher-respondents' personal profile in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, position, number of years of experience, performance rating,



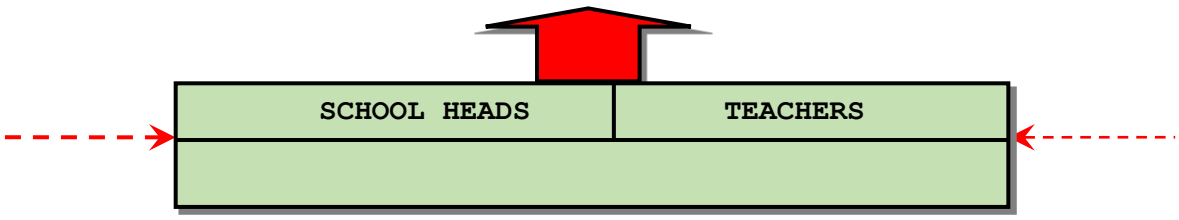


Figure 1. The Conceptual Framework of the Study

relevant in-service trainings, and attitude toward SBM are presented from the smaller structures at the right and left of the bigger frame, and were correlated with the SBM practices in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources for any significant linear association.

The results of this study are hoped to draw findings and implications that would provide feedback mechanism to the respondents of the study that would lead to the attainment of the ultimate aim of the study which is the improved SBM implementation.

Significance of the Study

The findings of the study would be significant to the school administrators, teachers, stakeholders, DepEd key officials, students, 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 stakeholders interact and work together in school-related activities. Having such knowledge, they would be able to manifest best practice according to the needs of the teachers and stakeholders in their respective school.

To the Teachers. The teachers are the primary implementers in the teaching-learning process. As such, it is important that they form relationship and cooperation with the stakeholders of their students and the school heads. This study would give them the opportunity to know the extent by which they can become cooperators in the teaching-learning process in line with the best practices of the school heads.

To the Stakeholders. The stakeholders oftentimes take passive roles in the education of their children. Their roles are limited to giving financial support fending to their needs. Based on the results of this study, the role of stakeholders would no longer be a passive one. As such,

this study would help stakeholders take on more active roles in their children's education.

To the 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, stakeholders, and teachers cooperate in school-related activities. Having said insights, they would be able to lobby for policies for support of the relationship and cooperation among school heads, teachers, and stakeholders.

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 relationship and cooperation among school heads, teachers, and stakeholders would serve to enhance the quality of education, which would, ultimately, redound to the benefit of the students.

To the Community. This community would enjoy the benefit of students who would be productive and motivated citizenry.

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 relationship and cooperation not only of school heads, teachers, and parents, but also the local government units.

Scope and Delimitation

This study utilized the descriptive-correlation research design in order to assess the SBM practices of the school heads in secondary schools in the District of Motiong in terms of leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources involving school heads and teachers as respondents of the study.

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

Definition of Terms

The following terms used in this study are defined conceptually as well as operationally for clearer understanding of the readers.

Gross Monthly Family Income. This term is defined as the amount obtained by adding all the income of the household members who are earning (U.S. Census Bureau, 2002). In this study, this term refers to the monthly earnings from salary and other sources, earned by the school head- and teacher-respondents, added with the income of other household members who are also income earners.

School-Related Activity. Operationally, this term refers to the activity included in the implementation of

SBM where challenge is posed for the school head to manifest best practice.

Management. It is the art of getting things done through people by planning, organizing, leading, and controlling (Flippo, 1980:398). Operationally, the study was 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 school-related activities.

Partnership. It refers to the practice of people or greater entities working in common with mutually agreed goals and possible methods, instead of working separately in competition (en.wikipedia.org). This is operationally defined as the practice of principals, teachers, and stakeholders working in common with commonly agreed goals and possible methods, instead of working separately in competition.

School Head. It refers to the chief administrator in an elementary school, middle school, or high school (www.deped.gov.org). As used in this study, this term refers to the head of the elementary school with an appointment or designation of a Principal, Head Teachers, and Teacher-in-Charge.

School-Based Management Program. 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, stakeholders, the local government units, and the community in promoting effective school administration (DepEd, 2004:1-10).

School-Community Partnership. This term refers to the component of the school-based management where the community or the stakeholders actively participate in the planning, implementation, and evaluation of the project of the school with the headship of the educators.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the ideas taken from all sources such as books, journals, and other published materials and excerpts of theses and dissertations, which were found relevant to the present study.

Related Literature

The following were citations from books and other published materials relevant to the topic at hand.

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, school heads, 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 (www.deped.gov.ph).

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 school head that is the subject to the greatest degree of change. This change is sometimes expressed as re-conceptualizing the school head's role from that of boss to that of chief executive officer making the school head move closer to the educational system serving as an instructional manager. Too, the school head 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 school head works collegially with staff, sharing authority with them (Arterbury & Hord, 1991:36-40).

The changes of the school heads' 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/ 29 September 2019) is the school head-directed SBM in which the functions of school heads involve some consultation with staff and/or parents, but the decision is controlled and directed by the school head and other school administrators. For this reason, Odden et al. (1998:35) in their studies showed that effective SBM then must select

school heads who can facilitate and manage change. Effective school restructuring needs strong and expert leadership. School-based restructuring to higher performance vision is aided by school heads 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 (http://www.ncela.gwu.edu/pubs/pics/pigs5htm/ 29 September 2019).

In the 1980's, various definitions of SBM emerged in the educational arena. For example, it was 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 receive - the school head, teachers, parents and citizens, and the students themselves (http://www.ncela.gwu.edu/pubs/pigs/ pig5.htm/ 29 September 2019).

The above definitions represent a broad theme, which runs throughout the implementation of SBM, but they don't 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/ 29 September 2019).

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 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 by all those who are closely involved with resolving the challenges of the individual schools, so that the specific needs of the students would be served more effectively. Its objectives are to: a) empower the school heads to lead their teachers and students 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).

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 or 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 school head-directed sit-based management, which involves some consultation with staff and parents, but is ultimately controlled and directed by the school head 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/ 29 September 2019).

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 Association (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, 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 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 the Total Effective Equipment Performance (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/students, 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 school without feeling uncomfortable that leaders up there may feel threatened by his increased authority and accountability.

At the school level, the school head exercises collegiality by encouraging participation of teachers, parents, local leaders and students 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 school head. In others, teachers, but not other stakeholders, join the school head 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 parents and community members and students, as well as the school head and the teachers (http://www.nwrel.org/scrp/sirs/7/topsyn6.html/ 29 September 2019).

Under SBM, the decisions made at the school level vary. Detriot's Empowered School, for example, employed School Empowerment Council or Teams. In these schools, students, 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 school heads, as major decision-makers in school change. Most districts create school management councils at each school that include the school head, 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. Also, in some districts, the council advises the school head, who then makes the decisions. In both cases, the school head 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/ 29 September 2019).

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 such as budget, staffing, and curriculum, and on having an effective means to register and respond to community needs. But 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 10-year master plan. 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, 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.

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 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 & 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/vision and culture, focus on continuous improvement through ongoing school-wide professional development in both curriculum or 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 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 heads whose considerable influence on SBM operations are considered. For this reason, they are advised to pursue a form of SBM that helps staff and community members to understand the anchored focus of SBM which are improving students' learning outcomes through improving instruction and other schooling

functions. School heads 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/ 29 September 2019).

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' 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 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 heads in converting a traditional school into a dynamic, needs-based school. Hence, as further stressed, the focus of SBM is instructional leadership which is, knowing what and how to supervise the curriculum and instruction, and administrative management which is focused on school constituencies and school resources. Hence, SBM empowers the school head 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 Number 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).

Furthermore, 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 of 67 percent and of this group only 50 percent finish high school.

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 school heads, 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.

The foregoing insights provided the researcher the concept as regard SBM thus helped her in conceptualizing this study at hand.

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.

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 findings: 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; and 5) Both the preparedness and level of participation of the external

stakeholders for SBM were low.

She also disclosed that 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.

Furthermore, 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. It meant that the aforesaid variates had nothing to do with the level of SBM practice in all dimensions.

Moreover, internal stakeholders' age, sex, civil status, educational qualification, administrative/teaching experience, performance ratings, average family income, and attitude 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. It meant that the aforesaid variates had nothing to do with the level of SBM practice along the aforesaid dimension; 9) Internal stakeholders' level of preparedness and level of participation in SBM correlated significantly with all SBM dimensions.

This meant that in schools where the internal stakeholders level of participation and level of participation in SBM were high, SBM in the secondary schools along the identified dimensions operated very well. Finally, on the problems encountered in SBM implementation, the six categories of respondents felt the problem at varying levels or degrees. It was the key officials group who felt the problems more than the other groups of respondents since they were the ones who initiated, supervised and monitored SBM, they experienced and could outright pinpoint the problems in SBM implementation directly.

The study of Alegre was relevant to the present study in the sense that both studies tackled SBM. However, the two studies differed in the focus 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 practices

of school heads of the same program in the secondary level, particularly, in the District of Motiong, Schools Division of Samar.

In the study of San Antonio (2011) entitled, "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 Commission on Audit (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 is about the SBM. However, they differed in the angle to which the study was focused. The former focused on the financial flow and disbursement of the SBM fund managers while the present study focused on the SBM practices of school heads.

Another study that bore similarity with the present study was 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 school heads 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 institution was improved and the students or students raised their academic achievement in all levels of whether measured by a standardized tests or by the school methods of evaluation. She, therefore, recommended that the SBM program be implemented to all schools nationwide so that the quality of the Philippine educational system be competitive with other neighboring Asian nations or even around the globe.

The study of De la Merced had bearing with the present study which was obvious. However, the process of the study delved into served as the point of difference between the two studies. The former evaluated on the components of which the program is evaluated and found the same as effective tool in improving schools. On the other hand, the present study focused on the SBM practices of school heads.

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 was still new in the Philippines. Rooms for improvement have 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 could 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 has to be developed with several innovations that is in line with the thrust of the Department of Education (DepEd).

The study of Maramba had bearing with the present study, which was obvious. However, the process of the study delved into served as the point of difference between the two studies. The former evaluated on the key reform thrust of SBM for strengthening its implementation. The present study focused on the SBM practices of school heads.

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: 1) The school head-respondents were in their late forties, dominated by females, predominantly married,

with average monthly income higher than the poverty threshold; educationally-qualified for the position; relatively experienced as teacher and school head; performing satisfactorily; and professionally gaining in terms of attendance in in-service trainings; 2) The teacher-respondents were in their early forties; dominated by females; predominantly married; with average monthly income higher than the poverty threshold; educationally qualified; relatively experienced in teaching; performing very satisfactorily; professionally gaining in terms of attendance in in-service trainings; 3) The parent-respondents were in their late thirties; dominated by females; predominantly married; with average monthly income lesser than the poverty threshold; having an ideal family size; functionally literate; majority were gainfully employed; and with a favorable attitude towards education; 4) In terms of nature of educational activities, the extent of participation of school heads and teachers is "often"; the extent of participation of parents is "sometimes". The common educational activities participated in by school heads, teachers and parents were: a) PTA assemblies and activities; b) academic contests, and c) clean and green activities; 5) In terms of location of educational activities, the extent of participation of the three groups of respondents is "sometimes". The common location of

activities that they sometimes went to were: a) excursion; b) camping; and c) fieldtrips and learning visits; 6) In terms of duration of educational activities, the extent of participation of the respondents, varied from one another as: school heads, "often" from half-day to three-day long seminar; teachers, "sometimes" in weekly seminars; and parents, "sometimes" in half-day to three-day long seminar. The common perception was the respondents preferred shorter term gatherings; and 7) The extent of partnership among school heads, teachers and parents in educational activities during the planning phase was high.

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 SBM practices of school heads in secondary schools in the District of Motiong, Schools Division of Samar.

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 influenced 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 schools. However, the two studies differed in the area and the locale where the study was conducted. The previous study delved on the operation and performance and was conducted in the National Capital Region while the present study delved on the best practices and was conducted in the District of Motiong, 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 augmented 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 best practices of the SBM in secondary schools in the District of Motiong, 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 best practices of school heads in the SBM implementation in the District of Motiong, 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, and 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 delved 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 SBM best practices of school heads in the District of Motiong, 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 SBM practices in the District of Motiong, Schools Division of Samar.

The foregoing studies gave the researcher insights in advancing the present study. They helped the researcher in conceptualizing the study and establishing its rationale for conducting the study at hand.

Chapter 3

METHODOLOGY

This chapter presents the methods undertaken 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 main instrument of the study. The study described profile of the school head-respondents in terms of their personal variates, namely: age and sex, civil status, highest educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, relevant in-service trainings, and attitude toward SBM. Likewise, the profile of the teacher-respondents was identified also in terms of the following variates: age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, relevant in-service trainings, and attitude toward SBM.

Furthermore, it elicited, also, the SBM practices of the school head-respondents based on the assessment tool in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and

continuous improvement, and management of resources.

The study was also a correlation study considering that the SBM practices of the school head-respondents based on the assessment tool was associated with the school head-related variates and the teacher-related variates for any significant linear association between the former and the latter.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Average 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 Motiong, Schools Division of Samar covering its secondary schools, namely: Motiong National High School, Calapi National High School and Bonga National High School.

Long before the coming of the Americans, there were

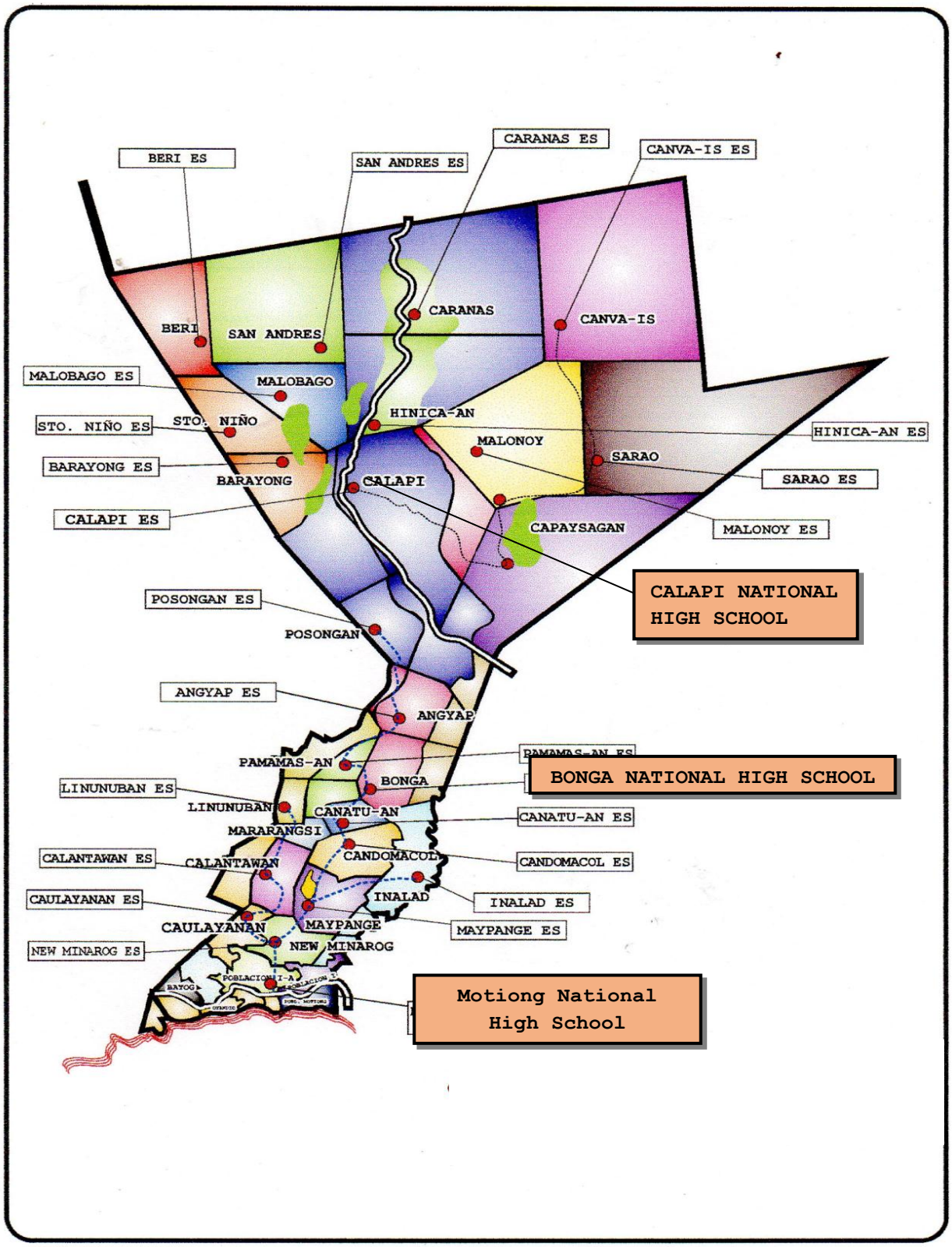


Figura 2. Mapa ng Motiong Samar Bilang Lokal ng Pag-aaral

already local folks inhabited in Motiong, wherein the place was unnamed at that time. Some of these people went on sea diving to gather oyster for their daily consumption and the rest barter goods such as rice, corn, cassava, taro, yam tubers, sea foods, and abaca fibers to other neighboring barrios and municipalities. There were only few local caravans who are traveling in groups aided in defense against bandits as well as helped to improve economies of scale in trade although, only few people have the means to buy commodities.

One man tried to open one oyster and with great astonishment, he found a lustrous pearl where he called “Mutya”. Believing that the place was full of treasure, the settlers started to name the place “Mutya” which to means “Land of Treasure”.

Mariano Sapetin, Valentin Conge, Simon Tingzon Sr., Claudio Tingzon, and Antonio Abalos were few people who persuaded to make Motiong an independent town. The reward of their effort was the House Bill Number 1844 by Congressman Tito V. Tizon which was approved as Republic Act Number 290 on June 16, 1948. It separated into another town the barrios of Motiong, Bayog, Uyandic, Calantawan, Sinampigan, Calapi, Bonga, Hinicaan, Caluyahan, Malolobog, and Maypangi, formerly part of the town of Wright. Mariano

Sapetin and Antonio Uy were appointed as first mayor and vice mayor respectively.

Instrumentation

This study utilized the questionnaire adopted from the SBM assessment tool in collating relevant information for the study.

There were two sets of questionnaire prepared by the researcher. Set 1 was intended for the school head-respondent while Set 2 was for the teacher-respondents. Set 1 was composed of three parts. Part I captured the profile of the school head-respondents in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, and relevant in-service trainings. Part II appraised their attitude toward SBM. This was composed of 10 attitude statements which were agreed or disagreed by the school head-respondents using the Likert's five-point scale as follows: 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 determined the SBM practices of the school heads based on the assessment tool 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 22 indicators

which were responded using the five-point Thurstone Scale as follows: 4 for Extremely Practiced (EP), 3 for Highly Practiced (HP), 2 for Moderately Practiced (MP) and 1 for Not Practiced (NP).

Set 2, on the other hand, was composed of two parts only. Part I captured the profile of the teacher-respondents in terms of their age and sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years in teaching, performance rating based on the latest IPCRF, and relevant in-service trainings. Part II appraised their attitude toward SBM. This was also composed of 10 attitude statements which were agreed or disagreed by the teacher-respondents using the Likert's five-point scale as follows: 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Validation of Instrument

Inasmuch as the questionnaire was adopted from the SBM assessment tool, it underwent validation procedure only 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, particularly on the spelling, sentence construction and subject-verb agreement were considered in the revision of the questionnaire whereby it
was finalized and made ready for data gathering.

Sampling Procedure

This study utilized the universal sampling, that is, all school heads and teachers in the three secondary schools of the District of Motiong were considered respondents of the first and second groups of respondents, respectively.

Table 1 shows the number of respondents by category per school whereby it can be gleaned that there were only three school head-respondents and 36 teacher-respondents distributed in the three national schools under the District of Motiong, Schools Division of Samar.

Data Gathering Procedure

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

Table 1

The Number of Respondents by Category per School

School	School Head	Teachers
Motiong National High School	1	20
Calapi National High School	1	10
Bonga National High School	1	6
Total	**3**	**36**
Response Rate	**100.00%**	

channel for the conduct of the actual study. Likewise, the same authority was sought from the respective school head of each secondary school in the District of Motiong to conduct the study involving himself and his teachers.

The researcher personally fielded and retrieved the questionnaire. She reviewed the questionnaire while she was still in the research environment to check its completeness as well as its consistency. When vague responses were noted, she immediately probed to ensure that quality information were generated.

Data generation lasted for about two months including travel time from January to February, 2020. Manual editing and coding followed to check the consistency of the information in preparation for the data analysis. Machine processing was the next phase through encoding and the generation of the statistical information in tabular form using available statistical software.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools were employed, namely: Frequency Count, Percentage, Arithmetic Mean, Standard Deviation, Median, Average 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 head- and teacher-respondents representing its magnitude of occurrence.

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

Median. This statistic was used to calculate the middle most observation in the array of data with extreme or categorical values where the Mean was impossible to calculate.

Average Deviation. This measure was used to support the calculation of the Median by calculating the deviation of the observations from middle-most point.

Weighted Mean. This statistic was employed to determine the collective appraisal of the school head- and teacher-respondents regarding their attitude toward SBM and SBM practices of the school heads in terms of the

identified areas. The formula (Pagoso, 1997:111) that was used 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, particularly the attitude of the respondents toward SBM and SBM practices of the school heads, 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)

Also for the four-point Thurstone Scale, the following was used:

Range	**Interpretation**	
3.51-4.00	Extremely Practiced	(EP)
2.51-3.50	Highly Practiced	(HP)
1.51-2.50	Moderately Practiced	(MP)
1.00-1.50	Not Practiced	(NP)

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between the SBM practices of the school heads based on the assessment tool and the identified variates, namely: school head-related and teacher-related.

The formula (Walpole, 1997:375) used was 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 SBM practices of the school head based on the assessment tool; and

Y represents the identified variates.

Table 2 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 testing the hypothesis, the decision whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p-value turned greater

Table 2

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

than the α; on the other hand, reject the null hypothesis 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.

Finally, the hypothesis testing assumed the level of significance equals to α=0.05 in a two-tailed test. Available statistical software or packages were utilized for the accuracy and precision in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data. Included in this chapter are the profile of the school head-respondents, profile of the teacher-respondents, SBM practices of the school head-respondents based on the assessment tool, relationship between the SBM practices of the school head-respondents and the identified respondents' characteristics, and the inputs to the improved implementation of the school-based management.

Profile of the School Head-Respondents

This part presents the profile of school head-respondents in terms of age and sex, civil status, highest

educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, relevant in-service trainings, and attitude toward SBM.

Age and Sex. Table 3 shows the age and sex distribution of the school head-respondents.

From the table, it can be noted that the school head-respondents were evenly distributed to the ages of 47 and 46 with one each or 33.33 percent per age disaggregation.

Table 3

Age and Sex of School Head-Respondents

Age	Sex			Total	%
	Male	Female	Not Stated		
47	1	0	0	1	33.33
36	1	0	0	1	33.33
Not Stated	0	0	1	1	33.34
Total	**2**	**0**	**1**	**3**	**100.00**
%	**66.67**	**0.00**	**33.33**	**100.00**	
Median	**41.50 years old**				
AD	**7.78 year**				

The remaining one or 33.34 percent school head-respondents did not disclose his age for unknown reason.

Consequently, the Median Age of the school head-respondents was calculated at 41.50 years old with an

Average Deviation (AD) of 7.78 years. This suggested that the school head-respondents were relatively young at their early 40's, which were expected to be in the best of their health being at the prime of their ages.

Moreover, majority the school head-respondents were male accounting for two or 66.67 percent. The remaining one or 33.33 percent failed to specify his sex. This indicated male dominance among the school head-respondents, which signified that the male, too, got the chance of being promoted to the administrative ladder erstwhile the number of female teachers that usually dominated the teaching force in almost all educational institutions.

Civil Status. Table 4 presents the civil status distribution of the school head-respondents.

The table shows that of the three school head-respondents, two or 66.67 percent were married while the remaining one or 33.33 percent was still single.

The data showed that the school head-respondents had a nuclear family of their own, which they sustained from the income they earned from all sources. This served as the prototype of their being a school head where they manages the affairs of the school as their own family so that the Civil Service Commission (CSC) dubbed them as "good father of the family" and expected them to run the school with justice and care.

Highest Educational Attainment. Table 5 reveals the

Table 4

Civil Status of School Head-Respondents

Civil Status	f	%
Married	2	66.67
Single	1	33.33
Total	**3**	**100.00**

Table 5

Highest Educational Attainment of School Head-Respondents

Highest Educational Attainment	f	%
Doctorate Degree	1	33.34
Doctorate Units	1	33.33
Master's Units	1	33.33
Total	**3**	**100.00**

highest educational attainment of the school head-respondents.

Table 5 shows that the school head-respondents were evenly distributed to the identified highest educational attainment where there was one or 33.33 percent in each of the educational level of doctorate degree, doctorate units, and master's units.

The foregoing data suggested that the school head-respondents qualified themselves for the position they were appointed in by advancing their educational attainment to suit to the qualification standards of the said position.

Gross Monthly Family Income. Table 6 contains the gross monthly family income of the school head-respondents.

The table shows that the gross monthly family income of the school head-respondents ranged from ₱10,000 to ₱89,999 whereby they were evenly distributed to the identified income brackets with one or 33.33 percent in each income bracket of P70,000-P89,999, P50,000-P69,999 and P10,000-P29,999.

Table 6

Gross Monthly Family Income of School Head-Respondents

Income Bracket	f	%
P70,000-P89,999	1	33.34
P50,000-P69,999	1	33.33
P10,000-P29,999	1	33.33
Total	**3**	**100.00**
Mean	**₱53,322.83**	
SD	**₱30,550.50**	

Corollarily, the mean monthly family income of the school head-respondents was posted at ₱53,322.83 with a

Standard Deviation (SD) of ₱30,550.50. This suggested that the school head-respondents earn sufficiently which was used to finance the basic food and non-food needs of their family.

Number of Years as School Head. Table 7 presents the number of years as school head of the school head-respondents.

The table shows that the school head-respondents ranged from three years to 20 years of service as school head whereby one each or 33.33 percent had been distributed to the identified year of service of 20, six, and three years.

As a result, the Mean Number of Years as School Head of

Table 7

Number of Years as School Head of School Head-Respondents

Years of Service	f	%
20	1	33.34
6	1	33.33
3	1	33.33
Total	**3**	**100.00**
Mean	**9.67 years**	
SD	**9.07 years**	

the school head-respondents was posted at 9.67 years with a SD of 9.07 years. The data suggested that the school head-respondents had been at the helm of their respective school for quite a number of years which was considered ample years to hone their administrative and supervisory skills as a "good father" of the organization with justice and care.

Performance Rating Based on the Latest OPCRF. Table 8 shows the performance rating of the school head-respondents based on the latest OPCRF.

The table shows that the performance rating of the school head-respondents ranged from 3.91 to 4.61 whereby one or 33.33 percent had been distributed to the identified performance rating based on the latest OPCRF of 4.61, 4.31 and 3.91.

Taken as a whole, the Mean Performance Rating of the

Table 8

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

Rating	f	%
4.61	1	33.34
4.31	1	33.33
3.91	1	33.33
Total	**3**	**100.00**

Mean	**4.28**
SD	**0.35**

school head-respondents was posted at 4.28 with a SD of 0.35 based on the latest OPCRF. This suggested an exemplary performance manifested by the school head-respondents based on the RPMS denoting that all targets committed by them at the beginning of the school year was successfully accomplished with flying colors.

Relevant In-Service Trainings. Table 9 discloses the relevant in-service trainings of school head-respondents in the different levels.

From the table, it was noted that the mean number of relevant in-service trainings of school head-respondents and its SD in the different identified levels was as follows: national, one training with SD of 1.16 trainings; regional, six trainings with a SD of 7.77 trainings; division, five

Table 9

Relevant In-Service Trainings of School Head-Respondents

Level	Mean	SD
National	1 training	1.16 trainings
Regional	6 trainings	7.77 trainings
Division	5 trainings	5.03 trainings

District	4 trainings	5.13 trainings
Over-all Mean	**4 trainings**	
Over-all SD	**4.77 trainings**	

trainings with a SD of 5.03 trainings; and district, four trainings with a SD of 5.13 trainings.

As a whole, the overall Mean Number of Relevant In-Service trainings of school head-respondents was posted at four trainings with a SD of 4.77 trainings.

The forgoing data signified that the school head-respondents had attended several in-service trainings from the national to the district levels as part of their function as school head. This was a way to update themselves with the trend in the curricular programs of the DepEd very essential with their administrative function in their respective school.

Attitude Toward SBM. Table 10 appraises the attitude toward SBM of the school head-respondents. There were 10 attitude statements included whereby the respondents agreed

Table 10

Attitude Toward SBM of School Head-Respondents

Attitude Statement	Weighted Mean	Inter-preta-

		tion
1.SBM activity is part of my responsibility in its implementation.	5.00	SA
2.Handling SBM activities is a challenging experience for me.	5.00	SA
3.The main purpose of conducting SBM activities is to improve the performance of my school.	4.33	A
4.Handling SBM activities develops my decision-making skills.	4.67	SA
5.I enjoy handling SBM activities especially when my school is recognized.	4.00	A
6.Aside from my tasks, I also spend time monitoring SBM implementation in my school.	4.67	SA
7.I feel satisfied when my school levels up based on the evaluation of the DepEd.	4.33	A
8.I am more motivated to conduct more activities for my school to achieve SBM higher level.	5.00	SA
9.I develop my skills and creativity being a implementer of the SBM program.	4.00	A
10.I believe that being an advocate of the SBM improves the performance my school.	4.33	A
Grand Weighted Mean	**4.53**	
Interpretation	**Strongly 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)

or disagreed each statement.

The table reveals that the school head-respondents "strongly agreed" five attitude statements with weighted means ranging from 4.67 to 5.00. The statements that

equally obtained the highest weighted mean corresponded to the following: “SBM activity is part of my responsibility in its implementation,” “handling SBM activities is a challenging experience for me” and “I am more motivated to conduct more activities for my school to achieve SBM higher level” while the statements stating, “handling SBM activities develops my decision-making skills” and “aside from my tasks, I also spend time monitoring SBM implementation in my school,” equally obtained the least weighted mean.

The remaining five attitude statements were “agreed” by the same group of respondents with weighted means ranging from 4.00 to 4.33. In these statements, “the main purpose of conducting SBM activities is to improve the performance of my school” and “I felt satisfied when my school levels up based on the evaluation of the DepEd,” equally obtained higher weighted mean.

Taken as a whole, the school head-respondents “strongly agreed” their attitude toward SBM being manifested by the grand weighted mean of 4.53. This signified that this group of respondents had an extremely favorable attitude toward SBM which meant that as school head, they believed this could help their school and, therefore, needs to be implemented properly.

Profile of Teacher-Respondents

This part presents the profile of teacher-respondents in terms of age and sex, civil status, highest educational attainment, gross monthly family income, teaching position number of years in teaching, performance rating based on the latest OPCRF, relevant in-service trainings, and attitude toward SBM.

Age and Sex. Table 11 presents the age and sex disaggregation of teacher-respondents.

The table presents that the teacher-respondents ranged from 22 to 51 years old whereby a number of them, that is, 12 or 33.33 percent fall at the age of 22-26 years old. Seven of them or 19.44 percent were aged 27-31 years old while five or 13.89 percent were aged 37-41 years old and the rest were slimly distributed to the other identified age brackets with five or 13.89 percent who held their anonymity for personal reason.

The Median Age of the teacher-respondents was posted at 29.50 years old with an AD of 7.52 years. This signified that the teacher-respondents too, were relatively young at their late 20s and are expected to be at the best of their health and able to perform their duties and responsibilities in their

Table 11

Age and Sex of Teacher-Respondents

Age Bracket	Sex			Total	%
	Male	Female	Not Stated		
47-51	1	1	0	2	5.56
42-46	0	2	0	2	5.56
37-41	2	3	0	5	13.89
32-36	1	2	0	3	8.33
27-31	5	2	0	7	19.44
22-26	2	10	0	12	33.33
Not Stated	1	1	3	5	13.89
Total	**12**	**21**	**3**	**36**	**100.00**
%	**33.33**	**58.34**	**8.33**	**100.00**	
Median	**29.50 years old**				
AD	**7.52 years**				

chosen career.

Moreover, majority of the teacher-respondents were of the female sex accounting for 21 or 58.34 percent with their male counterpart being composed of 12 or 33.33 percent only. Three or 8.33 percent of them hastily failed to specify their sex.

The foregoing data suggested that female dominance existed among teacher-respondents which signified that more of this sex group embraced teaching as their field of endeavor.

Civil Status. Table 12 shows the civil status distribution of teacher-respondents.

It can be gleaned from the table that half of the teacher-respondents, that is, 18 or 50.00 percent were married while 16 or 44.44 percent were still single and the rest signified that they were in a live-in relationship with only two or 5.56 percent.

The data suggested that the teacher-respondents had their nuclear family of their own already which they support with the income they raised from all sources.

Highest Educational Attainment. Table 13 reveals the highest educational attainment of the teacher-respondents.

From the table, it can be noted that majority of the teacher-respondents were earners of master's units accounting for 28 or 77.78 percent while four of them or 11.11 percent were full-fledged master's degree holders already and the rest were thinly distributed to the other identified educational level.

Table 12

Civil Status of Teacher-Respondents

Civil Status	f	%
Married	18	50.00
Live-in	2	5.56
Single	16	44.44
Total	**36**	**100.00**

Table 13

Highest Educational Attainment of Teacher-Respondents

Highest Educational Attainment	f	%
Doctorate Units	1	2.78
Master's Degree	4	11.11
Master's Units	28	77.78
Baccalaureate Degree	3	8.33
Total	**36**	**100.00**

The foregoing information signified that the teacher-respondents satisfied the minimum educational qualification required for the teaching position based on the qualification standards set by the CSC. In fact, most of them had pursued already with advance education for their professional growth and development in anticipation of any personnel action that would take place in the near future.

Gross Monthly Family Income. Table 14 contains the gross monthly family income of the teacher-respondents.

The table shows that the teacher-respondents earned a gross monthly family income ranging from less than ₱10,000 to ₱49,999 whereby majority of them earned a monthly family income of P10,000-P29,999 accounting for 29 or 80.56 percent while the rest were slimly distributed to the other identified income brackets with one or 2.77 percent who did not state his gross monthly family income.

Table 14

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	f	%
P30,000-P49,999	4	11.11
P10,000-P29,999	29	80.56
Less than ₱10,000	2	5.56
Not Stated	1	2.77
Total	**36**	**100.00**
Median	**₱21,142.36**	
AD	**₱8,321.28**	

The Median Monthly Family Income of the teacher-respondents was posted at ₱21,142.36 with an AD of ₱8,321.28. The data denoted that the teacher-respondents earned sufficient monthly family income enough to finance the basic food and non-food requirements of their respective family.

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

The table shows that majority of the teacher-respondents were appointed to the position of Teacher I accounting for 24 or 66.67 percent while eight of them or 22.22 percent were appointed as Teacher III and the rest were distributed to the other identified teaching positions.

The data signified that the teacher-respondents were still at their entry teaching position suggesting that they

Table 15

Teaching Position of Teacher-Respondents

Position	f	%
Master Teacher	3	8.33
Teacher III	8	22.22
Teacher II	1	2.78
Teacher I	24	66.67
Total	**36**	**100.00**

were just newly appointed as teacher, however, with their educational preparation, they were already ready for promotion to the next hierarchical position in the organization structure of the DepEd.

Number of Years in Teaching. Table 16 shows the number of years in teaching of the teacher-respondents.

Table 16 presents that the teacher-respondents had been in the service as teachers from one to 25 years whereby more than half of them, that is, 21 or 58.33 percent had been appointed as teachers for 1-5 years while 10 or 27.78 percent had been teaching for 6-10 years and the rest were distributed to the other identified years bracket of service in the DepEd with one or 2.77 percent who deliberately did not state the number of years in service he accumulated for an undisclosed reason.

The Median Number of Years in Service of the teacher-respondents was calculated at three years with an AD of 5.96

Table 16

Number of Years in Teaching of Teacher-Respondents

Years of Service	f	%
21-25	1	2.77
16-20	3	8.33
11-15	0	0.00
6-10	10	27.78
1-5	21	58.33
Not Stated	1	2.77
Total	**36**	**100.00**
Median	**3 years**	
AD	**5.96 years**	

years. This confirmed the previous claim that the teacher-respondents were just newly appointed to the teaching position and needs more years to enhance their teaching skills, however, they were able to discharge their duties exemplarily.

Performance Rating Based on the Latest IPCRF. Table 17 reveals the performance rating of the teacher-respondents based on the latest IPCRF.

The table shows that the teacher-respondents manifested a performance rating ranging from 3.40 to 4.92

whereby a number of them, that is, 16 or 44.44 percent garnered performance rating of 3.91-4.41 while eight of them or 22.22 percent obtained rating of 3.40-3.90, six or 16.67 percent

Table 17

Performance Rating of Teacher-Respondents Based on the Latest IPCRF

Rating	f	%
4.42-4.92	6	16.67
3.91-4.41	16	44.44
3.40-3.90	8	22.22
Not Stated	6	16.67
Total	**36**	**100.00**
Median	**4.14**	
AD	**0.36**	

got a rating of 4.42-4.92 and another six or 16.67 percent did not specify their performance rating based on the latest IPCRF.

The Median Performance Rating of the teacher-respondents was posted at 4.14 with an AD of 0.36 based on the latest IPCRF. This confirmed the previous statement that the teacher-respondents discharged exemplarily their duties and responsibilities in the position they were appointed in.

Relevant In-Service Trainings. Table 18 contains the relevant in-service trainings of the teacher-respondents in the different levels.

The table shows the Mean Number of Relevant In-Service Trainings of teacher-respondents and its SD in the different identified levels was as follows: regional, one training with

Table 18

Relevant In-Service Trainings of Teacher-Respondents

Level	Mean	SD
Regional	1 training	2.05 trainings
Division	2 trainings	2.87 trainings
District	4 trainings	4.30 trainings
Overall Mean	**2 trainings**	
Overall SD	**3.07 trainings**	

a SD of 2.05 trainings; division, two trainings with a SD of 2.87 trainings and district, four trainings with a SD of 4.30 trainings.

Consequently, the overall Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at two trainings with a SD of 3.07 trainings. This signified that the teacher-respondents manifested their quest to enhance their teaching skills through attending continuing

education through the relevant in-service trainings offered to them.

Attitude Toward SBM. Table 19 appraises the teacher-respondents toward SBM. There were 10 attitude statements included in this area whereby the respondents agreed or disagreed each statement.

The table shows that the teacher-respondents "strongly

Table 19

Attitude Toward SBM of Teacher-Respondents

Attitude Statement	Weighted Mean	Inter-preta-tion
1. SBM activity is part of my responsibility as co-implementer.	4.47	A
2. Handling SBM activities is a challenging experience for my school head and me.	4.56	SA
3. The main purpose of conducting SBM activities is to improve the performance of our school.	4.47	A
4. Handling SBM activities develops our innovativeness and creativity.	4.36	A
5. I enjoy handling SBM activities especially when our school is recognized.	3.89	A
6. I also spend time monitoring SBM implementation in our school.	3.78	A
7. I feel satisfied when our school levels up based on the evaluation of the DepEd.	4.36	A
8. I am motivated to participate SBM activities for our school to achieve SBM higher level.	4.44	A
9. I develop my skills and creativity being a co-implementer of the SBM program.	3.92	A
10. I believe that being an advocate of the SBM improves the performance our	4.28	A

school.

Grand Weighted Mean	**4.25**
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)

agreed" only one statement in this area which corresponded to: "handling SBM activities is a challenging experience for my school head and me," with a weighted mean of 4.56. Furthermore, in the remaining nine attitude statements, the teacher-respondents "agreed" with weighted means ranging from 3.78 to 4.47. In these statements, the following equally obtained the highest weighted mean, viz: "SBM activity is part of my responsibility as co-implementer" and "the main purpose of conducting SBM activities is to improve the performance of our school." On the other hand, "I also spend time monitoring SBM implementation in our school" was the statement that was rated with the least weighted mean.

Taken as a whole, the teacher-respondents "agreed" on their attitude toward SBM being shown by the grand weighted mean of 4.25. This indicated that the teacher-respondents manifested highly favorable attitude toward the

implementation of SBM which they believed to be an effective program to attain the higher performance of their respective school.

SBM Practices of School Head-Respondents Based on the Assessment Tool

This part exposes the SBM practices of school head-respondents based on the assessment tool in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

Leadership and Governance. Table 20 reveals the SBM practices of school head-respondents based on the assessment tool in terms of leadership and governance. Five indicators were considered in this area whereby the respondents assessed the extent to which they practiced each indicator.

The table shows that the school head-respondents "highly practiced" three indicators along this area. These were: "in place is a Development Plan e.g. SIP, developed collaboratively by the stakeholders of the school and community," "a leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school community wide-learning problems," and "a long term program is in operation that addresses the training and development needs

of school and community leaders," with the same weighted mean of 2.67. The rest of the indicators were appraised by this same group of respondents as "moderately practiced" which corresponded to the indicator stating, "the school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of stakeholders" and "a network of leadership and governance guides the education system to achieve its shared vision, mission, and goals making them

Table 20

SBM Practices of School Head-Respondents Based on the Assessment Tool in Terms of Leadership and Governance

Practices	Weighted Mean	Inter-preta-tion
1. In place is a Development Plan e.g. SIP, developed collaboratively by the stakeholders of the school and community.	2.67	HP
2. A network of leadership and governance guides the education system to achieve its shared vision, mission and goals making them responsive and relevant to the context of diverse environment.	2.00	MP
3. The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of stakeholders.	2.33	MP
4. A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school community wide-learning problems.	2.67	HP
5. A long-term program is in operation	2.67	HP

that addresses the training and development needs of school and community leaders.	
Grand Weighted Mean	**2.47**
Interpretation	**Moderately Practiced**

Legend:

3.51-4.00	Extremely Practiced	(EP)
2.51-3.50	Highly Practiced	(HP)
1.51-2.50	Moderately Practiced	(MP)
1.00-1.50	Not Practiced	(NP)

responsive and relevant to the context of diverse environment," with weighted means of 2.33 and 2.00,

respectively.

Taken as a whole, the school head-respondents considered their SBM practices based on the assessment tool in terms of leadership and governance as "moderately practiced" being supported by the grand weighted mean of 2.47. This signified that the school head-respondents felt that their implementation of the SBM needs some strengthening vis-à-vis the implementing rules and guidelines of the program, particularly on leadership and governance.

Curriculum Learning. Table 21 discloses the SBM practices of school head-respondents based on the assessment tool in terms of curriculum learning. Seven indicators were considered in this area whereby the

respondents assessed the extent to which they practiced each indicator.

The table shows that the school head-respondents "highly practiced" only three indicators along this area corresponding to: "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," "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" and "the implemented curriculum is localized to make it more meaningful to the learners and applicable to

Table 21

SBM Practices of School Head-Respondents Based on the Assessment Tool in Terms of Curriculum and Learning

Practices	Weighted Mean	Inter-preta-tion
1. The curriculum provides for the needs of all types of learners in the school community.	2.00	MP
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in the community.	2.67	HP
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	2.33	MP
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the	3.00	HP

holistic growth and development of the learners and the community.		
5. 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.	3.00	HP
6. Learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.	2.33	MP
7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners. Learners are equipped with essential knowledge, skills and values to assume responsibility for their own learning.	2.00	MP
Grand Weighted Mean	**2.48**	
Interpretation		**Moderately Practiced**

Legend:	3.51-4.00	Extremely Practiced	(EP)
	2.51-3.50	Highly Practiced	(HP)
	1.51-2.50	Moderately Practiced	(MP)
	1.00-1.50	Not Practiced	(NP)

life in the community," with weighted means of 3.00, 3.00 and 2.67, respectively.

The remaining four indicators were assessed by this same group of respondents as "moderately practiced" by them with weighted means ranging from 2.00 to 2.33. The indicators stating, "a representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving" and "learning managers and facilitators (teachers, administrators and community members) nurture values and environments that are protective of all children and

demonstrate behaviors consistent to the organization's vision, mission and goals," equally obtained higher weighted mean.

Taken as a whole, the school head-respondents considered their SBM practices based on the assessment tool in terms of curriculum and learning as "moderately practiced" being manifested by the grand weighted mean of 2.48. This signified that the school head-respondents felt that their implementation of the SBM needs some strengthening vis-à-vis the implementing rules and guidelines of the program, particularly on curriculum and learning.

Accountability and Continuous Improvement. Table 22 contains the SBM practices of school head-respondents based on the assessment tool in terms of accountability and continuous improvement. Five indicators were considered in

Table 22

SBM Practices of School Head-Respondents Based on the Assessment Tool in Terms of Accountability and Continuous Improvement

Practices	Weighted Mean	Inter-preta-tion
1. Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders.	2.33	MP

2. Achievement of goals is recognized based on collaboratively developed performance accountability system; gaps are addressed through appropriate action.	2.67	HP
3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	2.00	MP
4. Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	2.33	MP
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.	2.33	MP
Grand Weighted Mean	**2.33**	
Interpretation		**Moderately Practiced**

Legend:

3.51-4.00	Extremely Practiced	(EP)
2.51-3.50	Highly Practiced	(HP)
1.51-2.50	Moderately Practiced	(MP)
1.00-1.50	Not Practiced	(NP)

this area whereby the respondents assessed the extent to which they practiced each indicator.

The table presents that the school head-respondents "highly practiced" only one indicator in this area which stated, "achievement of goals is recognized based on collaboratively developed performance accountability system; gaps are addressed through appropriate action,"

with a weighted mean of 2.67. The rest of the four indicators were assessed as "moderately practiced" by this group of respondents with weighted means ranging from 2.00 to 2.33. The indicators stating, "roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders," "accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon" 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," equally obtained higher weighted mean while the indicator stating, "the accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community" was assessed with the least weighted mean.

Taken as a whole, the school head-respondents considered their SBM practices based on the assessment tool in terms of accountability and continuous improvement as "moderately practiced" being shown by the grand weighted mean of 2.33. This signified that the school head-

respondents felt that their implementation of the SBM needs some strengthening vis-à-vis the implementing rules and guidelines of the program, particularly on accountability and continuous improvement.

Management of Resources. Table 23 contains the SBM practices of school head-respondents based on the assessment tool in terms of management of resources. Five indicators were considered in this area whereby the respondents assessed the extent to which they practiced each indicator.

Table 23 discloses that the school head-respondents "highly practiced" two indicators which corresponded to the following: "resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency" and "there is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management" with the same weighted mean of 2.67. The remaining indicators were appraised by the same group of respondent as "moderately practiced" by them stating, "regular monitoring, evaluation, and reporting processes of resource management are collaboratively

Table 23

SBM Practices of School Head-Respondents Based on the Assessment Tool in Terms of Management

of Resources

Practices	Weighted Mean	Inter-preta-tion
1. Regularly resource inventory is collaboratively undertaken by learning managers. Learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization.	2.00	MP
2. A regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans.	1.67	MP
3. Resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.	2.67	HP
4. Regular monitoring, evaluation, and reporting processes of resource management are collaboratively developed and implemented by learning managers, facilitators, and community stakeholders.	2.33	MP
5. There is a system that manages the network and linkages which strengthen and sustain partnerships for improving resource management.	2.67	HP
Grand Weighted Mean	**2.27**	
Interpretation	**Moderately Practiced**	

Legend:

3.51-4.00	Extremely Practiced	(EP)
2.51-3.50	Highly Practiced	(HP)
1.51-2.50	Moderately Practiced	(MP)
1.00-1.50	Not Practiced	(NP)

developed and implemented by learning managers, facilitators, and community stakeholders," "regularly resource inventory is collaboratively undertaken by

learning managers. Learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization" and "a regular dialogue for planning and resource programming, that is accessible and inclusive, continuously engage stakeholders and support implementation of community education plans," with weighted means of 2.33, 2.00 and 1.67, respectively.

Taken as a whole, the school head-respondents considered their SBM practices based on the assessment tool in terms of management of resources as "moderately practiced" being shown by the grand weighted mean of 2.27. This signified that the school head-respondents felt that their implementation of the SBM needs some strengthening vis-à-vis the implementing rules and guidelines of the program, particularly on management of resources.

In summary, the school head-respondents averred that the SBM practices were moderately practiced by the school head-respondents signifying that it needs strengthening.

Relationship Between the SBM Practices of the School Head-Respondents and the Identified Profile Variates

This part presents the relationship between the SBM practices of the school head-respondents and the identified profile variates, namely: school head-related variates and teacher-related variates.

School Head-Related Variates. Table 24 contains the relationship between the SBM practices of the school head-respondents and the school head-related variates in terms of

Table 24

Relationship Between the SBM Practices of the School Head-Respondents and Their Profile Variates

Variates	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	**-1.000**	**Perfect**	**22.344**	**0.000**	**S / Reject Ho.**
Sex	0.970	Very Strong	3.990	0.157	NS / Accept Ho.
Civil Status	0.274	Weak	0.285	0.823	NS / Accept Ho.
Highest Educational Attainment	0.996	Very Strong	11.147	0.055	NS / Accept Ho.
Gross Monthly Family Income	-0.056	Very Weak	0.056	0.964	NS / Accept Ho.
Number of Years as School Head	0.916	Very Strong	2.283	0.263	NS / Accept Ho.
Performance Rating	-0.773	Strong	1.218	0.438	NS / Accept Ho.
Relevant In-Service Trainings	-0.590	Moderate	0.731	0.598	NS / Accept Ho.
Attitude Toward SBM	0.056	Very Weak	0.056	0.964	NS / Accept Ho.

Fisher's t-Critical Value = ±12.706 S - Significant
df = 1 α=.05 NS – Not Significant

their age, sex, civil status, highest educational attainment, gross monthly family income, number of years as

school head, performance rating based on the latest OPCRF, relevant in-service trainings and attitude toward SBM.

Age. In associating linear relationship between the SBM practices of the school head-respondents and their age using the Pearson's Product-Moment Coefficient of Correlation (Pearson's r), the coefficient was posted at -1.000 denoting a perfect linear association. Further test using the Fisher's t-test shows that the computed value was posted at 22.344 at df = 1 with the p-value of 0.000 at α = .05. The critical value was set at $\pm$12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their age." This indicated that the age of the school heads significantly influenced their SBM practices.

The linear coefficient being negative suggested an inverse association which denoted that the younger school head highly practiced SBM practices than the older ones.

Sex. In associating linear relationship between the SBM practices of the school head-respondents and their sex using the Pearson's r, the coefficient was posted at 0.970 denoting a very strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 3.990 at df = 1 with the p-value of 0.157 at α = .05. The critical value was set at $\pm$12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their sex." This indicated that the sex of the school heads did not significantly influence their SBM practices.

Civil Status. In associating linear relationship between the SBM practices of the school head-respondents and their civil status using the Pearson's r, the coefficient was posted at 0.274 denoting a weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 0.285 at df = 1 with the p-value of 0.823 at α = .05. The critical value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their civil status." This indicated that the civil status of the school heads did not significantly influence their SBM practices.

Highest Educational Attainment. In associating linear relationship between the SBM practices of the school head-respondents and their highest educational attainment using the Pearson's r, the coefficient was posted at 0.996 denoting a very strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 11.147 at df = 1 with the p-value of 0.055 at α = .05. The critical value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their highest educational attainment." This indicated that the highest educational attainment of the school heads did not significantly influence their SBM practices.

Gross Monthly Family Income. In associating linear relationship between the SBM practices of the school head-respondents and their gross monthly family income using the

Pearson's r, the coefficient was posted at -0.056 denoting a very weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 0.056 at df = 1 with the p-value of 0.964 at α = .05. The critical

value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents

and their gross monthly family income." This indicated that the gross monthly family income of the school heads did not significantly influence their SBM practices.

Number of Years as School Head. In associating linear relationship between the SBM practices of the school head-respondents and their highest educational attainment using the Pearson's r, the coefficient was posted at 0.916 denoting a very strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 2.283 at df = 1 with the p-value of 0.263 at α = .05. The critical value was set at $\pm$12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their number of years as school head." This indicated that the number of years as school head of the school heads did not significantly

influence their SBM practices.

Performance Rating Based on the Latest OPCRF. In associating linear relationship between the SBM practices of the school head-respondents and their performance rating based on the latest OPCRF using the Pearson's r, the coefficient was posted at -0.773 denoting a strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 1.218 at df = 1 with the p-value of 0.438 at α = .05. The critical value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the

null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their performance rating based on the latest OPCRF." This indicated that the performance rating of the school heads based on the latest OPCRF did not significantly influence their SBM practices.

Relevant In-Service Trainings. In associating linear relationship between the SBM practices of the school head-respondents and their relevant in-service trainings using the Pearson's r, the coefficient was posted at -0.590 denoting a moderate linear association. Further test using the Fisher's t-test shows that the computed value was posted at 0.731 at df = 1 with the p-value of 0.598 at α = .05. The critical value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their relevant in-service trainings." This indicated that the relevant in-service trainings of the school heads did not significantly influence their SBM practices.

Attitude Toward SBM. In associating linear relationship between the SBM practices of the school head-respondents and their attitude toward SBM using the

Pearson's r, the coefficient was posted at 0.056 denoting a very strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 0.056 at df = 1 with the p-value of 0.964 at α = .05. The critical value was set at ±12.706.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and their attitude toward SBM." This indicated that the

attitude of the school heads toward SBM did not significantly influence their SBM practices.

In summary, of the school head-related variates, only the age significantly influenced their SBM practices in an inverse linear association while the other identified variates showed no significant linear association with it.

Teacher-Related Variates. Table 25 reveals the relationship between the SBM practices of the school head-respondents and the teacher-related variates in terms of age, sex, civil status, highest educational attainment, gross monthly family income, teaching position, number of years as school head, performance rating based on the latest IPCRF,

Table 25

Relationship Between the SBM Practices of the School Head-Respondents and the Teacher-Related Variates

Variates	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	**0.441**	**Moderate**	**2.865**	**0.009**	**S / Reject Ho.**
Sex	0.222	Weak	1.328	0.215	NS / Accept Ho.
Civil Status	-0.153	Very Weak	0.903	0.372	NS / Accept Ho.
Highest Educational Attainment	**0.409**	**Moderate**	**2.613**	**0.013**	**S / Reject Ho.**
Gross Monthly Family Income	0.187	Very Weak	1.110	0.281	NS / Accept Ho.

Teaching Position	**.533**	**Moderate**	**3.673**	**0.001**	**S / Reject Ho.**
Number of Years in Teaching	**0.839**	**Very Strong**	**8.991**	**0.000**	**S / Reject Ho.**
Performance Rating	0.278	Weak	1.688	0.137	NS / Accept Ho.
Relevant In-Service Trainings	0.307	Weak	1.881	0.078	NS / Accept Ho.
Attitude Toward SBM	**0.362**	**Weak**	**2.264**	**0.035**	**S / Reject Ho.**

Fisher's t-Critical Value = ±2.032 S - Significant
df = 34 α=.05 NS – Not Significant

relevant in-service trainings and attitude toward SBM.

Age. In associating linear relationship between the SBM practices of the school head-respondents and the age of the teachers using the Pearson's r, the coefficient was posted at 0.441 denoting a moderate linear association. Further test using the Fisher's t-test shows that the computed value was posted at 2.865 at df = 34 with the p-value of 0.009 at α = .05. The critical value was set at ±2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the

null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the age of the teachers." This indicated that the age of the teachers significantly influenced the SBM practices of the school head-respondents.

The linear coefficient being positive suggested a direct proportional association, which denoted that the older teachers manifested higher support to their school heads on its SBM practices than the younger ones.

Sex. In associating linear relationship between the SBM practices of the school head-respondents and the sex of the teachers using the Pearson's r, the coefficient was posted at 0.222 denoting a weak linear association. Further test using the Fisher's t-test shows that the computed

value was posted at 1.328 at df = 34 with the p-value of 0.215 at α = .05. The critical value was set at ±2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the sex of the teachers." This indicated that the sex of the teachers did not significantly influence their support to their school heads with their SBM practices.

Civil Status. In associating linear relationship between the SBM practices of the school head-respondents and the civil status of the teachers using the Pearson's r, the coefficient was posted at -0.153 denoting a very weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 0.903 at df = 34 with the p-value of 0.372 at $\alpha = .05$. The critical value was set at ± 2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null

hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the civil status of the teachers." This indicated that the civil status of the teachers did not significantly influence their support to their school heads with their SBM practices.

Highest Educational Attainment. In associating linear relationship between the SBM practices of the school head-respondents and the highest educational attainment of the teachers using the Pearson's r, the coefficient was posted at 0.409 denoting a moderate linear association. Further test using the Fisher's t-test shows that the computed value was posted at 2.613 at df = 34 with the p-value of 0.013 at $\alpha = .05$. The critical value was set at ± 2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the highest educational attainment of the teachers." This indicated that the highest educational attainment of the teachers significantly influenced the SBM practices of the school head-respondents.

The linear coefficient being positive suggested a direct proportional association, which denoted that the teachers with higher educational attainment manifested higher support to their school heads on its SBM practices than those teachers with baccalaureate degrees only.

Gross Monthly Family Income. In associating linear relationship between the SBM practices of the school head-respondents and the gross monthly family income of the teachers using the Pearson's r, the coefficient was posted at 0.187 denoting a very weak linear association. Further test using the Fisher's t-test shows that the computed

value was posted at 1.110 at df = 34 with the p-value of 0.281 at α = .05. The critical value was set at ±2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the gross monthly family income of the teachers." This indicated that the gross monthly family income of the teachers did not significantly influence their support to their school heads

with their SBM practices.

Teaching Position. In associating linear relationship between the SBM practices of the school head-respondents and the teaching position of the teachers using the Pearson's r, the coefficient was posted at .533 denoting a moderate linear association. Further test using the Fisher's t-test shows that the computed value was posted at 3.673 at df = 34 with the p-value of 0.001 at $\alpha = .05$. The critical value was set at ± 2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the teaching of the teachers." This indicated that the teaching position of the teachers significantly influenced the SBM practices of the school head-respondents.

The linear coefficient being positive suggested a direct proportional association, which denoted that the teachers with higher teaching position manifested higher support to their school heads on its SBM practices than those teachers with lower teaching position only.

Number of Years in Teaching. In associating linear relationship between the SBM practices of the school head-respondents and the number of years in teaching of the teachers using the Pearson's r, the coefficient was posted at 0.839 denoting a very strong linear association. Further test using the Fisher's t-test shows that the computed value was posted at 8.991 at df = 34 with the p-value of 0.000 at $\alpha = .05$. The critical value was set at ± 2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the number of years in teaching of the teachers." This indicated that the number of years in teaching of the teachers significantly influenced the SBM practices of the school head-respondents.

The linear coefficient being positive suggested a direct proportional association, which denoted that the teachers with longer number of years in teaching manifested higher support to their school heads on its SBM practices than those teachers who had less accumulated number of years in the service.

Performance Rating Based on the Latest IPCRF. In associating linear relationship between the SBM practices

of the school head-respondents and the performance rating of the teachers based on the latest IPCRF using the Pearson's r, the coefficient was posted at 0.278 denoting a weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 1.688 at df = 34 with the p-value of 0.137 at α = .05. The critical value was set at ±2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship

between the SBM practices of the school head-respondents and the performance rating based on the latest IPCRF of the teachers." This indicated that the performance rating of the teachers based on the latest IPCRF did not significantly influence
their support to their school heads with their SBM practices.

Relevant In-Service Trainings. In associating linear relationship between the SBM practices of the school head-respondents and the relevant in-service trainings of the teachers using the Pearson's r, the coefficient was posted at 0.307 denoting a weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 1.881 at df = 34 with the p-value of 0.078 at α = .05. The critical value was set at $\pm$2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 which led to the acceptance of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the relevant in-service trainings of the teachers." This indicated that the relevant in-service trainings of the teachers did not significantly influence their support to their school heads with their SBM practices.

Attitude Toward SBM. In associating linear relationship between the SBM practices of the school head-respondents and the attitude toward SBM of the teachers using the Pearson's r, the coefficient was posted at 0.362 denoting a weak linear association. Further test using the Fisher's t-test shows that the computed value was posted at 2.264 at df = 34 with the p-value of 0.035 at α = .05. The critical value was set at ±2.032.

To ascertain the significance of the noted linear association, the computed value was compared with the critical value and the p-value was compared with the α being guided by the following decision rule as follows: 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, hence, accept the null hypothesis; on the other hand, 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, hence, reject the null hypothesis.

In the comparison, it was obvious 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 significant which led to the rejection of the null hypothesis stating, "there is no significant relationship between the SBM practices of the school head-respondents and the attitude toward SBM of the teachers." This indicated that the attitude of the teachers toward SBM significantly influenced the SBM practices of the school head-respondents.

The linear coefficient being positive suggested a direct proportional association, which denoted that the teachers with highly favorable attitude toward SBM manifested higher support to their school heads on its SBM practices than those teachers who were apathetic to it.

In summary, of the teacher-related variates, only age, highest educational attainment, teaching position, number of years in teaching and attitude toward SBM posed significant influence to their support toward the SBM practices of the school heads while the other identified variates proved to have no significant influence to it.

Implications Derived from the Findings of the Study

From the findings of the study, the following implications were drawn:

1. The study revealed that the SBM practices were moderately implemented. Its implementation should be strengthened vis-à-vis the implementing rules and guidelines being guided by the monitoring tool.

2. As it surfaced in the study that the younger school heads highly practiced SBM principles, the division should consider them as the champions of SBM implementation while the older ones should be tasked in the monitoring and assessment.

3. Likewise, as it was discovered that older teachers also provided higher support to the SBM practices of the school heads, they should be considered as support system to strengthen the SBM implementation.

4. Teachers should be encouraged and supported by the school heads to pursue advance education so that they could be effective partners in the SBM implementation.

5. The highly favorable attitude of the teachers should be sustained by the school heads by continuously updating them the progress of SBM implementation as well as the problems encountered to solicit suggestions from them being partners in its implementation.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

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

Summary of Findings

The following were the major findings of the study:

1. The Median Age of the school head-respondents was calculated at 41.50 years old with an Average Deviation (AD) of 7.78 years. Moreover, majority of them were male accounting for two or 66.67 percent.

2. Of the three school head-respondents, two or 66.67 percent were married.

3. The school head-respondents were evenly distributed to the identified highest educational attainment where there was one or 33.33 percent in each of the educational level of doctorate degree, doctorate units, and master's units.

4. The gross monthly family income of the school head-respondents ranged from ₱10,000 to ₱89,999 whereby the mean was posted at ₱53,322.83 with a Standard Deviation (SD) of ₱30,550.50.

5. The school head-respondents ranged from three years to 20 years of service as school head with a Mean of 9.67

years and a SD of 9.07 years.

6. The performance rating of the school head-respondents ranged from 3.91 to 4.61 whereby the Mean was posted at 4.28 with a SD of 0.35 based on the latest OPCRF.

7. The overall Mean Number of Relevant In-Service trainings of school head-respondents were posted at four trainings with a SD of 4.77 trainings.

8. The school head-respondents, "strongly agreed" their attitude toward SBM, being manifested by the grand weighted mean of 4.53.

9. The teacher-respondents ranged from 22 to 51 years old whereby the Median Age was posted at 29.50 years old with an AD of 7.52 years. Moreover, majority of the teacher-respondents were of the female sex accounting for 21 or 58.34 percent.

10. Half of the teacher-respondents that is, 18 or 50.00 percent, were married.

11. Majority of the teacher-respondents were earners of master's units accounting for 28 or 77.78 percent.

12. The teacher-respondents earned a gross monthly family income ranging from less than ₱10,000 to ₱49,999 whereby the Median Monthly Family Income was posted at ₱21,142.36 with an AD of ₱8,321.28.

13. Majority of the teacher-respondents were appointed to the position of Teacher I accounting for 24 or 66.67

percent.

14. The teacher-respondents had been in the service as teachers from one to 25 years, whereby the Median Number of Years in Service was calculated at three years with an AD of 5.96 years.

15. The teacher-respondents manifested a performance rating ranging from 3.40 to 4.92 whereby the Median Performance Rating was posted at 4.14 with an AD of 0.36 based on the latest IPCRF.

16. The Over-all Mean Number of Relevant In-Service Trainings of the teacher-respondents was posted at two trainings with a SD of 3.07 trainings.

17. The teacher-respondents “agreed” on their attitude toward SBM being shown by the grand weighted mean of 4.25.

18. The SBM practices of school head-respondents based on the assessment tool were assessed as moderately practiced in terms of the following areas, namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

19. In associating linear relationship between the SBM practices of the school head-respondents and their profile variates, it resulted to the following evaluation: significant in terms of age and not significant in terms of sex, civil status, highest educational attainment, gross monthly family income, number of years as school head, performance rating based on the latest OPCRF, relevant in-service trainings, and attitude toward SBM.

20. In associating linear relationship between the SBM practices of the school head-respondents and the teacher related-variates, it resulted to the following evaluation: significant in terms of age, highest educational attainment, teaching position, number of years in teaching and attitude toward SBM; but not significant in terms of

sex, civil status, gross monthly family income, performance rating based on the latest IPCRF and relevant in-service trainings.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The school head-respondents were relatively young at their early 40's, which were expected to be in the best of their health being at the prime of their ages. Furthermore, male dominance existed among them, which signified that the male too got the chance of being promoted to the administrative ladder erstwhile the number of female teachers that usually dominated the teaching force in almost all educational institutions.

2. The school head-respondents had a nuclear family of their own, which they sustained from the income they earned from all sources. This served as the prototype of their being a school head where they manage the affairs of the school as their own family so that the CSC dubbed them as "good father of the family" and expected them to run the school with justice and care.

3. The school head-respondents qualified themselves for the position they were appointed in by advancing their

educational attainment to suit to the qualification standards of the said position.

4. The school head-respondents earn sufficiently which was used to finance the basic food and non-food needs of their family.

5. The school head-respondents had been at the helm of their respective school for quite a number of years which was considered ample years to hone their administrative and supervisory skills as a “good father” of the organization with justice and care.

6. An exemplary performance was manifested by the school head-respondents based on the RPMS denoting that all targets committed by them at the beginning of the school year was successfully accomplished with flying colors.

7. The school head-respondents had attended several in-service trainings from the national to the district levels as part of their function as school head. This was a way to update themselves with the trend in the curricular programs of the DepEd very essential with their administrative function in
their respective school.

8. The school head-respondents manifested an extremely favorable attitude toward SBM, which meant that as school head, they believed this could help their school and therefor needs to be implemented properly.

9. The teacher-respondents, too, were relatively young at their late 20s and are expected to be at the best of their health and able to perform their duties and responsibilities in their chosen career. Furthermore, female dominance existed among them, which signified that more of this sex group embraced teaching as their field of endeavor.

10. The teacher-respondents had their nuclear family of their own already which they support with the income they raised from all sources.

11. The teacher-respondents satisfied the minimum educational qualification required for the teaching position based on the qualification standards set by the CSC. In fact, most of them had pursued already with advance education for their professional growth and development in anticipation of any personnel action that would take place in the near future.

12. The teacher-respondents earned sufficient monthly family income enough to finance the basic food and non-food requirements of their respective family.

13. The teacher-respondents were still at their entry teaching position suggesting that they were just newly appointed as teacher, however, with their educational preparation, they were already ready for promotion to the next hierarchical position in the organization structure of the DepEd.

14. The teacher-respondents were just newly appointed to the teaching position and needs more years to enhance their teaching skills, however, they were able to discharge their duties exemplarily.

15. The teacher-respondents discharged exemplarily their duties and responsibilities in the position they were appointed in.

16. The teacher-respondents manifested their quest to enhance their teaching skills through attending continuing education through the relevant in-service trainings offered to them.

17. The teacher-respondents manifested highly favorable attitude toward the implementation of SBM which they believed to be an effective program to attain the higher performance of their respective school.

18. The school head-respondents averred that the SBM practices were moderately practiced by the school head-respondents signifying that it needs strengthening.

19. Of the school head-related variates, only the age significantly influenced their SBM practices in an inverse linear association while the other identified variates showed

no significant linear association with it.

20. Of the teacher-related variates, only age, highest educational attainment, teaching position, number

of years in teaching, and attitude toward SBM posed significant influence to their support toward the SBM practices of the school heads while the other identified variates proved to have no significant influence to it.

Recommendations

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

1. As it was discovered in the study revealed that the SBM practices were moderately implemented, it is recommended that its implementation should be strengthened. The school heads should revisit the implementing rules and guidelines and match them with the existing practices they have.

2. As it surfaced in the study that the younger school heads highly practiced SBM principles, it is recommended that the division should consider them as the champions in the SBM implementation while the older ones should be tasked in the monitoring and assessment.

3. Likewise, as it was discovered that older teachers also provided higher support to the SBM practices of the school heads, however, they should be recognized as the official support system to strengthen the SBM implementation and provide them the necessary trainings and continuing education.

4. Teachers should be encouraged to pursue advance education so that they could be effective partners in the SBM implementation. Also, school head should support their quest by giving them the permission to attend its classes.

5. It is recommended that the highly favorable attitude of the teachers should be sustained by the school heads by continuously updating them the progress of SBM implementation as well as the problems encountered to solicit suggestions from them being partners in its implementation and involving them in action planning for the effective implementation of the program.

6. Another study may be conducted as a sequel or follow-up study.

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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

May 23, 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 Practices of School Heads in Secondary Schools in the District of Motiong
2. Factors Associated with Absenteeism of Geographically Challenged Secondary Schools in the District of Motiong
3. School-Based Management Best Practices and Failures: An Assessment

(SGD) JOVELYN C. TRANGIA
Researcher

Recommended Title No.

1 **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator
1 **(SGD) GUILLERMO D. LAGBO, DPA**
Evaluator
1 **(SGD) NATALIA B. UY, 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	:	JOVELYN C. TRANGIA
COURSE	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management
TITLE OF THESIS PROPOSAL	:	School-Based Management Practices of School Heads in Secondary Schools in the District of Motiong
NAME OF ADVISER	:	Pedrito G. Padilla, PhD

(SGD) JOVELYN C. TRANGIA
Researcher

CONFORME:

(SGD) PEDRITO G. PADILLA, PhD
Adviser

APPROVED:

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

APPENDIX C

QUESTIONNAIRE
(For School Head-Respondent)

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

August 11, 2018

Dear Respondent,

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.

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) JOVELYN C. TRANGIA
Researcher

PART I. PROFILE OF RESPONDENT

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

1. Name (optional): _____
2. Age: _____ 3. Sex: ☐ Male ☐ Female

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

5. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctorate Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

6. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

7. Number of Years as School Head: _____

8. Performance Rating Based on the Latest OPCRF:

Numerical: _____

Adjectival: _____

9. Relevant In-Service Trainings:

Training Level	**Number of Trainings**
International	
National	
Regional	
Division	

District	

PART II. ATTITUDE TOWARD SBM

Direction: Below are attitude statements toward SBM. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

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. SBM activity is part of my responsibility in its implementation.					
2. Handling SBM activities is a challenging experience for me.					
3. The main purpose of conducting SBM activities is to improve the performance of my school.					
4. Handling SBM activities develops my decision-making skills.					
5. I enjoy handling SBM activities especially when my school is recognized.					
6. Aside from my tasks, I also spend time monitoring SBM implementation in my school.					
7. I felt satisfied when my school levels up based on the evaluation of the DepEd.					
8. I am more motivated to conduct more activities for					

my school to achieve SBM higher level.					
9. I develop my skills and creativity being a implementer of the SBM program.					
10. I believe that being an advocate of the SBM improves the performance my school.					

PART III. SBM PRACTICES

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

August 11, 2018

Dear Respondent,

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.

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) JOVELYN C. TRANGIA
Researcher

PART I. PROFILE OF RESPONDENT

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

1. Name (optional): _____
2. Age: _____ 3. Sex: ☐ Male ☐ Female

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

5. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctorate Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

6. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

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

8. Number of Years in Teaching: _____

9. Performance Rating Based on the Latest IPCRF:

Numerical: _____
Adjectival: _____

10. Relevant In-Service Trainings:

Training Level	**Number of Trainings**
International	
National	
Regional	

Division	
District	

PART II. ATTITUDE TOWARD SBM

Direction: Below are attitude statements toward SBM. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

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. SBM activity is part of my responsibility as co-implementer.					
2. Handling SBM activities is a challenging experience for my school head and me.					
3. The main purpose of conducting SBM activities is to improve the performance of our school.					
4. Handling SBM activities develops our innovativeness and creativity.					
5. I enjoy handling SBM activities especially when our school is recognized.					
6. I also spend time monitoring SBM implementation in our school.					
7. I felt satisfied when our school levels up based on the evaluation of the DepEd.					
8. I am motivated to participate SBM activities for our school to achieve SBM higher level.					
9. I develop my skills and creativity being a co-					

implementer of the SBM program.					
10. I believe that being an advocate of the SBM improves the performance our school.					

PART III. SBM PRACTICES

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

LETTER REQUEST TO THE SCHOOLS DIVISION SUPERINTENDENT TO FIELD THE QUESTIONNAIRE

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

City of Catbalogan

October 3, 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 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 conduct pilot test at the District of Motiong and to field the questionnaire at the Districts of Wright I and Wright II.

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) JOVELYN C. TRANGIA
Researcher

APPENDIX F

LETTER REQUEST TO THE DISTRICT SUPERVISOR OF THE DISTRICT OF MOTIONG 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 DISTRICT SUPERVISOR
District of Motiong
DepEd Schools Division of Samar
Motiong, 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 heads 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) JOVELYN C. TRANGIA
Researcher

APPENDIX G

LETTER REQUEST TO THE PRINCIPAL OF MOTIONG NATIONAL HIGH SCHOOL 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 PRINCIPAL
Motiong National High School
Motiong, 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) JOVELYN C. TRANGIA
Researcher

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

NAME	:	JOVELYN C. TRANGIA
DATE OF BIRTH	:	26 March 1991
ADDRESS	:	Brgy. 4, Paranas, Samar
CIVIL STATUS	:	Single
PRESENT POSITION	:	Secondary School Teacher I
STATION	:	Bonga National High School

		Brgy. Bonga, Motiong, Samar
FATHER	:	Bienvenido A. Trangia, Jr.
MOTHER	:	Christine C. Trangia
CURRICULUM PURSUED	:	Master of Arts in Education
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Salug Elementary School City of Catbalogan 1997-2003
SECONDARY	:	Samar National School City of Catbalogan 2003-2007
TERTIARY	:	Bachelor of Science in Hotel and Management (BSHRM) St. Mary's College of Catbalogan City of Catbalogan 2007-2011 Certificate of Teaching Samar College City of Catbalogan 2015-2016
GRADUATE STUDIES	:	Samar College City of Catbalogan 2017-present

ELIGIBILITY

Licensure Examination for Teachers (LET), Tacloban City, 25 September 2016.

WORK EXPERIENCE

Secondary School Teacher I	:	Bonga National High School Brgy. Bonga, Motiong, Samar

2017-present

TRAININGS, SEMINARS, AND WORSHOPS ATTENDED

Certificate of Training in Cookery NC II conducted by PHITI, City of Catbalogan on 24 February 2017 to 24 April 2017.

National Certificate II in Cookery conducted by TESDA, City of Catbalogan on 27 April 2017.

Mid-Year Accomplishment Review & Evaluation and In-Service Training of Teachers held at MCES Covered Court, Motiong, Samar on 25-27 October 2017.

Job Orientation/Teacher Induction Program for the 2017 Newly Hired Teachers held at Jardin de Elena, Brgy. San Andres, City of Catbalogan on 27-29 November 2017.

Regional Mass Training for Teachers of Grade 10 Araling Panlipunan on Contemporary Issues held at Milka Hotel, Tacloban City on 5-9 December 2017.

SLAC Session on Classroom Management held at Bonga National High School, Brgy. Bonga, Motiong, Samar on 5 January 2018.

SLAC Session on Classroom Management held at Bonga National High School, Brgy. Bonga, Motiong, Samar on 19 January 2018.

Action Research Studies in Basic Education held at Origami Convention Center, Ormoc City on 27-28 Janauary 2018.

SLAC Session on Test Item Analysis held at Bonga National High School, Brgy. Bonga, Motiong, Samar on 23 February 2018.

RPMS Roll-out held at Bonga National High School, Brgy. Bonga, Motiong, Samar on 11-13 January 2019.