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School-Based Management Practices and Level of Performance of Daet South District: Basis for Training Program

Emma A. Carranceja*¹, Maria Cristina C. Azuelo²

¹Department of Education-Schools Division Office of Camarines Norte, ²Camarines Norte State College

*Corresponding Author e-mail: tazuelo@yahoo.com

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Abstract

Aim: This study aimed to determine the school-based management (SBM) practices and level of performance of Daet South District as the basis for the training program.

Methodology: The study utilized the quantitative method of research, specifically descriptive-correlational design. The sources of data were the teachers of Daet South District elementary schools.

Results: Majority of the schools subjected in the study are medium schools with a total of seven schools. Meanwhile, the rest were two small schools and one large school. Furthermore, majority of the teachers in the schools have units in Masters with a total of 83 teachers. On the other hand, majority of schools have 10 trainings and above. The schools of Daet South District attained the highest performance in SBM practices in the core component of accountability and continuous improvement while the least performance in SBM was attained in the component of curriculum and learning. The profile of the schools and the SBM practices along leadership and governance obtained no significant relationship between the variables considered except for the profile along school's classification. The results further revealed that the profile of the schools and their SBM practices along curriculum and learning obtained significant relationship along school's classification ($d=.397$, $p\text{-value}<.05$), number of faculty members ($d=-.115$, $p\text{-value}<.05$), and number of enrollees ($d=-.132$, $p\text{-value}<.05$) at 0.05 significant level. However, other profile such as MOOE, educational attainment of the faculty members and number of trainings are not significantly related to the SBM practices along curriculum and learning.

Conclusion: 1) The enrolment rate, number of teachers, annual MOOE, and the training conducted are significantly dependent on the school size or school classification.; 2) The schools were found to have similar levels of engagement in school-based management practices, which were identified as a strong level of engagement, and the least SBM practice was in terms of curriculum and learning.; The highest degree of performance of schools in SBM practices was manifested in accountability and continuous improvement; 3) School classification was the major predictor of the significant relationship between SBM practices and the profile of schools.; 4) The lack of community-based resource management mostly challenges the implementation of school-based management. 5) The proposed training program focused on addressing the first three challenges in SBM practices.

Keywords: School-Based Management Practices, leadership, governance, curriculum and learning, accountability

INTRODUCTION

School-based management is truly indispensable and inseparable from the education system. According to Aquino (2022), school-based management is the system of transferring decision-making authority and responsibility for school operations from central government to local stakeholders to better reflect local priorities and improve student outcomes. Thus, the quality and outcomes of school-based management define the extent of opportunities that foster school development and improvement. The nobility of SBM lies in its adherence to its legal, philosophical, social, and educational foundations. It is also anchored to the overall needs, demands, and status of schools and learning communities.



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The School-Based Management (SBM) has been embedded in the Governance of Basic Education of 2002 to provide guidance and enabling mechanism in the governance and operations of schools. Since its inception in 2012 through DepEd Order No. 83, s. 2012, the schools have used the mechanism to assess their level of practice and to maintain and sustain their improvement efforts and practices. DepEd Region V has come up with a contextualized tool that specifies all the possible Means of Verification (MOVs) to support each indicator in assessing the Level of Practice of the school as embodied in Regional Memorandum No. 67, s. 2019, titled "Implementing Guidelines on the Contextualized School-Based Management (SBM) Assessment, Process and Tool (APAT).

Moreover, SBM is a decentralized educational administration approach that entrusts significant decision-making authority to individual schools or their local communities, recognizing the unique context of each school and fostering flexibility and responsiveness in the education system. This model increases stakeholder involvement, allowing teachers, parents, and community members to actively participate in decision-making, promoting a sense of ownership and accountability. SBM aims to enhance leadership, improve student outcomes, and strengthen the connection between schools and their communities by empowering schools with more control over resource allocation and budget decisions.

Realistically, many schools across countries continue to show drastic changes in terms of educational needs, demands, scenarios, and challenges. The changing needs of learners and the variety of academic and social problems and rigors met by schools and their populations lead to the evolving concepts of school-based management. According to Nollora (2021), school-based management is indeed globally indispensable to the education systems across nations. But, the ways in which the different countries give priority to the SBM in their schools also vary to a greater extent. For highly developed and progressive nations, the SBM services are typically offered at much more advanced and upgraded levels. Meanwhile, for developing and less developed countries, ample and multiple issues and challenges linked to SBM in their schools continue to call for further interventions and solutions.

A proposed study on SBM could explore its practical implementation, assess its impact on student outcomes, teacher satisfaction, and community engagement, and examine the challenges and successes associated with decentralizing decision-making in education. Such a study would provide valuable insights into the effectiveness of SBM, informing future educational policies and practices based on evidence gathered from the ground level.

Implementation of educational programs, projects, and activities is underpinned by a complex legal framework that varies across regions and countries. National Education Acts and policies define overarching goals and responsibilities, while regulatory guidelines offer specific procedures for curriculum development, teacher training, and assessment methodologies. Additionally, regional education laws, funding regulations, and adherence to international conventions contribute to the legal basis, collectively shaping the scope, standards, and mechanisms for executing educational initiatives. These legal foundations provide the necessary structure and guidance to ensure the effective implementation of diverse educational programs while upholding the rights and responsibilities of stakeholders in the education sector.

Philippine schools, institutions, and learning communities continue to manifest stronger adherence to the legal bases, principles, mandates, and foundations of SBM. Thus, before a school can attain success and positive outcomes in developmental programs, it must first attain full and in-depth mastery of the legal bases defining good and acceptable school-based management. These legal bases include the Article XIV Section 1 of the 1987 Constitution and the Education Act of 1982. Specifically, Article XIV Section 1 of the 1987 Constitution declares that the state is mandated to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Likewise, this study was also anchored on the provisions of the Batas Pambansa Bilang 232 or the Education Act of 1982 or an act providing for the establishment and maintenance of an integrated system of education. As provided in this act, the national development goals include the need to achieve and maintain accelerating growth of economic development, assure the maximum participation of all people in the attainment and enjoyment of the benefits of such growth, and achieve and strengthen national unity and consciousness.



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Adherence to these legal bases of SBM is not just intended to ensure compliance with the educational and national mandates but most of all, to assure that schools and learning communities are on the right track toward the accomplishment of SBM targets and goals. The legal bases of SBM are also rooted in various and multiple educational, cultural, national, and social systems, values, and principles. Thus, schools and learning institutions that are highly passionate and committed to meeting the standards of the legal foundations of SBM are reflecting the endeavor to sustain and nurture these values.

Furthermore, the Philippine schools are also adherent to the hierarchy of the rules and functions of the Philippine education system that are considered and valued during SBM implementation. The school population, members, stakeholders, and administrators are expected to be fully cognizant of the various structural levels of the Philippine education system. Thus, knowledge of this structure benefits the school population in terms of having proper direction, organization and system of school-based management. The attainment of efficiency of school-based management also depends on how the school-community members and population properly attend to the developmental needs, demands, and challenges across various grade levels.

Aside from the legal bases of school administration and the hierarchy of administrative functions, another core principle considered and valued by the Philippine schools along SBM implementation is the principle of "Education For All (EFA)". This principle is viewed as the heart of the education system and the guiding mandate of school-based management by the schools and learning communities. It denotes that all the essential SBM practices and services of the schools should ultimately be directed towards ensuring equality, fairness, and justice in the promotion of basic rights to education of all learners regardless of diversity.

Evidently, efforts to integrate services supporting the education for all mandate of Dep ED foster opportunities to employ a holistic approach to school-based management. Values-oriented SBM is inclusive of the initiatives, commitment, and endeavors of the schools to ensure education for all learners despite individual differences in various aspects. Definitely, one of the typical binding values of Philippine schools is the genuine passion for the promotion of social justice in the education of learners through equality in educational access and services.

The Daet South District is also currently comprised of ten (10) elementary schools such as School A, School B, School C, School D, School E, School F, School G, School H, School I and School J. Based on the pre-interviews administered with the school heads of the district, it was found that some of the major problems encountered in SBM include the difficulties encountered by the school heads in terms of documents to be submitted per indicator in relation to SBM assessment. In addition, other problems as cited by the school heads include limitations or few trainings in line with SBM implementation in partnership with the stakeholders. It is also a serious challenge to address the difficulties in training teachers in the documentation and proper recording of SBM data or school-based information integrated in SBM assessment per component of SBM.

Thus, in view of all the cited discussions and scenarios, the researchers were motivated to conduct and pursue this study on the assessment of school-based management practices and the level of performance of public elementary schools in Daet South District. The researchers also intended to analyze the significant relationship between the SBM practices of the schools and the institutional profile of these schools. Moreover, the vitality of this study also lies in the need to determine the specific challenges encountered by the schools along SBM implementation. Thus, the identification of these SBM challenges can be used as a basis for the design and development of a training program towards the improvement of SBM implementation.

In order to make this research unique and distinguishable from the other previously conducted studies related to school-based management (SBM), the study distinctively delved on the relevant aspects that could set it apart from the past studies. One unique key point of the study was its concentration on the salient interconnections between the school profile and the integral core components of the school-based management as to leadership and governance, curriculum and learning, accountability and continuous improvement. The study uniquely encompassed not only the analysis of the individual components but also in fostering understanding how these components interact with each other in the real-world scenarios and applications in schools. The research pursued the exploration of these dynamics that led to a more in-depth and enriched understanding of SBM.



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Moreover, many previously conducted researches touched on the practices and outcomes of school-based management, but a more in-depth dive into the specific, real-life problems and challenges encountered by schools in each component of school-based management can be unique and distinctive aspect of the current research. Fostering understanding of these SBM challenges offered new insights that may not have been profoundly explored in the past conducted researches. Furthermore, while the other past studies examined the SBM in general context, the current study made it distinctive by highlighting how specific school characteristics affect the extent of implementation and effectiveness of SBM practices.

Objectives

This study aim to determine the school-based management (SBM) practices and level of performance of Daet South District as a basis for training program.

Specifically, this provided answers to the following:

1. What is the profile of the school in terms of:
 - 1.1 number of enrollees;
 - 1.2 number of teachers;
 - 1.3 school classification;
 - 1.4 annual MOOE;
 - 1.5 educational attainment of the teachers; and
 - 1.6 number of trainings attended?
2. What are the school-based management practices and the level of performance in Daet South District in terms of:
 - 2.1 leadership and governance;
 - 2.2 curriculum and learning;
 - 2.3 accountability and continuous improvement; and
 - 2.4 management of resources?
3. Is there a significant relationship between the profile of the school and the school-based management practices?
4. What are the challenges encountered in the implementation of school-based management practices?
5. What training program may be formulated to improve the implementation of school-based management?

Hypothesis

There is no significant relationship between the profile of the school and the school-based management practices.

METHODS

Research Design

The descriptive design was applied in the parts of the study relating to the profile of the school in terms of school classification, annual MOOE, number of teachers, number of enrollees, educational attainment of teachers, and number of trainings and the school-based management practices of Daet South District in terms of leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources. Moreover, the descriptive design was also integrated in the discussion of variables relating to the challenges encountered by the schools in the implementation of SBM.

On the other hand, the correlational method was used to establish the potential correlation existing between two major variables of a research. This method was considered as most applicable as the study evolved on observing the variables and their relationships without manipulation.

Population and Sampling Technique

The major data and information needed to support the objectives of the study were sourced from the total population enumeration of teachers in the elementary schools of Daet South District. The study made of total enumeration method for sampling. This was because the use of total enumeration or census method helped to understand the context of data on the SBM practices across all school heads, ensuring that no school head was left behind in data sourcing. The 152 respondents were taken from ten schools of Daet South District. It denotes that all



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the elementary teachers of the district were included as respondents and informants of the study. With the use of total enumeration method, the research was able to capture data from every school head, so that the data accurately reflects the real-life, practical and actual SBM practices and challenges in the district. With this method, the study was able to include every school head from the target group, contributing to reliability and validity of data to support the research objectives.

Instrument

The pertinent data in this study were collected using the SBM Assessment Tool 2022 and the modified survey questionnaire. Specifically, the modified survey questionnaires were used to gather data on the profile of the school in terms of school classification, annual MOOE, number of teachers, number of enrollees, educational attainment of teachers and the number of trainings and the challenges encountered by the schools in the implementation of SBM.

On the other hand, the SBM Assessment Tool was utilized in the collection of data on the SBM practices of schools along with leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

Data Collection

The researchers distributed two forms of survey instruments to the teachers, such as the SBM Assessment Tool and researcher-made survey questionnaires. The instruments were personally and manually distributed to the respondents by the researchers. The first instrument filled out by the teachers was the survey questionnaire. This was followed by answering the SBM Assessment Tool. The data collection tools were administered sequentially based on the order of major research objectives. Interviews were also conducted for additional data collection.

Treatment of Data

Descriptive statistics was applied in this study for the treatment of data. Thus, for the first problem on the profile of the schools in terms of school classification, annual MOOE, number of teachers, number of enrollees, educational attainment of the teachers and number of trainings, the percentage method was used to treat the data. Frequency tool was also used in the data treatment in profiling particularly in the categorization of profile variates. The frequency tool was used in counting how often each school profile variate appears.

Meanwhile, for the second problem on the SBM practices and the level of performance of schools along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources, the researchers utilized frequency count and weighted mean for data treatment. On the third problem, Somers' Delta Correlation Coefficient was used to determine the significant relationship between the SBM practices of schools and the profile of the schools.

Finally, for the fourth problem on the challenges encountered by the schools in the implementation of SBM, frequency count and ranking were also applied. Ranking was used in determining the extent of challenges based on the degree of their prevalence in schools and was used to order the identified challenges in relation to SBM practices.

Ethical Considerations

Prior to the full implementation of the study, the researchers first attended to its salient ethical considerations and standards. These included subjecting the research proposal to the approval of the school heads of Daet South District, PSDS, SDS, and the graduate school especially for the data collection in the selected schools. Formal letters of request were sent to these authorities. The respondents were also oriented about their roles and participation in the research and were given assurance that the provisions of the Data Privacy Act were applied to their protection as informants of the study.

RESULTS and DISCUSSION

The core of the analytical system of the study is the identification of the school-based management practices of Daet South District schools in the contexts of four components. These specifically include leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

The data show that in general, the schools strongly agreed with the school-based management practices in terms of leadership and governance with an overall weighted mean of 4.65, interpreted as strongly agree. Meanwhile,



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in terms of performance, it reveals that generally, the selected schools attained a high level of performance in SBM practices in terms of leadership and governance, with a grand mean of 4.34, interpreted as high.

Specifically, these results show that the leading SBM Management Practice in terms of leadership and governance was the presence of an approved Schools Improvement Plan (SIP) which is collaboratively developed by the stakeholders of the school and community, with the highest mean of 4.74 or strongly agree in terms of practice. It is therefore apparent that in Daet South District there are SIPs correspondingly approved due to initiatives, persistence and commitment of the school heads in pursuing the implementation process. The approval of SIP especially in bigger schools such as School D becomes adequate and sustainable due to the variety of school projects and programs conducted regularly. Moreover, SIP approval is also dependent on the degree to which the school heads or implementers comply with the guidelines, criteria and standards of implementation of school projects.

Table 1
School-Based Management Practices and Performance in terms of Leadership and Governance

Indicators	Practices		Performance	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. There is an approved School Improvement Plan which is collaboratively developed by the stakeholders of the school and community.	4.74	SA	4.38	H
2. The school leads the regular review and improvement of the developed plan that is responsive to emerging needs, challenges and opportunities.	4.69	SA	4.32	H
3. The school organizes a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of stakeholders.	4.68	SA	4.38	H
4. There is a leadership network that facilitates communication between and among school and community leaders for informed decision-making and solving of school-community wide-learning problems.	4.65	SA	4.33	H
5. The school has long-term programs that address the training and development needs of the school and community leaders.	4.52	SA	4.26	H
Over-all Weighted Mean	4.65	SA	4.34	H

Legend:

Practices	Performance
Strongly Agree (SA)	Very High (VH)
Agree (A)	High (H)
Neither Agree nor Disagree (NA)	Moderate (M)
Disagree (D)	Low (L)
Strongly Disagree (SD)	Very Low (VL)

The SBM schools in Daet South District use SIP to serve as the concrete and specific guiding framework of these schools to align their school-based management practices to the standards of leadership and governance. This



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is because the SIP of these SBM schools already itemizes the particular roles, functions and services that school leaders and professionals need to meet and attain to foster the adaptation of leadership areas to school-based management goals. These are affirmed by Moore (2025) which discussed the need for the ensuring balance between adherence to the provisions of the foundation of SIP and the programs and strategies to attain SBM goals. In an article by Badawi (2024), it was also discussed that educational programs are the major priorities of schools for its budgeting system that the school-community relations.

On the other hand, in terms of level of performance, the highest result was having a specific structure and work systems that encourage shared leadership and governance and clarify the roles and accountabilities of stakeholders; as well as having an approved SIP collaboratively developed by the stakeholders of the school and community with a weighted mean of 4.38 interpreted as high. The present situation of SBM schools in Daet South District highlights having an open and sustainable system that recognizes and accommodates the roles, involvement and participation of parents, barangay, LGU and relevant departments and stakeholders particularly in supporting School-Community Relations (SCR) programs that are set yearly. In these SBM schools, shared leadership is concretized through different collaborative organizations such as PTA, school governing bodies and committees supporting school programs and advocacies that involve parents, barangay and stakeholders.

Curriculum and Learning. Table 2 presents the results of the study in the SBM practices and level of performance of schools in the core component of curriculum and learning. The table shows that in general, the schools strongly agreed with the SBM practices in curriculum and learning with an over-all mean of 4.69 or strongly agree and attained high level of performance in curriculum and learning practices with an over-all mean of 4.30, interpreted as high. It only implies that a concrete alignment of the direct execution or practice of SBM and performance along curriculum and learning was highly attained in Daet South District schools. It can be justified by the scenario that the school principals, instructional leaders and faculty are basically engaged in the collaborative implementation and support towards the curriculum projects, initiatives and programs. These curriculum programs are supported by SBM practices in these SBM schools primarily through relevant and regular training programs, collaborative faculty education, sustained instructional leadership services, organization of school-based committees entrusted in the management and supervision of curriculum programs and conduct of educational researches on evidence-based curriculum practices.

Table 2
School-Based Management Practices and Performance in terms of Curriculum and Learning

Indicators	Practices		Performance	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. The curriculum provides for the development needs of all types of learners in the school community	4.85	SA	4.44	H
2. The implemented curriculum is adapted to the life in the community.	4.71	SA	4.39	H
3. The school ensures that there is a representative group of school and community stakeholders that develop methods and materials that encourage creative thinking and problem-solving among learners.	4.69	SA	4.26	H
4. The community monitor regularly and collaboratively the learning systems in school using appropriate tools to ensure	4.53	SA	4.17	H



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the holistic growth and development of the learners and community.

5. The school community continuously review and improve appropriate assessment tools for teaching and learning and assessment results are contextualized to the learner and local situation and attainment of relevant life skills.	4.65	SA	4.22	H
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<i>Over-all Weighted Mean</i>	<i>4.69</i>	<i>SA</i>	<i>4.30</i>	<i>H</i>
<i>Legend:</i>		<i>Performance</i>		
<i>Practices</i>				
<i>Strongly Agree (SA)</i>	<i>4.21-5.00</i>	<i>Very High (VH)</i>	<i>4.50-5.00</i>	
<i>Agree (A)</i>	<i>3.41-4.20</i>	<i>High (H)</i>	<i>3.50-4.49</i>	
<i>Neither Agree nor Disagree (NA)</i>	<i>2.61-3.40</i>	<i>Moderate (M)</i>	<i>2.50-3.49</i>	
<i>Disagree (D)</i>	<i>1.81-2.60</i>	<i>Low (L)</i>	<i>1.50-2.49</i>	
<i>Strongly Disagree (SD)</i>	<i>1.00-1.80</i>	<i>Very Low (VL)</i>	<i>1.00-1.49</i>	

It was also found that school-based management practices in terms of curriculum and learning, the highest performance was observed in having a curriculum that provides for the development needs of all types of learners in the school community, with the highest mean of 4.44, interpreted as high. In Daet South District schools, this highest practice is observed and executed by way of conducting and implementing different assessment tools and systems that serve to identify, assess and analyze the variety of learning needs of learners in all grade levels. The SBM is involved in this learning assessment as the school principal and instructional leaders serve as the mentors, managers and supervisors of the faculty in conducting assessment practices.

Moreover, assessment results are used as basis by the school leaders and faculty in classifying pupils in terms of cognitive levels, ability groups, needs assessment and learning readiness levels. Collaborative analysis of the academic assessment systems is used by the school leaders and teachers in conceptualizing and implementing variety of educational programs, projects and learning interventions adherent to curriculum-prescribed contents and competencies across learning areas. A specific and concrete example of this collaborative curriculum and learning practice is the implementation of community-based reading and literacy initiatives such as Brigada Pagbasa, Care for Non-Readers Program and other projects for at risk leaders by the school heads, teachers and community partners. Typically, these literacy programs are anchored on prior results of learning assessment and founded on curriculum programs and services.

Similar to the article of Papa (2022), teachers, school leaders and instructional leaders in school are also capable of attaining mastery of curriculum-based services, thus, they are also more likely to attain higher performance in this core component.

In Bhuiel's study (2021), respondents highlighted key practices of principals in Nepal that contribute to SBM success, including providing motivational support to teachers and learners, maintaining consistent discipline within the school community, utilizing a reward and recognition approach for staff achievements, and fostering opportunities to enhance parent-teacher collaboration, particularly in the monitoring and evaluation of SBM practices.

Accountability and Continuous Improvement. Table 3 contains the gathered information on the SBM practices and performance level of schools in terms of accountability and continuous improvement. It was revealed in the results that in general, the schools strongly agreed on the SBM practices in terms of accountability and continuous improvement, with an over-all weighted mean of 4.74 or strongly agree and attained a high level of performance in this core SBM component with over-all weighted mean of 4.48 or high.



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Table 3

School-based Management Practices and Performance in terms of Accountability and Continuous Improvement

Indicators	Practices		Performance	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. The school ensures that the roles and responsibilities of accountable persons and collective bodies (e.g. bookkeepers, disbursing officers and PTA Treasurers) are clearly defined and agreed upon by community stakeholders.	4.82	SA	4.62	VH
2. The school observes a collaboratively developed performance accountability system (e.g. OPCRF and IPCRF) to recognize the achievement of goals.	4.88	SA	4.66	VH
3. The community owns an accountability system that is continuously enhanced to ensure the management structures and mechanisms are responsive to emerging learning needs and demands of the community.	4.63	SA	4.34	H
4. There is an accountability assessment criteria and tools, feedback, mechanisms and information collections and validation techniques and processes that are inclusive and collaboratively developed.	4.68	SA	4.34	H
5. The school make sure that the participatory assessment of performance is done regularly with the community.	4.69	SA	4.43	H
<i>Over-all Weighted Mean</i>	<i>4.74</i>	<i>SA</i>	<i>4.48</i>	<i>H</i>

Legend:

<i>Practices</i>	<i>Performance</i>
<i>Strongly Agree (SA)</i>	<i>Very High (VH)</i>
<i>Agree (A)</i>	<i>High (H)</i>
<i>Neither Agree nor Disagree (NA)</i>	<i>Moderate (M)</i>
<i>Disagree (D)</i>	<i>Low (L)</i>
<i>Strongly Disagree (SD)</i>	<i>Very Low (VL)</i>

It only implies that the actual execution or implementation of the SBM practice in terms of accountability and continuous improvement is sufficiently and accurately supported and reinforced by the very high level of performance or accomplishment of the schools in aligning and implementing this SBM core component. The practices of accountability and continuous improvement are very high in SBM schools due to their sustainable and collaborative implementation of school-community relations programs.

These programs specifically include Brigada Eskwela Program, shared partnership of Gulayan sa Paaralan, parent-teacher conferences, general assembly, school-based and community-based feeding program, clean and green and clean up drive and other multiple school events, activities and projects that foster shared accountability among school-community members and stakeholders. Thus, the context of accountability is fostered when the school leaders and teachers consistently promote, welcome and encourage the participation and involvement of the parents, Barangay



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Council, LGU, relevant departments and other multisectoral units and partners for every school-community collaborative event or activity that is set and designated for the entire school year.

Similarly, Maca (2019) underscored the critical role of high-quality school-based management as a key element behind the success of implementing initiatives like the Third Elementary Education Project (TEEP) as it revealed that a majority of respondents strongly agreed on transparency of school heads' actions during SBM implementation that fosters a higher level of collaborative practices among the school population and stakeholders.

Management of Resources. Table 4 shows the data on the school-based management practices and level of performance of schools in terms of management of resources. The table shows that in general, the schools strongly agreed with the SBM practices in management of resources with an over-all mean of 4.74 interpreted as strongly agree. It was also found that in general, the schools attained high level of performance in school-based management along management of resources with an over-all mean of 4.34 or high.

In terms of highest result, it was found that the leading SBM practice of schools in management of resources was the scenario that learning managers, learning facilitators and community stakeholders conduct a collaborative regular resource inventory as basis for resource allocation and mobilization, with the highest mean of 4.70 or strongly agree. It only implies that the schools are actually open in accommodating the support services from community partners and stakeholders in conducting resource inventory.

Table 4
School-Based Management Practices and Performance in terms of Management of Resources

Indicators	Practices		Performance	
	Weighted Mean	Interpretation	Weighted Mean	Interpretation
1. Learning managers, learning facilitators and community stakeholders conduct a collaborative regular resource inventory as basis for resource allocation and mobilization.	4.70	SA	4.41	H
2. The school initiates a regular dialogue for planning and resource programming accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.	4.63	SA	4.43	H
3. The school has a community-developed resource management system that drives appropriate behaviors of the stakeholders towards effective use of resources.	4.57	SA	4.24	H
4. Learning managers, facilitators and community stakeholders collaboratively develop and implement regular monitoring, evaluation and reporting process of resource management.	4.63	SA	4.34	H
5. There is a system that manages the network and linkages which strengthen	4.55	SA	4.27	H



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and sustain partnerships for improving resource management.

	Over-all Weighted Mean	4.74	SA	4.34	H
<i>Legend:</i>					
<i>Practices</i>			<i>Performance</i>		
<i>Strongly Agree (SA)</i>		4.21-5.00	<i>Very High (VH)</i>		4.50-5.00
<i>Agree (A)</i>		3.41-4.20	<i>High (H)</i>		3.50-4.49
<i>Neither Agree nor Disagree (NA)</i>		2.61-3.40	<i>Moderate (M)</i>		2.50-3.49
<i>Disagree (D)</i>		1.81-2.60	<i>Low (L)</i>		1.50-2.49
<i>Strongly Disagree (SD)</i>		1.00-1.80	<i>Very Low (VL)</i>		1.00-1.49

Specifically, the SBM schools usually invite representatives and leaders from the barangay and LGU to assess and monitor school facilities, resources and properties aligned with different school programs. For instance, under the Oplan Kalusugan Project, the barangay, LGU and DOH are invited to evaluate and monitor the different physical facilities such as handwashing facilities, clinics, school canteens and other properties related to such program.

This was affirmed by the related study of Lopez and Bauyot (2025) which delved on the opportunities and limitations in stakeholders' involvement in collaborative resources management in schools, it was also concluded that for the noble purpose of ensuring representatives from the public sector or immediate community who are also in charge of evaluating, safeguarding and monitoring school resources.

Test for Significant Relationship Between the Profile of the School and the School-Based Management Practices

The test for significant relationship between the profile of the schools and the school-based management practices was tested using the Somers' Delta Correlation Coefficient (d). The profile of the schools considered are along, number of enrollees, number of teachers, school classification, annual MOOE, educational attainment of the teachers, and the number of trainings. On the other hand, school-based management practices are leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

Table 5 shows that the profile of the schools and the SBM practices along leadership and governance obtained no significant relationship between the variables considered except for the profile along school's classification (d=.283, p-value<.05) at 0.05 significant level. This means that the school's classification is a predictor of the SBM practices along leadership and governance.

It was observed that in large SBM schools, the school heads/principals are already particular, equipped and knowledgeable in the implementation of the School-Based Management Practices as compared to the small and medium schools in Daet South District. It further implies that school classification or school size in SBM schools reflects a broader and more comprehensive accountabilities among school leaders and staff since it denotes higher level of needs and demands from bigger population of learners and school-community members that they need to attend to. For instance, in School D which is a larger school, the higher are the needs and demands for school leaders and implementers to hone and master SBM services due to more comprehensive programs, areas of some developmental aspects and programs of this big school. These are affirmed by the article of Preston (2024) which also pointed out that commonly, bigger schools have wider access to leadership and governance services anchored to SBM principles.

The results further revealed that the profile of the schools and their SBM practices along curriculum and learning obtained significant relationship along school's classification (d=.397, p-value<.05), number of teachers (d=-.115, p-value<.05), and number of enrollees (d=-.132, p-value<.05) at 0.05 significant level. However, other profile such as MOOE, educational attainment of teachers and number of trainings are not significantly related to the SBM practices along curriculum and learning. Thus, the school's classification, number of teachers and number of enrollees are considered predictors of the SBM practices along the aforementioned variable.



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Table 5

Test for Significant Relationship Between the Profile of the Schools and their School-Based Management Practices

School's Profile	SBM Practices							
	Leadership and Governance		Curriculum and Learning		Accountability and Continuous Improvement		Management of Resources	
	d	p-value	d	p-value	d	p-value	d	p-value
Classification	.283*	.000	.397*	.000	.399*	.000	.168*	.026
MOOE	.031	.580	-.084	.129	-.024	.661	.136*	.015
Number of Teachers	-.067	.199	-	.026	-.115*	.026	.058	.266
Number of Enrollees	-.024	.642	.115*	-.009	-.053	.301	.050	.339
Educational Attainment of Teachers	-.101	.173	.132*	-.087	.238	.116	-.113	.124
Number of Trainings	-.054	.408	-.110	.096	-.020	.760	-.056	.412

*Significant @ 0.05 level

It only implies that in SBM schools in Daet South District, it was observed that the level and scope of curriculum programs are influenced by the school classification, number of teachers and enrolment rate. For instance, large school such as School D has higher enrolment rate, thus, more pupils are in need of more curriculum-based textbooks and other learning materials. Likewise, in SBM schools with bigger population of teachers, it is also highly required to have more training programs centered on curriculum-based pedagogical and teaching practices. These are corroborated by the article of Strobel (2024) which also justified that the focal SBM contributors such as the school heads and teachers have higher level of SBM-related knowledge due to their wider exposure to trainings on curriculum programs.

Challenges Encountered in the Implementation of School-Based Management Practices.

The challenge that ranked first implies that the SBM schools in Daet South District are currently observed to be limited in terms of programs and activities that promote stakeholders' support in collaborative management and maintenance of resources. A concrete example is the maintenance of school buildings, facilities and tools that is most of the time assumed and performed by teachers and school staff. In addition, it was observed that the SBM schools in Daet South are lacking in terms of specific areas, programs, and practices in schools that advocate stakeholders' support towards the school advocacies such as proper use and management of resources.

Table 6

Challenges Encountered in the Implementation of SBM

Indicators	Frequency	Rank
1. There is no leadership network in the school that facilitates communication between and among school and community leaders.	8	10
2. The training and development needs of the school and community leaders are not indicated in the school's long-term program.	40	2
3. The implemented curriculum is not adapted to life in the community.	14	6.5
4. The curriculum does not provide for the development needs of all types of learners in the school community.	18	5



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5. The learning systems are not regularly monitored by the community using appropriate tools.	26	3
6. The roles of accountable persons and collective bodies are not clearly defined.	22	4
7. The achievement of goals are not recognized based on a developed performance accountability system.	10	9
8. The collaborative regular resource inventory as basis for resource allocation was not undertaken by learning managers, learning facilitators and community stakeholders.	14	6.5
9. There is no community developed resource management system that drives appropriate behaviors of stakeholders towards effective use of resources.	44	1
10. The school community has no regular review and improvement of the Development Plan.	13	8

This major challenge was also identified in the related study of Tan (2019) which analyzed the issues and hurdles against effective school-community relations programs as basis for collaborative intervention trainings. This study also found that school-community programs are also functional in the selected school locale, however, there are few or limited projects or programs that specifically define and prescribe stakeholders' involvement. It was concluded that many schools are still faced by the serious challenge and demand for more concrete, specific and particular areas, initiatives and programs that mainstream stakeholders' support services towards school development.

These are affirmed by the related study of Freira (2020) which identified the effects of social media on the communicative areas of school-community programs. This study also found that fostering communication and interaction between school leaders and population and community partners is not a major challenge due to the functionality of social media and digital tools to support the communication system.

Conclusion

The schools were found to have similar levels of engagement in school-based management practices in terms of leadership and governance, accountability and continuous improvement, and management of resources, identified as a strong level of engagement and the least SBM practice was in terms of curriculum and learning. The highest degree or level of performance of schools in SBM practices was manifested and exemplified in the core component of accountability and continuous improvement. It implies that schools receive sufficient support services from the stakeholders and multisectoral partners along SBM implementation.

Among the four core components of school-based management, the school classification was the major predictor of the significant relationship of SBM practices and the profile of schools. The SBM practices along the four components as to leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources has significant relationship with school classification profile. The implementation of school-based management is mostly challenged and affected by the lack of a community-based resource management system that is supposed to guide stakeholders in the effective use of resources and lack of integration of training for school and community leaders in supporting SBM in a long-term extent.

Over-all, the outcomes of the study imply that school size and classification significantly influence the extent of SBM practices, with larger schools benefitting from resource access, trainings and autonomy while smaller schools often face challenges along these SBM areas. Moreover, sufficient support from stakeholders leads to better opportunities to make SBM practices and services more sustainable over time. Schools classified as large, resource-enriched schools have more funding and resources to effectively support and maximize SBM services related to teachers' professional development, leadership structures, student learning achievements and stakeholders' involvement.

Meanwhile, the results imply that limitations in community-based resources can restrict the competence of schools to invest in salient areas of school development such as academic programs, teacher trainings, facilities and



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resources. Finally, the study implies that through this training program, the school leaders and staff can further understand how to effectively manage and mobilize community resources to enhance school operations and outcomes.

Recommendations

The Department of Education (DepEd) may consider the conceptualization and formulation of modified policies or guidelines that can secure accurate and relevant alignment of school funds, resources, training, and overall capabilities that support school-based management to the school classification and general needs. Likewise, the Department of Education (DepEd), the Schools Division of Camarines Norte may improve Curriculum and Learning through the enhancement of collaborative training programs on curriculum support systems and services, and may ensure that schools of Daet South District enhance opportunities and programs that can improve the support services of stakeholders in the implementation of other core components of SBM. This recommended action is important as it helps to ensure that the financial resources are allocated efficiently and are directed towards priority areas that have the most significant impacts on student outcomes and school development. Moreover, its importance also lies on the fact that SBM inspires schools to align their practices to local contexts and challenges. Alignment of resources assure that the strategies are well-supported for diverse school development purposes. When the schools are adapting their resources to SBM goals and needs, there are clearer and more attainable paths for monitoring progress.

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