

School-Based Management Level Of Practice In Selected Public Elementary Schools In Mimaropa Region, Philippines

Liezal V. Ballarta¹, Carolyn M. Illescas², David R. Perez³, Lovina A. Hamora³,
Abaraon Elementary School, Roxas Central District, Division of Palawan, College of Education,
Western Philippines University^{2,3,4}

Abstract: The study aimed to find out the level of practice of School-Based Management Framework in selected public elementary schools in the seven schools' divisions of DepEd MIMAROPA region. Descriptive - correlational comparative research design using survey method was used in this study. While statistical tools such as frequency, percentages, mean, t-test and Pearson Product Moment Correlation Test were employed.

Two hundred thirty-five respondents composed of 26 Public Schools District Supervisors and 209 School Heads from 375 public elementary schools from the seven schools divisions of DepEd MIMAROPA (Mindoro, Marinduque, Romblon and Palawan) region were the respondents of the study. Furthermore, all evidence of School-Based Management (SBM) principles such as Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources were described as maturing structures and mechanisms are in place to demonstrate ACCESSs.

Significant relationship between the school's profile except for Sources of funds, geographical location and the level of practice of School-Based Management in terms of Leadership and Governance, Curriculum and Learning.

Keywords: *School-based management, curriculum and learning, leadership and governance, accountability*

Introduction

The Department of Education has stepped up its efforts to decentralize education management - a strategy that is expected to improve the department's operating efficiency and upgrade education quality by accelerating the implementation of School-Based Management (SBM), a key component of Basic Education Sector Reform Agenda (BESRA).

School-Based Management (SBM) as a reform thrust has been revised and broadened to better highlight the children/ learner as the center of SBM practice; to encompass the diverse realities of learning context defined and uniquely occurring within specific geographic, social, cultural, economic, political and environmental make-up of the contemporary society; to enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children; to further promote shared governance between the school community; to integrate accreditation into SBM for a seamless assessment of a school system; and to improve the school system's capacity to be on track in achieving the EFA/Millennium Development Goals and sustain good performance (DepEd, 2012).

In implementing SBM, the Department of Education is doing all it can to create an environment where all the people involved in the processes not only agree but also commit to make change happen under a decentralized set-up.

This change is ultimately geared towards the school children's enjoyment of their right to quality education and other equally important rights such as the right to be safe and healthy, to be protected from harm and abuse, to play and to have leisure, to express their views freely, and to participate in decision-making according to their evolving capacities.

For this new setup to succeed, the school heads need to develop their people skills and managerial capabilities. They have to be empowered to be catalysts for change in schools.

It is observed that most of the public elementary schools in the different schools' division of MIMAROPA region are stepping up their efforts to level up the schools' compliance to School-Based Management (SBM) implementation.

The schools continue to work hard to accelerate their current status of SBM implementation considering that only a minimal number of these schools have undergone "self-assessment" to determine their initial stage of compliance to DepEd's SBM's standards.

Revised School-Based Management (SBM) has been implemented in the research locale since 2013 and based on the time frame of the Department of Education, the schools should have already reached Level II or Level III in their implementation but it is unfortunate that most schools seem to fail in determining their own status of SBM implementation, hence this study was conducted.

Objectives of the Study

1. describe the profile of the participant schools in Department of Education MIMAROPA region along the following:
 - a. school size;
 - b. sources of fund;
 - c. geographical location; and
 - d. level of school-based management implementation.
2. determine the level of practices of school-based management conceptual framework in terms of:
 - a. leadership and governance;
 - b. curriculum and learning;
 - c. accountability and continuous improvement; and
 - d. management of resources.
3. Is there a significant relationship between the school's profile and the level of practice of School Based Management.

Methodology

Locale of the Study

This study was undertaken in three hundred seventy five (375) selected public elementary schools which serve as twenty percent (20%) of the one thousand eight hundred seventy nine (1,879) total population schools of the seven divisions of MIMAROPA region.

The schools included in the study were nine (9) selected public elementary schools in the Division of Calapan City Mindoro; fifty three (53) selected public elementary schools in the Division of Occidental Mindoro; eighty three (83) from the Division of Oriental Mindoro; thirty six (36) from the Division of Marinduque; forty three (43) from the Division of Romblon; one hundred thirty four (134) from the Division of Palawan; and seventeen (17) from the Division of Puerto Princesa City, Palawan.

Research Design

The descriptive method of research applying quantitative approach was employed.

Respondents of the Study

A total of two hundred thirty-five (235) respondents composed of twenty-six (26) Public Schools District Supervisors (PSDS) and two hundred nine (209) School Heads from selected public elementary schools which comprised 12.5% of the one thousand eight hundred seventy-nine (1,879) total population of schools in the seven divisions of MIMAROPA region.

Sampling Procedure

In the selection of Public Schools District Supervisors (PSDS) and school heads, the researcher proposed to apply total enumeration, however because of difficulty in communication and willingness of the target respondents to participation in the online survey, the researcher settled for the actual retrieval of online survey resulted to 26 PSDS and 209 school heads from the seven divisions of MIMAROPA region.

Instrumentation

To obtain the data for the quantitative section of this study, it utilized the multi aspect structured Likert scale type of questionnaire to be converted into a goggle format to realize the online survey.

The Part I gathered information relative to the of the participant schools.

Part II dealt with the respondents' level of practice of school-based management. DepEd's Revised SBM Assessment Tool was used in this part of the instrument. Necessary permission was secured for the use of the DepEd SBM Manual.

Data Collection Procedure

Schedules were arranged for the conduct of the online survey. The researcher requested the respondents to send the accomplished survey questionnaire through electronic mail. The gathered data were promptly collated and tabulated and were subjected to statistical treatment. The findings were analyzed and interpreted prior to the drafting of the whole study.

Data Analysis

Descriptive and inferential statistics was applied to treat the quantitative data. The following statistical tools were used:

Frequency was applied for observing the number of times the observation occurs in the data, Mean was used to find the average, Pearson Moment Product Formula was used to find the significant relationship between and among the variables under study and t-test was also used to find significant difference between and among the variables under study.

Results

Profile of the Participant Schools in DepEd MIMAROPA Region

The study shows that in terms of number of teachers, 111 or 53.11 percent of the schools have between 1-9 teachers; 92 or 44.01 percent of the schools have 10-29 teachers; while three or 1.44 percent have 30- 49 and 50 and above teachers. This means that most of the schools in the research locale have small teacher population and that mentoring of teachers can easily be done which implies that smaller teacher population facilitates closer supervision of the teachers' instructional practices.

There are 182 or 87.02 percent of the schools that had less than 500 pupils; 26 or 12.44 percent had 500- 5000 pupils while only one or 0.48 percent have greater than 5000 pupils. This means that pupil population in the research locale is small which implies that classroom management is manageable which can lead to easier facilitation of the teaching learning process.

Result shows that more than half of the participant schools were categorized as small schools with a frequency of 114 or 54.54 percent having 1-9 teachers with less than 500 pupils. The least frequency is in the category of Mega with a frequency of 2 or 0.96 percent with total number 50 or more teachers with a population of more than 5,000 pupils. This reveals that most of the respondent schools are newly put-up or in the remote and rural areas.

In terms of sources of fund, 209 or 100 percent sourced their school fund from MOOE, followed by 133 or 63.64 percent whose funds are from donations and one or 0.48 percent sourced funds from SBFP. This means that all schools in MIMAROPA region got their funds from MOOE.

It implies that generally, schools are funded by the government through Maintenance and Other Operating expenses (MOOE), still this fund is usually not enough to finance everything in school, hence creating partnerships to encourage supports and donations is one of the most revealing resource mobilization platforms especially amidst pandemic. Only few engage in income-generating projects which can also augment financial needs in carrying school operation.

DepEd Order No. 8, s. 2019, the use of MOOE is subject to availability of funds and prioritization of mandatory expense items and must be in accordance with the existing budgeting, accounting, procurement and auditing rules and regulations.

In terms of geographical location, there were 188 schools or 89.95 percent found in rural areas and five schools or 2.39 percent can be found in highly urbanized areas.

In terms of level of school management implementation, there are 173 or 82.78 schools whose SBM practices are in the maturing level and there is only one school or 0.48 percent is in the advanced level. This only means that most schools in MIMAROPA region are in the maturing level or (Level II) which implies that MIMAROPA schools are just introducing and sustaining continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes.

Level of Practice of School-Based Management Framework in terms of Leadership and Governance

The study presents the respondents' level of practice of School-Based Management Framework in terms of Leadership and Governance. The level of SBM along this area is being described as maturing, by the School Heads with a mean rating of 1.95 and for Public School District Supervisors with a mean rating of 2.20.

As per School Heads' perceptions, of the nine statements considered, the statement, Decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community got the highest mean rating of 2.11. This means that decision-making is not only information-based and collective, but also a result of discussion.

Further, the table also presents the statement, Stakeholders actively participate, through dialogue and/or consensus-building, in formulating relevant policies and guidelines in conducting regular review and updating of community initiatives, is in the maturing level of SBM practice. This obtained the second highest mean rating of 2.08 which indicates that dialogues and consensus are often used in formulating school policies and regulations.

For the School Heads, the statement "The governance practices facilitate regular information and feedback sharing on the progress of the education development program." obtained the lowest mean of 1.82 which was also in the maturing level of practice.

This indicates that the School Heads believed that MIMAROPA schools are in the maturing process of creating feedback system that informs stakeholders on gaps between desired outcomes and actual SBM practices and guides decision making with the community.

On the other hand, the Public School District Supervisors perceived that in MIMAROPA schools, decisions are consistently based on valued and respected information sources and processes that adhere to vision, direction, and aspirations of the community. This got the highest mean rating of 2.35. This means that in MIMAROPA schools, decision-making is not only information-based and collective, but also a result of discussion.

On the statement "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." is being described by the Public School District Supervisors to be in the maturing level of practice got the second highest mean rating of 2.23. This means that the Public School District Supervisors perceived that the MIMAROPA schools are in the maturing level of having their school vision, direction, and aspirations are reviewed and adjusted sometimes to respond to conditions and emerging needs.

Based on the Public School District Supervisors' perceptions, of the indicators considered, the statements "The organizational structure for education governance promotes ownership of goals and members assumed particular roles and responsibilities to carry out initiatives", "The community facilitates the development of an education plan based on its vision, direction, and aspirations" and "Stakeholders demonstrate initiative, openness, and build effective relationships to contribute to the attainment of the organization's vision, mission, and goals." all described to be in the maturing level of practice, obtained the lowest mean of 2.15.

This means that the Public School District Supervisors believed that the MIMAROPA schools were in the maturing process of having voluntary participation of community stakeholders in school activities and guided by partnership agreements; having their stakeholders build effective relationships and work in teams to contribute to the attainment of VMG; having the education

plan (i.e. SIP) prepared by the school stakeholders with invited members of the community in support of school vision and aspirations.

The findings indicate that since the over-all level of practice of the SBM framework along Leadership and Governance is maturing, it means that MIMAROPA schools have introduced, developed and sustained continuous improvement process that integrated wider community participation and improved performance and learning outcomes significantly.

The findings imply that 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 is evident in MIMAROPA schools.

Level of Practice of School-Based Management Framework in terms of Curriculum and Learning

This presents the respondents' perceptions of the level of practice of School-Based Management Framework in terms of Curriculum and Learning. Both respondent groups perceives that the MIMAROPA schools were in the maturing level of SBM practice along the area of Curriculum and Learning. This is evidenced by mean ratings of 1.88 by the school heads and 2.11 by the Public School District Supervisors.

Of the eight statements considered, the School Heads perceived that the statement, "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", got the highest mean rating of 2.04. This means that there are existing efforts to work with the community to strengthen their role in learning and mentoring learners.

The second highest mean of 2.01 is true in the statement, "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", which implies that MIMAROPA schools adopt a curriculum which is consistent with national standards and successful attempts to adapt to local community life.

The lowest mean rating of 1.72, described to be in the maturing level of practice is true in the statements "Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning" and "The community actively participates in developing and mentoring the learners' awareness and practice of good citizenship and shares in the attainment of individual and collective competencies". Result indicates that learners demonstrate progressive improvements beyond the minimum level of attainment of competencies and there are existing efforts to work with the community to strengthen their role in learning and mentoring learners.

The Public School District Supervisors perceived that the statement, "Learners are equipped with essential knowledge, skills, and values to assume responsibility and accountability for their own learning", are in the maturing level of SBM practice. This statement got the highest mean rating of 2.31 respectively. This means that the Public School District Supervisors believe that learners demonstrate progressive improvements beyond the minimum level of attainment of competencies.

The Public School District Supervisors, perceived a maturing level of practice in the statement "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" which indicated that MIMAROPA schools adopt a curriculum consistent with national standards and successful attempts to adapt to local community life.

The lowest mean rating of 1.86 described to be in the maturing level of practice is true in the statement, "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”, which indicates that there are existing efforts to work with the community to strengthen their role in learning and mentoring learners.

The over-all findings along this variable though only in the maturing level of practice means that MIMAROPA schools comply with needed evidence indicating planned practices and procedures are fully implemented and aligned to ACCESs (A Child and Community-Centered Education Systems) which implies that along Curriculum and Learning MIMAROPA schools are able to create learning systems collaboratively developed and continuously improved, anchored on the community and learners’ contexts and aspirations.

Level of Practice of School-Based Management Framework in terms of Accountability and Continuous Improvement

The result reveals the maturing level of practice of School-Based Management Framework in terms of Accountability and Continuous Improvement. This is revealed in the mean ratings of 1.75 by the School Heads and 1.96 by the Public School District Supervisors.

Based on the perceptions of the School Heads, the statement, Roles and responsibilities of accountable person/s and collective body/ies are clearly defined and agreed upon by community stakeholders which got the highest mean of 1.88. This means that maturing level of practice is true in having the stakeholders engaged in clarifying and defining their specific roles and responsibilities according to the school believe heads.

The lowest mean rating of 1.67 is revealed in the statement “Accountability assessment criteria and tools, feedback mechanisms, and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon which is described to be in the maturing level of practice as perceived by the School Heads”. This means that MIMAROPA schools have stakeholders who are engaged in the development and operation of an appropriate accountability assessment system.

Based on the perceptions of the Public School District Supervisors, the statement, “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”, got the highest mean of 2.04.

This means that MIMAROPA schools are on the maturing level in the collaborative conduct of performance assessment, informs planning, plan adjustments and requirements for technical assistance.

Level of Practice of School-Based Management Framework in terms of Management of Resources

The study indicates that maturing level of practice of School-Based Management Framework in terms of Management of Resources, is perceived by both the School Heads and the Public School District Supervisors. This is revealed in the mean ratings of 1.76 by the School Heads and 2.01 by the Public School District Supervisors.

Among the five statements considered, the school heads perceive a maturing level of practice on the statement Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization which registered the highest mean rating of 1.81. This means that respondents perceive a maturing level of practice done in MIMAROPA schools where their stakeholders were aware that a regular resource inventory is available and is used as the basis for resource allocation and mobilization.

The statement, “There is in place community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources got the second highest mean rating of 1.77. This indicates that the School Heads see a maturing level of practice where school stakeholders are engaged and share expertise in the collaborative development of resource management system.

The lowest mean rating of 1.72 was obtained in the statement, “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 is still in the maturing level of practice among MIMAROPA schools”. “This means that stakeholders regularly engage in the planning and resource programming and actively participate in the implementation of the education plan.

On the other hand, of the five statements considered, the Public School District Supervisors perceived maturing level of practice on the statement “Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization”, which registered the highest mean ratings of 2.08.

This means that the Public School District Supervisors believe that a maturing level of practice is done in MIMAROPA schools where their resource inventory is characterized by regularity, increased participation by stakeholders, and communicated to the community as the basis for resource allocation and mobilization.

The statement, “There is in place community-developed resource management system that drives appropriate behaviors of the stakeholders to ensure judicious, appropriate, and effective use of resources got the second highest mean rating of 2.04. This indicates that the School Heads see a maturing level of practice where schools have an engagement procedure to identify and utilize partnerships with stakeholders for improving resource management is evident whereby the Public School District Supervisors see a maturing level of practice where schools have stakeholders were engaged and shared expertise in the collaborative development of resource management system.

The lowest mean rating of 1.96 is true in the statement, “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” and “There is a system that manages the network and linkages that strengthen and sustain partnerships for improving resource management” which indicated that these are still in the maturing level of practice.

This means that MIMAROPA schools have stakeholders who support a system of partnership for improving resource management. The over-all findings along this variable though only in the maturing level of practice means that MIMAROPA schools comply with needed evidence indicating planned practices and procedures are fully implemented and aligned to ACCESs (A Child and Community-Centered Education Systems) which implies that along Management of Resources, MIMAROPA schools, resources are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

Summary of the Respondents’ Mean Level of Practice of School-Based Management Framework

Table 1 presents the summary of respondents’ level of practice of School-Based Management Framework along Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement and Management of Resources. The table reveals a maturing level of SBM practice along the five areas among MIMAROPA schools. This is revealed in the mean ratings of 1.95 and 2.20 for Leadership and Governance which got the highest, 1.88 and 2.11 for Curriculum and Learning, 1.75 and 1.96 for Accountability and Continuous Improvement which obtained the lowest mean rating and 1.76 and 2.01 for Management of Resources.

This result that along Leadership and Governance, MIMAROPA schools are just maturing and still need to step up in terms of having 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.

The findings are strengthened by Wohlstetter (2015), that principals in SBM schools need to balance a variety of roles evolving from direct instructional leadership to a broader role of orchestrating decision-making; which are often through teams of teachers and interacting with a wider range of individuals, including community members and other stakeholders. Principals identifying roles were also depicted in some other works.

On the other hand, along Accountability and Continuous Improvement, though perceived to be in the maturing level of practice, was perceived to be the least among the variables considered. This means that MIMAROPA schools have to continue to work hard to accelerate their current status of SBM practice to maintain a clear, transparent, inclusive, and responsive accountability system in place, collaboratively developed by community stakeholders, which monitors expected and actual performance, continually address the gaps, and ensure a venue for feedback and redress.

This implies that MIMAROPA schools have to realize the significance of accountability and transparency in school governance by giving this utmost priority to enhance commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children.

Considering the maturing level of SBM practice along the five areas, as revealed by the overall findings, this indicates that MIMAROPA schools have introduced, developed and sustained continuous improvement process that integrates wider community participation and improve significantly performance and learning outcomes. The School-Based Management level of practice of all principles such as leadership and governance, curriculum and learning, accountability and continuous improvement; and management of resources indicate developing structures and mechanism are in place to demonstrate ACCESSs.

This implies that all principles are being given equal attention and importance by school heads. They are entirely considering all aspects of teaching-learning. However, Leadership and Governance earning the top spot, indicate that the efforts of school heads were appreciated and recognized. These efforts were seen to have a contribution in order to promote balance and effective governance.

Table 1. Summary on the Respondents' Mean Level of Practice of School-Based Management Framework

Statement	School Heads (N = 209)		PSDS (N=26)	
	Mean	Descriptive Interpretation	Mean	Descriptive Interpretation
Leadership and Governance	1.95	Maturing	2.20	Maturing
Curriculum and Learning	1.88	Maturing	2.11	Maturing
Accountability and Continuous Improvement	1.75	Maturing	1.96	Maturing
Management of Resources	1.76	Maturing	2.01	Maturing

Legend:

Scale	Score Range	Description
3	2.51 – 3.00	Advanced (A)
2	1.51 – 2.50	Maturing (M)
1	1.00 – 1.50	Developing (D)

Correlation Between the Schools' Profile and Level of Practice of School-Based Management in Terms of Leadership and Governance

As gleaned from Table 2, significant relationship existed between school's profile along number of teachers, number of pupils, school category, level of school-based management implementation and the level of practice of School-Based Management in terms of Leadership and Governance.

This reveals in the higher computed values of 3.22, 2.34, 2.03 and 4.44 than the critical t-value of 1.96 at 0.05 level of significance. This rejects the null hypothesis that there is no significant relationship between the school profile along number of teachers, number of pupils,

school category, level of school-based management implementation and the level of practice of School-Based Management in terms of Leadership and Governance. This means that in terms of Leadership and Governance, the level of practice of School-Based Management is affected by teachers, number of pupils and school category.

Further, the table shows that no significant relationship that existed between sources of funds and geographical location and the level of practice of School-Based Management in terms of Leadership and Governance. This is manifested in the lower computed values of 1.30 and 1.37 than the critical t-value of 1.96 at 0.05 level of significance. This result accepts the null hypothesis that there is no significant relationship between the school profile along sources of funds and geographical location and the level of practice of School-Based Management in terms of Leadership and Governance.

The results are affirmed by San Antonio & Gamage (2017), who found out that there is a significant relationship between the level of implementation of school-based management and level of participation of stakeholders in the different school-initiated activities. An implication to this is that the level of implementation of school-based management affects the level of participation of stakeholders in the different school-initiated activities. The more the school administrators practiced SBM, the more participative the stakeholders in the different school-initiated activities.

Table 2. Pearson Moment Correlation Coefficient r Showing Sinificant Relationship Between the School's Profile and the Level of Practice of School-Based Management in terms of Leadership and Governance

School Profile	Pearson r	Df	Computed t-value	Tabular t-value	Decision
Number of Teachers	0.22*	207	3.22	1.96	H ₀ : reject
Number of Pupils	0.16*	207	2.34	1.96	H ₀ : reject
School category	0.14*	207	2.03	1.96	H ₀ : reject
Sources of funds	0.09	207	1.30	1.96	H ₀ : accept
Geographical location	0.09	207	1.37	1.96	H ₀ : accept
Level of school-based Management implementation	0.30*	207	4.44	1.96	H ₀ : reject

-1.96 < c.v. < 1.96

Correlation Between the School's Profile and the Level of Practice of School-Based Management in Terms of Curriculum and Learning

Table 3 reveals the correlation between the school's profile and the level of practice of School-Based Management in terms of Curriculum and Learning. The computed t-values of 3.64, 1.99, 2.25 and 4.57 are higher than the critical value of 1.96 at 0.05 level of significance which revealed the significant relationship between number of teachers, number of pupils, school category and level of school-based management implementation and the level of practice of School-Based Management in terms of Curriculum and Learning.

This rejects the null hypothesis stating that there is no significant relationship between number of teachers, number of pupils, school category and level of school-based management implementation and the level of practice of School-Based Management in terms of Curriculum and Learning. This implies that the level of practice of School-Based Management in terms of Curriculum and Learning is dependent on the number of teachers, number of pupils, school category and level of school-based management implementation.

Further, the table likewise shows the acceptance of the null hypothesis in the correlation between the school's profile along sources of funds, geographical location and the level of practice of School-Based Management as manifested in the lower computed t-values of 1.08 and 1.19 than

the critical value of 1.96 at 0.05 level of significance which implies that sources of funds, geographical location are not potent factors that affect the level of practice of School-Based Management in terms of Curriculum and Learning.

Moreover, the result of this study was supported by the findings of Cranston (2016) which claimed that School-Based Management can promote improvements in student learning by building relationships between schools and diverse community entities. He further asserted that building partnerships that link school, family, and community is intimately connected to student achievements because linking schools and community resources leads to providing services and support that address various needs of the students.

Table 3. Pearson Moment Correlation Coefficient r Showing Significant Relationship Between the School's Profile and the Level of Practice of School Based Management in terms of Curriculum and Learning

School Profile	Pearson r	Df	Computed t-value	Tabular t-value	Decision
Number of Teachers	0.25*	207	3.64	1.96	H ₀ : reject
Number of Pupils	0.14*	207	1.99	1.96	H ₀ : reject
School category	0.15*	207	2.25	1.96	H ₀ : reject
Sources of funds	0.07	207	1.08	1.96	H ₀ : accept
Geographical location	0.08	207	1.19	1.96	H ₀ : accept
Level of school-based Management implementation	0.30*	207	4.57	1.96	H ₀ : reject

-1.96 < c.v. < 1.96

Correlation Between the Schools' Profile and the Level of Practice of School-Based Management in Terms of Accountability and Continuous Improvement

Table 3 shows that in terms of Accountability and Continuous Improvement, the null hypothesis that there is no significant relationship on the school's profile along number of pupils, school category, sources of funds, geographical location and the level of practice of School-Based Management is accepted as shown by their computed t-values of 1.30, 1.34, 0.53, 0.60 which are within the acceptable critical t-value of 1.96 at 0.05 level of significance.

This means that the school's profile along number of pupils, school category, sources of funds, geographical location does not affect the level of practice of School-Based Management in terms of Accountability and Continuous Improvement.

It is a step by step devolution to the institution's level of power and accountability to decide on important problems on school operations given a uniform framework of objectives and rules.

Table 4. Pearson Moment Correlation Coefficient r Showing Significant Relationship Between the School's Profile and the Level of Practice of School-Based Management in terms of Accountability and Continuous Improvement

School Profile	Pearson r	Df	Computed t-value	Tabular t-value	Decision
Number of Teachers	0.19*	207	2.75	1.96	H ₀ : reject
Number of Pupils	0.09	207	1.30	1.96	H ₀ : accept
School category	0.09	207	1.34	1.96	H ₀ : accept
Sources of funds	0.04	207	0.53	1.96	H ₀ : accept
Geographical location	0.04	207	0.60	1.96	H ₀ : accept
Level of school-based Management implementation	0.30*	207	4.50	1.96	H ₀ : reject

-1.96 < c.v. < 1.96

Correlation Between Schools' Profile and Level of Practice of School-Based Management in Terms of Management of Resources

The correlation between the schools' profile along number of pupils, sources of funds, geographical location, school-based management implementation and the level of practice of School-Based Management in terms of Management of Resources resulted to the acceptance of the null hypothesis as shown in the lower t-values of 1.91, 1.49, 1.75 than the critical value of 1.96 at 0.05 level of significance which means that Management of Resources are not significantly affected by the number of pupils, sources of funds, geographical location, school-based management implementation.

Further, the table reveals a significant correlation between number of teachers and school category as revealed in the higher lower t-values of 2.88 and 2.01 than the critical value of 1.96 at 0.05 level of significance, hence the rejection of the null hypothesis stating that there is no significant relationship between school's profile along number of teachers and school category and the level of practice of School-Based Management in terms of Management of Resources which imply that school size and teacher population are potent factors affecting the management of resources.

Resource utilization is the main emphasis in school management. The major problem confronting the school administrator is how to utilize the "available limited funds, manpower, equipment, buildings and materials for effective impact on the students. Proper management and utilization of resources in an organization is as important as the achievement of goals and objective. The quality and quantity of resources available to any education system provides a basis for the assessment of the managerial abilities of an education manager.

Table 5. Pearson Moment Correlation Coefficient r Showing Significant Relationship Between the School's Profile and the Level of Practice of School Based Management in terms of Management of Resources

School Profile	Pearson r	Df	Computed t-value	Tabular t-value	Decision
Number of Teachers	0.20*	207	2.88	1.96	H ₀ : reject
Number of Pupils	0.13	207	1.91	1.96	H ₀ : reject
School category	0.14*	207	2.01	1.96	H ₀ : reject
Sources of funds	0.10	207	1.49	1.96	H ₀ : accept
Geographical location	0.12	207	1.75	1.96	H ₀ : accept
Level of school-based Management implementation	0.30*	207	4.47	1.96	H ₀ : reject

-1.96 < c.v. < 1.96

Conclusions

1. The School-Based Management level of practice along leadership and governance, curriculum and learning, accountability and continuous improvement; and management of resources indicated maturing structures and mechanism to achieve ACCESSs. (A Child and Community-Centered Education Systems).
2. There was a significant relationship between the school's profile except for Sources of funds, geographical location and the level of practice of School-Based Management in terms of Leadership and Governance, Curriculum and Learning.

Recommendations

1. May Intensify the development of schools by providing appropriate rewards like additional incentives such computers, office supplies, printers, and other office and laboratory equipment for those which have improved their level of practice. DepEd should also encourage individual schools through better orientation and monitoring of SBM level of practice.
2. May Implement SBM Advocacy Programs such as School-based Management Development Program (SBMDP) which will upgrade the school heads' ability in leading and managing school and which will improve their level of SBM practice.
3. May Conduct capability building intervention focusing on "promotion of accountability & continuous improvement, and optimization of judicious resource management to ultimately achieve organizational performance improvement of school's learning outcomes and document analysis to continuously improve the stakeholders' knowledge.
4. Should Enforce stricter measures and devise a more rigid and systematic documentation/ records keeping system especially on the aspect of fund management particularly on resource generation from different sources since the success of School Based Management (SBM) School Governing Council.
5. Should push for the installation and operationalization of the school's monitoring and evaluation mechanisms for transparency purposes more particularly in Tracking of teachers' performance, Tracking of pupils' performance and achievement, SGC operations.
6. Should volunteer as part of the working committee responsible for responsible for the proper, accurate recording, updating and safekeeping of SBM assessment tool all related documents.
7. Should be more updated and knowledgeable in the school's SBM status and report this during PTA meetings with prior approval from the school head and the SGC.

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