



# The Effect of the Implementation of School-Based Management in Decision Makers and Stakeholders of Selected Public Schools in the Philippines

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Journal for Educators, Teachers and Trainers, Vol. 14 (2)

<https://jett.labosfor.com/>

Date of reception: 06 Jan 2023

Date of revision: 11 Mar 2023

Date of acceptance: 14 Mar 2023

**Jonathan L. Roque (2023). The Effect of the Implementation of School-Based Management in Decision Makers and Stakeholders of Selected Public Schools in the Philippines. *Journal for Educators, Teachers and Trainers*, Vol. 14(2). 294-304.**

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## **The Effect of the Implementation of School-Based Management in Decision Makers and Stakeholders of Selected Public Schools in the Philippines**

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### **ABSTRACT**

The study aimed to determine the extent of implementation of school-based management in public elementary schools in Santiago City, Isabela, Philippines. It also investigated the extent of contribution of decision-making, authority and participation of stakeholders in the implementation of School-Based Management in terms of operational aspects of SBM and school heads' leadership and governance. The descriptive-correlational method with some qualitative aspect were utilized. Result shows that in terms of implementing School-Based Management as regards its objectives, the implementers did not fully carry this out. The extent of implementation of SBM in terms of School Support Committee was not fully considered. There was a moderate implementation of SBM as regards its participative decision-making approach Participatory decision-making as one of the aspects of SBM is not fully implemented. In addition, as per operational aspects, the extent of SBM implementation progresses from developing structures and mechanism to introducing continuous improvement processes through shared leadership and community partnership. Moreover, in relation to all aspects of school heads' leadership and governance, the principal assumed the leading role and responsibility, but the School Support Committee claimed that they are knowledgeable about the actions taken, hence not totally relying on the decision of the school heads and teachers. The school heads' leadership and governance, however, serves only as a guide on how to achieve the shared vision, mission and objectives of the school. It is recommended that enrichment activities like benchmarking to well-developed schools and other organizations in the community, and intervention programs like brainstorming and planning sessions may be of help in creating a better implementation of School-Based Management and the school heads along with the teachers need to continue enhancing their leadership skills to ensure that the schools run effectively and efficiently and take into consideration communication procedures relative to transparency. These recommendations will lead to the recognitions and incentives must be given to SBM performing implementing schools.

**Keywords:** Decision makers, Public elementary school, School-based management system, stakeholder

### **INTRODUCTION**

Global public education has sparked recurring trends in which the focus on school administration switched from centralization to decentralization under the impact of contemporary management in industrial and commercial organizations. Various school reform movements, all of which attempted to improve efficiency, equity, and quality of education, were introduced as a result of dissatisfaction with the central approach to education and the shift toward decentralization. Many academics agree that the transfer of decision-making power to school levels through the shift to SBM has been one of the most important innovations in the present reorganization of educational systems (Zajda & Gamage, 2009; Caldwell, 2005).

Copple & Bredekamp (2009) believed that in the classroom, scaffolding, as shown in Figure 3, which is a key feature of effective teaching where the adult continually adjusts the level of his or her help in response to the learners' level of performance, can include modeling a skill, providing hints or cues, and adapting material or activity.

Constructivism promotes a sense of personal agency as students have ownership of their learning and assessment. However, the biggest disadvantage is its lack of structure. Some students require highly structured learning environments to be able to reach their potential. It also removes the grading in the traditional way and instead places more value on students evaluating their own progress, which may lead to students falling behind, as without standardized grading teachers may not know which students are struggling.

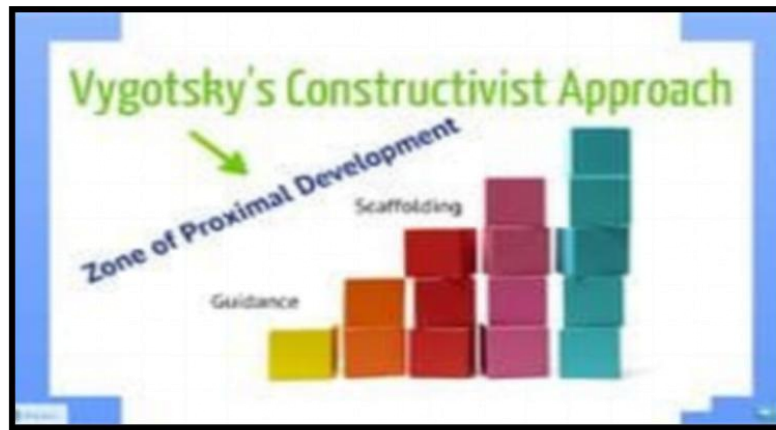


Figure 1. Vygotsky's Constructivist Approach

In addition, when there is a vibrant classroom, when teachers and school administrators are educated and informed, and when families and communities act an active role in supporting schools, children can learn to their full potential (Anderson & Mundy, 2014).

Tam (2000) lists the following four basic characteristics of constructivist learning environments, which must be considered when implementing constructivist teaching strategies:

- 1) Knowledge will be shared between teachers and students.
- 2) Teachers and students will share authority.
- 3) The teacher's role is a facilitator or guide.
- 4) Learning groups will consist of small numbers of heterogeneous students.

Moreover, Honebein (1996) summarizes the seven pedagogical goals of constructivist learning environments:

- 1) To provide experience with the knowledge construction process (students determine how they will learn).
- 2) To provide experience in and appreciation for multiple perspectives (evaluation of alternative solutions).
- 3) To embed learning in realistic contexts (authentic tasks).
- 4) To encourage ownership and a voice in the learning process (student-centered learning).
- 5) To embed learning in social experience (collaboration).
- 6) To encourage the use of multiple modes of representation (video, audio, text, etc.)
- 7) To encourage awareness of the knowledge construction process (reflection, metacognition).

Furthermore, Brooks and Brooks (1993) list twelve descriptors of constructivist teaching behaviors:

- 1) Encourage and accept student autonomy and initiative.
- 2) Use raw data and primary sources, along with manipulative, interactive, and physical materials,
- 3) When framing tasks, use cognitive terminology such as "classify," "analyze," "predict," and "create."
- 4) Allow student responses to drive lessons, shift instructional strategies, and alter the content.
- 5) Inquire about students' understandings of the concepts before sharing [your] own understanding of those concepts.
- 6) Encourage students to engage in dialogue, both with the teacher and with one another.
- 7) Encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other.
- 8) Seek elaboration of students' initial responses.
- 9) Engage students in experiences that might engender contradictions to their initial hypotheses.
- 10) Allow wait time after posing questions.
- 11) Provide time for students to construct relationships and create metaphors
- 12) Nurture students' natural curiosity through frequent use of the learning cycle model.

Akpan et al. (2020) concluded that social constructivism is a learning theory that views learning as a social process where students collaborate by engaging in group activities for meaningful learning to take place. Teachers employ instructional guidance by using teaching methods that allow knowledge discovery and construction by students as they interact and work together in the learning process. Social constructivism shifts the responsibility of knowledge acquisition from the teacher to the students and transforms the student from a passive listener to an active participant and a co-creator of knowledge among co-learners.

In our world today, it is expected that teachers should sympathetically understand their students to establish a harmonious and happy relationship. This is more necessary since students are drawn from many different backgrounds with variations of cultural beliefs. Of this fact, Bennaars (1998) never failed to show kindness,

care, and sympathy towards his students. He was one of those teachers who found job satisfaction in teaching because he took it as a vocation (Wolof, 2001).

Moreover, constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner’ (Elliott et al., 2000).

Lynch (2016) added that dialogue within a community stimulates new ideas. All school stakeholders should view the classroom as a community for discussion and exchange of ideas. Students in the classroom are responsible for the defense, proof, justification, and communication of their ideas to the community. These ideas can only be accepted as truth if they can make sense to the community. If they do, they become shared knowledge. In summary, learning occurs not through hearing or seeing, but primarily through interpretation. Interpretation is shaped by what’s already known and is further developed through discussion.

In the abovementioned information, the researcher sought to answer the following questions and to formulate appropriate recommendations in the future

1. What is the extent of the implementation on School-Based Management in terms of attainment of objectives, involvement of the school support committee and participation in decision-making
2. What is the extent of contribution of decision-making, authority and participation of stakeholders in the implementation of School-Based Management in terms of: operational aspects of SBM and school heads’ leadership and governance?

## METHODS

In this investigation, a descriptive methodology was used. According to McCombes (2020), the goal of descriptive research is to correctly and methodically describe a population, circumstance, or phenomena. The methods used was able to answer the questions on the extend of implementation of SBM and its contribution. The investigation was carried out in the City Division of Santiago's public elementary schools. the West Cluster's elementary schools in general. School administrators, teachers, and stakeholders, particularly the PTCA officials at the public elementary schools in City Division of Santiago in West Cluster with a total of 236 respondents, served as the study's primary data sources. Purposive sampling was utilized to pick the stakeholders, while total enumeration was used to select the teachers and school administrators. With permission for educational use, the stakeholder engagement questionnaire was adapted from those used by De Torres (2021) and Ndili (2013) in research relating to the researcher's study.

**Table 1. Distribution of Respondents as to School Origin**

Particulars	School Head	Teachers	Stakeholders	Total
Santiago West Central School	1	38	10	49
Patul Elementary School	1	28	10	39
Villa Gonzaga Elementary School	1	14	10	25
Dubinan Elementary School	1	28	10	39
Sinsayon Elementary School	1	17	10	28
San Isidro Elementary School	1	9	10	20
Sinili Integrated School	1	25	10	36
Total	7	159	70	236

## Data Gathering Instrument

The adapted questionnaire was served as the primary data gathering instrument of the study based on the guidelines of SBM. The said questionnaire sought to evaluate the extent of implementation of SBM.

There are four sets of questionnaires which consisted of the following: one for the school head respondents; one for the teacher and for the stakeholders such as parents, alumni, NGOs and LGU officers’ respondents; and one for the interview guide questions.

The questionnaire about stakeholders’ engagement will be taken from the instruments used by De Torres (2021) and Ndili (2013) in their studies related to the researcher’s study with permission for educational use. The questionnaire about the implementation of SBM will be taken from the Contextualized SBM Assessment Tool from the Department of Education with permission for educational use. Since the questionnaires were adopted, simple modifications were done to fit the purpose of the study.

The survey on stakeholders’ engagement which has 3 dimensions collected information from the stakeholders. The 3 dimensions have 10, 5, and 10 questions, respectively, for a total of 25 questions.

The other survey which has 4 dimensions dealt with the implementation of SBM. The 4 dimensions have 5, 7, 5, and 5 indicators, respectively for a total of 22 indicators.

Furthermore, the third part includes the related practices and challenges about the implementation of SBM, related aspects of SBM operations in terms of decision-making, authority, the participation of the stakeholders and school heads' governance and leadership.

For the case of teachers and stakeholders, it focused only on the related practices and challenges about the implementation SBM. It also zeroed in the related aspects of SBM operations in terms of decision-making, authority, the participation of the stakeholders and school heads' governance and leadership.

The items of the interview questionnaire were randomly arranged so as not to preempt the results of the survey. However, different codes were utilized to guide and help the researcher in determining the strengths and weaknesses, major problems and issues and remedial measure to solve problems in implementing the SBM.

### Try-Out of the Questionnaire

The questionnaire was given a try-out to a group of teachers who are not included in the study with whom he would make arrangement with which would come from other private school of the City Division of Santiago. They requested to fill out the questionnaire and to give suggestions. Their findings and recommendations would be served as bases in the final lay-out of the instrument. The questionnaire was presented to the Dean of the Graduate Studies and her adviser for further suggestions. The suggestions and comments were derived from the pre-testing as well as suggestions from the Dean of the Graduate School and her adviser incorporated in the final draft of the questionnaire, after which the reproduction and distribution were done.

### Scoring and Interpretation

The data retrieved through the questionnaire were converted into numerical weight using the 4-Point Likert-Type scale. The researcher classified and tallied them into different quantities that would enable her to categorize the data. The researcher's insight in the explanation of results is based on an arbitrary scale that is used for the interpretation of the data.

1.00 – 1.75	Not extent	1.76 – 2.50	Small extent
2.51 – 3.25	Large extent	3.26 – 4.00	Very large extent

### Unstructured Interview

The researcher conducted an informal interview to the respondents during the retrieval of the questionnaire to gather additional information that have bearing to the present study. The purpose of which was to check and crosscheck the validity and the reliability of the data gathered through the questionnaire. Moreover, the strengths and weaknesses of the implementation of SBM were identified through informal interviews. After which, the key informants were asked what particular aspects to be included in the program on how to intensify the level of engagement of the stakeholders and the extent of implementation of School-Based Management (SBM).

### Data Gathering Procedures

The researcher prepared a draft of the questionnaire based on the guidelines and policies in implementing SBM. The questionnaire was validated by the experts. Final corrections and suggestions from the experts were incorporated before the reproduction of the final copy. A sample of faculty was invited to participate in the face to face/ group interview session by the researcher. The discussion was held at the assigned venue for approximately less than one (1) hour. A semi-structured interview was done to probe, clarify and confirm responses. After administering the survey questionnaire, the researcher retrieved the questionnaire. After which, he tallied and computed the weighted mean and analyze the results. The study subjected to certain ethical issues. Prior to the conduct of the study, a request letter was given to the Schools Division Superintendent of the division where the study will be conducted. Participants were informed regarding the objectives of this study and reassured that their identity would be confidential and that the result was used only for academic purposes. More importantly, all the participants were not harmed or abused, physically and/or psychologically, during the conduct of the study. In addition, utilizing google form was employed to gather data and related information to those participants of the study who are knowledgeable and have the access of the internet. Digital questionnaires were distributed to the respondents. Answering of questionnaires was undertaken by the respondents at their convenient time without affecting the conduct of classes in compliance with the "Engage-Time-On-Task" Policy of the Department of Education (DepEd Order No. 9, s. 2005). Additionally, the problems and solutions in coping with the implementation of the School-Based Management were included. Moreover, using social media platforms were used to gather data. Using Google Forms will be applicable to facilitate the collection of needed data for the study. On the other hand, at least a 5-day answering period was given after which retrieval was undertaken. The scheme was in consideration of the organizational structure of the school.

### Statistical Treatment of Data

The data gathered were tallied, tabulated and computed that facilitated analysis and interpretation. Weighted mean was used to determine the level of engagement of the stakeholders in the programs, projects, and activities

and to identify the level of implementation of the School-Based Management. In addition, Pearson r was used to distinguish the significant relationship between the level of stakeholders' engagement and the level of implementation of school-based management. Further, weighted mean rating was used to elaborate on the data gathered in the rational and operational aspects of the implementation of SBM.

## RESULTS AND DISCUSSIONS

### Implementation of School Based Management

#### Attainment of Objectives

The grand mean rating and description of respondents on extent of attainment of objectives in implementing School-Based Management is presented in table 2. The production of instructional materials was improved to a large extent with 3.95 as perceived by the respondents.

**Table 2. Implementation of School-Based Management in Terms of Attainment of Objectives**

Indicators	SH	T	ST	Overall Mean Rating	Description
1. The quality of education was improved by making necessary instructional materials available at schools.	4.00	4.14	3.70	3.95	Large Extent
2. Access to education was expanded by eliminating start- school fee year policies	3.50	3.94	3.26	3.57	Moderate Extent
3. The participatory decision-making approach was encouraged by delegating decision-making authorities to various local stakeholders.	3.43	4.04	3.25	3.57	Moderate Extent
4. Increased in the efficiency and effectiveness of budget management in the school.	3.50	4.13	3.26	3.63	Moderate Extent
Grand Mean Rating	<b>3.61</b>	4.06	3.37	3.68	Moderate Extent

\* SH-School Head \* T-Teacher \* ST-Stakeholder

Indicator number 1 obtained the highest mean of 3.95 as testified by School Principal Aries, one of the respondents, who said that:

"We have SIP to be followed, School Improvement Plan covers for three years. We have our AIP (Annual Improvement Plan) to identify the priority and our projects. We need to allot funds to finance Instructional Materials to improve our instruction in our school."

The grand mean rating of 3.68 implies a "moderate extent." Thus, the objectives of SBM were not fully carried out. On the other hand, the implementation of eliminating start-school fee year policies is described as "moderate extent" (3.57). Similarly, for participatory decision-making approach and increase in the effectiveness and efficiency of budget management, implementation was described as "moderate extent" as indicated by their overall mean rating of 3.57 and 3.63, respectively.

#### Involvement of School Support Committee (SSC)

The implementation of SBM in terms of involvement of School Support Committee is shown in table 3. As reflected by the table, all indicators from numbers 2 to 7 were rated "moderate extent" while indicator number 1 about the enhancement of the enrollment of pupils through education campaign and encouragement of parents was rated to a "large extent" as perceived by the respondents. Seemingly, the involvement of SSC in the revenue mobilization and budget, improvement of school property maintenance, school construction and repair, prevention of irregularities, school planning and monitoring pupils' learning was not fully considered.

Master Teacher B, one of the respondents attested (*see appendix M*) that:

"In order to generate funds, we are tapping the stakeholders, the homeroom PTAs, the parents because they need to help us in providing the important needs of our pupils.

This means that School Support Committee (SSC) has its great role in improving the system of the school.

**Table 3. Implementation of School-Based Management in Terms of Involvement of the SSC**

Indicators	SH	T	ST	Overall Mean Rating	Description
1. Enhancement of the enrolment of pupils through education campaign and encouragement of parents.	4.07	4.39	3.56	4.01	Large Extent
2.Taking part in revenue mobilization and budget through school development plan.	3.00	3.99	3.23	3.41	Moderate Extent

3.Improvement of school maintenance and property.	3.21	4.19	3.25	3.55	Moderate Extent
4. Involvement in school construction and repair through fund raising and engaging parents.	3.00	4.13	3.32	3.48	Moderate Extent
5. Prevention of irregularities inside and outside the school.	3.64	4.11	3.49	3.75	Moderate Extent
6. Participation in school planning and implementation.	3.57	4.29	3.37	3.74	Moderate Extent
7. Monitoring pupil learning through community-parent meeting	3.21	4.28	3.63	3.71	Moderate Extent
Grand Mean Rating	3.39	4.20	3.41	3.66	Moderate Extent

\* SH- School Head \* T- Teacher \* ST- Stakeholder

### Participative decision-making

The extent of implementation of SBM in terms of participative decision-making is shown in table 4. As perceived by the respondents, the participative decision-making approach and school supports to community involvement were rated “moderate extent” as indicated by their overall mean ratings of 3.21 and 3.62, respectively. Based on the grand mean rating of 3.42, the extent of implementation of SBM in terms of participative decision-making is to a “moderate extent”. Hence, the participative decision-making as one of the aspects of SBM is not fully implemented. The indicators mainly focused on the participative decision-making of both internal and external stakeholders with a grand mean rating of 3.42 which means “moderate extent.”

**Table 4. Implementation of School-Based Management in Terms of Participative Decision-making**

Indicators	SH	T	ST	Overall Mean Rating	Description
1. The participative decision-making approach has promoted the concept of democracy among local stakeholders as they become participative in school development.	3.00	4.14	2.48	3.21	Moderate Extent
2. The school supports the importance the community members’ and parents’ involvement in the school activities.	3.00	4.37	3.51	3.62	Moderate Extent
Grand Mean Rating	3.00	4.25	2.99	3.42	Moderate Extent

\* SH- School Head \* T- Teacher \* ST- Stakeholder

Many researchers affirmed that one of the most significant reforms in the current restructuring of school systems has been the devolution of decision-making authority to school levels through the move towards School-Based Management (Zajda & Gamage, 2009; Caldwell,2005). This was affirmed by some of the respondents that, Teacher Y: “If you will decide, you will be scolded.”

Teacher Z: “School head will decide by herself.”

Teacher X: “School head decides first.”

The results pointed out that stakeholders must be considered in decision making, planning and even monitoring. Teachers play a vital role in decision making so, the school administrator should initiate parliamentary procedure and democratic system in decision making to identify the thoughts and value-laden ideas of the other members of the organization.

### Operational Aspects of School-Based Management

#### Operational Aspects of SBM

The grand mean rating and the description of the respondents on the contribution of the operational aspects of implementation School-Based Management is presented in table 5. Based on the table, there is a “moderate extent” of contribution of decision-making authority and participation to operational aspects of SBM as indicated by the unanimous description of the respondents. It means that the operational aspects of School-Based Management were not fully implemented among the school heads of both districts.

**Table 5. Implementation of Operational Aspects of School-Based Management**

Indicators	SH	T	ST	Overall Mean Rating	Description
1. There is a systematic and consistent delegation of authority and responsibility from the principal to the section chiefs and teachers to decide on day-to-day school operation	2.86	4.11	3.23	3.40	ME
2. The principals and teachers have greater power to decide on what should be the agenda of the school operational plan and how this should be implemented.	3.14	4.19	3.21	3.51	ME
3. Regular meeting is held at the beginning of the academic year that the principals, teachers and SSC assemble to develop the school plan by integrating the ideas collected from the participants, aligning them to the national education policies.	3.14	4.27	3.33	3.58	ME
4. The stakeholders are free to go for their school vision-mission, structure, and date of various meetings grounded on their decision agreed by the participants.	3.21	4.13	3.26	3.54	ME
5. The local stakeholders were allowed to make decision over the establishment of regulations related to students, employee, and other matters that differ from the given set of guidelines but are relevant to the needs and practicalities of the context.	2.64	3.84	3.05	3.18	ME
6. The teachers have been empowered to review and adjust the curriculum to the needs and relevance of the student.	3.14	4.13	3.34	3.54	ME
7. Lessons and learning activities are relevant to the needs of the children in the schools.	3.36	4.38	3.63	3.79	ME
8. The human resources or the personnel are placed to fit the school vision-mission, school structure and their expertise in the field.	3.29	4.25	3.56	3.70	ME
9. The authority for decision making on personnel management and mobilization transferred to the principals.	3.14	4.04	3.42	3.54	ME
10. The principals have a power to recruit or fire any staff in the school.	3.00	3.46	3.10	3.19	ME
11. The principals have the power to mobilize any staff in the school as posted by the provincial office of education in accordance with needs of the school.	3.64	4.07	3.45	3.72	ME
12. The principals were empowered to assign task and responsibility for teaching and non-teaching staff based on their expertise.	3.50	4.28	3.44	3.74	ME
13. The principals were empowered to nominate the staff for promotion and award.	3.50	4.01	3.30	3.60	ME
14. The distribution of the budget known as Program-Based Budget to the schools is mainly computed on the population of the students regardless of school size, location and needs	3.21	4.06	3.25	3.51	ME
15. The budget usually arrives regularly that funds some activities and programs.	2.86	3.72	2.86	3.15	ME
Grand Mean Rating	3.18	4.06	3.30	3.51	ME

The item regarding the relevance of lessons and learning activities to the needs of the children in the schools obtained the highest overall mean rating of 3.79 while the item on the arrival of budget that funds some activities and programs obtained the lowest overall mean rating of 3.15. It implies that the ultimate objective of implementing the operational aspects of School-Based Management focused on the instruction on how to cater to the needs of the pupils. It infers that the administrators strategize different programs on how to help teachers to carry out the important competencies being taught to the pupils. On the other hand, the findings are attuned to the statement of Gropello (2006) that the success of the SBM models depends on a large extent on the assets of the school financial and material resources, capability building programs, and competent human resources teachers.



### School Heads' Leadership and Governance

The grand mean rating and the description of respondents about the contribution of school heads' leadership and governance in implementing SBM is shown in table 6. Noticeably, the respondents perceived that teachers have moderate authority and responsibility on teaching and learning, planning and development. It implies that in terms of instruction, teachers play a vital role in designing any strategies and techniques in teaching with the help of the school head or the director on school empowerment and governance.

**Table 6. Implementation of SBM Through School Heads' Leadership and Governance**

Indicators	SH	T	ST	Overall Mean Rating	Description
1. The principal plays the leading role and responsibility in all aspects of school decision making.	3.43	4.33	3.53	3.76	ME
2. The teachers have most authority and responsibility on teaching and learning, planning and development as well as environment.	3.79	4.25	3.59	3.88	ME
3. The School Support Committee representatives, usually the director, have been empowered to take part in some aspects of school operation including planning and development, budget management and maintenance and infrastructure.	2.86	3.92	3.16	3.31	ME
4. The SSC have the knowledge of school management and do not rely on the principals and teachers to decide.	2.79	3.39	2.95	3.04	ME
5. The parents do not have any participation in school decision making process, but they have taken part in various school activities such as opening school ceremony, fund raising, teacher-parent meeting, and awarding ceremony at schools.	2.36	3.44	3.04	2.94	ME
6. The participatory decision-making approach which engages the principals, teachers, SSC members, parents and community in the school management is encouraged in the school.	3.00	4.15	3.33	3.49	ME
7. The principals are the main decision makers who usually take most control over staff management and monitoring and evaluation, leaving marginal gap for the teachers and SSC members to make decision.	3.50	3.88	3.25	3.54	ME
Grand Mean Rating	3.10	3.91	3.26	3.42	ME

\* SH- School Head \* T- Teacher \* ST- Stakeholder

On the other hand, parents have minimal participation in school decision-making process but taken part in various school. Thus, the contribution of the parents in the school activities and programs is not fully recognized. Based on table 6, the contribution of the School Support Committee representatives usually take part in some aspects of school operation and knowledge of school management is to a moderate extent as indicated by their overall mean rating of 3.31 and 3.04 respectively. Similarly, for contribution of school heads' leadership and management in terms of participatory decision-making approach and taking control over staff management in monitoring and evaluating marginal gaps for teachers and SSC members were to a moderate extent as indicated by their overall mean rating of 3.49 and 3.54 respectively. The grand mean rating of 3.42 implies a moderate extent. Thus, contribution of the implementation of SBM through school heads' leadership and governance is not competently performed.

### CONCLUSIONS AND RECOMMENDATIONS

#### Summary of Findings

#### On the Extent of Implementation of School-Based Management

In terms of implementing School-Based Management as regards its objectives, the implementers did not fully carry this out. The extent of implementation of SBM in terms of School Support Committee was not fully considered. There was a moderate implementation of SBM as regards its participative decision-making approach Participatory decision-making as one of the aspects of SBM is not fully implemented.

### **Extent of Contribution of Decision Making, Authority and Participation of Stakeholders**

In the operational aspects, the extent of SBM implementation progresses from developing structures and mechanism to introducing continuous improvement processes through shared leadership and community partnership. In relation to all aspects of school heads' leadership and governance, the principal assumed the leading role and responsibility, but the School Support Committee claimed that they are knowledgeable about the actions taken, hence not totally relying on the decision of the school heads and teachers. The school heads' leadership and governance, however, serves only as a guide on how to achieve the shared vision, mission and objectives of the school.

### **CONCLUSIONS**

1. The school heads, as main implementers of SBM, uphold policies and regulations religiously based on memoranda and DepEd orders. Utilizing democratic ways of leadership, these implementers also employ fairness and impartiality as they deal with teachers and stakeholders. Furthermore, SBM implementers initiate firm and stable management practices adhering to the policies in utilizing MOOE. Merit system on awards and recognitions is also utilized to develop full cooperation among the SBM implementers. However, documentary requirements in implementing SBM was evidently inaccessible. Nonetheless, both internal and external stakeholders share possible solutions to cope with issues and concern in implementing SBM;
2. In congruence with administrative protocol process, the operational aspect of leadership of the administrators is structured. The administrators developed mechanisms to perform leadership tasks in order to employ good governance particularly on decision-making, planning and monitoring. These administrators have continuously integrated core values as the heart of managing the school. In terms of fiscal management, the administrators considered the critical effects of transparency and support among the teachers and stakeholders. Consequently, they designed strategic monitoring instrument to liquidate funds on time;
3. Issues and problems were solved technically to sustain the positive working environment among school heads, teachers and stakeholders; and
4. Through SBM, schools have more autonomy and assume greater responsibility to create a school environment that is conducive to continuous school improvement and to put in place mechanism to assure the quality of management. Further, SBM improves the standard of management and leadership outcomes through the concerted efforts among key stakeholders, the leadership and commitment of school heads and the support of the government.

### **RECOMMENDATION**

1. Enrichment activities like benchmarking to well-developed schools and other organizations in the community, and intervention programs like brainstorming and planning sessions may be of help in creating a better implementation of School-Based Management;
2. School-Based Management acknowledges school heads as frontiers of its implementation and enforces stakeholders' involvement as well. However, this involvement on the part of the stakeholders is limited as the finality of decisions still rest in the school heads. A policy implication is then put forward since SBM accounts for four major principles or domains. This calls for the decentralization of authority which originally comes from the school head who solely and directly implements SBM to the operation relegated to teachers managing their respective domains such as (1) leadership and governance, (2) curriculum and learning, (3) accountability and continuous improvement and (4) management of resources based on their qualifications or skills. In doing such, devolution or a dispersed authority builds on teachers who are more directly involved with the beneficiaries like the pupils and their parents;
3. The school heads must design strategic activities to master the competencies of the pupils to increase the achievement rate of the schools;
4. The school heads along with the teachers need to continue enhancing their leadership skills to ensure that the schools run effectively and efficiently and take into consideration communication procedures relative to transparency, protocol and consultative meeting to improve school operations;
5. The linkages of the schools should be widened nationally or even internationally through a technology-based information board and bulletin;
6. The school must hire an additional staff funded by the Local School Board or Special Education Fund to work and file the needed documents for references;
7. Proper monitoring and evaluation tool must be designed by the school heads to identify the schools' priorities and needs; proper technical assistance must be provided;
8. Faculty, staff and stakeholders' development must be initiated in both districts to reinforce the harmonious relationships among them;

9. Recognitions and incentives must be given to SBM performing implementing schools in District.

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