School-Based Management Practices of Selected Public Secondary Schools in The Division of Camarines Norte

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Abstract — This study was conducted to determine the level of adherence to school-based management practices of selected public secondary schools in the Division of Camarines Norte. Specifically, it determined the profile of the public secondary schools in terms of school classification, annual MOOE, educational qualification of the school head/ principal, years in service as school head and number of faculty and staff. It also determined the level of adherence in school-based management practices of public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Significant relationship between the school profile and the level of adherence in the school-based management practices of the selected public secondary schools in the Division of Camarines Norte was also determined. Moreover, the study also explored the challenges encountered by public secondary schools in the Division of Camarines Norte in adhering school-based management practices. And based on the findings of the study, the researcher proposed action plan to prepare the schools in adhering to school-based management practices towards a better school performance.

Indexed Terms— School-Based Management, Leadership and Governance, Curriculum and Learning, Accountability and Continuous Improvement, Management of Resources

I. INTRODUCTION

The school head has the responsibility to lead school community stakeholders, may its teachers, students and community stakeholders. They are responsible for establishing a school wide vision of commitment to high standards and the success of all students. Their leadership ability and the cooperation and support of the school stakeholders are important factors for the existence, survival and functioning of a certain school. Stakeholder's participation plays a crucial role in realizing school programs and projects. Parents, one of the stakeholders, support the objectives that the school hopes to accomplish via cooperation, diligence, and hard work. Parents take action based on the encouragement or enrichment they perceive from the school authorities since they are aware of these things. Government introduced a wide range of strategies to improve financing and delivery of education services, with an emphasis on improving quality as well as increasing quantity in education. Improving the quality of education entails provisions and or allocation of funds to support school programs and activities for the benefit of the school community. Students with greater educational needs will benefit from the improved teaching quality thus attaining hundred percent promotion rate and access to education.

One of the strategies of the government is the decentralization of education decision-making by increasing parental and community involvement in schools, which is popularly known as School-Based Management (SBM). School-Based Management (SBM) has been embedded in RA 9155 known as the Governance of Basic Education of 2001 to provide the guidance and enabling mechanism in the governance and operations of the 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. This has resulted in self-directed, self-sustaining, and much improved system of governance.

The School-Based Management is a Child and Community-Centered Education System, a principle of shared governance to support the stewardships of children's learning outcomes, and it is both a product

and a process. It is composed of four core principles of a school system that guide the SBM processes namely principles of leadership and governance, principle of community-based learning, principle of accountability for performance and results and principle of convergence to harness resources for education.

Anchored on the provisions of DepEd Order No. 83, s. 2012 is the Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT), DepEd Region V has come up with a contextualized tool that specifies all the possible Means of Verification (MOV's) 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). However, said guidelines was adjusted in order to respond to the new normal brought about by the COVID-19 pandemic, hence, the development of the revised guidelines on SBM APAT.

Regional Memorandum No. 101, s. 2021 was issued last October 5, 2021 otherwise known as "Revised Guidelines on the Contextualized School-Based Management Assessment Process and Tool (SBM-APAT). This guideline was issued to provide the rules and clarification along the use of the Contextualized School-Based Management Assessment (SBM), Process and Tool (APAT) by all public elementary, secondary, and integrated schools in DepEd Region V in light of the pandemic. This tool focuses on four principles namely: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

DepEd Region V recognizes the importance of School-Based Management and the corresponding level of practice that the schools may attain as an articulation of shared governance, shared responsibility and accountability of the school and community. It also believes that in keeping with the current slogan "Education must continue", schools should be guided on how to make adjustment in the light of pandemic and that schools shall also continue to operate and improve accordingly and that their

efforts to improve are most critical to school success in this time of pandemic.

The role of the school stakeholders as partners in creating changes and development through acquiring quality education is definitely an urgent concern especially in this time of new normal in Basic Education. However, not all stakeholders are aware as to their roles as partners of the school in attaining its vision and mission. There are school stakeholders who are having hard times for them to collaborate with the school programs and projects, working together with other stakeholders and sharing responsibilities with the community.

School governance and decision making needs to be changed to respond to the present situation. Greater decision-making authority is devolved to local education stakeholders including school principals, teachers, parents and community members to determine the strategy that best meets the needs of the children. Thus, school leaders are challenged to implement school programs and projects to effectively build connections to all school stakeholders.

Based on the Management Committee Meeting of the Division of Camarines Norte last January 26, 2022, the level of adherence of the schools to School-Based Management (SBM), there were 7.9 percent or 20 out of 253 elementary schools and 23 percent or 16 out of 69 secondary schools classified as Level 2 or Maturing and only 2 elementary schools and 6 secondary schools are classified as Level 3 or Advanced. This means that most of the schools in elementary and secondary levels were facing difficulties in the operationalization of policies and guidelines on how to make SBM work in terms of improving governance practice and achieving organizational effectiveness of the schools. These differing practices impel a strong need to revisit the implementing policies of SBM to ensure that these are effectively interpreted and utilized at the school level. It is in this context that the present study was conducted to determine the level of adherence to school –based management practices of selected public secondary schools in the Division of Camarines Norte.

II.   METHOD OF RESEARCH

This study utilized Descriptive-Correlational Method of Research. According to Fraenkel, et al. (2013) this method of research was deemed necessary to clarify understanding of important phenomena by identifying relationships among variables. It referred to as a form of descriptive research because it described an existing relationship between variables. It described the degree to which two or more quantitative variables were related, and it   does so by using a correlation coefficient.

The present study was descriptive in nature since it described the profile of the schools in terms of school classification, annual MOOE, educational qualification of the school head, years in service as school head and number of faculty and staff and the level of adherence in school-based management practices along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. It was also correlational since it described the association or relationship between the school profile and level of adherence in school-based management practices. In addition, it was used in describing the prevailing challenges faced by public secondary schools in adhering school-based management practices. Nonetheless, it was used in describing plan of actions to prepare the schools in adhering school-based management practices towards a better school performance.

Population, Sample Size and
Sampling Technique

Division of Camarines Norte has a total population of 69 public secondary schools, which also comprised the sample size. Out of 69 secondary schools, only 51 schools were selected as respondent-schools. The sample size was composed of 51 secondary schools which was selected through purposive sampling. These 51 secondary schools were purposively selected by the researcher since they confirmed that they have the needed data and information along school-based management.

• Description of the Respondents

The sample was consisted of 51 secondary schools classified as small, medium, large and mega schools. Respondents were 51 school heads with plantilla position of Principal III, Principal II, Principal I, Head Teacher III, Head Teacher II, Head Teacher I. There were 51 School-Based Management (SBM) coordinators. These SBM Coordinators were classroom teachers with four to six teaching loads and designated by their school head as SBM School Coordinator. There were 68 teacher- respondents from 51 secondary schools. They were all classroom teachers with a maximum of 6 teaching loads not designated as SBM coordinators of school but included or work as members of assigned SBM principles. There were also 41 PTA Officers from 51 secondary schools served as parent-respondents of this study.

• Research Instrument

This study utilized Survey-Questionnaire Checklist and it was used to determine the level of adherence in school-based management practices of selected public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

This instrument was composed of three parts, the first one was focused on the school profile along school classification, annual MOOE, educational qualification of the school head, years in service as school head, and number of faculty and staff. Part 2 focused on the level of adherence in School-Based Management practices of public secondary schools in the Division of Camarines Norte along four variables such as leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

The indicators stated in the questionnaire were adopted from Regional Memo No. 101 s. 2021 Revised Guidelines on the Contextualized School-Based Management Assessment Process and Tool (SBM-APAT) dated October 5, 2021. The SBM tool looked into the level of practice of the adhered school-based management practices of public secondary schools. The 5-point Likert scale was used in

analyzing and interpreting the data from the questionnaire/SBM tool.

Based on the evaluation of the respondents on the level of adherence, each of the management practices along the four dimensions was rated using the rating scale from 1-5. A rating of 5 indicates 95-100 percent adherence in SBM practices and interpreted as very high; 4 indicates 75-94 percent adherence in SBM practices and interpreted as high; 3 for 50-74 percent adherence in SBM practices interpreted as moderate; 2 for 25-49 percent adherence in SBM practices interpreted as low; and 1 for 5-24 percent adherence in SBM practices interpreted as very low. Part 3 of the instrument focused on the challenges encountered by public secondary schools in the Division of Camarines Norte in adhering school-based management practices along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

The researcher also made use of document analysis to analyze and interpret documents obtained from School Governance and Operation Division (SGOD) Division of Camarines Norte as to classification of the secondary schools in terms of small, medium, large and mega schools.

The respondent schools also provided the researcher a copy of the financial documents indicating their annual Maintenance and Other Operating Expenses (MOOE) and Personnel Services Itemizations and Plantilla of Personnel (PSIPOP) which contained the number of teachers and staff of the school. Triangulation of data gathered was done through unstructured interview conducted by the researcher to selected respondents of the study.

- Data Gathering Procedure

Data for this research were collected from both primary and secondary sources. The primary sources of data in this investigation were the responses of school heads, SBM Coordinators, teachers and parents, specifically, PTA Officer that were gathered using the adopted School-Based Management (SBM) Level of Practice Assessment Tool focusing on leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. The secondary sources

included school documents, books, journals, unpublished master's theses, dissertations, and other publications.

Before the actual gathering of the needed data, the researcher sought first the approval of the Schools Division Superintendent as to the conduct of this study to selected public secondary schools in the Division of Camarines Norte. Upon approval, a letter was sent to the respondents requesting for their time and earnest cooperation on the survey. Before the actual conduct of gathering data, the researcher sought the assistance of her research adviser in checking the indicators presented in the instrument. Aside from her research adviser, it was also presented and professionally examined by the schools' heads not included as respondents of the study and Education Program Supervisor in English as to its format and language, and as to content, it was checked by the Senior Education Program Specialist in-charge of SBM in in the Division of Camarines Norte. They gave comments and recommendations and were incorporated in the instrument to improve its structure. Moreover, to test the reliability of the instrument, the researcher conducted a dry run to non-participants and non-respondents of the study which was composed of 18 school heads, two from small schools, two from medium schools, ten from large schools and four from mega schools. They were asked to answer the survey, gave comments and suggestions afterwards.

The instrument was also subjected to reliability test called Chronbach Alpha Reliability Test and the result of the interpretation was "Good" meaning the instrument has good questions in terms of internal consistency. Considering the results of the reliability test, dry-run and the suggestions of the experts on the field, the final draft of the instruments was prepared and printed.

The survey questionnaire checklist was distributed and retrieved by the researcher to the school heads of selected secondary schools in the Division of Camarines Norte. The researcher provided questionnaire to teachers of 51 secondary schools with a total of 102 teacher-respondents but only 68 questionnaires were retrieved. For parents only 41 out of 51 questionnaires were retrieved. Responses were

triangulated through the conduct of unstructured interview.

Ethical Considerations is one of the most important parts of the research. Research participants of this study were not subjected to harm in any ways whatsoever, their dignity was prioritized, and the researcher obtained full consent from the participants prior to the study. The protection of the privacy of research participants and the level of confidentiality were ensured. Anonymity of individuals participating in the research was also ensured. All communications in relation to the research were done with honesty and transparency.

The researcher considered voluntary participation of the parent-respondent, they were provided sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion.

The researcher also acknowledged the works and studies of authors and other researchers used in any part of this research with the use of required referencing system. Adherence to Data Privacy Act was ensured. The researcher took the accountability to guard the safety and security of the participants from any other situation that allow them to be at disadvantaged position.

- Statistical Treatment of Data

The quantitative data gathered through the use of questionnaire were categorized and frequencies were tallied. The following descriptive and inferential statistics were used:

Frequency count and Percentage technique were used to reveal the profile of the respondents and the most common challenges in adhering school-based management practices. Thus, these were used to answer question number one and four of the study.

Weighted mean was used to determine the level of adherence in school-based management practices of public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum

and learning, accountability and continuous improvement and management of resources.

Somers' Delta Correlation Coefficient (d) and Pearson Correlation (r) was utilized to determine the significant relationship between the school profile and the level of adherence in the school-based management practices of the public secondary schools in the Division of Camarines Norte.

III.   ANALYSIS AND INTERPRETATION OF DATA

The study was conducted to determine the level of adherence to school-based management practices of selected public secondary schools in the Division of Camarines Norte. Specifically, it determined the profile of the public secondary schools in terms of school classification, annual MOOE, educational qualification of the school head/ principal, years in service as school head and number of faculty and staff. It also determined the level of adherence in school-based management practices of public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Significant relationship between the school profile and the level of adherence in the school-based management practices of the selected public secondary schools in the Division of Camarines Norte was also determined. Moreover, the study also explored the challenges encountered by public secondary schools in the Division of Camarines Norte in adhering school-based management practices.

And based on the findings of the study, the researcher proposed action plan to prepare the schools in adhering school-based management practices towards a better school performance.

Profile of the Selected Public
Secondary Schools
This part presents Tables 1 to 5 which shows the profile of the selected public secondary schools in the Division of Camarines Norte in terms of school classification, annual MOOE, educational qualification of the school head, years in service as school head and number of faculty and staff.

School Classification. Table 1 presents the profile of the school as to small, medium, large and mega schools. Based on the table, the school classification with the highest number was medium schools with 23 or 45.09 percent out of 51 secondary schools while only five or 9.8 percent were considered mega schools.

Table 1
School Classification Profile

School Classification	Frequency	Percentage (%)
Small	9	17.6
Medium	23	45.1
Large	14	27.5
Mega	5	9.8
Total	51	100

This means that in the Division of Camarines Norte schools were classified as small, medium, large and mega schools. The classification of the schools was based on the number of teachers as mandated by DepEd Memorandum No. 048, s. 2021 otherwise known as 2021 Brigada Eskwela Implementing Guidelines. Schools were classified small when it has 15 and below number of teachers, medium if it has 16 to 30 teachers, large school if it has 31 to 50 teachers and mega schools if it has 51 and above number of teachers.

Based on the findings of this study, there were 23 secondary schools classified as medium schools, this means that these schools have 16-30 teaching staff. This implied that they have adequate number of staff to work together in terms of initiating school programs and activities related to the assigned tasks to them as chairperson or member of a given SBM principle. Moreover, there were five schools classified as mega schools, meaning these schools has 51 and above number of teachers. These suggested that the higher the number of teaching staff of the school, the higher the possibility that schools adhered to the SBM practices which in turn improved or enhance the learning outcomes of the schools. These further implied that there was a need for the school heads to work collaboratively with his or her teaching and non-teaching staff and monitor and manage their performances and initiatives.

Performance management of staff is very crucial in attaining higher school performance, as affirmed in the study of Peregrino, et al. (2021) that school heads competence and qualifications influenced school performance and motivation to work of the teaching staff.

Annual Maintenance and Other Operating Expenses (MOOE). The MOOE is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities that support learning programs and help maintain a safe and healthy environment in schools. As can be seen from the table, there were 23 or 45 percent out of 51 secondary schools has a MOOE of 500,001 to 1,000,000. This finding implied that schools varies in terms of its MOOE. The allocation of school MOOE is dependent on the actual data in the school in terms of its enrolment by year level, number of classrooms and facilities and number of teachers. This information was gathered by the national office in the Enhanced Basic Education Information System (EBEIS). It is an online database of basic education information basis for MOOE allocation.

Table 2
Annual MOOE Profile

Amount (Php)	Frequency	Percentage (%)
100,000 - 500,000	7	13.7
500, 001 - 1,000,000	23	45.0
1,000,001 - 500,000	12	23.5
1,500,001 - 2,000,000	7	13.7
2,000,001 - 2,500,000	1	2.0
2,500,001 - 3,000,000	0	0
3,000,001 - 3,500,000	0	0
3,500,001 - 4,000,000	1	2.0
Total	51	100

The findings further implied that if the school has sufficient MOOE they have the capability of initiating or conducting school programs and activities anchored on the principles of SBM namely leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. On the other hand, only one school has an MOOE of 3,500,001 to 4,000,000. This implied that in all respondent school, only one mega school has

higher allocation in terms of their MOOE, this further revealed that this school has higher number of enrolled students, instructional classrooms needing repairs and maintenance and higher number of teachers. These findings led to the conclusion that school annual MOOE is dependent on the number of enrollees, number of instructional classrooms and number of teachers.

DepEd Order No. 13, s. 2016 provides the mechanisms, procedures and standards for the release, utilization and liquidation of School MOOE of all public elementary schools, junior and senior high schools nationwide. This also defined the roles and responsibilities of each level of governance in managing school MOOE. To discuss it on details, the school budget is one of the most powerful tools to promote and strengthen school-based management and accountability. This is why part of the curricular reforms and capacity building programs; the Department of Education (DepEd) continued to make more resources available to schools to support them in enabling students to perform better.

Starting 2016, DepEd released financial assistance separately for special programs or activities and were incorporated in the budget operations of school, one of which was the budget fir School Based Management Grants as additional funds to public elementary and secondary schools, which shall be used to augment the school fund on MOOE. Eligible disadvantaged elementary and secondary school were entitled to receive this grant subject to the guidelines on the availment, release, utilization and liquidation of SBM grants.

School-Based Management Grants (SBM Grants) is one way to empower the schools. It is a DepEd thrust that decentralizes the decision-making from the Central Office and field offices to individual schools to enable them to better respond to their specific education needs. This grant is a continuing fund that can be accessed by eligible disadvantaged schools. This grant aimed to improve the performance of the schools in terms of student participation and school attendance, completion rates and student learning outcomes. To attain these goals, the SBM Grant should support activities directed towards enhancing the teaching and learning experience in school and improving school management and administrative processes and strengthening resiliency of disadvantaged schools. Furthermore, given the thrust of DepEd to distribute leadership roles among school stakeholders and to encourage them to be at the forefront of school reforms, School Improvement Plan (SIP) Project Teams and teachers can avail the said SBM Grants. (DepEd Order No. 45, s. 2015) To ensure that the risks were managed properly, strategies were undertaken on managing inadequate financial management capacity of recipient schools, provide necessary coaching and mentoring and other technical assistance or support to the schools at least twice during the school year.

Educational Attainment of the School Head/Principal. Education is one of the qualification standards required by the Civil Service Commission in the hiring of DepEd teaching personnel in any school. For secondary school head, one must be Bachelor's degree in Secondary Education; or Bachelor's degree with 18 professional education units with an experience of one year as Head Teacher or two years as Teacher-in-charge or Master Teacher for two years or Teacher III for five years, with 40 hours of relevant training. Applicants to Principal I position must pass a qualifying test, per DepEd Order No. 42, s. 2007.

Table 3 presents the profile of the school as to educational attainment of the school head and or principal.

Table 3
Educational Attainment of School Head/Principal Profile

Educational Attainment	Frequency	Percentage (%)
Doctorate Degree Holder	15	29.4
With Units in Doctorate	20	39.2
Masters Degree Holder	10	19.6
With Units in Masters	6	11.8
Total	51	100

As can be seen from Table 3, there were 20 or 39.2 percent out of 51 school heads with units in doctorate and 15 or 29.4 percent were doctorate degree holder, 10 out of 51 or 19.6 percent were master's degree

holder while six or 11.8 percent out of 51 secondary school heads with units in Masters.

This finding implied that school heads in selected secondary schools in the Division of Camarines Norte were a graduate of doctorate and master's degree, and some with units in doctorate and masters. This led to the conclusion that school heads in secondary schools in the Division of Camarines Norte varied in terms of their post-graduate studies.

Majority of the respondents in this study have units in Doctorate which implied how school heads give emphasis on furthering their educational qualifications. School heads with doctoral degree often possessed specialized knowledge and expertise in the field. They have undergone extensive research study, acquire in depth knowledge of educational theories, pedagogy, leadership practices and policy frameworks. This expertise can be can contribute to the effective decision making and strategic planning within the school. The results coincided to the study of Aguines (2019), Antley (2020), Zineb (2018) and Suyitno (2020) who found out how important professional development is in improving school's performance.

While the lowest of the total respondents have units in masters which could be inferred that school heads often have demanding and time-consuming roles, which make it more challenging to dedicate the necessary time and effort to complete master's degree. Balancing the administrative responsibilities, leadership duties, and personal commitments may leave little time to for pursuing further education. This coincided to the follow up interview conducted with the respondents.

In addition, School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and holistic learners who were steeped in values, equipped with 21st century skills and able to propel the country to development and progress (DepEd Order No. 42, s. 2017). This is in consonant with the DepEd's vision of producing "Filipinos who passionately love their country whose values and

competencies enable them to realize their full potential and contribute meaningfully to building the nation" (DepEd Order No. 36, s. 2013).

Years in Service of the School Head/Principal. Years of service was commonly used for recording working experience within an employee's profession. In this study, it refers to the length of service or the total number of full years in which a teacher works in DepEd as school head or principal.

Table 4 presents the data as to years in service as school head/principal.

Table 4
Number of Years in service as School Head/Principal Profile

Years in Service as School Head	Frequency	Percentage (%)
1-5	20	39.2
6-10	23	45.0
11-15	5	9.8
16-20	1	2.0
Above 20 years	2	4.0
Total	51	100

As can be gleaned from Table 4, there were 23 or 45.0 percent out of 51 school heads with six to ten years in service as school head. The number or years in service as school head was significant in the management of the entire school processes.

The school head at the start of his or her position as school head was given induction program conducted by DepEd for them to be informed and guided as to the policies, guidelines and issuances relative to their position. They were also provided technical assistance and support from their supervisors as to the implementation of SBM. This implied that these school heads have the competency to manage his or her entire school community along SBM implementation.

This finding revealed that majority of the school heads in the secondary schools in the Division of Camarines Norte were six to ten years in the service as school head. It could be inferred that school heads who have

served for this duration may contribute to the stability and continuity of their schools.

With their experience, they were likely to have established strong relationship with staffs, students, stakeholders, which can contribute to the positive culture and foster a sense of community.

Moreover, there was only one school head classified as 16-20 years in the service as school head. This means that this school head was competent enough to manage school programs and activities along leadership and governance, curriculum and learning, continuous improvement and effective school operations and efficient utilization of school resources given his or her experiences in the Department of Education as school head.

This means that school heads in the secondary schools in the Division of Camarines Norte varied in terms of their years in service as school head or principal. Based on the result of the school-based assessment of the School-Based Management Level of Practice, secondary schools in the Division of Camarines Norte, some of the schools were classified as Level I, some are Level II and some are Level III regardless of the years in the service of the school head.

This was substantiated in the study of Suytino (2020) school heads/principals' years in the service was not a predictor of the school performance. Likewise, Sedat Gümüş, et al (2021) found out that level of education and years of experience did not, however, predict student achievement and school performances.

Number of Faculty and Staff. Table 5 presents the profile of the school as to the number of faculty and staff. secondary schools in the Division of Camarines Norte varies in terms of the number of their faculty and staff.

Table 5
Number of Faculty and Staff Profile

Number of Faculty and Staff	Frequency	Percentage (%)
1-10	3	5.9
11-20	16	31.4
21-30	14	27.4
31-40	5	9.8
41-50	9	17.6
51-60	1	2.0
61-70	2	4.0
71 and above	2	4.0
Total	51	100

As can be seen from Table 5, there were 16 or 31.4 percent out of 51 schools are with 11 to 20 faculty and staff and only one school with 51-60 faculty and staff. These findings led to the conclusion that the

The number of faculty and staff is very crucial in the delegation of the indicators per principle of the School-Based Management. The higher the number of the teachers and staff in the school the lesser the number of indicators assigned to them. This implied that if the school has a higher number of faculty and staff it was very easy for them to prepare the necessary activities and programs assigned to them to accomplish the needed data.

On the other hand, there were schools with few teaching and non-teaching staff, thus, it may significantly affect not only the preparation of the SBM documents but also the instructional time of the teachers because of the preparation of the documents, thus, in turn affect performance of the learners.

The study of Rajendran (2019) affirmed that few of the challenges in implementing performance management system is ensuring the team has enough members to accomplish certain task, have the required competencies and received timely feedback on how effectively the team members are applying their competencies to accomplish their task.

Level of Adherence in School-Based Management Practices of Selected Public Secondary Schools in the Division of Camarines Norte

This part presents Tables 6 to 9 which shows the level of adherence in School-Based Management practices of selected public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

Leadership and Governance

Table 6 shows the level of adherence in school management practices along leadership and governance. It could be gleaned from Table 6 that the indicator "the school observes a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders with a mean of 4.44 interpreted as very high.

On the other hand, the indicator, the training and development needs of the school and community leaders are indicated in the school's long-term program was rated last among the five indicators with a mean of 4.03 interpreted as high. Overall, the level of adherence in school management practices along leadership and governance gained a weighted mean of 4.28 interpreted as very high.

Table 6
Level of Adherence in SBM Practices of Secondary Schools as to Leadership and Governance

Indicators	Weighted Mean	Interpretation
1. The school head, stakeholders of the school and community developed an approved Schools Improvement Plan.	4.40	VH
2. The school leads the regular review and improvement of the developed plan to keep it responsive and relevant to emerging needs, challenges and opportunities.	4.22	VH
3. The school observes a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	4.44	VH
4. There is a leadership network in school that facilitates communication between and among school and community leaders for informed decision making and solving of school-community wide-learning problems.	4.30	VH
5. The training and development needs of the school and community leaders are indicated in the school's long-term program.	4.03	H
Over-all weighted Mean	4.28	VH

Legend:

Rating Scale	Interpretation	
4.21-5.00	Very High	VH
3.41-4.20	High	H
2.61-3.40	Moderate	M
1.81-2.60	Low	L
1.00-1.80	Very Low	VL

The indicator along the school observed a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders got the highest mean or agreement among the respondents. This was substantiated by Myers (2023) that participation and involvement of all team members in goal setting and planning and decision-making about organizational activities would improve school-based management.

Moreover, the study of Isa et al. (2020) stated that shared leadership and shared governance empowers not only the teachers but also all the members of school community thus increasing motivation and professional guidance in various aspects such as pedagogy, professional development, accountability, and integrity.

The lowest result implied that the schools need to revisit and analyses the individual development plan of the teachers as attached in their IPCRF basis for the implementation of strategies focusing on the capability building plan or program for teachers and other school staff to improve or enhance their motivation to work and their teaching competency in

general. This was affirmed in the study of Torrero (2020) that revisiting the developmental plan of the teachers was significant to address performance effectiveness and efficiency, motivation, job satisfaction; and personal growth and professional development.

- Curriculum and Learning

Table 7 presents the level of adherence in school management best practices along curriculum and learning. It could be gleaned from Table 7 that the indicator with the highest level of adherence in school management practices was the teachers, administrators and community members nurture values and environment that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals with a mean of 4.46 interpreted as very high while the indicator with lowest level of adherence in school management practices was the school community continuously review and improve appropriate assessment tools for teaching and learning where assessment results are contextualized to the learner and local situation and the attainment of relevant life skills with a mean of 3.67 interpreted as high.

Table 7
Level of Adherence in SBM Practices of Secondary Schools as to Curriculum and Learning

Indicators	Weighted Mean	Interpretation
1. The curriculum provides for the development needs of all types of learners in the school community and programs are fully implemented and closely monitored.	4.15	H
2. The localized curriculum is implemented and monitored closely to ensure that it is meaningful to the learners and applicable to life in the community.	3.83	H
3. The schools ensures that there is an existing representative group of school and community stakeholders that develop the methods and materials for developing creative thinking and problem solving.	3.93	H
4. The community regularly and collaboratively monitor the learning system in school using appropriate tools to ensure the holistic growth and development of the learners and the community.	3.85	H
5. The school community continuously review and improve appropriate assessment tools for teaching and learning where assessment results are contextualized to the learner and local situation and the attainment of relevant life skills	3.67	H
6. The teachers, administrators and community members, nurture values and environment that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals.	4.46	VH
7. The school used methods and resources that are learner and community-friendly, enjoyable, safe, inclusive, and accessible and aimed at developing self-directed learners.	4.37	VH
Over-all weighted Mean	4.04	H

This means that secondary schools in the Division of Camarines Norte very highly adhered to SBM practices in terms of nurturing values and environment that were protective of all children and demonstrate behaviors consistent to the organization's vision, mission and goals. This further implied that school's community that ensured learning environment which were safe, gender sensitive, fair, catering diverse learners in a conducive learning environment significantly and positively affects not only the learning and school performances but also the general welfare and holistic development of the learners. As emphasized in the study of Capacite (2021) that better level of practice and a good level of performance concerning school-based management (SBM) significant influence the schools' performance outcomes.

On the other hand, the indicator the school community continuously reviewed and improved appropriate assessment tools for teaching and learning where assessment results were contextualized to the learner and local situation and the attainment of relevant life skills was rated last with a mean of 3.67 interpreted as high. This means that the school highly adhered to the SBM practice of reviewing and improving appropriate assessment tools for teaching and learning. This also implied improved or enhanced learner's achievement and better level of adherence to SBM practices since the school crafted and utilized varied localized and contextualized assessment tools suited to the learning ability and needs of diverse learners.

However, based on the quantitative data, there were still rooms for improvement as to curriculum and learning dimension of SBM level of practice. This can be attributed to the expertise or competency of classroom teachers in terms of preparation and utilization of the assessment tool results as basis for a better teaching and learning process, thus, teachers needs professional development trainings or programs to enhance their teaching competency.

As affirmed in the study of Antley (2020) teachers will easily perform their tasks specifically on the teaching and learning process if they are continuously provided with capacity building programs and activities for them to enhance their competency and for them to develop their professional aspect.

In summary, the level of adherence in school-based management practices along curriculum and learning gained an over-all weighted mean of 4.04 interpreted as high. This means that the schools developed, implemented and monitored curriculum catering diverse learners, meaningful to the learners and developed the critical thinking and problem-solving ability of the students. This also means that the school community regularly and collaboratively monitor the learning system using appropriate tools, methods and resources that are learner and community-friendly, enjoyable, safe, inclusive, and accessible to all and ensure the holistic growth and development of the learners and the school community.

Participatory decision-making approach has promoted the participation of internal and external stakeholders of the schools in decision making. The success of school-based management specifically on the principle of curriculum and learning was particularly determined by principal's instructional leadership, which was confirmed by Malaluan (2021).

Republic Act 9155 reiterated that the goal of basic education is to provide learners with the skills, knowledge and values they need to become caring, self- reliant, productive and patriotic citizens. The school shall be the heart of the formal education system. It is where children learn. Schools shall have a single aim of providing the best possible basic education for all learners. The State shall encourage local initiatives for improving the quality of basic education and ensure that the values, needs and aspirations of a school community are reflected in the program of education for the children, out-of-school youth and adult learners. Schools and learning centers shall be empowered to make decisions on what is best for the learners they serve.

Its wide strict implementation may be the reason why the teachers, administrators and community members, nurture values and environment that were protective of all children and demonstrated behaviors consistent to the organization's vision, mission and goals which got the mean among the seven indicators along this area. The over-all weighted mean showed that the adherence of SBM level of practice was high. However, contextualization of assessment results be

given more focus since it ranked last among the seven indicators.

This can be attributed to the lack of knowledge and skills of teachers about contextualization of assessment results aside from the poor cooperation and support of community stakeholders. Reviewing and improving appropriate assessment tools for teaching and learning where assessment results were contextualized to the learner and local situation and the attainment of relevant life skills should be carried out.

The study of Malaluan (2021) on the instructional leadership practices of principals in DepEd Paracale District supported the findings of the present study. In her study, she found out that school principals highly practiced instructional leadership. School principals highly encouraged their teachers to earn graduate studies, foster professional learning community and provide the opportunity to learn classroom management strategies.

Accountability and Continuous Improvement. Table 8 presents the level of adherence in SBM practices of secondary schools as to accountability and continuous improvement.

Table 8
Level of Adherence in SBM Practices of Secondary Schools as to Accountability and Continuous Improvement

Indicators	Weighted Mean	Interpretation
1. The community stakeholders clearly define the roles and responsibilities of accountable person/s and collective body/ies in education delivery.	3.86	H
2. The school follows a collaboratively developed performance accountability system (e.g OPCRF and IPCRF); gaps are addressed through appropriate action.	4.39	VH
3. The community owns an accountability system (e.g. updated Transparency Board, Liquidation Reports and School Report Card) that is continuously enhanced to ensure the management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	4.42	VH
4. The school with participation of stakeholders collaboratively develop an accountability assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes.	3.65	H
5. Schools initiate periodic performance assessments as basis for feedback, technical assistance, recognition and plan adjustment of plans with the participations of stakeholders.	4.15	H
Over-all weighted Mean	4.10	H

It could be gleaned from Table 8 that the indicator with the highest level of adherence as to accountability and continuous improvement was the community owned an accountability system (e.g. updated Transparency Board, Liquidation Reports and School Report Card) that was continuously enhanced to ensure the management structures and mechanisms were responsive to the emerging learning needs and demands of the community with a mean of 4.42 interpreted as very high while the indicator with the lowest was the school with participation of stakeholders collaboratively develop an accountability assessment criteria and tools, feedback, mechanisms,

and information collection and validation techniques and processes with a mean of 3.65 interpreted as high. This means that the secondary schools in the Division of Camarines Norte very highly adhered to the SBM practice of accountability system that is continuously enhanced to ensure the management structures and mechanisms are responsive to the emerging learning needs and demands of the community. Further, this implied effective implementation of school programs and project and efficient utilization of school resources. The study of Capacite (2021) also suggested the importance of benchmarking and implementation of outstanding school-based management practices across all schools.

However, the indicator the school with participation of stakeholders collaboratively developed an accountability assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes were rated last with a mean of 3.65 interpreted as high. This means that the schools highly adhered to the SBM practice of involving school stakeholders in developing assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes, however, given the quantitative data suggested that there was a need for the school to strengthen involvement of school stakeholders in school processes. It coincided with the study of Isa et al. (2020) wherein he highlighted the roles of district and state education officers in promoting empowerment among school leaders and teachers, as well as the involvement of the Parents Teachers Association (PTA) in various aspects such as pedagogy, professional development, accountability and integrity.

In all, the level of adherence in school-based management practices along accountability and continuous improvement gained an over-all weighted mean of 4.10 interpreted as high. These findings revealed that the schools collaboratively developed performance accountability system such as IPCRF and OPCRF and provide feedback to teachers to developed performance accountability. This result implied the need for feed backing as to how the school community perform their mandated tasks specifically on teaching and learning to ensure its efficiency and effectiveness

and with an end view of improving the SBM level of practice of the schools along curriculum and learning. For the school heads to address accountability and continuous improvement, there was a need to strengthen the participation of school internal and external stakeholders, thus, their performances must be managed with collaboration among them. This was affirmed by Aquinis (2019) that performance accountability was a must in every organization for it provided viable benefits for both the employees and managers, it increases motivation and self-esteem, job criteria are clarified; self-insight and development are enhanced; organizational goals were made clear; employees become more competent, differentiation between good and poor performers; supervisors' views of performance were communicated clearly and organizational change was facilitated and employee engagement was enhanced.

Relatively, if school communities specifically teachers were motivated to do their daily tasks it was more likely that they are satisfied in their work. As cited in a journal by Zineb (2018), being critical, reflective on teaching experiences, and motivated to bring change and improvement were essential for teacher's professional development and performances.

Management of Resources. Table 9 presents the level of adherence in school-based management practices along management of resources. It could be gleaned from the table that learning managers and learning facilitators and community stakeholders collaboratively conduct regular resource inventory (e.g. updating of RPCPPE and NSBI) as basis for resource allocation and mobilization has a mean of 4.23 interpreted as very high.

On the other hand, the school maintained a system that manages the network and linkages which strengthened and sustained partnerships for improving resources management was rated last with a mean of 3.50 interpreted as high. In all, the level of adherence in school-based management practices along management of resources gained an over-all weighted mean of 3.85 interpreted as high.

Table 9
Level of Adherence in SBM Practices of Secondary Schools as to Management of Resources

Indicators	Weighted Mean	Interpretation
1. Learning managers and learning facilitators and community stakeholders collaboratively conduct regular resource inventory (e.g. updating of RPCPPE and NSBI) as basis for resource allocation and mobilization.	4.23	VH
2. The school continuously engage stakeholders to regular dialogue and meetings for planning and resource programming.	3.75	H
3. Stakeholders as one of the members in the school management team are engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources.	3.92	H
4. Learning managers, facilitators and community stakeholders collaboratively develop and implement regular monitoring, evaluation and reporting processes of resource management.	3.85	H
5. The school maintains a system that manages the network and linkages which strengthen and sustain partnerships for improving resources management.	3.50	H
Over-all weighted Mean	3.85	H

This means that the adherence of SBM practices of selected secondary schools in the Division of Camarines Norte was high in terms of conducting regular resource inventory as basis for resource allocation and mobilization, continuously engage stakeholders to regular dialogue and meetings for planning and resource programming, the school encourager stakeholders to engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources, collaboratively develop and implement regular monitoring, evaluation and reporting processes of resource management and maintaining a system that manages the network and linkages which strengthen and sustain partnerships for improving resources management.

Inventory of school resources of the learning managers, learning facilitators and community stakeholders such as textbooks and other teaching and learning materials, equipment and other supplies and materials are conducted every end of the year and opening of school year as basis for resource allocation and mobilization.

As outstandingly practiced under leadership and governance, the school managers strictly complied with orders and memos, this was the reason of gaining the highest mean among the five indicators, they see to it that they have conducted a regular inventory of school resources and used it as basis for resource allocation and mobilization in compliance to the memorandum on the conduct of school inventory issued by the division.

The lowest result pertained to the indicator that the school maintained a system that manages the network and linkages which strengthen and sustain partnerships for improving resources management. However, because of the many tasks of school heads, they were not able to maintain a system that manages the network and linkages which strengthen and sustain partnerships for improving resources management and conducting a regular dialogue to stakeholders for planning and resource programming.

This maybe the reason why ownership and accountability were hard to establish among stakeholders since there is a communication gap. The

school heads should find ways and means to effectively communicate the result of the resource inventory conducted and engage stakeholders in planning and resource programming. With this, they may establish ownership and accountability of the results.

As emphasized in the study of Satarain (2017) that schools were excellent in managing properties along procurement. It also revealed that schools were excellent in community relation, administration and supervisory leadership but manifested satisfactory performance in curriculum and instruction. For this to happen without adding to the many tasks of school heads, a school community linkages and networking coordinator should be in place. The designated community linkages and networking coordinator will

help the school manager in planning and conducting a regular dialogue to continuously engage stakeholders in resource allocation and mobilization.

Significant Relationship between the Profile of the Secondary Schools and their Level of Adherence in SBM Practices

This study also aimed to determine if the profile of the public secondary schools in the Division of Camarines Norte and their level of adherence in SBM practices have significant relationship.

Table 10
Test for Significant Relationship between the Profile of the Secondary Schools and their Adherence in SBM Practices

Profile	SBM Practices							
	Leadership and Governance		Curriculum and Learning		Accountability and Continuous Improvement		Finance and Resource Management	
	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value
1. School Classification	.119	.287	-.076	.549	-.218*	.045	.357*	.000
2. Annual MOOE	.138	.333	-.170	.233	-.209	.140	.398**	.004
3. Educational Qualification of the School Head/Principal	-.018	.832	-.030	.757	-.103	.320	.031	.891
4. Years in Service as School Head/Principal	.201	.157	-.127	.375	.176	.216	.271	.054
5. Number of Faculty and Staff	.185	.194	-.220	.121	-.222	.118	.525**	.000

*Correlation is significant at 0.05 level
**Correlation is significant at 0.01 level

Using Somers' Delta Correlation Coefficient (d) and Pearson Correlation (r) as statistical tools, Table 11 shows the results of the tests. It can be observed from the table that the school classification has no significant relationship along leadership and governance (d=.119, p-value=0.287) and; curriculum and learning (d=-.076, p-value= .549) at 0.05 significant level.

However, the same profile obtained significant relationship along accountability and continuous improvement (d=-.218, p-value=.045) and management of resources (d=.357, p-value=.000) at 0.05 significant level. This means that the school classification, whether small, medium, large, or mega has significant relationship to the level of adherence in SBM practices along accountability and continuous improvement and management of resource.

Likewise, the profile of the public secondary schools along annual MOOE and their level of adherence in SBM practices were also tested using Pearson Correlation (r). From the same table, it can be noticed that the annual MOOE of the selected secondary schools has no significant relationship along leadership and governance (r=.138, p-value=.333); curriculum and learning (r=-.170, p-value=.549); and accountability and continuous improvement (r= -.209, p-value=.140). However, the same profile obtained significant relationship along management of resources (r=.398, p-value=.000) at 0.01 significant level. This means that the amount received by the school annually, which served as their MOOE is significantly related to the management of resources along the indicators considered.

Furthermore, the educational qualification of the school head has no significant relationship along leadership and governance (d=-.018, p-value=.832), curriculum and learning (d=-.030, p-value=.757), accountability and continuous improvement (d=-.103, p-value=.320), and management of resources (d=.031, p-value=.891) at 0.05 significant level. This means that the educational qualification of the school heads, whether with units in master's program, master degree holder, with units in doctorate program or doctorate degree holder has nothing to do with their level of adherence in SBM practices along the variables considered.

Moreover, the profile in terms of number of years as school head and their adherence in SBM practices along leadership and governance (r=.201, p-value=.157), curriculum and learning (r=-.127, p-value=.375), accountability and continuous improvement (r=.176, p-value=.216), and management of resource (r=.271, p-value=.054) at 0.05 significant level, obtained no significant relationship since the p-values of the variables considered are all greater than 0.05 (p-value>0.05). Thus, the number of years being a school head has nothing to do with their level of adherence in SBM practices along the variables considered.

Finally, the profile on the number of faculty and staff of the secondary schools and their level of adherence in SBM practices gained no significant relationship in the variables considered except for management of resources (r=.525, p-value=.000) at 0.01 significant level. The number of faculty and staff and their adherence in SBM practices along leadership and governance (r=.185, p-value=.194), curriculum and learning (r=-.220, p-value=.121) and accountability and continuous improvement (r=-.222, p-value=.118) have p-values greater than 0.05 (p-values>0.05), thus, the variables considered has no significant relationship. However, the number of faculty and staff has significant relationship along management of resources.

Generally, the profile of the selected public secondary schools in the Division of Camarines Norte and their adherence in SBM practices are not significantly correlated except for some profiles along management of resources. Thus, there is no significant relationship between the variables tested for significant relationship. The null hypothesis will not be rejected. In line with the findings, this implied that other factors affect school-based management practices of the secondary schools in the Division of Camarines Norte. Several secondary schools in the Division of Camarines Norte were classified as level I in the school-based management level of practice but it appeared as if it has nothing to do with the schools' profile. With these findings, the school was seen as instructional institution, where academic achievement was highly prioritized and thus, strongly affected with the adherence in school-based management level of practice. With this, ownership and accountability to

one's performance should be properly established among the members of school community especially among learners. Since adhering to school-based management practices significantly affects school management of resources.

As emphasized in the study of Gaspar (2022) that the school-based management practices of school heads have the same point of view and were strongly agreed that School Heads were evidently practiced and performed well in the school operations and management.

Challenges Faced by Public Selected
Secondary Schools in the Division
in Adhering the SBM Practices

The challenges encountered by selected secondary schools in the Division of Camarines Norte in adhering school-based management practices of school heads are presented Tables 11-14.

Leadership and Governance Practices
As can be seen from Table 11, there were 16 schools wherein the training and development needs of the school and community leaders are not indicated in the school's long-term program and is ranked first while the indicator that ranked 5th is the school's improvement plan does not cater or address the actual needs of the school clienteles with a frequency of 2.

Table11
Challenges Faced by Selected Secondary Public
Schools along Leadership and Governance Practices

Challenges	f	Rank
Leadership and Governance		
Schools Improvement Plan does not cater or address the actual needs of the school clienteles.	2	5
The school has no regular review and improvement of the developed plan	15	2
The school has no clear and define roles and responsibilities of the stakeholders as members of the school management team.	7	3
There is no clear leadership network in school that facilitates communication between and among school and community leaders.	5	4
The training and development needs of the school and community leaders are not indicated in the school's long-term program.	16	1

This means that the school encountered challenges in terms of conducting training and other developmental needs of the school and community leaders. This can be attributed to the limited budget for the trainings as stipulated in the school's MOOE. This significantly affected the implementation of school programs and activities along leadership and governance, curriculum and learning, accountability and continuous improvement; and management of resources.

This finding was substantiated by the respondents when the researcher conducted an interview to selected secondary school heads in the Division of Camarines Norte. One of the school heads said that "may mga nakalagay kami sa SIP ng mga trainings para sa mga teachers pero yong mga community leaders wala kaming nakalagay dahil na rin sa kakulangan ng budget o pondo para mag-conduct ng training sa kanila", (In our SIP we have training plans for teachers but not for community leaders it is because of insufficient fund or budget for their trainings). Another school head stated that "walang regular na pag review ng mga plano o mga activities na nakalagay sa School Improvement Plan and Annual Implementation Plan kaya ang nangyayari hindi lahat ng activities na nakalagay dun ay naisasagawa", (review of the plans and activities in the School Improvement Plan and Annual Implementation Plan was not done regularly that is why not all activities were conducted or realized).

Based on the quantitative and qualitative data of the study, implied that there was a need to revisit the development plan of the individual teachers for proper planning and implementation of the training and programs based on their developmental needs.

This developmental plan is one of the MOVs and attachment in the IPCRF where the teachers can specify their needs as to behavioural and core competencies as basis for the long-term program that

addresses the training and development needs of school community and community leaders.

Professional development needs of the school community were very crucial in enhancing competency of the teachers and community leaders, this will ensure active involvement and participation in the implementation of school-based management.

With this, the learning and development needs report of the school and community leaders be updated and proposed and implement capacity building program based on the identified needs. Training plan for community leaders including the funding source be prepared by the schools. Inclusion of the training plans to SIP and AIP is also recommended.

On the other hand, the indicator that ranked 5th is the school's improvement plan does not cater or address the actual needs of the school clienteles which implied that among the identified challenges faced by selected secondary public schools along leadership and governance, this is the least of their concerns. It may also mean that the division has a strong improvement plan that takes into account the need of the primary stakeholders. If focused on enhancing quality education, promoting student engagement, and providing supportive and inclusive learning environment.

It also coincided with the study of Rolleston et al. (2014) wherein he highlighted how SBM is seen as a strategy to improve education quality by bringing decision making closer to local communities and by strengthening accountability between schools and stakeholders.

Curriculum and Learning Practices
Table 12 presented the challenges along curriculum and learning. Based on the table, the identified challenges were the community does not regularly and collaboratively monitor the learning system in school using appropriate tools and schools and the school community does not continuously review and improve appropriate assessment tools for teaching and learning with 15 schools respectively while the indicator that rank the least was the curriculum does not provide for the development needs of all types of learners with a frequency of 6.

Table 12
Challenges Faced by Selected Secondary Public Schools along Curriculum and Learning Practice

Challenges	f	Rank
Curriculum and Learning		
The curriculum does not provide for the development needs of all types of learners.	6	6
The localized curriculum is not implemented and monitored closely to ensure that it is meaningful to the learners.	9	3.5
The schools does not ensure that there is an existing representative group of school and community stakeholders that develop the methods and materials for developing creative thinking and problem solving.	9	3.5
The community does not regularly and collaboratively monitor the learning system in school using appropriate tools.	15	1.5
The school community does not continuously review and improve appropriate assessment tools for teaching and learning.	15	1.5
The teachers, administrators and community members does not nurture values and not demonstrate behaviors consistent to the organization's vision, mission and goals.	1	7
The school does not have clear methods and resources that are learner and community-friendly, enjoyable, safe, inclusive, and accessible and aimed at developing self-directed learners.	7	5

This means that the school encountered challenges in terms of involving community in monitoring the learning system in school using appropriate tools and the schools and the school community does not continuously review and improve appropriate assessment tools for teaching and learning. This can be attributed to the instructional leadership of the school heads.

During the conduct of the interview, School Head D said that "wala namang standard na assessmen tools kaya ang nangyyayari gumagawa ng sariling assessment tool ang mga teachers, recorded din nila ang mga ouput at portfolio ng mga estudyante kaya lang 'yong resulta ng assessment ay hindi naman regular na naipapaalam sa mga magulang kasi karamihan ng magulang ay hindi naman nakaka-attend ng meeting sa paaralan". (There is no standard assessment tool that is why teachers crafted his own assessment tool, they also recorded the output and student's portfolio but the parents were not regularly informed and updated as to the results of the assessment since they seldom attend meetings in the school).

This finding implied that the school assessment results were not used to develop learning programs that were suited to community, and customized to each learner's context and the result were not used for collaborative decision-making. Assessment results of the students were necessary in providing appropriate intervention and enhancement activities suited to their learning needs.

On the other hand, other challenges were that teachers, administrators and community members does not nurture values and not demonstrate behaviours consistent to the organization's vision, mission and goals, it was rated one and is ranked lowest. This means that there were secondary schools where challenges arise along providing nurturing and conducive learning environment for learners. This can be attributed to the classroom management of the teachers and managing relationship of the school heads. This may affect the motivation and interest of the learners thus affecting their school performances. This indicates the need to reorient the teachers as to classroom management and positive discipline consistent to the organization's vision, mission and goals.

Instructional leadership practices of the school heads play significant roles in attaining quality education, thus, the findings of this study was substantiated by the study of Suyitino (2020) where he emphasized that the school heads are ready to handle the responsibilities and perform their managerial functions; possess the ability to manage time and resources, utilize existing material resources and mobilize human resources in planning for innovations.

Likewise, assessment tools should be reviewed by the school community and assessment results be shared to community stakeholders for collaborative decision-making to improve or enhance school performance. Moreover, reorientation to teachers or capability building program focusing on curriculum and learning be conducted.

Continuous Improvement Practice

The challenges as to accountability and continuous improvement is presented in Table 13.

Table 13
Challenges Faced by Selected Secondary Public Schools along Accountability and Continuous Improvement Practice

Challenges	f	Rank
Accountability and Continuous Improvement		
The community stakeholders do not have clearly define the roles and responsibilities of accountable person/s and collective body/ies in education delivery.	8	3.5
The school does not follow a collaboratively developed performance accountability system.	4	5
The community does not own an accountability system to continuously enhance to ensure the management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	13	2
The school with participation of stakeholders does not collaboratively develop an accountability assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes.	16	1
Schools does not initiate periodic performance assessments as basis for feedback, technical assistance,	8	3.5

recognition and plan adjustment of plans with the participations of stakeholders.

Based on the table, the identified challenges were the school with participation of stakeholders does not collaboratively develop an accountability assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes with 16 schools while the school does not follow a collaboratively developed performance accountability system has 4 schools while the indicator that rank the least was the school does not follow a collaboratively developed performance accountability system with a frequency of 4.

This means that the school has no clear assessment tool, feedback mechanism and collection and validation of information that can be utilized in the planning process. This can be attributed to the school management of operations and resources practices of the school heads which are crucial in promoting collaboration and shared decision making. This implies poor participation of school stakeholders thus affecting its entire processes.

As emphasized by Isa et al. (2020) that promoting empowerment among school leaders, teachers, as well as the involvement of the parents and other school stakeholders in managing school operations and resources will create and developed people and school effectiveness. Empowerment among school leaders encompasses leadership capacity while empowerment among teachers includes increasing motivation and professional guidance in various aspects such as pedagogy, professional development, accountability, and integrity.

Management Resources Practices
As to management of resources, table 14 presented the data.

Table 14
Challenges Faced by Selected Secondary Public Schools along Management Resources Practice

Challenges	f	Rank
Management of Resources		
Learning managers and learning facilitators and community stakeholders does not conduct regular resource inventory as basis for resource allocation and mobilization.	4	4
The school does not continuously engage stakeholders to regular dialogue and meetings for planning and resource programming.	8	5
Stakeholders as one of the members in the school management team are not engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources.	12	1
Learning managers, facilitators and community stakeholders does not develop and implement regular monitoring, evaluation and reporting processes of resource management.	11	2
The school does not maintain a system that manages the network and linkages which strengthen and sustain partnerships for improving resources management.	10	3

Based on the table, the identified topped challenge was stakeholders as one of the members in the school management team are not engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources with 12 responses from the school heads while the indicator with the lowest rank was the school does not continuously engage stakeholders to regular dialogue and meetings for planning and resource programming with a frequency of 8.

This means that the school did not engage school stakeholders as one of the members in the school management team are not engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources. This can be attributed to the managing school operations and resources practices of the school heads.

Managing school operations and resources involves management not only human resources but most importantly financial management, school facilities and equipment, emerging challenges and opportunities and school safety for disaster preparedness, mitigation and resiliency, thus, implies poor participation of school stakeholders as members of school planning team will greatly affect the management of school's operations and resources.

This result can also be attributed to table 13 wherein the indicator on the school with participation of stakeholders does not collaboratively develop an accountability assessment criteria and tools, feedback, mechanisms, and information collection and validation techniques and processes also gained the gained the highest rank in terms of challenges encountered by secondary public schools.

Both can be associated with the study of Isa et al. (2020) that promoting empowerment among school leaders, teachers, as well as the involvement of the parents and other school stakeholders in managing school operations and resources will create and developed people and school effectiveness.

Meanwhile, learning managers and learning facilitators and community stakeholders does not conduct regular resource inventory as basis for resource allocation and mobilization was identified as the least challenge encountered with 4 schools. This can be attributed to the many tasks of school heads, they were not able to conduct a regular dialogue to stakeholders for planning and resource programming. This maybe the reason why ownership and accountability is hard to establish among stakeholders since there is communication gap. This implies inactive participation and involvement in school programs and activities of school stakeholders. Therefore, there is a need to strengthen the collaboration and partnership with the school stakeholders.

As emphasized in the study of Laranang (2022) an excellent school's management would have a significant impact on the quality of instruction provided to the students, the management of school resources, the development of schools' head leadership, the pedagogical skills of teachers, and its vital relationship to the community.

Proposed Action Plan to Prepare the Schools in Adhering the SBM Practices towards Better School Performance

This study explored how management of school contributed towards enhancement of school performance for improved quality basic education. As an offshoot of this study, the researcher designed a management plan which contained school-initiated activities to address the challenges encountered by the selected public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources.

The implementation of the management plan may commence after this has undergone thorough evaluation of an ad-hoc committee that will be constituted to study and evaluate the proposed action plan. Some items may still be refined after a series of consultative conferences with school managers and division officials. After which, the schools may adopt the proposed plan of activities in the management plan in order to address the identified challenges as to leadership and governance, curriculum and learning, accountability and continuous improvement and management of resources. Table 15 presents the proposed action plan to address challenges in adhering the SBM practices towards a better school performance.

Table 15
Action Plan to Address Challenges in Adhering the SBM Practices
Towards a Better School Performance
SY: 2022-2023

Area of Concern	Objectives	Activities	Time Frame	Persons Involved	Resources Needed	MOVs/ Success Indicators
Leadership and Governance	-To develop structures and analysis of the competency and development needs of leaders -To develop a long-term training and development needs. -To submit updated learning and development needs. -To include training plans to SIP and AIP. -To conduct capacity building programs for school and community leaders.	-Develop structures and analysis of the competency and development needs of leaders -Develop a long-term training and development needs. -Submission of updated learning and development needs. -Inclusion of the training plans to SIP and AIP. -Conduct of capacity building programs for school and community leaders.	Year round	School Head Teachers Community Leaders	Training Materials Food allocation	-Updated Learning and Development Needs Report -Capacity Building Program Plan based on the identified L & D Needs -Implementa-tion Plan -Training Plan for Community Leaders -Inclusion of Training Plans in the AIP/PPMP -Training Report -Monitoring and Evaluation Report

						-Community of Practice was implemented involving community leaders.
Curriculum and Learning	-To review existing assessment tools for teaching and learning for improvement. -To contextualized assessment results to the learner and local situation and the attainment of relevant life skills. -To develop learning programs that are suited to community and customized to each learner's context basis for collaborative decision-making.	-Review existing assessment tools for teaching and learning for improvement. -Contextualization of assessment results to the learner and local situation and the attainment of relevant life skills. -Develop learning programs that are suited to community and customized to each learner's context basis for collaborative decision-making.	Year round	School Head Teachers Community Stakeholders	Copy of the Assessment Tools Supplies like bond papers, ball pen and the like Learner's Output/ journal	-Assessment and Review Team was created. -Evidence of reviewed assessment tools. -FGD/Minutes of Meeting conducted by school community and stakeholders -Modified assessment tools -Documents of learning program/activities developed as a result of assessment.
Accountability and Continuous Improvement	-To enhance accountability system with basic components including implementatio	-Enhancement of accountability system with basic components including implementation	Year round	School Head Teachers Community Leaders and Stakeholders	School Performance Data Printing Materials	-Minutes of consultative meeting. -Monitoring and Evaluation Tools and

n guidelines to the stakeholders.	guidelines to the stakeholders.		mechanisms used to track school performance, SGC/GPTA Operations, Resource Utilization, School Report Card (SRC) and Annual Report of Performance Review
-To engage stakeholders in the development and operation of an appropriate accountability assessment system.	-Engagement of stakeholders in the development and operation of an appropriate accountability assessment system.		
-To continuously and collaboratively review the enhanced accountability systems' processes, mechanisms and tools.	-Continuously and collaboratively review the enhanced accountability systems' processes, mechanisms and tools.		-Organized committees involving internal and external stakeholders in M&E

-SMEA Reports |

| Management of Resources | To conduct regular resource inventory with the involvement of school internal and community stakeholders as basis for resource allocation and mobilization.

To communicate resource inventory to the community

To develop resource inventory systematically and engage stakeholders in collaborative process to make decisions on resource allocation and mobilization.

-To conduct regular monitoring, evaluation and reporting processes of resource management

To identify and utilize partnerships | -Conduct regular resource inventory with the involvement of school internal and community stakeholders as basis for resource allocation and mobilization.

-Communicate resource inventory to the community

Develop resource inventory systematically and engage stakeholders in collaborative process to make decisions on resource allocation and mobilization.

Conduct regular monitoring, evaluation and reporting processes of resource management

Identification and utilization of partnerships with stakeholders for improving resource management. | Year round | School Head Teachers Community Stakeholders | -Updated copy of physical inventory, human resources, financial resources and material resources/ Equipment

-Readily available online or data-based inventory of school resources available to stakeholders or updated hard copy

-School Report Card communicated to stakeholders.

Crafted/adapted M&E templates for PPAs

-Documents showing active involvement of stakeholders in SMEA.

-Progress Monitoring and Evaluation Report
-Analysis of M&E Reports

-Partnership Building Plan was created. |

with stakeholders for improving resource management.	-List of prospective partners.
	-Stakeholder's summit was conducted.
	-Involvement of stakeholders in all school programs and activities.
	-Adopt-a-School Program Report
	-Reviewed/ Enhanced SIP
	-Stakeholders engagement portfolio.
	-Commitment contract.
	-Up to date use of resource management system.

For the execution of the action plan, the proposed timeline would be December 2022 – June 2023. Objectives, activities to be done and the MOVs or success indicators are also presented on the table as guide. The school head may review the action plan and the Proposed Annual School Budget for calendar year 2023. Budget for SBM activities must be incorporated. Each school head must assign a designated SBM Coordinator with four subordinates handling each area of concern.

IV. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted to determine the level of adherence to school-based management practices of selected public secondary schools in the Division of Camarines Norte. Specifically, it determined the profile of the public secondary schools in terms of school classification, annual MOOE, educational qualification of the school head/ principal, years in service as school head and number of faculty and staff. It also determined the level of adherence in school-

based management practices of public secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources. Significant relationship between the school profile and the level of adherence in the school-based management practices of the selected public secondary schools in the Division of Camarines Norte was also determined. Moreover, the study also explored the challenges encountered by public secondary schools in the Division of Camarines Norte in adhering school-based management practices. And based on the findings of the study, the researcher proposed action plan to prepare the schools in adhering school-based management practices towards a better school performance.

Findings

The findings drawn from this study are summarized as follows:

1.   As to the profile of the school as to classification, the school classification with the highest number was medium schools with 23 or 45.09 percent out of 51 secondary schools while only five or 9.8 percent were considered mega schools; as to school MOOE, there were 23 or 45 percent out of 51 secondary schools has a MOOE of 500,001 to 1,000,000; as to educational attainment, there were 20 or 39.2 percent out of 51 school heads with units in doctorate and 15 or 29.4 percent were doctorate degree holder, 10 out of 51 or 19.6 percent are master's degree holder while six or 11.8 percent out of 51 secondary school heads with units in Masters; as to number of years as school head , there were 23 or 45.0 percent out of 51 school heads with six to ten years in service as school head and as to number of staff, there were 16 or 31.4 percent out of 51 schools are with 11 to 20 faculty and staff and only one school with 51-60 faculty and staff.

2. The management practices along leadership and governance got an over-all weighted mean of 4.28 interpreted as very high; accountability and continuous improvement with an over-all weighted mean of 4.10 interpreted as high; management practices along curriculum and learning got an over-all weighted mean of 4.04 interpreted as high; management practices along management of resources

got an over-all weighted mean of 3.85 interpreted as high. In all, the level of adherence in school-based management practices along the four dimensions gained an overall weighted mean of 4.06 interpreted as high.

3. School classification has no significant relationship along leadership and governance (d=.119, p-value=0.287) and; curriculum and learning (d=-.076, p-value= .549) at 0.05 significant level but obtained significant relationship along accountability and continuous improvement (d=-.218, p-value=.045) and management of resources (d=.357, p-value=.000) at 0.05 significant level. The annual MOOE of the selected secondary schools has no significant relationship along leadership and governance (r=.138, p-value=.333); curriculum and learning (r=-.170, p-value=.549); and accountability and continuous improvement (r= -.209, p-value=.140). However, the same profile obtained significant relationship along management of resources (r=.398, p-value=.000) at 0.01 significant level.

The educational qualification of the school head has no significant relationship along leadership and governance (d=-.018, p-value=.832), curriculum and learning (d=-.030, p-value=.757), accountability and continuous improvement (d=-.103, p-value=.320), and management of resources (d=.031, p-value=.891) at 0.05 significant level. The profile in terms of number of years as school head and their adherence in SBM practices along leadership and governance (r=.201, p-value=.157), curriculum and learning (r=-.127, p-value=.375), accountability and continuous improvement (r=.176, p-value=.216), and management of resource (r=.271, p-value=.054) at 0.05 significant level, obtained no significant relationship since the p-values of the variables considered are all greater than 0.05 (p-value>0.05).

The number of faculty and staff of the secondary schools and their level of adherence in SBM practices gained no significant relationship in the variables considered except for management of resources (r=.525, p-value=.000) at 0.01 significant level. The number of faculty and staff and their adherence in SBM practices along leadership and governance (r=.185, p-value=.194), curriculum and learning (r=-.220, p-value=.121) and accountability and continuous

improvement (r=-.222, p-value=.118) have p-values greater than 0.05 (p-values>0.05), thus, the variables considered has no significant relationship but the number of faculty and staff has significant relationship along management of resources.

4. As to leadership and governance the identified challenges were the school has no regular review and improvement of the developed plan and the training and development needs of the school and community leaders are not indicated in the school's long-term program. As to curriculum and learning, the community does not regularly and collaboratively monitor the learning system in school using appropriate tools; and the school community does not continuously review and improve appropriate assessment tools for teaching and learning.

As to accountability and continuous improvement, the community does not own an accountability system; as to management of resources, the identified challenges were stakeholders as one of the members in the school management team are not engage in the school's community-developed resource management system that ensure judicious, appropriate, and effective use of resources.

5. An action plan is proposed to prepare the schools in adhering school-based management practices towards a better school performance

Conclusions

Based on the mentioned findings, the following conclusions are drawn.

1. The profile of the selected secondary schools in the Division of Camarines Norte varied in terms of classification, annual MOOE, educational qualification of the school head/ principal, years in service as school head/principal; and number of faculty and staff.
2. The level of adherence in school-based management practices of selected secondary schools in the Division of Camarines Norte along leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources was high.

3. The profile of the selected public secondary schools in the Division of Camarines Norte and their adherence in SBM practices were not significantly correlated except for some profiles along management of resources. Thus, there is no significant relationship between the variables tested for significant relationship. The null hypothesis will not be rejected.
4. The selected secondary schools in the Division of Camarines Norte encountered challenges in adhering school-based management practices.
5. School-Based Management level of practice may be sustained as reflected in the objectives and activities presented in the proposed action plan.

Recommendations

Based on the conclusion, the following are recommended:

1. Since the highest number in terms of school classifications belong to the medium schools with an MOOE ranging from 500, 001 to 1,000,000, Deped SBM Team may provide School Heads with necessary coaching and mentoring and other technical assistance or support to medium schools every school year.

The Division and Planning and Research Section may also provide additional technical assistance to the identified school heads that has not yet finished their Master's Degree thru conducting seminars and training enhancing their skills in research writing.

In terms of the length of service, since most of the school heads had been in service for six to ten years, Capacity Building Program may be conducted every school to refresh and update them with knowledge in policy and guidelines of DEPED with regards to school administration.

Policymakers should focus on program and investment strategies that build an experienced teaching workforce of high-quality individuals who are continually learning. Accomplishing this goal will require the implementation of programs and policies to improve or enhance the teaching and learning experience in school and improving school management and administrative processes.

Faculty and staff be given intervention program or an activity that could cater their personal skills for them to be aware of their strengths and weaknesses and resources and assess oneself in order for them to deal with the assigned tasks in relation to school-based management.

2. Schools Division Office may institutionalize of the conduct of capability programs for teachers for them to enhance their competency and skills along the efficient and effective implementation of DepEd thrusts and programs like the School-Based Management with the main aim of improving student's achievement.

School heads should be equipped with the knowledge, skills and attitudes in establishing and maintaining accountability and continuous improvement among school stakeholders.

A school community linkages and networking coordinator should be in place. The designated community linkages and networking coordinator will help the school manager in planning and conducting a Head. Thus, the Division can extend assistance by helping School Heads from small schools be equipped with technical skills in terms of financing and managing resources by conducting Seminars and Trainings that will teach them the proper way of liquidating their school budget. In relation to the challenges encountered by Mega Schools, the Division can provide assistance by guiding them in the proper procurement and liquidation procedure and COA guidelines. Additionally, the Division can also initiate and encourage other schools to benchmark with level three accredited schools.

Future researchers to consider other variables not included in this study that might affect the school-based management level of practice such as performance profile of the school in terms of enrolment rate, drop-out rate, Promotion Rate, Failure Rate; and Literacy Rate Likewise, future researchers who will venture on the same area of school-based management level of practices should use other instrument. The instrument should focus on practices that may lead to a better school performance along access, quality and governance.

regular dialogue to continuously engage stakeholders in resource allocation and mobilization. School should devise ways to improve engagement among its stakeholders.

3. School classification showed significant relationship along accountability and continuous improvement and management resources. Since the medium schools attained the highest number in the school classifications, the Division SBM Team may support and empower these schools by providing further technical assistance in helping them achieve higher maturity level.

Addition Annual MOOE also shows significant relationship to finance and resource management. Among the four identified school classifications, small and mega schools have challenges in terms of managing and liquidating those resources. Small schools may have manageable MOOE every year but they lack skilled staff to help them. On the other hand, Mega school received huge budget every year which may become overwhelming to manage and track down on the part of the School

4. School heads, to successfully accomplish the indicated objectives of school-based management, clear framework of policies, standards and accountabilities may be developed and greater autonomy should be decentralized to the school stakeholders.
5. The action plan developed by the researcher as an output of this study should be submitted to the Department of Education Division of Camarines Norte for evaluation.

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