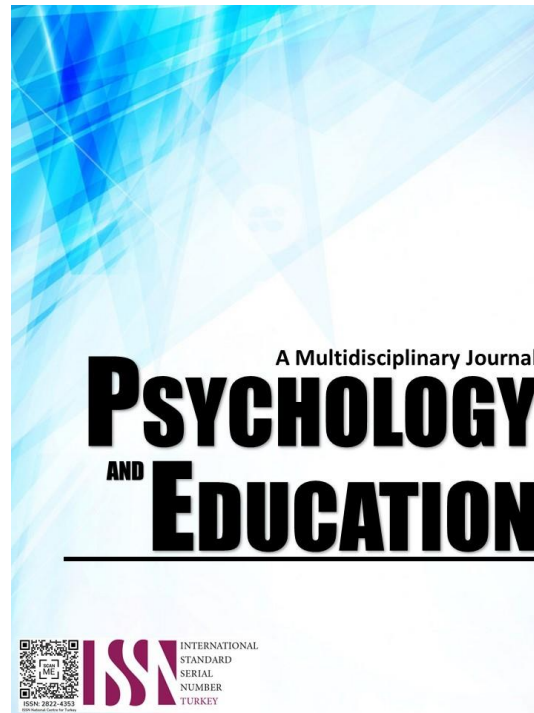


**LEVEL OF PERFORMANCE ON THE PRACTICE OF
SCHOOL-BASED MANAGEMENT IN STA CRUZ
ELEMENTARY SCHOOL: BASIS FOR
DEVELOPMENT PROGRAM**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 9

Pages: 932-942

Document ID: 2023PEMJ796

DOI: 10.5281/zenodo.8040833

Manuscript Accepted: 2023-13-6

Level of Performance on the Practice of School-Based Management in Sta Cruz Elementary School: Basis for Development Program

Joshua B. Obias*

For affiliations and correspondence, see the last page.

Abstract

The study entitled Level of Performance on the Practice of School-Based Management in Sta Cruz Elementary School Division of Antipolo Rizal was undertaken during the School Year 2021-2022. The study was composed of 157 stakeholders selected through simple random sampling technique. However, only 117 were able to answer the survey-questionnaire checklist provided for them in google form. The respondents' profile in terms of age, civil status, length of teaching and position was taken. The respondents' perception on level of performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic in terms of Leadership & Governance, Curriculum & Instruction, Accountability & Continuous Improvement and Management of Resources as well as their extent of participation was determined. The researcher made use of the mean, percentage, rank distribution, t-test to further interpret the value of an r and Analysis of Variance (ANOVA) in analyzing the data gathered from the respondents. Results revealed that the respondents perceived the overall level of performance on the practice of SBM in terms of the four (4) dimensions as Maturing with a grand mean of 3.56495. There was no significant difference between the level of performance on the practice of SBM and the extent of participation of stakeholder-respondents in SBM during the pandemic. The researcher recommends that the school may continue to enhance its level of performance on the practice of School-Based Management to encourage more the stakeholders to participate actively and give their share in whatever means for the betterment of the school.

Keywords: *modular distance learning, challenges, adaptability*

Introduction

To determine and accomplish expected objectives and goals, management is said to be a discrete process in planning, organizing, actuating, and controlling the use of human force and other resources. Likewise, as an act of following people to work together to attain desired outcomes, it is the use of any means and resources in realizing specific objectives in the organization. It includes planning, organizing, resourcing, leading, or directing, and controlling the whole institution and human resources' efforts with the aim of accomplishing tasks in reaching the set goals (Arockiasamy, 2018).

Consequently, this definition of management is also associated with the school setting which is also followed with the desire of complying with policies and guidelines and policies. It considers all areas of education such as policies, material, and human resources, programs, activities, equipment, and other related aspects integrating them into a productive whole. The School-based Management or the Governance of Basic Education Act of 2001, as postulated in the Republic Act 9155, institutes a framework that governs and provides general directions on educational policies and standards for primary education. Also, it establishes authority,

accountability, and responsibility to achieve higher learning outcomes for essential services of education in the country.

Moreover, a framework that establishes authority and accountability as stated in the Republic Act 9155 renamed the Department of Education, Culture, and Sports to Department of Education and for other purposes. In addition, it is embedded in the act the goal of basic education which is to provide every learner with the necessary skills, knowledge, and values they need to become caring, self-reliant, productive, and patriotic citizens of society. In addition, being the center of formal education, the school shall be an avenue with a single aim of giving the best possible basic education to all the learners. It explained that the school must be led by a school head who has the authority, responsibility, and accountability to reach its goals.

The importance of SBM in improving learning outcomes has been emphasized in different legal documents and issuance. In this connection, decentralization, as stated in DepEd Order No. 230, series of 1999, is the transfer of the responsibility for planning school improvement, and raising and managing of resources from the central, regional, and division levels down to the school sites. In addition,

the Local Government Code of the Philippines (RA 7160) enables the communities to be more effective partners and contributors in the attainment of the national goals. Relatively, the Medium-Term Philippine Development Plan (MTPDP 2004-2010) requires localized educational management that would enable schools to focus on enhancing initiative, creativity, innovation, and effectiveness. Similarly, the Governance of Basic Education Act of 2001 emphasizes the decentralization of school governance.

Hence, schools adopt School-based Management and share decision-making with teachers, parents, and other stakeholders to set their own goals and develop localized methods to achieve them. Because of the decentralization, it is assumed that school stakeholders will be more concerned about fully understanding the existing realities in the school and make decisions that are consequently appropriate.

In the country, SBM was officially implemented as a governance framework of the DepEd as an affective mechanism to improve the quality of education in the basic level. It is also considered as a viable structural reform and intervention that is used in the public schools to produce functionally literate Filipinos (Abulencia, 2012).

The status of the implementation of SBM in different schools in the country shows that its key elements in managing the school matters are in place. However, there are identified schools which are not yet implementing many of the key aspects of this system. There were also parents and local communities who play very limited role in making decisions and in holding school accountability. With the increasing amounts of resources that the schools are now in control of and the need to give them more flexibility over how to use these funds, this note argues that the role of the representatives of the school governing councils should be expanded. The DepEd should increase awareness among them with regard to their roles and responsibilities in supporting school-based management.

While the school should immediately respond to issues and concerns affecting the effective and efficient delivery of its programs among its stakeholders, the Sta. Cruz Elementary School experienced in the previous year looking for external stakeholders to participate in the SBM. Though the school has General Parents Teachers Association that may institute projects for the improvement of the institution, there was no proper documentation and endorsement conducted as well as the State of the School Address and SMEA. The school likewise encountered difficulty

in collating necessary data or supporting documents as proof or evidence of implementation due to the pandemic. In addition, Sta. Cruz Elementary School was rated Level II (Maturing) with respect to SBM level of practice last year. In the area of Performance Improvement, it garnered a result of 0.66 while SBM assessment Score (DOD) got 100 totaling 1.66 which is interpreted to be Maturing according to the interpretation standards in the practice of SBM.

It was in the premise that the researcher would want to assess the level of performance on the practice of Sta. Cruz Elementary School of its school-based management. The researcher believes that SBM should be periodically conducted by any means possible to ensure quality and standard-based delivery of educational services offered by the department.

Research Questions

This research aimed to determine the level of performance on the practice of School-Based Management in Sta Cruz Elementary School in the Division of Antipolo City during the School Year 2021-2022. Specifically, it sought answers for the following questions.

1. What is the profile of the respondents in terms of their:
 - 1.1. age;
 - 1.2. civil status;
 - 1.3. length of involvement in the SBM; and
 - 1.4. position?
2. What is the level of performance on the practice of School-Based Management as perceived by the stakeholder-respondents during the pandemic with respect to:
 - 2.1. Leadership and Governance;
 - 2.2. Curriculum and Instruction;
 - 2.3. Accountability and Continuous Improvement;
 and
 - 2.4. Management of Resources?
3. What is the extent of participation of the stakeholder-respondents in School-Based Management as perceived by the respondents?
4. Is there a significant relationship on the profile and the level of performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic?
5. Is there a significant difference on the level of performance on the practice of School-Based Management and the extent of stakeholder's participation as perceived by the respondents themselves?

Literature Review

School-Based Management

The Republic Act No. 9155 provides the overall framework that empowers and strengthens principal's leadership in the implementation of school-based management within the context of transparency and local accountability. It institutes an outline of governance in the basic education that establishes authority and accountability and renames the Department of Education, Culture, and Sports to Department of Education. More so, it mandates that a school must be managed by a school head who is authorized, responsible, and accountable in doing decision-making in achieving higher learning outcomes and improved performances among students and teachers, and whose roles are to manage, monitor, evaluate, and implement programs and projects.

The School-Based Management is one of the thrusts of DepEd that gives authority and power to the local schools to make decisions to respond better to their specific educational needs. The school board has established a clear and unifying vision in setting broad policies for the district and the school. School-Based Management complies with the legal governance system of the school. In turn, the school boards do not give up authority but instead shared it with the other stakeholders while their roles have expanded in conversion to SBM. The Superintendent, together with the district office, shall facilitate and evaluate the decisions made at the school level and provide technical assistance when the school has difficulty in translating the vision of the district into high-quality programs. The primary responsibility of the District Office is to set performance standards and evaluate the schools through constant monitoring (Llego, 2015).

Moreover, Pepito and Acibar (2019) claimed that School-Based Management aims to empower the school leaders in taking charge of the management in a more independent way by changing the dynamics of school administration from a centralized manner to a decentralized mechanism. Its objectives include to improve good governance, ensure delivery of quality and relevant education, guarantee equity, and build community participation. The researchers also found out that almost all the principles are at a certain level of intervention of central authorities which contribute to the impact of SBM in producing the expected benefits in school management. In addition, control on human resources and financial matter have not been decentralized yet. Thus, initiatives may be instituted to

strengthen the school board and give them more authority to manage resources and involve themselves in decision-making. Through the SBM, the school encourages large pace of authorities for the school players such as optimal stakeholder involvement, clear information systems, and establish reward system which may contribute to quality education (Jaelani and Masnun, 2019).

Implementation of School-Based Management

As reported in a comprehensive survey of the public education system which tracked public education expenditure and assessed the quality of education services, it had found out that the main elements of an effective school-based management system are in place. Schools reported that they are not yet applying some of the key aspects of this system. Also, parents and local communities still show very insufficient roles as decision-makers and manifest limited accountability as regards to school matters. Because of the increasing amounts of resources that schools control, and the need to give them more elasticity over how to use those funds, the result argued that the role of representatives of the school governing councils should be expanded. The efforts made by the DepEd to increase awareness among parents and education stakeholders about the useful roles they could play in supporting school-based management should also be expanded (World Bank Group, 2016).

According to Maca (2019), the Third Elementary Education Project (TEEP) in the Philippines, a loan-funded project and was once considered as the biggest social reform laboratory in the history of DepEd, shows effective strategy of mainstreaming the school-based management as the consolidative management framework. He added that this project has fostered social innovations which gave rise to long-term governance reforms in the basic education sector. Moreover, the significant findings of the study suggested that the success of this project was confluence of the factors, but SBM is recognized as the key lever. The researcher further explained that SBM refined the culture of innovation in DepEd schools through fostering transparency, enhancing collaborative practices, and ensuring stakeholders' participation in almost all levels of decision-making.

In the study of Khattri et al. (2010), the effort of school-based management on student performance in the Philippines using the administrative dataset of the public schools in 23 school districts during 2003-2005 was exclaimed. They assessed whether the schools which received early interventions like training about

SBM and direct funding for school-based reforms achieved higher average test scores than those which did not receive the said inputs. Based on the result, the implementation of the school-based management had statistical significance or overall positive effect on the average school-level test scores in the 23 participating schools included in the study. More so, it offered a glimpse of the probable school-based management in an East Asian context based on the available administrative data. The paper further suggested that the next order of research should answer policy-related questions as to what aspects of the reform lead to desired results.

Principles of School-Based Management

In accordance to the Republic Act 9155 of 2001, the School-Based Management is monitored and evaluated using the fourfold principles of its implementation. These principles include Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management and resources which also serve as pillars that lead the schools to the realization of its instructional goals.

A relevant study asserted that there all dimensions of self-management like decision-making, resource and personnel management, availability of resources, and organizational structure have positive relationship with school effectiveness. In addition, the results showed full mediation between resource management, personnel and organizational structure and school effectiveness through motivation (Arar & Nasra, 2018).

Also, it was found that the strong leadership, comprehensive continuous professional development, and a positive, collaborative school climate have positive effects on school governance and management, teachers' work, school-based curriculums, and student learning were all significant when there was also (Ko et al. 2016).

Rini et al. (2019) posited in their study that SBM enables school leaders and other members of the team to be involved in strategic decision making particularly in the realization of the mission, vision, objectives, repairment of building, fund resources, programs and teaching and learning process, preservation of school facilities, student conduct policies, canteen management, governing of fund income, choosing school personnel, purchasing textbooks, and enhancing the curriculum. According to them, the problems encountered during its implementation included inadequate parental participation, weak self-governing, coordination handicap, overlapping roles of principal

and school committee, weak school leaders and professional improvement, constraints in understanding the SBM, and inadequate school finance. Meanwhile, the respondents of the study stated strategies or processes used in resolving problems. These were seeking advice and support from other school stakeholders, collaborative discussion among the school personnel on strategies to implement change collaboratively, strong involvement of school principals in the implementation of the SBM, and delegate authority.

Methodology

The descriptive survey research design was used in this study in order to realize the objectives posed in this research. Padua (2000) asserted that this method focuses at the present condition of person, event, or class, and may involve induction, analysis, classification, enumeration, and measurement. The purpose of descriptive method is to find new truth and new method, material or instruction that will uplift production of any kind, a new generation or a new law, the discovery of a new causal relationship, a more accurate formation of the problem to be solved and many others. The researcher believed that the descriptive method is appropriate in determining the present condition of the school-based management plan of Sta Cruz Elementary School during the pandemic. Hence, he used this research design.

Participants

In this study, the population was composed of two-hundred fifty-six (256) stakeholders who have direct participation in school management which include the SBM Core Team (14), the school principal and Subject Coordinators (8), Reading Coordinators (2), Mother Tongue Coordinator (1), Sta. Cruz Elementary School Coordinators (21), and other teacher-stakeholders (210). A sample of hundred fifty-seven (157) that was obtained utilizing the Slovin's formula, served as respondents of the study, and were selected using purposive sampling technique. However, only 117 samples were able to answer the survey-questionnaire checklist provided by the researcher through Google Form.

Instruments of the Study

The study utilized an adopted research instrument used in the Department of Education which is known as the Revised School-Based Management Assessment Tool. The research instrument has three (3) sections. The

first section determines profile of the respondents in terms of age, civil status, length of teaching, and position. Meanwhile, the second section is consisted of items that will determine the level of practices of stakeholders and their extent of participation in the School-Based Management of Sta. Cruz Elementary School with the factors namely Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement, and Management of Resources using the adopted research instrument. The third section will evaluate the extent of participation of the stakeholders in the School-Based Management of Sta. Cruz Elementary School during the pandemic.

Procedure

After getting the approval from the pre-oral examining panel, the researcher started the study with a formal request to conduct research from the City Schools Division of Antipolo down to the principal of Sta. Cruz Elementary School. After his authorization was granted, the researcher administered the research instrument to the target respondents through Google form.

After completing the required the said data collection period, the researcher consulted his research adviser for some advice and his statistician for the treatment of the data gathered from the samples. Then, the data interpretation followed based on the statistical analysis of the study.

Ethical Considerations

The researcher asked consent from all the participants as to their willingness to become participants in this study. Should they grant consent, they were given the link to the Google Form. Their answers were treated by the researcher with the highest degree of confidentiality.

Results and Discussion

This section presents the findings according to the study's research questions.

Table 1. *Respondents Profile in Terms of Age (n=117)*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
21-25 years old	3	2.6
26-30 years old	17	14.5
31-35 years old	14	12.0
36-40 years old	22	18.8
41 years old and above	61	52.1
Total	117	100.0

Table 1 shows that 61 out of 117 respondents or 52.1 percent were 41 years old and above, while 22 or 18.8 percent of them were 36-40 years old. In addition, 17 or 14.5 percent were 26-30 years old, 14 or 12 percent aged 31-35 years old and only 3 or 2.6 percent of them were 21-25 years old. This implies that big number of the respondents are in adulthood stage already.

Table 2. *Respondents' Profile in Terms of Civil Status (n=117)*

<i>Civil Status</i>	<i>Frequency</i>	<i>Percentage</i>
Married	99	84.6
Single	15	12.8
Widow	3	2.6
Total	117	100.0

Table 2 presents that 99 out of 117 or 84.6 percent were married while 15 or 12.8 percent were single; only 3 or 2.6 percent were widow. This implies that most of the respondents are married individuals already.

Table 3. *Respondents' Profile in Terms of Length of Teaching (n=117)*

<i>Length of Teaching</i>	<i>Frequency</i>	<i>Percent</i>
1-5 years	24	20.5
6-10 years	28	23.9
11-15 years	18	15.4
16-20 years	11	9.4
21-25 years	13	11.1
26 years and above	23	19.7
Total	117	100.0

Table 5. *Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic in terms of Leadership & Governance (n=117)*

Table 3 illustrates that 28 out of 117 respondents or 23.9 percent have been teaching for 6-10 years already while 24 or 20.5 percent of them have been spending 1-5 years in teaching already; 23 or 19.7 percent of them have been serving the school for 26 years and above while 18 or 15.4 percent have been in service for 11-15 years already; 13 or 11.1 percent have been teaching 21-25 years while 11 or 9.4 percent of them have been in the teaching service for 16- 20 years. This implies that a little less than 25 percent of the respondents have been extremely serving in SBM for 1-5 years and 26 years and above already.

Table 4. *Respondents' Profile in Terms of Position (n=117)*

<i>Position</i>	<i>Frequency</i>	<i>Percentage</i>
Master Teacher I	18	15.4
Master Teacher II	1	.9
Teacher I	57	48.7
Teacher II	6	5.1
Teacher III	35	29.9
Total	117	100.0

Table 4 displays that 57 or 48.7 percent of the total 117 respondents were Teacher I, while 35 or 29.9 percent of them were Teacher III; 18 or 15.4 percent were Master Teacher I while 6 or 5.1 percent were Teacher II; only 1 or 0.9 percent was Master Teacher II. This implies that almost 50 percent of the respondents are in the entry level in the teaching profession.

<i>Leadership & Governance</i>	<i>Mean</i>
Development Plan developed collaboratively by stakeholders of the school and community is in place.	3.4957
The development plan is regularly reviewed by the school community to keep it responsive and relevant to emerging needs, challenges and opportunities.	3.5470
The school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	3.6581
A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school-community.	3.6325
A long-term program is in operation that addresses the training and development needs of the school and community leaders.	3.5556
Mean	3.5778

It can be gleaned from the table that indicator 3 had a computed mean of 3.6581 and is verbally interpreted Maturing, while indicator 4 obtained a mean of 3.6325 and is verbally interpreted as Maturing. Indicator 5 garnered a mean of 3.556 and is verbally interpreted Maturing, while indicator 2 had a computed mean of 3.5470 and is verbally interpreted Maturing. Lastly, indicator 1 obtained a mean of 3.4957 and is verbally interpreted Maturing. Overall, the respondents perceived the level of performance on the practice of SBM in terms of Leadership and Governance to be Maturing with a mean of 3.5778.

Table 6. *Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic in terms of Curriculum & Instruction (n=117)*

<i>B. Curriculum & Instruction</i>	<i>Mean</i>
1. The curriculum provides for the development needs of all types of learners in the school community.	3.5983
2. The implemented curriculum is localized to make it more meaningful to the learners and applicable to life in this community.	3.6410
3. A representative group of school and community stakeholders develop the methods and materials for developing creative thinking and problem solving.	3.5983
4. The learning systems are regularly and collaboratively monitored by the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	3.5128
5. Assessment tools for teaching and learning are continuously reviewed and improved and assessment results are contextualized to the learners and local situation and the attainment of relevant life skills.	3.6923
6. Learning managers and facilitators (teachers, administrators, and community members) nurture values and environments that are protective of all children and demonstrate behaviors consistent to the organization's vision, mission, and goals.	3.6838
7. Methods and resources are learner and community-friendly, enjoyable, safe, inclusive, accessible, and aimed at developing self-directed learners.	3.6581
8. Learners are equipped with essential knowledge, skills, and values to assume responsibility for their own learning.	3.7179
Mean	3.6378

It can be observed from the table that indicator 8 had a computed mean of 3.7179 and is verbally interpreted as Maturing, while indicator 5 garnered a mean of 3.6923 and is verbally interpreted as Maturing. Indicator 6 obtained a mean of 3.6838 and is verbally interpreted as Maturing, while indicator 7 had a computed mean of 3.6581 and is verbally interpreted as Maturing. Indicator 2 garnered a mean of 3.6410 and is verbally interpreted as Maturing, while indicator 1 and indicator 3 shared a computed mean of 3.5983 and are both interpreted as Maturing. Lastly, indicator 4 obtained a mean of 3.5128 and is verbally interpreted as Maturing. Overall, the respondents perceived the level of performance on the practice of SBM in terms of Curriculum and Instruction to be Maturing with a mean of 3.6378.

Table 7. *Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic in terms of Accountability & Continuous Improvement (n=117)*

<i>C. Accountability & Continuous Improvement</i>	<i>Mean</i>
1. The roles and responsibilities of accountable people and collective bodies are clearly defined and agreed upon by community stakeholders.	3.5641
2. Achievement and goals are recognized based on a collaboratively developed performance accountability system; gaps are addressed through appropriate action.	3.5812
3. The accountability system is owned by the community and is continuously enhanced to ensure that management structures and mechanisms are responsive to the emerging learning needs and demands of the community.	3.5812
4. Accountability assessment criteria and tools, feedback mechanisms and information collection and validation techniques and processes are inclusive and developed collaboratively and agreed upon.	3.6068
5. Participatory assessment of performance is done regularly with the community involvement. Assessment results and lessons learned are shared and serve as basis for feedback, technical assistance, recognition, and plan adjustment.	3.6581
Mean	3.5983

It can be seen from the table that indicator 5 had a computed mean of 3.6581 and is verbally interpreted as Maturing, while indicator 4 obtained a mean of 3.6068 and is verbally interpreted as Maturing. Indicator 2 and indicator 3 shared an equal mean of 3.5812 and is verbally interpreted as Maturing. Lastly, indicator 1 garnered a mean of 3.5614 and is verbally interpreted as Maturing. Overall, the respondents perceived the level of performance on the practice of SBM in terms of Accountability and Continuous Improvement to be Maturing with a mean of 3.5983.

Table 8. *Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic in terms of Management of Resources (n=117)*

<i>D. Management of Resources</i>	<i>Mean</i>
1. Assessment and inventory are collaboratively undertaken regularly by learning managers, learning facilitators and community stakeholders as basis for resource allocation and mobilization.	3.4359
2. Stakeholders are engaged in a regular dialogue for planning and resources programming that is accessible and inclusive to support implementation of community education plans.	3.5726
3. To ensure judicious, appropriate, and effective use of resources, a community developed resource management system that drives appropriate behaviors of the stakeholders is in place.	3.5812
4. Learning managers, learning facilitators, and community stakeholders collaboratively developed and implemented regular monitoring, evaluation, and reporting processes of resource management.	3.6496
5. A system that manages network and linkages strengthens and sustains partnership for improving resource management.	3.6154
Mean	3.5709

It can be seen from the table that indicator 4 obtained a mean of 3.6496 and is verbally interpreted as Maturing, while indicator 5 had a computed mean of 3.6154 and is verbally interpreted as Maturing. Indicator 3 had a computed mean of 3.5812 and is verbally interpreted as Maturing, while indicator 2 garnered a mean of 3.5726 and is verbally interpreted as Maturing. Lastly, indicator 1 had a computed mean of 3.4359 and is verbally interpreted as Maturing. Overall, the respondents perceived the level of performance on the practice of SBM in terms of Management of Resources to be Maturing with a mean of 3.5709.

Table 9. *Extent of Participation of the stakeholder-respondents in SBM during the pandemic (n=117)*

<i>As a stakeholder of the Sta Cruz Elementary School, I...</i>	<i>Mean</i>
1. Help in sourcing out of funds to support the academic and non-academic activities of the school.	3.2137
2. Volunteer in various health and nutrition-related activities of the school such as but not limited to feeding programs, activities in the nutrition month and the other related activities.	3.2051
3. Extend willingly the needed resources (financial, material, labor) in the school's maintenance especially during "Brigada Eskwela".	3.2051
4. Help by extending assistance to the school during special activities like teachers' month, scouting activities, and others by convincing civic community-minded members to give assistance.	3.1966
5. Participate regularly in various activities initiated by the school regarding PTA conferences, general assemblies, and Parents' Day activities.	3.1453
6. Respond immediately in the call of the school in urgent activities that need participation of stakeholders such as the visit of visitors and the conduct of monitoring and assessment related to school-based management.	3.0342
7. Engage myself enthusiastically in meaningful self-driven work in the school community like value formation activity, and sports competition that enhance positive interaction among the youth.	3.1197
8. Value the enhancement of illiteracy in schools by participating as visiting volunteer/mentor in the school reading intervention program and the reading recovery program.	3.2308
Mean	3.1688

It can be gleaned from the table that statement 8 ranked first with a mean of 3.2308 and has a verbal interpretation of Moderate Extent, while statement 1 ranked second with a mean of 3.2137 and has a verbal interpretation of Moderate Extent. Statement 2 and statement 3 share an equal rank with a mean of 3.2051 and both are verbally interpreted Moderate Extent, while statement 4 ranked fifth with a mean of 3.1966 and is a verbally interpreted Moderate Extent. Ranking sixth was statement 5 with a mean of 3.1453 and is verbally interpreted Moderate Extent, while statement

7 ranked seventh with a mean of 3.1197 and is verbally interpreted Moderate Extent. Lastly statement 6 with a mean of 3.0342 and is verbally interpreted Moderate Extent. Overall, the respondents perceived the extent of participation of the stakeholder-respondents in SBM during the pandemic to be of Moderate Extent with a mean of 3.1688.

Table 10. *Significant Relationship between Age and the Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic (n=117)*

Age	Leadership & Governance	Curriculum & Instruction	Accountability & Continuous Improvement	Management Practices	Overall
Pearson r Coefficient Value	0.187	0.093	0.186	0.178	0.180
Sig (2-tailed)	0.043	0.316	0.045	0.055	0.052

It can be gleaned from the table that the overall Pearson r correlation coefficient value was 0.180 (Very Low) while the p-value of 0.052 is greater than 0.05 level of significance. This means that the researcher failed to reject the null hypothesis which states that there is no significant relationship between age and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic. This implies that the age of the stakeholder-respondents is not significantly related to the level of performance on the practice of School-Based Management of Sta. Cruz Elementary School.

Table 11. *Significant Relationship between Civil Status and the Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic (n=117)*

Civil Status	Leadership & Governance	Curriculum & Instruction	Accountability & Continuous Improvement	Management Practices	Overall
Pearson r Coefficient Value	-0.191	-0.094	-0.061	-0.060	-0.112
Sig (2-tailed)	0.040	0.316	0.512	0.524	0.227

It can be noted from the table that the overall Pearson r correlation coefficient value was -0.112 (Very Low Negative) while the p-value of 0.227 is greater than 0.05 level of significance. This means that the researcher failed to reject the null hypothesis which states that there is no significant relationship between civil status and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic. This implies that the civil status of the stakeholder-respondents is not significantly related to the level of performance on the practice of School-Based Management of Sta. Cruz Elementary School.

Table 12. *Significant Relationship between Length of Involvement in SBM and the Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic (n=117)*

Length of Teaching	Leadership & Governance	Curriculum & Instruction	Accountability & Continuous Improvement	Management Practices	Overall
Pearson r Coefficient Value	0.210	0.256	0.239	0.208	0.250
Sig (2-tailed)	0.023	0.005	0.010	0.024	0.007

It can be observed from the table that the overall Pearson r correlation coefficient value was 0.250 (Very Low) while the p-value of 0.007 is less than 0.05 level of significance. This means that the researcher failed to reject the null hypothesis which states that there is significant relationship between length of involvement and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic. This implies that the length of involvement of the stakeholder-respondents is significantly related to the level of performance on the practice of School-Based Management of Sta. Cruz Elementary School.

Table 13. *Significant Relationship between Position and the Level of Performance on the practice of School-Based Management by the stakeholder-respondents during the pandemic (n=117)*

Position	Leadership & Governance	Curriculum & Instruction	Accountability & Continuous Improvement	Management Practices	Overall
Pearson r					
Coefficient Value	0.054	-0.038	-0.045	-0.045	-0.019
Sig (2-tailed)	0.560	0.687	0.631	0.627	0.841

It can be observed from the table that the overall Pearson r correlation coefficient value was -0.019 (Very Low) while the p-value of 0.841 is less than 0.05 level of significance. This means that the researcher failed to reject the null hypothesis which states that there is no significant relationship between position and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic. This implies that the position of the stakeholder-respondents is not significantly related to the level of performance on the practice of School-Based Management of Sta. Cruz Elementary School.

Table 14. *Significant Difference between the Level of Performance on the practice of SBM and the Extent of Stakeholders' Participation (n=117)*

Sources of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.721	4	.430	1.362	.252
Within Groups	35.383	112	.316		
Total	37.104	116			

It can be gleaned from the table that the p-value of 0.252 is greater than 0.05 level of significance. This means that the researcher failed to reject the null hypothesis which states that there is no significant difference between the level of performance on the practice of SBM and the extent of participation of stakeholder-respondents in SBM during the pandemic. This implies that the stakeholder-respondents perceived similarly the level of performance on the practice of School-Based Management of Sta. Cruz Elementary School and the extent of their participation in SBM during the pandemic.

Conclusion

Based on the preceding findings, the following conclusions were offered.

1. Big number of the respondents were in adulthood stage already; most of them were married; a little less than 25 percent of them have been in teaching from 1-5 years and 26 years old and above already and almost 50 percent were Teacher I or in entry level in the teaching profession.
2. That the respondents perceived the overall level of performance on the practice of SBM in terms of Leadership & Governance, Curriculum & Instruction, Accountability & Continuous Improvement and Management of Resources as Maturing with a grand mean of 3.5962.
3. That the respondents perceived the extent of participation of the stakeholder-respondents in SBM during the pandemic to be of Moderate Extent with a mean of 3.1688.
4. There was no significant relationship found between age and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic as well as in terms of civil status and position. However, there was a significant relationship between length of teaching and the level of performance on the practice of SBM by the stakeholder-respondents during the pandemic.
5. There was no significant difference between the level of performance on the practice of SBM and the extent of participation of stakeholder-respondents in SBM during the pandemic.

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Affiliations and Corresponding Information

Joshua B. Obias

Sta. Cruz Elementary School

Department of Education - Philippines