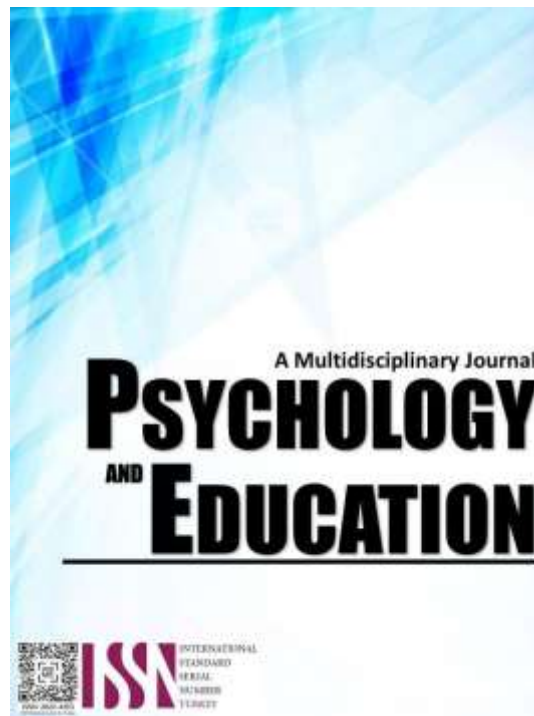


**SCHOOL-BASED MANAGEMENT PRACTICES OF
PUBLIC ELEMENTARY SCHOOL IN SCHOOL
DIVISION OF LUCENA CITY FOR THE SCHOOL
YEAR 2022**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 9

Pages: 1267-1285

Document ID: 2023PEMJ820

DOI: 10.5281/zenodo.8070877

Manuscript Accepted: 2023-19-6

School-Based Management Practices of Public Elementary School in School Division of Lucena City for the School Year 2022

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Abstract

This study attempted to determine the school-based management practices of public elementary schools by profile in the school division of Lucena City. Specifically, it identified the school's profile terms of the following categories: level of SBM, location of school, size school and title of school head. It also looks at the SBM practices of public elementary schools by profile in the school's division of Lucena City. It also investigated the significant difference in practices in public elementary schools when they are grouped according to school profile. Furthermore, also looked at the challenges encountered by schools in SBM practices. Further, statistical tools employed include the weighted arithmetic mean and the t-test. Furthermore, the study revealed that most of the respondents are highly practiced in terms of SBM indicators or practices in every domain. The findings also indicate no significant difference between school profiles and SBM domains and practices. However, there is a significant difference between school profiles in terms of leadership and governance, curriculum, and instruction (school), and accountability and continuous improvement (location) in the SBM domain and practices. The study further implied that respondents strongly agreed with the lack of significant differences and challenges in the implementing of school-based management.

Keywords: *challenges, practices, public school, school-based management*

Introduction

School-Based Management serves as the foundation of practices. These innovations and interventions in SBM significantly address the challenges, problems, and gaps encountered by the schools and management. The different practices should be identified, evaluated, developed, and benchmarked through shared responsibility guided by the four indicators of SBM: Leadership and Governance, Curriculum and Instruction, Accountability, and Continuous Improvement. International organizations, global education policy, conflict-affected environments, Community-Based Management, and School-Based Management have been researched by academics and educators.

For instance, the study accomplished by Brent and Higa (2018) to assess the current scope, well-known justifications, and future research of the global education policy of school-based management in conflict-affected contexts. The brief study examines the characteristics and justifications which international organizations offer for SBM both generally and in CACs. First, as previously advised, a systematic analysis of project- and country-level support for SBM in CACs should be conducted, according to the analysis, to determine the form the support takes, the kinds of SBM models implemented, and their impacts and implications. Second, scholars need to consider the potential benefits and drawbacks

of the SBM models that are implemented.

Republic Act 9155, sometimes called the Basic Governance Education Act of 2001, advocates for the decentralization of school management and enshrines school-based management. An act providing a framework for primary education governance, establishing power and accountability, and rebranding the Department of Education, Culture, and Sports as the Department of Education, among other things. This law recognizes the authority of principals, school administrators, and teachers-in-charge (collectively referred to as school heads in the future) to exercise instructional leadership and sound administrative management of the school, the center of the formal education system and the seat of learning, and to work with local communities to identify and implement suitable strategies that would improve the competency levels and learning outcomes of their students. For individual schools to better meet their unique educational needs, the Department of Education is pushing for the decentralizing of decision-making from the Central Office and field offices to those institutions.

By increasing the involvement of school-level stakeholders in managing and enhancing the school's performance, the transition to SBM represents a significant step to fundamentally altering the school's capability. When change is successful, it must affect every aspect of the organization, including structures, roles, systems, instructional practices, human resource

practices, and participant skills and knowledge. Additionally, it calls for changes in district administration and school administration. Its goals are to give the principal more authority to lead and to encourage the local government and the community to put in more time, money, and effort to create a better learning environment for the learners. According to DepEd Order No. 83, s. (2012) Using the Revised School-Based Management (SBM) Framework, Assessment Process, and Tool Implementation Guidelines (APAT).

The goal of the Department of Education's (DepEd) review of the SBM framework, assessment method, and tool was to enhance the widely acknowledged successful SBM practices currently being used in the various regions. This was done to strengthen the school-based management practice further, re-emphasize the importance of the learners, and involve relevant community essential education service delivery. Before properly conducting the assessment, an advocacy campaign on the guiding principles of the revised SBM assessment and the associated SBM practice is directed.

According to Tapayan, Ebio, and Bentor (2016, p. 3), "the implementation of school-based management (SBM) is an institutional method to transfer decision-making authority from state and district offices—an essential part of the country's Basic Education Sector Reform Agenda—and to specific schools (BESRA) " in order to " improve education." The central tenet of SBM is that those directly impacted by and involved in the operations of the educational system are the best people to plan, manage, and improve it. SBM gives administrators, teachers, and parents more control over the educational process by giving them control over budget, hiring, and curriculum decisions, according to Kadlong, Navarro-Parcon, and Basar-Monir (2016). The SBM replaces bureaucratic rules with professional responsibility, empowering educators to become change agents in their schools by honing their interpersonal and leadership skills (Lapus, 2009). To increase stakeholder participation in school planning and implementation, SBM and PR; work hand in hand.

According to Section 75 of DepEd Order No. Moratorium; on the Execution of Regional and Divisional School-Based Management Validation Activities through 2022. The DepEd School-Based Management (SBM) Framework, as well as all ongoing and planned activities on the execution of the validation process to ascertain the SBM level of practice by the school's division offices (SDOs) and regional offices (ROs); shall be put on hold. Instead,

performing validation tasks based on recognition, offices must follow a practice-based approach. To identify areas for improvement in the following aspects of school operations: Leadership, Governance and Accountability, Curriculum and Instruction, Finance and Resource Management and Mobilization, Team Development, and Learning Environments, schools shall continue to conduct self-assessments using the current SBM tool.

As stated in the DepEd Order No. 034, series of (2022), School's Calendar and activities for the school year (S.Y.) 2022-2023 under Brigada Eskwela and Oplan Balik Eskwela shall conduct and focus on information campaigns and strengthening partnerships that complement the Department's effort to ensure quality basic education and provide a Learning Recovery and Continuity Plan (LRCP). The Learning Recovery and Continuity Plan, which will concentrate on three key areas, will include a contextualized set of strategies and interventions that the Regional Offices are strongly encouraged to implement. The key outcome of the Department's recovery planning and success is ensuring that learning gaps are assessed and addressed among all learners, especially the most vulnerable ones, to ensure that teachers perform this task, they are spared of any administrative and finance-related tasks, particularly in schools, where qualified non-teaching personnel can be designated to perform such roles.

With implementing of School-Based Management, providing innovation, interventions, and best practices, the school authorities now have the duties and tasks to fulfill the various demands of managing the school's state affairs in collaboration with the faculty, parents, local government units, and the community. The challenges involved in implementing SBM, such as increased accountability for better academic results and equitable resource distribution should be by the jurisdiction of the school head. Furthermore, a leader's ability to manage a team effectively, efficiently, and professionally are crucial factors in an organization or a school system's success. The school head has duties and obligations for carrying out the tasks of the schools, and School-Based Management oversees transferring authority from the national government to the school level. Organizational and pedagogical goals emphasizing on the educational system are the core goals of SBM. It is accomplished by the delegation of responsibility and inclusion of all the interested parties in the planning and decision-making processes related to the school's initiatives.

Similarly, leaders play a meaningful role in SBM best

practices, such as innovation and intervention toward the school's progress. Some people believe that school administrators with effective and proficient teachers are competent leaders. A participatory approach to developing a shared vision, ongoing support, and communication for the vision, are additional factors to consider. The institution's participants are tasked with creating and implementing change. Based on the researcher's observations, the implementation of practices in the improvement of school-based management, innovation, and intervention had significant contribution, impact, and influence in terms of SBM's progress and success. Specifically, we are facing progressive expansion in educational management due to the pandemic. In line with this, the Department of Education's education system cannot be raised independently without the support of stakeholders from the local government unit, non-government organizations (NGOs), and volunteers. Through shared mission, vision and sense of responsibility, all things become possible and feasible if we work together. Practices are the innovation and intervention for improving school-based management. Through SBM, principals, educators, students, and parents have more control over the educational process thanks to SBM, financial, personnel, and curriculum decisions. SBM enhances learning environments for kids by involving parents, teachers, and other community members in these crucial choices. However, despite the implementation and improvement of best practices in School-Based Management, there are still some issues and problems in terms of Accountability and continuous improvement, Curriculum and Instruction, Leadership and Governance and Management resources.

The purpose of this study's SBM practices is to provide and enhance the effectiveness of teaching standards and learning objectives in SDO Lucena City. The school-based administration must evaluate, assess, and prioritize the challenges, problems, needs, and gaps encountered because we are currently dealing with a pandemic, and it is genuinely timely and relevant. By retooling appropriate intervention and innovation in challenges, issues, needs, and gaps encountered in SBM, we may strengthen the four domains of school-based management and its indicator. The outcomes, conclusions, and findings of this study will serve as a tool for the benchmarking and formulating of new SBM policy and inform the Department of Education. The schools will have greater flexibility following this. The goal of this study is to determine the SBM practices of public elementary schools by profile in SDO Lucena City; identify the significant difference in these practices in schools;

identify the challenges encountered and determine the implications which will serve as a basis for reforms and benchmarking a new SBM policy.

Research Questions

This study aims to determine the School-Based Management practices of Public Elementary Schools in the School's Division of Lucena, City. Specifically, it sought to answer the following:

1. What is the school's profile in terms of the following categories?
 - 1.1 Level of SBM practice;
 - 1.2 School Location;
 - 1.3 School Size; and
 - 1.4. Title of School Head.
2. What are the SBM practices of Public Elementary Schools according to the profile in the School's Division of Lucena City in terms of the following domain?
 - 2.1 Accountability and continuous improvement;
 - 2.2 Curriculum and Instruction;
 - 2.3 Leadership and Governance; and
 - 2.4 Management and Resources.
3. Is there a significant difference in the practices of Public Elementary Schools when grouped according to school profile?
 - 3.1 Accountability and continuous improvement;
 - 3.2 Curriculum and Instruction;
 - 3.3 Leadership and Governance; and
 - 3.4 Management and Resources .
4. What are the challenges encountered by the Schools in School-Based Management practices?
 - 4.1 Accountability and continuous improvement;
 - 4.2 Curriculum and Instruction;
 - 4.3 Leadership and Governance; and
 - 4.4 Management and Resources.

Methodology

This section presents the research design, locale, population and sample, research instrument, and data-gathering procedure used in the study. It also includes statistical treatment of data which led to the interpretation of study results. In this study, the quantitative-descriptive method of research was utilized of answering questions relating to the best practices in the improvement of School-Based Management in SDO Lucena City. According to Creswell (2015), this method involves a procedure for

collecting and analyzing quantitative and qualitative data in single research as a sequence of studies to understand the problem. The design is deemed most appropriate in describing the extent of practices in the improvement of School-Based Management through the various variables illustrated, which were also illustrated into detail in the proposed School Improvement Plan.

Participants

The locale of the study was the Schools Division Office (SDO) in Lucena City, Quezon Province, which is the public elementary schools in SDO Lucena City. It is divided into four (4) districts which are the 1) North District, 2) South District, 3) West District, and 4) East District. Lucena City is in the southern part of Quezon Province and is categorized as a 1st class, highly urbanized city in the CALABARZON region of the Philippines.

Instruments of the Study

A researcher-made survey questionnaire was used in the collection of data. The survey instrument is divided into three (3) parts. Part I contains items that elicit the school profile. Part II involves a checklist of levels of practices among the four domains of school-based management in terms of accountability and instruction, curriculum and instruction, leadership and governance, and management resources. Part III has a checklist of challenges encountered in public elementary schools regarding four indicators: accountability and continuous improvement, curriculum and instruction, leadership and governance, and management resources. To ensure the validity and reliability of the survey questionnaire, face and content validation of the instrument were sought from an expert, the school head, and the master teacher from the School Division of Lucena City.

Procedure

Before conducting the actual study, the researcher sought permission through formal communication, asking for approval from DepEd SDO authorities and concerned schools for the conduct of the study. Upon validation of the instrument and approval by the DepEd SDO, the survey questionnaires were administered in two ways: online and offline. The distribution and retrieval of the instrument were done personally with the help of the public elementary school heads concerned for the far-flung areas where internet connections are unavailable. Meanwhile, for the districts or schools that have a good internet

connection and proper devices for answering the online survey, a link to the Google Form was sent to the target respondents. After the online and offline retrieval of survey responses, the data were collated and subjected to appropriate statistical measures. Then, based on the data gathered, they were interpreted in line with the study's findings.

Results and Discussion

Profile of the School

Table 1. *Profile*

<i>Profile</i>	<i>Frequency</i>	<i>Percentage</i>
Level of SBM		
Level- I Developing	26	45.6
Level- II Maturing	30	52.6
Level- III Advanced	1	1.8
Total	57	100.0
School Location		
Central	20	35.1
Non-Central	37	64.9
Total	57	100.0
School Size		
Small 1-500 enrollment	30	52.6
Medium 501-1,000 enrollment	16	28.1
Large 1,001-1,500 enrolment	8	14.0
Mega 1,501- up enrolment	3	5.3
Total	57	100.0
Title of School Head		
Teacher in Charge	18	31.6
Head Teacher	5	8.8
Principal	34	59.6
Total	57	100.0

Table 1 presents the summary of SBM levels. Thirty (30), or 52.6%, or most of the school respondents, are in Level II; the least number of school respondents, Level I, has twenty-two (26) or 46.5%, and Level III has one (1) or 1.8%. The thirty (30) respondents, or 52.6%, show that most respondents are typically at level II. This conclusion states that for school-based management practices to be implemented in the public elementary schools of the School Division of Lucena City, SBM level II must significantly contribute.

Table 3 summarizes the profile of the school location. Most of the respondents are from non-central schools, with a total of thirty-seven (37) respondents, equivalent to 64.9%. However, twenty (20), or 38%, of the school respondents are from central schools.

Thirty-seven (37) respondents, or 35.1%, indicate that non-central schools make up most respondents. These findings imply that the public elementary schools in the School Division of Lucena City must make a significant contribution to the implementation of

school-based management practices.

Table 1 shows the size of the school. Most of the respondents are from a small school, with a total of thirty (30), equivalent to 52.6%. However, fourteen (16), or 28.1%, of the school respondents, are medium, eight (8) are large, and the least three (3), or 5.3%, are mega schools.

Thirty (30) respondents, or 52.6%, are small schools, which make up most of the respondents overall. These findings reveal that most respondents are from the School Division of Lucena City small public elementary schools, whose size influences the adoption and use of school-based management practices.

Table 1 shows the title of school head's profile. Most of the respondents are principals, with a total of thirty-four (34), equivalent to 59.6%. However, there are eighteen (18), or 31.6%, of the school heads are the teachers-in-charge, and the least number five (5), or 8.8%, are head teachers.

Thirty (30) respondents, or 67%, indicate that most respondents are principals in general. According to this finding, principals in the public elementary schools in SDO Lucena City contribute to the adoption of school-based management practices.

According to Del Rosario (2019), effective curriculum planning, resource management, accountability, and governance principles result in effective school management and operations. As a result of schools ongoing efforts to enhance their operations, essential educational services like community and parent involvement and the provision of a comfortable and healthy learning environment, have developed.

Regarding school characteristics, McCracken (1991) stated that rural and urban areas differed as expected. The best school size for both rural and urban settings need to be further studied. Urban and rural cultures seem to differ in some ways. Students in rural areas are frequently more uniform than those in urban areas. Schools should devise strategies to facilitate cultural exchange between students and educators in rural and urban settings. Rural students should experience what it is like to live and work in an urban area. For certification, some teacher preparation programs call for prior urban teaching experience. Contrary to urban culture, rural culture is distinct. States should think about whether it would be advisable to make certification requirements include experience teaching in rural areas.

The results are consistent with Anggaran (2019) research study, Principal Leadership in the Implementation of Effective School Management, which notes that the principal had put effective school management in place. This was demonstrated by using the principal's leadership in fostering culture and fusing leadership theories with modern technologies. However, the school principal's leadership style was not entirely in line with the indications of effective school administration, particularly those that were focused on attaining objectives using cutting-edge technology. Given how little and how simply technology was used to carry out activities, it was clear that the application of technology had not yet been fully realized.

The findings are comparable with the study of Stevenson (2006), entitled School Size and Its Relationship to Student Outcomes and School Climate. Smaller middle schools appear to produce better student outcomes. There is evidence that, even when it seems like more students are better, elementary, and high school results can vary greatly depending on the students served. Furthermore, because poverty has such a significant impact on educational outcomes, other variables, such as school quality, may also be relevant.

Level of SBM Practices in Four Domains

Table 2. *Accountability and continuous improvement according to level of SBM practices*

Practices	Mean per level of SBM			Total		
	Level I - Developing	Level II - Maturing	Level III - Advanced	Mean	SD	VI
Indicator 1						
Roles and responsibilities	3.12	3.31	3.10	3.23	.67	HP
Indicator 2						
Achievement of goals	3.30	3.60	3.10	3.45	.73	VHP
Indicator 3						
Accountability system	3.16	3.27	3.20	2.88	.71	HP
Indicator 4						
Assessment criteria and tools	3.13	3.30	2.70	3.12	.73	HP
Indicator 5						
Assessment of Performance	3.22	3.42	3.00	3.32	.71	VHP
Grand Total				3.24		VHP

According to the school level of school-based management, table no. 2 shows Domain I, accountability, and continuous improvement of many indicators and practices with a grand total mean of 3.24, which was evaluated as being highly practiced according to the data. To accomplish its aim, this finding considers and puts into practice several accountabilities and continuous improvement techniques. Goals are recognized as being achieved based on a jointly created performance accountability system; gaps are closed through action.

Associated with the findings of Rosann (2010), it was emphasized that performance assessments benefit both students and teachers giving more opportunities for students to demonstrate their knowledge and complex skills, by giving teachers better information about students progress, and by encouraging schools to develop professional collaborative cultures through integrating curriculum, instruction, and assessment. Each of the challenges can be met thanks to the wealth of their combined experiences, and those lessons should be used to develop the accountability systems of the future.

Table 3. *Accountability and continuous improvement according to school location of SBM practices.*

Practices	Mean per school location		Total	SD	VI
	Central	Non-Central			
Indicator 1 Roles and responsibilities	3.35	3.18	3.22	.67	HP
Indicator 2 Achievement of goals	3.67	3.35	3.45	.73	VHP
Indicator 3 Accountability system	3.34	3.15	3.20	.71	HP
Indicator 4 Assessment criteria and tools	3.32	3.15	3.22	.73	HP
Indicator 5 Assessment of Performance	3.46	3.26	3.30	.71	VHP
Grand Total			3.24		VHP

The accountability and continuous improvement of various indicators and practices are shown in Table No. 3, according to the Domain I, with a grand total mean of 3.24, which was rated as being highly practiced according to data. This discovery takes numerous accountabilities and continuous improvement strategies into account and puts them into practice to achieve its goal. Based on a collaboratively developed performance accountability framework, goals are acknowledged as being attained; gaps are corrected through action.

Relatively in the findings of Associated with the findings of Rosann (2010), it was emphasized that performance assessments benefit both students and teachers by giving more opportunities for students to demonstrate their knowledge and complex skills, by giving teachers better information about students' progress, and by encouraging schools to develop professional collaborative cultures through integrating curriculum, instruction, and assessment. Each of the challenges can be met thanks to the wealth of their combined experiences, and those lessons should be used to develop the accountability systems of the future.

Table 4. *Accountability and continuous improvement according to school size of SBM practices.*

Practices	Mean per school size				Total	SD	VI
	Small	Medium	Large	Mega			
Indicator 1 Roles and responsibilities	3.16	3.44	3.04	3.23	3.22	.67	HP
Indicator 2 Achievement of goals	3.41	3.63	3.10	3.97	3.45	.73	VHP
Indicator 3 Accountability system	3.20	3.38	2.95	3.33	3.22	.71	HP
Indicator 4 Assessment criteria and tools	3.18	3.40	2.96	3.40	3.22	.73	HP
Indicator 5 Assessment of Performance	3.26	3.50	3.09	3.54	3.32	.71	VHP
Grand Total					3.28		VHP

According to school size, Table No. 4 shows several indicators and techniques for Domain I, accountability, and continuous improvement. From the statistics, it can be deduced that the grand total mean had a grand total mean of 3.28, which was perceived as very highly practiced. In order to accomplish its aim, this finding takes into account and puts into practice several accountability techniques. An effective accountability system that actively monitors student performance and responds to gaps and improvements that need to be addressed has been put in place. It is clear, transparent, inclusive, and responsive.

According to Stefanie (2017), the novel contribution of the suggested two-stage evaluation framework is tripled. First, the two-stage proposed framework offers a structured vocabulary on distinct mechanisms that capture the technical and social nature of participatory modeling (PM) based on stage 1 boundary objects and stage 1 previously established concepts of participation stage 2. Second, given that we have identified a number of participation-related issues as well as the accessibility and applicability of technical knowledge, our criteria go beyond the process-based and outcome-based evaluation of the previously cited literature. These issues must be considered before outcomes can be determined. Third, the framework is adaptable enough to evaluate a variety of cases, even when the effort's stated participation objectives are very different from one another in terms of scope or field.

According to Saunders (2020), the Los Angeles Unified School District is strengthening and improving how performance assessments are implemented. This is done through the Linked Learning Office. The portfolio and defense model created by the Linked Learning Office continues to develop and grow with technical support from a various statewide partner. It is anticipated that more students and schools will implement the portfolio and defense across the district.

Table 5. *Accountability and continuous improvement according to the title of school head of SBM practices.*

Practices	Mean per school head			Total		
	Teacher In-Charge	Head Teacher	Principal	Mean	SD	VI
Indicator 1	3.39	3.04	3.15	3.22	.67	HP
Roles and responsibilities						
Indicator 2	3.48	3.80	3.39	3.45	.73	VHP
Achievement of goals						
Indicator 3	3.37	3.36	3.12	3.22	.71	HP
Accountability system						
Indicator 4	3.41	3.10	3.11	3.22	.74	HP
Assessment criteria and tools						
Indicator 5	3.44	3.16	3.28	3.32	.71	VHP
Assessment of Performance						
Grand Total				3.28		VHP

According to the title of school head, Table No. 5 shows the responsibility and ongoing improvement of many indicators and practices. Domain I, which had a grand total mean of 3.28, was evaluated as being very highly practiced, according to the data. In order to accomplish its aim, this finding takes into account and puts into practice several accountability techniques. A system of accountability is in place that actively monitors student performance and responds appropriately to gaps and improvements that need to be reinforced. It is clear, transparent, inclusive, and responsive.

The study by Burns (2021), aimed to understand better people's perceptions of the significant subject of shared responsibility, school accountability, and Culturally Responsive District Leadership CRDL. The results indicate a strong desire for a change in the leadership strategies for assisting school districts in meeting the goal of creating equitable schools for all students, as well as a dedication to the goal of creating equitable schools and socially just school districts. The creation of support systems for schools and the transition from a narrative of blame on schools to one of shared responsibility toward a common objective can be significantly aided by district leadership, particularly in large school districts. In this public-school model, the community and the schools collaborated, and through this collaboration, there was trust between the two. Federal accountability regulations have, in many ways, shifted the focus of education away from these community values and undermined some of the relationships and mutual trust between school districts and the communities they serve. Building systems of partnerships with the community across the district would be necessary to achieve this balance. Through these partnerships, the district and its leaders could gain the trust of the community.

Table 6. *Curriculum and Instruction according to the level of SBM practices*

Practices	Mean per SBM level			Total		
	Level I - Developing	Level II - Maturing	Level III - Advanced	Mean	SD	VI
Indicator 1	3.14	3.32	3.10	3.24	.72	HP
Development needs						
Indicator 2	2.88	3.13	3.30	3.02	.74	HP
Localized curriculum						
Indicator 3	3.16	3.30	2.80	3.23	.68	HP
School and Community stakeholders						
Indicator 4	2.99	3.17	3.40	3.09	.70	HP
Learning system						
Indicator 5	3.04	3.14	3.22	3.09	.68	HP
Assessment for teaching and learning						
Indicator 6	2.99	3.15	3.00	3.07	.73	HP
Learning manager facilitators						
Indicator 7	3.02	3.29	2.90	3.16	.71	HP
Methods and resources						
Grand Total				3.12		HP

Table No. 6 presents the curriculum and instruction of different indicators and practices according to the level of school-based management. It can be figured out from the data that Domain II obtained a grand total mean of 3.12, which was interpreted as highly practiced. This finding considers and implements the different practices of curriculum and instruction and the curriculum learning system anchored on community and learner contexts and aspirations, which are collaboratively developed and continuously improved. In indicator no. 1, the needs of all types of learners were addressed using various activities.

Rguelles (2016). According to the 2015 School-Based Management Report of Monitoring and Evaluation Unit, out of 479 public elementary schools in the Division of Antique, 427 or 74% are classified as "developing," 52 or 11% are classified as maturing, and no school is classified as advanced. This suggests that most public elementary schools have been able to implement SBM effectively in terms of enhancing curriculum, managing resources, improving governance practices, and tailoring instruction to students' needs and interests.

Button (2023) stated that curriculum creation is fundamental, and there are many different methods to do it. Both for instructors and students, each design offers benefits and drawbacks. Ralph Tyler provided four guiding questions for his concept of curriculum design. Tyler's approach had an impacted the creation the following curricula by John Goodlad, D.K. Wheeler, John Kerr, Hilda Taba, and others.

Table 7. Curriculum and Instruction according to the school location of SBM practices.

Practices	Mean per school location		Total			
	Central	Non-Central	Mean	SD	VI	
Indicator 1 Development needs	3.32	3.19	3.24	.72	HP	
Indicator 2 Localized curriculum	3.13	2.96	3.02	.74	HP	
Indicator 3 School and Community stakeholders	3.32	3.18	3.23	.68	HP	
Indicator 4 Learning system	3.11	3.09	3.09	.70	HP	
Indicator 5 Assessment for teaching and learning	3.16	3.06	3.10	.68	HP	
Indicator 6 Learning manager facilitators	3.20	3.01	3.08	.73	HP	
Indicator 7 Methods and resources	3.22	3.12	3.16	.71	HP	
Grand Total			3.13		HP	

Table No. 7 presents the curriculum and instruction of different indicators and practices according to school location. It can be figured out from the data that Domain II got a grand total mean of 3.13, which was interpreted as highly practiced. This finding considers and implements the different practices in curriculum and instruction and the curriculum learning system anchored on community and learner contexts and aspirations, which are collaboratively developed and continuously improved.

This finding is supported by Pecson (2014), which found that the principle behind localization and contextualization is that students learn best when their classroom experiences have meaning and application to their daily lives. The learning that lasts forever is related to the things that pupils do. To effectively use localization and contextualization in teaching, it is also essential to follow the rules for learning by doing, applied learning, and manipulative learning. Deep learning will be guaranteed and accomplished if students are placed in a natural learning environment that allows them to manipulate, relate to, and adapt to different learning opportunities and resources accessible within the neighborhood or community.

Table 8. Curriculum and Instruction according to the school size of SBM practices.

Practices	Mean per school size				Total		
	Small	Medium	Large	Mega	Mean	SD	VI
Indicator 1 Development needs	3.17	3.42	2.98	3.53	3.24	.72	HP
Indicator 2 Localized curriculum	2.84	3.35	2.92	3.37	3.02	.74	HP
Indicator 3 School and Community stakeholders	3.14	3.51	2.88	3.56	3.23	.68	HP
Indicator 4 Learning system	3.00	3.32	3.02	3.10	3.09	.70	HP
Indicator 5 Assessment for teaching and learning	3.04	3.27	3.02	3.17	3.10	.68	HP
Indicator 6 Learning manager facilitators	3.02	3.29	2.93	2.90	3.08	.73	HP
Indicator 7 Methods and resources	3.07	3.35	3.04	3.37	3.16	.71	HP
Grand Total					3.13		HP

Table No. 8 presents the curriculum and instruction

of different indicators and practices according to school size. It can be figured out from the data that Domain II, which obtained a grand total mean of 3.13, was interpreted as highly practiced. This finding considers and implements the different practices in curriculum and instruction and in the curriculum learning system anchored on the community and learner's contexts and aspirations, which are collaboratively developed and continuously improved.

Button (2023) stated that the choice of the organizational foundation or structural framework of the curriculum is a consideration in curriculum design. A value viewpoint is frequently implied by the design decision. The phrase core curriculum is used to describe subjects covered in the school curriculum or any course that all students must take. Students get "common learning" or general education through the core curriculum, which essential for everyone. Thus, the core curriculum is the area of the curriculum that teaches the ideas, abilities, and attitudes that are essential for everyone to succeed in society.

Table 9. Curriculum and Instruction improvement according to the title of school head of SBM practices

Practices	Mean per school head			Total		
	Teacher In-Charge	Head Teacher	Principal	Mean	SD	VI
Indicator 1 Development needs	3.33	3.12	3.20	3.24	.72	HP
Indicator 2 Localized curriculum	3.24	2.88	2.92	3.02	.74	HP
Indicator 3 School and Community stakeholders	3.39	3.26	3.13	3.23	.68	HP
Indicator 4 Learning system	3.25	3.06	3.02	3.09	.70	HP
Indicator 5 Assessment for teaching and learning	3.24	3.24	3.00	3.10	.68	HP
Indicator 6 Learning manager facilitators	3.27	3.04	2.98	3.07	.73	HP
Indicator 7 Methods and resources	3.28	3.00	3.11	3.16	.71	HP
Grand Total				3.09		HP

Table No. 9 presents the curriculum and instruction of different indicators and practices according to the title of the school head. It can be figured out from the data that Domain II, which got a grand total mean of 3.09, was interpreted as highly practiced. This finding considers and implements the different practices in curriculum and instruction: a curriculum learning system anchored on the community, learner contexts, and aspirations is collaboratively developed and continuously improved.

According to research by Pont (2008), if school administrators are free to make crucial decisions, they can improve academic and student performance. However, unless it is effectively supported, autonomy by itself may not necessarily result in benefits.

Furthermore, it is critical to identify and limit the primary duties of school administrators. Understanding the methods most likely to enhance teaching and learning should help define the duties of school leadership. Collaboration with other schools: It's important to acknowledge this new leadership dimension as a distinct responsibility for school leaders.

Table 10. *Leadership and Governance according to level of SBM practices*

Practices	Mean per SBM level			Total		
	Level I - Developing	Level II - Monitoring	Level III - Advanced	Mean	SD	VI
Indicator 1 Development plan developed collaboratively	3.17	3.21	2.60	3.18	.70	HP
Indicator 2 Development plan reviewed and revised	3.10	3.21	3.10	3.16	.73	HP
Indicator 3 School is organized	3.10	3.25	3.00	3.18	.71	HP
Indicator 4 Leadership network facilities	3.09	3.21	3.10	3.15	.71	HP
Indicator 5 Assessment of Performance	3.23	3.50	2.90	3.37	.77	VHP
Grand Total				3.20		HP

Table No. 10 presents the leadership and governance of different indicators and practices according to the level of SBM. It can be figured out from the data that Domain III, which got a grand total mean of 3.20, was interpreted as highly practiced. This finding considers and implements the different practices in leadership and governance and the network of leadership and governance that guides the education system to achieve its shared visions, mission, and goals, making them responsive and relevant to the context of a diverse environment.

According to the World Bank (2023), education is a fundamental human right, a critical factor in driving development, and one of the most effective strategies for eradicating poverty and advancing gender equality, health, peace, and stability. It is the most crucial element to ensuring fairness and inclusion and produces significant, consistent returns in terms of revenue. Individuals benefit from education regarding work, income, health, and poverty reduction. Every additional year of education results in a 9% rise in hourly wages globally. More children are currently in school globally because of significant progress in developing nations in enrolling kids in school. To build the human capital necessary to eradicate extreme poverty, it is essential to make wise and efficient investments in people's education. The need to address the learning crisis, end learning poverty, and assist kids in acquiring the advanced cognitive, socioemotional, technical, and digital skills they require to flourish in the modern world forms the basis of this strategy.

Table 11. *Leadership and Governance according to school location of SBM practices*

Practices	Mean per school location		Total		
	Central	Non-Central	Mean	SD	VI
Indicator 1 Development plan developed collaboratively	3.32	3.19	3.24	.72	HP
Indicator 2 Development plan reviewed and revised	3.13	2.96	3.02	.74	HP
Indicator 3 School is organized	3.32	3.18	3.23	.68	HP
Indicator 4 Leadership network facilities	3.11	3.09	3.09	.70	HP
Indicator 5 Assessment of Performance	3.16	3.06	3.10	.68	HP
Grand Total			3.15		VHP

Table No. 11 presents the leadership and governance of different indicators and practices according to school location. It can be figured out from the data that Domain III, which got a grand total mean of 3.15, was interpreted as very highly practiced. The network of leadership and governance, which this finding considers and puts into reality, directs the educational system to realize its common visions, missions, and goals by making it responsive and pertinent to the context of a varied environment.

According to Paragoso (2019), teachers and school administrator, in general have recognized their capability to control the required standards of quality, uphold accountability, and foster progress. Throughout Region VII, the Central Cebu Philippines SMEA System has very high compliance rates. However, there are still some problems with the system, including a lack of accountability, the length of the questionnaires, and the submission for compliance's sake mindset. The authenticity and dependability of the data acquired are seriously threatened by these obstacles. As a result, changes might be made to the system to enable the SMEA System to fulfill its mandate of supporting local efforts of schools to achieve their intended results.

Table 12. *Leadership and Governance according to school size of SBM practices.*

Practices	Mean per school size		Total		
	Central	Non-Central	Mean	SD	VI
Indicator 1 Development plan developed collaboratively	3.14	3.23	3.18	.70	HP
Indicator 2 Development plan reviewed and revised	3.16	3.17	3.16	.74	HP
Indicator 3 School is organized	3.18	3.18	3.18	.71	HP
Indicator 4 Leadership network facilities	3.18	3.14	3.25	.71	VHP
Indicator 5 Assessment of Performance	3.52	3.28	3.36	.77	VHP
Grand Total			3.22		HP

Table No. 12 presents the leadership and governance of different indicators and practices according to the title of school head. It can be figured out from the data that Domain III, which got a grand total mean of 3.22, was interpreted as highly practiced. This finding considers and implements the different practices in leadership and governance and the network of leadership and governance that guides the education system to achieve its shared visions, mission, and goals, making them responsive and relevant to the context of a diverse environment.

Mulford (2003) stated that teachers happiness, school performance, improvement, capacity, teacher leadership, distributive leadership, organizational learning, and development were among the significant links in the ways school leaders boost teacher recruitment, development, and retention. School administrators may have a significant impact on these school-level variables and function as a check against the excesses of growing, occasionally conflicting external demands. Teachers' feelings of purpose and ownership in their work can be fostered by a capable and well-supported leadership team in schools. Conferring professional autonomy to teachers will boost the appeal of the profession as a career option and will improve the quality of the classroom teaching practice. Teachers who work together in meaningful and purposeful ways are to be more likely to continue in the profession because they feel respected and supported in their job.

According to Viggayan (2021), the level of practice in school leadership, internal and external stakeholder participation, the school improvement process, school-based resources, and school performance accountability is made possible by fully transparent schools, effective working relationships among stakeholders, and a focus on teaching that is synchronized with student performance are all factors that affect school-based management. So, according to this study, coordination between stakeholders is the best indicator of efficient school-based management that is influenced by educational level, job title, and length of service.

Table 13. *Leadership and Governance according to the title of school head of SBM practices*

Practices	Mean per school size		Total		
	Central	Non-Central	Mean	SD	VI
Indicator 1					
Development plan developed collaboratively	3.14	3.23	3.18	.70	HP
Indicator 2					
Development plan reviewed and revised	3.16	3.17	3.16	.74	HP
Indicator 3					
School is organized	3.18	3.18	3.18	.71	HP
Indicator 4					
Leadership network facilities	3.18	3.14	3.25	.71	VHP
Indicator 5					
Assessment of Performance	3.52	3.28	3.36	.77	VHP
Grand Total			3.22		HP

Table No. 13 presents the leadership and governance of different indicators and practices according to the title of school head. It can be figured out from the data that Domain III, which got a grand total mean of 3.32, was interpreted as very highly practiced. This finding considers and implements the different practices in leadership and governance, which is the network of leadership and governance that guides the education system to achieve its shared visions, mission, and goals, making them responsive and relevant to the context of a diverse environment.

Kathdog claims.. (2016). The Division of Cotabato City has adopted SBM in all five of its dimensions, with higher emphasis being placed on school leadership, school improvement plans, and school performance accountability, but lower emphasis being placed on stakeholders and resource management. Regarding school operations, a safe and orderly environment is frequently seen, but there is a need to improve communication, decision-making, equipment, and physical facilities.

According to the World Bank (2023), education is a fundamental human right, a key factor in driving development, and one of the most effective strategies for eradicating poverty and advancing gender equality, health, peace, and stability. It is the most crucial element to ensuring fairness and inclusion and produces significant, consistent returns in terms of revenue. Individuals benefit from education in terms of work, income, health, and poverty reduction. Every additional year of education results in a 9% rise in hourly wages globally. More children are currently in school globally because of significant progress achieved in developing nations in enrolling kids in school. In order to build the human capital necessary to eradicate extreme poverty, it is essential to make wise and efficient investments in people's education. The need to address the learning crisis, end learning poverty, and assist kids in acquiring the advanced cognitive, socioemotional, technical, and digital skills they require to flourish in the modern world forms the basis of this strategy.

Table 14. *Management of resources according to level of SBM practices*

Practices	Mean per SBM Level			Total		
	Level I - Developing	Level II - Maturing	Level III - Advanced	Mean	SD	VI
Indicator 1 Regular resources inventory	3.20	3.48	2.80	3.34	.72	VHP
Indicator 2 Regular dialogue	3.27	3.43	3.10	3.35	.68	VHP
Indicator 3 Community developed resources management	3.20	3.48	3.20	3.35	.77	VHP
Indicator 4 Regular monitoring and evaluation	3.23	3.37	2.60	3.29	.72	VHP
Indicator 5 Network and Linkages	3.18	3.43	2.80	3.27	.72	VHP
Grand Total				3.32		VHP

Table No. 14 presents the management of resources of different indicators and practices according to the level of SBM. It can be figured out from the data that Domain IV, which got a grand total mean of 3.32, was interpreted as very highly practiced. This finding considers and implements the different practices in management and resources, which are collectively and judiciously mobilized and managed with transparency, effectiveness, and efficiency.

Lewallen et al. (2015) stated in the article *The Whole School, Whole Community, Whole Child Model: A New Approach for Improving Educational Attainment and Healthy Development for Students* that there have been significant changes made to the components and an emphasis placed on critical facilitative elements such as community engagement, policies, processes, and practices that effectively meet the demands of contemporary schools. By placing a strong emphasis on community resources, treating children and youth as students, addressing critical health and education outcomes, and planning cooperative actions and initiatives that support students. To support student learning, development, and health-related activities, local businesses, groups, and organizations collaborate with schools, donate resources, and provide volunteers. When district or school leaders and staff actively seek out and coordinate the information, resources, and services offered by local businesses, civic and cultural organizations, social service organizations, religious organizations, health clinics, colleges and universities, and other community groups, the school, its students, and their families benefit. Schools, students, and their families can give back to the community through service-learning opportunities and by allowing community members to use school facilities like fitness or health centers.

Table 15. *Management of Resources according to the school location of SBM practices*

Practices	Mean per location		Total		VI
	Central	Non-Central	Mean	SD	
Indicator 1 Regular resources inventory	3.43	3.31	3.35	.68	VHP
Indicator 2 Regular dialogue	3.43	3.31	3.35	.68	VHP
Indicator 3 Community developed resources management	3.47	3.28	3.35	.77	VHP
Indicator 4 Regular monitoring and evaluation	3.41	3.22	3.29	.72	VHP
Indicator 5 Network and Linkages	3.37	3.21	3.27	.72	VHP
Grand Total			3.35		VHP

Table No. 15 presents the management of resources of different indicators and practices according to the school's location. It can be figured out from the data that Domain IV, which got a grand total mean of 3.35, was interpreted as very highly practiced. This conclusion considers and puts into reality the many management and resource approaches that are jointly and wisely mobilized and managed with transparency, efficacy, and efficiency.

In the study, ET2020 Working Group Schools (2018) highlights how the complexity of education systems is rising because of decentralization and school autonomy as well as globalization and digitalization. The use of networks as a tool to improve stakeholder connectivity within and between system levels and to achieve set educational goals as well as to increase equity, efficiency, and quality is of great interest. For the benefit of school development, different actors must work together with a shared vision. As the first step in network development, clear shared goals should be established to involve the proper actors in the right structure. As the network develops, goals might need to be revised.

Table 16. *Management of resources according to the school size of SBM practices*

Practices	Mean per school size				Total	
	Small	Medium	Large	Mega	Mean	SD
Indicator 1 Regular resources inventory	3.31	3.48	3.07	3.60	3.34	.73
Indicator 2 Regular dialogue	3.34	3.46	3.17	3.43	3.35	.68
Indicator 3 Community developed resources management	3.29	3.44	3.27	3.60	3.35	.77
Indicator 4 Regular monitoring and evaluation	3.28	3.35	3.15	3.37	3.29	.72
Indicator 5 Network and Linkages	3.21	3.36	3.20	3.63	3.27	.72
Grand Total					3.32	

Table No. 16 presents the management of resources of different indicators and practices according to the school's size. It can be figured out from the data that Domain IV got a grand total mean of 3.32, which was interpreted as very highly practiced. This conclusion

considers and puts into reality the many management and resource approaches that are jointly and wisely mobilized and managed with transparency, efficacy, and efficiency.

A study by Datahan (2020) on the role of school principals found that they use a variety of strategies to boost enrollment, including speaking up for their institutions during forums and assemblies, visiting feeder schools in nearby barangays, and maintaining a positive public image. The school principal's methods for boosting retention and completion rates include visiting learners at risk of dropping out at their homes and intensifying the AGAK program implementation. In a similar vein, the management information use system was thought to practice to increase retention and completion rates and aid in the reduction of LARDOs (learners at risk of dropping out). Working with parents to monitor and track identified LARDOs (learners at risk of dropping out) will help increase attendance and reduce absenteeism. Students' attendance will also be checked by subject area. The use of call slips and the implementation of the swipe ID system came in last and were hardly mentioned, but they could be regarded as best practices to address the absenteeism issue.

Table 17. *Management of resources according to the title of school head of SBM practices*

Practices	Mean per school size				Total Mean	SD	VI
	Small	Medium	Large	Mega			
Indicator 1 Regular resources inventory	3.31	3.48	3.07	3.60	3.34	.73	VHP
Indicator 2 Regular dialogue	3.34	3.46	3.17	3.43	3.35	.68	VHP
Indicator 3 Community developed resources management	3.29	3.44	3.27	3.60	3.35	.77	VHP
Indicator 4 Regular monitoring and evaluation	3.28	3.35	3.15	3.37	3.29	.72	VHP
Indicator 5 Network and Linkages	3.21	3.36	3.20	3.63	3.27	.72	VHP
Grand Total					3.32		VHP

Table No. 17 presents the management of resources of different indicators and practices according to the title of the school head. It can be figured out from the data that Domain IV, which got a grand total mean of 3.32, was interpreted as very highly practiced. This conclusion considers and puts into reality the many management and resource techniques that are collectively and wisely mobilized and managed with transparency, efficacy, and efficiency.

Moreover, Rebleza (2016) also emphasized in her study that implementing school community performance assessment improves monitoring and evaluation systems, and she received the highest mean

response of 3.06 with an attained qualitative index. This generally means that increased accountability and continuous improvement will result in significantly higher school performance.

To achieve the goals of the school, internal and external stakeholders must collaborate. Improvements may encourage action to address potential issues with program and project implementation. Community involvement in education is acknowledged. They ought to be more aware of the state of the school's initiatives, plans, and regulations. Gaining more political and public support can be facilitated by the ability to show promising results. Coordinating and communicating both within and between government departments and agencies as well as among donors is crucial.

Conclusion: According to Muttaquin (2016), the government's capacity and political will play a role in how well school-based management works. If these conditions are met, any implementation success will depend on how much policymakers suppress negative aspects in order to fully explore the positive effects. The development and implementation of this approach require staging and appropriate planning given the experience of Western nations and the complexity of education problems, particularly in a country as large and diverse as Indonesia. According to Fullan (1991, 1993), change is a process and not a destination.

Significant Difference in the Practices of Public Elementary Schools when they are grouped according to school profile.

Table 18. *Significant Difference on Accountability and Continuous Improvement*

Accountability and Continuous Improvement		p-value	Verbal Interpretation	Decision
Indicator 1	Level of SBM practice	.428	Not Significant	Accept the Null
	School Location	.088		
	School Size	.298		
	Title of School Head	.317		
Indicator 2	Level of SBM practice	.194	Not significant	Accept the Null
	School Location Head	.015		
	School Size	.417		
	Title of School Head	.499		
Indicator 3	Level of SBM practice	.814	Not Significant	Accept the Null
	School Location	.999		
	School Size	.417		
	Title of School Head	.446		
Indicator 4	Level of SBM practice	.484	Not Significant	Accept the Null
	School Location	.999		
	School Size	.392		
	Title of School Head	.183		
Indicator 5	Level of SBM practice	.399	Not Significant	Accept the Null
	School Location	.072		
	School Size	.392		
	Title of School Head	.500		

Table 18 shows the significant difference among the indicators of Accountability and Continuous Improvement and the four domains in terms of the following practices. (Level of SBM practices, School Location, School Head, and School Size).

Indicators 1, 3, 4, and 5 are not significant with Accountability and Continuous Improvement. Indicator 2, on the other hand, shows that Location is significant with Accountability and Continuous Improvement, while the Size, School Head, and Level of SBM practice are insignificant.

To overcome barriers to effective teaching and learning, Hammonds and Woods (2023) claim that effective accountability systems help schools and districts. These systems assist schools in making necessary and ongoing improvements to guarantee that all students receive a quality education by offering the data, capacity building, and support needed to identify strengths and challenges. In an accountable system, students participate in meaningful learning, are instructed by qualified and caring professionals, and are given access to sufficient resources to ensure that they have the chance to succeed in school and graduate with the qualifications needed to be productive members of society.

Table 19. *Significant Difference on Curriculum and Instruction*

	Curriculum and Instruction	p-value	Verbal Interpretation	Decision
Indicator 1	Level of SBM practice	.468	Not Significant	Accept the Null
	School Location	.306		
	School Size	.116		
	Title of School Head	.609		
	Level of SBM practice	.100	Not Significant	Accept the Null
	School Location	.277		
	School Size	.021		
	Title of School Head	.037		
Indicator 3	Level of SBM practice	.225	No Significant	Accept the Null
	School Location	.561		
	School Size	.150		
	Title of School Head	.264		
Indicator 4	Level of SBM practice	.225	Not Significant	Accept the Null
	School Location	.561		
	School Size	.150		
	Title of School Head	.264		
Indicator 5	Level of SBM practice	.461	Not Significant	Accept the Null
	School Location	.208		
	School Size	.312		
	Title of School Head	.150		
Indicator 6	Level of SBM practice	.296	No Significant	Accept the Null
	School Location	.128		
	School Size	.271		
	Title of School Head	.086		
Indicator 7	Level of SBM practice	.074	No Significant	Accept the Null
	School Location	.385		
	School Size	.337		
	Title of School Head	.273		

Table 19 shows the significant difference among the indicators of Curriculum, and Instruction and the four domains in terms of the following practices. (Level of

SBM practices, School Location, School Head, and School Size).

Indicators 1, 3, 4, 5, 6, and 7 show that the Size, School Head, Location, and Level of SBM practice are no significant difference with Curriculum and Instruction. Indicator II, on the other hand, shows that the IV domains are significant with Curriculum and Instruction.

According to Hasan (2017), significant changes are occurring in many countries' educational institutions, particularly in K-12 settings. The impact of unprecedented demographic changes on the curricula and instruction offered is the most notable. Curriculum and instruction are also influenced by four additional factors, including policy modifications, the emergence of new technologies, globalization, and the refugee and immigration issue.

Bacosa and Caballes (2022), stated that the curriculum and instruction school's curriculum indicators of teacher's practices (development needs of learners, collaboration in the learning system, review and improvement of assessment tools, and learner-centered and inclusive education). Teachers' practices in curriculum and instructions should be maintained as the best practices for the school since they are all said to be highly practiced.

Table 20. *Significant Difference on Leadership and Governance*

	Leadership and Governance	p-value	Verbal Interpretation	Decision
Indicator 1	Level of SBM practice	.917	Not Significant	Accept the Null
	School Location	.848		
	School Size	.244		
	Title of School Head	.779		
Indicator 2	Level of SBM practice	.360	Not Significant	Accept the Null
	School Location	.598		
	School Size	.021		
	Title of School Head	.436		
Indicator 3	Level of SBM practice	.467	Not Significant	Accept the Null
	School Location	.515		
	School Size	.080		
	Title of School Head	.556		
Indicator 4	Level of SBM practice	.228	Not Significant	Accept the Null
	School Location	.349		
	School Size	.058		
	Title of School Head	.536		
Indicator 5	Level of SBM practice	.155	Not Significant	Accept the Null
	School Location	.143		
	School Size	.212		
	Title of School Head	.726		

Table 20 shows the significant difference among the indicators in Leadership and Governance in terms of the following practices. (Level of SBM practices, School Location, School Head, and School Size). As shown in Table 1, Indicators 1, 3, 4, and 5 are not significant with the size, school head, location, and

level of SBM practice. It is, however, evident that in terms of Indicator 2, there is a significant difference in the size, However the same Indicator has no significant difference with School Head, Location, and Level of SBM practices.

According to Aquino et al. (2021), teachers demonstrated very effective teaching methods, and school administrators consistently showed impressive leadership techniques planning, organizing, regulating, directing, and unifying. The exceptional leadership strategies employed by school leaders have been justified incomparably by teachers and school leaders. It is important to recognize the variations in leadership styles that school leaders and their teachers experience because this demonstrates that overall, both sectors' solutions are superior.

Table 21. Significant Difference on Management and Resources

	Management Resources	p-value	Verbal Interpretation	Decision
Indicator 1	Level of SBM practice	.296	Not Significant	Accept the Null
	School Location	.987		
	School Size	.727		
	Title of School Head	.325		
Indicator 2	Level of SBM practice	.684	Not Significant	Accept the Null
	School Location	.348		
	School Size	.191		
	Title of School Head	.404		
Indicator 3	Level of SBM practice	.840	Not Significant	Accept the Null
	School Location	.686		
	School Size	.182		
	Title of School Head	.894		
Indicator 4	Level of SBM practice	.586	Not Significant	Accept the Null
	School Location	.884		
	School Size	.199		
	Title of School Head	.424		

Table 21 shows the significant difference between Management Resources, and the four indicators in terms of the following practices. (Level of SBM practices, School Location, School Head, and School Size). Indicators 1, 2, 3, and 4 have no significant difference with School, Size, School Head, Location, and Level of SBM practice.

One of the most crucial duties of school administrators is the efficient management of resources, according to the School of Education Program (2020). Public schools must distribute the funds they receive from the state and federal governments to pay for programs and other necessities. A vitally important duty is to manage capital and human resources effectively. In addition to maximizing potentially limited resources, school administrators must also ensure that their resource management strategy is in line with the goals and objectives of the entire school community.

Challenges encountered by the Schools in SBM

Table 22. Challenges Encountered in Accountability and Continuous Improvement

Indicator	Mean	Verbal Description
1. Accountable persons and Collective Buddy's involvement were always proactive.	3.42	Very Highly Encountered
2. The Performance Accountability System centers on recognition and incentives to provide encouragement and enthusiasm.	2.42	Very Highly Encountered
3. The Accountability System has strong communication with other parties or stakeholders	3.4	Very Highly Encountered
4. The Accountability Assessment Criteria cater to the various techniques, processes, methods, and other information needed.	3.14	Very Highly Encountered
5. The Participatory Assessment of different programs and activities to determine the needs for improvement or lack of support from the stakeholders.	2.4	Very Highly Encountered
Grand Total Mean	2.95	Highly Encountered

Table 22 presents the challenges encountered in accountability and continuous improvement management. It can be figured out from the data that Domain I, which got a grand total mean of 2.95, was interpreted as highly practiced. These results consider and use several accountabilities and continuous improvement strategies in order to achieve the goal. Goals are recognized as being achieved on a jointly created performance accountability system; gaps are closed through actions.

Organizational leaders from almost every industry have been using continuous improvement models and improvement science for years to enhance their offerings in terms of goods, services, and operations, according to Elgart (2019). Through the ongoing and continuous examination of performance, problem identification, design change, and ongoing review all essential elements of the continuous improvement cycle – these efforts gain strength, greater efficiencies, and improved performance.

Marshall Smith from the Carnegie Foundation for the Advancement of Teaching and Jennifer O'Day (2016) from the American Institutes of Research has recently summarized what the research literature claims continuous improvement does and how it differs from other methods of accountability in a book chapter. Three administrations saw Smith play a significant advisory role at the Department of Education.

Table 23. *Challenges Encountered in Curriculum and Instruction*

Indicator	Mean	Verbal Description
1. The needs of all types of learners were addressed using various activities.	3.48	Very Highly Encountered
2. The crafting of the curriculum is localized with consideration of the different types of learners' abilities and levels of understanding.	3.46	Very Highly Encountered
3. Developing creative thinking and problem-solving should be prioritized using appropriate instructional materials, activities, and lessons.	3.51	Very Highly Encountered
4. Appropriate tools for holistic tools and development must be in line with SMART to ensure positive outcomes.	3.4	Very Highly Encountered
5. The conduct and implementation of different activities, programs, and projects must be always protective of all children.	3.42	Very Highly Encountered
6. The assessment tools to be utilized should be based on the level of understanding and skills or abilities of the pupils.	3.37	Very Highly Encountered
7. Methods and resources should be utilized and applied with guidance from various stakeholders.	3.35	Very Highly Encountered
Grand Total Mean	3.42	Very Highly Encountered

Table 23 presents the challenges encountered in curriculum and instruction. It can be figured out from the data that Domain II, which got a grand total mean of 3.42, was interpreted as very highly practiced. This finding takes into consideration several approaches in curriculum and teaching as well as the curriculum learning system anchored on the community and learners' contexts and ambitions, which are cooperatively designed and continually enhanced.

According to Seechaliao (2017), learning outcomes that support the development of creative and innovative education in these courses may result from the typical instructional strategies based on design-based learning, problem solving, creative problem-solving, creative thinking, project-based learning, science, or innovative teaching processes. These findings align with approaches to student development that emphasize student-centered learning and active learning and aim to shape student's characteristics by learning outcomes. The three active learning methods were case studies, problem-based learning, and project-based. Role models and service learning were the two teaching techniques that were most frequently used. For teaching in the classroom, these methods were strongly advised.

Table 24. *Level of Challenges Encountered in Leadership and Governance*

Indicator	Mean	Verbal Description
1. In place is a development plan crafted and implemented it should be decided together with stakeholders of the school and the community.	2.46	Highly Encountered
2. A network of leadership and governance must be revisited and reviewed to determine improvements or enrichments.	3.14	Very Highly Encountered
3. Clear structure and work arrangement were crafted, applied, and disseminated to have ample time to continue the activities and various programs.	3.12	Very Highly Encountered
4. Leadership, network facilities and communications were utilized to know the internal and external problems during the application of such programs and activities.	3.44	Very Highly Encountered
5. Training and development needs must be addressed clearly to know the skills to be worked on or improve further.	2.41	Highly Encountered
Grand Total Mean	3.13	Very Highly Encountered

Table 24 presents the challenges encountered in leadership and governance. It can be figured out from the data that Domain III, which got a grand total mean of 3.13, was interpreted as very highly practiced. The network of leadership and governance, which this research considers the educational system's guiding forces in achieving its common visions, missions, and goals, makes it responsive and pertinent to the context of a diverse environment.

According to Zink (2023), effective communication is the foundation of successful organizations. An organization's lifeblood is effective communication. All managers and workers need to be conscious of how people behave to foster the best work environment. The study of organizational behavior focuses on motivating people to work together more effectively. Organizing a group to work toward a standard set of goals is done through organizational communication.

According to research, mindfulness promotes a particular communication style that is generally consistent across contexts and audiences. Intentional messages do not simply flow in a straight line from the leader to the follower as is the case in a linear communication process in leadership. Instead, there is constant communication and interaction between leaders and followers.(Sparrowe et al., 2006).

Table 25. *Level of Challenges Encountered in Management of Resources*

Indicator	Mean	Verbal Description
1. Resource Inventory should be determined to provide time to manage and choose the most appropriate to be used in the application of the practices or programs.	3.48	Very Highly Encountered
2. Planning and Resource Programming must be provided with a clear plan and set of activities that are well aligned with the objectives of the programs implemented.	3.44	Very Highly Encountered
3. Resources with Transparency are always documented and reported firsthand to stakeholders to make sure that there will be no inquiries or intrigues.	3.42	Very Highly Challenged
4. Monitoring, Evaluation, and Reporting Process must be monitored and presented with the complete presence of the stakeholders involved to avoid any issues.	3.4	Very Highly Challenged
5. Network and Linkages should be prioritized like the stakeholders for the programs to be implemented smoothly and with complete support.	3.37	Very Highly Challenged
Grand Total Mean	3.42	Very Highly Challenged

Table 25 presents the challenges encountered in the management of resources. It can be figured out from the data that Domain IV, which got a grand total mean of 3.42, was interpreted as very highly practiced. This finding of the management of resources, which are collectively and judiciously mobilized and managed

with transparency, effectiveness, and efficiency,

Hansen (2022) stated that resource management is the pre-planning, scheduling, and allocating your resources to maximize efficiency. In this article, we will define resource management, provide a few contextual examples, discuss its importance, and describe standard techniques.

According to Saviom (2023), since resources are the most expensive investments any company makes, every organization must use and manage them wisely. Additionally, organizations invest has a significant amount of time and money in building the right talent pool. fully Utilizing their skills and competencies boosts overall efficiency and profitability. Today, resource management is a crucial component of every business.

As stated on the DepEd order no. 29 series of (2022) The school M&E system shall make the teaching and learning process more learner-centered and school-based management more effective and inclusive. This system shall promote a culture of self-assessment and self-improvement among schools to transform into responsive and nimble organizations.

Conclusion

It was anchored on the framework that emphasizes systems. It displays the primary SBM constituents, their organizational structure, interconnections, and interdependence, as well as their traits and fundamental principles. The desired outcome, a functionally literate citizen who is independent, patriotic, industrious, and service-oriented, is at the heart of the process. The output is the outcome of an interactive and group problem-solving process that increases the bar for SBM application over time and leads to the institution's accreditation. Four ACCESS principles – leadership and governance, instruction and learning, resource management, and accountability for improved learning outcomes – direct the system. In order to adapt the framework to the changing demands of the learning community, schools must allow it to continuously to change and evolve based on experience continuously.

A quantitative-descriptive method research design was employed to answer questions relating to the school-based management practices of public elementary schools by profile in the School's Division of Lucena City, with the respondents of this study being the public elementary school heads. A devised

questionnaire was used in the collection of data, which was divided into three (3) parts. Data gathered from the responses were subjected to statistical treatments to obtain the weighted arithmetic mean and T-test.

Moreover, this study concludes that the SBM practices of public elementary schools in the School Division of LUCENA City According to the different domain, it is VHP. Hence, there is no significant difference in the SBM of public elementary schools when they are grouped according to profile, then the null hypothesis is rejected.

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