

Implementation of School-Based Management by Public Elementary School Principal

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Abstract — School-based Management (SBM) has emerged as an essential educational strategy to empower school leaders and improve overall school performance. By decentralizing decision-making authority and involving key stakeholders, SBM seeks to enhance accountability, promote effective governance, and facilitate continuous improvement in educational institutions. This study focuses on the extent of SBM implementation by public elementary school principals in Pangasinan during the academic year 2021-2022. Two hundred thirty-eight school heads from six divisions participated, providing data through a validated questionnaire checklist. The findings showed a “Very Extensive” implementation of school-based management with an overall weighted mean of 4.68. Accountability and continuous improvement scored highest among the dimensions, while leadership and governance scored lowest. The study also revealed significant differences in implementation based on variables such as sex, years as a school principal, number of supervised teachers, relevant training, and personality type. We found significant correlations between implementation and gender and the number of relevant training at regional and national levels. Principals should consider learning from the best practices of successful schools, especially in leadership and governance, to improve their skills and strive for ongoing improvement.

Keywords — *Leadership Functions, Leadership And Governance, Curriculum And Learning, Accountability And Continuous Improvement, Management Of Resources, Managing Self And Others*

I. Introduction

The global landscape of public education has witnessed a dynamic shift from centralized to decentralized school management, drawing inspiration from modern management practices in industrial and commercial sectors. This transformative trend has been fueled by dissatisfaction with the centralized approach to education and has given rise to various school reform movements, all driven by the common objective of enhancing effectiveness, equity, and the overall quality of education. Esteemed researchers, including Nidhi et al. (2012) and Caldwell (2005), emphasize that the devolution of decision-making authority to individual schools, facilitated by the adoption of School-Based Management (SBM), stands as one of the most consequential reforms in the ongoing restructuring of school systems.

SBM, or School-Based Management, represents a fundamental shift in the organizational structure of education, emphasizing decentralization and local autonomy. It is rooted in the

national decentralization process initiated by the Philippine Government Code of 1991 (R.A. 7160), which aimed to address the emerging challenges in sustainable human development by empowering local communities to be self-reliant and active partners in achieving national objectives (DepEd, 2006). This aligns with Caldwell's (2005) definition of SBM as "the systematic decentralization of authority and responsibility to the school level, enabling decision-making on significant matters pertaining to school operations within a framework of centrally determined goals, policies, curriculum, standards, and accountability."

DepEd Order #83, issued in 2012, introduced School-Based Management (SBM) as a significant thrust of the Department of Education in the Philippines. The essence of SBM lies in decentralizing decision-making authority from the Central Office and field offices to individual schools. This shift in governance aims to empower schools, allowing them to be more responsive to their specific educational needs.

Principals and school heads play a vital role in fostering an environment that promotes high-level school governance. Research conducted by Crum and Sherman (2008) highlights various practices employed by these leaders, including personnel development, effective leadership facilitation, responsible empowerment through delegation, emphasis on accountability, effective communication, rapport building, and adept management of instructional processes and change.

Furthermore, the capacity of schools significantly impacts student learning gains. Elements such as school culture, the leadership decisions made by school heads, and the role modeling provided by principals all play a role in shaping the learning outcomes of students. Brady (2008) supports this notion, noting that administrative actions or inactions indirectly influence students' learning gains, while teachers have a direct impact on student learning outcomes.

The implementation and impact of SBM on school management remain subjects of debate. Some researchers argue that SBM enhances educational leadership and contributes to improved educational quality. However, others contend that SBM may lead to a decline in educational quality, particularly in schools that are already disadvantaged. Nonetheless, recent studies have found a positive association between SBM reforms and improved education outcomes and processes (Gertler et al., 2006).

A key aspect of SBM is the meaningful involvement of parents and local community members in decision-making processes to improve schools. The underlying expectation is that by involving the community, schools will be more responsive to local demands and prioritize the interests of children over those of adults (World Bank, 2012).

Through the implementation of SBM, the government transfers more responsibilities to schools and provides them with increased autonomy and flexibility in daily operations, resource management, and school development planning. SBM aims to enhance school autonomy and transparency in operations, empowering schools to make informed decisions that align with their

unique contexts and needs. By decentralizing authority and decision-making processes, SBM strives to create an environment that encourages effective and efficient management practices, ultimately improving the overall educational experience for students.

Thus, the importance of determining the extent of implementation of school-based management in the context of public elementary school principal is indeed important. It is in this context that this study is being undertaken.

STATEMENT OF THE PROBLEM

This study aimed to determine how much school-based management was being implemented by public elementary school principals in the Province of Pangasinan during the academic year 2021-2022.

This study aimed to provide answers to the following questions

1. regarding the respondents
 - a. What is their age, sex, and civil status
 - b. highest educational attainment
 - c. and position?
 - d. How many years of experience do they have as a school administrator
 - e. and how many teachers do they supervise?
 - f. Have they undergone relevant training?
 - g. What is their personality type?
2. What is the extent of implementation of school-based management by public elementary school principals along:
 - a. leadership and governance;
 - b. curriculum and learning;
 - c. continuous improvement and accountability;
 - d. management of resources; and
 - e. Manage self and others.
3. Are there significant differences in the extent of implementing school-based management by public elementary school principals across their profile variables?

4. Are there significant relationships between the extent of implementation of school-based management by public elementary school principals and their profile variables?

II. Methodology

The descriptive-correlation method of research was used in this study. Descriptive correlational research allows researchers to comprehensively understand the studied variables without manipulating them or establishing causal relationships. This type of research aims to describe the variables and their relationships as they naturally occur in the real world (Bhat, 2023).

To conduct descriptive correlational research, researchers collect data on multiple variables of interest and analyze them to identify patterns, associations, or correlations between them. The data collection methods may include surveys, observations, interviews, or existing data sources. By examining the data, researchers can determine the extent to which the variables are related or how they vary. It is important to note that descriptive correlational research does not imply causation.

The researcher adopted the descriptive method to determine and analyze the extent of implementation of school-based management by the public elementary school principals of the Province of Pangasinan. The statistical analysis results were the basis of inferences, conclusions, and recommendations.

DATA GATHERING TOOLS

This study employed a questionnaire checklist as the primary data collection instrument. The questionnaire checklist is a structured list of questions designed to gather information from the respondents systematically and organized. The researcher extensively reviewed relevant literature and studies to ensure the questionnaire's validity and reliability.

By consulting books, journals, periodicals, and other scholarly sources, the researcher obtained knowledge and information that informed the construction of the questionnaire checklist. The criteria for its development included the researcher's experiences, observations, and insights from the literature.

The checklist questionnaire was created to meet the research objectives and solve the identified research problems. It aimed to collect data from public elementary school teachers and critical stakeholders in implementing school-based management.

The questionnaire checklist consisted of two parts. Part I focused on collecting background information related to the profile of the school managers, including demographic information such as age, gender, civil status, and highest educational attainment. Additionally, it gathered information about their professional qualifications, such as their position, years of experience as a

school administrator, the number of teachers they supervised, relevant training they had received, and their personality type.

Part II of the questionnaire checklist aimed to assess the extent of implementation of school-based management across various dimensions. These dimensions included leadership and governance, curriculum and learning, continuous improvement and accountability, management of resources, and managing self and others. Respondents were asked to provide their perceptions and experiences regarding implementing school-based management in these areas.

Using the questionnaire checklist allowed for standardized data collection, ensuring consistency and comparability among respondents. The collected data would serve as a valuable resource for analyzing the current state of school-based management implementation and identifying areas for improvement.

TREATMENT OF DATA

After completing data collection using the questionnaire checklist administered through Google Forms, the researcher embarked on a meticulous data management and analysis process. The data were carefully sorted, tallied, organized, and placed into an Excel Spreadsheet to make future analysis more accessible and systematic. The researcher chooses Statistical Package for Social Sciences (SPSS) because it is a reliable software that is frequently utilized for statistical analysis. Its purpose is to extract essential insights from data. The data were imported into the SPSS software, allowing for a comprehensive exploration of the relationships and patterns within the dataset. Various statistical techniques were applied to the data to address the research objectives and answer each problem outlined in this study.

In order to tackle Problem No. 1 concerning the profile of school principals, we utilized statistical measures such as frequency counts and percentages. These measures allowed the researcher to determine the distribution and proportion of each profile variable within the sample. Each profile variable was categorized and assigned a corresponding numerical value to facilitate computation and analysis.

To tackle Problem No. 2, the effectiveness of school-based management implemented by public elementary school principals was evaluated using the average weighted mean. The results were interpreted using a five-point rating scale.

Statistical Range	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very Extensive
3.50 – 4.49	Often	Extensive
2.50 – 3.49	Sometimes	Moderately Extensive
1.50 – 2.49	Seldom	Slightly Extensive
1.50 – 1.49	Never	Not Extensive

To address Problem No. 3, which aimed to evaluate significant differences in the extent of implementation of school-based management (SBM) by the public elementary school principals across their profile variables, the researcher employed the Analysis of Variance (ANOVA) and t-test statistical techniques.

ANOVA is a statistical technique that compares means among three or more groups to identify significant differences. The researcher conducted ANOVA tests to determine whether there were any significant variations in the extent of SBM implementation among public elementary school principals based on their profile variables. The analysis would allow the researcher to determine if certain profile variables, such as age, sex, educational attainment, position, years of experience, and other relevant factors, significantly impacted the extent of SBM implementation. Additionally, the t-test was used as a supplementary analysis to compare the means of two groups, providing further insights into specific pairwise comparisons among the profile variables.

Moving on to Problem No. 4, which focused on determining the relationship between the extent of implementation of SBM by the public elementary school principals and their profile variables, the researcher used the Coded Pearson Product Correlation. This statistical measure quantifies the strength and direction of the linear relationship between two variables.

By calculating the Coded Pearson Product Correlation coefficients, the researcher aimed to assess if there was a significant association between the extent of SBM implementation and factors such as age, sex, educational attainment, position, years of experience, and other relevant profile variables. The analysis would provide valuable insights into the potential influences and interdependencies between the extent of SBM implementation and the characteristics of the public elementary school principals.

III. Results and Discussion

This chapter underscores the presentation, analysis, and interpretation of data gathered for this study. The purpose of this part is to answer the problems raised and to verify the research hypothesis formulated.

PROFILE OF THE RESPONDENTS

The respondents' profile is to provide and describe the background information about them as subjects of the study specifically in terms of age, sex, civil status, highest educational attainment, position, years of experience as a school principal, number of teachers supervised, number of relevant training attended in the division, regional, national and international levels,

and personality types. Public elementary school principals used profile variables to describe and analyze the differences and relationships between the extents of implementation of SBM.

Table 2 displays the profile of the respondents.

Age. After thoroughly examining the table, it is evident that a significant portion of the 238 participants falls under the age group of 51-60 years old, comprising a staggering 36.6% of the total. Moreover, 82 individuals, or 34.5%, belong to the age bracket of 41-50, which is also a considerable figure. However, it is concerning that only 12 respondents, or 5%, are categorized as belonging to the youngest age group of 25-30 years old, indicating a need for more diversity in the age groups. Furthermore, it is worth noting that only 16.6% of the participants are aged 31-40, which is lower than the other age groups.

A closer observation of the data from the table reveals that the respondents are in their adult stage and mature in wisdom. In other words, most of the respondents belong to ages that are beyond the maturity level.

Table 2: Profile of the respondents

Profile Variables	Variable Category	F	%
Age	21-30	12	5.0
	31-40	40	16.8
	41-50	82	34.5
	51-60	87	36.6
	61-above	17	7.1
Sex	Male	67	28.2
	Female	171	71.8
Civil Status	Single	40	16.8
	Married	184	77.3
	Widow	14	5.9
Highest Educational Attainment	BSE/BEED	4	1.7
	BS with MA Units	32	13.4
	MA Degree Holder	44	18.5
	With Doctoral Units	68	28.6
Position	EdD/PhD	90	37.8
	HT-I	18	7.6
	HT-II	8	3.4
	HT-III	55	23.1
	P-I	32	13.4
	P-II	21	8.8
	P-III	5	2.1
Length of Service	P-IV	99	41.6
	5-below	93	39.1
	6-10	50	21.0
	11-15	38	16.0
	16-20	26	10.9
	21-25	14	5.9
Number of Teachers Supervised	26-above	17	7.1
	40-below	186	78.2
	41-80	16	6.7
	81-120	30	12.6
Division	121-more	6	2.5
	3-below	37	15.5
	4-6	47	19.7
Regional	7-above	154	64.7
	3-below	88	37.0
	4-6	41	17.2
National	7-above	109	45.8
	3-below	123	51.7
	4-6	52	21.8
International	7-above	63	26.5
	3-below	166	69.7
	4-6	49	20.6
Personality Type	7-above	23	9.7
	A+	107	45.0
	A	56	23.5
	B+	29	12.2
	B	46	19.3

Sex. As shown in the table, obviously and surprisingly, there are more female than male school heads. More specifically, of the 238 respondents, 171, or 71.8 percent, are female school heads. These data are to cases where females dominate males, with an interesting question of which is most likely to happen where women outnumber men. Nevertheless, under gender and equality issues, there are no discrepancies between a man and a woman.

Civil Status. Regarding civil status, the public school heads are mostly married, 184 or 77.3 percent. At a certain point, the status of being married, having a family, and enjoying a stable married life is a source of inspiration and self-fulfillment, and security. Such as the case, marital status can be considered contributory to good work performance. Further, 40, or 16.8 percent, are single, while 14, or 5.9, are widowers.

Highest Educational Attainment. As shown in Table 2, it is noteworthy to mention that a more significant number of them that is 90 or 37.8 percent, are doctoral degree holders, 68 or 28.6 percent, have earned their doctoral units, 44 or 18.5 percent are master's degree holders, 32 or 13.4 percent have earned their MA units. In comparison, 4 or 1.7 percent are baccalaureate graduates, the lowest categorization of highest educational attainment. These data imply that the respondents' educational attainment is high enough, with the impression that a more significant number of them went beyond a bachelor's degree. Educational qualification is essential in professional or career service recruitment and promotion. Truly, school principals need to learn more and grow professionally to expand their knowledge in managing and leading schools.

Position. Regarding position, most school heads are Principal IV, 99 or 41.6 percent, while 55 or 23.1 percent are Head Teacher III. On the other hand, there are more Principal I compared to Principal II, which is 32 or 13.4 percent and 21 or 8.8 percent, respectively. There are also more Head Teacher III, which is 55 or 23.1 percent, compared to Head Teacher II and Head Teacher I, which is 8 or 3.4 percent and 18 or 7.6 percent. There are more Principal IV and Head Teacher III positions in the locale of the study.

Years of Experience as a School Principal. As reflected in the table, most of the respondents have less than five years of experience as a school principal that is 93 or 39.1 percent, 50 or 21 percent gave 6-10 years of experience as a school principal, 38 or 16.0 have 11-15 years as a school principal, 26 or 10.9 percent have 16-20 years as a school principal, 14 or 5.9 percent have 21-25 years as a school principal. In comparison, 17 or 7.1 percent have over 26 years as a principal. So that in terms of managerial and leadership experience, the school principals have developed the skills, competencies, and other qualities of being administrators. As expected, these respondents who have been in the service for long years have already mastered their expertise in leading and managing the schools and established themselves as veteran administrators based on the length of service.

Number of Teachers Supervised. As the table shows, more school heads supervised less than 40 teachers, 186 or 78.8 percent, 16 or 6.7 percent supervised 41-80 teachers, 30 or 12.6

percent supervised 81-120 teachers, while 6 or 2.5 percent supervised 121 or more teachers. Most school administrators in the study's area oversaw at least 40 teachers. Their schools must be classified either as small or medium-sized.

Several Relevant Training Attended. It is noted in the table that the school administrators attended seven or more training in the division and regional levels, that is, 154 or 64.7 percent and 109 or 45.8 percent, respectively. In contrast, they attended three trainings at the national and international levels, 123 or 51.7 percent and 166 or 69.7 percent, respectively. It also noted that the rest enjoy the opportunity of attending training at one level or another but only in some training. Attendance in training is essential to school principals. One needs to undergo self-upgrading for assurance of professional competence and expertise. It can enhance the employment of practical and new strategies in leading and managing schools. School administrators need continuous professional development to perform their duties effectively and efficiently.

Based on the table, it is evident that the respondents' personality type falls into four (4) distinct categories. A whopping 107 school administrators, accounting for 45.0 percent, were discovered to have a Type A personality. In contrast, 56, or 23.5 percent, under type A+ personality, 46, or 19.3 percent, have type B personality, and 29, or 12.2 percent, belong to Type B personality. Please note that the personality descriptions above indicate the traits of school administrators as categorized in the table.

The school principals who belong to type A+ are bossy school administrators who always assert their positions as persons in authority. They are hardly approachable school administrators, so teachers must be extra careful in dealing with them. According to some analyses of type A and A+ personalities, they are fastidious. They are also workaholics, always busy, impatient, and competitive. In short, the three most common characteristics of type A+ persons are time urgency, hurrying things up, under pressure, competitiveness, and achievement striving. Generally, they viewed a superiority complex.

Contrary to type A and A+ personalities, type B and B+ school administrators are more friendly and believe that the world is good and evil. They tend to be their biggest competitors thinking, "I can do better than this," Being intuitive, spontaneous, and patient, they are open to criticism, and when angry, they use humor to make their point. As a point of general comparison, while type A personalities are left-brain dominated, type B persons are right-brain dominated.

The extent of Implementation of School-Based Management by the Public Elementary School Principals

This portion of the chapter presents the extent of implementing school-based management by public elementary school principals concerning leadership and governance, curriculum and learning, accountability and continuous improvement, management of resources, and development of self and others.

Table 3 presents the extent of implementation of school-based management by the public elementary school principals, leadership, and governance.

It can be seen in the table that the public school principals have a “Very Extensive” extent of implementation of school-based management in the area of leadership and school governance as signified by themselves, their teachers, and the stakeholders, with an overall weighted mean of 4.63.

Table 3: Extent of implementation of school-based management by the public elementary school principals along with leadership and governance

A. Leadership and Governance	SH	T	PTA	OWM	TR
1. Develop a plan guided by the school's vision, mission, and goal through the Principal's leadership and community stakeholders' participation.	4.70	4.75	4.73	4.72	VE
2. Lead the regular review and improvement of the school plan with the involvement of stakeholders.	4.58	4.79	4.69	4.68	VE
3. Organize a clear structure and work arrangements that promote shared leadership and governance.	4.64	4.74	4.70	4.69	VE
4. A comprehensive overview of the duties and obligations of the members involved in the school governing council	4.58	4.66	4.63	4.62	VE
5. Create a network of leaders to enhance communication among community members and enable informed decision-making for resolving learning issues at the school and community levels.	4.59	4.63	4.62	4.61	VE
6. Assume responsibility for operating a long-term program that addresses school and community leaders' training and development needs.	4.54	4.71	4.63	4.63	VE
7. Recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.	4.41	4.76	4.59	4.59	VE
8. Share best practices with fellow schools/heads in developing and implementing school plans aligned with institutional goals and policies.	4.45	4.76	4.62	4.61	VE
9. Promote a culture of research to facilitate data-driven and evidence-based innovation to improve school performance.	4.36	4.66	4.52	4.51	VE
10. Lead in institutionalizing effective monitoring and evaluation processes and tools to promote learner achievement.	4.52	4.78	4.65	4.65	VE
OWM	4.54	4.72	4.63	4.63	VE

Legend:	Statistical Range	Descriptive Equivalent	Transmuted Equivalent
	4.50 – 5.00	Always	Very Extensive
	3.50 – 4.49	Often	Extensive
	2.50 – 3.49	Sometimes	Moderately Extensive
	1.50 – 2.49	Seldom	Slightly Extensive
	1.50 – 1.49	Never	Not Extensive

This data from the table would imply that the respondent school principals are very knowledgeable about leading and governing the schools where they are assigned as viewed by them, their teachers, and the stakeholders. They must possess the necessary expertise to create a plan that aligns with the school's vision, mission, and goals through their leadership and community involvement. It is their responsibility to lead the regular review and improvement of the school plan with the participation of stakeholders. They must establish clear structures and work arrangements that promote shared leadership and governance and define the roles and responsibilities of stakeholders in the school governing council. Additionally, they must establish a leadership network that enables communication between community leaders for informed decision-making. They are responsible for operating a long-term program that addresses school and community leaders' training and development needs. Finally, they must oversee institutionalizing effective monitoring and evaluation processes and tools to promote learners' achievement.

The public school principal must possess exceptional critical thinking skills to oversee and manage the school effectively. With a positive attitude, they identify and address gaps, issues, and concerns and implement innovative strategies to govern the school, leading to constant progress and advancement.

It is also surprising to note that the public school principals, teachers, and the PTA/stakeholders have the same transmuted rating of a "Very Extensive" extent of implementation of school-based management in all the indicators of the area mentioned above except indicators (7) "recommending to higher authorities the enhancement of policies relevant to school operations based on implementation and review, (8) "sharing with fellow school heads the best practices in the development and implementation of school plans that aligned with institutional programs, and (9) "promoting a culture of research to facilitate data-driven and evidenced-based innovations to improve the school performance where the principals rated themselves with weighted means of 4.41, 4.45 and 4.36 respectively. The school principals know that specific indicators must be improved to achieve effective leadership and management of the schools. It is also conclusive to say that to make a more meaningful realization of the school's goals; principals must enhance school policies relevant to school operation as well as the implementation of school plans aligned with institutional goals having data-driven and evidence-based innovation to improve school performance.

Table 4 reflects the extent of implementing school-based management by the public elementary school principals along with curriculum and learning.

As gleaned from the table, the public school principals have a "Very Extensive" extent of implementation of school-based management along curriculum and learning with a combined OWM of 4.68 as rated by themselves, their teachers, and PTA/stakeholders. Teachers and parents regularly observe the performance of public school principals regarding curriculum and learning. Additionally, the principals provide technical assistance to teachers on how to help their students

achieve high academic performance in various curriculum areas. The way these principals treat their teachers in promoting quality instruction delivery might have prompted these teachers to give their principals a "Very Extensive" rating.

On the other hand, PTA members observed how the public school principals lead and manage the school regarding curriculum and learning because their parents are inquisitive about their children on how the school principals manage the area of curriculum and learning. The "Very Extensive" rating given is the root cause of the children's positive feedback.

The parents of the children are confident enough in the Principal's proper management of the curriculum and learning in the school. Their perception is also the same as the rating signified by the school heads along said area. The "Very Extensive" rating proves that the public school principals are performing well in implementing curriculum and learning in the school.

Table 4: Extent of implementation of school-based management by the public elementary school principals along with curriculum and learning

B. Curriculum and Learning	SH	T	PTA	OWM	TR	
1. Provide development needs of all types of learners in the community.	4.57	4.73	4.66	4.65	VE	
2. Implement a localized curriculum to make it more meaningful to the learners and applicable to life in the community.	4.56	4.79	4.67	4.67	VE	
3. Develop methods and materials for developing creative thinking and problem-solving.	4.53	4.79	4.67	4.63	VE	
4. Conduct regular collaborative monitoring with the community using appropriate tools to ensure the holistic growth and development of the learners and the community.	4.54	4.74	4.65	4.64	VE	
5. Review the appropriate assessment tools for teaching and learning for improved assessment results and attainment of the relevant life skills.	4.50	4.68	4.60	4.56	VE	
6. Nurture values and environments that protect all children and demonstrate behaviors consistent with the organization's vision, mission, and goals.	4.66	4.70	4.69	4.68	VE	
7. Equip learners with essential knowledge, skills, and values to assume responsibility and accountability for their learning.	4.61	4.85	4.74	4.73	VE	
8. Promote efficient and responsive management of physical and IT-enabled learning structures that result in the positive development of other schools.	4.62	4.75	4.69	4.67	VE	
9. Involve stakeholders in ensuring that an evolving learning environment sustains the health and well-being of learners and school personnel.	4.69	4.83	4.77	4.76	VE	
10. Implement policies and procedures in the learning environment that promote inclusiveness.	4.66	4.80	4.74	4.73	VE	
	OWM	4.59	4.76	4.68	4.68	VE

Legend:

Statistical Range	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very Extensive
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1.50 – 1.49	Never	Not Extensive

As regards the rating of teachers, which is the highest when it comes to a numerical rating of 4.76 overall weighted means would imply that the public school principals are very knowledgeable in ensuring that an evolving learning environment sustains the excellent performance of the learners in the different areas of the curriculum which leads to the positive development of school goals.

Furthermore, the identified indicators in which a “Very Extensive” rating was rated include providing development needs of all types of learners in the community, implementing a curriculum that is localized, and making it more meaningful to the learners and applicable o life in the community, develop methods and materials for developing creative thinking, problems solving, conduct regular collaborative monitoring with the community using appropriate tools to ensure the holistic growth of the learners and the community, review the appropriate assessment tools for teaching continuously and learning for improved assessment results and the attainment of relevant life skills, nurture values, and environments that are productive to all children and demonstrate behaviors consistent to the organization's vision, mission, and goals and implement policies and procedures on learning environment that promote inclusiveness

Table 5 shows the extent of implementing school-based management by the public elementary school, accountability, and continuous improvement.

C. Accountability and Continuous Improvement	SH	T	PTA	OWM	TR	
1. Implement shared and participatory processes for determining stakeholders' roles, responsibilities, and accountabilities in managing and supporting education.	4.66	4.80	4.75	4.4.74	VE	
2. Recognize the achievement of goals based on a collaboratively developed performance system; gaps are addressed through appropriate action.	4.63	4.81	4.72	4.72	VE	
3. Ensure the management structures and mechanisms responsive to the community's emerging learning needs and demands.	4.62	4.81	4.75	4.73	VE	
4. Develop accountability assessment criteria and tools, feedback mechanisms and information, collection and validation techniques, and inclusive processes.	4.57	4.75	4.69	4.67	VE	
5. Review appropriate assessment tools for teaching and learning for improved learning outcomes.	4.65	4.81	4.73	4.73	VE	
6. Practice performance accountability by giving recognition and an incentive system.	4.66	4.84	4.78	4.77	VE	
7. Exercise transparency and accountability in carrying out one's functions.	4.75	4.81	4.78	4.78	VE	
8. Publish school performance that is validated through community satisfaction surveys.	4.56	4.73	4.64	4.64	VE	
9. Disseminate to internal and external stakeholders the documents of targets on school performance indicators are the reference for their support to the school.	4.63	4.80	4.72	4.72	VE	
10. Develop performance assessments to improve, monitor, and evaluate systems, provide technical assistance, and recognize and refine goals.	4.59	4.78	4.69	4.69	VE	
	OWM	4.63	4.79	4.73	4.72	VE

Legend:	Statistical Range	Descriptive Equivalent	Transmuted Equivalent
	4.50 – 5.00	Always	Very Extensive
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	2.50 – 3.49	Sometimes	Moderately Extensive
	1.50 – 2.49	Seldom	Slightly Extensive
	1.50 – 1.49	Never	Not Extensive

As gleaned from the table, the public school principal obtained a combined overall weighted mean of 4.72, described as "Very Extensive." All the respondent school principals, teachers, and PTA/stakeholders have the equivalent transmuted rating of "Very Extensive," having weighted means of 4.63, 4.79, and 4.73, respectively.

The data would imply that the extent of implementation of school-based management by the public elementary school in terms of accountability and continuous improvement would mean that the management structures and mechanisms that are responsive to the emerging learning needs and demands of the community are evident aside from the shared participation processes of determining roles and responsibilities and accountabilities of stakeholders in supporting education. In this case, there is transparency and accountability in one's function, so identified gaps are addressed through appropriate actions.

It is also evident from the data that the teachers rated their school principals with a "Very Extensive" transmuted rating compared to the assessment of PTA/stakeholders and the respondent principals. This would imply that they are aware of what their Principal is doing well in the area of continuous improvement, especially in recognizing the achievement of goals, ensuring management structure and mechanisms that are relevant for school improvement, practicing accountability by giving recognition and ward and validating community satisfaction, surveys which are essential in supporting continuous improvements in the schools.

Further, the "Very Extensive" extent of implementation of school-based management by the public elementary school in the area of accountability and continuous improvement would mean that the school principals are knowledgeable and capable of demonstrating their core leadership functions aligned with accountability and continuous improvement, which will redound to the improvement of performance indicators of the schools.

Table 6 underscores the extent of implementation of school-based management by the public elementary school along management of resources.

Table 6: Extent of implementation of school-based management by the public elementary school principals along with management of resources

D. Management of Resources	SH	T	PTA	OWM	TR	
1. Engage stakeholders in a collaborative process to decide on resource allocation and mobilization.	4.71	4.80	4.79	4.77	VE	
2. Ensure timely and need-based planning and resource programming for improved implementation of educational plans.	4.64	4.76	4.78	4.74	VE	
3. Sustain the implementation and improvement of a collaboratively developed resource management system.	4.67	4.75	4.71	4.71	VE	
4. Develop a system of monitoring, evaluation, and reporting for resource management.	4.58	4.74	4.66	4.66	VE	
5. Establish a system of partnership managed and sustained by stakeholders for continuous improvement of resources management.	4.66	4.70	4.70	4.69	VE	
6. Execute the best practices and innovations resulting in improved school performance.	4.65	4.75	4.70	4.70	VE	
7. Sustain excellent school performance in the utilization of school funds.	4.70	4.75	4.73	4.73	VE	
8. Manage resources with transparency, effectiveness, and efficiency.	4.71	4.76	4.75	4.74	VE	
9. Responsible for handling the school's procurement needs, including purchasing IMTEX furniture and equipment and overseeing the implementation of the School Building Program by DepEd regulations.	4.53	4.71	4.62	4.62	VE	
10. Record all resources and funds available to the school, like Adopt-A-School donations, PTA support, and MOOE.	4.75	4.71	4.76	4.74	VE	
	OWM	4.66	4.74	4.72	4.71	VE

Legend:	Statistical Range	Descriptive Equivalent	Transmuted Equivalent
	4.50 – 5.00	Always	Very Extensive
	3.50 – 4.49	Often	Extensive
	2.50 – 3.49	Sometimes	Moderately Extensive
	1.50 – 2.49	Seldom	Slightly Extensive
	1.50 – 1.49	Never	Not Extensive

As seen in the table, the extent of implementation of school-based management by the public elementary school, along with management of resources, got a combined rating of an overall weighted mean of 4.71, described as "Very Extensive," where the public school principals rated themselves 4.66, while the teachers and the PTA/stakeholders rated the respondent principals with weighted means of 4.74 and 4.72 respectively. It is surprising to note that the respondent school principals have the same equivalent transmuted rating of "Very Extensive" as what their teachers and PTA/stakeholders rated them in terms of management of resources. The surveyed school principals excel in resource management due to implementing a collaborative approach. This has led to a strong partnership between stakeholders, resulting in continuous improvement in managing school resources.

Table 7 presents the extent of implementing school-based management by the public elementary school principals and developing self and others.

As shown in the table, the public school principals obtained a combined overall weighted mean of 4.72 in developing self and others, denoting a transmuted rating of "Very Extensive." All the respondents have the same transmuted rating of "Very Extensive," the public school principals

rated themselves with a weighted mean of 4.65. In contrast, the teachers and the PTA/stakeholders rated their school heads with weighted means of 4.77 and 4.73, respectively.

Table 7: Extent of implementation of school-based management by the public elementary school principals s along with developing self and others

E. Developing self and others	SH	T	PTA	OWM	TR
1. Reflect on the attainment of personal and professional development goals.	4.77	4.86	4.82	4.82	VE
2. Initiate professional reflections and promote learning opportunities with other school heads to improve practice.	4.67	4.80	4.75	4.74	VE
3. Engage actively in professional networks and within and across schools to advance knowledge, skills, and practice.	4.63	4.78	4.75	4.72	VE
4. Collaborate with school staff to oversee and assess the execution of the performance management system. This guarantees each staff member's career advancement and enhances the institution's overall performance.	4.61	4.78	4.69	4.69	VE
5. Assess and oversee the execution of professional development programs aimed at improving the skills of school staff and addressing any areas where performance may be lacking.	4.57	4.75	4.69	4.67	VE
6. Empower individuals and teams to effectively take on leadership roles and responsibilities in promoting shared governance and accountability.	4.63	4.75	4.69	4.69	VE
7. Integrate laws, policies, guidelines, and issuances on school personnel's rights, privileges, benefits, and school programs, projects, and activities to ensure their general welfare.	4.64	4.76	4.74	4.71	VE
8. Collaborate with school staff to motivate stakeholders to back the adoption of the school's reward program.	4.70	4.79	4.74	4.74	VE
9. Encourage and inspire learners, school staff, and other involved parties to maintain high-performance levels and ongoing support.	4.71	4.73	4.75	4.73	VE
10. Provide opportunities to individuals and teams to perform leadership roles and responsibilities	4.58	4.69	4.63	4.63	VE
OWM	4.65	4.77	4.71	4.72	VE

Legend:	Statistical Range	Descriptive Equivalent	Transmuted Equivalent
	4.50 – 5.00	Always	Very Extensive
	3.50 – 4.49	Often	Extensive
	2.50 – 3.49	Sometimes	Moderately Extensive
	1.50 – 2.49	Seldom	Slightly Extensive
	1.50 – 1.49	Never	Not Extensive

The combined rating of “Very Extensive” would imply that the public school principals are mindful of their duties and responsibilities in initiating personal reflections and promoting learning opportunities with other school principals to improve their professional practice. They are also engaged in professional networks within and across schools to advance their knowledge, skills, and abilities to hone further their capabilities in leading and managing the school.

Table 8 shows the overall summary of the extent of implementation of school-based management by public elementary school principals.

As reflected in the table, the overall extent of implementation of school-based management by the public elementary school principals got a grand overall weighted mean of 4.68, denoting a

"Very Extensive" transmuted rating where accountability and continuous improvement ranked the highest with an OWM of 4.72. In contrast, leadership and governance ranked the lowest with an OWM of 4.63, although both have a transmuted rating of "Very Extensive." Public school principals perform well in accountability and continuous improvement. They excelled in implementing the management of structures and mechanisms responsive to society's emerging learning needs and demands. They also implemented shared and participatory processes for determining roles, responsibilities, and accountabilities in managing and supporting education.

Table 8: Summary of the extent of implementation of school-based management by the public elementary school principals

Indicators	SH	T	PTA	OWM	TR	
1. Leadership and Governance	4.54	4.72	4.63	4.63	VE	
2. Curriculum and Learning	4.59	4.76	4.68	4.68	VE	
3. Accountability and Continuous Improvement	4.63	4.79	4.73	4.72	VE	
4. Management of Resources	4.66	4.74	4.73	4.71	VE	
5. Developing Self and Others	4.65	4.77	4.72	4.68	VE	
	OWM	4.61	4.75	4.69	4.68	VE

Legend:	Descriptive Equivalent	Transmuted Equivalent
4.50 – 5.00	Always	Very Extensive
3.50 – 4.49	Often	Extensive
2.50 – 3.49	Sometimes	Moderately Extensive
1.50 – 2.49	Seldom	Slightly Extensive
1.50 – 1.49	Never	Not Extensive

Salient Findings

1. Most of the respondent public school principals belong to the age bracket 51-60 years old, that is 87 or 36.6 percent; female, that is 171 or 71.6 percent; married, 184 or 77.3 percent; doctoral degree holder, that is 90 or 37.8 percent, having a Principal IV position, that is 99 or 41.6 percent, have been in the service for less than five years that is 93 or 39.1 percent, supervised below 40 teachers, that is 186 or 78.2 percent, attended seven or more training in both division and regional levels. Most of them have type A personality.
2. The extent of implementation of school-based management by the public elementary school principals obtained a grand overall weighted mean of 4.68, described as "Very Extensive."
3. The profile variables of a public elementary school principal, including their gender, years of experience in the role, number of supervised teachers, relevant regional training, and

personality type, indicate significant variations in implementing school-based management.

4. Significant relationships in the extent of implementation of school-based management by the public elementary school principal are indicated in the profile variable sex and the number of relevant training at the regional and national levels.

IV. Conclusion

Based on the findings mentioned earlier in this study, the following conclusions were formulated:

1. The public school principals widely vary in their profiles, and in certain instances, their variations are extreme cases and are distinctively female-dominated groups of respondents.
2. The school principals who participated in the study demonstrated impressive performance in their execution of school-based management. However, there is room for further improvement, and the potential for excellence is within reach. The current extent of implementation of school-based management by the principals serves as a stepping stone towards attaining the highest level of performance.
3. Public elementary school principals implement school-based management similarly when looking at their sex, years of experience as a principal, number of teachers they supervise, the training they have attended in the region, and their personality type. This means these factors do not significantly affect principals' school-based management.
4. The extent of implementation of SBM by public elementary school principals is associated with the profile variables sex and the number of relevant training at the regional and national levels.

V. Recommendations

Based on the salient findings in this study and the conclusions drawn, the following is a result of this recommended:

1. The public school principals who have not completed their master's and doctoral degrees are encouraged to pursue their studies in a reputable institution to further hone their craft in leading and managing the schools.
2. Since relevant training attended at the regional and national levels is significantly related to their implementation of school-based management, concerned principals should take the initiative to attend seminars further to hone their knowledge, skills, and abilities.

3. Public school principals should always aspire for excellent implementation of school-based management to effectively and efficiently achieve organizational goals.
4. Principals are encouraged to learn from successful regional schools recognized for their excellent leadership and governance practices. Since leadership and school governance received the lowest rating among the five dimensions of core leadership function, the principals can seek out and adopt the best practices of these successful schools will help them enhance their skills and capabilities in leading and governing their schools, leading to continuous improvement.
5. It is important to conduct additional research to understand how school-based management is implemented and affects school performance. This research should involve studying a larger group of school administrators from diverse schools and regions. Exploring the implementation of school-based management on a larger scale is possible through this action.

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