A FORMATIVE EVALUATION OF SCHOOL - BASED MANAGEMENT IN PUBLIC SCHOOLS: AN ANALYSIS

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ABSTRACT --The study intends to evaluate formatively the implementation of School-Based Management (SBM) in Alfonso Lista District 1 and 2, Division of Ifugao. The model employed in the study was Stufflebeam's Context, Input and Process (CIP) to evaluate the implementation of SBM. The research method utilized was triangulation through the use of data analysis. The mean rating and thematic approach were used to determine the extent of SBM and elaborated themes. Results of the study showed that enrollment had an increasing trend, 0.53% dropout rate, 100% retention rate and a "moving towards mastery" achievement in achievement rate. The implementation of SBM was a moderate attainment of school objectives. Moreover, the involvement of the School Support Committee was only to a moderate extent including participative decision-making. Likewise, the operational aspects of SBM were not fully implemented by the school heads of both districts. Additionally, the contribution of school heads' leadership and management in terms of participatory decision-making and control over staff management were manifested. The study delved on the improvement of schools' decision making on policies and programs that should be implemented. This also caters on the needs to give quality education among students without sacrificing the quality services that should be rendered. Democratic ways of leadership in an institution supplemented with equality and equity as dealt with teachers and stakeholders.

Keywords-- School-Based Management, leadership, delegation, decentralization, school heads, stakeholders

I.   INTRODUCTION

Education is indeed imperative in building a successful nation. Public education worldwide has given a propulsion to school management which influence modern management in industrial and commercial organizations alike. Numerous researchers testified the significant reforms in the current restructuring of school systems which give efficiency, equity and quality of education.

School-Based Management is one among the solution to improve the quality of education through transferring primordial decision making authority from decentralization techniques being used (from central to individual schools).

The School Based Management is one among the framework being used in order to suit the primordial needs of community schools. This program also sought the involvement of some stakeholders such as parents, local community members, school authorities and the like.

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As asserted by Manera (2019), school has the sole authority on the success and a failure of students. She also stressed that school administrators make means and ways to improve teaching-learning process as this would guide students to their goals and aspirations in life. Excellently stated by Guadamor (2020) in her study, that the fundamental purpose of school is not just preparing scholastic endeavour but more on moulding the whole being of the students intrinsically and extrinsically.

Thus, the School -Based Management contributes to the small but growing empirical literature on SBM practices by extending the research to the entire country or even in East Asia. It is for this reason that the fundamental purpose of the study is to formatively evaluate the implementation of the School- Based Management.

II.   STATEMENT OF THE PROBLEM

This study aimed to evaluate the implementation of School-Based Management (SBM) in the public elementary schools in Alfonso Lista District, Division of Ifugao through formative evaluation.

Specifically, it sought to answer the following questions:

1. What is the performance of public elementary schools in Alfonso Lista District in the following key indicators:

1.1. enrollment rate;

1.2. dropout rate;

1.3. retention rate;

1.4. graduation rate; and

1.5. achievement rate?

2. What is the extent of the implementation on School-Based Management in terms of:

2.1. attainment of objectives;

2.2. involvement of the school support committee; and

2.3. participation in decision-making?

3. What is the extent of contribution of decision-making, authority and participation of stakeholders in the implementation of School-Based Management in terms of:

3.1. operational aspects of SBM; and

3.2. school heads' leadership and governance?

Conceptual Framework

The concept behind this study is the interconnection between SBM practice and principals' performance specifically in instructional leadership as one of the domains of SBM. Evidence should give insight into the nature of this relationship, and how it could be used to improve principals' performance as well as the administration or the management of the school.

To understand the conceptual framework better, the principle of the Context, Input and Process (CIP) system analysis designed by Stufflebeam (1983) was used in this study. This provides a systematic way of looking at many different aspects of the implementation of the SBM and its development process.

The first stage focused on the context. In this stage, the public elementary schools in the Alfonso Lista District observed or adhered to the DepEd thrust, objectives and policies in the implementation of the SBM.

The next stage centered on the input. It must achieve an optimum level of output. The input is the implementation of SBM. On the other hand, the public elementary schools strictly adhere to the policies with regard to the implementation of the School-Based Management.

The components of the paradigm of the study also focused on the process. This refers to the evaluation to be undertaken in order to determine the extent of implementation of the SBM using systematic steps such as observation, interview, questionnaire and checklist among the implementers of the School-Based Management.

The last component of the paradigm stressed on the outcomes of the research study which delved into the development of strategies on how to improve the school performance and the scheme on decision-making by the school heads after implementing and evaluating the SBM
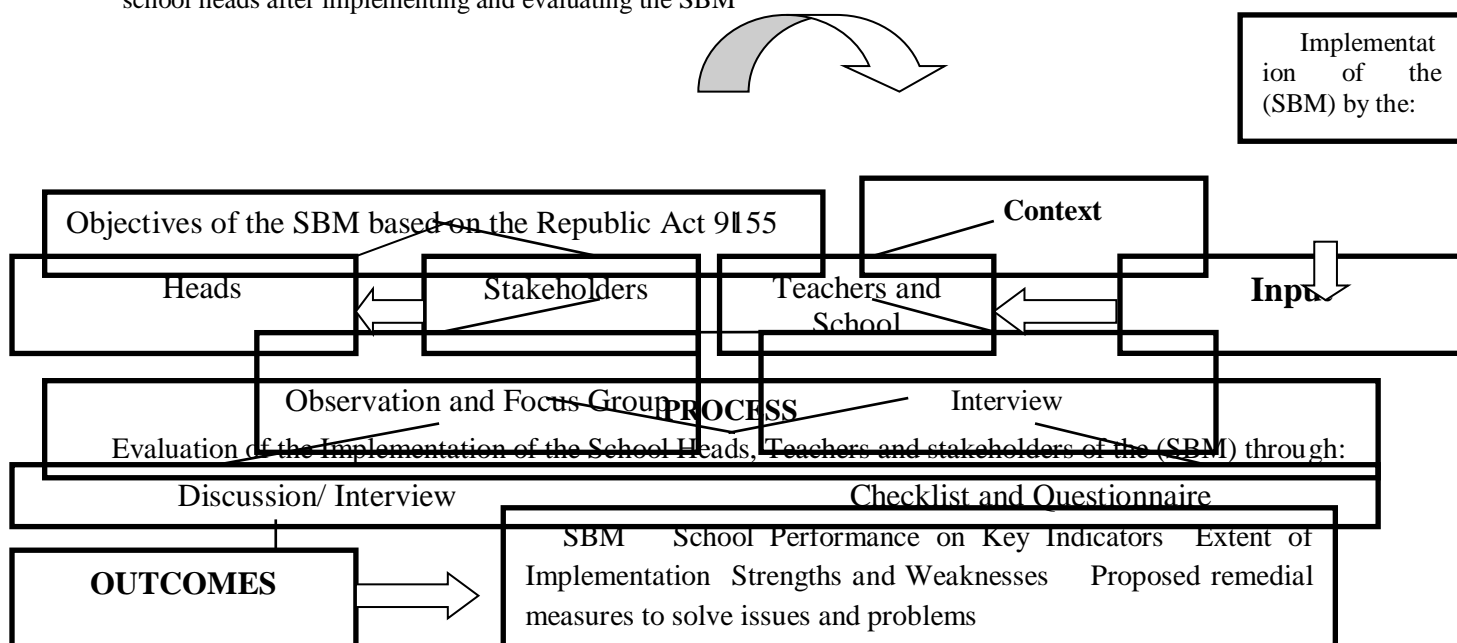
III.   METHODOLOGY

Research Design

This study utilized a mixed methods of research (MMR) design through quantitative research techniques. Quantitative research was used to determine the performance key indicators of the schools, extent of implementation of SBM in terms of attainment of objectives, involvement of School Support Committee, participation in decision-making, extent of contribution in the operational aspects of SBM and school heads' leadership and governance. The Stuffllebeam's Context, Input and Process (CIP) evaluation model was used to evaluate the extent of implementation of SBM. Triangulation of data was undertaken in gathering the data and information from school heads, teachers and stakeholders.

Respondents of the Study

A total enumeration of school heads and teachers in the public elementary schools was used in selecting the respondents. Respondents for stakeholders such as pupils' parents, alumni, NGOs, LGU and other community members were chosen through purposive sampling. This allowed the researcher to select participants who would provide relevant information to the study. The said survey was conducted during the second semester of School Year 2017-2018.

On the other hand, participants such as school heads, teachers and stakeholders for the interview sessions/ focus group discussion were selected through convenient sampling.

Table 1

Frequency Distribution of Respondents

Name of School/District	No. of School Heads	No. of Teachers	No. of Stakeholders	Total
DISTRICT 1				
Alfonso Lista CS	1	28	6	**35**
Balligi	1	6	3	**10**
Busilac ES	1	6	3	**10**
Caragasan ES	1	7	3	**11**
Catubangan ES		6	3	**9**
Dolowog ES	1	4	3	**8**
Laya ES		7	3	**10**
Ngilib ES	1	6	3	**10**
Kiling ES	1	6	3	**10**
Pinto ES	1	15	5	**21**
Namnama ES	1	6	3	**10**
Potia ES		11	3	**14**
DISTRICT 2				
San Jose ES	1	7	3	**11**
Calimag ES		6	3	**9**
Little Tadian ES	1	4	3	**8**
Namillangan ES	1	12	3	**16**
Calupaan ES	1	6	3	**10**
San Juan ES		6	3	**9**
Tallo Purok /San Marcos ES	1	9	6	**15**
Bangar ES	1	6	3	**10**
San Quintin ES		6	3	**9**
Sto. Domingo ES-Main/Annex	1	15	6	**22**
TOTAL	**16**	**179**	**73**	**268**

Data Gathering Instrument

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

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

In particular, for the school head, the first part of the questionnaire consisted of the key performance indicators of the school which includes the enrollment, dropout rate, retention rate, graduation and achievement rate. The second part included the related practices and challenges about the implementation of SBM, related aspects of SBM operations in terms of decision-making, authority, the participation of the stakeholders and school heads' governance and leadership.

For the case of teachers and stakeholders, it focused only on the related practices and challenges about the implementation SBM.

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

The coded interview guide for the respondents was used to determine the strengths, weaknesses and remedial measures if problems may arise in the implementation of SBM. Further, this coded interview guide was meant to validate some strengths and weaknesses drawn from the survey questionnaire conducted among school heads, teachers and stakeholders. Additionally, the questionnaire for stakeholders was translated in Ilocano (*See Appendix F*).

With regard to the validation of the instruments, research experts were consulted. They evaluated whether the questions effectively captured the information needed for the topic under investigation. A copy of the instrument was provided to language experts as well to scrutinize the questions, comment on and suggest improvements in terms of form and substance.

Further, the instrument underwent pre-testing from among the selected school heads, teachers and stakeholders who can look into the questionnaires, fill them out, and comment on the applicability and clarity of the questions contained therein. The participants of the pre-testing were not included in the actual study. The results of the said pre-test were subjected to the reliability testing and coefficient of 0.78 was obtained using Cronbach alpha which signifies that the instrument is reliable. The final instrument for actual administration was revised based on the comments, feedback and suggestions of language and content experts.

Data Gathering Procedure

The researcher prepared a draft of the questionnaire based on the guidelines and policies in implementing SBM. The questionnaire was validated by the experts. Final corrections and suggestions from the experts were incorporated before the reproduction of the final copy.

A sample of school heads, teachers and stakeholders were invited to participate in the face to face/ group interview session by the researcher. The discussion was held at the assigned venue for approximately less than one (1) hour. A semi-structured interview was done to probe, clarify and confirm responses.

After administering the survey questionnaire, the researcher retrieved the questionnaire. After which, he tallied and computed the weighted mean and analysed the results.

Subsequently, after gathering the data and recorded interviews, the researcher transcribed the interviews and responses verbatim based on the language used by the respondents, then analysed the experiences as collectively perceived by the key informants.

The study was subjected to certain ethical issues. Prior to the conduct of the study, a request letter was given to the Public Schools District Supervisor of the district where the study was conducted. Participants were informed regarding the objectives of this study and reassured that their identity would be confidential and that the result will be used only for academic purposes. More importantly, all the participants were not harmed or abused, physically and/or psychologically, during the conduct of the study.

Data Analysis

Thematic analysis was used to analyze the data which were gathered from personal interviews. The data were coded and categorized to generate interrelated thoughts and themes.

The data gathered from different sources and methods were collated and subjected to statistical analysis.

Statistical Treatment of Data

Average was used to determine the performance key indicators while mean rating was used to elaborate on the data gathered in the rational and operational aspects of the implementation of SBM.

Interpretation of Data

A 5-point rating scale was utilized to determine the extent of implementation of School-Based Management. A description of scale for the questionnaire is as follows:

Table 2: Rating Scale in Determining the Extent of Implementation of SBM

Range	Extent of implementation of the SBM/ Rational and Operational Aspects of SBM
4.51- 5.00	To a very large extent
3.51- 4.50	To a large extent
2.51-3.50	To a moderate extent
1.51-2.50	To a Minimal extent
1.00-1.50	Not at all

The National Achievement Test (NAT) scale was used to describe the achievement rate of Grade VI pupils as presented in table 3.

Table 3: National Achievement Test Scale for Level of Mastery

Mean Percentile Score	Achievement Level

96-100	Mastered
86-95	Closely Approximating Mastery
66-85	Moving Towards Mastery
35-65	Average Mastery
15-34	Low Mastery
5-14	Very Low Mastery
0-4	Absolutely No Mastery

IV.   RESULTS AND DISCUSSION

This chapter presents the analyses and discussions of the data gathered. The analyses covered the major components namely: (1) key performance indicators of the schools of Alfonso Lista District; (2) related practices and challenges about the implementation of SBM; (3) extent of contributions of decision-making, authority and participation of the stakeholders to school heads' governance and leadership; (4) strengths and weaknesses of SBM; and (5) remedial measures undertaken regarding the problems and issues in the implementation of SBM.

1. Key Performance Indicators

Enrollment. The status of enrolment of public elementary schools in both districts for the past three years is presented in table 4. Evidently, there was a slight decreased in the number of enrolees from School Year 2014-2015 to 2015-2016, but it increased in District 1 from 3,115 to 4,792 with 53% from School Year 2015-2016 to 2016-2017. On the other hand, the enrolment in District 2 is relatively the same over the last 3-year period from 2014 to 2017.

Moreover, 11, 040 pupils accounted for the total enrolment in District 1, while 5,530 pupils in District 2.

Based on the document analysis of records and on interview with administrators of District 1, the abrupt increased of enrolees in School Year 2016-2017 is due to opening of new elementary schools.

Table 4: Enrollment of Two Districts Over the Last Three Years

District	School Year			Total
	2014-2015	2015-2016	2016-2017	
District 1	3,133	3,115	4,792	**11,040**
District 2	1,836	1,852	1,842	**5,530**
Total	**4,969**	**4,967**	**6,634**	**16,570**

Source: Key Indicators Profile of Alfonso Lista District as of January 2018

Dropout Rate. The status of dropout rate of both districts for the past three years is presented in table 5. As gleaned from the table, the dropout rate in District 1 increased from 0.43 to 0.69 with an average of 0.53. Further, District 2 obtained an average dropout rate of 0.26 with a slight increase in the succeeding year, then it decreased the following year.

The above findings implied that dropout rate is minimal which is less than 1%.

**Table 5:** *Dropout Rate of Two Districts of Alfonso Lista Over Last Three Years*

District	School Year			Average
	2014-2015	**2015-2016**	**2016-2017**	
District 1	0.43	0.47	0.69	**0.53**
District 2	0.15	0.39	0.23	**0.26**
Average	**0.29**	**0.43**	**0.46**	**0.39**

Source: Key Indicators Profile of Alfonso Lista District as of January 2018

Retention Rate. The retention rate of the learners in district 1 is shown in Figure 2.1. It is notable that the retention rate during the School Year 2015-2016 reached the 100% and the average over the three-year period is 99%. Thus, the retention rate is very high. On the other hand, Figure 2.2 presents the retention rate in District 2. As reflected in the figure, the retention rate diminished from 98% to 96% and increased to 97% for the 3-year period.

Based on interviews with teachers and administrators of both districts, the high retention rate among pupils is a substantial performance indicator in the academic undertaking of the school due to the strategies of administrators and implementing programs and activities to reach 100% retention rate every after a school year.

The findings confirm with the study of Robinson et. al as cited by Abshire (2017) purporting that the more retention strategies employed, the higher the retention rates are.
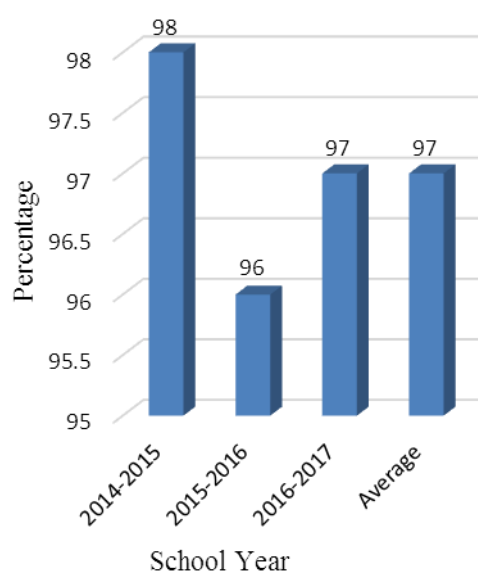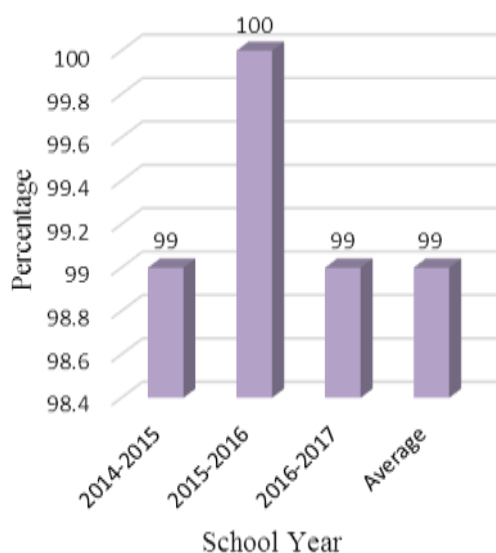
Source: Key Indicators Profile of Alfonso Lista District as of January 2018

Figure 2.1. Retention Rate in District 1   **Figure 2.2.** Retention Rate in District 2

Graduation Rate. The graduation rate of district 1 for the last three school years is shown in figure 3.1. Noticeably, the average graduation rate is 99.62 %. Furthermore, a negligible decreased occured during the School Year 2016-2017.
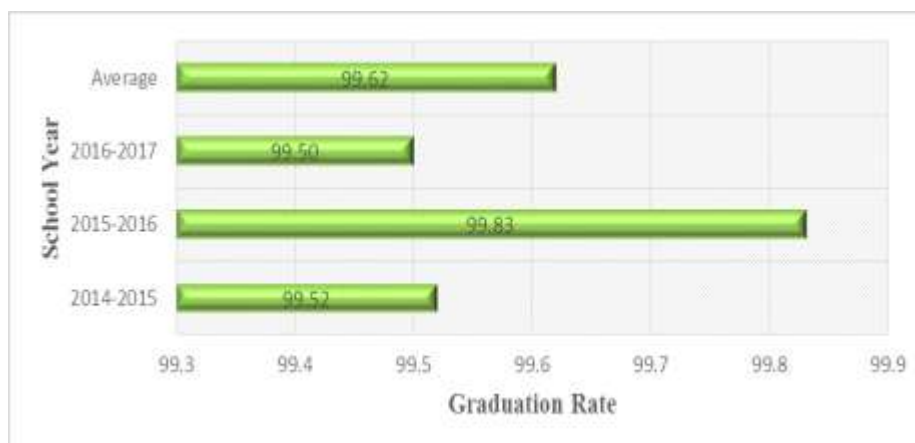
Source: Key Indicators Profile of Alfonso Lista District as of January 2018

Figure 3.1. Graduation Rate of District 1 over the last Three School Years

It can be noted that the graduation rate in District 2 consistently increased over the last three (3) years from 98.65, 98.76 to 99.25 respectively as shown in figure 3.2.

Source: Key Indicators Profile of Alfonso Lista as of January 2018

Figure 3.2. Graduation Rate of District 2 over the lastThree School Years

The graduation rate in both districts is nearly 100%. Thus, the survival rate of pupils in their journey to basic education is very high in both districts.

Achievement Rate. The achievement rate of both districts for the past two school years is revealed in table 6. The National Achievement Test (NAT) for the School Year 2016-2017 was administered to Grade-VII students which had been originally administered to Grade VI pupils.

Evidently, District 1- Grade- VI pupils gained 78.30% average Mean Percentile Score (MPS) while District 2 gained 79.96%. The achievement rate of Grade-VI pupils in both districts were relatively the same in the three consecutive school years.

Table 6 *:* Average Achievement Rate of Two Districts over the Two Last Years

| Dist rict | School Year | | | | | |
	201 4-2015	Descript ion	201 5-2016	Descripti on	20 16- 2017	Ave (M PS)	Descriptio n
Distr ict 1	78.2 7%	Moving Towards Mastery	78.3 3%	Moving Towards Mastery	M ove to Grade VII	78.3 0%	Moving Towards Mastery
Distr ict 2	79.9 5%	Moving Towards Mastery	79.9 7%	Moving Towards Mastery		79.9 6%	Moving Towards Mastery
Tota l	**79.1 1%**	**Moving Towards Mastery**	**79.1 5%**	**Moving Towards Mastery**		**79.1 3%**	**Moving Towards Mastery**

Source: Key Indicators Profile of Alfonso Lista District Office as of January 2018

The Mean Percentile Score (MPS) of both districts captured "Moving Towards Mastery" achievement level. Thus, the pupil-examinees from both districts are not highly competent.

The low achievement rates in both districts raise an issue for the school heads, teachers and parents to work together to increase the achievement rate of the pupils.

2. Implementation of School Based Management

Attainment of Objectives. The grand mean rating and description of respondents on extent of attainment of objectives in implementing School-Based Management is presented in table 7. The production of instructional materials was improved to a large extent with 3.95 as perceived by the respondents.

Table 7: Implementation of School-Based Management in Terms of Attainment of Objectives

Indicators	SH	T	ST	Overal l Mean Rating	Description
1. The quality of education was improved by making necessary instructional materials available at schools.	4.00	4.14	3.70	**3.95**	Large Extent
2. Access to education was expanded by eliminating start- school fee year policies	3.50	3.94	3.26	**3.57**	Moderate Extent

3. The participatory decision-making approach was encouraged by delegating decision-making authorities to various local stakeholders.	3.43	4.04	3.25	**3.57**	Moderate Extent
4. Increased in the efficiency and effectiveness of budget management in the school.	3.50	4.13	3.26	**3.63**	Moderate Extent
Grand Mean Rating	**3.61**	**4.06**	**3.37**	**3.68**	Moderate Extent

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

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

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

The grand mean rating of 3.68 implies a "moderate extent." Thus, the objectives of SBM were not fully carried out.

On the other hand, the implementation of eliminating start-school fee year policies is described as "moderate extent" (3.57). Similarly, for participatory decision-making approach and increase in the effectiveness and efficiency of budget management, implementation was described as "moderate extent" as indicated by their overall mean rating of 3.57 and 3.63, respectively.

Involvement of School Support Committee (SSC). The implementation of SBM in terms of involvement of School Support Committee is shown in table 8. As reflected by the table, all indicators from numbers 2 to 7 were rated "moderate extent" while indicator number 1 about the enhancement of the enrolment of pupils through education campaign and encouragement of parents was rated to a "large extent" as perceived by the respondents. Seemingly, the involvement of SSC in the revenue mobilization and budget, improvement of school property maintenance, school construction and repair, prevention of irregularities, school planning and monitoring pupils' learning was not fully considered.

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

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

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

Table 8: Implementation of School-Based Management in Terms of Involvement of the SSC

Indicators	SH	T	ST	Overall Mean Rating	Description

Indicators	SH	T	ST	Overall Mean Rating	Description
1. Enhancement of the enrolment of pupils through education campaign and encouragement of parents.	4.07	4.39	3.56	**4.01**	Large Extent
2.Taking part in revenue mobilization and budget through school development plan.	3.00	3.99	3.23	**3.41**	Moderate Extent
3.Improvement of school maintenance and property.	3.21	4.19	3.25	**3.55**	Moderate Extent
4. Involvement in school construction and repair through fund raising and engaging parents.	3.00	4.13	3.32	**3.48**	Moderate Extent
5. Prevention of irregularities inside and outside the school.	3.64	4.11	3.49	**3.75**	Moderate Extent
6. Participation in school planning and implementation.	3.57	4.29	3.37	**3.74**	Moderate Extent
7. Monitoring pupil learning through community-parent meeting	3.21	4.28	3.63	**3.71**	Moderate Extent
Grand Mean Rating	3.39	4.20	3.41	3.66	Moderate Extent

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

Participative decision-making. The extent of implementation of SBM in terms of participative decision-making is shown in table 9. As perceived by the respondents, the participative decision-making approach and school supports to community involvement were rated "moderate extent" as indicated by their overall mean ratings of 3.21 and 3.62, respectively.

Based on the grand mean rating of 3.42, the extent of implementation of SBM in terms of participative decision-making is to a "moderate extent". Hence, the participative decision-making as one of the aspects of SBM is not fully implemented.

The indicators mainly focused on the participative decision-making of both internal and external stakeholders with a grand mean rating of 3.42 which means "moderate extent."

Table 9: Implementation of School-Based Management in Terms of Participative Decision-making

Indicators	SH	T	ST	Overall Mean Rating	Description
1. The participative decision-making approach has promoted the concept of democracy among local stakeholders as they become participative in school development.	3.00	4.14	2.48	**3.21**	Moderate Extent

2. The school supports the importance the community members' and parents' involvement in the school activities.	3.00	4.37	3.51	**3.62**	Moderate Extent
Grand Mean Rating	**3.00**	**4.25**	**2.99**	**3.42**	Moderate Extent

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

This was affirmed by some of the respondents that,

Teacher *Y: "If you will decide, you will be scolded."*

Teacher *Z: "School head will decide by herself."*

Teacher *X: "School head decides first."*

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

3. *Operational Aspects of School-Based Management*

Operational Aspects **of SBM.** The grand mean rating and the description of the respondents on the contribution of the operational aspects of implementation School-Based Management is presented in table 10.

Based on the table, there is a "moderate extent" of contribution of decision-making authority and participation to operational aspects of SBM as indicated by the unanimous description of the respondents. It means that the operational aspects of School-Based Management were not fully implemented among the school heads of both districts.

The item regarding the relevance of lessons and learning activities to the needs of the children in the schools obtained the highest overall mean rating of 3.79 while the item on the arrival of budget that funds some activities and programs obtained the lowest overall mean rating of 3.15. It implies that the ultimate objective of implementing the operational aspects of School-Based Management focused on the instruction on how to cater to the needs of the pupils.

It inferred that the administrators strategize different programs on how to help teachers to carry out the important competencies being taught to the pupils.

Table 10 : Implementation of Operational Aspects of School-Based Management

Indicators	SH	T	ST	Overall Mean Rating	Description
1. There is a systematic and consistent delegation of authority and responsibility from the principal	2.86	4.11	3.23	**3.40**	Moderate

to the section chiefs and teachers to decide on day-to-day school operation				Extent
2. The principals and teachers have greater power to decide on what should be the agenda of the school operational plan and how this should be implemented.	3.14	4.19	3.21	**3.51**	Moderate Extent
3. Regular meeting is held at the beginning of the academic year that the principals, teachers and SSC assemble to develop the school plan by integrating the ideas collected from the participants, aligning them to the national education policies.	3.14	4.27	3.33	**3.58**	Moderate Extent
4. The stakeholders are free to go for their school vision-mission, structure, and date of various meetings grounded on their decision agreed by the participants.	3.21	4.13	3.26	**3.54**	Moderate Extent
5. The local stakeholders were allowed to make decision over the establishment of regulations related to students, employee, and other matters that differ from the given set of guidelines but are relevant to the needs and practicalities of the context.	2.64	3.84	3.05	**3.18**	Moderate Extent
6. The teachers have been empowered to review and adjust the curriculum to the needs and relevance of the student.	3.14	4.13	3.34	**3.54**	Moderate Extent
7. Lessons and learning activities are relevant to the needs of the children in the schools.	3.36	4.38	3.63	**3.79**	Moderate Extent
8. The human resources or the personnel are placed to fit the school vision-mission, school structure and their expertise in the field.	3.29	4.25	3.56	**3.70**	Moderate Extent
9. The authority for decision making on personnel management and mobilization transferred to the principals.	3.14	4.04	3.42	**3.54**	Moderate Extent
10. The principals have a power to recruit or fire any staff in the school.	3.00	3.46	3.10	**3.19**	Moderate Extent
11. The principals have the power to mobilize any staff in the school as posted by the provincial office of education in accordance with needs of the school.	3.64	4.07	3.45	**3.72**	Moderate Extent

Indicators	SH	T	ST	Overall Mean	Description
12. The principals were empowered to assign task and responsibility for teaching and non-teaching staff based on their expertise.	3.50	4.28	3.44	**3.74**	Moderate Extent
13. The principals were empowered to nominate the staff for promotion and award.	3.50	4.01	3.30	**3.60**	Moderate Extent
14. The distribution of the budget known as Program-Based Budget to the schools is mainly computed on the population of the students regardless of school size, location and needs	3.21	4.06	3.25	**3.51**	Moderate Extent
15. The budget usually arrives regularly that funds some activities and programs.	2.86	3.72	2.86	**3.15**	Moderate Extent
Grand Mean Rating	3.18	4.06	3.30	3.51	Moderate Extent

On the other hand, the findings are attuned to the statement of Gropello (2006) that the success of the SBM models depends on a large extent on the assets of the school financial and material resources, capability building programs, and competent human resources teachers.

School Heads' Leadership and Governance. The grand mean rating and the description of respondents about the contribution of school heads' leadership and governance in implementing SBM is shown in table 11.

Noticeably, the respondents perceived that teachers have moderate authority and responsibility on teaching and learning, planning and development. It implies that in terms of instruction, teachers play a vital role in designing any strategies and techniques in teaching with the help of the school head or the director on school empowerment and governance.

On the other hand, parents have minimal participation in school decision-making process but taken part in various school. Thus, the contribution of the parents in the school activities and programs is not fully recognized.

Based on table 11, the contribution of the School Support Committee representatives usually take part in some aspects of school operation and knowledge of school management is to a moderate extent as indicated by their overall mean rating of 3.31 and 3.04 respectively.

Similarly, for contribution of school heads' leadership and management in terms of participatory decision-making approach and taking control over staff management in monitoring and evaluating marginal gaps for teachers and SSC members were to a moderate extent as indicated by their overall mean rating of 3.49 and 3.54 respectively.

Table 11: Implementation of SBM Through School Heads' Leadership and Governance

Indicators	SH	T	ST	Overall Mean	Description

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

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

The grand mean rating of 3.42 implies a moderate extent. Thus, contribution of the implementation of SBM through school heads' leadership and governance is not competently performed.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the research study, the following conclusions were drawn:

1. The schools in both districts heightened the involvement of School Support Committee (SSC) through external and internal linkages. It has been successful in strategizing programs for maintaining a stable status of enrolment and minimal dropout rate. Both Districts have very high retention rate and graduation rates. Thus, the survival rate of pupils in their journey to basic education is very high. In terms of achievement rate of the school which is "moving towards mastery," it implies that pupils are not generally highly competent.

2. The school heads, as main implementers of SBM, uphold policies and regulations religiously based on memoranda and DepEd orders. Utilizing democratic ways of leadership, these implementers also employ fairness and impartiality as they deal with teachers and stakeholders. Furthermore, SBM implementers initiate firm and stable management practices adhering to the policies in utilizing MOOE. Merit system on awards and recognitions is also utilized to develop full cooperation among the SBM implementers. However, documentary requirements in implementing SBM was evidently inaccessible. Nonetheless, both internal and external stakeholders share possible solutions to cope with issues and concern in implementing SBM.

Recommendations

In the light of the findings and conclusions drawn from the results of the study, the DepEd should continue strengthening the implementation of School-Based Management in different schools through the following recommendations:

1. The linkages of the schools should be widened nationally or even internationally through a technology-based information board and bulletin.

2. The school must hire an additional staff funded by the Local School Board or Special Education Fund to work and file the needed documents for references.

3. Recognitions and incentives must be given to SBM performing implementing schools in both districts.

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