CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **DOCTOR OF PHILOSOPHY**, this dissertation entitled **"CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS"** has been prepared and submitted by **REMEDIOS O. CARCELLAR** who, having passed the comprehensive examination and pre-oral defense, is hereby recommended for final oral examination.

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Remy Ontuca Carcellar

DEDICATION

To my husband,

Martiniano C. Carcellar,

to my children,

Reymart, Celestine,

Joseph, Germaine, Jeremiah,

relatives and friends,

This humble work is dedicated

ABSTRACT

This study analyzed the challenges encountered in the attainment of School-Based Management (SBM) Level III in elementary school for SY 2019-2020. This study utilized the mixed methods research (MMR). in this method, the researcher combined elements of qualitative and quantitative research approaches for general purposes and depth of understanding and corroboration. The result revealed that most of the respondents elementary school or 50.0 percent achieved good rating on enrollment rate or beginning level of SBM practices, majority or 56.7 percent of the respondent elementary schools achieved better rating on efficiency, and majority that 65.0 percent of the respondent elementary schools achieved best rating on achievement rate. School heads may initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school. The researcher conclude that the School heads with high administrative experience can initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school. To end, the researcher recommend that they need to implement inclusive education in all elementary schools to ensure that all school-aged children are in school.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

School-Based Management (SBM) is a strategic approach to improve the quality of education by means of transferring important decision-making powers made by the state and district offices to the schools themselves. Through SBM, authority is redistributed to individual schools in order for them to exercise control in their significant undertakings (Llego, 2020).

The involvement of key stakeholders including principals, teachers, parents, and students in the decision-making process will pave way to a more effective learning environment for children. Through the implementation of SBM, principals, teachers and other community members are given greater control over the processes their schools will undertake by giving them the responsibility to make their own decisions, which will strengthen their involvement. Through this, unity is established among the stakeholders which is truly one of the key strengths in attaining an effective learning environment (Llego, 2020).

In the 2003 Functional Literacy Education and Mass Media Survey (FLEMMS), showed that about nine million Filipinos aged 10 through 64 years old were not functionally literate. Research further showed that a typical group of 1,000 Grade 1 entrants eventually yield only 395 or 39.50 percent finishing high school, only 162 or 16.20 percent finishing elementary and high school in ten years

of study and only 233 or 23.30 percent finishing elementary and high school, each taking up to 16 years to complete the 10-year basic education schooling cycle. The indicators of quality education are still vague. To measure quality, two indicators have been established by the international community namely: Survival rates and completion rates. Survival rates can be constructed from administrative data routinely collected by ministers of education. However, survival rates do not relate to population (i.e. access), hence a country with a very low enrolment rates may actually have high survival rates.

The success of a country's education system in retaining students from one grade to another including its internal efficiency is measured by this indicator. It illustrates the situation regarding retention of pupils from grade to grade in schools, and conversely the magnitude of dropout according to grade level. Survival rates approaching 100.00 percent indicate a high level of retention and low incidence of dropout. It does not imply, however, that all children of school age are able to complete primary education (Igbeneghu, 2013).

One of the key issues and problems of Philippine education today is a deteriorating quality of education. Studies and fact-finding commissions have shown that the deteriorating quality of education is due to the low government budget for education, poor quality of teachers; poor management of schools, poor school facilities such as laboratory, and library facilities; poor the content of the curriculum; inadequate books and science equipment; the poor method of instruction; shortages of classrooms and others (Gachalian, 2013). These data on

out-of-school children and deteriorating education need some strategies for improvement.

The K to 12 review finds declining test scores and there is skills mismatch (National Achievement Test [NAT] Grades 6 & 10). In the Philippine Senate, it has been disclosed, after the evaluation of the five-year old Republic Act 10533 or Enhanced Basic Education Law, that the quality of education in the Philippines remains low. This judgement was derived from the result of the recent National Achievement Test (NAT) average scores of Grades 6-10 students (Gatchalian, 2013). The National Achievement Test (NAT) scores were during the school year 2016-2017 with Grade 6 recording a 40.0 percent average while Grade 10 students were graded at 44.1 percent. The performance appeared to be somewhat lower than the 41.5 percent and 44.7 percent averages, respectively, in the 2015-2016 school year which implies that the K to 12 Curriculum is not being taught well.

With schools facing increased pressure on improving the learning outcomes, the Philippines passed the Republic Act (RA) 9155, also known as the Governance of Basic Education Act of 2001, provides the overall framework for principal empowerment by strengthening principal and leadership goals, and local school-based management within the context of transparency and local accountability (RA 9155). It provides the mandate for decentralizing the system of school management and acknowledges the role of Local Government Units (LGU) and other members of the school community as allies in delivering education to students. With this, Schools First Initiative (SFI) was launched in 2015 by DepEd

with the goal of empowering both the school and community members to address the issues related to the quality of basic education.

In order to provide quality education to the Filipino people, the Republic Act 9155 or Governance of Basic Education Act of 2001 was signed and enacted into a law. Section 2 of the said law states that the policies and principles of the said act shall be decoded into projects, programs, as well as services that especially devised to fit the needs of the locality.

Consequently, in pursuant to the aforementioned act, DepEd issued Order No. 83, s. 2012 to strengthen the School-Based Management (SBM) practices and put more focus on the needs of learners and enforce the involvement of community stakeholders in the basic education service delivery.

The Division of Samar started the SBM Roll-out in the Division and started providing technical assistance to schools and at present, results showed that out of 663 elementary 643 or 96.98 percent are in level 1, 13 or 1.97 percent are in level 2, and seven or 1.05 percent are in level 3 schools with a descriptive rating of beginning, developing, and advanced respectively. The data disclosed that the SBM performance level of practice to most elementary schools in the division lies at the bottom. Such performance could diminish the stakeholders' level of support and the quality of teaching and learning. Hence, those schools need to establish and develop structures and mechanisms with acceptable level and extent in community participation and impact on learning outcomes.

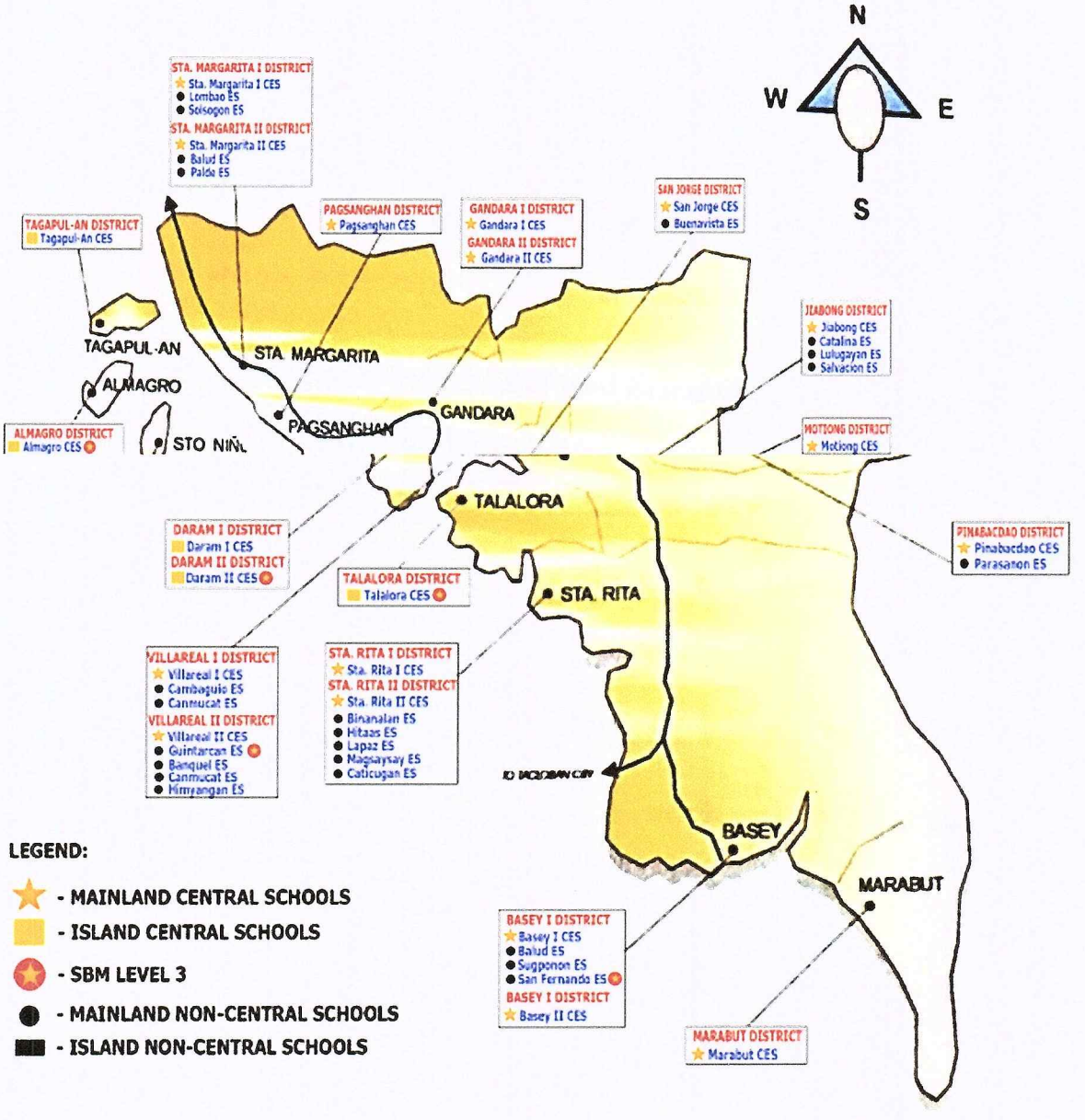

Figure 1. Map of Samar and the Respondent Schools in Samar Division

Moreover, most school heads have difficulty in attaining level 3 of SBM practices due to the many challenges such as: lack of understanding and skills on school -based management process and tools; lack of fund; lack of proper documentation; dropout, cohort survival, lack of facilities; SBM data bank; low intake of school-aged children, lack of time, lack of knowledge on the process of SBM implementation, proper documentation of activities, gathering of SBM artifacts, and lack of cooperation among the school community stakeholders.

Knowing these experiences encountered by the school heads and the benefits of SBM, school heads need to strive for SBM level 3 for improved performance (KPIs) of the school, increased School-Based Management level of practices, highly effective school heads, rewards and incentives for school heads and teachers in terms of promotion and salary and empowered stakeholders as strong partners in the realization of educational goals, the researcher sought to find out the Challenges towards the Attainment of School-Based Management Level III Practices in the Elementary Schools.

Statement of the Problem

This study analyzed the challenges encountered in the attainment of School-Based Management (SBM) Level III in elementary schools for SY 2019-2020. Specifically, this study sought to answer the following questions:

1. What is the profile of the school in terms of:
    1.1 enrollment;

1.2 no. of teachers and their profile;

1.3 physical facilities and laboratories;

1.4 land area; and

1.5 geographic location and classification?

2. What is the profile of the school heads in terms of:

2.1 age and sex;

2.2 educational background;

2.3 administrative experience;

2.4 relevant management training;

2.5 place of residence;

2.6 awards and recognition received; and

2.7 personality?

3. What is the extent of the stakeholders' support as follows:

3.1 kind of services provided; and

3.2 financial support provided?

4. What is the rating of the respondent schools by SBM Level on the following school-based management principles:

4.1 leadership and governance;

4.2 curriculum and instruction;

4.3 accountability and continuous improvement; and

4.4 management of resources?

5. What is the performance of the respondent- schools by SBM Level in terms of the following performance indicators?

5.1 enrolment;

5.2 dropout rate;

5.3 completion rate;

5.4 cohort survival rate; and

5.5 achievement rate?

6. Is there a significant relationship between the performance rating of the respondent-schools by SBM Level in their performance indicators access, efficiency, quality and their profile?

7. Is there a significant relationship between the performance rating of the respondent-schools by SBM Level and their profile?

8. What are the experiences of the school heads in their implementation of school-based management practices?

9. What are the suggested solutions to the problems encountered by the school heads in their implementation of school-based management?

10. What SBM initiatives (e.g. programs, projects and activities) may be proposed in response to the identified challenges?

Hypotheses

The following hypotheses was tested to correlate performance rating of the respondent school and their profile as indicators to identify and analyze the

challenges towards the attainment of SBM level III in elementary schools. In this light, these hypotheses were tested:

1. There is no significant relationship between the performance rating of the respondent-schools by SBM Level in their performance indicator (access, efficiency, quality and their profile.

2. There is no significant relationship between the performance rating of the respondent-schools by SBM Level and their profile.

Theoretical Framework

This study is based on the Path-Goal Theory and the Decentralization Theory (House, 1971). In order to analyze the challenges towards the attainment of SBM level, these theories supported the analyses between relationships of school performance rating and their profile.

The path-goal theory is a contingency model of leadership that extracts key elements from the Ohio State Leadership study on motivation in the organization.

The essence of the theory is its emphasis on the role of leaders towards the process of attaining the goals of the group or organization. The effectiveness of leaders is also a key factor in ensuring the success of such goals. These roles include the leader's assistance to his/her followers, facilitate direction and ensure the compatibility of their goals with the overall objectives of the organization as a whole (Ruben and Giglotti, 2019).

The theory suggests that the standard for acceptability upon a leader's behavior is based on how subordinates interpret it as a direct or future source of satisfaction. The behavior of a leader is deemed motivational to the degree that it makes subordinate need satisfaction contingent on effective performance and provides then coaching, guidance, support and rewards that are necessary for effective performance (Ruben and Giglotti, 2019).

There are four leadership behaviors (House, 1971), these are: 1) The directive leader gives awareness to subordinates on what are the expectations of the organization to them, schedules work to be done, and gives specific guidance as to how to accomplish tasks. This closely parallels the Ohio State dimension of initiating structure in the organization; 2) The helpful leader is approachable and demonstrates concern for the needs of subordinates in the organization. This is essentially synonymous with the Ohio State dimension of consideration; 3) The participative leader consults with subordinates and uses their suggestions before making a decision in the organization; 4) The achievement -oriented leader sets challenging goals and expects subordinates to perform at their highest level. In contrast, path-goal theory implies that the same leader can display any or all of these behaviors depending on the situation in the organization (Ruben and Giglotti, 2019).

The school head is the instructional leader and curriculum manager in school. A leader must see to it that all school-aged children are in school, pupils are able to graduate, and must manage the school with utmost authority,

responsibility and accountability for improved learning outcomes through effective leadership.

The theories mentioned above are related to the school based-management principles which are Leadership and Governance, Curriculum and Instruction, Accountability and continuous Improvement, and Management of Resources, where the school head has the authority, responsibility and accountability for improved learning outcome; delegates authority for order, stability of staff, subordination of individual for the common good; initiate programs, project and activities to address the needs of his school and manages the resources with honesty and transparency.

Conceptual Framework

The schematic diagram (Figure 2) provides information to the relationship between the performance rating of the respondent-schools in their performance indicators along the Key Performance Indicators (access, efficiency, quality) and their SBM practices on the principles under leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources performance of the school and their school-based management for the improved learning outcomes and improved SBM practices of the school.

The result of the analysis (Figure 2) enabled the researcher to uncover the challenges experienced by the school heads. Such challenges served as point of

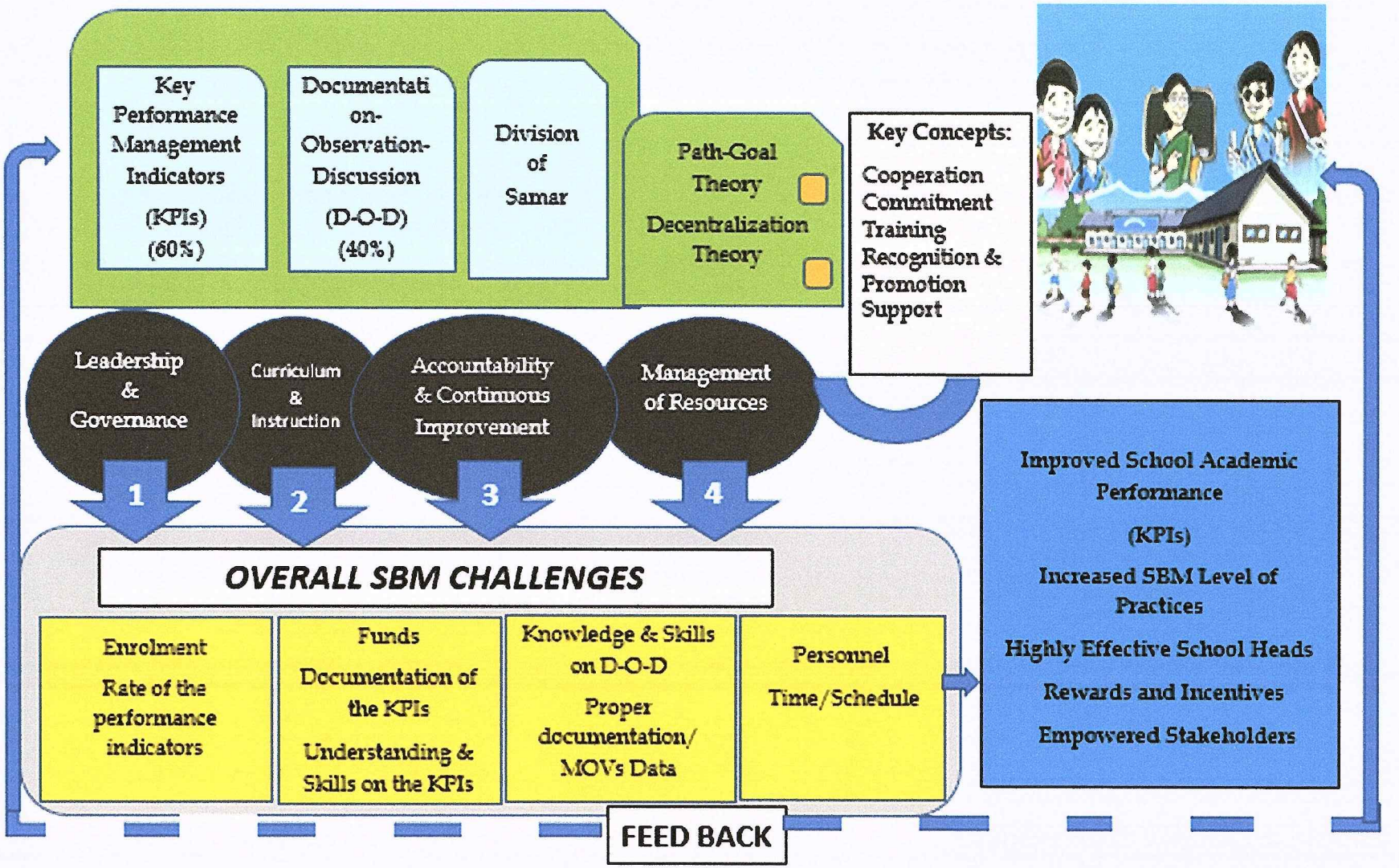

Figure 2. Conceptual Framework of the study

reference to formulate initiatives/policy recommendations improved the performance of the school, School-Based Management level of practices, highly effective school heads, rewards and incentives and empowered stakeholders.

A broken line from the findings or challenges labelled as feedback is directed back to the input and output which provide additional inputs of the study. Improved performance of the school, increased School-Based Management level of practices, highly effective school heads, rewards and incentives and empowered stakeholders are expected as the outcome of this study.

Significance of the Study

This study was conducted because the researcher believed that the result of this study would be beneficial to the elementary school administrators in the division of Samar. The school community stakeholders and future researchers are likely to benefit from the findings of the study in the following ways:

School Administrators. The findings of this study would guide the school administrators in their implementation of school-based management through a study of the school performance, SBM principles, and challenges experienced by the respondent school heads in order to initiate possible interventions to attain SBM level 3.

Local and National Government Units. The local and national government units would be able to use the findings their municipal development plans and for other purposes.

Stakeholders. Identifying the problems and issues confronted when implementing SBM in order to reform, redesign and formulate relevant policies to tackle the problem;

SBM Taskforce. The findings of the study would provide baseline information in guiding the school SBM taskforce in the preparation of needed documents for SBM validation.

Other researchers. Other researchers can utilize this study as a takeoff for further studies on the same subject.

Scope and Delimitation

This study was focused on the challenges towards the attainment of School-Based Management (SBM) level of practices among the elementary school heads in the Division of Samar. The respondent schools are the 23 central elementary schools located in the main land/carline, seven central elementary schools in the island, 10 non-central elementary schools in the island, and 20 non-central elementary schools in the mainland/carline with a total of 60 school respondents in the said division. This study was conducted during the school year 2019-2020.

Definition of Terms

To establish a common frame of reference for the readers, the following terms are herein defined conceptually and operationally.

Access. The term means authorization, permission or ability to enter or pass to and from a place. It could also mean to approach or communicate with a person

or thing (Collins English Dictionary, 2018). In this study, the term includes the enrollment of the school.

Accountability. This term refers to the quality or state of being accountable; especially, an obligation or willingness to accept responsibility or to account for one's actions (Collins English Dictionary, 2018). In this study, the term is defined as the enrolment of the respondent-schools for the last three years.

Administrative Experience. The term means skills that are required for success in administration, such as communicating, computing, organizing, planning, scheduling, or staffing (Collins English Dictionary, 2012). In this study, the term is defined as the length of service of the school head in his present station.

Age. The term means the length of time that a person has lived or a thing has existed (Collins English Dictionary, 2012). In this study, the term is defined as the age of the respondents since birth.

Attainment. The term means something attained (Webster, 2006). In this study, the term is defined as the level of practices to be attained by the school whether level 1, 2, or 3 in school-based management.

Category. The term means a class or division of people or things regarded as having particular shared characteristics (Collins English Dictionary, 2012). In this study, the term is defined as the category of the municipality where the school is located.

Challenges. The term means a problem that stimulates effort (Collins English Dictionary, 2012). In this study, the term is defined as the problems encountered by the school heads in their SBM implementation.

Cohort Survival. The term means a measure of the efficiency and effectiveness of the delivery of education services in the country, and is defined as the percentage of enrollees that survived from the beginning grade until the final grade of elementary or secondary level (Collins English Dictionary, 2012). In this study, the term is defined as the percentage of pupils enrolled in Grade 1 who enrolled in Grade 6 by June.

Commitment. The term means a state or quality of being dedicated to a cause, activity, etc. (Collins English Dictionary, 2012). In this study, this term is defined as the dedication of the school head to achieve the highest level of SBM Practices by achieving improved learning outcomes and implementing the needed SBM practices in his school assignment.

Completion Rate. The term means as the percentage of completed tasks out of the total that you have been assigned (Collins English Dictionary, 2012). In this study, the term is defined as the percentage of pupils enrolled in Grade 1 who enrolled in Grade 6 by March.

Curriculum and Instruction. The term means a DepEd thrust that pursues research, development, and implementation of changes in curricula that intensifies student achievement within and outside schools (Collins English

Dictionary, 2012). In this study, the term is defined as the curriculum that caters to all types of learners in the school in all their development needs.

Dropout Rate. The term means the percentage of students that do not complete their high school education (Hollinger, 1996). In this study the term is defined as the percentage of pupils who dropped from school for the last three years.

Educational Background. The term means refers the Education you have undergone. It begins with Kindergarten (or similar) and ends with Post Graduation College or additional Technical Training (O'Grady, Archibald, & Rees-Miller, 2009). In this study, it is defined as the highest educational qualification of the school head.

Efficiency. The term refers to the effective use of resources wherein results are produced without wasting resources (The American Heritage Dictionary, 2018). In this study, it is defined as the dropout rate, cohort survival rate, and completion rate of the school of the respondent for the last three years.

Elementary Schools. The term means as the lowest school giving formal instruction, teaching the rudiments of learning, and extending usually from six to eight years (Collins, English Dictionary, 2012). In this study it refers only to the complete elementary schools in Samar division where the Department of education controls and provides financial support to the school.

Enrolment. The term means action of enrolling or being enrolled (Collins, English Dictionary, 2012.) In this study, it is defined as the number of enrollments of the respondent schools for the last three years.

Geographic Location. The term means a geographic classification code that represents the geographic area (Collins, English Dictionary, 2012). In this study, it is defined as the location of the school whether an island school, main land school, or far-flung school in Samar Division.

Local Government Units (LGU). The term means officially local government in the Philippines, which are divided into three levels-provinces and independent cities; component cities and municipalities; and barangays (Wikipedia, The Free Encyclopedia, 2020). In this study, it is defined as the Local Government officials of the municipality where the respondent school is located.

Leadership and Governance. The term means the governance that encompass strategic direction, plans and policies, effective oversight, regulation, motivation, and partnerships that integrate all health systems building blocks to achieve results (Dodson, 2007). In this study, it is defined as the principle 1 of school-based management.

Chapter 2

REVIEW OF RELATED LITERATURE

This chapter consists of the related literature and studies which deal with the management practices of elementary schools. It focuses on the profile of the school and school heads, the four principles of school-based management and challenges towards the attainment of school-based management level 3 practices.

Related Literature

Elementary education in the Philippines consists of six years of schooling, covering grades 1 to 6 (ages 6-12). Before the adoption of the K-12 Basic Education Programs (BEP) reforms, elementary education was the only compulsory part of the basic cycle. With the reforms, however, compulsory education has been extended and is now mandatory for all years of schooling, inclusive of grade 12. It is now also mandatory that children complete one-year of pre-school Kindergarten education before enrolling in elementary school. While it appears that this is not yet considered practice throughout the entire country, current legislation mandates that all children enroll in kindergarten at the age of five. Kindergarten education is mandatory by virtue of Republic Act No. 10157, dated January 20, 2012, an act institutionalizing the kindergarten education into basic education system and Basic Education System. Like all other parts of public schooling, is free of charge at public schools. Upon completion of the mandatory

preschool year, pupils are eligible to attend elementary school-there are no separate requirements (Macha et al., 2018).

All school-aged children must enroll in the school whether in the formal of alternative leaning system. Enrolment system is very essential in a school. Enrolment system would provide the needed and storing information in a faster, more convenient way by storing a file of the student enrollees in a computer system that would lessen the effort of faculty staff in storing files of each student every now and then. This also served as information especially for the irregular students, freshmen, transferee, and teachers are able to get access to student enrollees (Llena, 2011).

Teacher recruitment and retention are two aspects of the overall labor market to teachers. From the standpoint of the districts and schools that hire teachers, recruitment and retention policies have a direct impact on their ability to fill their desired numbers of teaching slots. From the standpoint of teachers or prospective teachers, these policies together with current market conditions have a direct impact on their decisions to enter or remain in teaching using terminology borrowed from economic labor market theory. It has been defined that the demand for teachers as the number of teaching positions offered at a given level of overall compensation and the supply of teachers as the number of qualified individuals willing to teach at a given level of overall compensation are not only salaries (including bonuses, other forms of monetary compensation, and expected future earnings} and benefits but also any other type of reward derived from teaching

that can be encompassed under the heading of "working conditions" or personal satisfaction. Under these definitions, the prevailing or negotiated levels of salaries, benefits, and working conditions in a given school district would determine the number of teachers the district would be willing to employ and the number of qualified teachers who would be willing to teach. These principles of supply and demand and the factors that influence them provide a logical framework within which policies relating to recruitment and retention can be investigated, understood, and evaluated.

A central value of public education in the 21st century holds that all children can learn (Driscoll, 2019). Yet, this perspective has not necessarily carried over to social attitude about teachers. While the research and policy communities agree that teaches improve quickly early in their careers and there is debate about whether teachers continue to learn after they gain significant experience in the classroom (Driscoll, 2019).

The standard teaching credential in the Philippines is a four-year bachelor's degree. Elementary school teachers earn a Bachelor of Elementary Education, whereas secondary school teachers earn a Bachelor of Secondary Education, with curricula being tailored to the respective level of education. Curricula are set by CHED and consist of general education subjects, education-related subjects' specialization subjects and practice teaching. Holders of bachelor degrees in other fields can earn a teacher qualification by completing a post- graduate program in education. These programs are between one semester and one year in length and

lead to a credential most commonly referred as Certificate of professional education (Macha et al., 2018).

Public school teachers in the Philippines have big hearts. Many wake up before the sun rises to fix meals for their families by preparing to get ready for work, then clock in at their schools long before the morning's flag ceremony starts (Gamboa, 2018). There, they become a parent to a pack of students, many of who seem to be struggling even more than they do. Even with years of seeing pupils that look like they have not eaten a decent meal in 24 hours, or wearing mismatched and dilapidated slippers (not shoes), teachers still feel their hearts sink.

They endure basic salaries that are often just enough to buy for their everyday needs, especially if they took one or several loans against their monthly take-home pay. At home after work, they sit down after dinner to check their pupils' homework or test papers. Many of them enter the teaching profession in their early 20s, and will stay on until mandatory retirement at 65. In the grueling public education system for promotions, they try to score the necessary points that will pave the way for a rank upgrade, and an increase salary.

In the cacophony of needs, both personal and their students, teachers often lose sight of the right road to becoming a better teacher. This is where the public education system, which would mean the leadership of the Department of Education, Commission on Higher Education, and the Technical Education and Skills Development Authority, comes in.

The Philippine Star published a news that the Department of Education (DepEd) has approved 3,250 supplementary learning resources (SLRs) that may be procured by public school libraries and library hubs established by school divisions in partnership with local government units. SLRs are defined as storybooks, big books, fictional materials and references for general use or for specific learning areas other than textbooks. The Department of Education highlighted that are needed to augment the available learning resources for students, particularly the primary references that they use in the classes.

In the guidelines for procuring SLRs, the agency noted the need to update the learning resources in libraries in response to the new curriculum rolled out in relation with the K-12 program. DepEd is promoting the love for and habit of reading through the institutionalization of libraries in every school. School libraries and library hubs serve as reservoir of adequate and varied quality SLRs. SLRs shall be made available and accessible to teachers and learners in order to create a pervasive reading culture and environment in public schools. As a result, learners and teachers will develop the ability to use these resources efficiently and effectively as tools for learning and teaching (Mateo, 2020).

A school head is the top executive in a school, and is therefore responsible for supervising and evaluating all school staff (teaching and non-teaching) and making sure that all members of the school follow the rules. Heads are also the chief agents for enforcing national education policy within the school, and are responsible for ensuring that the official curriculum is followed and covered. As

leaders, school heads are role models in schools, and their actions are noticed and interpreted by others as reflecting what is important (Lashway et al., 1997).

The importance on the roles of principals, it states that it is to him that the proper working of school ultimately depends (Lashway et al., 1997). The reputation of school and the position it holds in the society depends in a large measure on the influence that he exercises over his colleagues, his pupil and the general public. The principal is always responsible for carrying out the policies and program of the Department of Education and he acts as a liaison between it and the management of the general local community (Lashway et al., 1997).

The principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in state statutes (Jenlink, 2000). States and school districts have also set expectations for principals through their principal evaluation criteria and procedures (Jenlink, 2000). During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of principals changed. Principals became more responsible for teaching and learning in their schools (Jenlink, 2000). In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. Therefore, the principal's duty is to improve the school instructional program is mandated by legislation in some

states (Buckner etc., 2011). Some state legislation requires the removal of principals when schools are classified as low performing (students do not meet achievement expectations) for a specified period of time (Buckner et al., 2011).

Typically, a school principal will be required to have one to five years of experience teaching in a specific subject area or general grade level. This principal must have valid teaching certification along with at least Bachelor's Degree. The great majority of principals will also need a Master's Degree in education, educational leadership, or in educational administration. Along with the higher-level degree, principals will need to earn administrative credentials through their state. Each state can create their own requirements beyond the basics of a degree, so check with the local district before making definitive plans (Reynolds, 2020).

In many countries, the role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to engage more in planning within evaluative and accountability frameworks; and to do more to involve parents in schools.

As cited from Organization for Economic Co-operation and Development (OECD) no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities

for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

Effective professional development is an on-going endeavor that includes training, practice and feedback, and provides adequate time and follow-up support (Hammond et al. 2017). Successful programmer, involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.

Parents desire a successful educational system for their children. It's easy to imagine the influence the education system has on government officials, like city councilors and district representatives, as voters also base their decision on the way public officials show their support to the school system (Durisic, 2017). Thus, a healthy relationship between the teachers and stakeholders is important, as this will enable everybody to harmoniously work together, which will have a positive impact on the students.

In fact, the community as a whole is the biggest stakeholder in its education system. This is because local schools educate future employees, business owners and community leaders. A solid education program builds a stronger community by preparing students to be successful community members. Since everyone in a community is a stakeholder in the local education system, every stakeholder plays a different, significant role in supporting the education system. For example, a

stakeholder's input and relationship with other stakeholders are important in the planning, implementation and evaluation of, say, health promotion and education programs in schools. Their personal perceptions and understanding can help motivate children in the school environment.

Parents, on the other hand, can support and influence the adoption and implementation of a solid school curriculum. In addition, the parents can help monitor and evaluate the implementation of the curriculum by keeping abreast with the performance of their children, particularly by monitoring their homework activities. Stakeholder involvement means working with people and using the resources as they are and helping them to work together to realize agreed ends and goals (Bartle and Vass2007).

A skilled manager looks for ways in which the interests and ability of each individual can contribute to the good of the whole. The head teacher tries to create in the school an environment in which this can happen. Given that the government has provided compulsory and free primary education for all, it is imperative that the school management involves all stakeholders in the decision-making process (Gicholi, 2015).

Llego (2012) stated that School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum.

Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children.

Noble (2012) added that it is common wisdom that behind every leader are a team that executes the vision and many followers who support the leader's work. Yet, we rarely talk about the accountability mechanisms that make sure the leadership is on the right course. Any leader and all teams, organizations and nations succeed in the long run because of the strategic support and expert oversight they receive that keep them and their organizations on the right path. Governance, which includes boards, monitoring systems and signaling mechanisms like codes of conduct, ensures the success of leadership visions and organizational potential in the long run.

Most of the schools where SBM worked operated according to a set of curricular guidelines developed at the district, state or national (e.g., National Council of Teachers of Mathematics) level. Yet teachers perceived themselves as having considerable leeway regarding the specifics of the curriculum they provided to their students and the instructional approaches and materials they used. Some schools had a separate curriculum framework for each content area that teachers had written themselves; some schools used sections from existing frameworks to come up with their own approach (Wohlstetter, 2014).

The accountability may ultimately require discipline, but hopefully this demonstrates that discipline is the last step -- not the first -- in accountability

(Wallace, 2015). True accountability -- and the sustainability that results from it -- comes from developing a good technical solution to a challenge and using good change management skills to clearly set expectations, provide the necessary training, ensure demonstrated competency, determine the root cause for gaps and implement the right corrective actions to fix them.

As stipulated in the Republic Act 9155 (Sec. 2), as the legal basis of pursuing SBM, governance of basic education shall begin at the National level states that it is in the regions, divisions, schools and learning center where the policy and principle for Governance of Basic Education shall be translated into programs, projects and service develop and adopted and offered to fit local needs. The SBM is an enhanced management of schools. It is characterized by a shared vision, shared mission, shared decision making, collaboration, autonomy, accountability, community ownership or shared governance and transparency for the attainment of quality education in the future. Through SBM, the school head is showing the responsibility to run the school with supportive parents and the community, particularly in seeing to it that the school facilities and resources resulting to improve delivery and school success.

As cited in World Bank Organization (2017), governments around the world are introducing a range of strategies aimed at improving at financing and delivery of education services, with a more recent emphasis on improving quality as well as quantity in education. One strategy is to decentralize education decision making by increasing parental and community involvement in schools-which is

popularly known as School-Based Management (SBM). In addition, School-Based Management (SBM) was designed by the Department of Education to better highlight the children or learners as the center of School-Based Management practice, encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society.

In the assessment of School-Based Management (SBM) Practices, the Performance Improvement and Documentation-Observation-Discussion (DOD) are assessed. The Performance Indicators (PI) includes the indicators on enrolment, dropout rate, cohort survival rate, completion rate and quality; and the Document-Observation- Discussion (DOD) includes the indicators on Leadership and Governance, Curriculum and Instruction, Accountability and Continuous Improvement and Management of Resources.

Related Studies

The following items were some of the related studies which were thoroughly reviewed by the researcher that were found to be relevant to this study.

Mwirigi (2015) in his study entitled "Impact of Enrollment on the Quality of Learning in Primary Schools in Imenti Central District" determined the impact of enrollment on the quality of learning in primary schools in Imenti Central District. The study established that high enrolment trends in primary schools led

to overworking the staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classroom. The increased enrolment impacted to a great extent on the quality of learning in public primary schools. Based on the findings of the study, it is recommended that the government puts measures in place to avail facilities that match the pupils' enrolment.

The study of Mwirigi (2015) has a similarity with the present study because both revealed that aimed to find out one of the key performance indicators is on the enrolment. The increased enrolment impacted to a great extent on the quality of learning in public primary schools. The difference between the two studies is on the research respondents wherein, that it focuses on the Impact of Enrollment on the Quality of Learning in Primary Schools while this study focuses on the challenges towards the attainment of school-based management level 3 in elementary schools.

Another study by Chianese (2013) entitled "The Professional Profile of Teachers: Analysis and Development of Competencies and Teaching Methodology" revealed that trainings to develop appropriate competences are the key elements in promoting quality in lifelong learning courses and throughout one's working life. The study shows similarity with the present study in terms of its objective which focused on teacher's training which are identified as key elements in promoting quality in lifelong learning courses. The difference between the two studies is that, the study of Chianese (2013) focused on the professional profile of teachers, analysis and development of competencies and

teaching methodology. On the other hand, the current study focused on the challenges towards the attainment of school-based management level 3 in elementary schools.

Further, the study of Juvinius (2015) entitled "An Investigation of the Effect of Geographical Location of Schools to the Students' Academic Performance: A Case of Public Secondary Schools in Muleba District" revealed the factors which influenced students' academic performance which are: peer group influence, family factor, school factor, parents socioeconomic background, school culture and learning facilities. Also, findings revealed that long distance that students moved from home to schools influences; dropout, absentees, early pregnancies which also affected students' academic performances. Moreover, the findings revealed that strategies for improving students' academic performance include: construction of hostel and dormitories, changing attitude of parents and students toward remote schools, resources should be balanced, policies should be stipulated clearly and provide food (meal) to students. The study concluded that distance results into negative impacts to the students' academic performances.

The study of Juvinius (2015) has a similarity with the present study in terms of the roles of geographical location of school to the effectiveness of teachers. Meanwhile, the difference between the two is on the research respondents wherein previous study focused on the effect of geographical location of schools to the students' academic performance while the latter focused on the challenges

towards the attainment of school-based management level 3 in elementary schools.

Connelly (2016) conducted a study which aimed to explore general job satisfaction of elementary school head teachers in Pakistan with respect to their age and gender. Significant differences based on age and gender were found among the head teachers' level of job satisfaction. Younger and older head teachers were found to be significantly more satisfied than the middle-aged head teachers. Female head teachers were found to be significantly more satisfied than their male counterparts. The study of Connelly (2016) is synonymous with the present study in terms of the age and gender of elementary school heads. The difference between the two studies is on the research hypothesis that there is a significant difference based on age and gender were found among the head teachers' level of job satisfaction while the hypothesis of the present study revealed that there is a significant relationship between the performance rating of the respondent schools by SBM rating and their profile.

Baskar (2013) conducted a study about the impact of rewards and recognition on employee motivation. It is evident from the study that a variety of factors influence employee motivation and satisfaction. It was also revealed that there is a direct and positive relationship between rewards and recognition and job satisfaction and motivation. Hence, if rewards and recognition offered to employees were to be altered, then there would be a corresponding change in work motivation and satisfaction. The direct translation of this could be that the

better the rewards and recognition, the higher the levels of motivation and satisfaction, and possibly therefore, the greater the levels of performance and productivity. In the event of major inconsistencies, especially for emotional conflicts between performers and non-performers, the organization should make an effort to reassess and rectify this situation. In the event that the organization does not reassess this situation, it could have a resultant negative impact on job performance and productivity as well as on the retention of minorities.

Baskar (2013) also discussed that in accordance with Maslow's hierarchy of needs, the lower level needs such as salary and benefits must first be met before the higher-level needs, which impacts motivation can be satisfied. The research study has shown that managers can employ different strategies to motivate employees, but that it is important that managers keep in mind that different strategies would have a different motivational impact on different people. To get optimum results from a motivational strategy, the manager has to realize and understand issues, which requires recognition of each individual's unique values, beliefs and practices.

The study of Baskar (2013) has a similarity with the present study in terms of direct and positive relationship between rewards and recognition and job satisfaction and motivation. The difference between the two studies is on the impact of rewards and recognition on employee motivation. The present study focused on the challenges towards the attainment of school-based management level 3 in elementary schools.

Boaz (2018) conducted a study entitled "Closing the gap between research production and research use is a key challenge for the health research system" which revealed that stakeholder engagement is being increasingly promoted across the board by health research funding organizations, and indeed by many researchers themselves, as an important pathway to achieving impact.

Findings showed that all schools that are SBM-PASBE accredited with level 1 of practice. In general, SBM is implemented according to the guidelines set by DepEd. As to the SBM implementation in its five dimensions, data disclosed that the five dimensions of SBM were observed and practiced often by the schools under this study. Considering the frequency of practice in the five areas of school operations, data revealed that teachers and parent-respondents rated this as seldom based on the grand mean score. The description implies low performance in school operations.

Another salient study conduct by Bandur (2012) which aimed to examine the current school-based management (SBM) policy reform in Indonesia and the result revealed that devolving power and authority to school level has created several changes in schools, including in-school culture changes, and increased participation of school communities. These factors have led to the improvements in teaching-learning environments and student achievements. Importantly, the findings of this study could be helpful in informing practitioners, the local and national authorities and all those interested in school education on how SBM with devolution of power and authority to school-level decision makers assists in-

school improvements and student achievements, as well as problems and challenges confronted by school leaders in the implementation of SBM.

Furthermore, Aguirre (2015) in his study entitled "Competency-Based Leadership and Management Development Plan for Public Secondary Schools in the Division of Samar along School-Based Management" revealed that as to the school's level of SBM practices, only Calbiga National High School has reached the level 3 of SBM practices while the highest number falls under level 1, the basic standard of SBM practices. Also, Aguirre (2015) recommended that there is a need for school heads to increase the level of participation of parents and increase partnership with the community so as to improve status of school leavers and dropouts and other performance indicators; there is also a need to improve the level of competencies of school heads in school management and daily operations specifically on how the school heads are managing school operations, managing financial resources, and using technology in the management operations.

The current study shows similarity with the study of Aguirre (2015) in terms of the research objective which is to find out the key performance indicators namely: achievement rate, cohort survival rate; completion rate; and dropout rate. Most elementary schools under level 1, the basic standard of SBM practices.

The above study is similar to the present study along the context of assessing the Senior High implementation especially on the competencies of teachers handling specialized subjects, their classroom management and other tasks required by the DepEd.

The study conducted by Salino (2015) entitled, "Adversity Quotient and Leadership Styles of Public Secondary School Heads in the Division of Samar" investigated the relationship between the adversity quotient and situational leadership style of the public secondary school heads in the Division of Samar. It was found out that majority of the school heads are middle-aged adult, comprised of females, married, having an average family size, unit earners in the graduate studies, occupying school principal positions, having more than 20 years of experience as heads, possessing very satisfactory ratings, earning a modest income, and residing near their work station. Further, the school heads obtained below average mean Adversity Quotient Ranking the Core dimensions of AQ according to mean score. Ownership came first, followed by Endurance, Reach and Control. In terms of Situational Leadership Style, Coaching Style ranked first, followed by the Delegating, Directing and lastly, Supporting in that order.

In the test of relationships, civil status marked highly significant with AQ while the rest of the demographic variables did not. On the other hand, no significant relationships were observed between the Situational Leadership and the demographic variables utilized in the said study. Lastly, no significant relationships were found between the secondary school heads' adversity quotient and their situational leadership style.

Supporting factors can come from both internal and external (Bandur, 2012). One of the factors seen from the success of SBM is its impact school-based programs that involve members of the entire school community: principals,

teachers, staff, parents, and community members (Bandur, 2012). SBM can provide indispensable conditions such as autonomy and flexibility in making decisions and using resources and strong commitment of members and active role in facilitating education to face challenges towards the attainment of the highest SBM practices.

The above study is similar to the present study along the context of involvement the community, decentralization of decision making and strong commitment of the internal and external stakeholders in achieving the vision, mission, and goals of education in their community.

Chapter 3

METHODOLOGY

This chapter provides the methods and procedures that were utilized in the conduct of the study. This includes the research design, the locale of the study, the instrumentation, the validation of instrument, the selection of respondent schools, data gathering procedure as well as the statistical treatment of the data collected.

Research Design

This study utilized the mixed methods research (MMR). In this method, the researcher combined elements of qualitative and quantitative research approaches (e. g., quantitative and qualitative viewpoints, data collection, analysis, inference techniques) for general purposes and depth of understanding and corroboration. The overriding goal of mixed methods research is combining the qualitative and the quantitative research components. The method also used to develop and fortify the study's findings and conclusion. According to Maxwell (2015), the utilization of mixed method contributes to answering the researcher's questions in his/her study.

The study is also descriptive inferential since the study measured the significant relationship between the performance rating of the respondent-schools by SBM level and their profile variates as indicators to identify the SBM practices and challenges, thus to address the gap and the issues regarding the

implementation of SBM to the respondent schools. Descriptive statistical tools like mean, standard deviation, weighted mean and Pearson Product Moment of Correlation were also employed to treat the data statistically. This study was conducted in the elementary schools in the Division of Samar.

Instrumentation

The standard SBM assessment tool was utilized in this study to assess the SBM level of practices as well as the challenges faced by the respondent schools.

The researcher also utilized a survey questionnaire in obtaining information from the school head- respondents with regards to their profile and profile of the respondent schools.

Questionnaire. The survey questionnaire consists of three parts. Part I is the school respondent's profile such as enrolment, number of teachers and their profile, number of teachers, educational background, teaching experience, physical facilities and Laboratories, land area, geographic location and category of municipality. Part II is the school head's respondent's profile such as age and sex, educational background, administrative experience, place of residence, awards and recognitions received, personality and stakeholders support.

It was followed by the performance of the respondent schools by SBM level in terms of the key performance indicators (Access, Efficiency and Quality) and the rating of the respondent schools on the four SBM Principles (Leadership and Governance, Curriculum and Instruction, Accountability and Continuous

Improvement and (Management of Resources). The challenges towards attainment the SBM level of practices, suggested solutions and possible initiatives or recommendations were also answered and cross validated with the public schools district supervisors during the Focused-Group Discussion (FGD) on December 5-6, 2019 at the Student Welfare Development Center for the personality test CGS library.

Validation of Instrument

To establish the validity of the questionnaire, the standard SBM assessment tool was used vis-à-vis the reliability of the instrument. This tool was crafted with contextualized Means of Verifications (MOVs), and is also in consonance to DepEd Order No. 83 s. 2012. The School Based Management Assessment Tool is guided by the four principles of ACCESs (A Child (Learner)- and Community – Centered Education Systems):

1. Principle of Collective leadership and Governance;
2. Principle of Community-Based learning;
3. Principle of Accountability for Performance and results; and
4. Principle of convergence to Harness Resources for education.

Sampling Procedure

Out of 663 elementary schools, 60 were considered (Figure 2.) using the following parameters: (1) Mainland /carline managed by elementary school principals; (2) Island municipalities of Samar managed by elementary school

principals; (3) Complete non-central island elementary schools with mono-grade classes managed by elementary school principals; and (4) Complete non-central mainland/carline elementary with mono-grade classes managed by the elementary school principals.

Table 1

Sampling Procedure

District	Category of Respondent Schools								Total	Percent
	Mainland Central		Mainland Non-Central		Island Central		Island Non-Central			
	f	Percent	f	Percent	f	Percent	f	Percent		
1	1	0.045	2	0.066	0	0.00	0	0.00	3	0.05
2	1	0.045	2	0.066	0	0.00	0	0.00	3	0.05
3	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
4	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
5	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
6	1	0.045	4	0.132	0	0.00	0	0.00	5	0.083
7	1	0.045	4	0.132	0	0.00	0	0.00	5	0.083
8	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
9	1	0.045	5	0.167	0	0.00	0	0.00	6	0.1
10	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
11	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
12	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
13	1	0.045	1	0.033	0	0.00	0	0.00	2	0.033
14	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
15	1	0.045	1	0.033	0	0.00	0	0.00	2	0.033
16	1	0.045	3	0.1	0	0.00	0	0.00	4	0.066
17	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
18	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
19	1	0.045	0	0.00	0	0.00	0	0.00	1	0.016
20	1	0.045	1	0.033	0	0.00	0	0.00	2	0.033
21	1	0.045	1	0.033	0	0.00	0	0.00	2	0.033
22	1	0.045	2	0.066	0	0.00	0	0.00	3	0.05
23	0	0.00	1	0.033	0	0.00	0	0.00	1	0.016
24	0	0.00	0	0.00	1	0.16	0	0.00	1	0.016
25	0	0.00	0	0.00	1	0.16	1	0.33	2	0.033
26	0	0.00	0	0.00	1	0.16	1	0.33	2	0.033
27	0	0.00	0	0.00	1	0.16	1	0.33	2	0.033
28	0	0.00	0	0.00	1	0.16	0	0.00	1	0.016
29	0	0.00	0	0.00	1	0.16	0	0.00	1	0.016
30	0	0.00	2	0.066	0	0.00	0	0.00	2	0.033
Total	22	100.00	29	100.00	6	100.00	3	100.0	60	0.99
Percent	73.33	-	96.67	-	20	-	10	-	-	-

As depicted in Table 1, category of respondent school that is least numbered is island non-central school, had a total of three or 10 percent. This is followed by island central school with six or 20 percent. The most numbered category is mainland non-central schools with 29 or 96.67 percent.

Based on the above-findings, it can be construed that 96.67 percent of the respondent schools come from mainland non-central schools where there are greatest number of barangays with complete mono-grade classes. There were 60 in total, as the number of respondent schools (Mainland Central, Mainland Non-Central, Island Central and Island Non-Central) or 0.99 percent.

Data Gathering Procedure

Prior to the actual gathering of data, the researcher made a letter-request addressed to the school or higher authorities involved in this study for their approval. First is the approval of the Samar Division Schools Division Superintendent, then, the Districts Supervisors and, finally, to the Principals of all the secondary schools in the aforecited respondent schools. The researcher likewise sought approval from the Schools Division Superintendent to gather data on SBM level of Practice. All of these letters were noted by the Dean of the Graduate School of Samar State University as well as the researcher's adviser. After the approval, the researcher personally fielded and retrieved the questionnaires to and from the respondents.

The qualitative part of the study, allocated data that was collected using focused-group discussion on December 5-6, 2019 at the Student Welfare Development Center for the personality test CGS library. The questionnaire was administered by the researcher to the thirty public school district supervisors and sixty elementary school heads.

Structured interviews were conducted with respondents privately. All interviews were audiotaped for accuracy. The interview guide included four questions concerning the following topics: Experienced in the attainment of Key Performance Indicators, Documentation-observation-Discussion, and how SBM was implemented and being practiced in their respective schools. Each interview lasted approximately one hour and additional field notes were taken after each interview. Conversational interviewing was used as a means for exploring and gathering material to develop a rich and meaningful understanding of the phenomenon (Van Manen, 1990).

Statistical Treatment of Data

The gathering of relevant information in the study, was followed by data analysis using appropriate statistical tools. In the presentation of the profile of the respondents, the following statistical tools were employed, namely: mean, standard deviation, weighted mean, and Pearson Product Moment of Correlation.

Mean. The arithmetic mean was used to compute averages of the profile variates in interval scale such as age, household membership, and gross monthly

family income to include number of relevant in-service trainings and number of years as school head.

Standard Deviation. This tool was used to calculate the disparity of each categorical variable with respect to the mean, which signifies it homogeneity or heterogeneity.

Weighted Mean. This statistical measure was utilized to quantify the responses of the respondents to the questionnaire relative to the leadership levels and practices.

Pearson Product Moment of Correlation. This was used to test the significant relationship between the performance rating of SBM level of practice with their performance indicators levels of practice and their profile.

Chi-Square test. This was used to test whether there was significant relationship between geographical location and classification, school head's administrative experience (in categorical form) and the performance of the schools in terms of their key performance indicators.

Point-biserial. This was used to test the relationship of two dichotomous variables such as sex category of the school heads and the performance of the school in terms of their key performance indicators.

This study also employed the triangulation technique which is a tactic wherein the communication of two persons are made possible through the use of a third person whose role is to relay information from the first person to the second, thus forming a triangle (Bowen, 2009).

For the qualitative part, the researcher utilized Moustakas's structured method of inductive data analysis. After reading each transcript twice, they were read again and recorded to further immerse the researcher and highlight key concepts. The following steps were taken after initial immersion was conducted:

1. The researcher used horizontalization by providing equal importance to each of the statement and coding it with descriptive label.

2. Statements that were not a horizon of the experience were reduced and eliminated in order to define the invariant constituents of the experience. This process involved asking whether the statement confined a moment that was necessary for understanding the experience and whether it could be abstracted and labeled.

3. Clustering was performed to group related constituents together, and each category was given a thematic label. Initial coding resulted in eight categories of invariant constituents of the experience. This step was repeated several times to group and reduce categories until all constituents were clustered and reduced into three core themes for KPIs, four core themes for D-O-D, seven core themes for initiatives, and five core themes for the suggestions/recommendations for their experiences.

4. Final identification of these themes were performed by rereading the complete transcripts to verify that the theme and accompanying invariant constituents were explicitly expressed and compatible with the participants' words. These themes were used to construct individual and overall textural,

structural, and textural-structural descriptions, culminating into an overall essence of the experience. Themes are presented within this text.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of the study. Information of these aspects was evolved through documentary analysis and from the questionnaire. They are presented correspondingly as to the specific questions raised from the statement of the problem.

Enrollment. Table 2 shows the profile on enrollment of the elementary schools in the division of Samar. The enrollment ranges from 100 learners to 899. It was divided into eight brackets. The highest and first bracket is composed of

Table 2

Profile of the Elementary School in Terms of Enrollment

Total Number of Enrollment	Frequency (f)	Percent (%)
100 - 199	19	31.7
200 - 299	12	20.0
300 - 399	11	18.3
400 - 499	7	11.7
500 - 599	4	6.7
600 - 699	3	5.0
700 - 799	3	5.0
800 - 899	1	1.7
Total	**60**	**100.0**
Mean	**338**	**-**
SD	**194**	**-**

100-199, followed by the following brackets at an interval of 99: 200-299, 300-399, 400-499, 500-599, 600-699; 700-799; and 800-899. The frequency distribution was used to tally the data.

As shown by the table, schools with lowest number of enrollments is 100-199, had a total of 19 or 31.7 percent. This is followed by the second lowest number of enrollments of 200-299 with 12 or 20.0 percent, 200-299 with 12 or 20.0 percent, 300-399 with 11 or 18.3 percent, 400-499 with seven or 11.7 percent, 500-599 with four or 6.7 percent; 600-699 with three or 5.0 percent, 700-799 with three or 5.0 percent and 800-899 with one or 1.7 percent.

Opposite to this is the school with highest number of enrollments with 800-899 of enrollments which tallied only one or 1.7 percent. As depicted in the table, it is at the first enrollment distribution where the lowest number of enrollment clustered, such as enrollment range 100-199 with nineteen schools. Based on the above-findings, most of the elementary schools, that is nineteen or 31.7 percent were complete monograde classes.

Number of Teachers of the Respondent-Schools. Table 3 shows the number of teachers of the elementary schools in the division of Samar. The number of teachers range from 7-11 number of teachers. It was divided into five categories. The highest and first category is composed of 7-11, followed by the following categories: 12-16, 17-21; 22-26 and greater than 26. As shown in the table, schools with the greatest number of teachers with 7-11 teachers had a total of 28 or 46.7

Table 3

Number of Teachers of the Respondent-School

Number of Teachers	Frequency (f)	Percent (%)
7 - 11	28	46.7
12 - 16	13	21.7
17 - 21	10	16.7
22 - 26	7	11.7
Greater than 26	2	3.3
Total	**60**	**100.0**
Mean	**14**	**-**
SD	**7**	**-**

percent. This is followed by 12-16 with 13 schools or 21.7 percent. Next is 17-21 with 10 or 16.7 percent; 22-26 with seven or 11.7 percent. The least number of teachers is greater than 26, with two or 3.3 percent. It is also reflected that most schools have 7-11 number of teachers with 28 or 46.7 percent.

Based on the above-findings, it can be construed that most schools have monograde classes with relieving teachers to work as SBM coordinator and other ancillary services of the school.

Sex, Educational Background, and Teaching Experience. Table 4 shows the profile of the elementary school along with their teachers' profile in terms of sex, educational background, and teaching experience. The table shows that there was an average number of three male teachers and ten average number of female teachers per school. The educational attainment was categorized into three

Table 4

Profile of the Elementary School Along with Their Teachers' Profile in terms of Sex, Educational Background, and Teaching Experience

Teacher's Profile	Average Number of Teachers per School
Sex	
Male	3
Female	10
Educational Attainment	
College Graduate	10
with MA/MS Units	3
MA/MS CAR Holder	1
Teaching Experience	
11 years & above	9
6 - 10 years	3
3 - 5 years	1
Total	**40**
Mean	**5**
SD	**3.96**

namely: a) college graduate, b) MA units, and c) MA CAR. The table shows that there was an average of ten college graduate teachers, an average number of three teachers with MA units, and an average of one MA/CAR per school. The teaching experience was also categorized into three categories such as: 3-5 years, 6-10, and 11 years and above. There was an average of nine teachers with 11 years and above experience, average of three teachers with 6-10 years' experience, and an average of one teacher with 3-5 years' experience.

Based on the above-findings, it can be construed that there was a greater number of female than male teachers in school, most teachers were college graduate, most have 9-11 years teachings experience who were qualified for promotion in step increments.

Physical Facilities and Laboratories. Table 5 shows the profile on physical facilities and laboratories of the respondent-schools in the division of Samar. The table shows that 30 or 50.0 percent have canteen, six or 10.00 percent have school library, 22 or 36.7 percent have H.E. laboratory and 48 or 80.0 percent have computer laboratory.

Table 5

Profile of the SBM Level III Elementary School in Terms of Physical Facilities and Laboratories

Physical Facilities & Laboratories	Frequency (f)	Percent (%)
Canteen	60	100.0
School Clinic	6	10.0
School Library	20	33.3
H.E laboratory	36	60.0
Computer Laboratory	48	80.0

Based on the findings, it can be construed that most complete monograde schools, 48 or 80.0 percent have computers that can be used for ICT based instructions and online reports.

Land Area. Table 6 comprise the land area of the elementary school-respondents. It is notable that 31,000sqm is the widest and 500 sqm is the least land area among elementary school with lot declaration. It is notable that there are 83.3 percent of the schools that have no lot declaration or no record. This would mean that the said school should secure lot declaration or record for legality purposes.

Table 6

Land Area of the Elementary School-Respondents

Land Area	Frequency (f)	Percent (%)
31,000 sqm	1	1.7
14,400 sqm	1	1.7
11,000 sqm	1	1.7
12,897 sqm.	1	1.7
12,000 sqm.	1	1.7
11,200 sqm	1	1.7
10,640 sqm	1	1.7
10,000 sqm.	2	3.3
500 sqm.	1	1.7
No lot declaration/No record	50	83.3
Total	**60**	**100.0**
Mean	**6**	**-**
SD	**15.46**	**-**

Geographical Location and Classification of the Respondent School. Table 7 shows the category of the municipality and geographic location of the respondent-schools in the division of Samar. The category of the municipality was classified into six namely: 1st class, 2nd class, 3rd class, 4th class, 5th class, and 6th class municipality. The geographic location of the respondent-schools is classified

into four categories namely: mainland central, mainland non-central, island central, and island non-central schools. The frequency distribution was used to tally the data.

Table 7

Geographical Location and Classification of the Respondent-School

Classification	Geographic Location								Total	Percent
	Mainland Central		Mainland Non-Central		Island Central		Island Non-Central			
	f	Percent	f	Percent	f	Percent	f	Percent		
1st Class	2	9.1	1	3.4	0	0.0	0	0.0	3	5.0
2nd Class	3	13.6	2	6.9	0	0.0	0	0.0	5	8.3
3rd Class	2	9.1	7	24.1	2	33.3	0	0.0	11	18.3
4th Class	12	54.5	16	55.2	2	33.3	0	0.0	30	50.0
5th Class	3	13.6	3	10.3	2	33.3	3	100.0	11	18.3
Total	**22**	**100.0**	**29**	**100.0**	**6**	**100.0**	**3**	**100.0**	**60**	**100.0**
Percent	**36.7**	**-**	**48.3**	**-**	**10.0**	**-**	**5.0**	**-**	**-**	**100.0**

As depicted from Table 7, classification that is least numbered is 1st class, had a total of three or 5.0 percent. All of them come from the mainland central and one from the mainland non-central school. This is followed by 2nd class with five or 8.3 percent where three comes from the mainland central and two from the mainland non-central schools. The most numbered classification is the 4th class with thirty or 50.0 percent. Twelve comes from the mainland central, 16 from the mainland non-central, and two from the island central school. The next numbered

classification is 3rd and 5th class with 11 or 18.3 percent respectively. Five comes from the mainland central, 10 from the mainland non-central, four from the island central and 22 from the island non-central school. Further, it is the 4th class municipality where the greatest number of respondent-schools belong, with 30 schools; 12 main land central, 16 mainland non-central, and two island central schools. And the least numbered classification is 1st class composed of three or 5.0 percent with two schools coming from the mainland central and one school coming from the mainland non-central.

Based on the above-findings, it can be construed that thirty or 50.0 percent of the respondent schools belong to a municipality that have obtained an average annual income of three million pesos or more but less than five million pesos.

Profile of the School Heads

The profile of the elementary school heads in the division of Samar in terms of a) age and sex, b) educational background, c) administrative experience, and d) relevant management trainings and classification are depicted in this chapter.

Age and Sex. Table 8 shows the profile on age and sex of the elementary school heads in the division of Samar. The ages range from 30 years below to 65 years old. It was divided into seven brackets. The highest and first bracket is composed of ages 60-65, followed by the following brackets at an interval of five:54-59, 48-53, 42-47, 36-41, 30-35, below 30 years old. The frequency was used to tally the data.

Table 8

Age and Sex Distribution of the School Head-Respondents

Age Bracket (in years)	Sex Category				Total	Percent
	Female		Male			
	f	Percent	f	Percent		
60 - 65	1	2.5	2	10.0	3	5.0
54 - 59	6	15.0	2	10.0	8	13.3
48 - 53	10	25.0	8	40.0	18	30.0
42 - 47	11	27.5	5	25.0	16	26.7
36 - 41	8	20.0	1	5.0	9	15.0
30 - 35	1	2.5	1	5.0	2	3.3
Below 30 years old	3	7.5	1	5.0	4	6.7
total	**40**	**100.0**	**20**	**100.0**	**60**	**100.0**
Mean	**45.3 years**	**-**	**47.9 years**	**-**	**46.2 yrs**	**-**
SD	**8.3 years**	**-**	**8.4 years**	**-**	**8.4 years**	**-**
Percent	**66.7**	**-**	**33.3**	**-**	**100.0**	**-**

As gleaned in Table 8, school heads considered oldest aging 60-65 had a total of three or 3.0 percent. One is female and two are males. This is followed by the second oldest group of 54-59 with eight or 13.3 percent where six are females and two are males. The youngest group is below 30 years old, had three females and one male. The next younger group of 30-35 age bracket has the same number of school heads, one female and one male. As depicted by the table, it is at the middle age distribution or age group where the greatest number of school heads clustered such as age bracket 48-53 with 18 school heads, 10 females and eight males as the highest. This is followed by age bracket, 42-47 where there are 16 or 26.7 percent of the school heads, then the third highest is the age bracket 36-41 composed of nine school heads, eight females and one male.

Based from the findings, it can be construed that most school heads generally speaking are on the mid part of their professional life and females like to specialize educational management in their master's degree courses.

Educational Background of the School Head. As reflected in Table 9, it shows that the profile on educational background of the elementary school head respondents. The table shows that there are only three or 5.0 percent school heads who are college graduate. Of the remaining number of school heads, 19 or 31.7 percent have certified that they have MA/ MS units in master studies. The third group of school heads are those who have MA/MS CAR which totaled to 11 or 18.3 percent. There are 14 or 23.3 percent have graduated MA, 11 or 18.3 percent have Ph.D. units/CAR and two or 3.3 have graduated Ph.D/Ed.D.

Table 9

Educational Background of the School Head-Respondents

Educational Background	Frequency (f)	Percent (%)
College Graduate	3	5.0
MA/MS Units	19	31.7
MA/MS CAR	11	18.3
MA/MS Graduate	14	23.3
Ph.D. Units/CAR	11	18.3
Ph.D./Ed.D. Graduate	2	3.3
Total	**60**	**100.0**

As shown in the same table, 19 or 31.7 percent showed interest in the importance of upgrading their educational qualification for professional growth and personal upliftment.

Personality. Table 10 shows the personality of the school head-respondents based on 16 Personality Factor Questionnaire. The result is based on the result and interpretations on the personality of the school head-respondents given by the University Psychometrician and Head of the Psychological and Wellness Services. The personality of the school head are having left meaning, normal, and right meaning for each primary factors and global factors. The extreme personality factors are as follows:

Warmth. There are 27.0 percent of the school heads tends to have more interest in people. They tend to be comfortable in situations that call for closeness with others. Their friends describe them as warm and comforting. They enjoy people who show their emotions openly. This mean further that this kind of personality may represent an extreme need for people and close relationships, maybe uncomfortable in situations where the close relationship they seek is inaccessible, and it prefer working in a busy office than in a quiet room and prefer occupation dealing with people.

Reasoning. There are 45.0 percent of the school head having concrete reasoning ability. This maybe not accurately reflects their reasoning ability. Maybe these instances are optional to occur to those educationally disadvantages or depressed or pre-occupied with troubles. It also occur when they are distracted by environmental stimuli, are wrong in their interpretations of the instructions or for various reasons not motivated to spend the time figuring out the correct answers.

Table 10

Personality of the School Head -Respondents Based on the 16PF Test

Primary Factors	Left Meaning (%)	Normal (%)	Right Meaning (%)
Warmth	0	73	27
Reasoning	45	55	0
Emotional Stability	0	100	0
Liveliness	9	91	0
Dominance	9	82	9
Rule-Consciousness	9	82	9
Social Boldness	9	82	9
Sensitivity	36	64	0
Vigilance	9	64	27
Abstractedness	18	73	9
Privateness	0	91	9
Apprehension	0	100	0
Openness to Change	36	64	0
Self-Reliance	45	55	0
Perfectionism	9	91	0
Tension	36	64	0
Global Factors			
Extraversion	0	82	18
Anxiety	9	91	0
Tough-Mindedness	0	64	36
Independence	18	82	0
Self-Control	0	100	0

Sensitivity. There are 36.0 percent school head-respondents that are objective or utilatirian. This means that they may evince less sentimentally, attending more to show things operate or work. They tend to be concerned with utility and objectivity, and may exclude people's feelings from

consideration. Because the does not tend to indulge vulnerability, they may have trouble dealing with situations that demand sensitivity.

Openness to Change. There 36.0 percent of the school head-respondents that are traditional or attached to familiar. This further means that these school heads prefer traditional ways of looking at things. They prefer life to be predictable and familiar, even if life is not ideal. They tend to feel secure and confident when they do work that is familiar and routine. They do not really like people who are different or unusual, and they thinks that more trouble could arise from questioning and changing satisfactory methods than from rejecting new promising approaches.

Self-Reliance. Of the school heads, there are 45.0 percent who are group-oriented or affiliative. This further means that they like to participate with people in doing something, they like it best when they are around with people, and they prefer on a team or has a partner.

Tension. There are 36.0 percent of the school heads who are above normal, that is, relaxed or patient. This further means that these school heads feel relaxed and tranquil. They are patient and slow to become frustrated. At the extreme, their low level of arousal can make their unmotivated.

There are three global factors turned to be dominant from the school head; there are 18.0 percent are socially participating (extraversion), 36.0 percent are

tough-mindedness, and 18.0 percent are accommodating, agreeable or selfless (independence).

In summary, the extreme personality of the school head-respondents, that is, beyond the normal range, generally, some of the school heads have concrete reasoning ability, outgoing, objective, traditional, group-oriented, and relaxed personality.

Administrative Experience of the School Head. Shown in Table 11 is the profile is the profile on the administrative experience of the elementary school head respondents in the division of Samar. The number of years of experience of the respondents was divided into five brackets. The first bracket has less than 11

Table 11

Administrative Experience (in years) of the School Head-Respondents

Administrative Experience (in years)	Frequency (f)	Percent (%)
> 11 years	40	66.7
6 - 10 years	8	13.3
3 - 5 years	2	3.3
1 - 2 years	3	5.0
6 - 11 mos.	7	11.7
Total	**60**	**100.0**
Mean	**12**	
SD	**15.86**	

years of experience, followed by 6-10 years, 3-5 years, 1-2 years, and 6 to 11 months as the last bracket. For school heads having less than 11 years of administrative

experience, it has a total of 40 or 66.7 percent, 6-10 years with eight or 13.3 percent, 3-5 years with two or 3.3 percent, 1-2 years with three or 5.0 percent, and 6-11 months with seven or 11.7 percent. Of these brackets for administrative experience, the first bracket which is less than 11 years had the highest number of school heads. There are forty of them. Opposite to this is that of the third bracket with 3-5 years' experience which got the least number of school heads which tallied only two. Generally, the school head respondents are highly experienced. This would likely be construed that they stayed long years in the service already.

Number of Relevant Management Trainings Attended by the School Head-Respondents. Shown in Table 12 is the number of relevant management trainings attended by the elementary school head respondents' profile in the division of Samar. The number relevant management trainings attended by the school head respondents were divided into five brackets with four levels: district level, division, regional, and national levels. The first bracket has 10-12 management trainings followed by 7-9 trainings, 4-6 trainings, 1-3 trainings, and none as the last bracket. For school heads having 10-12 management trainings, it has a total of seven or 11.7 percent in the district level, 7-9 with 20 or 33.3 percent in the district, 10 or 16.7 division level, 4-6 with 19 or 31.7 percent in the district, 21 or 35.0 percent division, 1-3 with 14 or 23.3 percent in the district, 28 or 46.7 percent division, 25 or 41.7 percent regional, and 25 or 41.7 percent national, none with 0-0.0 percent in the district, one or 1.7 percent division, 35 or 58.3 percent

Table 12

Number of Relevant Management Trainings Attended by the School Head-Respondents

Number of Relevant Management Training	Level							
	District		Division		Regional		National	
	f	Percent	f	Percent	F	Percent		Percent
10 - 12	7	11.7	0	0.0	0	0.0	0	0.0
7 - 9	20	33.3	10	16.7	0	0.0	0	0.0
4 - 6	19	31.7	21	35.0	0	0.0	0	0.0
1 - 3	14	23.3	28	46.7	25	41.7	6	10.0
None	0	0.0	1	1.7	35	58.3	54	90.0
Total	**60**	**100.0**	**60**	**100.0**	**60**	**100.0**	**60**	**100.0**
Mean	**6**	**-**	**4**	**-**	**1**	**-**	**1**	**-**
SD	**3**	**-**	**2**	**-**	**0**	**-**	**0**	**-**

regional, and 35 or 58.3 percent national level. Of these brackets for relevant management trainings, the first bracket which is seven or 11.7 percent attended trainings in the district while the last bracket which is none had not attended trainings in the district but attended 35 or 58.3 percent in the mostly in the national level.

Based on the above findings, the school head respondents, generally speaking are authorized to attend and have budget for their attendance in national relevant management trainings.

Profile on the Place of Residence. Shown in Table 13 is the profile is the profile on the place of residence of the elementary school head respondents in the division of Samar. There were eight or 13.3 percent school heads who are residing

Table 13

Place of Residence of the School Head-Respondents

Place of Residence	Frequency (f)	Percent (%)
Sta. Rita, Samar	8	13.3
Villareal, Samar	7	11.7
Sta. Margarita	6	10.0
Basey Samar	4	6.7
Gandara, Samar	4	6.7
Daram, Samar	3	5.0
Jiabong, Samar	3	5.0
Sto. Nino	3	5.0
Almagro, Samar	2	3.3
Calbiga, Samar	2	3.3
Hinabangan Samar	2	3.3
Paranas Samar	2	3.3
Tarangnan, Samar	2	3.3
Zumarraga, Samar	2	3.3
San Jorge	2	3.3
Alang-Alang Leyte	1	1.7
Marabot, Samar	1	1.7
Motiong, Samar	1	1.7
Pagsanghan, Samar	1	1.7
Pinabacdao, Samar	1	1.7
Solsogon	1	1.7
Tagapul-an	1	1.7
Talalora, Samar	1	1.7
Total	**60**	**100.0**

in Sta. Rita, Samar followed by the following municipalities: Villareal, Samar with seven or 11.7 percent, Sta. Margarita, Samar with six or 10.0 percent, Basey, Samar, Gandara, Samar, with both four or 6.7 percent, Daram, Samar, Jiabong, Samar, Sto. Nino, Samar, with three or 5.0 percent, Calbiga, Samar, Hinabangan, Samar, Paranas, Samar, Tarangnan, Samar, Zumarraga, Samar, and San Jorge, Samar with all two or 3.3 percent, Alang-Alang, Leyte, Marabut, Samar, Motiong, Samar,

Pagsanghan, Samar, Pinabacdao, Samar, Solsogon, Samar, Tagapul-an, Samar, Talalora, Samar, all with one or 1.7 percent. Of these places of residence, Sta. Rita, Samar has the highest number of school heads who are residing in the said place, the remaining school heads are residing also in Samar. However, the school head who is a resident of Leyte got the least number which tallied only one or 1.7 percent.

Based on the above- findings, the school head respondents, generally resides in Samar and Sta. Rita, Samar have the most numbered of complete monograde classes managed by full-fledged school principals.

Number of Awards and Recognition Received by the School-Head Respondents. Shown in Table 14 is the number of awards and recognition received by the school head respondents' profile in the division of Samar. The

Table 14

Number of Awards and Recognition Received by the School Head-Respondents

Number of Awards and Recognition Received	Frequency (f)	Percent (%)
2	26	43.3
1	13	21.7
None	21	35.0
Total	**60**	**100.0**
Mean	**1**	**-**
SD	**1**	**-**

number of awards and recognition received by the school head respondents were divided into three categories namely: two number of awards received, one award received, and none. For two number of awards and recognitions received, there were 26 or 43.3 percent, for one award there were 13 or 21.7 percent, and for none, there were 21 or 35.0 percent.

As shown in Table 14, it can be implied that the highest number of school heads that is 26 or 43.3 percent received two awards. This was followed by the next higher number of school heads who did not receive award that is 21 or 35.0 percent. And the least number of school head that is 13 or 21.7 percent received one award. This means that not all schools have received awards.

Stakeholders Support

Tables 15 and 16 present the stakeholders support in terms of services provided and financial support provided by the stakeholders to respondent schools in the division of Samar.

Terms of Services. Presented in Table 15 is the stakeholders support in terms of number of services received by the school head respondents in the division of Samar. The stakeholders support in terms of services are classified into six namely: transportation with one or 1.7 percent; materials for Brigada Eskwela with one or 1.7 percent, active participation in all projects and programs such as participation in different district, division, and regional contests with two or 3.3

Table 15

Stakeholder's Support in Terms of Services Provided

Services Provided	f	Percent
1. Transportation	1	1.7
2 Materials for Brigada Eskwela	1	1.7
3. Active Participation in all projects and programs such as participation in different district, division, regional contests	2	3.3
4. Man power in the implementation of PAP'S	1	1.7
5. Equipment- flat screen TV donation	1	1.7
6. Rainwater catchment	1	1.7
TOTAL	**7**	**11.8**

percent, manpower in the implementation of PAPs with one or 1.7 percent, equipment flat screen TV donation with one or 1.7 percent . This table shows that mostly of the stakeholders actively participated in all projects and programs such as participation on different contests. As shown from the same table, it can be implied that the highest stakeholders support in terms of services provided was active participation in all projects and programs such as participation in different district, division, and regional contests with two or 3.3 percent, followed by the following support such namely: transportation, materials for Brigada Eskwela, manpower in the implementation of PAPs, equipment-flat screen TV donation, and rainwater catchment with one or 1.7 percent. Based from the result, mostly of the stakeholders actively participated in the implementation of all DepEd programs and projects.

Financial Support. Shown in Table 16 is the financial support provided by the stakeholders to the respondent schools in the division of Samar. The financial support provided in terms are classified into three namely: cash and in-kind (converted to cash), and man hours. Cash categories such as: greater than Php200,000 with three or 5.0 percent, Php5,000-20,000 with nine or 15.0 percent,

Table 16

Financial Support Provided by the Stakeholders to the Respondents-School

Financial Support	Frequency (f)	Percent (%)
Cash		
Greater than Php20,000	3	5.0
Php5,000 - 20,000	9	15.0
Below PHp 5,000	8	13.3
Total	20	
Mean	6.67	
SD	3.21	
In Kind (Converted to Cash)		
Php70,000 & Above	7	11.7
Php 50,000 - 69,999	4	6.7
Php30,000 - 49,999	2	3.3
Php10,000 - 20,999	4	6.7
Below Php 10,000	10	16.7
Total	27	
Mean	5.4	
SD	3.13	
Man Hours		
Above 1,000 man-hours	5	8.3
500 - 1,000 man-hours	5	8.3
below 500 man-hours	11	18.3
Total	**21**	
Mean	**7**	
SD	**3.46**	

below Php5,000.00 with eight or 13.3 percent; in-kind (converted to cash) Php70,000 & above with seven or 11.7 percent, Php50,000-69,999 with four or 6.7 percent, Php30,000-49,999 with two or 3.3 percent, Php10,000-20,999 with four or 6.7 percent, and below Php10,000 with ten or 16.7 percent; man hours above 1,000 man-hours with five or 8.3 percent, 500-1,000 man-hours with five or 8.3 percent, and below 500 man-hours with 11 or 18.3 percent.

It is also reflected that the highest financial support provided by the stakeholders to the respondent schools was Php5,000-2,000 with nine or 15.0 percent for cash, below Php 10,000 with 10 or 16.7 percent for in-kind (converted to cash), and below 500 man- hours with 11 or 18.3 percent for man-hour support.

Therefore, the financial support provided by stakeholders to the respondent schools were just a limited amount.

Rating of Respondent Schools By Level on the SBM Principles

Data on Tables 17-19 present the performance ratings of the respondent schools in the division of Samar along with the following school-based management principles: leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. Data on Tables 16-18 present the performance rating of the respondent schools in the division of Samar.

Leadership and governance and Curriculum and Instruction. Shown in Table 17 is the performance rating of the respondent-schools in terms of SBM management principles along leadership and governance and curriculum and instruction of the respondent schools in the division of Samar. The performance

Table 17

Performance Rating of the Respondent-schools in terms of SBM Management Principles Along Leadership and Governance and Curriculum and Instruction

Rating	Interpretation	SBM Management Principles			
		LG		CI	
		F	Percent	f	Percent
0.60 - 0.90	Best	23	38.3	23	38.3
0.30 - 0.59	Better	30	50.0	29	48.3
0.00 - 0.29	Good	7	11.7	8	13.3
Total		**60**	**100.0**	**60**	**100.0**
Mean		**0.47 (Better)**	-	**0.49 (Better)**	-
SD		**0.23**	-	**0.25**	-

Legend:
LG - Leadership and Governance
CI - Curriculum and Instruction

rating of the respondent-schools in terms of SBM management principles along leadership and governance were classified into three namely: 0.60-0.90 (Best) with 23 or 38.3 percent, 0.30-0.59 (Better) with 30 or 50.0 percent, and 0.00-0.29 (Good) with seven or 11.7 percent.

For the performance rating of the respondent schools in terms of SBM management principles along curriculum and instruction were also classified into three namely: 0.60-0.90 (Best) with 23 or 38.3 percent, 0.30-0.59 (Better) with 29 or 48.3 percent, and 0.00-0.29 (Good) with eight or 13.3 percent. As shown by the

table, the highest performance rating 0.30-0.59 (Better) with 30 or 50.0 percent and the lowest performance rating is 0.00-0.29 (Good) with seven or 11.7 percent for leadership and governance, 0.30-0.59 (Better) with 29 or 48.3 percent for curriculum and instruction.

Therefore, 50.0 percent of the respondent elementary schools achieved better rating on leadership and governance and 48 percent on curriculum and instruction or maturing level of SBM practices. This implies that there is shared governance between the school and community in managing the school.

Accountability and Continuous Improvement. Shown in Table 18 is the performance rating of the respondent-schools in terms of SBM management principles along accountability and continuous improvement of the respondent schools in the division of Samar. The performance rating of the respondent-schools

Table 18

Performance of the School-Respondents in terms of Management Principles Along Accountability and Continuous Improvement

Rating	Interpretation	Frequency (f)	Percent (%)
0.50 - 0.75	Best	9	15.0
0.25 - 0.49	Better	46	76.7
0.00 - 0.24	Good	5	8.3
Total		**60**	**100.0**
Mean		**0.37 (Better)**	**-**
SD		**0.15**	**-**

in terms of SBM management principles along accountability and leadership and governance were classified into three namely: 0.50-0.75 (Best) with nine or 15.0

percent, 0.25-0.49 (Better) with 46 or 76.7 percent, and 0.00-0.24 (Good) with five or 8.3 percent. As shown by the table, the highest performance rating 0.25-0.49 (Better) with 46 or 76.7 percent and the lowest performance rating is 0.00-0.24 (Good) with five or 8.3 percent for accountability and continuous improvement.

Based from the result, there is 76.7 percent of the respondent elementary schools achieved better rating on accountability and continuous improvement or maturing level of SBM practices which means that there is a strong partnership between the school and community in managing the school.

Management of Resources. As disclosed in Table 19, the performance rating of the respondent-schools in terms of SBM management principles along management of resources in the division of Samar were classified into three

Table 19

Performance of the School-Respondents in terms of Management Principles Along Management of Resources

Rating	Interpretation	Frequency (f)	Percent (%)
0.30 - 0.45	Best	35	58.3
0.15 - 0.29	Better	20	33.3
0.00 - 0.14	Good	5	8.3
Total		**60**	**100.0**
Mean		**0.28 (Better)**	**-**
SD		**.13**	**-**

namely: 0.30-0.45 (Best) 35 or 58.3 percent, 0.15-0.29 (Better) with 20 or 33.3 percent, and 0.00-0.14 (Good) with five or 8.3 percent. As shown by the table, the highest performance rating 0.30-0.45 (Best) with 35 or 58.7 percent and the lowest

performance rating is 0.00-0.14 (Good) with five or 8.3 percent for management of resources.

The result revealed that 58.3 percent of the respondent elementary schools achieved best rating on management of resources or advanced SBM practices between the school and community in managing the school.

Performance of the Respondent-Schools by SBM Level

Data on Tables 20-22 present the performance ratings of the respondent schools in the division of Samar along with the following key performance indicators: access (enrolment rate), efficiency (dropout rate, cohort survival rate. completion rate (and quality (achievement rate) Data on Table 19 present the enrolment rate of the respondent schools in the division of Samar.

Enrolment. Table 20 presents the enrolment rate of the respondent schools. Shown in Table 19 is the performance of the respondent-schools in terms of enrolment rate. The performance of the respondent schools in terms of enrolment were classified into three namely: 1.05-1.35 (Best) with 25 or 41.7 percent, 0.75-1.04 (Better) with five or 8.3 percent, and 0.45-0.74 (Good) with 30 or 50.0 percent. As shown by the table, the highest performance rating 0.45-0.74 (Good) with 30 or 50.0 percent and the lowest performance rating is 0.75-1.04 (Better) with five or 8.3 percent for enrolment rate.

Based on the above-findings, it can be construed, that 50.0 percent of the respondent elementary schools achieved good rating on enrolment rate or

Table 20

Performance of the School-Respondents in terms of Enrolment Rate

Rating	Interpretation	Frequency (f)	Percent (%)
1.05 - 1.35	Best	25	41.7
0.75 - 1.04	Better	5	8.3
0.45 - 0.74	Good	30	50.0
Total		**60**	**100.0**
Mean		**0.86 (Better)**	**-**
SD		**.43**	**-**

beginning level of SBM practices which means that most schools have a decreasing enrolment due to the completion of schools in the nearby barangays where the pupils have transferred and the school has no record on file of the screenshot of the Learner Reference Number of the pupils.

Drop-out Rate, Completion Rate and Cohort-Survival Rate. Shown in Table 21 is the performance rating of the respondent-schools by SBM Level in terms of Efficiency in the division of Samar. The performance rating of the respondent-schools by SBM level in terms of Efficiency were classified into three namely: 0.59-0.75 (Best) with 14 or 23.3 percent, 0.42-0.58 (Better) with 34 or 56.7 percent, and 0.25-0.41 (Good) with 12 or 20.0 percent. As shown by the table, the highest performance rating 0.42-0.58 (Better) with 34 or 56.7 percent and the lowest performance rating is 0.25-0.41 (Good) withv12 or 20.0 percent for the efficiency.

Based on the above-findings, it can be construed, that 56.7 percent of the respondent elementary schools achieved better rating on efficiency or maturing

Table 21

Performance Rating of the Respondent Schools by SBM Level in terms of Efficiency

Level	Interpre -tation	Efficiency					
		DR		CoR		CompR	
		f	Percent	f	Percent	f	Percent
0.59 - 0.75	Best	14	23.3	14	23.3	14	23.3
0.42 - 0.58	Better	34	56.7	34	56.7	34	56.7
0.25 - 0.41	Good	12	20.0	12	20.0	12	20.0
Total		**60**	**100.0**	**60**	**100.0**	**60**	**100.0**
Mean		**0.51 (Better)**		**0.51 (Better)**		**0.51 (Better)**	
SD		**0.16**		**0.16**		**0.16**	

Legend:
DR - Dropout Rate
CoR - Cohort Rate
CompR - Completion Rate

level of SBM practices which means that most schools were able to save pupils the who are at risk of dropping out, the pupils were able to enroll in the beginning of school year in grade six, and were able to graduate.

Achievement Rate. Shown in Table 22 is the performance rating of the respondent-schools in terms of achievement in the division of Samar. The performance rating of the respondent-schools in terms of achievement were classified into three namely: 0.70-0.90 (Best) with 39 or 65.0 percent, 0.50-0.69 (Better) with 20 or 33.3 percent, and 0.30-0.49 (Good) with one or 1.7 percent. As shown by the table, the highest performance rating 0.70-0.90 (Best) with 39 or 65.0

percent and the lowest performance rating is 0.30-0.49 (Good) with one or 1.7 percent for achievement rate.

Table 22

Performance of the School-Respondents in terms of Achievement Rate

Rating	Interpretation	Frequency (f)	Percent (%)
0.70 - 0.90	Best	39	65.0
0.50 - 0.69	Better	20	33.3
0.30 - 0.49	Good	1	1.7
Total		**60**	**100.0**
Mean		**0.79 (Best)**	-
SD		**.16**	-

Based on the above-findings, it can be construed, that 65.0 percent of the respondent elementary schools achieved best rating on achievement rate or advanced level of SBM practices which means that majority of the respondent-schools have eighty-five percent and above mean performance score in the grading periods.

Relationship Between the Performance Rating of the Respondent-Schools in Terms of Access, Efficiency, and Quality Indicators and their Profile

Tables 23 and 24 present the relationship between the performance rating of the respondent-schools in terms of access, efficiency, and quality in indicators and their profile and school heads profile.

Table 23 presents the result of the relationship between the performance rating of the respondents along with the performance indicators in terms of access, efficiency, and quality and the profile and school heads profile such as total

Table 23

Relationship Between the Performance Rating of the Respondent-Schools in terms of Access, Efficiency and Quality Indicators and their Profile

Profile	Performance Indicators								
	Access			Efficiency			Quality		
	r/rpb-value	p-value	Eval	r/rpb-value	p-value	Eval	r/rpb-value	p-value	Eval
School Profile									
Enrolment	.156	.233	NS	.065	.619	NS	.110	.403	NS
No. of Teachers	.186	.154	NS	-.016	.903	NS	.066	.616	NS
No. of Facilities/Lab	.020	.879	NS	-.068	.605	NS	-.058	.660	NS
SH Profile									
Age	.161	.220	NS	.055	.676	NS	.130	.323	NS
Sex	-.035	.791	NS	-.252	.052	NS	.091	.487	NS
No. of Mgt. Trainings	.109	.408	NS	-.029	.826	NS	-.046	.727	NS
No. of Awards	.048	.716	NS	.029	.825	NS	-.080	.546	NS

number of enrolment, number of teachers, number of facilities/laboratory, age, sex, number of management training attended, number of awards received. The result revealed that the above-mentioned schools and school heads profile are not statistically significantly associated to the performance of the school along access, efficiency and quality.

Therefore, the total number of enrolment, number of teachers, number of facilities/laboratory, age, sex, number of management training attended, number

of awards received are not significant on the performance of the school along access, efficiency and quality.

Table 24, reflects the relationship between the relationships between the performance rating of the respondent-school along its access, efficiency, and quality indicators and its profile such as geographic location and classification, educational background and administrative experience. In terms of the performance of the schools along its access, the geographic location and classification of the school, the school heads' educational background and administrative experience are statistically not significantly correlated ($p>0.05$).

In terms of the performance of the schools along efficiency, the geographic location and classification of the school and the school heads' educational background are not statistically correlated ($p>0.05$). However, there is a strong evidence to reject ($\chi^2=16.60$, $df = 6$, $p<0.05$) the null hypothesis stating that "there is no significant relationship between the performance rating of the respondent-schools along efficiency and the school head's administrative experience". This means that the performance of the school in terms of efficiency is significantly correlated to the administrative experience of the school heads. This further meant that the efficiency of the school depends of the administrative experience of the school heads. Based on the cross tabulations of the two variables, it shows that school heads with higher administrative experience performed better and best than those with lower administrative experience. It implies that as the

Table 24

Relationship Between the Performance Rating of the Respondent-Schools in their Performance Indicators Access, Efficiency, Quality and their School Heads Profile in terms of Educational Background, Administrative Experience, and Geographic Location

Performance Indicators	Profile	Chi-square value	df	p-value	Evaluation
Access	Geographical Location	1.24	6	0.98	Not Significant
	Classification	9.62	8	0.29	Not Significant
	Educ'l Background	6.65	10	0.76	Not Significant
	Admin Experience	8.84	8	0.36	Not Significant
Efficiency	Geographical Location	8.18	6	0.23	Not Significant
	Classification	8.06	8	0.43	Not Significant
	Educ'l Background	7.59	10	0.67	Not Significant
	Admin Experience	16.60	8	0.04	Significant
Quality	Geographical Location	14.87	6	0.02	Significant
	Classification	10.19	8	0.25	Not Significant
	Educ'l Background	5.53	10	0.66	Not Significant
	Admin Experience	9.87	8	0.27	Not Significant

0.05 level of significance

Administrative Experience and Efficiency Crosstabulation

Administrative Experience	Efficiency Performance rating			Total
	0.25 - 0.41 (Good)	0.42 - 0.58 (Better)	0.59 - 0.75 (Best)	
6 - 11 mos.	4	3	0	7
1 - 2 years	2	1	0	3
3 - 5 years	0	1	1	2
6 - 10 years	0	7	1	8
> 11 years	6	22	12	40
Total	12	34	14	60

Geographic Location and Performance Rating on Quality Crosstabulation

Geographic Location	Quality Performance rating			Total
	0.30 - 0.49 (Good)	0.50 - 0.69 (Better)	0.70 - 0.90 (Best)	
Mainland Central	0	2	20	22
Mainland Non Central	1	12	16	29
Island Central	0	5	1	6
Island Non Central	0	1	2	3
Total	1	20	39	60

administrative experience of the school becomes higher, the performance rating on efficiency of the school becomes higher. Similarly, if the administrative experience of the school heads is lower the performance rating of the school becomes lower. Therefore, the result showed that the school performed well especially on efficiency if the school is managed by experienced school heads.

Based on the findings, it can be implied that school heads with high administrative experience can initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school. DeStefano (2004), contends that community schools are not only effective at increasing access to basic education and raising the completion rate of primary education,

In terms of the school performance along quality, the classification of the school and the school heads' educational background and administrative experience are not statistically correlated ($p>0.05$). However, there is a strong evidence ($\chi^2=16.60$, $df = 6$, $p<0.05$) to reject the null hypothesis stating that "there is no significant relationship between the performance rating of the respondent-schools along quality and the geographic location of the school". This means that the performance of the school in terms of quality is significantly correlated to the geographic location of the school. This further meant that the quality of the school is dependent on its geographic location. Based on the cross tabulations of the two variables, it shows that central schools located in the mainland performed well than with the mainland non central, Island central, and island non central school.

Lastly, it concludes that mainland central schools have high mean performance scores (MPS) in quarterly examinations and the school tends to have higher performance especially on quality if it is in the mainland central schools.

Relationship Between the Performance Rating of the Respondent-Schools by SBM Level and their Profile

Tables 25 and 26 reflect the relationship between the performance rating of the respondent-schools by SBM level and their profile and school heads profile.

Table 25 contains the result of the relationship between the performance rating of the respondent-schools by SBM level and its profile and school heads

Table 25

Relationship Between the Performance Rating of the Respondent-Schools by SBM Level and their Profile

Profile	r/rpb Value	p-value	Evaluation
School Profile			
Total Number of Enrolment	0.353**	.006	Significant
Total No. of Teachers	0.334**	.009	Significant
No. of Facilities and Laboratory	0.216	.098	Not Significant
SH Profile			
Age	0.237	.068	Not Significant
Sex	0.065	.624	Not Significant
No. of Awards Received	0.108	0.412	Not Significant
No. Relevant Mgt Training Attended	0.092	0.484	Not Significant

profile such as total number of enrolments, number of teacher's number of facilities/laboratories, age, sex, number of management training attended,

number of awards received. The result revealed that the SBM level of the school are not statistically significantly related to the total number of facilities and laboratories of the school, school heads' age, sex, number of awards received, and number of the relevant management trainings attended ($p>0.05$).

However, the result obtained from the analysis shows that there is strong evidence to reject the null hypothesis ($r = 0.353$, $p<0.05$) and ($r = 0.334$, $p<0.05$) stating, that there is no significant relationship between the performance rating of the respondent-schools by SBM level and its total number of enrolment and total number of teachers. This means that the SBM level of the school is dependent on its total number of enrolment and total number of teachers. Further, it means that school with more enrollees and teachers tend to have higher SBM level or performance rating than those with little enrollees and teachers tend to have low SBM level or performance rating.

Based from the data presented, it concludes that in order to attain the highest SBM level of practices, there must be increasing enrolment/all school-aged children must be in school. Moreover, when there are more teachers in school, there is an adviser for every grade level and there are also relieving teachers to take charge in the implementation of the different programs and projects.

Table 26 comprises the result of the relationship between the performance rating of the respondent-schools by SBM level and its profile and school heads profile such as the geographic location and classification of the school and educational background and administrative experience of the school heads. The

result revealed that the SBM level of the school are not statistically significantly related to the above-mentioned school and school heads profile ($p>0.05$). The total number of enrolment is significant relationship between the performance rating of the respondent-schools by SBM level and its profile and school heads profile.

Table 26

Relationship Between the Performance Rating of the Respondent-Schools by SBM Level and their Profile and School Heads Profile in terms of Geographic Location, Classification, Administrative Experience and Educational Background

Profile	Chi-square value	df	p-value	Evaluation
Geographical Location	6.08	6	.415	Not Significant
Classification	11.86	8	.158	Not Significant
Educ'l Background	7.95	10	.633	Not Significant
Admin Experience	7.69	8	.465	Not Significant

Therefore, the enrolment or the learners is the most important indicator. This further means that, the school and school heads must exert all efforts to provide access to basic education. All school-aged children must be in school.

The Challenges of the School heads in their Implementation of School-Based Management

The challenges of the school head in their implementation of the School-Based management comprise the qualitative aspect of the research.

The study emerged two themes, namely: Defying and Motivating.

Table 27 shows the theme, key concepts and supporting quotes of the experiences of school heads in their implementation of school-based management practices.

Theme 1: Defying. Based on the utterances of the participants of the study, the experience of the school head participants in the implementation of the SBM practices is defying along key performances and D-O-d of the school such as lack of knowledge, skills, and understanding of SBM, lack of facilities, knowledge of proper documentation process, decreasing rate of the different key performance indicators, lack and unavailable needed for the past three years, Conflict of time and schedules among stakeholders, parents and teachers, Lack of time, shortage of fund, undedicated and less committed teachers, and indifferent of stakeholder.

> *"Some of the teachers do not take seriously of the different methods and strategies or even the different principles in SBM".*
>
> *"Lack of knowledgeable persons to TA SBM level of practice".*
>
> *"Limited time due to conflict of schedules and appointments of the school personnel and stakeholders".*
>
> *"Lack of knowledge when it comes to documentation process".*
>
> *"The challenges that I experienced in the Key performance Indicators is that I still lack knowledge and understanding on how to gather the needed data on enrollment, survival and completion rate".*

Table 27

Theme, Key Concepts and Supporting Quotes

Themes	Key Concepts and Supporting Quotes
Theme 1: Challenges	**Key Concepts** Rate of the key performance indicators Understanding and Skills Fund Proper Documentation Time/Schedule **Supporting Quotes** *"The challenges that I experienced in the Key performance Indicators are that I still lack knowledge and understanding on how to gather the needed data on enrollment, survival and completion rate".* *"The enrollment of our school is decreasing due to the completion of schools in the nearby barangays".* *"My challenge is on the cohort survival rate because some pupils were retained"* *"There were pupils who dropped from school due to transfer of residence of parents and poverty"* *"I don't have the complete data yet, I'm a newly transferred school head from other school."* *"Some of the teachers do not take seriously of the different methods and strategies or even the different principles in SBM".* *"Lack of knowledgeable persons to TA SBM level of practice".* *"Limited time due to conflict of schedules and appointments of the school personnel and stakeholders. Lack of knowledge when it comes to documentation process".* *"Availability of time and data that will be utilized in that implementation".* *"Lack of time, shortage of fund, undedicated and less committed teachers, and indifference of stakeholder".* *"Difficulty in retaining previous years documents"* *"Lack of skills on operations of SBM by stakeholders of schools".*

Themes	Key Concepts and Supporting Quotes
Theme 2: Motivating	**Key Concepts** Cooperation Commitment Training Recognition and Promotion Support **Supporting Quotes** *"Prepared by shortened time at 3pm Friday and conducted in-service training of SBM Orientation"* *"Encouraged school heads to attend the SBM benchmarking"* *"Motivation, promotion, recognition in the District/Division"* *"Moral support was given by district heads, provided TA to school heads"* *"Strong Partnership between school and community"* *"Seminar and trainings especially to the newly hired school heads for them to be fully oriented on SBM level of practices"* *"Give ample time in gathering the artifacts"* *"Need TA from district in-charge and cooperation of stakeholders"* *"There must be a special order from school division superintendent to encourage all school heads and be granted service credits"* *"Benchmarking activities to school with SBM level 3 practices"*

This implies that the school heads are experiencing difficulty in the implementation of the SBM practices due to some key factors that cannot be avoided because it also involved collaborative efforts among stakeholders. This could be the eye opener or could be the basis for them to have schemes on how the different challenging practices in the implementation of SBM.

Theme 2: Motivating. Based on the utterances of the school head participants the theme emerged refers to propositioning and initiating which further means that implementation of SBM practices would be successfully implemented when there proper planning and by initiating in the right track. Based on the experiences of the participants, SBM practices would be fully implemented once there have motivation, promotion, recognition, moral support from the district heads, provided TA to school heads, strong partnership between school and community, seminars and trainings to be fully oriented on the SBM practices, ample time in gathering the artifacts, grants of service credits, and benchmarking activities to school with SBM level 3 practices

"Strong Partnership between school and community"

"Seminar and trainings especially to the newly hired school heads for them to be fully oriented on SBM level of practices"

"Give ample time in gathering the artifacts"

"Need TA from district in-charge and cooperation of stakeholders"

"There must be a special order from school division superintendent to encourage all school heads and be granted service credits"

"Benchmarking activities to school with SBM level 3 practices"

This implies that based on the experience of the participants, they believe that by adhering the different schemes they have initiated would make them transcend the different defies of the implementation of SBM practices. This result is confirmed in the study of Southworth (1999) and Bandur (2012) stating that

based on benchmarking to different schools with SBM level 3 of practices, shows that principals, teachers and parents' involvement create a positive development for their schools and capacity building in school level is required for the effective implementation of SBM policies and programs, including in-service training, regular professional development sessions and workshops on effective school leadership and management, as well as school development planning.

In totality, the experiences of the elementary school heads in the implementation of SBM are worthwhile to some but challenging to many.

Suggested Solutions to the Challenges Encountered by the School Heads in their Implementation of School-Based Management

Table 28 shows the suggested solutions by the participants. The top three were: Validation of activities (rank 1), Seminar and training (rank 2), and Grant of work service credit (rank 3). This further means that school needs a strong support from the administrator from higher level based on the demand of monitoring and evaluation of the activities, capacity building and grant of service credit will be realized through higher authorities. In addition, strong partnership between the community and the school was just the last rank. It implies that supports from the community were not really a problem for them in the implementation.

Table 28

Suggested Solutions to the Challenges Encountered by the School Heads

Suggestions/Recommendations	f	Rank
1. Validation of Activities	42	1
2. Seminar and Training	24	2
3. Grant of Work Service Credit	10	3
4. Update all Documents / Make every day an SBM day	5	4
5. Develop cooperation of stakeholders	4	5
6. Strong Partnership between school and community	4	6

Suggested Initiatives/Recommendations to the Challenges Encountered by the School Heads in their Implementation of School-Based Management

School heads may initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school.

Recommendations. Based on the findings and conclusions, the following SBM initiatives were offered:

1. Implement Alternative Delivery Mode (ADM) to save the learners who are at risk for dropping out;

2. Implement inclusive education in all elementary schools to ensure that all school-aged children are in school;

3. Schools may keep a record of learner reference numbers and community mapping/ household survey;

4. Encourage benchmarking activities to schools with School-Based management (SBM) level 3 practices;

5. Conduct and document every school activity according to SBM standards;

6. Conduct regular technical assistance and SBM validation;

7. Develop co-ownership among stakeholders by involving them in the planning, organizing and implementing school programs and projects;

8. Conduct a quarterly recognition to supportive stakeholders;

9. Make SBM activities visible in the school and community; and

10. Empower the school-community stakeholders.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, the corresponding conclusions drawn as well as the recommendations made on the basis of these conclusions.

Summary of Findings

This section of the chapter discusses the major findings of the study as follows:

1. The majority of the respondent elementary schools have an enrolment of 100-199 pupils. Most schools have 7-11 number of teachers with an average number of three male teachers and 10 female teachers per school, an average of ten college graduate teachers, three teachers with MA units, and one MA/CAR per school, mostly also have an average of nine teachers with 11 years and above experience, three teachers with 6-10 years' experience, and an average of one teacher with 3-5 years' experience.

2. The elementary school heads were at the mid part of their life who value professional growth development and most were assigned near their locality, with schools that were given due recognition by the higher office and they possess tough minded, accommodating, agreeable or selfless kind of personality.

3. Most stakeholders actively participate in all programs and projects such as participation on different contests. The highest stakeholders support in terms of services provided active participation in all projects and programs such as participation in different district, division, and regional contests with two or 3.3 percent. The financial support provided by stakeholders to the respondent schools was just a limited amount and that the highest financial support provided by the stakeholders to the respondent schools was Php5,000-2,000 with nine or 15.0 percent for cash.

4. Many that is fifty percent of the respondent elementary schools achieved better rating on leadership and governance and 48.0 percent on curriculum and instruction or maturing level of SBM practices. 76.7 percent of the respondent elementary schools achieved better rating on accountability and continuous improvement or maturing level of SBM practices and 58.3 percent of the respondent elementary schools achieved best rating on management of resources or advanced SBM practices.

5. Most of the respondent elementary schools or 50.0 percent achieved good rating on enrolment rate or beginning level of SBM practices, majority or 56.7 percent of the respondent elementary schools achieved better rating on efficiency, and majority that 65.0 percent of the respondent elementary schools achieved best rating on achievement rate.

6. The result revealed that the above-mentioned schools and school heads profile are not statistically significantly associated to the performance of the

school along access, efficiency and quality. Hence, there is no significant relationship between the performance rating of the respondent-schools by SBM Level in their performance indicators access, efficiency, quality and their profile. However, there is a significant relationship between the performance rating of the respondent schools along quality and the geographic location.

7. There is a significant relationship between the performance rating of the respondent-schools by SBM Level and their profile. The result obtained from the analysis showed that there is strong evidence to reject the null hypothesis ($r = 0.353$, $p<0.05$) and ($r = 0.334$, $p<0.05$) stating, that there is no significant relationship between the performance rating of the respondent-schools by SBM level and its total number of enrolment and total number of teachers.

8. The challenges of the elementary school heads in the implementation of SBM are worthwhile to some but challenging or defying to many. Many of school heads are experiencing difficulty in the implementation of the SBM practices due to some key factors that cannot be avoided because it also involved collaborative efforts among stakeholders, while some believe that by adhering the different schemes they have initiated would make them transcend the different defies of the implementation of SBM practices.

9. The suggested solutions were validation of activities, seminar and training, and grant of work service credit. This further means that school needs strong support from the administrator from higher level based on the demand of

monitoring and evaluation of the activities, capacity building and grant of service credit will be realized through higher authorities.

10. School heads may initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school.

Conclusions

From the foregoing findings, the following conclusions were drawn:

1. Most elementary schools have monograde grade classes with excess teachers who could be designated as coordinator in the implementation of some DepEd programs and projects particularly as SBM coordinator who could utilize the computers in the gathering of data and documentation of activities, requests for school site titling and who could coordinate to the municipality for networking and linkages.

2. The elementary school heads were at the mid part of their life who value professional growth and development mostly assigned in their locality, with good performance who are tough minded, accommodating, and agreeable or selfless. This would likely be construed that most school heads have the ability to perform their duties and responsibilities as persons having the authority, responsibility and accountable for the learning outcomes of the school.

3. Stakeholder's actively participate in the implementation of all DepEd programs and projects through their attendance, however, financial

support provided by stakeholders to the respondent schools were just a limited amount.

4. There is a shared governance between the school and community on the principles of leadership and governance and curriculum and instruction practices, principle of accountability and continuous improvement practices and there was, an advanced practice between the school and community on the principle of management of resources.

5. School heads with high administrative experience can initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school.

6. There is a significant relationship between the performance rating of the respondent schools along quality and the geographic location. This would mean that achievement rate or the mean performance score of pupils during the quarterly examinations should be above the standard and a close monitoring and supervision / provision of technical assistance of school heads are necessary.

7. There is a significant relationship between the performance rating of the respondent-schools by SBM Level and their profile. This would likely be construed that school heads should empower the teachers and community stakeholders to ensure that all school -aged children are in school, and are able to finish schooling.

8. The experiences of the elementary school heads in the implementation of SBM are worthwhile to some but challenging or defying to

many. This would mean that many elementary school heads need to be provided with technical assistance on the implementation of School-Based Management practices by SBM mentors.

9. The school needs strong support from the administrator from higher level based on the demand of monitoring and evaluation of the activities, capacity building and grant of service credit will be realized through higher authorities.

10. School heads may initiate and innovate necessary programs and projects that would address issues on dropout rate, cohort survival rate and completion rate of the school.

Recommendations

Based on the findings and conclusions, the following SBM Initiatives were offered:

1. Implement Alternative Delivery Mode (ADM) to save the learners who are at risk for dropping out.

2. Implement inclusive education in all elementary schools to ensure that all school-aged children are in school.

3. Schools may keep a record of learner reference numbers and community mapping/ household survey.

4. Encourage benchmarking activities to schools with School-Based Management (SBM) level 3 practices.

5. Conduct and document every school activity according to SBM standards.

6. Conduct regular technical assistance and SBM validation.

7. Develop co-ownership among the stakeholders by involving them in the planning, organizing and implementing school programs and projects.

8. Conduct a quarterly recognition to supportive stakeholders.

9. Make SBM activities visible in the school and community.

10. Empower the school-community stakeholders.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
Website: www.ssu.edu.ph

November 28, 2019

Dr. Marilyn D. Cardoso
University President
Samar State University
Catbalogan City

Madam:

Greetings!

I am presently conducting a study entitled: **"CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS"** in this prestigious institution.

In connection thereof, may I request permission from your good office that my respondents be allowed to take the Personality Test and attend a Focused Group Discussion (FGD) on December 5-6, 2019 at the Student Welfare Development Center for the personality test CGS library for the Focused Group Discussion (FGD.)

I hope for your favorable consideration on this request.

Thank you very much.

Very truly yours,

(SGD.) REMEDIOS O. CARCELLAR
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
University President
Adviser

APPENDIX B

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
Website: www.ssu.edu.ph

November 28, 2019

Dr. Esteban A. Malindog, Jr.
Dean, Graduate and post Graduate Studies
Samar State University
Catbalogan City

Sir:

Greetings!

I am presently conducting a study entitled: **"CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS"** in this prestigious institution.

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Thank you very much.

Very truly yours,

(SGD.) REMEDIOS O. CARCELLAR
Researcher

APPROVED:

(SGD.) ESTEBAN A. MALINDOG, JR. Ph.D.
Dean, Graduate and post Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
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November 28, 2019

Dr. Marilyn D. Cardoso
University President
Samar State University
Catbalogan City

Madam:

Greetings!

I am presently conducting a study entitled: **"CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS"** in this prestigious institution.

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I hope for your favorable consideration on this request.

Thank you very much.

Very truly yours,

(SGD.) REMEDIOS O. CARCELLAR
Researcher

APPROVED:

(SGD.) MARILYN D. CARDOSO, Ph.D.
University President
Adviser

APPENDIX D

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
Website: www.ssu.edu.ph

November 23, 2019

Dear Respondents:

Greetings!

This instrument is designed to elicit the necessary data in connection with the study entitled: **"CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS"** which the undersigned is presently conducting.

Please indicate your sincere and honest responses to the items identified. Rest assured that whatever information you will give will solely be utilized for the said study and be treated strictly with the highest degree of confidentiality.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) REMEDIOS O. CARCELLAR
Researcher

PART I. SCHOOL RESPONDENT'S PROFILE

Direction: This part of the questionnaire contains items about your personal background. Please supply the needed information by filling in the blank spaces provided and or putting a check mark on the appropriate boxes.

Name of School: _____

(Optional)

1.1. Enrolment (last 3 years) _____, _____, _____

1.2. Number of teachers and their profile

No. teachers_____

Educational Background

- ☐ Ph.D./Ed.D. Graduate
- ☐ Ph.D./Ed.D. Units/CAR
- ☐ MA/M.A. Ed/MS Graduate
- ☐ MA/M.A.Ed./MS Units
- ☐ MA/M.A.Ed./MS CAR
- ☐ College Graduate

Teaching Experience

- ☐ 11 years and above
- ☐ 6-10 years
- ☐ 3-5 years
- ☐ 1-2 years
- ☐ 6-11 months
- ☐ 0-5 months and below

1.3. Physical Facilities and Laboratories

Canteen _____

School Clinic _____

School Library _____

H.E. Laboratory _____

Computer Laboratory_____

1.4. Land area _____

1.5. Geographic location

- ☐ mainland central
- ☐ mainland non-central
- ☐ island central
- ☐ island non-central

Category of municipality

- ☐ 1st class
- ☐ 2nd class
- ☐ 3rd class
- ☐ 4th class
- ☐ 5th class
- ☐ 6th class

PART II. SCHOOL HEAD RESPONDENT'S PROFILE

2. What is the profile of the School head;

2.1. Age and Sex

- ☐ Age
- ☐ Sex

2.2. Educational Background

- ☐ Ph.D./Ed.D. Graduate
- ☐ Ph.D./Ed.D. Units/CAR
- ☐ MA/M.A. Ed/MS Graduate

☐ MA/M.A.Ed./MS Units
☐ MA/M.A.Ed./MS CAR
☐ College Graduate

2.3. Administrative Experience

☐ 11 years and above
☐ 6-10 years
☐ 3-5 years
☐ 1-2 years
☐ 6-11 months
☐ 0-5 months and below

2.4. Place of Residence _____

2.5. Awards and Recognitions Received

District	Division	Regional	National

2.6. Personality _____

2.7. Stakeholders' Support

Stakeholder	Cash	In-Kind (please specify)
Students		
Teachers		
Parents		
LGU		
Others		

3. What is the performance of the respondent- schools by SBM Level in terms of the following performance indicators for the last 3 years?
   3.1. Enrolment _____
   3.2. Dropout Rate _____
   3.3. Cohort Survival Rate_____
   3.4. Completion Rate_____
   3.5. Achievement Rate_____

4. What is the rating of the respondent schools by SBM Level on the following School-Based Management Principles:
   4. 1. Leadership and Governance _____
   4. 2. Curriculum and Instruction_____
   4. 3. Accountability and Continuous Improvement _____
   4. 4. Management of Resources_____

5. What challenges have you experienced in the attainment of the Key Performance Indicators (KPIs) in your school? _____
   _____
   _____

6. What are the challenges that you experienced in the Documentation-Observation-Discussion (D-O-D) of the different SBM Principles? _____
   _____
   _____

7. Are there challenges/initiatives in SBM implementation that you encountered? _____
   _____
   _____

8. What suggestions/recommendations can you give to improve the attainment of SBM practices in schools? _____
   _____
   _____

Thank you for your cooperation!

APPENDIX E

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
Website: www.ssu.edu.ph

FOCUSED-GROUP DISCUSSION (FGD) ON THE CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS

To: Chiefs of SDO Functional Divisions
Education Program Supervisors/District-In-Charge
Public Schools District Supervisors/Districts-In-Charge
Elementary and Secondary School Heads
All Others Concerned

1. In order to continuously improve the implementation of School-Based Management (SBM) Practices, this office in partnership with the Samar State University, College of Graduate Studies, shall conduct a 1-Day Focused Group Discussion (FGD) on the Challenges Towards the Attainment of SBM Level 3 in Elementary Schools on December 5-6, 2019 for Batch 1 and 2 respectively at the Samar State University CGS library.

   The objectives of the activity are as follows:

   1. Stimulate participants to reveal essential information about their opinions, beliefs, perceptions and attitudes towards the subject: "Challenges towards the Attainment of School-Based Management (SBM) Level in Elementary Schools.
   2. Develop a School-Based Management (SBM) Mentoring Program that would serve as guide for the school heads in their implementation of SBM Practices in their respective schools.
   3. The Official List of Participants including the Technical Working Group (TWG) are hereto attached. (Please see enclosure).
   4. This memorandum shall serve as Travel Order of the participants and the identified Technical Working Group Identified herein.
   5. Wide and immediate dissemination of this memorandum is highly desired.

(SGD.) CARMELA R. TAMAYO, Ed.D., CESO VI
Schools Division Superintendent

Enclosure: As stated
To be indicated in the perpetual index
FGD SBM PARTICIPATION

APPENDIX D

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers (055) 543-8394 / (055) 251-2139 / 251-3436
Website: www.ssu.edu.ph

November 23, 2019

Dear Respondents:

This Focused Group Discussion (FGD) is conducted by the researcher to gather feedback and obtain in-depth information (qualitative data) from the school heads and interview to the Teachers/ District Supervisors (PSDS/DIC) respondents using structured questions. The purpose of the discussion is to stimulate participants to reveal essential information about their opinions, beliefs, perceptions and attitudes towards the subject: "**CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS**" which the undersigned is presently conducting.

Please express your sincere and honest responses to the items identified. Rest assured that whatever information you will give will solely be utilized for the said study and be treated strictly with the highest degree of confidentiality.

Thank you for your valued cooperation.

Very truly yours,

(SGD.) REMEDIOS O. CARCELLAR
Researcher

FOCUSED GROUP DISCUSSION (FGD) QUESTIONS

This Focused Group Discussion (FGD) is conducted by the researcher to gather feedback and obtain in-depth information (qualitative data) from the school heads and interview to the Teachers/ District Supervisors (PSDS/DIC) respondents using structured questions. The purpose of the discussion is to stimulate participants to reveal essential information about their opinions, beliefs, perceptions and attitudes towards the subject: "CHALLENGES TOWARDS THE ATTAINMENT OF SCHOOL-BASED MANAGEMENT (SBM) LEVEL III IN ELEMENTARY SCHOOLS" which the undersigned is presently conducting.

Please express your sincere and honest responses to the items identified. Rest assured that whatever information you will give will solely be utilized for the said study and be treated strictly with the highest degree of confidentiality.

Thank you for your valued cooperation.

Part I. Sharing of Experiences on the Challenges Towards the Attainment of SBM in Schools

Directions: Please express your sincere and honest responses to the items identified based on your opinions, beliefs, perceptions and attitudes on the questions below.

1. How is your School-Based Management (SBM) implementation? Have you experienced some challenges?
2. What challenges have you experienced in the attainment of the Key Performance Indicators (KPIs) in your school?
3. Can you also share the challenges that you experienced in the Documentation-Observation-Discussion (D-O-D) of the different SBM Principles?
4. Are there challenges/initiatives in SBM implementation that you encountered?
5. What suggestions/recommendations can you give to improve the attainment of SBM practices in schools?

Thank you for your cooperation!

APPENDIX E

CHALLENGES ON THE KEY PERFORMANCE INDICATORS (KPIs)

CHALLENGES ON Key Performance Indicators (KPI's)	BATCH 1-A		BATCH 1-B		BATCH 2-A		BATCH 2-B		DISTRICT		TOTAL	Rank
	f	%	f	%	f	%	f	%	f	%		
Decreasing Enrolment	3	21.43	3	20.00	3	20.00	1	6.67	14	46.667	24	1
Lack of Understanding and Skills	1	7.14	6	40.00	6	40.00	2	13.33	5	16.667	20	2
Lack of Fund	1	7.14286	1	6.67			3	20.00	7	23.333	12	3
Proper Documentation	2	14.29	1	6.67	3	20.00	4	26.67	1	3.333	11	4
Gathering of School Data specially newly transferred	6	42.8571									6	5
Some factors affecting the attainment of KPIs e.g. dropout /cohort survival	1	7.14	2	13.33	1	6.67			1	3.333	5	6
Lack of Facilities/ SBM data bank			2	13.33	1	6.67	2	13.33			5	7
Low intake of school-aged children					1	6.66667	2	13.3333	1	3.33333	4	8
Attendance/ Performance							1	6.66667	1	3.33333	2	9
Grand Total	**14**	**100.00**	**15**	**100.00**	**15**	**100.00**	**15**	**100.00**	**30**	**100.00**	**89**	

APPENDIX F

CHALLENGES ON THE DOCUMENTATION-OBSERVATION-DISCUSSION (D-O-D)

CHALLENGES ON Documentation-Observation-Discussion (D-O-D)	BATCH 1-A		BATCH 1-B		BATCH 2-A		BATCH 2-B		DISTRICT		TOTAL	Rank
	f	%	f	%	f	%	f	%	f	%		
Lack of Knowledge / Understanding of SBM	2	14.2857	8	53.33	2	13.33	2	13.33	13	43.333	27	1
Lack of Documentations	2	14.29	2	13.33	3	20.00	6	40.00	11	36.667	24	2
Conflict Time/Schedule	6	42.86	3	20.00	5	33.33	2	13.33	3	10.000	19	3
Missing Data/ Lack of Data	4	28.5714			4	26.67	2	13.33	1	3.333	11	4
Lack of MOVs in some school activities			1	6.67			2	13.33	2	6.667	5	5
Assign to other school personnel			1	6.67	1	6.67					2	6
Lack of teacher							1	6.67			1	7
GRAND TOTAL	**14**	**100.00**	**15**	**100.00**	**15**	**100.00**	**15**	**100.00**	**30**	**100.00**	**89**	

APPENDIX G

INITIATIVES OF SCHOOL HEADS

INITIATIVES	BATCH 1-A		BATCH 1-B		BATCH 2-A		BATCH 2-B		DISTRICT		TOTAL	RANK
	f	%	F	%	F	%	f	%	f	%		
Cooperation of Stakeholders	5	35.71	2	13.33	2	13.33	5	33.33	13	43.333	27	1
Benchmarking to know Missing Data			3	20.00	5	33.33	4	26.67	5	16.667	17	2
Shortened Time	3	21.43	4	26.67	1	6.67	4	26.67	1	3.333	13	3
Technical Assistance for Easy Implementation	4	28.57	2	13.33	3	20.00	1	6.67	2	6.667	12	4
Provision of Printing Materials for lacking documents					4	26.67	1	6.67	5	16.667	10	5
Funding/Linkages	2	14.29	4	26.67					3	10.00	9	6
SBM Self-Assessment									1	3.333	1	7
GRAND TOTAL	**14**	**100.00**	**15**	**100.00**	**15**	**100.00**	**15**	**100.00**	**30**	**100.00**	**89**	

APPENDIX H

SUGGESTIONS/RECOMMENDATIONS OF SCHOOL HEADS

SUGGESTIONS/ RECOMMENDA-TIONS	BATCH 1-A		BATCH 1-B		BATCH 2-A		BATCH 2-B		DISTRICT		TOTAL	RANK
	f	%	f	%	F	%	f	%	f	%		
Validation of Activities	6	42.8571	8	53.33	7	46.67	6	40.00	15	50.00	42	1
Seminar and Training	3	21.43	4	26.67	5	33.33	6	40.00	6	20.00	24	2
Grant of Work Service Credit	1	7.14	1	6.67	3	20.00	3	20.00	2	6.667	10	3
Update all Documents / Make every day an SBM day	2	14.29							3	10.00	5	4
Develop cooperation of stakeholders	2	14.29	2	13.33							4	5
Strong Partnership between school and community									4	13.333	4	6
GRAND TOTAL	**14**	**100.00**	**15**	**100.00**	**15**	**100.00**	**15**	**100.00**	**30**	**100.00**	**89**	

APPENDIX I

THEME, KEY CONCEPTS AND SUPPORTING QUOTES

Theme	Key Concepts and Supporting Quotes
Challenges Experienced on the KPIs	Supporting Quotes Decreasing Enrolment Lack of Understanding and Skills Lack of Fund Proper Documentation Gathering of School Data specially newly transferred Some factors affecting the attainment of KPIs e.g. dropout /cohort survival Lack of Facilities/ SBM data bank Low intake of school-aged children Attendance/Performance "The enrollment of our school is decreasing due to the completion of schools in the nearby barangays" *(Rebecca)* "The challenges that I experienced in the Key performance Indicators is that I still lack knowledge and understanding on how to gather the needed data on enrollment, survival and completion rate. (Sarah) "There were pupils who dropped from school due to transfer of residence of parents and poverty" (Raquel) "I don't have the complete data yet, I'm a newly transferred school head from other school," *(Ruth)* "My challenge is on the cohort survival rate because some pupils were retained" *(Leah)*
Challenges Experienced On the D-O-D	**Key Concepts** Lack of Knowledge / Understanding of SBM Lack of Documentations Conflict Time/Schedule Missing Data/ Lack of Data Lack of MOVs in some school activities Assign to other school personnel Lack of teacher "Lack of knowledge on the current process of D-O-D."(Mary Ann) "Lack of knowledge when it comes to documentation process." (Joie) "The real practice in coming up with the documents."(Catherine) "Documentation of past activities were ignored and not kept in proper keeping place." (Bernadette) "Lack of proper documentation on the arrangement of artifacts " (Mary Joy)

Theme	Key Concepts and Supporting Quotes
	"Conflict of time and schedules among stakeholders, parents and teachers.(James Albert) "Challenge of time. Working with SBM documents need ample time."(Roland) "Lack of time (curriculum instruction is being sacrificed for documentation."(Dino) "Limited time due to conflict of schedules and appointments of the school personnel and stakeholders."(Ronalisa) "Lack of time, shortage of fund, undedicated and less committed teachers, and indifference of stakeholder." (Marife) "Unavailability of the needed data for the last 3 years, lack of knowledge on the proper documentation process."(Jesilda) "Lack of data needed in accomplishing SBM principles."(Sheba Dana) "Unavailability of time and data that will bbe utilized in that implementation."(Michelle) "Previous school records, barangay files not updated."(Maricel) "The most difficult for them to document , non-practice of documentation." (Carlota) "Some of the teachers do not take seriously of the different methods and strategies or even the different principles in SBM. "(Mark) "Lack of knowledgeable persons to TA SBM level of practice." (Glonar) "Difficulty in retaining previous years documents."(Martha) "Lack of skills on operations of SBM by stakeholders of schools."(Faye)
Initiatives of School Heads	**Key Concepts** Cooperation of Stakeholders Benchmarking to know Missing Data Shortened Time Technical Assistance for Easy Implementation Provision of Printing Materials for lacking documents Funding/Linkages SBM Self-Assessment "Prepared by shortened time at 3pm Friday. and conducted in-service training of SBM Orientation",(Jay Ann) "Encouraged school heads to attend the SBM benchmarking". (Albert) " Motivation, promotion,recognition in the District/Division and moral support was given by district heads, provided TA to school heads". (James) "Strong partners with internal and external stakeholders". (Kathleen)

Theme	Key Concepts and Supporting Quotes
Suggestions and Recommendations	**Key Concepts** Validation of Activities Seminar and Training Grant of Work Service Credit Update all Documents / Make every day an SBM day Develop cooperation of stakeholders Strong Partnership between school and community "Seminar and trainings especially to the newly hired school heads for them to be fully oriented on SBM level of practices".(May Bell) "Give ample time in gathering the artifacts". (May) "Need TA from district in-charge and cooperation of stakeholders". (Michelle) "There must be a special order from school division superintendent to encourage all school heads and be granted service credits". (Arnaliene) "Benchmarking activities to school with SBM level 3 practices". (Kevin) "Assignment of a non-teaching personnel to handle the documentation of SBM artifacts." (Arnold) "Engage on benchmarking to different schools with SBM level 3 of practices."(Andy)

CURRICULUM VITAE

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NAME	:	REMEDIOS O. CARCELLAR
Date of Birth	:	August 21, 1971
Place of Birth	:	Tacloban City
Provincial Address	:	Brgy. Buntay, Zumarraga, Samar
Present Position	:	District Supervisor
Civil Status	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Talalora Central Elementary School 1978-1984
Secondary	:	Manlabang National High School Caibiran, Leyte 1984-1989
College	:	Sacred Heart College Catbalogan, Samar 1989-1994
Degree obtained	:	Bachelor of Elementary Education
Specialization	:	English
Graduate studies	:	**Samar College** Catbalogan, Samar 1996-2000
		Samar State University Catbalogan, Samar 2012-2014
Curriculum pursued	:	Doctor of Philosophy
Major	:	Educational Management

POSITION HELD

Elementary Grades Teacher	:	1996-2004
Head Teacher	:	2005-2008
Principal	:	2009-2015
District In-Charge	:	2016-2020

SEMINARS ATTENTED

Certificate of Completion	-	Instructional Leadership Program for Division and District Supervisors (ILPDDS) Batch 2 Leyte Academic Center, Palo, Leyte October 1, 2019
Certificate of Participation	-	Division Orientation-Workshop on the Conduct of District- Based School-Based-Management Assessment and Mentoring Leyte Park Hotel & Restaurant, Tacloban City September 12-13, 2019
Certificate of Recognition	-	District-Based School-Based Management (SBM) Assessment and Mentoring Leyte Park Hotel, Tacloban City September 10-12, 2019
Certificate of Recognition	-	School- Based Management (SBM) Monitoring & Technical of the Division SBM Mentors (OPERATION BULIG) San Fernando Elementary School Conference Hall Basey, Samar September 4, 2019
Certificate of Recognition	-	"Elite-Praise Handbook Writer" Simeon Ocdol National High School Basey, Samar June 25, 2019

Certificate of Recognition	-	Division SBM Mentor Zumarraga District December 27, 2018
Certificate of Participation	-	Instructional Leadership Program Division and District Supervisors (ILPDDS), Batch 2, Module 2 Milka Hotel, Tacloban City November 15-21, 2018
Certificate of Participation	-	Instructional Leadership Program Division and District Supervisors (ILPDDS), Batch 2, Module 1 Milka Hotel, Tacloban City November 4-11, 2018
Certificate of Recognition	-	School Based Management Symposium Samar State University Catbalogan City, Samar June 10, 2018
Certificate of Recognition	-	2017 Division Pasindungog "Achieved the highest level of School-Based Management (SBM) Practices" Provincial Covered Court Catbalogan City, Samar August 25, 2017
Certificate of Recognition	-	2017 Regional K to 12 Conference Leyte Normal University, Tacloban City April 6-7, 2017
Certificate of Recognition	-	"SBM in Focus … A Talk Show" Government Center, Candahug, Palo, Leyte January 25, 2017
Certificate of Recognition	-	3rd Regional Research Conference Poster Presentation of Basic Research Papers

		RELC NEAP- VIII, DepEd RO8, Government Center, Candahug, Palo, Leyte October 10-11, 2016
Certificate of Recognition	-	2014 Division Pasindungog "Most Outstanding Elementary School Principal" Zumarraga Central Elementary School Zumarraga, Samar December 17, 2014
Certificate of Participation	-	Basic Course on School-Based Management RTTC, Government Center, Candahug, Palo, Leyte August 19-23, 2011

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