

**A GROUNDED THEORY OF STAKEHOLDERS' INVOLVEMENT FOR AN
EFFECTIVE SCHOOL-BASED MANAGEMENT (SBM) PROGRAM**

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APPROVAL SHEET

In partial fulfilment of the requirements for the degree, DOCTOR OF PHILOSOPHY, this dissertation entitled "A GROUNDED THEORY OF STAKEHOLDERS' INVOLVEMENT FOR AN EFFECTIVE SCHOOL-BASED MANAGEMENT (SBM) PROGRAM", has been prepared and submitted by JULIUS A. VERZOSA, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.


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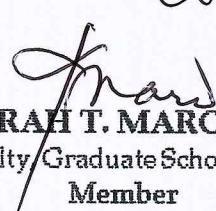
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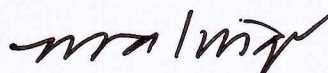
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"La reconnaissance est la memoire du Coeur."

"Gratitude is the memory of the heart." -Jean-Baptiste Massieu

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DEDICATION

I dedicate this dissertation to my late grandmother,

Lola Loleng.

She taught me to persevere and prepared me to face the challenges

with faith and humility.

She was a constant source of inspiration and motivation for my life.

Although, she is not here to give me strength and support,

I always feel her presence that used to urge me to strive and

to achieve my goal in life.

I owe to her what I have today,

and I know,

to finish this journey was one of her dreams,

and this is for you Lola.

ABSTRACT

This study in general was sought to build a theory on how the stakeholders are involved and propelled successful SBM planning and implementation. The study utilized a qualitative research design since the goal of the study is centered on understanding a phenomenon in the successful SBM perused as to why it is effective hence, gleaned in multiple perspectives of the actors that propel its success. The SBM implementation in the school manifests relationship of the stakeholders with each other. It can be described as transparent, collaborative, empowering, emphatic, and supportive. In looking closer at these traits, it reveals a connection to the concept of Filipino personhood or *Kapwa*. Their experience in implementing SBM is a piece of existential evidence that exposed a reflection of Filipino personhood. The stakeholders were able to identify themselves in the affairs of the school and ushered a communal identity that propelled them to exhibit their sense of *kagandahang loob* and *pakikiramdam* which radiates the spirit of *Kapwa*. SBM is existential evidence of Filipino personhood and resurgent of the original concept of Filipino community schools. The manifestation of Filipino personhood among community development endeavors can be revisited to generate indigenous strategies in community action. Research may be conducted to identify means to strengthen stakeholder's participation, anchored on the indigenous strategies in community action.

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
DEDICATION	v
ABSTRACT	vi
TABLE OF CONTENTS	vii
 Chapter	
1 THE PROBLEM AND ITS SETTING	1
Introduction	1
Statement of the Problem	3
Philosophical Assumption	4
Conceptual Framework	6
Significance of the Study	10
Scope and Delimitation	11
Definition of Terms	12
2 REVIEW OF RELATED LITERATURE AND STUDIES	15
Related Literature	15
Related Studies	35
3 METHODOLOGY	41
Research Design	41
Instrumentation	42
Validation of Instrument	42
Sampling Procedure	43
Data Gathering Procedure	45
Data Analysis	48
4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	55

About the Locale of the Study	56
Presentation and Analysis of Data	56
Reflecting on the Views of SBM Planning and Implementation	170
Achieving Data Saturation	171
Building the Stage: The Allegory of SBM Planning and Implementation	173
A Culturally Rooted Model of Stakeholders' Involvement for an Effective School-Based Management Program	183
Reflecting on the Views of SBM Planning and Implementation	196
Achieving Data Saturation	198
Objectives of an SBM Program	202
The Nature of Sources in SBM	205
Kapwa: The Shared Self	206
A Culturally Rooted Model of Stakeholders' Involvement for an Effective School-Based Management Program	208
5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	212
Summary of Findings	212
Conclusions	214
Recommendations	215
REFERENCES	212
APPENDICES	223
CURRICULUM VITAE	227
LIST OF TABLES	280
LIST OF FIGURES	282

Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

In the early part of 2000, the Philippine government introduced School-Based Management (SBM) as a strategy to improve education; particularly the student's learning outcomes (World Bank, 2016). School-Based Management (SBM) is a strategy to improve education particularly the student's learning outcomes through transferring important decision-making authority from state and district offices to individual schools. SBM delegates and empowers school administrators, teachers, students, and stakeholders for them to have larger control over the education procedures and processes by giving them responsibility in the decision-making process about the financial resource, human resource, and the curriculum. The SBM has been in existence in our educational system for several years, though existing for several decades in the educational systems of the other country (Leroy, 2002).

In the World Bank and Australian Aid (2016) assessment of the current status of SBM in elementary and high schools in the Philippines. The key elements of effective SBM are utilized but schools are not yet implementing the key aspects of the system. In 2009, DepEd introduced a tool for schools to assess their own SBM progress. According to the data collected, fewer than 10 percent of schools reported being at the highest level of SBM implementation. Research

has also shown that SBM reforms had limited impact in schools in poorer communities, suggesting that this may be due to difficulty in putting SBM into practice in poorer areas. School autonomy was also identified as a weakness in the implementation of SBM.

In the DepEd Samar Division, there are only seven secondary schools reaching level III out of over 50 secondary schools in the area. These schools achieved such a level because they are ensuring the production of intended outputs (DepEd Regional Memorandum no. 72, 2017). Involving communities in education delivery requires facing and tackling several challenges.

The success of SBM depends on parental participation, political support, and the effectivity of its implementation. Their recent study on SBM has proven that it can create a positive impact on increasing education access and improving students' outcomes in learning. Although, it also showed that reforms in the implementation of SBM vary from country to country and take years to yield results (World Bank; Australian Aid, 2016).

Numerous studies (Nash, 1996; Cranston, 2001; Walker, 2002; Lazwardi, 2018; Yasin & Fata, 2020) are pointed towards the challenges encountered in SBM implementation, the effectivity of teachers on students' performance, and the effects of stakeholders' participation in education. In implementing SBM, there are relevant forces that promote its success; these were explored by Briggs and Wohlstetter (2013) to describe what are the key elements in a successful SBM implementation. World Bank (2013, 2016) investigated the SBM program and its

impact in the context of the Philippines' basic education governance have focused on quantifying the benefits of SBM and its impact on educational performance indicators.

While the aforementioned studies explore the challenges of SBM implementation, the impact of the program, and the factors related to the success of an SBM program, there is a gap in exploring stakeholders' involvement in the context of a successful SBM implementation. In this light, the study focuses on understanding the role of stakeholders and their interaction with the program to generate an effective SBM implementation.

This study explores the narrative of an educational institution that achieved the Level III practice of SBM, by tracing their planning and implementation with the use of grounded theory. It also investigates the role of the community and its interaction with the educational institution to generate the framework of stakeholders' involvement in an effective SBM implementation. Through understanding the stakeholders' involvement in SBM, the study aims to enhance the implementation of the management program in the Philippines by contributing knowledge useful for the establishment of a stakeholders' framework for SBM.

Statement of the Problem

This study in general was sought to build a theory on how the stakeholders are involved and propelled successful SBM planning and

implementation. Specifically, the study sought to answer the following questions:

1. How was a successful SBM planned?
2. How was a successful SBM implemented?
3. How do the planning and implementation interact with stakeholders' involvement?

Philosophical Assumption

Consistent with the nature of Grounded Theory Research, no theoretical framework serves as an anchor for this study. Rather, a philosophical frame is put forward. These include *Process*, *Political* (Power, 1998), and *System Philosophy*.

Process Philosophy. Neo-classical realism and avoidance of subjectivism is the driving force of Process Philosophy (Hustwit, 2019). It is underscored that the compromise between objectivity and subjectivity in the purview of implementing a structure is governed by the narratives or experience rather than speculative of mandates and directives. In the aspect of the study, despite the overt criteria on implementing an SBM enshrined in the *Manual on Assessment of School-Based Management Practices*, it remains to be reconciled and to be understood as to the extent of what transpired in the planning and implementation stage of a certain SBM.

Political Philosophy. The capacity to generate, subdue, or hinder change is the core theme of social and political philosophy. These emphasize how actors, in their capacity, impacts the process and even other actors in the framework of interaction. A very important conceptualization of this philosophy relative to the study is the use of *normative power* (Power, 1998) which contributes to normative relations in the exercise of one's responsibilities, duties in the expression of rights – the “responsibility of whom” (Bennink, 2020, p. 1). It is noted that nature or actual and potential conflicts define the degree of power dynamism and interactions. In the light of the study, it is the position of the researcher that the interactions of the actors in the planning and implementation was propelled by the desire to successfully implement an SBM but conflicted by the constrictions of resources and the willingness of the actors to partake their share of action to bring forth change.

System Philosophy. Recurring patterns observed in the Systemics is the fundamental concept of System Philosophy. This is an evolution of the systems theory (Ylimaki & Uljens, 2017) which was published by Bertalanffy in 1968. Also, system theory is a tool to capture these recurring patterns (Laszlo, 1972). In this study, these recurring patterns of interactions in a systemic nature of planning and implementation will be underscored. The phenomenon of interaction in such a process of a successful SBM will be captured.

In general, all these philosophical roots aided in the segmentation, theoretical coding, and integration to forward a grounded theory on how it takes to bring forth an SBM to a level of profound success.

Conceptual Framework

Figure 1 represents the *Input, Process Output* framework of conceptually articulating a study in terms of its development. The input underscores an interrelationship between stakeholders and the school in terms of planning and implementation of a school-based management program. This is illustrated in Figure 1.1. The notion of the relationship being reinforcing was shown to be existent in the SBM practice as shown in Figure 2 in the review of related literature of this manuscript. What is not revealing is the model on how such an SBM practice in planning and implementation translates to effectiveness – to a Level III SBM.

In hindsight, the samples, in which the narratives of the study were drawn, followed a theoretical sampling strategy. It was noted that since the current study was based on qualitative interviews, the sample required for this part of the current study was not dependent on the type of analysis being conducted. It was also pointed out that qualitative studies usually do not require many participants unless they are complex (Marshall, 1996). Marshall (1996) indicated that “the number of required subjects usually becomes obvious as the

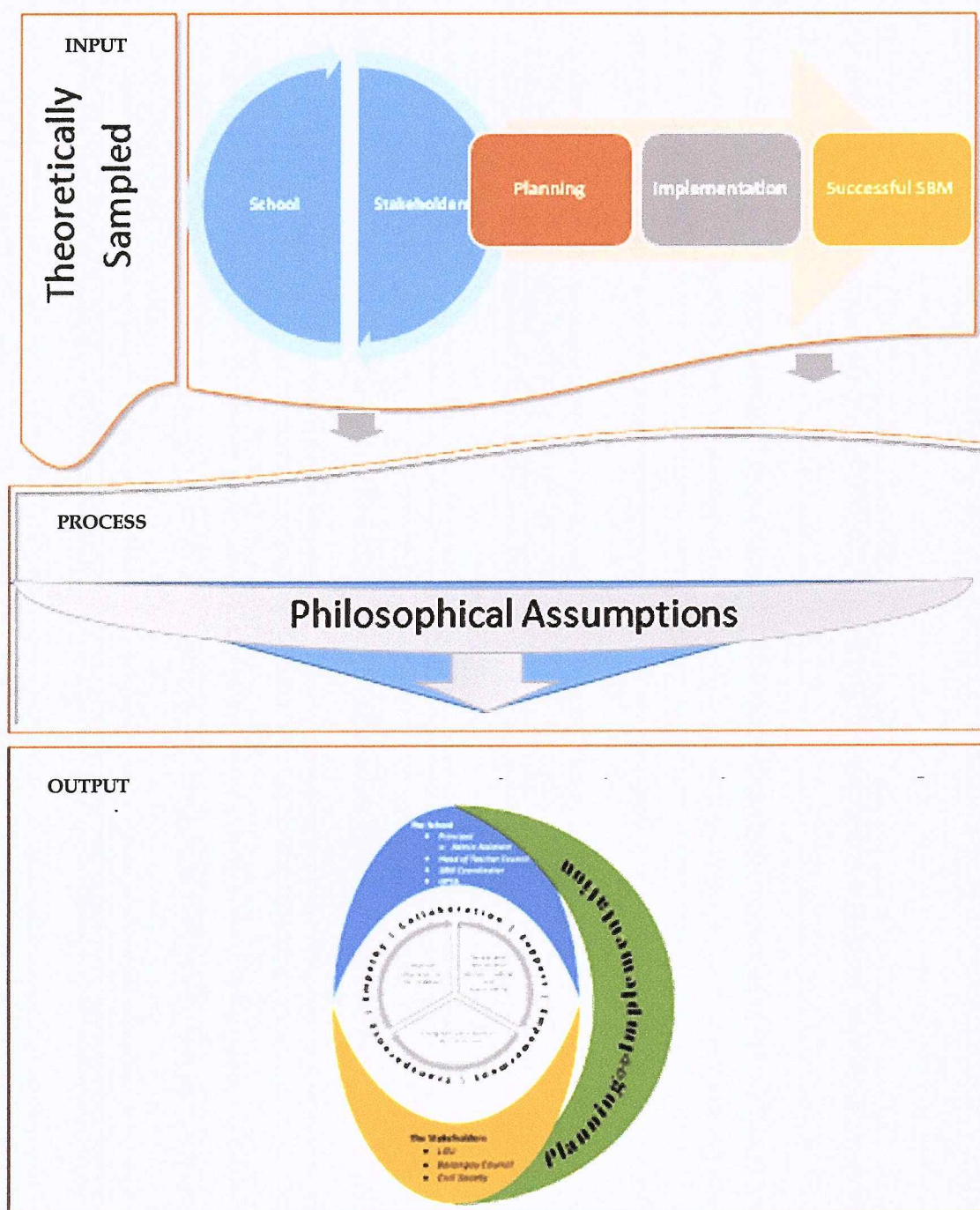


Figure 1. Conceptual Framework of the Study

study progresses, as new categories, themes or explanations stop emerging from the data" (p. 523). This meant that a smaller sample size of participants would be as beneficial as a larger sample for the context of the current study. The table below shows the number of samples.

Table 1
Frequency Distribution of Respondents by Preliminary Unit and
Theoretically Selected Samples

School	Principal	Teacher	SBM Coordinator	Stakeholders			
				SSG	Admin Assistant	LGU	Brgy. Officials
Guintarcan National High School	1	1	1	1	1	1	1

In the context of GT, what is clear in the onset of this proposal is the number of initial sampling units i.e., the Principal, being one. The subsequent samples were theoretically selected revealed as the study progress and the data emerges. It is noted that the data directed the researcher on the number of samples that were necessary to forward the theory in the study. The data saturation as rigor of any qualitative research specifically in GT was attained when all of the data and its analysis posit no subsequent theoretical questions and sampling units. This was primarily achieved in the iterative process of analysis as presented in the data analysis procedure. The study, which is a GT, cannot subscribe to existing narratives of $n > 10$ like in the context of case studies

(Yin, 2009) but rather on the so-called *constant comparative analysis* which as mentioned will direct the necessity of either asking additional interview questions or inclusion of another key informant (Birks & Mills, 2015).

The creation of a Grounded Theory model of a successful SBM served as the ultimate output of the study. The narratives, theoretically selected and positioned, and the interaction of the school and the stakeholders is where the spotlight of the study was focused. These narratives of an educational institution that achieved the Level III practice of SBM, traced in the backdrop of planning and implementation with the use of grounded theory was explored. The study investigated the role of the community and its interaction with the educational institution to generate the framework of stakeholders' involvement in an effective SBM implementation. The key challenges in an SBM implementation and the strategies utilized to address such challenges were understood as it was portrayed in an investigative manner and funneled in the purview of the philosophical assumptions forwarded in the conceptualization of the study.

To simply put it, the conceptual framework of the study was premised on the existing narratives of a Level III SBM practice and was sampled theoretically – the Input. These narratives were investigated in terms of interaction and analyzed in the premise of the philosophical assumptions – the Process, leading to a grounded theory that answers the very question of the study: How a successful SBM was planned and implemented – the output.

Significance of the Study

The study examined how the community participate and get involved in the implementation of School-Based Management. Thus, the findings from this study add value to the improvement of the SBM program in academic institutions.

Department of Education. The study is in unison with the research agenda of this agency as the study is a means to understand SBM. Aligning with the priority area of the Basic Education Research Agenda for 2016-2022, this study is under the area of Governance. The theory that emanated from the study drew lessons on the importance of community engagement in the success of SBM and the enhancement of student outcomes.

School administrators. The study has determined the involvement of the community in the implementation of School-Based Management and therefore reflected the school administrators on the recent implementation of SBM in their respective schools and to evaluate its effects on community participation. The findings of this study give input for the school administrators on how to engage communities in school management and how to improve the quality of their involvement.

Teachers. The results of this study would provide the bases for creating and designing ways to improve the involvement of the community through their teaching and learning strategies and assess their performance to fill gaps in the implementation of SBM.

Stakeholders. The results of this study would enable them to know what is going on in schools and to take part in making decisions on school programs, activities, and projects. It also gives the community leaders the chance to work with school and express their values by suggesting ways of creating a good relationship with schools and the community. It also enables them to improve their children's learning and expanding schools in the locality.

Future researchers. The knowledge generated from this study would also become useful information to conduct an in-depth study on the stakeholders' involvement and participation in School-Based Management implementation. The findings of this study should function as "building blocks" for other studies in educational management in a decentralized system.

In general, the study enabled the authorities, community, and schools to evaluate the status of school-community relationships when it comes to School-Based implementation and strive for better performance and to enhance access and quality in education.

Scope and Delimitation

The study conducted during the first quarter of 2020, explored the creation of a theory that exhibits achieving a highly effective SBM program implementation. With the use of grounded theory, the study focused on the top performing SBM level III public secondary school in the Division of Samar. The grounded theory on SBM implementation gears towards contributing to

understanding how the SBM program can be efficiently and effectively deployed to achieve improvement among students and the performance of academic institutions.

This study concentrated on the stakeholders' social structure and its dynamic interaction with the planning and program implementation of SBM. Following the method of grounded theory, the initial unit of participants or actors was purposively selected, based on the SBM dimensions, including the Principal. From the Principal, a theoretical sampling emerged to determine who are the other stakeholders of the school selected in the study. The research followed the narrative that emanates from the initial unit, leading to a theoretical sampling methodology. The data gathering ended once the saturation of the data is achieved.

It should be noted that due to the health risks brought by the pandemic, COVID-19, other potential samples mentioned in the interviews were not further explored since the data at hand achieved saturation.

Definition of Terms

To ease a better understanding of the basic concepts and processes involved in this study, the following terms are defined:

Accountability and Continuous Improvement. This is about clarifications on the roles of the stakeholders, shared participator processes, and accountability system and assessment (DepED, 2012).

Actors. The individual or organizational entities involved in the implementation of the SBM program.

Annual Improvement Plan or AIP. A yearly plan outlining the programs of the school.

Curriculum and Instruction. It concerns the school learners and the resources developed for the different types of learners, as well as the localization of the curriculum (DepED, 2012).

External Stakeholders. The local leaders and their organizations, including the local government unit, at the barangay and municipal level, civil society organizations, non-government organizations involved in an SBM implementation.

Grounded Theory. A method in qualitative studies, involving the construction of theories with the use of methodical gathering and analysis of data.

Internal Stakeholders. The teachers, students, and parents are involved in an SBM program.

Leadership and Governance. Defined in SBM as the sharing of the school of its authority among stakeholders. Along with this shared leadership is the development plan for the school (DepED, 2012).

Management of Resources. It revolves around the awareness of the stakeholders on how resources are managed, resource programming, inventory, and the monitoring and evaluation thereof (DepED, 2012).

Philosophical Assumption. This refers to the interpretive frameworks that the researcher adopts in the aspect of understanding the grounded data specifically, the *Process, Political, and Systemic Philosophies*.

School-Based Management or SBM. It is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools (DepED, 2012)

School Governing Council or SGC. A consortium of schools' stakeholders purposed to participate in decision-making for school improvements and development (Fernandez, 2017).

School Improvement Plan or SIP. An improvement plan outlining a three-year framework for school plans (DepED, 2012).

Stakeholders. A general term used in SBM implementation, referring to both the internal (school) and external (community) contributors and duty-bearers of the SBM.

School Monitoring Evaluation and Adjustment or SMEA. A quarterly monitoring procedure of all the activities and projects stated in the AIP, and are participated by the stakeholders (DepED, 2012).

Supreme Student Government or SSG. Co-curricular student organization enshrined to implement programs, projects, and activities (DepED, 2009).

Work and Financial Plan or WFP. Same as the AIP but explicates the fund source and allocation for the improvement plans (DepED, 2012).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In this light, this chapter explores the related literature and studies on SBM implementation. It includes theories, models, and studies on parental involvement and community cooperation, and its relationship to education. The chapter also includes theories that could be used to explain the social interactions related to the SBM program. It further explores the gaps and challenges in SBM implementation, identified in existing studies.

Related Literature

It is essential to contextualize outcomes-based education in its application within the school-based management program. Understanding the paradigm allows the researcher to view and analyze its translation in praxis. Thus, this is further explicated in this section.

Student-centered learning and outcomes-based education are both constructive and transformative in nature. They are constructive in a way that the learners learn better when they interact with each other, and transformative such that the aim is for the students to become autonomous in their critical thinking and learning. Student-centered learning and outcomes-based education's aspiration is for the students to create meaning through their experiences—through self-reflection, relation to the developmental movement in

their lives, and establishment of an expressive dimension in learning (Bustamante, 2015).

This reflects that through student-centered learning and outcomes-based education, a student should become independent, conscious, critical, and expressive in their way of thinking and learning. This entails that a student should be able to embody a lifelong and continuous learning culture (Bustamante, 2015).

Lifelong learning is not possible without the educational reforms. Reforms can be done by going back to the basics of meaningful and productive learning experiences. Such a paradigm shift in the present education system in the Philippines was implemented, dubbed as a school-based management system, to produce students who are lifelong learners, from teacher-centered to student-centered, and from content-based to outcomes-based (Bustamante, 2015). School-based management is the decentralization of decision-making power to schools, to step towards a bottom-up political power for schools (DepEd SBM Primer, 2009). The SBM program is about transferring important decision-making authority from state and district offices to individual schools. SBM delegates and empowers school administrators, teachers, students, and stakeholders for them to have larger control over the education procedures and processes by giving them responsibility in the decision-making process about the financial resource, human resource, and the curriculum. The SBM has been in existence in our educational system for several years, though existing for several decades in the

educational systems of the other country (Leroy, 2002). This shows that the SBM implementation in the country, grounded on outcomes-based education, is aimed towards improving the students' academic performance and promoting a continuous learning culture.

The implementation of SBM in the Philippines focuses on three key areas, namely autonomy, participation in decision-making, and accountability and transparency. In the area of autonomy, schools make resolutions on their respective improvement plans and enact them to the extent of their resource and authority. Meanwhile, participation in decision-making, as a central aspect of this study, requires parents and the community to play a strong role in making decisions, and oversight on the students. On the other hand, accountability and transparency is a means to hold schools to account and ways wherein parents and the involved stakeholders can provide feedback to schools (World Bank, 2016). The SBM program is geared towards improving education outcomes. Specifically, the SBM framework encapsulates: (a) securing adequate inputs with efficient and effective management; (b) the establishment and development of structures and mechanisms that contribute in achieving desired goals and objectives; (c) introduction and sustainment of a continuous improvement process; and (d) ensuring the production of the intended outputs in each school, that leads to the achievement of better education outcomes. This framework (Figure 1.1) explicates the interactions of the elements and the logical structure that operates in the program (Department of Education, 2009).

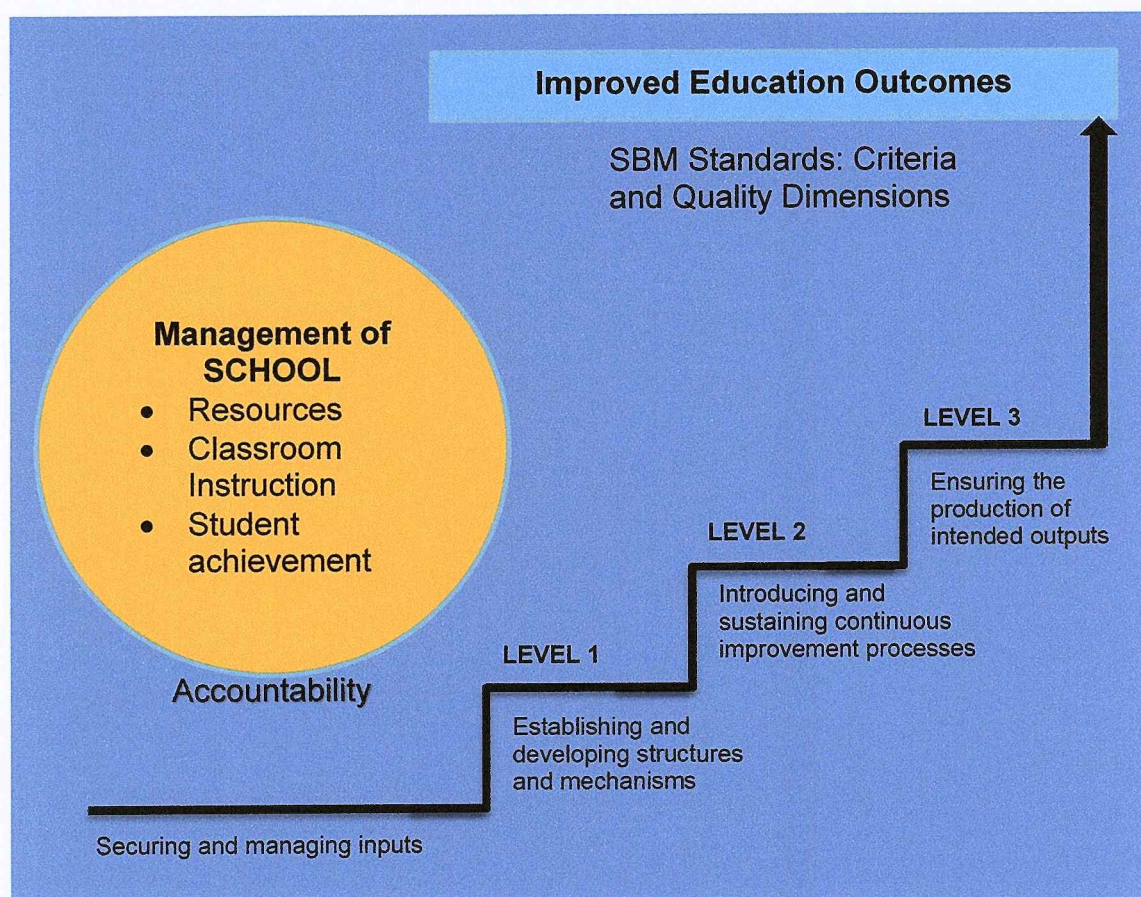


Figure 2. The SBM Framework

The framework exhibited in Figure 2 is anchored on the SBM dimensions which are comprised of the school leadership stakeholders (internal and external), school improvement resources and processes, and the monitoring and evaluation of an educational institution (Department of Education, 2009). Through the involvement of teachers, parents, and other community members in these key decisions, the SBM can create more effective learning environments for children (World Bank, 2016). The fundamental principles of SBM entail that people are directly engaged and affected by school operations and procedures are the best persons to plan, manage, and improve the school (Bernaldez, 2011). Therefore, the SBM is associated with public relations to reinforce, intensify, and strengthen community involvement in the school programs, activities, and projects.

Since early 2000, the Philippines has been implementing the program, unfortunately, most schools in the Philippines have gone far in the SBM implementation (World Bank, 2016). Several issues were underscored in the 2016 World Bank Report on Assessing School-Based Management in the Philippines. Some of these issues include: schools have limited autonomy over hiring and deployment of teachers, and most importantly, the schools' infrastructural improvements; most households are uninformed about the existence of school governing councils; and only a few high schools placed information such as the National Achievement Test results or school's dropout rates on transparency boards.

These issues reflect that there are challenges in the SBM implementation in the country. With the key elements of a successful SBM implementation, the schools are handicapped on their autonomy and information dissemination. These issues may or may not affect students' performance; however, no data are supporting this. Understanding how students, teachers, and principals perceive and respond to issues is central to comprehending how it can affect students' outcomes. This study is relevant in a way that it contributes knowledge on this subject.

In the context of successful SBM practices, Briggs & Wohlstetter (2003), explored the different elements of successful SBM schools.

Successful SBM schools have an active vision. This vision is essential in setting the direction of how the SBM is planned and implemented. Studies on decentralized education resolved that successful SBM programs are likely to have a vision, use the vision to direct the decisions, and regularly revisit it to secure that the operations and progress are coherent with the vision (Briggs & Wohlstetter, 2003).

Successful SBM practices also mean that the schools have the influence in relevant areas such as their budget, their personnel, and the curriculum, and use this control to create a profound change in learning and teaching. Other studies conducted have also directed out that SBM was more flourishing when schools have the power in the recruitment and selection of staff members who also backed their SBM vision (Briggs & Wohlstetter, 2003).

Additionally, successful SBM programs also disperse power throughout the school by creating teams who are vested to make decisions. This is done through instituting ad hoc and permanent committees, and work teams. Such teams are founded to focus on specific initiatives, and because of this, they function better to succeed in the group's specific function (Briggs & Wohlstetter, 2003). Another component of a successful SBM is the development of knowledge and the use of skills. SBM schools achieve their vision when they opt for professional development pursuits that are pertinent to their students' needs and appropriate with their transformation agenda. Successful SBM schools also plan and arrange learning opportunities that were focused on continuous improvement. This promotes the creation of an environment where professionals valued learning and developed shared knowledge (Briggs & Wohlstetter, 2003). The fifth element of a successful implementation of SBM is an established mechanism for connecting and sharing information for all school stakeholders. Information is also used to make resolutions and informed choices on teaching and learning (Briggs & Wohlstetter, 2003).

Successful SBM schools also use rewards in monetary and non-monetary forms to distinguish the contribution of an individual or a group for the progress of the school, in the perspective of its vision. Rewards send an implication that the goals and participation towards that are important (Briggs & Wohlstetter, 2003).

In successful SBM practices, shared leadership is shown among the administrator and the teachers. In this practice, school heads often take the form of the facilitator of change, while teacher-leaders receive the accountability of teaching and learning. Teachers worked on exemplifying new instructional strategies and directed others in embracing the strategies for their classrooms (Briggs & Wohlstetter, 2003).

Finally, successful SBM schools nurture resources by connecting in professional networks and involving in entrepreneurial undertakings in the local community. The existence of resources, such as grant money, was not associated with more or less successful efforts. Both flourishing and struggling SBMs hold resources outside the school, though, successful SBM schools appear to benefit more when the resources underlined innovations and initiatives. The principals from struggling SBMs are less likely to pursue out these types of connections and networks (Briggs & Wohlstetter, 2003).

Successful SBM, as discussed, shows the different dynamics between authority and resources in the context of their stakeholders' interaction. This contributes to a greater understanding of the characteristics of successful SBM implementation in the light of building a theory on SBM. With the discussion on parental involvement and community engagement, whilst underscoring the characteristics of an effective SBM program, it is essential to show that they are a part of the bigger picture.

System Theory as the philosophical assumption of the study overarches both of those concepts. This theory explains human behavior—the intersection of interrelated multiple systems (Bertalanffy, 1968). This can be applied in individuals, families, and most especially, the different actors within the SBM program.

This theory perceives that the system operates with interrelated parts constituting an ordered whole and each subsystem, which influences other parts of the whole. The challenges encountered or successes achieved within the implementation does not solely rely on the complexity of the SBM program.

Therefore, the actors or the entities are also under consideration, they can be considered as the pixels that form the entire picture (Bertalanffy, 1968).

The parental involvement is of utmost importance because they are the primary role models of the children. Parents of today aspire for their children to become academically successful and this requires that they are heavily involved (Tekin, 2011). Their involvement in education is an explored topic in research and practice and two major figures of parental involvement are widely recognized and largely utilized, these are Epstein's Parental Involvement Model and Hoover-Dempsey and Sandler's Parent Involvement Model.

Epstein's Parental Involvement Model is a key figure in the research and practice of parent involvement. The model is composed of six types of parent involvement including (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community

(Epstein, 2001). While Epstein's model is comprehensive it focuses more on how academic institutions can engage parents, it does not help understand this matter from the parents' perspective (Tekin, 2011).

Parenting entails helping families in building a home environment that supports children as students. Some practices in this type of parental involvement include home conditions that serve the purpose of facilitating learning, parental educational activities, and support programs for families. This can result in improved attendance, development of respect for parents, and the awareness of the child on the importance of school (Epstein et al., 2002).

This form of parental involvement constitutes effective communication in the school program and the child's progress. This is manifested through parent-teacher conferences and the clarity on the information on school policies. This helps the children to become aware of their progress, the school policies, and the improvement of a child's communication capabilities (Epstein et al., 2002).

On the other hand, volunteering is about recruiting and building parents' help and support at home, school, or other venues. This form of parent involvement can be seen through parents helping with school maintenance and assisting teachers and helping other parents. Through volunteering, children can improve their skills in communicating with adults and increase their learning skills through their interactions in these various activities (Epstein et al., 2002).

As added by Epstein, et al (2002) learning at home is focused on providing information and ideas to other families on how they can facilitate their children's

learning at home. This is exhibited through parents being provided with information on homework policies, supervising their children, and activities on family reading at school. This can help increase children's homework completion rates, promote the viewpoint of the role of a parent as similar to a teacher, and improve this self-concept as a learner.

Decision making, as a parent involvement form, is when parents serve as representatives or leaders on school committees. this is manifested through the PTA and PTO organizations or other networks the link parents and teachers. This can help children through the awareness of the representation of families, and understanding and protection of the students' rights. Lastly, collaborating with the community is identified as belonging and integrating into the community to improve school programs. this can be done through finding information on community activities and services, the participation of alumni in school, and integration in service through partnerships with civil society and other relevant organizations. this can help improve the skills, talents, and overall wellbeing of the children (Epstein et al., 2002).

On the other hand, Hoover-Dempsey and Sandler's Parent Involvement Model, this revolves around understanding these psychological factors that encourage the parents' practices in involvement. This model presents the perspective of parents, grounded in educational and psychological research. Based on their perspective call momma psychologically, the model identifies types of parent involvement and explains why parents choose to involve. The

model by Hoover-Dempsey and Sandler (1995 & 1997) implicates that parents become involved in the education of their children for three reasons:

- They create a parental role construction about their involvement in their children's education;
- The parents acquire a positive parental efficacy to help their children succeed in school; and
- They are receiving opportunities or demands to be involved with their child's schooling.

These reasons are back on why the five levels of parent involvement in this model. In the first level the proponents suggested that parents involve themselves for four reasons which include their construction of parental role for involvement (Do think they should be involved?), the efficacy of the help they could provide to their child (Will their involvement make a difference?), their perception on the invitations to be involved with their child's schooling (Does the school want their involvement?), and their perception on the invitation of involvement from their child (Does their child want their help?) (Hoover-Dempsey, Walker & Sandler, 2005).

At the second level, the model identifies factors that shape the parents' choices of involvement. these constructs are the parents' perception of their interests, skills, and abilities (Does the parent think that they have the knowledge that can help their child's assignment?), their perception of other demands concerning time and energy (Does there schedule allow them to help their

child?), and the parents' perception on invitations to be involved with children, teachers, and schools (Do they receive invitations to volunteer at school?). The model moves forward with its third level, which suggests that a parent's involvement influences the student's outcome, through the mechanisms (Hoover-Dempsey & Sandler, 1997). They identified the mechanisms as appropriate school-related skills modeling which is exhibited by (1) Showing their child on how to solve a math problem; (2) Learning reinforcement such as giving praise to their child when the child solves a problem; and finally (3) Instruction or offering help and teaching with a specific homework (Hoover-Dempsey et al., 2005).

Further, the mediation and tempering of such constructs exist in the fourth level. Influenced by the variables of the third level to such extent that the parents use these developmentally right strategies and its fit between the parents' choice of activities and the expectation of the schools on their involvement. Finally, level five tackles the outcome of the parents' involvement such as achievement, knowledge, skills, or a sense of efficacy (Hoover-Dempsey et al., 1997).

These models of parental involvement could be attributed to the SBM implementation in understanding how parents and the academic institution interact with each other to promote the welfare of the students. While the relationship of these models revolves around the educational institutions involving the parents and vice versa, the SBM program is beyond this. It taps

into the community and uses them to maximize the resources available to improve the academe.

Concerning the notion of the community, Wilcox (1994) explores community participation and empowerment which offers a comprehensive framework, putting perspective on involvement, empowerment, and partnership. This presents ten key ideas to aid in thinking about community involvement. This can potentially contribute to the understanding of how the community participates in SBM, the extent of their participation, control, and power, among others. Understanding participation within the community can provide insights on how to better engage the community in the implementation of the SBM program.

The guide recommends a five-rung ladder of participation. It correlates to the stance of an organization promoting participation (Wilcox, 1994).

- Information—merely describing to people what is planned
- Consultation—offering them some options, listening to their feedback, but not permitting new ideas; and
- Deciding together—encouraging additional options and ideas and providing opportunities for joint decision making

The initiation and process operate with the perception that participation does not spur, it has to be initiated. This initiation and process are described in four phases: (1) Initiation; (2) Preparation; (3) Participation; and (4) Continuation. Problems may arise if any of these processes are done inadequately. For example,

the lack of preparation will affect the organization's ability to deliver its promises.

The leader or initiator of community participation can dictate how much or how little control can others possess—this directly impacts the level of participation. For instance, the initiator may merely provide information but not engage the members in decisions (Wilcox, 1994).

On the other hand, the ability of the various interests in achieving what they want is power. This is essential in understanding participation. The concept of power depends on who has the information and money. It also relies on the confidence and skills of its people. In numerous organizations, leaders are threatened to allow participation for the fear of loss of control. However, various situations showcased that working together allows for greater achievements, which is one of the many benefits of participation. The practitioner plays a role in community involvement. Practitioners are those who are planning and managing participation processes, they control what happens, and they need to be conscious about the role that they are partaking (Wilcox, 1994).

The stakeholders and community are an essential part of community involvement. This encompasses a complex range of people, who have varying priorities and positions. Some of them involve closely, and others may be less so. Wilcox (1994) suggests that these stakeholders can be regarded as anyone who has a stake in what may or may not happen. Although, not all stakeholders have an equal voice in the decision-making.

In community involvement, partnerships are identified as the people who willingly come together to attain a common purpose. They do not have to be equal in skills, confidence, or funds, however, it is important that they trust each other and especially share a form of commitment. Commitment, on the other hand, is defined by Wilcox (1994), as the opposite of apathy, it is a pledge to achieve something.

About this, sometimes, people lack the commitment if they are simply not interested in the idea. The ownership of ideas fosters commitment in partnerships. People are highly likely to be committed to pursuing something if they have contributed to the idea or plan. One of the biggest barriers identified against action is the notion of "not invented here." When translating community participation into practice, ownership of ideas is the antidote to that. It means that people can get involved in brainstorming workshops or negotiating with others (Wilcox, 1994).

Ideas and plans will not bear results if they are not practiced. This fruition of the plan relies as much on the people's confidence and skills, as it does with the money. This entails that individuals in the organization do not automatically understand processes or have the capacity to make difficult decisions. People in the organization require training and coaching, learn formally or informally, for them to develop self-confidence, and confidence in the other members (Wilcox, 1994).

Wilcox's (1994) article brings context to the dynamics of the relationships and factors that are involved when community participation and empowerment is put into practice. This gives a better perspective on how community participation occurs. However, this does not contextualize community involvement in an SBM program implementation.

The school cannot exist in isolation but in cooperation with the community in which it finds itself. The study adopted the social system theory since the school is part of an open social system that requires interaction with its environment.

Kapwa [Filipino personhood] is a concept of the self and how one interacts with another based on "mutual openness participation and sharing" (p. 26). This concept of personhood manifests through "people-centered orientation, their service to those around them, and their commitment to their communities" (p. 28). Kapwa is at the core of Filipino personhood.

Another core value is pakikiramdam or shared identity, a distinctive interpersonal value shown through an empathic feeling which highlights "the unique social skills inherent to the Filipino personhood" (p. 30). It is described as a participatory event where emotions are shared frequently and naturally. Finally, as a part of the triad of the Filipino personhood, kagandahang loob, often perceived as generosity, reflects the notion of shared humanity in Filipinos. It is described as a linking socio-personal value originating from empathy. Kagandahang loob acts as an anchor for kapwa, and a pivot to pakikiramdam.

The journey to the Filipino personhood starts at the core—Kapwa—which acts as a scaffolding that supports other values and behavior patterns among Filipinos (de Guia, 2008). These values helped explain the social interaction among stakeholders in the context of SBM planning and implementation.

The participation of the community is not the end game. The SBM is a vessel to solve more complex issues around poor education quality in numerous countries. The context of the SBM and the interaction of the community, to benchmark an effective framework on the implementation has yet to be fully explored.

Related Studies

The subsequent studies discussed focus on SBM studies in the Philippines and other developing nations. The application of Grounded Theory in educational management is also expounded.

A study in Indonesia was conducted to examine the current school-based management (SBM) policy reform in the country. The research emphasizes the impacts of shifting authority and responsibility to the school level, as well as challenges confronted by the school council members. The study also included remedial measures to minimize problems. The research findings showed how decentralization of power and authority to the school level can create a partnership in participatory school decision-making. These partnerships traverse setting a school mission, shared vision, annual programs, budget, textbooks,

school buildings, curriculum, and even discipline policies. By devolving power and authority at the school level, it echoed several changes in schools, including school culture changes, and increased participation of school communities. Additionally, these factors have led to improvements in the educational environment and the students' achievements (Bandur, 2012). The study shows the impact of SBM on the school; however, it does not show the different attributes of SBM and their relationship with each other.

Kadtong (2016) explored these attributes by looking at the dimensions and variables related to SBM in a quantitative study. This study was conducted in the Division of Cotabato City on the operations and performance of SBM public elementary schools. A descriptive correlation design was implemented to understand the relationships of the variables in the study. These variables include (a) communication, (b) decision-making (c) transparency, (d) school safe and orderly environment, and (e) school equipment and physical facilities. The study also explored the five dimensions of SBM, which are school leadership, stakeholders, school improvement plan, management of resources, and school performance and accountability. The study found that there is a significant relationship among these variables and a strong correlation among the dimensions. Particularly, the enrolment rate has a strong correlation with school leadership and school performance accountability. Additionally, there was a correlation between stakeholders, the school improvement plan, and the

management of resources, however, this was not statistically significant (Kadtong, 2016).

Another SBM study conducted in the Philippines aimed to analyze the practice of school-based management on curriculum and learning in the Philippines, specifically in areas of English, Science, and Mathematics (ENSCIMA) subjects. The study used a descriptive research design using survey methods to gather data, through a self-administered survey questionnaire. The subjects of the study were composed of 1 school head and 8 teachers: 3 English, 2 Science, and 3 Mathematics. Also, 169 students were randomly selected for the study. The study found out that the majority of students, or 68%, have achieved "Fairly Satisfactory" academic performance. Their weighted average grades fall between 75 to 79%. The results of the study show that despite the practices used by the faculty, they still need to work on projects and cooperate with the community and other secondary schools. The teachers must also think of activities for self-directed and group-based learning opportunities. Additionally, the school should provide remedial learning and interventions to help low performing students excel (Villanueva & Dela Cruz, 2019). This study highlights the importance of cooperating with the community to achieve a positive impact on the achievement of the students. This study accentuates the need to look further into the role of the stakeholders in the delivery of a successful SBM practice.

In a study in Biliran Province, Eastern Visayas, the research investigated the problems and the status of implementation of School-Based Management (SBM) and the level of empowerment in public secondary schools. Specifically, the research was conducted to (1) determine the profile of the school heads in terms of socio-demographic characteristics, (2) academic and professional achievement, (3) and administrative competence. Besides, it was also aimed to find out the progress of the SBM program implementation in public secondary schools in the Biliran Division, to determine the problems of SBM implementation, and investigate the level of empowerment of the school heads. The study employed a descriptive-correlational method of research with surveys and personal interviews, utilizing a survey questionnaire. According to the results of the study, no school head believed themselves to be "less empowered", meaning the school heads in the Biliran province were moderately empowered. The results also revealed that SBM implementation problems were only "slightly felt", and therefore, not considered serious. The correlation of the relationship of these variables showed that SBM implementation was affected by civil status, official designation, educational achievement, the field of specialization, and performance rating. Therefore, the problems are not affected by personal characteristics but rather, by other factors (Vicera & Bento, 2013). This study highlights that the characteristics related to the school's leadership and its impact on SBM implementation does not rely on personal characteristics, but rather, on

other factors. This is an interesting finding that sheds a different light on SBM leadership.

The study by Kadtong (2016) showed the relationship of the different dimensions such as school leadership and school performance accountability, stakeholders, the school improvement plan, and the management of resources. While the two studies discussed earlier (Vicera & Bento, 2013; Villanueva & Dela Cruz, 2019) underscore the role of the school leadership and the stakeholders of SBM. These three studies conducted in the Philippines all point to the importance of further delving into the interaction of the stakeholders in the planning and implementation of an SBM program

A similar finding from Kadtong's (2016) research was shown, in understanding the impact of SBM implementation. Kiragu, King'oina, & Migosi (2013) explored the perception of the teachers and principals and the results revealed that SBM could bring accountability, transparency, and creativity among stakeholders. Additionally, it helps the school in terms of efficient use of resources, timely syllabus coverage, delivery of quality education, improvement of efficiency, and reduction of supervision among the schools' district.

The school-based management model and its impact were also explored by a study in Wehella (2014) in a case study conducted on the practice of SBM in Sri Lanka. The study reveals that through school-based management, the collaboration between the school-parent-community was established and this helped ensure democracy in decision-making. Through SBM, student learning

was improved via the various interventions at home and in school. The initiatives in the SBM program was collaborated with the community.

The studies above show the different variables and dimensions related to SBM and how they are related to each other. They also explore how they impact the school and a preview of the stakeholders involved in an SBM practice.

In understanding the context of leadership in SBM, Botha (2006) conducted a case study to conceptualize the fundamental role of leadership in implementing this form of management. The study revealed that the implementation of the improvement efforts among SBM schools was most successful when the school principal was empowered to make decisions and when they are trained for their new roles. The study also found that the school principal must be a strong, capable, and dedicated leader.

In a similar study on school leadership and SBM, a quantitative study was conducted by Vally & Daud (2015). The correlation analysis indicates that when a principal is more effective in his or her role, it improves the implementation of the school vision and mission. The study also reveals that effective principals efficiently manage their human resources. The study adds insight into the findings of Bodha on the impact of leadership in SBM implementation.

The views of the school head in SBM was explored by AL-Ghefeili & Hoque (2013). The findings of their study forwarded that SBM contributes positively to the process of decision-making and fosters an environment where stakeholders can participate in the process of educational development. The

stakeholders are also able to help through offering solutions to the problems and challenges the school is facing. While the study concerns leadership in SBM schools in Oman, it also reveals a positive outlook of the school heads on the contribution of stakeholders in SBM.

The drastic change in the roles helps provide insight on the impact of the SBM implementation across the leaders and other actors in an SBM implementation. Overall, these studies reveal how SBM can help the school, provide insight on the contributions of the stakeholders, and underscore the importance of leadership in SBM. However, there are limited studies on the interaction of stakeholders in SBM. With the gap of literature in mind, this study can potentially uncover culturally nuanced strategies of an effective SBM implementation.

In the interest of exploring the application of Grounded Theory on educational management studies, two studies that applied this method is explored. Dawson (2010) explored becoming a teacher-leader through Grounded Theory. This study aimed to understand how teachers develop leadership skills. The study involved 21 experienced teachers who are recognized to have leadership ability. The theory developed in the study underscores the interrelatedness of learning, leading, and safety. The dominant theme that emerged from the study concerns *experience in learning and leading in a safe environment* (iv). The study forwards that the outcome of Experiencing Learning

and Leading in a Safe Environment is confidence among teachers to lead and develop their image of teacher-leader for practice and perception.

The study is useful in terms of understanding the application of the method. Moreover, it deepens the understanding of developing teacher leadership which may be connected to a school-based management system, in the context of decentralizing power and sharing accountability and responsibility among stakeholders.

Another study is explored in this review to further understand the use of Grounded Theory. The study concerns contextualizing school happiness by involving 18 teachers, 14 school administrators, 13 parents, and 20 students in its sample. The study suggests that to increase school happiness, the school society must cooperate and communicate. To achieve effectiveness in the school environment, physical equipment should be coordinated for talent education and the learning environment should be organized. All of this must be a concerted and multi-faceted development action for the students, to increase school happiness (Sezer & Can, 2020).

The study on school happiness shows the different facets that may contribute to increasing school happiness. This may be related to SBM in the sense that resources are also dedicated to improving the students' performance. On the other hand, its use of grounded theory shows that this qualitative method can be used to contribute to deepening the comprehension of an observable fact

such as school happiness. Meanwhile, for the context of this research, the study at hand is the stakeholders' involvement in an effective SBM.

The participation of the community is not the end game. The SBM is a vessel to solve more complex issues around poor education quality in numerous countries. While it has been over a decade since the program was initiated in the Philippines, the context of the SBM and the interaction of the community, to benchmark an effective framework on the implementation has not been fully explored.

With the existing knowledge on parental involvement, community participation, this study, anchored on the grounded theory, explores the SBM implementation on a clean slate, examining the different stakeholders, including parents, community members, teachers, and government officials, as they interact with the planning and program implementation. With the dwindling improvement of education in the country, and the decentralization of responsibilities, the recognition of community participation increases. A careful localized examination of an SBM program is highly essential to contribute to improving stakeholders' involvement and the practices related to thence.

Chapter 3

METHODOLOGY

The purpose of this chapter is to introduce the research methodology for this study. The research plan, including the methodology, study participants, procedures, analysis method, and some ethical concerns are also the primary components of this chapter.

Research Design

The study utilized a qualitative research design since the goal of the study is centered on understanding a phenomenon, with reliance on the perception of a person's experience in each situation through their narratives (Stake, 2010). In this study, the phenomenon is the successful SBM perused as to why it is effective hence, gleaned in multiple perspectives of the actors that propel its success.

The specific design of the qualitative study is Grounded Theory. This methodology was selected because of its applicability to uncover meaning and deeper processes that will inform how an SBM is propelled to success centric to how the community was involved in managing the school. Also, the nature of the research question is suited to grounded theory because it allows for exploration and theories to emerge versus forcing assumptions. The methodical process of grounded theory and its constant comparison-analysis helps prevent

perceptions and bias from influencing the data analysis. Thus, to uncover the thought processes and decision-making behaviors of the community who get involved in the implementation of School-Based Management, GT is best suited to capture these insights from the perspective of how the SBM was planned and implemented as revealed by the different stakeholders.

Instrumentation

The study utilized an interview guide (Appendix B) as its instrument which includes seven open-ended questions centered on the three research questions. Since the nature of GT posits that the nature of collection and analysis as an intertwined process (Bryant & Charmaz, Eds.), subsequent questions were developed based on the response of the initial subject of the study. These questions are theoretically demanded to put to light the general theory that emerged, in the context of community participation in the conduct of a successful SBM.

Validation of Instrument

The instrument was assessed in two phases i.e., content and maximal response provisions.

Phase 1. The content validation was conducted through a pilot interview with three SBM coordinators outside the locale who established the appropriateness and clarity of the open-ended questions in the interview guide. They answered a Likert type scale from 1 to 4 on the domains of clarity and

appropriateness. In the first round of judgment, the desired content validation index of 1.00 or 100.00 percent agreement was achieved (Zamanzadeh, Ghahramanian, & Rassouli, 2015).

Phase 2. Validity in the parlance of research is also defined as the suitability of the interpretations, inferences, and consequences that are based on the test scores (Johnson & Christensen, 2014). Thus the Phase 2 of the validation looked into the consequential soundness of the responses, the utility of the interview guide to exhaust the participants in their response leading to theoretical sampling, and theoretical propositions thus, achieving the maximal response provisions of the instrument. This was done by a research and evaluation expert who runs a preliminary MaxQDA analysis of the instrument which deemed the instrument sufficient to draw the intended response process.

Sampling Procedure

Theoretical sampling is the sampling technique that is prescribed for GT. Essentially, theoretical sampling is the identification of a pool of participants that would allow a theory to emerge. It is flexible to the emergence of theory than to a participant list that is selected in advance. This type of sampling also supports the process of conducting interviews until saturation is achieved. The initial sampling unit of the study will be the core implementers of an SBM that is, the school leaders specifically the principal and teachers. From this sampling unit, the theoretical sample will emerge as themes, ideas, and questions will arise

during the data collection process informing the selection of subsequent participants (Bryant & Charmaz, Eds.).

The central focus of the study is an SBM that was successfully implemented marked as Level III and as to how the implementers, internal, and external interacts to deliver its success. Thus, the main criteria are locale and the core implementers. Locale would mean the school that received the highest performance metrics while the core implementers would be the *principal and the teachers* which would lead to subsequent theoretical samples.

A purposeful sampling plan is a form of nonprobability sampling in that the participants are selected as they come along (Urdan & Turner, 2005). The reason for choosing the purposeful sampling plan is because it has an advantage over a probability sampling method (i.e., random sampling technique), which is the process of obtaining more observations for the study in a shorter time (Cozby, 2001). Purposeful sampling was appropriate for the current study because the stakeholders were not randomly selected from the entire population of the community. The participants were selected based on whether they voluntarily chose to participate in the proposed study.

The study participants were selected based on the district in the Division of Samar that has secondary schools recognized by the Region as SBM level 3 of practices. The researcher sought the list from the Quality Assurance Division in the Regional Office.

Table 2
SBM Schools in the Division of Samar and their SBM Levels

SBM School	SBM Level
Calbiga National High School	3.
Clarencio Calagos Memorial School of Fisheries	3.
Guintarcan National High School	3.
Buenavista National High School	3.
Zumarraga National High School	3.
San Andres National High School	3.
Sto. Nino National High School	3.
Ramon T. Diaz National High School	3.
Quintin Quijano Sr. Agricultural School	3.

From these nine secondary schools with SBM level 3 of practices, the school selected in the study scored the highest and served as the source of GT in the study for which the initial unit of sampling participants was selected. Below is a figure showing the initial unit of sampling and the samples that were revealed successively after the intake interview with the Principal and subsequent theoretical samples.

Data Gathering Procedure

The participants were recruited following an invitation to participate in the study through the Division superintendents who are deputized for such purpose. A description of the current study, including the purpose and contact information, was provided. Included with the official correspondence to be sent to the superintendent was an informed consent form that described the rights of the participants during

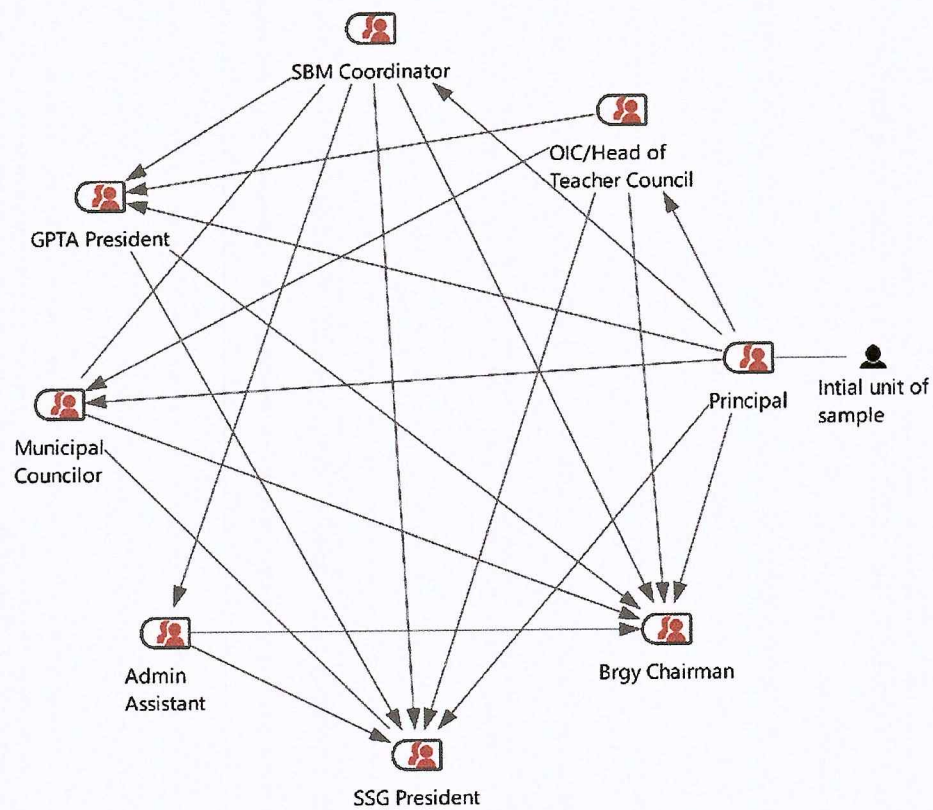


Figure 3. Samples of the Study

the current study, as well as the expected time required to complete the interview (approximately 30 minutes). The form provided details of the Informed Consent and Statement of Confidentiality relevant to the dissertation. There was a two-part informed consent process, which included the introductory letter describing nature, purpose, risks, and request for participation, as well as the informed consent form itself. In the informed consent section information was provided regarding instructions on how to return the signed consent and how participant confidentiality was maintained. The participants provided the signed informed consent form at the time of the interview.

Data was collected using a face-to-face interview. Taber (2000) supported the use of interviews in a GT study. The study employed the standardized open-ended interview, at the onset of the study, which was based on a series of predefined questions that are asked of the respondent. The standardized open-ended interview asked the questions to the participants in the same order each time, such that no changes to the questions are made as Kiser (1997) referenced and Patton (1990) outlined. However, since the nature of GT is emerging, follow up question and subsequent interview schedules was made to carefully unravel the nuances of the subjects of the study.

After each interview session, the raw data was transcribed and analyzed immediately with each participant assigned to a unique identification number to specify which responses corresponded to the participant in the current study. The subsequent interview was made guided by the researcher's memoing

previous interview findings leading to a GT of how a successful SBM was planned and implemented parceled to the extent and dynamics of community involvement.

The level of saturation was used to determine when enough data has been collected and it is appropriate to stop collecting data. Saturation was determined once no further insights, ideas, patterns, or concepts that inform conceptual categories and/or theory development are uncovered (Charmaz, 2006). Since there are no specific guidelines in GT, the researcher relied on instincts upon conducting interviews, along with memos and the mind map to inform the saturation point.

Data Analysis

The grounded theory involves the interpretation of data utilizing qualitative coding (Charmaz, 2006). Coding is important because it serves as a scheme on which data details can be built. The interviews were transcribed and assessed using MaxQDA qualitative analysis software whose utility was shown in various studies (Razikordmahaleh L, 2020; Weaver, 2020; Saillard, 2011). The qualitative design data analysis summarized the participants' responses to create a useful and practical theory of community involvement in the planning and implementation of a successful SBM. The figure below presents the series of qualitative analysis that was prescribed for grounded theory (Birks & Mills, 2015) and as implemented in the study.

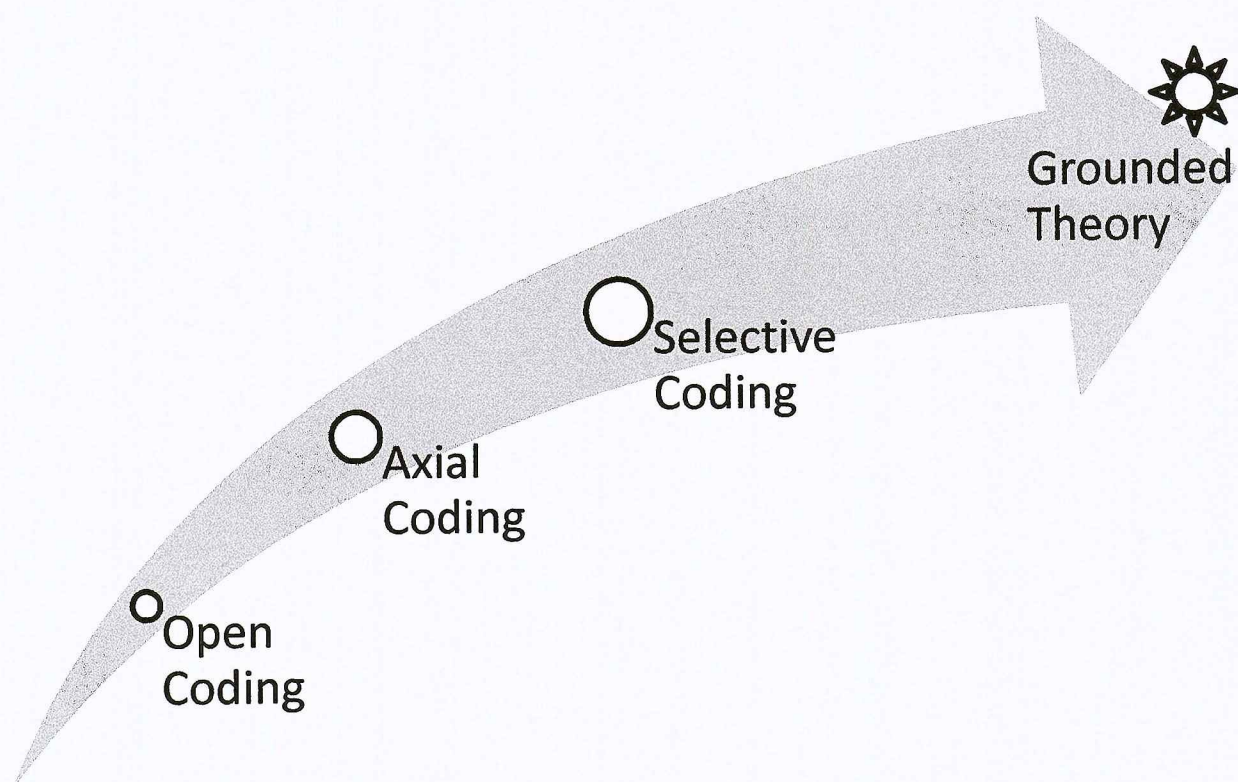


Figure 4. Grounded Theory Data Analysis

There were three phases of analysis that were implemented in the study following an iterative process between data collection and analysis. These phases include *open coding*, *axial coding*, and *selective coding*.

Open coding. The current study commenced with an open coding in its analysis of data. This phase includes the initial process of developing categories and the focused process of providing initial codes to sort, synthesize, and organize data (Charmaz, 2006). In the study, open coding was done without any preconceived notion of SBM planning and implementation. The experience of the researcher was bracketed. All open codes are presented in Appendix B.

Axial Coding. The second phase of the analysis identified how the data supported the initial categories established in the open coding phase. Below is an illustration from the study:

A segment from the interview “first we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives to achieve the needs of our SBM program” was described as gathering data – the *open code*. This is then defined as a means of *operationalizing the SBM objectives* which is the axial code which was then weaved with other responses of the subjects and re-assigned to another axial code as *Stakeholders Involvement in Planning*. This component was merged with the experience of other subjects of the study leading to a much higher category in the axial coding process, presented in this manuscript as “*Objectives of an SBM Program*” Such procedure of axial coding showed how responses from participants were

transcribed and categorized based on similarity and coded following the conclusion of all interviews. Axial coding is a flexible coding approach which means subsequent code categorizations can be made (Birks & Mills, 2015) which ensured that the analysis reflected an accurate interpretation of the results. The results from the program were summarized and conclusions developed based on the saturation of responses using the codes assigned to similar responses during the codification process specifically in the section and built axially-its relation to the axis, to the center which is the planning and implementation process. This procedure is emphasized by Glaser and Strauss (2012) to ensure the credibility of grounded theory, that being a product of the trust a researcher has in the systematic process that was used to categorize, code, and analyze data. The definition of categories allowed for the development of a theoretical framework from the elements found in the data which ushered the third phase of analysis.

Selective coding. This final phase leads to the development of the theory. This is where all *axial codes* were built as one to form the model. It essentially narrowed down the focus of the results from general observations to specific conclusions – the process of planning and implementation that lead to a successful SBM. In GT, the basic method of data analysis is comparative, which aims to develop theoretical constructs, codes, and categories and to formulate a theory that encompasses variations in behavior (Sherman & Webb, 1990). Theoretical constructs were generated by reading and analyzing the participants' responses for

context and scanning for patterns. In this study, all axial codes were built together in the section "*Building the Stage: The Allegory of SBM Planning and Implementation.*"

As a requirement of qualitative research designs, the integrity of the analysis, the nature of trustworthiness in qualitative research as the counterpart of reliability and validity in quantitative research which includes *credibility, transferability, confirmability, and dependability* (Cope, 2014) was also assessed presented as follows.

As a degree of trustworthiness in the conduct of this GT study, measures of *credibility, transferability, confirmability, and dependability* were underscored (Birks & Mills, 2015) to wit:

Credibility. This connotes the researchers' expertise which is underscored by the researcher's tacit knowledge in the SBM being an implementer of the program. Though the researcher is considered a novice, this is supplanted with the collaborative nature of the dissertation being co-authored by the adviser and perused by a panel. Sufficient citations are also made in the study and practical methodological reviews are documented in the manuscript. The study also provides scope and delimitation which provides for its feasibility within reach of the researchers' expertise. Also, verbatim transcription of all participant responses will ensure the credibility of the study. Computer software MaxQDA Pro was relied on in place of human interpretation to determine response similarity between respondents. Apart from this, triangulation which is the

ultimate key to credibility is substantiated in the study with the multiple key informants of an SBM level III school which served as the locale of the study.

Transferability. Another element of the current study's validity lies in the potential of the results to be applied to other high schools or higher educational institutions (Marshall & Rossman, 2006). Although participants had certain common characteristics and experiences, perceptions of community involvement may have generalizability to a larger population. The researcher sought to find the common attributes and values in community involvement and community involvement activities to education that can apply in other organizations. The transferability will be assessed in the different studies by presenting the GT to other SBM coordinators outside the scope of the study for criticism.

Confirmability. The study articulated philosophical assumptions as roots of methodological congruence hence bases of confirmability. The RQs of the study were also supplanted with an explanation of its appropriateness to be tackled in a framework of Grounded Theory and enough mapping on how the RQs can be delivered with the initial unit and subsequent theoretical sampling with a degree of purist grounded theory analysis. The biases of the researcher were also bracketed and expressed at hand being an SBM implementer as well. It is underscored that guide questions of the study are preliminaries and is emerging in nature with a level of analysis that is iterative. An audit trail as expressed through transcriptions and proper tagging of subjects along with the data gathering protocols that were complied as bases of confirmability.

Dependability. The study is documented to ensure the extent of dependability. Although it is emphasized that the theory pursued is grounded on the SBM level III experience, this may however be dependable as it can be replicated on the forms of testing the theory that emerged from this study. To ensure this, the context of the SBM was documented thoroughly to margin the scope of replicability. On another hand, a third-party qualitative data analyst was tapped to establish the dependability of the theory that emerged.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF THE DATA

In this study, the narrative of stakeholder's participation commences with the narrative of the school head, as explicated in the previous chapter. This chapter explores and analyzes effective SBM planning and implementation based on the perspectives of stakeholders involved in the process. Based on the concept of theoretical sampling, the interview conducted with the school head leads to the identification of the next key informant or informants. In a Grounded Theory analysis, the theory emanates from the perspectives of those involved in the process, as if puzzles forming and connecting to form a bigger picture.

Following this metaphor, the interview begins with the Principal. Responses generated from the interview are analyzed to identify the next participant and to develop the questions in the next interview. The themes derived from each interview are established alongside theoretical questions that arise from each theme. The themes derived from the participants are shown through figures.

At this stage, existing literature were used to supplement the themes that were revealed and to understand how a successful SBM is planned and

implemented, and how does the community interact with the planning and implementation of this management program.

About the Locale of the Study

The high school selected is one of the prime schools of Samar Division with SBM Level 3 of practice, following the national standard in instruction, management, and governance to offer quality education to 21st-century learners. The school has 16 teachers and one administrative officer. For SY 2019-2020 the school accommodated 285 junior high school students and 113 SHS students mostly coming from a total of five barangays in two municipalities.

The map above (Figure 5) shows the location of the school on the island (encircled in red). The island is a barangay in a municipality situated Midwest of the main island of Samar. From the municipality proper, it takes 30 minutes of a motorboat trip to get to the barangay where the school is situated.

Presentation and Analysis of Data

An Effective SBM from the Lens of the School Head. Before presenting the analysis, the table below shows the coded segments from the interview. These coded segments are highlighted to explore the planning and implementation of an SBM and what are the possible interactions of stakeholders within that process.

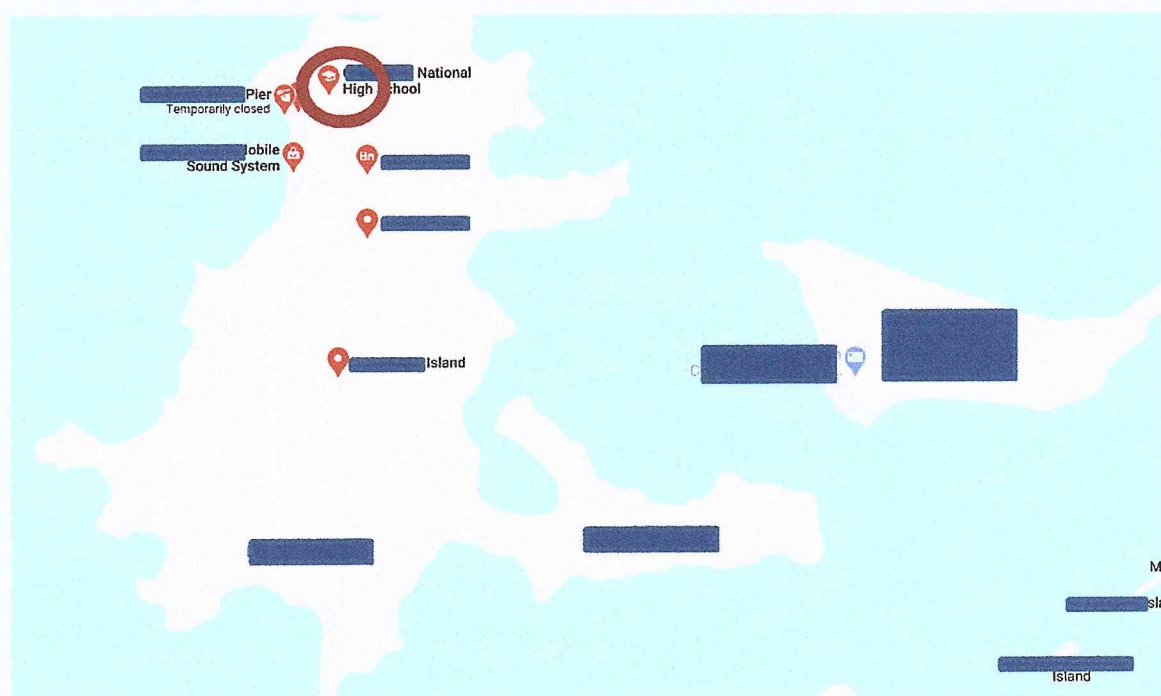


Figure 5. A Map of the Locale and the Location of the School Selected for this Study

Table 3
Coded Segments from the Interview with the School Head

Categories	Sub-category	Description	Segment
SBM Objectives	Key objectives		To zero-out non-readers and then to zero out drop-out and then to increase participation and to produce a efficient learners those are the things and objectives in SBM program
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering data	first we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives in order to achieve the needs of our SBM program.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Identifying key areas of concern	first we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives in order to achieve the needs of our SBM program.
Stakeholders Involvement in Planning	Level of Involvement	They are involved in the decision-making and finalization	in the planning the internal stakeholders are involved the chairman or committee in education, the GPTA president and officers

Categories	Sub-category	Description	Segment
			are involved in planning the different program of the school.
Stakeholders Involvement in Planning	Level of Involvement	The school presents their plans to the stakeholders	in the decision making of course the presentation of their plans to help the school.
Stakeholders Involvement in Planning	Level of Involvement	They are involved in the decision-making and finalization	in the decision making of course the presentation of their plans to help the school.
Stakeholders Involvement in Planning	Level of Involvement	The plans presented by the school is discussed with them	the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	of course we called the GPTA Officers, the LGU and the members of the different stakeholders just to craft the AIP and WFP with the participation of our bookkeeper and the rest of the members in the presentation of the work and financial

Categories	Sub-category	Description	Segment
			and annual implementation plan.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	the first is the presentation of the plans
Stakeholders Involvement in Planning	Interventions on the Challenges Met	Communicating and emphasizing the importance of SBM	For the lack of the participation of the stakeholders we always conducted meetings. And during the meetings we always give how SBM is important or the importance of the SBM and of course on what are their involvement in order to achieve the SBM level 3 and then the positive way to communicate to the stakeholder's para medyo diri hira kurian (Translation: ...so it won't be difficult for them). And second when it comes to the attitude of the teachers, we talked heart to heart through meetings with the teachers and clarifying the importance of the SBM. The most important the school head should know nga an dalagan han SBM kasi if the school

Categories	Sub-category	Description	Segment
			<p>head diri maaram talaga han SBM diri man gud hiya makakahatag hin dako nga bulig han may mga attitude problem han teachers kasi nagkakatikado an additional burden an time nakakarag kay mag tatrabaho ngan mauli alas syete alas otcho so бага nagigin negative ha ira, and so because of the presentation and how you convince the teachers nagin positive naman hira.</p>
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Attitude of the teachers towards SBM	<p>And second when it comes to the attitude of the teachers, we talked heart to heart through meetings with the teachers and clarifying the importance of the SBM. The most important the school head should know nga an dalagan han SBM kasi if the school head diri maaram talaga han SBM diri man gud hiya makakahatag hin dako nga bulig han may mga attitude problem han teachers kasi nagkakatikado an</p>

Categories	Sub-category	Description	Segment
			additional burden an time nakakarag kay mag tatrabaho ngan mauli alas syete alas otcho so бага nagigin negative ha ira, and so because of the presentation and how you convince the teachers nagin positive naman hira.
Stakeholders Involvement in Planning	Interventions on the Challenges Met	School head must completely understand the importance of SBM	It is important that the school head understands how SBM works,
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han

Categories	Sub-category	Description	Segment
			meeting nagiging maupay an result
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Documenting proceedings of the meeting	Because we practice in SBM the principles 1 members who document the proceedings of the meeting. During the PTA meeting the process of the meeting it involves the officers of the GPTA.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders collaborate to gather funds	to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.

Categories	Sub-category	Description	Segment
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han

Categories	Sub-category	Description	Segment
			eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	and if they want to add some activities they raise their plans
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning.

Categories	Sub-category	Description	Segment
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Concurrence on the plan	the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Creating a meeting agenda	The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Discussion with the stakeholders	to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like

Categories	Sub-category	Description	Segment
			the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodirectso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.)
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Delegating Responsibilities to Teachers	In giving the assignments to the teacher, I'll let them talk kun anu an ira kaya pero after QAD evaluation ako na an nag assign and because of these nagin madali an trabaho.
Responsibilities of the Stakeholders	Schoolhead	The school head manages the implementation of SBM	I assigned OIC and then of course when it comes to SBM matters I assigned my SBM coordinator.
Stakeholders Involvement in Planning	GPTA Officers	GPTA President	GPTA president
Stakeholders Involvement in Planning	LGU		LGU is the mostly committee on educations
Stakeholders Involvement in Planning	Teachers		teachers
Stakeholders Involvement in Planning	SBM Coordinator		SBM coordinator.

Categories	Sub-category	Description	Segment
Programs Implemented	Conducting the Portfolio Day		With the help of the Regional Memo, the Portfolio Day is a one of the best practices from the region and down to the school, Portfolio Day is the best activity where the parents are involved, of course they know and they see the outputs of their learners and they easily know the performance of their children I mean para han pag sign han cards
Programs Implemented	Conducting the Portfolio Day		The activities conducted during the portfolio day, of course we have meeting first, meeting with the parents we call it the GPTA meeting or the Harampang of the parents and then we have what we called the Gallery Walk of the outputs of the learners" and then of course signing of cards, in signing of cards they go to the advisers and then they talk about their problems with regards to the status of their learners.

Categories	Sub-category	Description	Segment
Realizing the Plan	Evaluation	Receiving feedback from the parents	Of course, the feedback of the parents or the learners are positive, we know that the activities are successful.
Realizing the Plan	Evaluation	Evaluation	Of course, the feedback of the parents or the learners are positive, we know that the activities are successful.
Stakeholders Involvement in Planning	Level of Involvement	They can provide suggestions and opinions	During the meeting we give a sheet of paper just to write down some issues of parents when it comes on the activities, progress of the school.
Realizing the Plan	Evaluation	Attendance	the support of the stakeholders, of course in every activity called by the schools they always respond, for example the GPTA meeting, automatic they come with attendance, Pentakasi, activities of the school that the parents attendance is needed, automatic they attend for a particular activity.

Categories	Sub-category	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Accepting financial support	rom the GPTA, we accept financial support, for example the covered pathwalk is funded by GPTA.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Accepting financial support	to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Accepting financial support	Solicitation, no. we do not solicit, we only ask the GPTA fund kun may-ada pa tapos kun kaya pa magpa snack then kun mayda, nagpapasnack

Categories	Sub-category	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Accepting financial support	Of course, we accept donations, this month we received ten thousand from a balikbayan in support with our campaign advocacy through drum and lyre.
Realizing the Plan	Level of Involvement in Realizing the Plan	The treasurer from the Teacher Circle handles the funds	Our treasurer, our treasurer of the teacher circle.
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Attitude of the teachers towards SBM	So far, during planning naman, minor problem la, there are some, what we call this the negative attitude kun papano aakseptaron an programs, so far, madagmit manla maresolve, diri man dako nga problem, we don't, have.. what we call this difficult problems in planning naman so far, kay nakaklaro.
Stakeholders Involvement in Planning	Interventions on the Challenges Met	Communicating and emphasizing the importance of SBM	So far, no... waray.. waray problema nga dadako, basta gin prepresent properly during planning naman if the..., what we call this the programs presented properly, and

Categories	Sub-category	Description	Segment
			everyone is nakaklaro naman ha ira.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders participate in the programs of the school	So far, the biggest support is their participations during the programs and projects of the schools, their attendance is the biggest proof that they really support the programs of the school, because we know that in SBM the aspect for achieving level 3 is the participations and involvement of the parents and the LGU.
Involvement during the SBM Validation	They help in welcoming guests		Ahh, so far, the biggest happened during the evaluations of our SBM is the 100% of participations of our community of course, with the LGU, of course, with the different organizations part han pag welcome, part han pag trabaho han skwelahan para magin maupay, para mapasar talaga for SBM, that's the best thing na ira nahimo ha amon SBM evaluation.

Categories	Sub-category	Description	Segment
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders participate in the programs of the school	Of course, the Brigada Eskwela program of the DepEd that the parents are involved.. so far, and then, the OPLAN BALIK ESKWELA, parents are involved in the conduct of these programs.
Involvement during the SBM Validation	They contribute to the improvement of the school		Ahh, so far, the biggest happened during the evaluations of our SBM is the 100% of participations of our community of course, with the LGU, of course, with the different organizations part han pag welcome, part han pag trabaho han skwelahan para magin maupay, para mapasar talaga for SBM, that's the best thing na ira nahimo ha amon SBM evaluation.

Categories	Sub-category	Description	Segment
School's Relationship to the Community	The school provides assistance to the community		Of course, first if the community needs assistance hit school, example, the clean up drive, kun need nira han help han studyante nakadto kami talaga pag bulig, fiesta celebration, of course, my patron talaga kelangan, just to, what we call this to give some activities, some entertainment, para han pag celebrar han fiesta. And then others kun they need assistance from teachers para han ira trainings, so far. Diri naman problema kay natugot man liwat ako para han ira programs.
Involvement during the SBM Validation	They help in welcoming guests		Of course, their participation during the visit of the evaluators. The biggest thing that they do is welcome, pag welcome han mga bisita and then of course, sharing their support through transportations, through foods, pinaka the best nga nabulig han community in achieving our SBM Level 3.

Categories	Sub-category	Description	Segment
Involvement during the SBM Validation	They provide transportation		Of course, their participation during the visit of the evaluators. The biggest thing that they do is welcome, pag welcome han mga bisita and then of course, sharing their support through transportations, through foods, pinaka the best nga nabulig han community in achieving our SBM Level 3.
Involvement during the SBM Validation	They provide food		Of course, their participation during the visit of the evaluators. The biggest thing that they do is welcome, pag welcome han mga bisita and then of course, sharing their support through transportations, through foods, pinaka the best nga nabulig han community in achieving our SBM Level 3.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	Of course, by calling their attentions by having meetings, planning on how to set activities para maging smooth para maging successful an evaluation.

Categories	Sub-category	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Communicating stakeholder's responsibility	Yesp They are informed with their duties and responsibilities kasi kun diri hira informed pamati ko diri hira magigin active ngan magkakalat kahuman han activities kun diri hira informed.
SBM Objectives	Key objectives	To reduce drop-out rates	To zero-out non-readers and then to zero out drop-out and then to increase participation and to produce a efficient learners those are the things and objectives in SBM program
Programs Implemented	Pagharampang		Harampang
Programs Implemented	Reading Remediation		The RRE The Remediation Reinforcement and Enhancement conducted by the English teachers in line with the Division Road map project and other reading program of the division.
Programs Implemented	Building a stage for the school		When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni

Categories	Sub-category	Description	Segment
			association and GPTA kay diri an gud kaya kun usa la.
Programs Implemented	Building a school landmark		And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan
Programs Implemented	Building a covered walk for the school		just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.
Stakeholders Involved	GPTA Officers		GPTA president
SBM Objectives	Key objectives	To produce efficient learners	to produce a efficient learners
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Lack of participation of the stakeholders	For the lack of the participation of the stakeholders we always conducted meetings. And during the meetings we always give how SBM is important or the importance of the SBM and of course on what are their involvement in order

Categories	Sub-category	Description	Segment
			to achieve the SBM level 3 and then the positive way to communicate to the stakeholder's para medyo diri hira kurian
Realizing the Plan	Level of Involvement in Realizing the Plan	Parents give their support to their learners	With the help of the Regional Memo, the Portfolio Day is a one of the best practices from the region and down to the school, Portfolio Day is the best activity where the parents are involved, of course they know and they see the outputs of their learners and they easily know the performance of their children I mean para han pag sign han cards
School's Relationship to the Community	The GPTA has the initiative to look for opportunities to help		to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu

Categories	Sub-category	Description	Segment
			kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira.
Stakeholders Involved	OIC		I assigned OIC and then of course
Stakeholders Involved	Alumni Association		alumni association

The figure (Figure 6) presents an overview of the perception of the school head of an effective SBM. The discussion below elucidates the how the School Head describes their planning and implementation of SBM and the nuances of their dynamics within these SBM-related premises. The Principal also underlines how these stakeholders interact in SBM.

Objectives of an SBM program. The Principal identified three key objectives under their SBM implementation. The school crafted the objectives themselves, and these objectives are as follows: (1) To zero out non-readers; (2) to reduce the drop-out rate; and (3) to produce efficient learners.

To zero-out non-readers and then to zero out drop-out and then to increase participation and to produce efficient learners those are the things and objectives in SBM program. (School Head, Pos. 6)

To elaborate on the context of how SBM operationalizes these objectives, it is important to see what happens before these programs are conducted.

Operationalizing SBM objectives. The Principal emphasized that data is gathered to identify problems that could be addressed through conducting projects.

First, we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives in order to achieve the needs of our SBM program. (School Head, Pos. 34)

From the data, plans are drafted and a meeting agenda is established. The school calls for a meeting to present their plans to the members. The plan is discussed among themselves and finalized for inclusion in the plan. The meeting proceedings are documented.

Stakeholders. It was identified that internal stakeholders are involved, alongside the Committee on Education from the local government unit, the General Parents and Teachers Association President and officers. The stakeholders may add activities and raise their plans. They aid the school by presenting their plans, identifying their key areas of concern, and participating in the decision-making of the school.

While ideally, everyone should cooperate, the Principal underscored that the first issue in achieving a level of SBM practice is the attitude of how some teachers accept the work related to SBM, and the participation of the stakeholders.

Interventions on the challenges met. In addressing the issues concerning the participation of the stakeholders, meetings are always conducted to emphasize the importance of SBM, and the participation needed for the school to achieve an SBM Level III.

For the lack of the participation of the stakeholders we always conducted meetings. And during the meetings we always give how SBM is important or the importance of the SBM and of course on what are their involvement in order to achieve the SBM level 3 and then the positive way to communicate to the stakeholder's para medyo diri hira kurian (Translation: ...so it won't be difficult for them). And second when it comes to the attitude of the teachers, we talked heart to heart through meetings with the teachers and clarifying the importance of the SBM. The most important the school head should know nga an dalagan han SBM kasi if the school head diri maaram talaga han SBM diri man gud hiya makakahatag hin dako nga bulig han may mga attitude problem han teachers kasi nagkakatikado an additional burden an time nakakarag kay mag tatrabaho ngan mauli alas syete alas otcho so бага nagigin negative ha ira, and so because of the presentation and how you convince the teachers nagin positive naman hira. [Translation: ...It is important that the school head understands how SBM works, otherwise, they won't be able to contribute and help the teachers who have a different attitude towards the program because it is also an additional burden for them to work until 07:00 or 08:00 PM. Presenting the SBM and its benefits help change their perception on the program towards a positive one.] (School Head, Pos. 64)

With regards to gaining support from the teachers, the Principal disclosed that "We talked heart to heart, through meetings with the teachers and clarifying the importance of the SBM." (School Head, Pos. 64)

Strategies employed to effectively realize the plan. To ensure that the plan meets its objectives, the stakeholders collaborate to gather the funds, the school also accepts financial support from the school. The principal considers what the teachers can do and gives them the autonomy to decide how they will participate. Though, in evaluations, the Principal seeks the support of assigning tasks to them to make it easier.

This shows that teachers are given the right to determine how they can participate in the realization.

In giving the assignments to the teacher, I'll let them talk kun anu an ira kaya pero after QAD evaluation ako na an nag assign and because of these nagin madali an trabaho. [Translation: In giving the assignments to the teacher, I talk to them on what they feel that they can do, but after the QAD evaluation I will assign tasks to them and because of these, the job is easier.] (School Head, Pos. 72)

The stakeholders are present during the planning phase and they also provide financial support but *what is the extent of involvement their involvement in realizing the plan?*

Level of involvement in realizing the plan. The parents are involved in realizing the plan by giving support to their learners. They know the output and the performance of their students through conducting Portfolio Day.

Portfolio Day contains a series of activities that include a GPTA meeting or Harampang, a Gallery Walk of the output of the learners, and signing the students' cards. During the signing, parents talk to the advisers about the status of their learners.

Projects implemented. It was previously emphasized that the stakeholders also present their plans and they collaborate with the school in decision-making. The stakeholders also provide financial assistance for the school. The Principal cited that the Alumni Association and the GPTA have cooperated to put up a stage for the school. Additionally, the GPTA also built a covered walk and a school landmark. The Principal discussed that the GPTA looks for areas where help is needed and the solution is feasible.

To improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. [Translation: They help on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable if supported by just one organization alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.] (School Head, Pos. 70)

Evaluation. The school measures how they fared in an activity through a feedback form. Learners and parents provide comments and suggestions and discuss issues related to the school.

The Principal also narrated how the parents helped during the SBM validation. The LGU along with the different organizations facilitated the school in welcoming the guests. When the community needs assistance from the school, the school is also keen on helping them. An example is during the fiesta, the school helps in holding activities to celebrate. When the LGU also needs teachers for their training, they assist.

The Principal sees that the school leadership's role is to manage the implementation of SBM in the school. When absent, the Principal relies on the SBM coordinator to handle SBM-related matters. In the context of theoretical sampling, and the devolvment of SBM responsibilities, the next participant interviewed in the study is the SBM coordinator.

The view of the school head on the goal of SBM for the school. However, it would be presumptuous to say that stakeholders share the same view on the objectives of SBM, so this brings the question:

- What is the perception of the stakeholders on the objectives of an SBM program?

From the standpoint of the Principal, SBM is presented as a shared effort from the initiation to its finalization. Although in areas where

stakeholders do not share the same support for SBM, there seems to be a need to clarify the following points:

- What are the challenges encountered when engaging stakeholders?
- How do you communicate with stakeholders?
- What are the other ways you involve stakeholders?
- What are the strategies employed in involving stakeholders?
- How do you create the plan?

Stakeholders include teachers, the SBM Coordinator, the Committee on Education from the LGU, the Alumni Association, and the GPTA. The Principal also showed an insight into how some are stakeholders extend an effort to raise funding and improve school facilities. Challenges on SBM planning was discussed, though it was not clear during the interview on what challenges the school experienced during the implementation. To understand how a successful SBM is implemented, these questions will be raised:

- What are the challenges that prevent you from realizing the plan?
- What are the other programs implemented by the school?
- What other forms of monitoring do you employ?

Based on this analysis, the questions derived served as a guide for the interview with the next participant.

An Effective SBM from the Lens of the SBM Coordinator

Objectives of an SBM program. The participant views SBM as a program that is focused on the school, it decentralizes and localizes decision-making and policymaking to address school issues.

Of course an aton is damo an [Translation: we have many] issues and concerns and we know that there is no such thing as one size fits all that is why the central office cannot accommodate all problems of each school amo ito siguro nga [Translation: which is probably why] there are instances nga ngada yana an mga problems han ekwelahan is diri la gihapon diri nasusulbar because naghuhulat la an school han mando han central office or maghuhulat la hra han decision [Translation: of problems in the school that has not been taken care of because they are waiting for the decision from the central office] but because of SBM an aton decision making is guinhahatag na ha [Translation: our decision making is given by the] individual school so an [Translation: the] SBM in program to bridge that gap for the school and its local leaders to initiate in crafting of policies and programs of the school that of course will solve the issue. (SBM Coordinator, Pos. 6)

The SBM highlights meeting the needs of the school itself. From the analysis of the interview of the Principal, a question was raised regarding the view of the stakeholders on the objectives of SBM. From what is presented by the SBM coordinator, the SBM objectives she underscored is an interesting insight, it presents a different narrative and helps elaborate on the purpose of an SBM program.

Considerations on achieving the objectives. Concerning meeting the number of enrollees, the school has experienced a decline in their

Table 4

Coded Segments from the Interview with the SBM Coordinator

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Decentralize and localize decision-making and policymaking	So first is to decentralize and localize the decision and policy making in addressing concerns and issues
SBM Objectives	Key objectives	Decentralize and localize decision-making and policymaking	we cannot deny the fact nga of course an aton is damo an issues and concerns and we know that there is no such thing as on size fits all that is why the central office cannot accommodate all problems of each school amo ito siguro nga there are instances nga ngada yana an mga problems han ekwelahan is diri la gihapon diri nasusullbar because naghuhulat la an school han mando han central office or maghuhulat la hra han decision but because of SBM an aton decision making is guinhahatag na ha individual school so an SBM in program to bridge that gap for the school and its local leaders to initiate in crafting of policies and programs of the school that of course will solve the issue.

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Meeting the needs of the school	Naghihimo hin way an eskwelahan para mamimeet an needs and kabataan.
SBM Objectives	Key objectives	Meeting the needs of the school	Kun diri available ito nga material nganhi, nagkocontextualize kita para of course maihatag naton an best para maimprove an performance and at the same time an school another siguro objective dinhi ha amon to empower when it comes to SBM when talk about SBM program is to empower the school and its community stakeholders.
SBM Objectives	Key objectives	Decentralize and localize decision-making and policymaking	Unlike before nga an decision making is aada la ha school бага hin parang naghuhulat nala an mga stakeholders , naghuhulat nala an kabataan o teachers kun ano it desisyon hit school head, yana an decision making tanan involve pwede magdesisyon an stakeholders kun anot ikakaupay hit school, pwede mag desisyon an teachers bisan waray dida an school head kun anit ikakaupay o ikaka-improve hit aton eskwelahan and this is the

Theme	Sub-theme	Description	Segment
			way the school to engage the participation of the stakeholders in the formulation of the improvement plan based on the needs of the school.
SBM Objectives	Key objectives	Meeting the needs of the school	Kay kun anot parang an natatabo is kun ano an need han eskwelahan amon gud an fofocusan han mga stakeholders be it internal or external stakeholders diri na general parang kasi an natatabo before naiimplement an sbm parang kun ano an desisyon hini amo an ifafollow han bug-os nga school which is danay diri naton need ito ng a particular nga program or decision nira, iba an need an aton eskkwelahan yana kay empowered man kita and that is one of the objectives of the SBM program so parang namimeet naton an aton karuyag ha usa ng eskwelahan para mag improve an aton school.
SBM Objectives	Key objectives	Decentralize and localize decision-making and policymaking	Decentralization is the decision-making is gin lulusad from the central office down to the

Theme	Sub-theme	Description	Segment
			individual school parang an decision making is diri na kita nagrely ngadto ha central office but an decision making is an naghhimo is dinhi na ha eskwelahan kay kasi kita it maaram han need han aton school so an decision making is guin hihimo nah an stakeholders, han scholl head, han teachers, han students nga diri na naghuhulat ngadto ha central office.
SBM Objectives	Key objectives	Decentralize and localize decision-making and policymaking	An nag iinitate hini nga proseso damo an involve diri la an school head but also an teachers, the students, the stakeholders ada na an aton GPTA officers headed by the GPTA president, aada an aton SGC, aada an aton barangay officilas, of course an naglilead an aton punog baranagay.
Realizing the Plan	Consideration on realizing the plan	The school is situated in an island	And another issue is that an amon man gud eskwelahan is aada ha isla so damo an amon enrollees wayback 2001 nga tikang from othe barangay so an nagiging problem hito ngada is that an pagtatabok so since nakita nira nga mas harani adi nga usa nga barangay nga nag open so para diri

Theme	Sub-theme	Description	Segment
			delikado or diri na harayo an ira pag travel nagprefer hira ngadto.
Realizing the Plan	Consideration on realizing the plan	Travelling to the school can be hazardous	And another issue is that an amon man gud eskwelahan is aada ha isla so damo an amon enrollees wayback 2001 nga tikang from othe barangay so an nagiging problem hito ngada is that an pagtatabok so since nakita nira nga mas harani adi nga usa nga barangay nga nag open so para diri delikado or diri na harayo an ira pag travel nagprefer hira ngadto.
Realizing the Plan	Consideration on realizing the plan	Students prefer to enroll in schools closer to their barangays	Another problem is that there are some students or an usa ng pamilya is nagtransfer han residence pero hin an amon man gud barangay is that an tanan nga school-aged population hini nga barangay are in the school nagkaproblema la kami siguro han mga naglabay nga mga enrolless nga tikang ha iba nga barangay of course nagprefer hira ngadto han mas harani nga eskwlehan.

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering data	Nadedetermine namon an school-aged population based on the data came from the barangay and beauty kasi han SBM is that an aton stakeholders an aton LGU is nagbubulig na para hit ikauupay hit eskwelahan so diri na hassle ha amon part pag kita han mga school-aged population han barangay because an barangay mismo they do have the data nga need namon.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering data	Didto ito namon ginkukuha ha barangay secretary hiya man gud an nagkukuha han house to house nga data same as with n amon BHW nagkaconduct liwat hira han mapping so an nagkikig coordinate hito ngadto han amon barangay secretary is an amon brigada eskwela and 4P's coordinators.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering data	Didto ito namon ginkukuha ha barangay secretary hiya man gud an nagkukuha han house to house nga data same as with n amon BHW nagkaconduct liwat hira han mapping so an nagkikig coordinate hito ngadto han amon

Theme	Sub-theme	Description	Segment
			barangay secretary is an amon brigada eskwela and 4P's coordinators.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering data	Nadedetermine namon an school-aged population based on the data came from the barangay and beauty kasi han SBM is that an aton stakeholders an aton LGU is nagbubulig na para hit ikauupay hit eskwelahan so diri na hassle ha amon part pag kita han mga school-aged population han barangay because an barangay mismo they do have the data nga need namon.
Realizing the Plan	Consideration on realizing the plan	Competency of teachers	One factor of the decrease is that, there are some teachers who are handling non-major subjects and mahirap kasi yung expertise kasi ng subject is iba. On that certain point siguro kasi hindi nila specialize yung subject na hinahawakan that's why there will come a time na bumababa yung MPS?
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Providing trainings to teachers	Our school head send teachers to trainings say for example one of our subject teachers handling Filipino ngayong school head twice syang nag attend ng Filipino nga seminar.

Theme	Sub-theme	Description	Segment
Programs Implemented	Peer tutoring		<p>We do peer tutoring. Ginagamit namin yung mga good students in the class to mentor their classmate kasi hindi nmaan natin maiiwasan that some of the students nahihiya sa teacher but kapag yung classmate na nila yung nagtuturo so of course with the guidance of the teacher parang naiiwasan yung nahihiya yung mga estudyante. And another reason siguro is we do have an innovation para mainganyo yung students na mag perform in the class or pagbutihan yung pag aaral we do have what we called the rewards and incentives. We give incentives and certificates to the students who perform well in the class kahit nga yung may mga perfect attendance we give them rewards sometimes yung aming school head nagbibigay ng incentives. We give that one in what we called our innovation which is our "Panalimbasing" every December.</p>

Theme	Sub-theme	Description	Segment
Programs Implemented	Home visitation on drop outs		<p>Kapag mayrong kaming students nga at risk of dropping out the advisers conduct a home visitation kasi an amon man gud lugar is diri man gud aadto ha kumabaga aadi man gud kami hit isla is an mga students kasi gingagamit han parents panagat which is amon an number 1 nga pakabuhi nganhi, pag-uma so there are some instances nga one or two weeks or more diri na nasulod an bata so an ginhihimo hito nnamon is since nagka conduct kami hin staff meeting, school learning action cell an ginbubuhat han amon school head especially ha SMEA ginprerresent han mg adviser kun pira an percentage han attendance nira hito nga month so kapag nakita nga habubo or dadako an nawawara nga percentage we do home visitation sometimes diri kasi namon naiinganyo an bata pagsulod ngadi ha eskwleahan so an amon nala hito ginbubuhat is gintatatgan nala hin module tapos ito nga module amo it iya aadman then mayada mga gin aasnweran niya then afterwards pira ka simana</p>

Theme	Sub-theme	Description	Segment
			babalikon iton nga iya module para at least kasi diri man naton maiiwasan an bata labi na kun an kag-anak waray interes paeskwelahon an bata kundi para la pagpakabuhi so kumbaga an bata nala ann amon concern para atleast namanla diri hiya maretained or diri mag stop an pag skwela.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	Siguro ini nga performance improvement han school an major contribution han stakeholders is nabulig hira in terms of financial, in terms of giving resources or naparticipaate hira dnhi ha amon school. Pinaagi hini nga ira bulig, atleast nalillessen an problem han school para maiprovide ito nga resources para hit aton mga kabatan nnga eskwelahan. Ha amon mga schools aactivites and programs, nahatag financially an amon stakeholders.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Level of Involvement in Realizing the Plan	They help in improving school facilities	Another contribution siguro han amon stakeholders an pag limpyo ngan beautification han eskwelahan ky during pentakasi hira na it naglilipyo hit eskwlehan kun diin diri na kailangan pa gamiton an kabataan. Pinaagi hini nga ira contribution an bata concentrated nala han ira pag aram kay an iba nga buruhaton ahn eskwelahan an community naman an nagbubuhat.
Realizing the Plan	Consideration on realizing the plan	Lack of learning materials	There are some instances iton mga resources or materyales are diri available dinhi ha amon community amo nga an amon gingagamit kun ano it available nganhi ha amon community then amon an gingagamit han teachers in their teaching and learning process and at the same time para gihap dinhi ha eskwelahan nga mga activities mayada kita ginhihimo nga contextualization.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Maximizing available learning resources	There are some instances iton mga resources or materyales are diri available dinhi ha amon community amo nga an amon gingagamit kun ano it available nganhi ha amon community then amon an gingagamit han teachers in their teaching and learning process and at the same time para gihap dinhi ha eskwelahan nga mga activities mayada kita ginhihimo nga contextualization.
Programs Implemented	Panalimbasog		Mayroon din na kami program which is the PANALIMBASOG wherein we give recognitions to our students who perform well of course kasi that is the way para mag excel pa sila or para Makita ng ibang students na need nilang mag improve para of course mabigyan sila ng recognition or mabigyan sila ng reward.
Stakeholders Involvement in Planning	Strategies employed	Conducting focus group discussions on school planning	These operations for implementation through staff meeting with the community or through focus group discussion in formulating and crafting the policies or the programs with leadership

Theme	Sub-theme	Description	Segment
			of the school planning team and other organization the method and strategies of the implementation is also discussed as planned in the meeting.
Stakeholders Involvement in Planning	Strategies employed	Staff meeting	staff meeting
Stakeholders Involvement in Planning	Strategies employed	Connecting with the community	Mayroon kaming tinatawag na aside from the staff meeting aside from the focus-group discussion merong kaming tinatawag na paharampang . Yung involve hindi lang mga teachers and school head but we also invited the religion group, the fishermen group, the farmers group, kahit wala silang student na nagaaral dito sa aming school we also included them in planning kung ano yung ikagaganda na aming school.
Stakeholders Involvement in Planning	Level of Involvement	They provide financial support	Yung aming mga stakeholders they give suggestions and financial support and assistance.
Stakeholders Involvement in Planning	Level of Involvement	They can provide suggestions and opinions	Yung aming mga stakeholders they give suggestions and financial support and assistance.

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Misunderstanding on the part of stakeholders	Siguro yung part dida han amon stakeholders is that sometimes kun diri man hra nakakaghatag suggestion an ira nala support or participation hito nga activity kasi we cannot deny the fact may mga instances nga diri talaga makakaintindi an aton stakeholders but we do our best to explain to them everything like our programs and projects.
Stakeholders Involvement in Planning	Interventions on the Challenges Met	Taking time to explain the plan to the stakeholders	Siguro yung part dida han amon stakeholders is that sometimes kun diri man hra nakakaghatag suggestion an ira nala support or participation hito nga activity kasi we cannot deny the fact may mga instances nga diri talaga makakaintindi an aton stakeholders but we do our best to explain to them everything like our programs and projects.
Responsibilities of the Stakeholders	SBM Coordinator	Leading focal persons on the SBM process	On my part may naglilead sa mga focal persons kung ano yung kanilang gagawin, ano yung process nitong SBM. Siguro more on the part han paglead han mga focal persons and teachers han pag implement han mga programs and projects of the school.

Theme	Sub-theme	Description	Segment
Responsibilities of the Stakeholders	SBM Coordinator	Implementing the SBM-related programs and projects	On my part may naglilead sa mga focal persons kung ano yung kanilang gagawin, ano yung process nitong SBM. Siguro more on the part han paglead han mga focal persons and teachers han pag implement han mga programs and projects of the school.
Responsibilities of the Stakeholders	SBM Coordinator		On my part may naglilead sa mga focal persons kung ano yung kanilang gagawin, ano yung process nitong SBM. Siguro more on the part han paglead han mga focal persons and teachers han pag implement han mga programs and projects of the school.
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Disagreement among stakeholders	Sometimes kasi may time nga na disagree an usa nga organization na disagree adi nga stakeholder diri kasi ito maiwasan sometimes an makuri nga part is how to deal with it. Because of this at the end, there are some instances may ada mga plano nga nafifail ngan makuri ha akon part kay syempre ako an gin atasan ako an ginbilinan han amon school head tapos maabot hiya nga diri successful.

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Interventions on the Challenges Met	Focusing the attention on the people who support SBM	How I deal with it is ginpamatian ko aan side han mga positive nga tawo around me and at the same time an akon nala giniisip is this is for our students, this is for the school and this is not for the negative people ngan para kun anot ikauupay hit estudyante bisan nala may mga issues or na disagree hito nga part ginhihimo ko nala kun anot maupay.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	An amon mga stakeholders damo an naparticipate, damo nganhi an nabulig hito nala nga part nakakabulig na hira ha akon kumo SBM coordinator han ekwelahan. Aada an participation han amon stakeholders hito nga part most especially financial and moral support.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders participate in the programs of the school	An amon mga stakeholders damo an naparticipate, damo nganhi an nabulig hito nala nga part nakakabulig na hira ha akon kumo SBM coordinator han ekwelahan. Aada an participation han amon stakeholders hito nga part most especially financial and moral support.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Consideration on realizing the plan	Time management	One issue is the time management. Kasi diri man kasi ito namon maiiwasan labi na may mga instances nga patigda an pagimpelement hito nga programs or projects diri na namamanage an time frame, time constraint issue.
Stakeholders Involvement in Planning	Challenges Encountered on Engaging Stakeholders	Misunderstanding on the part of stakeholders	Another usa nga problema an pagpaintindi han mga programs and projects ha aton mga stakeholders, ha aton mga students hini nga mga pag implement han mga programs
Realizing the Plan	Consideration on realizing the plan	Lack of funding on programs and projects	And although nagsiring ako nga supportive an mga stakeholders han financial, mayada la gihap problema ha resources kasi diri man ito matatagan fund an tanan nga programs and projects.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Ensuring stakeholders understand the plan and limitations	There are suggestions nga makuri na mameet, an amon part nga ginhihimo on this matter sometimes ginpapaintindi ha ira an mga limitations but mostly an mga ginsasuggest gin aaccept namon and then ginhihimo o ginhahatag namon basta para la kaupayan hit eskwelahan. Tanan naman pwede makaghatag suggestion not only the students and teachers but also the community people.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Evaluation	SMEA	And one of the most important activity to evaluate the school PAP's is the quarterly SMEA kun diin involve an amon stakeholders, giniinvite namon hira, all organizations are represented. The purpose of SMEA is para maiplastar namon ha amon mga stekholders an mga programa and at the same time Makita nira kun ano an mga naaccomplish ngan kun ano nga problema an amon na encounter nga kun diin pwede hira makabulig. One of the examples on the contribution of the stakeholders because of their participation in SMEA is the implementation of the curfew kay usa nga nagging problema han school an student absenteeism tungod kay nkadi la hira han iba nag aktibidadis ha gawas.
Stakeholders Involved	GPTA Officers	GPTA President	GPTA president
Stakeholders Involved	SSG Officers	SSG President	SSG president
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders participate in the programs of the school	Kada pagiimplement namon han programs and projects aada hira, in general makusog an ira participation in the implementation han programs and projects.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Managing time to effectively implement programs	There times nga ha planning we tend to be idealistic when it comes to policies and implementation, mayada gaps han mga programs. Example an timeframe parang diri hya enough para matapos o maimplement ito nga program o project. An amon hito solusyon nagaadjust nala kmi han time like nagshoshorten kami han class hours para maaccomplish namon ini nga mga programs.
Programs Implemented	Brigada Eskwela		Brigada eskwela
Realizing the Plan	Level of Involvement in Realizing the Plan	They participate in crafting school policies	They serve as one of the foundations in crafting the policies and practices of the school.
Stakeholders Involved	OIC		the Teacher Circle President or our TIC and our school head kun diin one of his strengths an pagiging malapit ha mga tawo.
Stakeholders Involved	Committee on Education	LGU	amon committee on education

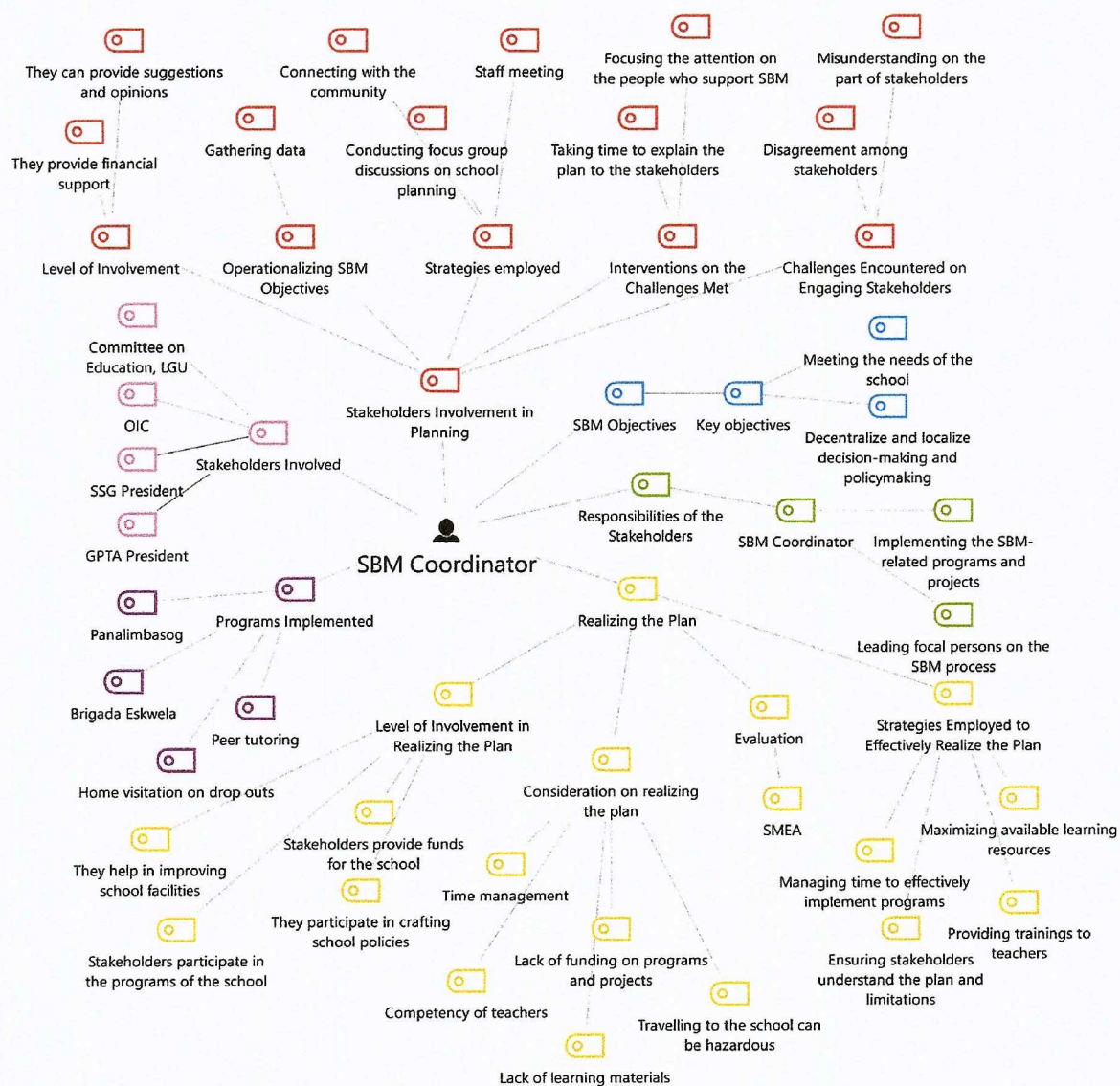


Figure 7. The SBM Coordinator's View of an Effectively Planned and Implemented SBM

numbers. The school is situated on an island and traveling to school can be hazardous. Since some barangays have schools closer to their locale, students opt to enroll in those schools. Travelling to and from is also safer. While this caused a decrease in the enrollment, this is perceived to be a concern for the school. However, in SBM, a decrease of enrollment is not an issue. The metrics on school performance, in terms of enrollment, is anchored on the number of school-aged children in the community who are enrolled in the school, regardless of where they are enrolled. This shows that school enrollment is aligned to the identified barangays or the main feeders of the school.

Another consideration of the school is the competency of their faculty. Some teachers handle subjects they do not specialize in. This affects their capability to discuss the subject. However, the school capacitates the teachers through trainings. The school also considers the resources they have. The participant shared how the school lacks learning materials, however, the school maximizes whatever is available in the community for teaching and learning. On the other hand, some plans and programs are planned and implemented at a shorter period, thus, time management is also a concern for them.

Operationalizing SBM objectives. The participant highlighted that the beauty of SBM is that the local government unit helps in providing data to the school.

Nadedetermine namon an school-aged population based on the data came from the barangay and beauty kasi han SBM is that an aton stakeholders an aton LGU is nagbubulig na para hit ikauupay hit eskwelahan so diri na hassle ha amon part pag kita han mga school-aged population han barangay because an barangay mismo they do have the data nga need namon. (SBM Coordinator, Pos. 20) [Translation: The beauty of our SBM is that our stakeholders in the LGU help us with the data we need for school-aged children in the population, this way we no longer have to worry about the hassle of collecting data since the barangay has them.]

The barangay conducts a community mapping to supply the information the number of school-aged children in their jurisdiction. This is reflective of the school and community's partnership to help the school towards development.

Strategies employed in planning. In formulating policies and programs, all stakeholders are engaged in a focus group discussion, the strategies for the implementation are also outlined.

These operations for implementation through staff meeting with the community or through focus group discussion in formulating and crafting the policies or the programs with leadership of the school planning team and other organization the method and strategies of the implementation is also discussed as planned in the meeting (SBM Coordinator, Pos. 46).

They also connect with the community through gatherings they refer to as Paharampang which involves different organizations:

Mayroon kaming tinatawag na aside from the staff meeting aside from the focus-group discussion merong kaming tinatawag na paharampang [Translation: Aside from the staff meeting and focus-group discussion we have what we call "paharampang"]. Yung involve hindi lang mga [Translation: The people involved are not just the] teachers

and school head but we also invited the religion group, the fishermen group, the farmers group, kahit wala silang student na nagaaral dito sa aming [Translation: even if they do not study in our] school we also included them in planning kung ano yung ikagaganda na aming school [Translation: for the betterment of our school]. (SBM Coordinator, Pos. 52)

The school connects with the community in different ways and it shows the openness and togetherness of the community and the school. Although, the participation of the community is beyond what is ideal. The SBM Coordinator shared how some plans do not meet expectations because of the differences among stakeholders. The participant noted that she continues to move forward despite the hurdles:

"Because of this at the end, there are some instances may ada mga plano nga nafifail ngan makuri ha akon part [Translation: of plans that fail on my part] ...How I deal with it is ginpamatian ko an side han mga positive nga tawo [Translation: I listen to the positive comments from the people] around me and at the same time an akon nala giniisip [Translation: I just think] is this is for our students, this is for the school and this is not for the negative people ngan para kun anot ikauupay hit estudyante bisan nala may mga issues or na disagree hito nga part ginhihimo ko nala kun anot maupay." [Translation: and that this is for the benefit of the student, even if there are issues or disagreements on that part, I will do what is best for them.] (SBM Coordinator, Pos. 64)

Since some suggestions from the stakeholders are also difficult to actualize, the school puts effort into communicating the limitations of the capability of the school.

Level of involvement to realize the plan. The stakeholders alleviate the burden of the school in addressing school-related issues. In

terms of the financial aspect and provision of resources to school, the community is participative. They also support the school in their beautification initiatives so that the children no longer have to saddle these responsibilities and they can continue to put their focus on their studies.

Siguro ini nga performance improvement han school an major contribution han stakeholders is nabulig hira [Translation: The school's improved performance is attributed to the major contribution of our stakeholders] in terms of financial, in terms of giving resources or naparticipaate hira dnhi ha amon school [Translation: they participate in our school]. Pinaagi hini nga ira bulig, atleast nale-lesse an problem han school para maiprovide ito nga resources para hit aton mga kabatan nga eskwelahan [Translation: Through their help, we have provided resources to our students]. Ha amon mga schools activites and programs, nahatag financially an amon stakeholders [Translation: In our school activities and programs, our stakeholders grant us financial aid]. Another contribution siguro han amon stakeholders an pag limpyo ngan beautification han eskwelahan ky during Pentakasi hira na it naglilipyo hit eskwlehan kun diin diri na kailangan pa gamiton an kabataan [Translation: Another contribution our stakeholders help us with is the beautification of the school during Pentakasi, where the stakeholders themselves clean the school]. Pinaagi hini nga ira contribution an bata concentrated nala han ira pag aram kay an iba nga buruhaton ahn eskwelahan an community naman an nagbubuhat." [Translation: Through their contribution, our students are more concentrated with their studies while the community works on the tasks] (SBM Coordinator, Pos. 36)

While stakeholders extend miles of effort for the success of the plans, the school still does not have sufficient funding. However, the school does its best to work on areas where they can help the students

improve. The school provides a platform that can help them communicate with the stakeholders, through focus group discussions and social gatherings.

The SBM coordinator also underscored SMEA as a means for the school to present their activities and achievements to the stakeholders. They also present problem areas where they hope the community can provide solutions. An example of where the stakeholders were able to respond to issues during SMEA is shown in her narrative:

One of the examples on the contribution of the stakeholders because of their participation in SMEA is the implementation of the curfew kay usa nga nagging problema han school an student absenteeism tungod kay nkadi la hira han iba nag aktibidadis ha gawas. [Translation: because one of the biggest problems of the school is student absenteeism, due to other activities outside of the school] (SBM Coordinator, Pos. 82-83)

The SBM Coordinator also identified the stakeholders who help in their programs, the GPTA President, the SSG President, the Committee on Education from the LGU, the barangay captain, the OIC (and Head of the Teacher's Circle), and the School Head.

The SBM Coordinator provided greater insight on how the school involves the stakeholders in their planning and implementation. Additionally, her narrative highlights the involvement of the stakeholders in the crafting and implementation of policies and programs for the school, and their provision of funding and resources to realize them. The

school collaborates with the stakeholders to provide solutions for issues that the school cannot resolve themselves.

It was raised during the interview of the Principal and the SBM Coordinator that teachers have their own concerns in the implementation of an SBM practice. In the absence of the Principal, the leadership of the school is headed by the OIC, who also functions as the head of the Teacher's Circle. To further explore the interaction of stakeholders on the planning and implementation of SBM, the researcher will seek out the perspective of the OIC.

From the perspective of the teacher, as the head of their circle, the next interview investigates SBM with the following theoretical questions:

- What is the role of the teachers in SBM?
- How do teachers interact with the SBM planning and implementation process?
- How does SBM program affect the students?

An Effective SBM from the Lens of the OIC/Teacher's Circle Head.

SBM objectives. The participant provides a different view on the goal of SBM—to achieve SBM Level III. She attributes the achievement of the SBM level to improving the teaching and learning for the students.

“School objectives of these SBM program, okay, the first one is for me the first one na para akon na, nakikita ko nga kay anu kelangan namun ma reach namun an SBM level 3 is diri la para hiya makilala an main focus ito is matagan

Table 5

Coded Segments from the Interview with the OIC

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Reach SBM Level III	School objectives of these SBM program, okay, the first one is for me the first one na para akon na, nakikita ko nga kay anu kelangan namun ma reach namun an SBM level 3 is diri la para hiya makilala an main focus ito is matagan hin maupay nga kalidad hit panutduan han kabataan kay para ha akon tak nababaruan hit SBM may priority kamo hit SBM asya ito nga matatagan hin maupay nga kalidad han kabataan.
Realizing the Plan	SMEA	SMEA helps formalize school operations	Napinsaran kola hiya nga nakikita ko kasi hit una nga nagkuan kami hito nga SBM бага diri liwat kami maaram kay anu na kelangan kita mag pa SBM level 3, nanu kelangan natun, actually an school na operate man maski diri level 3, so kay anu, as time goes on na han ginhihimo na an SBM, ginhimo na an SBM kuan kasi learning by doing an imo na nakukuan, labi na an pag abot han SMEA, learning by doing ka kasi SMEA waray man ito matutdu hin maupay talaga hano? Diri gad natutdu hin maupay or waray kami as in ba medyo dako nga knowledge about

Theme	Sub-theme	Description	Segment
			<p>SMEA so nahibaru la kami talaga hit SMEA while naghihimo kami SBM, ansya ngayan ito an purpose ansya ka nag hihimo ka han mga report amo ngayan ine kay gin uundergo hit SMEA, so because han una baga waray hiya as in proper then nagtatrabaho kami hin SBM didto la na proper na formal an iyo gin hihimo, so that's why nga na create nga nakuan ko nga akon personal nga pag hihimo ngayan hin SBM nagigin formal, nagkakamayda formality ansya ngayan ito an rason kun nag SSBM ka, na oobliga an school nga mag participate hini nga mga activities. So that's it sir.</p>
Impact of SBM	Active engagement of the students in improving school quality		<p>not only ha exam, ha evaluation nakikita an quality, in everyday nga pakipag interact mo ha mga estudyante dida mo makikita nga iba ngayan an impact han SBM ngadi ha mga estudyante kasi not only ha panutduan, natututduan mo liwat hira hin proper, like for example tam mga program DepEd program, mga DepEd activities kasi ha iba diri ka maaram kun iton na mga culminating han month nga mga activities mga science month na mga activities, mga memorandum diri ka</p>

Theme	Sub-theme	Description	Segment
			<p>maaram nga ha iba nga school gin hihimo ito pero kita kay tungod kay gin prapractice ta an SBM ginhahatag ta ito an nakikita ta ngadto an participation han kabataan, dida ta nakikita na may quality not only han imo panutduan, not only han subject area nakikita mo geap hit kabataan paano mag participate han iyo quality.</p>
Impact of SBM	Developing students who have a strong educational foundation		<p>maybe sir, ha akon nga naoobserbahan, my personal observation, nakikita ko hit kabataan na nagigin, namemeasure an ira learning through nagpaparticipate kami hit iba iba nga mga competition actually an amon school diri man gud na bebehind, and then an mga nag graduate namon nga nagpapakapasar man dayun hira ha mga board exam, may nacucumlaude, so diri man signgon nga, oo utang ito nira dida hit ira pag college but then kasi an foundation adi hit high school ngan elementary, so that's it sir.</p>

Theme	Sub-theme	Description	Segment
Impact of SBM	Increasing MPS		<p>sir, increasing, for me increasing, yes sir, 5 years increasing, mayda gad sir nahamubo but for now, an amon last nga year increasing hiya kay naturing nga nag fofollow kami hit mga activities nga gin susuggest han mga EPS, so naluluoy geapon kami hit mga kabataan nga naggraduate nakakagtapos nga waray manla learning nga nahibabaroan, naghihimo geapon kami hin paagi labot la han gin hahatag, for example han mathematics kan sir glendo always nagkukuan hiya han numeracy test tas gin eencourage kami nga every Friday remediation, so in my own way mayda geapon kami ginhihimo para hit kabataan mahibaro, kairo man gad intawon.</p>
Realizing the Plan	Evaluation	SMEA	<p>who manages in conducting the SMEA, of course the SMEA members, officers, it process kasi, for me ha while na nagtatrabaho kami hit SBM actually, the truth is nagtatrabaho kami pero dire kami maaram na process na ngayan hiya han SMEA dida la kami pag SBM nahibaro</p>

Theme	Sub-theme	Description	Segment
			<p>nga process na ngayan iton hiya han SMEA na amon gin hihimo, so it SMEA kasi dida mo mahihibaroan, for me, puyde kamo sir ig correct ako kay, for me, para akon it SMEA nag tritrinabaho kami, like for example, more on kasi measuring an SMEA, more on measuring, qualitative, quantitative, measuring an performance an kabataan, performance an school, gin memeasured an project han school, han accomplishment han school ngatanan ito is reported through SMEA, an mga hazardous, absenteeism, tardiness, coverage ha lesson nga natututdo tas amo it an top, so nagkakamayda kami SMEA quarterly, actually dapat an nababatian ko nga process han SMEA usa la an nag prepresent han kabugosan, the whole nga presentation but what we did, each teacher presented dashboard kay para talaga nakikita it problem han each teacher, so didto kun anu an amon problem nagkakamayda kami feedbacking or sinisiring nga TA kun anu an mahibubulig han barangay kay actually, cooperation man it barangay nakadto man it barangay pati it SSG so at the end of program at the end of</p>

Theme	Sub-theme	Description	Segment
			activities ada han mga stakeholders, some of the stakeholders then nagkukuan hira hin feedbacking then didto nagrerevise han amon naplanohan nga mga projects nagkakamayda hin technical assistance kay para matuhay or makabulig manla hit panutduan or an problem han school, yun lang sir.
School's Relationship to the Community	The stakeholders participate actively during meetings		Dida ko nakikita na aappreciate it stakeholder nga very active hira, very supportive hira pag abot hit school kasi pag naghatag kami hin invitation diri hira nag duduha duha pag attend hit kuan, and then dida namun nakikita nga most han mga parents, may concern talaga hira about han ira kabataan, love talaga nira it kabataan dida namun nakikita so, naappreciate ko hira labina hit amon barangay officials, naappreciate kot hira nga usahay ginbubuligan kami, ginpapabulig pat mga tanod para la hit kabataan nga nagtatambay pasudlon ha skwelahan.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Concurrence of teachers on presenting their plans	how do we plan? The first one is nag memeeeting kami, nag meeting kami teacher first la anay, so nag

Theme	Sub-theme	Description	Segment
			<p>memeeeting kami hit teachers la anay, nag plaplan kami kun paano namon ine ig rerelate didto ha mga stakeholders and pag nag memeeeting kasi kami sometimes, sir gin eencourage kami, gin tatagan kami hin pointers kun anu an amon tratabahoon, so gin eencourage anay kami then nagplaplano kami kun paano namun ig didiscuss ito hit amon stakeholders, tapos stakeholders plan na and then of course dida ha stakeholders na ooperate na ooperation na naiimplement na.</p>
Stakeholders Involvement in Planning	Formulation of Plans	Presenting the dashboard	mayda kasi kita amo na ito nag prepresent kami han dashboard
Stakeholders Involvement in Planning	Formulation of Plans	Teachers provide technical assistance on the creation of SIP	nag prepresent kami hin teacher present always han karan SMEA hanu then
Stakeholders Involvement in Planning	Formulation of Plans	Creation of technical seat plans	nagkakamayda kamu hin technical seat plans
Stakeholders Involvement in Planning	Formulation of Plans	Based on the SMEA	nag prepresent kami hin teacher present always han karan SMEA hanu then

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Formulation of Plans	Annual review and reformulation	ha SIP mayda kamu plano ngadto nga nagpapatawag man anay ito hin meeting, nagpapatawag hin meeting, yearly ito hiya kay nag himo man hin improvement plan hanu
Stakeholders Involvement in Planning	Formulation of Plans	Identifying problems that have been resolved	... nagpapatawag kami hin meeting then gin iidentify namun kun an problem nga aadto ha AIP nga aadi liwat ha SIP kun okay na hiya, no problem na hiya so dire na hiya gin aapi ha SIP so,
Stakeholders Involvement in Planning	Formulation of Plans	Plans are reformulated based on the remaining issues	an new na nga na identify nga problem dida tikang ha SMEA amot ig susulod niyo didto ha SIP an iyo pinaka major so, gin babalyuan na it mga minor nga problem nga puyde naman mahimoan hin paagi gin babalyuan nalat hiya gin popokus ha pag improvement han school.
Responsibilities of the Stakeholders	Teachers	Focused on catering the needs of the students	the vital rules of the stakeholders, the first one is hit teachers na inline kami, for me na inline kami hit cater han needs han student didi ha school
School's Relationship to the Community	The parents are concerned about the welfare of their children		Dida ko nakikita na aappreciate it stakeholder nga very active hira, very supportive hira pag abot hit

Theme	Sub-theme	Description	Segment
			<p>school kasi pag naghatag kami hin invitation diri hira nag duduha duha pag attend hit kuan, and then dida namun nakikita nga most han mga parents, may concern talaga hira about han ira kabataan, love talaga nira it kabataan dida namun nakikita so, naappreciate ko hira labina hit amon barangay officials, naappreciate kot hira nga usahay ginbubuligan kami, ginpapabulig pat mga tanod para la hit kabataan nga nagtatambay pasudlon ha skwelahan.</p>
School's Relationship to the Community	The stakeholders help in ensuring students' attendance in school		<p>mas naappreciate ko an ira bulig han stakeholders in terms nga it kabataan diri it pag kuan hit kabataan nga diri hira mag absent like for example, ha plaza makita ngane hira nga mag hahangout ira gin didisallowed nira nga gumamit hin plaza, school hours, tapos it pag hang out amo tak na appreciate nak pinaka main contribution nira ha school kasi yun ang pinaka main liwat nga problem liwat namun han absenteeism or tardiness han kabataan.</p>

Theme	Sub-theme	Description	Segment
Responsibilities of the Stakeholders	OIC	Assist the Principal in checking reports and submitting reports	as OIC, han nabasahan ko didto ha SO nga mag aassist ako ha iya while checking kun han mga reports then kun an mga submission han report mag aassist liwat ako ha iya so,, yun lang assisting la kan sir.
Stakeholders Involvement in Planning	Strategies employed	The Principal encourages teachers in participating for the SBM	ha nakikita ko ha na oobserbaran ko nagiging aktibo hira kay na encourage hira ni sir, na encourage hira namun nga mga teachers kun anu an ma gagain, anu ba an objectives or anu ba an purpose hine nga SBM so excited liwat hira nga mag kuan pag about han SBM excited hira nga maimplement kay first time man gud talaga liwat han amon school, first time han guintarcan national high school nga magkamay ada sugad hine nga event like for example ine nga pag implement han SBM first time ini han mga stakeholders so, active hira, naeexcite liwat hira labot la han mga teachers, stakeholders liwat na eexcite, waray kami problema an amon la is encouraging, waray kami problema hit amon stakeholders talaga kuan talaga hira hul-os talaga it ira pag bulig ha amon.

Theme	Sub-theme	Description	Segment
School's Relationship to the Community	Parents are sensitive towards the teachers' work load		an ira role man gud, igpakita talaga han mga evaluator nga hul-os talaga iton ira pag suporta, so... kun waray hira diri talaga ini makukuan nga amon SBM kun diri talaga mahihimo it pag assist la ha am, it mga parents kasi it mga stakeholders amo kasi it nag assist hit mga teachers about hini nga pag taga SBM kasi teachers guol na ha kuan mentally tired na kami so diri na namun mahihimo pan kanan mga trabahoon nga iba so, an nakakabulig la talaga ha amon it iba nga trabahoon is an mga stakeholders, like for example an pag welcome, an mga trabahoon it mga parents la it makakatrabaho, an ira la parts nga an parents la an makakatrabaho hira la talaga iton nag hihimo.
Realizing the Plan	Consideration on realizing the plan	Teachers are overworked with the tasks related to SBM	mayda kami mga teachers nga masyado na ka emotional nga mayda na nahihinabo nga diri na hira nakarawat hit correction kay mentally tired na hira nga basta mayda pa papatrabaho bagat sugad hiton diri na hira na accept
Realizing the Plan	Consideration on realizing the plan	Teachers are overworked with the tasks related to SBM	makuri kuri man gud talaga an amon gin agihan about hini nga SBM, maaram naman kamu hito sir nga pati it pag pipiraw, how many months namun inin nga gin Kurian nga waray na kami time para ha amon family, ha amon mga anak pag-uuli namun, so...

Theme	Sub-theme	Description	Segment
Realizing the Plan	Evaluation	SMEA	<p>napinsaran kola hiya nga nakikita ko kasi hit una nga nagkuan kami hito nga SBM baga diri liwat kami maaram kay anu na kelangan kita mag pa SBM level 3, nanu kelangan natun, actually an school na operate man maski diri level 3, so kay anu, as time goes on na han ginhihimo na an SBM, ginhimo na an SBM kuan kasi learning by doing an imo na nakukuan, labi na an pag abot han SMEA, learning by doing ka kasi SMEA waray man ito matutdu hin maupay talaga hano? Diri gad natutdu hin maupay or waray kami as in ba medyo dako nga knowledge about SMEA so nahibaru la kami talaga hit SMEA while naghihimo kami SBM, ansya ngayan ito an purpose ansya ka nag hihimo ka han mga report amo ngayan ine kay gin uundergo hit SMEA, so because han una baga waray hiya as in proper then nagtatrabaho kami hin SBM didto la na proper na formal an iyo gin hihimo, so that's why nga na create nga nakuan ko nga akon personal nga pag hihimo ngayan hin SBM nagigin formal, nagkakamayda formality ansya ngayan ito an rason kun nag SSBM ka, na oobliga an school nga mag participate hini nga mga activities. So that's it sir.</p>

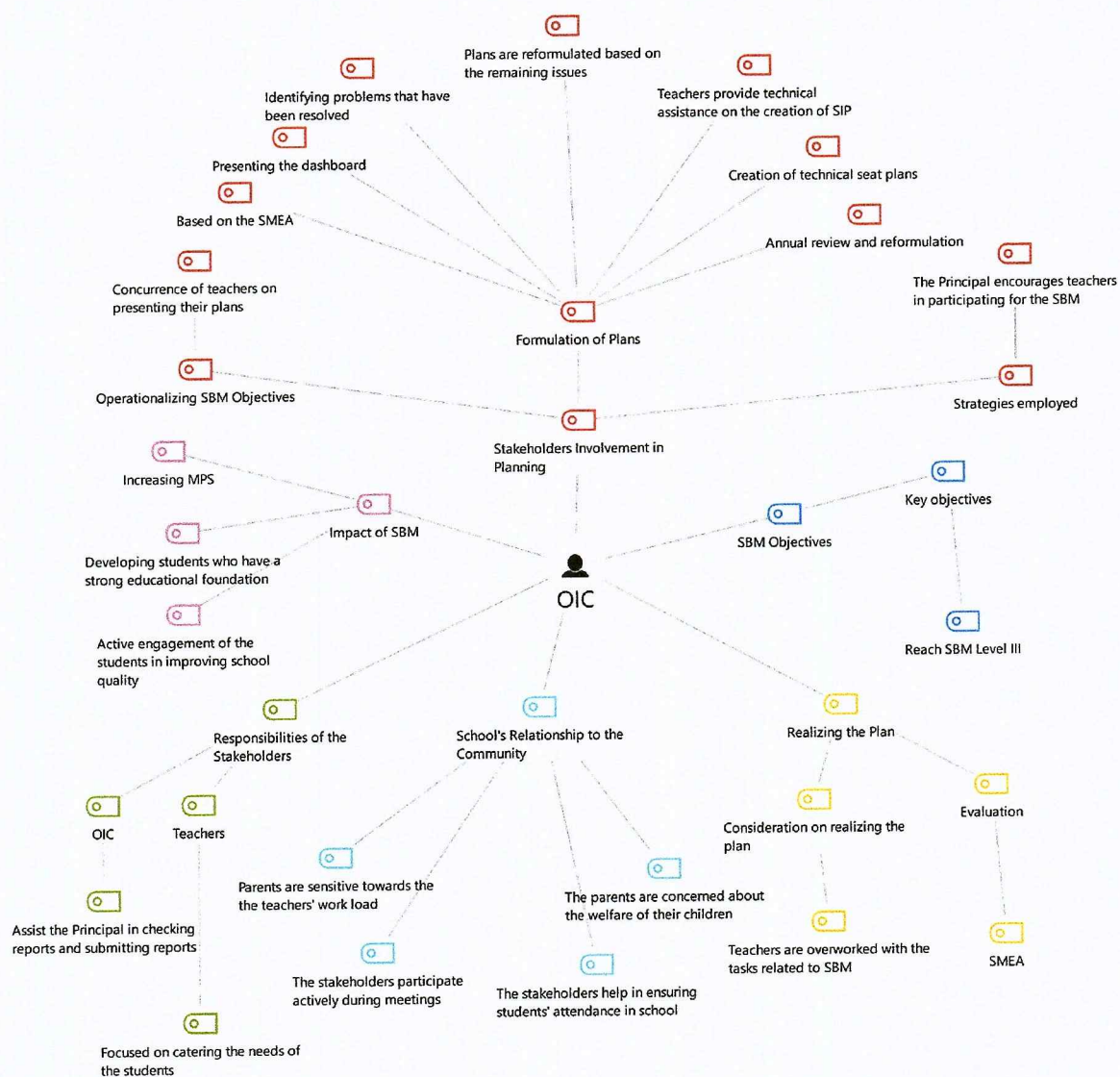


Figure 8. The OIC's View of an Effectively Planned and Implemented SBM

hin maupay nga kalidad hit panutduan han kabataan kay para ha akon tak nababaruan hit SBM may priority kamo hit SBM asya ito nga matatagan hin maupay nga kalidad han kabataan.” [Translation: For me, the first reason why we must reach level 3 of SBM is to give our students high-quality education because from what I learned they are the priority.] (OIC, Pos. 16)

Stakeholders’ involvement in planning. Before meeting other stakeholders, teachers organize themselves first to discuss how they will communicate or relate what they want to discuss with the stakeholders.

In the formulation of the plan, they present a dashboard for the SMEA to the stakeholders and provide technical assistance on the creation of the plan, then a technical seat plan is established. The existing and unaddressed problems are mapped during the meeting. Finally, the plan is reformulated based on these issues.

During the meeting with teachers, they receive encouragement from the principal. However, in realizing the plan, the teachers become overworked and they have to stay long hours in school:

Makuri kuri man gud talaga an amon gin agihan about hini nga SBM, maaram naman kamu hito sir nga pati it pag pipiraw, how many months namun inin nga gin Kurian nga waray na kami time para ha amon family, ha amon mga anak pag-uuli namun, so... [Translation: What we went through for this SBM was rough. We labored for many months that cost us our time for our families...] (OIC, Pos. 149)

The burden of the work is too much for some teachers that they opt not to assist when it comes to SBM-related tasks. However, from her

standpoint, she always motivates herself from improving their SBM practice through staying positive and remaining sensitive about the efforts of the other stakeholders of SBM:

“Praying positive amo la ada an nagpakusog ha akon hadto nga time an then with the help of the stakeholders kairo man kun makit an pa nira nga nawawarayan pa kamo hin pag-asa.” [Translation: We mustered up our strength by praying and staying positive. We wanted to let our stakeholders know we were not losing hope.] (OIC, Pos. 149)

School’s relationship to the community. In addition to the earlier support shown by the stakeholders, parents also support the teachers. This is shown in the response from the participant:

“Teachers guol na ha kuan mentally tired na kami so diri na namun mahihimo pan kanan mga trabahoon nga iba so, an nakakabulig la talaga ha amon it iba nga trabahoon is an mga stakeholders, like for example an pag welcome, an mga trabahoon it mga parents la it makakatrabaho, an ira la parts nga an parents la an makakatrabaho hira la talaga iton nag hihimo.” [Translation: Our teachers were getting tired mentally, they were not able to work on other things. The stakeholders stepped in and helped us with work that parents are primarily responsible for.] (OIC, Pos. 147)

Additionally, this support of the community expands to what the barangays do, and how they respond to invitations from the school:

“Dida ko nakikita na aappreciate it stakeholder nga very active hira, very supportive hira pag abot hit school kasi pag naghatag kami hin invitation diri hira nag duduha duha pag attend hit kuan, and then dida namun nakikita nga most han mga parents, may concern talaga hira about han ira kabataan, love talaga nira it kabataan dida namun nakikita so, naappreciate ko hira labina hit amon barangay officials, naappreciate kot hira nga usahay ginbubuligan kami, ginpapabulig pat mga tanod para la hit kabataan nga

nagtatambay pasudlon ha skwelahan.” [Translation: I saw and appreciated how our stakeholders were helpful and supportive. They attend and participate in events. They really care and show love and support to our students. Our barangay officials urge children to attend school.] (OIC, Pos. 40)

The participant provides a wider picture of how teachers are involved in the process of SBM planning and implementation. How they interact with other stakeholders is also shown. However, it appears that they go through levels of difficulty in SBM due to the additional load that goes along with the implementation of SBM. It is apparent that from the narratives of the School Head, the SBM Coordinator, that the efforts of the local government unit have been key to their success. Additionally, the OIC along with the other two participants agree that, that the parents' have been supportive of them along the process. The next participants of the study are the Councilor in charge of the Committee on Education, and the President of the General Parents' Teachers Association.

In contextualizing how they are involved in the planning and implementation of the SBM program, the following questions will be raised:

- How do they participate in school planning?
- What are their considerations in realizing the plan?
- How do they describe their relationship with the school?
- How do they overcome the challenges encountered?

An Effective SBM from the Lens of the Municipal Councilor. The table below provides an overview of the open codes used to segment the interview with the Municipal Councilor, head of the Committee on Education.

Table 6

Coded Segments from the Interview with the Municipal Councilor

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Strengthen participation of the community	Ha akon, ha akon personal nga pag baton, an numero uno nga panuyuanan han School Based-Management ha skwelahan amo hin magka ada hin makusog nga participation an community or stakeholders ha pangunguna han LGU.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Identifying key areas of concern	an una nga programa ko han community nga involve gud an paghatag hin kaupayan benepisyo ngadto han kabataan, han teachers han entire school, example covered walk oras han tag uran dako ito nga makakabulig han kabataan ngan teacher makakadto ha room kay diri mapaso, ika duha ito nga amon yana nga on going nga drainage kay na kuan man gud han baha han mga classrooms so, amo iton sir amon target an makabulig gud ha skwelahan ha pamaagi han Internal Revenue Alotment han IRA.

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders raise their plans	an una nga programa ko han community nga involve gud an paghatag hin kaupayan benepisyo ngadto han kabataan, han teachers han entire school, example covered walk oras han tag uran dako ito nga makakabulig han kabataan ngan teacher makakadto ha room kay diri mapaso, ika duha ito nga amon yana nga on going nga drainage kay na kuan man gud han baha han mga classrooms so, amo iton sir amon target an makabulig gud ha skwelahan ha pamaagi han Internal Revenue Alotment han IRA.
Stakeholders Involvement in Planning	Formulation of Plans	Presenting the dashboard	oo, may mga dash board nga gin papakita, makikita mo dida an mga performances han teachers performance kabataan deritso ngadi ha health, an wasted nakikita gud tanan an mga kun mayda mga non reader, reader pero pamati ko waray ha skwelahan non reader.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	These are then discussed with the stakeholders	Pag abot hine nga mga panuyuanan maupay nga relasyon, han community ngan han school an decision making api an komunidad or stakeholders, deri man liwat hira nadepender han ira decision , api kami han decision making panginanu

Theme	Sub-theme	Description	Segment
			anu an priority nga panginginanuon nga kakulangan para hit skwelahan kun kaya manla it LGU, nabulig gud kami.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders provide solutions to the problem	may general assembly meeting, usa ito nga ada kami nag uurostorya kun anut problema, kun anu an nahimumugso nga problema han kabataan sugad hit may ada nasiring kami nga kuan late, tardiness, naghimo kami han ordinansa han curfew para kay urog adi man ha gawas han kabataan ha computer, nagkakaada kami hin ordinansa para magka nguli na ine nga mga kabataan, kay usa ine nga pagigin late nira kay permi man piraw.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders also initiate meetings	Iton pinaka harayo na, quarterly, pinaka harayo kay kun may mga importante nga panuyuanan danay kami ngani it nag iinitiate.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders also initiate meetings	well, oo, masiring ako madam chairman may problema, nakikita ko, kay agsub ako ha skwelahan bisan diri waray tuyo kay it amon balay atubang la han printe retired teacher an akon bayaw ngada hit akon mga anak, agsub gud ako haros di man everyday adto ako ha skwelahan nakikita

Theme	Sub-theme	Description	Segment
			<p>ko kun anu an problema salit ako na an nag uuna, ako man an iya gin deligar ngadi ha skwelahan ako nag uuna pag kuan kan kapitana nga makadto ako, pagpatawag kita han meeting, sugad hine oo, nga amo ine kinahanglanon natun ine, sugad, sugaron natun ine pag kuan unta pagtawag hit mga stakeholders nga iba nga parents.</p>
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders provide solutions to the problem	<p>kay importante gad ito sir, kay kun maiimplementar han sugad nga nakikita ko nga drainage nga nakaka apekto hit kabataan hit skwelahan han teacher nga kanal, so amo iton akon desisyon permi nga pag sesession gin dadara ko ngadi hit session as committee chairman on education nakikita ko an problema, amo iton nga nasosolbar iton namun pamaagi nga pagdedesisyon nga pakikipag koordinar ngan sir nga amo ine it angay mag meeting kita amo it aton buwaton ine sugad ine amo iton.</p>

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders provide solutions to the problem	gin kita sugad hito nga gin kita nga permi la late nadesisyon han peace and order nga hag iron gud strong nga hag id nga curfew para han kabataan malimitahan ha kalsada ngan sinisiring nga may mga malnourished an aton chairman on committee on health nahihiapi na liwat iton dida kay na introduce man liwat hiya ngadi hit health hiton centro nga kinahanglan, mapabakunahan kun anun kinahanglanon nga bakona maihatag hit kabataan
Realizing the Plan	Consideration on realizing the plan	Conflict of schedules	danay namun nga problema sir, danay kay conflict of schedules ha pag tawag mayda liwat kami schedule, mapatawag kami hin miyembro han konseho nagkakatuman nga may mga schedule liwat nga natangduan.. ika duha time, time constraint gihapon an ika tulo final limitations. Natural gud iton permanente gud hiton pero amon kasabot sir, ito nga tanan nga problema basta nag uurusa madali la.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Consideration on realizing the plan	Conflict of schedules	nag rerequest kami nga kaapi tanan iton dida nangunguna an LGU nga kun puyde sugad hiton session namun programa pwede man mag buwas o nga aga mauna kamo kuntra it amon session or else masiring kita masiring it amon session nga mag pa aga nala kita kay hit kulop sugad hito, nag aadjust kami nga duha basta maupay lat urostorya. Adjustment la it kulang hiton sir.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	Kaurugan sir, nag aaragmot kami kun anu it kakulangan, boluntaryo gud nga pag aragmot, tikang gud ha amon sarili nga honorarium hi kami sugad ha akon diri man ako negosyante waray man ako pag kukuhan nga iba na depende la ako hit kun бага anu kuan gud iton nga akon ine nga kalugaringon gud pero pag sumiiring gud nga pag kaurusa, go gud kami.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	Pagplaplanohan ta hin maupay ngan amo na ito volunteer kami nga nahatag hin financial assistance nga bisan ngane hito nga drums nga pagtututdo han drummer nahatag kami tag ten thousand iton yana tag ten thousand han yana nahatag kami han share ha ira.

Theme	Sub-theme	Description	Segment
School's Relationship to the Community	Stakeholders have the initiative to provide for the school		diri hira naaro. Diri hira naaro sir kay kami it nahatag ha ira . Kay maawod siguro ada hira pag aru kay una una masiring nga bangin kita signgon nga waray kita MOOE, kami nala an nanginginanu, kami nala an nanginginanu kun anu an talagugti nga kakulangan, mahatag kami.
School's Relationship to the Community	Close coordination and collaboration with the community		akon sir, it akon бага kuan may close coordination participation han komunidad kay amo gud iton akon pagtuod nga kun hira la diri gud бага magiging successful bisan hino nga bisita makikipag urosa ha komunidad pinaagi ha pangunguna han LGU and the last kolaborasyon ,work together.
School's Relationship to the Community	Close coordination and collaboration with the community		basta akon coordinasyon, kolaborasyon, kolaborasyon gud number one sir nga mag work together gud kamo. Joint. Kolaborasyon is the key to success.

The table above is depicted in the summary through a map of the discussions, with their themes, sub-themes, and description through the figure below.

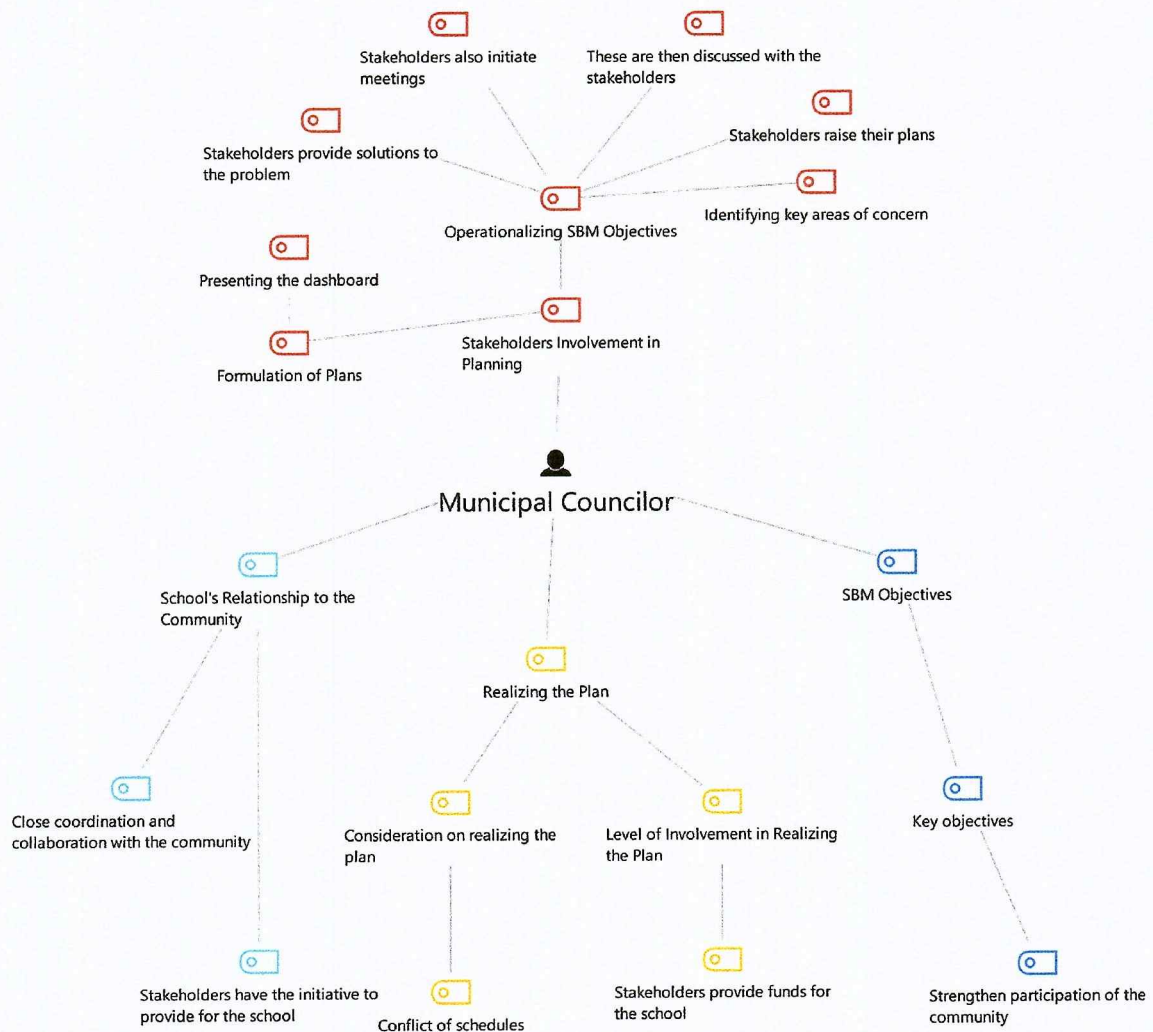


Figure 9. The Municipal Councilor's View of an Effectively Planned and Implemented SBM

Objectives of SBM. The Municipal Councilor views SBM as a program that aims to engage the community in a deep sense of involvement for school development. She believes that by helping each other, they are stronger, and they were able to achieve the SBM Level III because of that:

kay ha, ha akon la, anu man nga programa kun waray man participation han kaluyo nga grupo kun nag sosolo kala, mas makusog kono kun damo kamo nga nag uurusa, pero kun usa la nga grupo baga diri man gud kuno makusog. Amo ito it an amon makusog nga participation han skwelahan para makasiring ako nga makaka level 3 kay an komunidad sobra ka suporta han skwelahan. [Translation: For me, any program without participation from the other group will not work. Coming together and cooperating as a group will always trump going solo. That is why I am confident we can achieve reaching level 3 in the SBM because the community is very supportive to our school.] (Municipal Councilor, Pos. 13)

This is an interesting view that binds all of the narratives of the previous respondents. While the purpose of SBM is to improve the learning of the students and address the needs of the school, this is done through the devolvement of functions. This function or power is given to the school and the stakeholders from the community.

Involvement of stakeholders in planning. On how the community is involved, the participant further elucidated that one of the highlights of what they have provided for the school is the covered walk, which was also discussed by the Principal. The covered walk is an initiative by the stakeholders and is intended to increase the comfort and protection of the

students during rainy season and decrease the uneasiness of travelling from room-to-room during sunny days.

An una nga programa ko han community nga involve gud an paghatag hin kaupayan benepisyo ngadto han kabataan, han teachers han entire school, example covered walk oras han tag uran dako ito nga makakabulig han kabataan ngan teacher makakadto ha room kay diri mapaso. [Translation: My first program for the community was a covered walk. Children would be sheltered underneath as they walked towards their room if it was raining or if it was sunny.] (Municipal Councilor, Pos. 17)

In the context of understanding the purpose of the dashboard, initially discussed by the OIC/ Head of Teacher's Circle, the dashboard allows the stakeholders to see the data on students' needs, such as their health.

The school moves forward with the plans only after they are discussed and concurred with the stakeholders. In the discussion of the plan, they contemplate on several issues that affect student participation. An example of it is tardiness, which is attributed to students who stay late in computer shops. They have concluded to develop an ordinance regarding curfews. This narrative of problem identification and solving reflects how the stakeholders help the school in making policies.

Another interesting finding from her narrative is their initiative. The school generally calls for meetings. Although, if they see that there are important matters that must be immediately discussed, the community approaches the school to commence the discussion. Another thing is that

the community, even those who are not parents, also help the school. She added that most of the people in the community have students in the school, however, even those without children in school still provide support during school activities such as Pentakasi:

kay mostly han community, kadamo man liwat dida hin mga parents han kabataan, it iba iton dire na ngane iton parents nabulig la gihapon, sugad hit pintakasi waray may nasiring nga waray ak anak, burublig la kami para hit ikauupay hit aton skwelahan. [Translation: In the community, many parents offer help during Pintakasi. Some are not even the parents but they still help out.] (Municipal Councilor, Pos. 28)

This level of involvement of the school is reflected in how she describes their relationship with the school.

School's relationship with the community. She highlighted that the school no longer have to ask help from the community, it is given to them. For the gaps where the school cannot fill in, they are willing to provide:

Diri hira naaro. Diri hira naaro sir kay kami it nahatag ha ira . Kay maawod siguro ada hira pag aru kay una una masiring nga bangin kita signgon nga waray kita MOOE, kami nala an nanginginanu, kami nala an nanginginanu kun anu an talagugti nga kakulangan, mahatag kami. [Translation: They do not ask. They do not ask since we provide help. Maybe they feel conscious about asking so we, in our small way, give back to them.] (Municipal Councilor, Pos. 105)

It was also revealed that their success in achieving SBM level III is attributed to their close coordination with the school.

Considerations in realizing the plan. Their close coordination helps resolve how some issues on schedule. By coordinating with the other stakeholders in deciding the schedule of some meetings.

“Nag rerequest kami nga kaapi tanan iton dida nangunguna an LGU nga kun puyde sugad hiton session namun programa pwede man mag buwas o nga aga mauna kamo kuntra it amon session. Or else, masiring kita, masiring it amon session nga mag pa aga nala kita kay hit kulop sugad hito, nag aadjust kami nga duha basta maupay lat urostorya. Adjustment la it kulang hiton sir.”
 [Translation: We requested from the heads of the LGU if they can go ahead before our session. Or we can move our session in the morning if they are going to be in the afternoon. If it is communicated clearly, any adjustment is fine.] (Municipal Councilor, Pos. 69)

Based on her narrative, the community has reached a level where they instigate meetings, instinctively look for opportunities where they can improve the school, consider the needs of the students and the teachers, help the school in developing policies related to student development, and they have the initiative to provide funds for the school without the school even asking for help.

She also showed an understanding of how the school budget is often inadequate to fund school improvements or develop facilities conducive for learning. What is interesting so far is that within the planning and implementation process, they reflect on the needs of the school and they have the ingenuity to extend support and involve

themselves for the enhancement of the school and improvement of the education of the students.

An Effective SBM from the Lens of the GPTA President. The table below shows how the theme is derived from the interview with the GPTA President. The table contains segments from the participant and its connection to understanding the planning and implementation of the SBM program.

Table 7

Coded Segments from the Interview with the GPTA President

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Improve education for the students	pamati ko sir an panuyuanan han SBM para mag improve hit education sir. Amo la ito бага tak knowledge about han SBM.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	oo, sir ginpapasabot gad kay kuan kada kuan kada quarter nagkakamayda kami hin meeting para mainform ngadto han mga kag anak ngadto hit mga studyante nga tikang hit school head nga mga programa han skwelahan para ha kaupayan hit skwelahan.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	nagkakamay ada kasi kami kuan sinisiring pa nga briefing hit tikang hit Principal ngadi ha amon nga mga kag anak ngadto ha mga kabataan para kun mga project o proyekto nga mga implement ha sakob han skwelahan parti ha kaupayan han kabataan asya ito nga gin kakaurusahan ngani nga amo it baga trabahoon, so, okay ito.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	These are then discussed with the stakeholders	sharing han amon, sharing han idea ngan desisyon tikang han Principal ngadto han mga kag anak.
Stakeholders Involvement in Planning	Interventions on the Challenges Met	Taking time to explain the plan to the stakeholders	gin kukuanan manla iton sir ginpapaliwanagan la hin maupay gin iistoryahan ba nga at least nga siring hito makuri man liwat naton hito nga ig force liwat nga ig on time gud ngada ginpapastoryahan manla hin maupay para maklarohan hiya kun anu an iya participation ha sakob han skwelahan.

Theme	Sub-theme	Description	Segment
Involvement during the SBM Validation	They help in welcoming guests		kay oo gad sir, kay sugad yana han pag bisita han baga maupay karan summit, kami mismo ngadto nabulig kun baga trabahoon ha skwelahan, naabotan pa ngane kami han gab e (pero an full support talaga ngadto han mga kag anak amo talaga an importante ngan nabuhat man namon nga tikang siguro han pantalan ngadi ha skwelahan, an suporta han kag anak.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	Nagkaka may-ada mga sir problema hit proyekto basta pina agi hit kuan hit pintakasi, pero hit proyekto ngani nga mayda ka budget, waray man problema, mayda Kaman kasi gin assign nga mga tawo na, pero kun oras ngane han pintakasi la, pero dire man as in nga problema nga problema gud kay it mga tawo na cooperate man, diri la kita on time nga nakada pag trabaho.

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	To produce efficient learners	nga tanan sir, para han kuan para han skwelahan, kabataan, especially kanan kabataan gud improve han ira pag aram, tapos ngadi hit kuan sakob hit skwelahan amo ito it maupay.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	These are then discussed with the stakeholders	sugad ito sir mayda kuan kami nag meeting, nag memeeting kami with school head, teachers pati han mga parents amo ito it amon, dida kami nag plaplano para hit kaupayan ngadto han skwelahan.
School's Relationship to the Community		The stakeholders participate actively during meetings	Talaga sir, majority han GPTA naattend nga tanan nga kuan basta gin invite an mga GPTA officers pati an mga kag anak karami iton an naatender.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	These are then discussed with the stakeholders	nasuggest sir hin бага kaupayan, para kaupayan ha sakob ha usa nga gin plaplano nga kaupayan o project ngan paghimo desisyon.

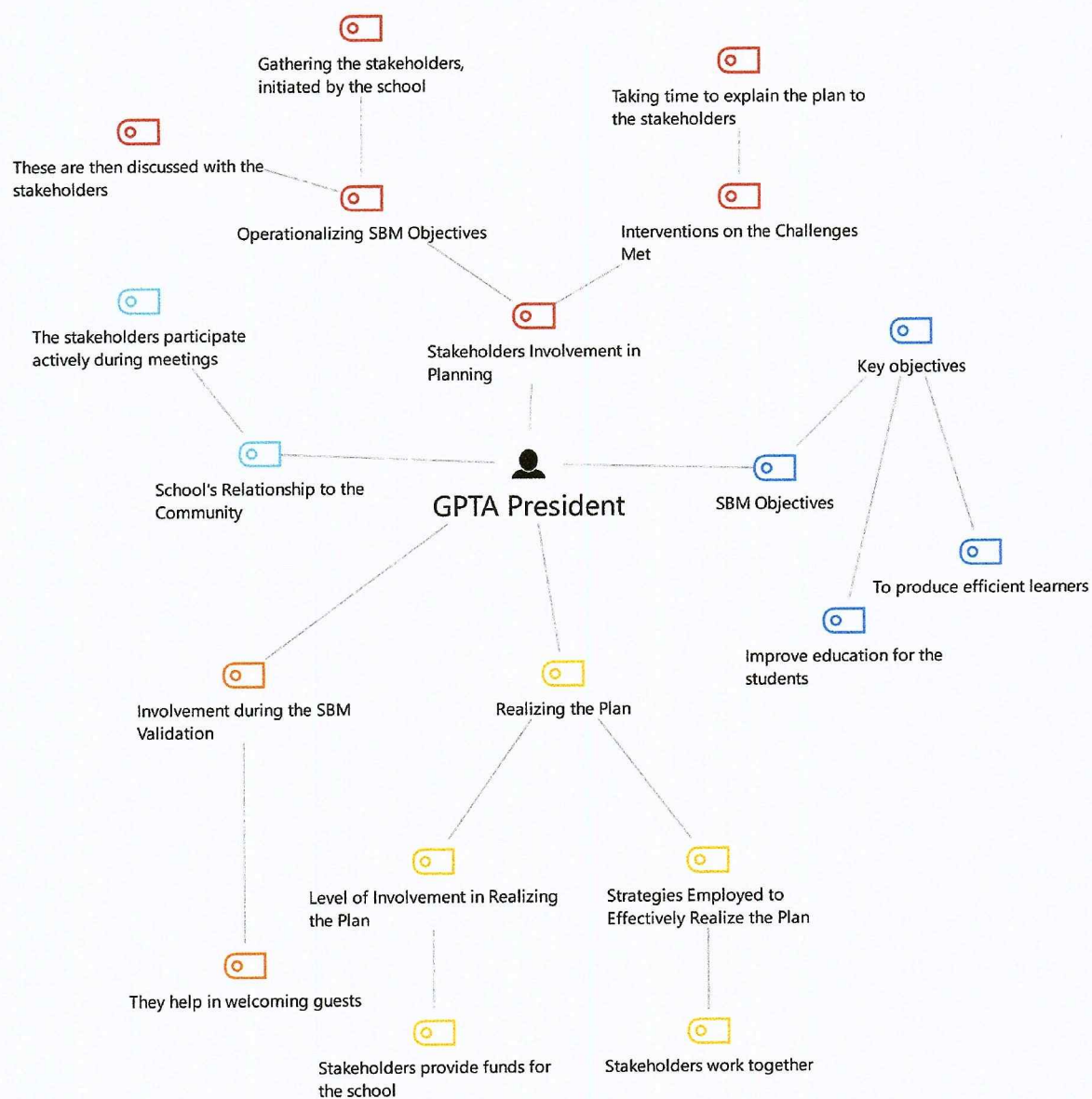


Figure 10. The GPTA President's View of an Effectively Planned and Implemented SBM

Objectives of SBM. The GPTA President reiterates the perspective of previous participants on the objectives of SBM. The purpose of the program is to improve the education of the students:

"Pamati ko sir an panuyuanan han SBM para mag improve hit education sir. Amo la ito бага tak knowledge about han SBM." [Translation: Sir, I think the main purpose of the SBM is to improve education. That is what I understand about SBM.] (GPTA President, Pos. 7)

His narrative supplements the views of the participants on SBM objectives. He also added that their participation is encompassing:

"Nga tanan sir, para han kuan para han skwelahan, kabataan, especially kanan kabataan gud improve han ira pag aram, tapos ngadi hit kuan sakob hit skwelahan amo ito it maupay. [Translation: Everything, sir. Everything including the school and especially the children. Its main purpose is to improve learning in the school.] (GPTA President, Pos. 15)

Stakeholders' involvement in planning. The stakeholders are involved through a meeting with the school, usually conducted every quarter, to discuss school improvement programs. When it comes to participation of the stakeholders, they have an active attendance on meetings:

"Talaga sir, majority han GPTA naattend nga tanan nga kuan basta gin invite an mga GPTA officers pati an mga kag anak karami iton an naatender." [Translation: Yes, sir. Almost everyone in the GPTA are involved even the parents.] (GPTA President, Pos. 37)

They shared ideas on the programs, provide suggestions for enhancements, and this is concurred by the stakeholders of the school, "sharing han amon, sharing han idea ngan desisyon tikang han Principal ngadto han mga kag anak."

[Translation: sharing our ideas and decisions from the Principal to the parents.] (GPTA President, Pos. 31)

He further elucidated that it is unavoidable that some parents or guardians are busy or unavailable. They do not tend to force people to be on time. They discuss how the parent can be involved in the school:

“Gin kukuanan manla iton sir ginpapaliwanagan la hin maupay gin iistoryahan ba nga at least nga siring hito makuri man liwat naton hito nga ig force liwat nga ig on time gud ngada ginpapastoryahan manla hin maupay para maklarohan hiya kun anu an iya participation ha sakob han skwelahan.” [Translation: We just inform them of what happens in school. We cannot force them to be on time so we just clearly inform them of the participation of the students in school.] (GPTA President, Pos. 66)

Realizing the plan. Through the Pentakasi, they also discuss the programs and how they would distribute their budget. During the programs they implement, he highlighted that the stakeholders are keen on providing financial support for the school. In addition to that, they also do not have any concerns regarding the participation of the parents, some may not arrive on time because of work but this is not a problem for them:

Nagkaka may-ada mga sir problema hit proyekto basta pina agi hit kuan hit Pintakasi, pero hit proyekto ngani nga mayda ka budget, waray man problema, mayda Kaman kasi gin assign nga mga tawo na, pero kun oras ngane han pintakasi la, pero dire man as in nga problema nga problema gud kay it mga tawo na cooperate man, diri la kita on time nga nakada pag trabaho. [Translation: Sometimes there are problems in the project. If the project is well funded there is usually nothing to worry about. We have people assigned to designated roles. There is not much of a problem since the people cooperate.] (GPTA President, Pos. 85)

So far, it has been very clear from these narratives that the community has an active participation in the light of SBM implementation. They raise funds for the school and they also understand the situation of other stakeholders, such as parents who might not have enough time to help.

It was discussed from the previous participants that the stakeholders are proactive in all processes related to the planning and implementation of SBM. The researcher, at this point seeks another perspective from the school. The SBM Coordinator discussed how their Administrative Assistant provided support in liquidating the funds spent for SBM-related programs. In understanding how their role contributes to SBM, the following theoretical questions are raised:

- How are you involved in the planning and implementation of an effective SBM Program?
- How is the budget for the SBM allocated?
- What is your interaction with the other stakeholders of the SBM?
- How do you describe the relationship of the school with the community?

An Effective SBM from the Lens of the Admin Assistant. The table below shows the coded segments that are expounded in the subsequent analysis.

Table 8

Coded Segments from the Interview with the Admin Assistant

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Strengthen participation of the community	Well, one of the objectives of the school about SBM is, the participation of the community, an participatory han community, that is one of the objectives of the SBM implementation this day.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	Narerealize iton through pagtawag hin mga meetings, usa iton na pamaagi para an community magkuan an ira partisipasyon an through meeting.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	Well, may-ada mga meetings sir na, gin lead by the school, mayda naman mga meeting na lead by the community, amo ito.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders also initiate meetings	Well, may-ada mga meetings sir na, gin lead by the school, mayda naman mga meeting na lead by the community, amo ito.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Documenting proceedings of the meeting	Well an documents, may ada , may ada kinakaptan an organization an community, mayda nira gin kakaptan, at the same time mayda liwat furnished didto han school, amo ito an proseso.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Creating a meeting agenda	Through meeting gihapon, by that meeting, ginlaplastar kun anu an mga plano, so an ouput hito amo na han based han

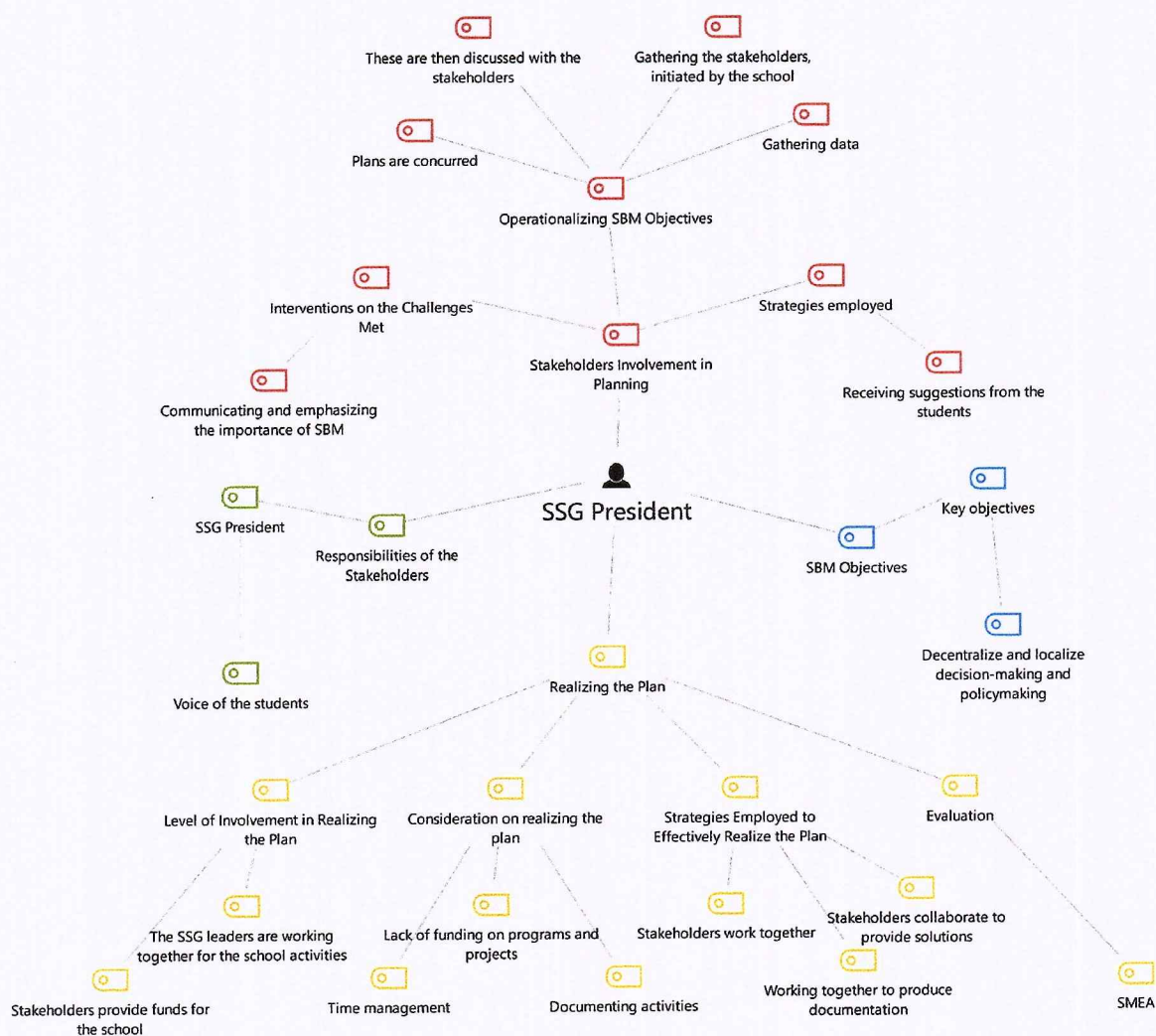


Figure 12. The SSG President's View of an Effectively Planned and Implemented SBM

Objective of SBM. Sharing a similar insight as the SBM coordinator, the SSG President discussed the purpose of SBM. As a program SBM decentralizes the function of school-management and decision-making to resolve issues and improve the school:

The objective is simply to decentralize. It is like the school is empowered to make localized decisions in any matter at hand. For example in budgeting, the personnel and any issues and concerns of the school through the parents, the stakeholders, the local LGU even the student body is being united in addressing different issues and concerns for the betterment of the school...Kumbaga an mga roles an mga functions han mga stakeholders aadi ha school [Translation: In other words, the roles and functions of the stakeholders is for the school]. Example an aton mga stakeholders mayada hira power to create decisions para school. An decision tikang na ha local na diri na ha central office [Translation: For example, our stakeholders hold power to make decisions for the school. The decision comes not from the central office but from the local office]. (SSG President, Pos. 6, 8)

Stakeholders' involvement in planning. Like the narrative of other participants on how SBM is planned, the planning is commenced by gathering stakeholders. Solutions on issues are discussed through the feedbacks and comments they receive from the stakeholders. She also added that her role in SBM is to be the voice of the students to the stakeholders. The participant also opens up on how she handles her role as the SSG President so she can encourage students to approach her and comfortably express their suggestions for school improvement. Meanwhile, they also provide a suggestion box for the students:

An amon po paghatag in general man po regarding about different issues and kun mayada man po ako naiisip na solution ginyayakan ko ginshishare ko and we see to it that I am approachable nga diri mag aalang ha akon pagdaop an mga estudyante. Mayada man po kami suggestion box kun diin an mga estudyante nagsusurat han ira suggestion ngan ira ginhuhulog didat suggestion box. Maupay ini nga suggestion box para ma hear-out an mga suggestions han mga esudyante. [Translation: If I come up with a solution to a problem I share it with the others and we see to it that we are approachable, so that the students do not hesitate to come to us with their problems. We also have a suggestion box where students can give their suggestions for the improvement of the school.] (SSG President, Pos. 20)

Realizing the goals. To realize the goals of the SBM, the participant believes that community participation is essential. For her, working together is the best way of achieving goals. The tasks are easier when it is shared and delegated. Trusting fellow-members is also a part of her perception towards working with her fellow officers:

As the SSG officers, damo man kami [Translation: through our number of members], we maximize our effort pinaagi pagburublig ngan pinaagi han pagdivide han mga trabahoon [Translation: through dividing the load of work that needs to be done]. As the student leader, karuyag ko tanan nga members ha SSG officers nakiwa, nga diri la ako nagsosolo kay para mas madali an trabahoon and its about trusting them kun anot ira kaya maicontribute ha organization ngan ha school ngan usually nasugot man hira hit akon mga instruction [Translation: I want all members in the SSG to have a role to play. It is all about trust and what they can contribute to the organization and to the school.]. (SSG President, Pos. 36)

She also underscored the participation of the stakeholders in providing financial support and having a good relationship with each other:

"Nakita ko po han barangay council ha pangnguna han punong barangay ngan committee on education, an GPTA officers ha pangunguna han GPTA president. An ira dako nga role asya an ha preparation nasupport po hira, labi na an paghatag hin financial support. Pinaagi hini, kumita po ako han maupay nga working-relationship nira."
 [Translation: I witnessed firsthand the barangay, committee on education, the GPTA officers led by the GPTA president, how they supported and backed us financially.] (SSG President, Pos. 39)

The support of the stakeholders is also extended to documenting their activities. Parents have provided support to ease the burden of the teachers. In that way, it also helped the stakeholders in improving their suggestions

"Namiling po hira pamaagi labi nah an tikang ha community. Napansin ko po nga aside la han mga teachers an nagtatrabaho hini nga documents, gin aapi gihap nira an mga stakeholders and iba nga mga kag anak nga willing bumulig. Pinaagi hini labot la nga napapadali an trabaho han mga teachers, ha part han mga stakeholders nga parents, nahibabaro hira han iba iba nga dokumento ngan kun ano an sulod hini nga mga dokumento. Dako nga butang po nga maaram an mga stakeholders hini nga mga documents para nakakaghatag hira suggestions, o mga solutions kun paano masolve an problema ngan kun paano mas mapaupay pa an mga activites han eskwelahan."
 [Translation: They find ways to support us through the community. I noticed that aside from the teachers working on these documents, the stakeholders and parents offered their help as well. Because of this, they can learn the content of the documents. By learning the content of the documents the stakeholders can give their suggestions and/or solutions on how to solve problems.] (SSG President, Pos. 45)

The participant portrays the importance of having the support of the community to achieve a successful SBM. Additionally, her narrative

shows how students are involved in the decision-making process of their SBM program. Her insights on the assistance of the community, especially on how the parents helped the teachers in gathering the documentation for the activities, reflect a communal effort for the planning and implementation of an effective SBM. On the other hand, she also shows sincerity in her service by making sure that she will hear about students' remarks on how the school can be improved, and she represents that voice as a stakeholder of the SBM program.

An Effective SBM from the Lens of the Barangay Captain. The table below shows the responses of the participant and their respective themes and description.

Table 10

Coded Segments from the Interview with the Barangay Captain

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Improve education for the students	Ha akon pagkakahibaro an una nga panuyuanan hit SBM ha eskwelahan in para paupayon it pag aradman hit kabataan.
SBM Objectives	Key objectives	Manage school properly	Kay ako kumo Brgy. Chairman, nakikita ko gud nga kun maupay it pagmanage hit eskwelahan , maupay liwat it nagiging produkto ba, asya na ito an aton mga estudyante.

Theme	Sub-theme	Description	Segment
SBM Objectives	Key objectives	Improve education for the students	Kay it SBM diri la ini mahitungod hit mga project o aktibidadis hit eskwelahan, kundi ha ngatanan nga aspeto han eskwelahan, ha mga teachers, ha mga kagamitan ug materyales labi na gud ha mga kabataan.
SBM Objectives	Key objectives	Strengthen participation of the community	Ito pa , usa liwat ito nga maupay nga panuyuanan hit SBM sir. An makuha an suporta han komunidad. Ako han nagtitikang pala syahan an Guitarcen NHS, agsub gud ako umatindir hin mga meeting. Ngan mahitungod hini nga mga meeting nahibabaro kami ngan dnhi tungod hini nasasayuran ako, kami kun ano it SBM. So importante gud nga kami kumo tagapanginano hit barangay nattend kami hit meeting.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Stakeholders also initiate meetings	Mostly hi Sir, an school head. Pero may mga higayon nga kami mismo, mahitungod nga an aton committee onn education agsub ngadi ha eskwelahan, once nga nakikita namon nga mayada dapat pag urustoryahan, dri na kami nahulat pa kan sir nga magpameeting, kami na mismo it nakadto ha eswkelahan.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Evaluation	SMEA	Depende ito kun mayada dapat gud o emergency o urgent nga dapat pagmeetingan. Pero ako ,napapansin ko nga usa nga pinaka importante nga meeting nga dapat ko atindiran an quarterly nga ginhihimo han eskwelahan amo an sinisiring nira nga SMEA. Ini quarterly ini nga dapat an mga representative aada parehas ha akon, han committee on education, an SSG president, an GPTA president asya ini an importante nga aada kay para pagurustoryahan namon kun ano ang dapat nga maupay nga aktibidadis nga dapat himuon ha eskwelahan.
Realizing the Plan	Evaluation	SMEA	Depende ito kun mayada dapat gud o emergency o urgent nga dapat pagmeetingan. Pero ako ,napapansin ko nga usa nga pinaka importante nga meeting nga dapat ko atindiran an quarterly nga ginhihimo han eskwelahan amo an sinisiring nira nga SMEA. Ini quarterly ini nga dapat an mga representative aada parehas ha akon, han committee on education, an SSG president, an GPTA president asya ini an importante nga aada kay

Theme	Sub-theme	Description	Segment
			para pagurustoryahan namon kun ano ang dapat nga maupay nga aktibidadis nga dapat himuon ha eskwelahan.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	Gathering the stakeholders, initiated by the school	Aw oo naman importante ito. Ky kun waray ini nga mga meeting waray plano, diri makakagplano hin maupay an eskwelahan kun hira hira la ngan diri mpapatuman an mga plano kun diri anay pagmeetingan ngan kun hira hira la, so dapat gud may meeting.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	syempre una ito aada na an tama nga pagpaplano. An eskwelahan may ginsusunod man nga mga plano base han SIP nira. Kay kun waray ini nga plano, diri maaram an eswelahan kun magaano hira. Ngan syempre, diri la basta plano, kun ano an plano dapat gin iimplementar burublig an eskwelahan ngan an barangay.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	An SIP karuyag signgan School Improvement Plan. Kumbaga didi ha amon ha Barangay, BDP it tawag hito o Brgy. Development Plan. Ha paghimo hini nga SIP han [name of locale] NHS, aada man kami hito nga mga representante. An

Theme	Sub-theme	Description	Segment
			<p>akon бага nagiging kontribusyon hini amo an makapanhuna huna hin mga proyekto nga ha amon pagkita dako it maibubulig ha eskwelahan. Ngan labaw han nga tanan, makabulig pinansyal ha eskwelahan. Kay natuod ako an pondo han eskwelahan diri pa ito sapat para marealize tanan nga project, so an barangay nagaalutagar gud hin pondo bisan la ito pira basta makakabulig para ha eskwelahan.</p>
School's Relationship to the Community	The barangay is responsive when the school needs help		<p>na ito ha eskwelahan sir ngan kaagsuban diretso dayon ini namon gimeetingan labi na kun urgent nga kagaramitan. Kinahngalan tanan nga kwarta nakikita kun nahingangain kay maupay an pagbulig kun an imo bulig kinikita ngan may nahingangadtuan labi na kun para hit kaupayan hit eskwelahan ngan mag estudyante. Halimbawa nala pagsisiring nga may bisita nga maulpot buwas dali dali an barangay namimiling paagi nga makabulig , bisan diri nal ha pinansyal, bisan nala amon prisensya ok na ito.</p>

Theme	Sub-theme	Description	Segment
Stakeholders Involvement in Planning	Level of Involvement	They are involved in the decision-making and finalization	Pinaagi sir han pangaro hin suhestyon ngan mga rekomindasyon tikang ha eskwelahan ngan tikang ha amon. Imporatnte nga mabatian an boses han kada taga kay danay may mas maupay nga desisyon o suhestiyon nga adi nga waray ha iba.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders collaborate to provide solutions	ha ak pagkahibaro mayada nganhi hira burutangan suggestion,kuan an ngaran ,ito nga aada may gawas , aw suggestion box. Oo pinaagi hito pag maynakanhi nga mga kag anak o bisita nagsusurat kami o an mga napakanhi upod an mga estudyante hin mga suhestiyon o rekomendasyon nga makakauay para hit eswkelahan.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	Urustorya liwat, plano liwat. Kun ano ang mga suggestion nga kaya hiimuon, gnsisiring ha amon ni Sir ngan kun ano man an amon sadang nga maiamot ginbibilngan namon paagi labi na kun makakabulig para ha eskwlehan.Importante meeting , ngan ginaadaman an mga proyekto kun kaya ba mahimo, ngan nangangaro mga suhestiyon kun aanhon , mamimiling pondo ngan

Theme	Sub-theme	Description	Segment
			kun ok na , pwede na magpadayon han paghimo han project.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	<p>Kadalo sir [Principal] hit papel o ira nagiging bulig ha pagplano o bisan ha mga paghimo na gud han mga proyekto. Prehas hit ha GPTA president, hya it nagiging boses han mga kag-anak. Diri ini kaya la hit eskwlehan o hit barangay la labi na kun pagtalimpyo hit eskwelahan kinahnglan gud aada it kag anak present pirmi pananglitan ha mga pintakasi pimaninti ito aada it kag anak. Malaksi an trabaho pag kabulig an mga kag-anak. Ha parti nman han mga estudyante, hira gihap it nagiging boses han mga kabataan. Han mga preparation kun may bisita nakakabulig hra pagayos hit stage, hit venue, paglimpyo liwat hit eskwelahan. Kami naman ha barangay, manpower liwat ngan labi na ha aspeto pinansyal. SO tanan ini sir [Principal] nga mga representati kadako hit bulig tikang ha pagplano ngada hit pag impementar hit mga programs and projects.</p>

Theme	Sub-theme	Description	Segment
Realizing the Plan	Level of Involvement in Realizing the Plan	The SSG leaders are working together for the school activities	<p>Kadalo sir [Principal] hit papel o ira nagiging bulig ha pagplano o bisan ha mga paghimo na gud han mga proyekto. Prehas hit ha GPTA president, hya it nagiging boses han mga kag-anak. Diri ini kaya la hit eskwlehan o hit barangay la labi na kun pagtalimpyo hit eskwelahan kinahnglan gud aada it kag anak present pirmi pananglitan ha mga pintakasi pimaninti ito aada it kag anak.</p> <p>Malaksi an trabaho pag kabulig an mga kag-anak. Ha parti nman han mga estudyante, hira gihap it nagiging boses han mga kabataan. Han mga preparation kun may bisita nakakabulig hra pagayos hit stage, hit venue, paglimpyo liwat hit eskwelahan. Kami naman ha barangay, manpower liwat ngan labi na ha aspeto pinansyal. SO tanan ini sir [Principal] nga mga representati kadako hit bulig tikang ha pagplano ngada hit pag impementar hit mga programs and projects.</p>

Theme	Sub-theme	Description	Segment
Realizing the Plan	Consideration on realizing the plan	Lack of funding on programs and projects	<p>Problema han pag implementar na? Ha aspeto han manpower waray ito problema dida kay burublig it bug-os nga guintarkan kun may mga proyekto nga kailangan ig put-up. Siguro sir masisiring ko la nga problema an pagtaga pinansiyal. Ito sir kay natural nala ada ito ha usa nga organizsasyon prehas ha eskwlehan , apisar nga may pondo, magkukulang gudla ghap it kwarta.Pamati ko sir asya la ito it akon nakikita nga baga usually nagiging problema hit eskwelahan kun mayada mga projects.</p>
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders collaborate to gather funds	<p>Usually sir nagaalutagar kami 5 to 10 % para ha eskwelahan nga tikang ha IRA. Kay tungod nga quarterly naiinvite man kami pag attend han ira SMEA nahibabaro kami kun ano an mga panginahnglan han eswkelahan. Actually danay ngani ngawas na kami han 5% o 10% kay kun kinahanglan may kadugngan pa basta parubado han konseho go kami hito.</p>

Theme	Sub-theme	Description	Segment
School's Relationship to the Community		The principal attends council sessions	Aw kay kun may session kami sir permanente mas maupay kun aada hi sir [Principal] sanglit giniinvite namon ito hiya kay para iya mahilatag ha konseho kun ano an mga panngianhanglan han eskwelahan. Ngan usa pa, an eskwelahan naaro kopya han amon BDP kay ha ak pagkahibaro usa ini nga document nga ginkikita para ha SBM , ginkikita kun mayada man gud kami ginaalutagar nga budget para ha eskwelahan.
Realizing the Plan	Level of Involvement in Realizing the Plan	Stakeholders provide funds for the school	Kun mayada mga sports program an eskwlehan sugad hito intrams o district meet o unit meet, nahatag kami hin mga sports equipment para ha mga atleta tapos han ira uniform o kun may mga dayo dayo naamot kami para han ira pagakaon. Nakagpahimo kami hin school drainage kay kairo an kabataan kun nauran ginbabaha an ira aragian.
Stakeholders Involvement in Planning	Operationalizing SBM Objectives	These are then discussed with the stakeholders	Ammm ano pa ba. Usually nakakabulig gud liwat ada kami pinaagi han paghatag hin mga suhestuton nga ikauupay han eskwlehan. Kay danay it eskwelahan kun hira la it nagdedisyon kinukurian hira pero kun aada kami kumpleto ang

Theme	Sub-theme	Description	Segment
			mga representai han kada stakeholders madali ha ira makahimo desisyon ngan makahimo mga polisiya para ha eskwelahan. Maupay man gud kun damo nga huna huna o utok it nagjihimo hin desisyon kay para ha pag impelemntar liwat burublig.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	Siguro para ha mga kag anak nakakabulig hira han manpower. Madali ngan malaksi an trabaho pag aada an mga kag-anak nagbuburublig. Bisan la pagdalos, pamintar, kun may mga bisita an mga kag-anak an namamagluto han pagkaon. Na mga estodaynte naman an mga turutalagudti nga mga hirimuon kabulig an mga teachers. Ha amon nman nga bahin ha brgy. An amon an panginano nga an mga plano o ginurustoryahan nasusunod. Kay kun danay waray ngani naginginano napapabay-an la. Maupay gap hit may nagmommonitor.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Delagating responsibilities	During meeting o plano nagaassign hi sir [Principal] kun hino makapot hadi nga mga trabaho , kun diin nga

Theme	Sub-theme	Description	Segment
			lugar. Imporatnte gihapon in kay ara klaro ba kun ano it bubuhaton hit mga twao, kay kun damo an tawo pero diri hra guided nagsasarang diri liwat matutuhay an project. So dapat gud nga may nagigiya ha ira.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Delagating responsibilities	Adi ako ha panginano ngan pagpaplano. Syempre natarabaho ngan nabulig kay ppara paspas pero ako nakikigcoordinate kan sir [Principal] kun ano pa mga panginahanglan o dapat himuon. Kumbaga hi sir [Principal] panginano hiya an mga estudyante ngan mga teachers ako naman aadi ako ha akon mga kagawad mga tanod ngan mga kag -anak. Kun may mga trabahuon, aadi an barangay andam magpa snack ha mga kag -anak hehehe.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders work together	Damo la an pwede namon maibulig ngadi ha eskwlehan ha pagpaplano ngan pag implementar han mga proyekto. Una na dida an paghimo o pagbulig makahimo hin mga desisyon ngan polisiya par ha eskwelahan. Ikaduwa an

Theme	Sub-theme	Description	Segment
			manpower tikang ha barangay. Gan iaktulo an bulig pinansyal para ha eskwelahan.
Realizing the Plan	Level of Involvement in Realizing the Plan	They participate in crafting school policies	Una na dida an barangay ordinance namon nga gindidiri an pag tambay ha gawas han mga estudyante labi na didi ha my computershop nga basketbolan paginuyas kun may klase. Ikaduwa an amon balaod nga kada class hours mayada mga tanod nga malibot ha barangay panginano nga waray estudyante nga aadi ha gawas nagtitinambay o nagiinuyas. Amon liwat ginaaghat an mga kag-anak nga maging responsible para hini nga ordinansa han barangay, nga kun hira mismo makakita nga may mga bata nga aadi ha gawas during class hours hira na mismo an magsaway ha bata.
School's Relationship to the Community	They are concerned for the wellbeing of the students		Aw kay oo sir labi nah an panginano han siguridad han mga estudyante, mga kamestrahan nga kag-anak. Ito pa sir, labot la han amon naibubulig pinansyal o diri ngani ha pagdedisyon, kumo kapitanan, ginsisiguro han

Theme	Sub-theme	Description	Segment
			barangay nga safe, o secured an aton mga estudyante , kamestrahan o kag-anak ha sulod han eskwelahan.
Realizing the Plan	Consideration on realizing the plan	Lack of funding on programs and projects	Siguro sir masisiring ko usa nga problema nga nahinanabo ha pagpaplanon ngan ha pagiimplementar han mga projects una an pagshoshort han budget. Di ta gud ito maiiwasan nga danay nauubusan nah in budget. Pero maswerte an eskwelahan nga aside han bulig han barangay, damo it mga private person nga nagdodonate ha eswelahan.
School's Relationship to the Community	The community instinctively provides support		natural la ada ito sir nga kakarawton it donation labi na kun dako it maibubulig. Pero dnhi ha guintarcan it nga donation natural nala ito nga nagiging bulig na para ha eskwelahan. An mga alumni nga nagrauate asya it dako nga naibubulig o naihahatag nga donation para ha eskwlehan.
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Transparency of the school on all transactions	Ha eskwelahan direktso tapos kun kihanglan gamiton napatawag meeting hi sir [Principal] kun aano o kun ddin

Theme	Sub-theme	Description	Segment
			gagamiton ini nga mga donation. Usa pa transparent it eskwlehan kun hino ngan kun ano it gindodotate ngada ha ira. Mayada hira sinsiring nga transparency board o an donation board aada ha gawas kun diin makikita an sindo hino man nga napakanhi an mga nagdonate ngan kun ano man an gindonate nira ngadi ha eskwlehan.
School's Relationship to the Community	The community instinctively provides support		Diri man gud, talagsa la kun mayada la mga talagudti. Ngan pamati ko diri nman kihanglan pa magsolicit kay automaitic na gud it mga tawo nga nakakabati ngani nga kihanglan hin bulig it guinntarcan NHS nabulig gud dayon.
School's Relationship to the Community	The barangay is responsive when the school needs help		Aside sir han pinanasyal, siguro matatwag koi to nga problem an oras. Syempre diri ta maiwasan nga danay mayada mga uraurada nga mga patawag kay kinabuwasan may bisita nga maulpot, tapos naiisaktuhan nga busy liwat kita o an iba nga miyembro sanglit danay diri nakakatindir dayon.

Theme	Sub-theme	Description	Segment
Realizing the Plan	Strategies Employed to Effectively Realize the Plan	Stakeholders understand each other	Pag uruintndi nala ada ito sir hit kada tagsa ngan pagrespitar han kada tagsa oras. Kay diri ta man talaga ito maiiwasan. So an ginhihimo nala han eskwelahan napalayon nala pag inform kun hino man anwaray makaattend. Pero dinhi ha guintarcan basta may oras o panahon para mag attend hin mga patawag o meeting diri gud ito nga madiri permanenti gud ito mattend.
School's Relationship to the Community	The community feels empowered		Dako it bulig sir hit komunidad pra hit SBM. AN dako nga papel han komunidad para maging manilampuson an pag implementar han SBM amo an paghatag suporta ha kada usa ha amon asya ito an tinatawag nga empowerment. Dapat it usa nga komunidad o barangay, kun empowered hira kun gintatagan kapangyarihan it komunidad hin pag manage an eskwelahan, bisan waray hi Sir [Principal] an mga nakalatag nga plano padayon la gihapon.

Theme	Sub-theme	Description	Segment
School's Relationship to the Community	The community feels empowered		karuyag signgon sir nga an mga kag-anak o mga tawo ha komunidad hinatagn katungod nga manginano o makialam han mga aktibidais o mga proyekto han eskwelahan para mas maging malaksi an trabaho. Pero hini nga amon katungod may limitasyon. Nga asya gud ito an amon siyahan nga katungod amo an makabulig mkaghimo hin polisiya makabulig paghimo desiyunan ha eskwelhan. Pero an manginlabot han panutduan han mga maestro ngadi ha mga estudyante diri na ito namon obligasyon.
School's Relationship to the Community	The community instinctively provides support		Oo naman sir malinaw pa ito akon kayako man adto an kapitan. Syempre asya gihapon an panaginano han mga kinahanglan han eskwelahan labina ha parti pinansyal. Parehas han pagpreparar han pagkaon han motor nga matapo han mga validators ngan ginsigurado ko nga kumpleto an konseho hito hga adlaw, nga aada an mga kag-anak. Pag maaram ka hit SBM bisan waray na mando tikang ha eskwelahan o kan si ,

Theme	Sub-theme	Description	Segment
			panginano nala kun ano it im sadang nga maibubulig para ha eskwelahan ngan kun makakabulig ito nuahata.
School's Relationship to the Community	SBM will not be successful without the community		Kay diri kaya kun eskwelahan la. Signgon ta pa diri kami bulig han mga pagpreparar han dokumento, pero kun ha eskwelahan pa pati an pagrearar han pisikal nga itdura han eskwelahan pamati ko diri na gud kaya. Hi kami an amon focus an mga proyekto nga makakabulig pag improve han istudra han eskwelahan ngan kabataan. Ngan ini nga mga butang in nanginginahanglan hin dako nga manpower, so kun wray an komunidad, diri talaga kaya han eskwlehan na mahimo nga maging manilampuson an SBM.

Figure 13 shows a summary of the responses of the participant on how the described the planning and implementation of SBM.

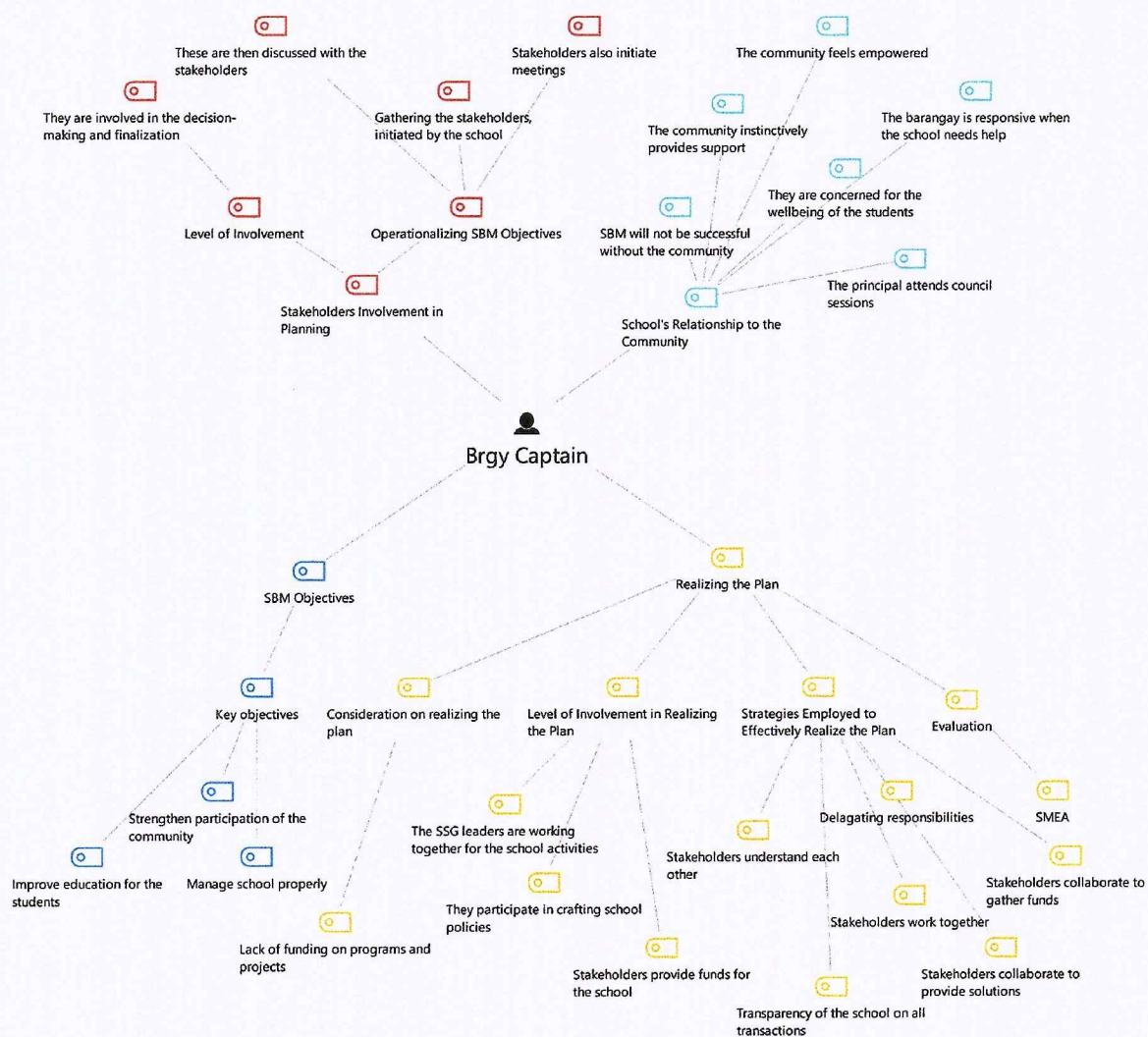


Figure 13. The Brgy. Captain's View of an Effectively Planned and Implemented SBM

Objectives of SBM. In his view of SBM, he sees that its purpose is to improve the school resources and enhance the student's learning through community participation:

"Ha akon pagkakahibaro an una nga panuyuanan hit SBM ha eskwelahan in para paupayon it pag aradman hit kabataan. Kay ako kumo Brgy. Chairman, nakikita ko gud nga kun maupay it pagmanage hit eskwelahan, maupay liwat it nagiging produkto ba, asya na ito an aton mga estudyante. Kay it SBM diri la ini mahitungod hit mga project o aktibidadis hit eskwelahan, kundi ha ngatanan nga aspeto han eskwelahan, ha mga teachers, ha mga kagamitan ug materyales labi na gud ha mga kabataan... Usa liwat ito nga maupay nga panuyuanan hit SBM sir, an makuha an suporta han komunidad. Ako han nagtitikang pala syahan an Guitarcen NHS, agsub gud ako umatindir hin mga meeting. Ngan mahitungod hini nga mga meeting nahibabaro kami ngan dinhi tungod hini nasasayuran ako, kami kun ano it SBM. So importante gud nga kami kumo tagapanginano hit barangay nattend kami hit meeting."
 [Translation: To my knowledge, the role of the SBM is for the development of learning for the students. As the Brgy. Chairman I can see how it affects the school positively. The SBM is not just for projects and activities, it is also for every aspect of the school, the teachers, and the materials used by the students. Gaining the support of the community is one of the benefits of an SBM, sir. It is essential that the barangay is part of the meeting, through this I learned the meaning of SBM.] (Brgy Captain, Pos. 6, 8)

SBM allows them to improve materials and resources for the students. She also further described that since she was seated in the position, she actively participated in the meetings and she understood the purpose of the program so it is important for her, as a representative for the barangay, to participate.

Stakeholders' involvement in planning. Following her discussion on the meetings, she mentioned that meetings are mostly initiated by the Principal, however, if there is something that needs to be discussed, the set the meeting with the stakeholders. This is consistent with how the Municipal Councilor described how meetings are instigated in the program:

Mostly hi Principal, an school head [an nagpapatawag han meeting]. Pero may mga higayon nga kami mismo, mahitungod nga an aton committee onn education agsub ngadi ha eskwelahan, once nga nakikita namon nga mayada dapat pag urustoryahan, dri na kami nahulat pa kan sir [Principal] nga magpameeting, kami na mismo it nakadto ha eskwelahan. [Translation: Mostly it is the Principal, the school head that calls for a meeting. But whenever there is a need to hold a meeting or discuss something, we meet up right away even if the school head is not available.] (Brgy Captain, Pos. 10)

She emphasized the importance of meetings because it the foundation of how they craft their plans. In their meeting, they receive and provide suggestions. Everyone must be heard because they are capable of providing innovative solutions on issues:

Pinaagi sir han pangaro hin suhestyon ngan mga rekomindasyon tikang ha eskwelahan ngan tikang ha amon. Imporatnte nga mabatian an boses han kada taga kay danay may mas maupay nga desisyon o suhestiyon nga adi nga waray ha iba. [Translation: It is important that every voice is heard, everyone can give out their suggestions and recommendations.] (Brgy Captain, Pos. 22)

She also discussed how they improve their SBM through the suggestions of other parents or students through a suggestion box. In

dealing with the suggestions provided by the parents and students, they discuss them. They look at the feasibility of the suggestions. They are encouraged to contribute to the extent of their capability but they also find means to make their support possible

“Urustorya liwat, plano liwat. Kun ano ang mga suggestion nga kaya himuon. Ginsisiring ha amon ni Principal ngan kun ano man an amon sadang nga maiamot, ginbibilngan namon paagi labi na kun makakabulig para ha eskwlehan. Importante meeting, ngan ginaadaman an mga proyekto kun kaya ba mahimo, ngan nangangaro mga suhestiyon kun aanhon, mamimiling pondo ngan kun ok na , pwede na magpadayon han paghimo han project.” [Translation: We meet up and plan the things we can do. The principal gives out their suggestion on matters we can help with. In our meetings we plan out the projects that we can do. We ask for suggestions on how to execute them and find the funds for the project before we proceed.] (Brgy Captain, Pos. 26)

Realizing the plan. They realize the plan by working together.

During activities such as the Pentakasi, the parents work together for the beautification of the school. The work is always accomplished faster because of their support. The students, also help on special days when the school is expecting visitors.

Kadako sir hit papel o ira nagiging bulig ha pagplano o bisan ha mga paghimo na gud han mga proyekto. Parehas hit ha GPTA president, hiya it nagiging boses han mga kag-anak. Diri ini kaya la hit eskwlehan o hit barangay la labi na kun pagtalimpyo hit eskwelahan kinahnglan gud aada it kag anak present pirmi pananglitan ha mga Pentakasi pimaninti ito aada it kag anak. Malaksi an trabaho pag kabulig an mga kag-anak. Ha parti naman han mga estudyante, hira gihap it nagiging boses han mga kabataan. Han mga preparation kun may bisita nakakabulig hra pagayos hit stage, hit venue, paglimpyo liwat hit

eskwelahan. Kami naman ha barangay, manpower liwat ngan labi na ha aspeto pinansyal. So, tanan ini sir nga mga representati kadako hit bulig tikang ha pagplano ngada hit pag impementar hit mga programs and projects. [Translation: The parents help us with the planning and executing of projects. The beautification and improvement of the school cannot be done by just the school itself; they need the help of the parents. A lot of things can be accomplished with their help. Whenever there are visitors, they help with the preparation and decoration of the stage, the venue, and the overall cleanliness of the school. We, the people of the barangay offer our help with manpower and the finances. With the help of everyone, we can do many things for the school's programs and projects.] (Brgy Captain, Pos. 30)

Similar to the other participants' narratives on their considerations on SBM, their funds can be constraining, however, she sees that it is a given restriction and it naturally comes with running an organization. Organizing a workforce is not an issue for them because the people from the island are always proactive:

"Problema han pag implementar na? Ha aspeto han manpower waray ito problema dida kay burublig it bug-os nga [name of locale] kun may mga proyekto nga kailangan ig put-up. Siguro sir masisiring ko la nga problema an pagtaga pinansiyal. Ito sir kay natural nala ada ito ha usa nga organizsasyon prehas ha eskwlehan, apisar nga may pondo, magkukulang gudla ghap it kwarta. Pamati ko sir asya la ito it akon nakikita nga бага usually nagiging problema hit eskwelahan kun mayada mga projects." [Translation: There is no shortage of manpower in [name of locale]. All of us lend a hand if there is a project that needs planning and implementing. The only problem I can think of is the financial aspect, sir. I think that is the most common problem every time there are projects.] (Brgy Captain, Pos. 32)

In implementing policies related to students' participation in school, it is also a shared effort between the parents and the community:

Una na dida an barangay ordinance namon nga gindidiri an pag tambay ha gawas han mga estudyante labi na didi ha my computershop nga basketbolan paginuyas kun may klase. Ikaduwa an amon balaod nga kada class hours mayada mga tanod nga malibot ha barangay panginano nga waray estudyante nga aadi ha gawas nagtitinambay o nagiinuyas. Amon liwat ginaaghat an mga kag-anak nga maging responsible para hini nga ordinansa han barangay, nga kun hira mismo makakita nga may mga bata nga aadi ha gawas during class hours hira na mismo an magsaway ha bata. [Translation: One of our top priorities in our barangay ordinance is we do not allow students to loiter outside computer cafes and basketball courts especially if there are classes. Additionally, we have barangay officials patrolling and keeping an eye out for students skipping class. We also urge parents to be responsible and encourage their children to attend school.] (Brgy Captain, Pos. 55)

School's relationship with the community. The participant also showed the relationship of the community with the school. The community instinctively provides support and the barangay is also responsive to the needs of the school. During barangay council sessions, the School Head is even involved so he is aware of what the barangay is doing, especially concerning the well-being of the students. Even in the absence of the Principal, the community is able to move forward with the school plans. The Barangay Captain emphasizes the importance of the community in SBM:

Dako it bulig sir hit komunidad pra hit SBM. AN dako nga papel han komunidad para maging manilampuson an pag implementar han SBM amo an paghatag suporta ha kada usa ha amon asya ito an tinatawag nga empowerment.

Dapat it usa nga komunidad o barangay, kun empowered hira kun gintatagan kapangyarihan it komunidad hin pag manage an eskwelahan, bisan waray hi Sir [Principal] an mga nakalatag nga plano padayon la gihapon. [Translation: The community has been a huge help for the SBM. Their support has empowered each and every one of us.] (Brgy Captain, Pos. 71)

The participant portrays an SBM that is owned and operated by the community, where the community initiates their programs and policies for the school. The community looks over the students when they are outside of the academic premises to ensure that they are safe and secured. Her narrative solidifies that their SBM is driven by how the community interacts and responds to the needs of the school to achieve an improvement in the students' learning experience.

Reflecting on the Views of SBM Planning and Implementation

In the process of SBM, it is apparent that the stakeholders commence through a gathering in a form of a meeting to discuss the plans on school improvement. Along these lines, these stakeholders judge each aspect of the suggestion to decide their feasibility and identify any problems or considerations related to the plan. They receive feedback from other stakeholders because they perceive that they need to be heard because they can provide innovative solutions to the issues. In the planning, they also consider how the budget will fit with the concept. If it falls short, they extend financial support to make it feasible.

They also discuss how it will be implemented and how others can give support in its realization.

Tasking is also assigned to every participant and their considerations on their participation are heard. For example, teachers are given autonomy on how they will participate. On their attendance to the Pentakasi, Parents' busyness at work is also understood by the stakeholders. Despite these considerations, the stakeholders move forward because they have each others' support to make the plans a success. It is apparent that the community also provides workforce to the school. In times when there is a gap or shortage of their funding, the community and the stakeholders are keen on supporting each other to make sure that the plans will still be realized. This is a cycle that is revisited every quarter where their success, achievements, existing issues, and gaps are discussed and reviewed and revised for improvements. The different stakeholders and members of the community are represented at the SMEA.

It is apparent that from the different stakeholders, who participated in the study, that they each have a role to play in SBM, but they are also keen on supporting other people to achieve success in their respective roles, such as the parents helping teachers in their documentation, or the barangay looking out for the security of the students and the teachers, even the community leaders who have the initiative to contemplate on the needs of the school. In this sense, each has their role but they are ready to help and portray another role to make sure that their activities turn out as an achievement.

Achieving Data Saturation

As a part of the process of Grounded Theory in analyzing and refining the coding for the data as a repetitive process to achieve saturation, the researcher further categorizes and distills how each code is related to another in the process of understanding how an effective SBM is planned and implemented. Figure 14 shows the distribution of codes across respondents.

The code matrix shows the saturation of each code among the respondents of the study. The code matrix helps this study understand if the level of saturation is appropriate for each code. Seeing that each theme identified has been repeatedly discussed and elucidated by each participant, the researcher perceives that there is enough saturation to derive the findings and establish a Grounded Theory. Building the Stage: The Allegory of SBM Planning and Implementation

The community looked into the needs of the school to see what can be added and improved as a part of the experience of students in learning. Building the stage was an initiative that the parents saw possible—to have a proper area for the gatherings of the school. The construction of the stage was discussed among the stakeholders, and the parents conceded in contributing to complete the stage. However, a stumbling block hampered them—the budget was not enough to finish it. So, how can the project be accomplished? In the planning and implementation of SBM, numerous entities are involved. Upon seeing that there

was a deficit that should be filled, another organization stepped in to complete the stage. They helped the parents in hurdling the block that prevented them from moving forward. In the end, the stage was finished. The stakeholders felt a sense of fulfillment in successfully helping the school, together. By going through the whole experience, they gain new knowledge and they learn this together, and this helps them be more prepared in going through another project.

While this story seems so simple, many inflections could be derived from the narrative of the school in building the stage, which is discussed as this analysis goes along and the story is further dissected into segments.

Figure 15 explicates the process cycle of the planning and implementation of an SBM program.

A school organization is a perfect illustration of an open system because it continuously interacts with its environment. In this case, the public secondary schools take input from the parents and community and through a series of activities transform or convert the significant inputs into outputs (inputs of other systems) to achieve some objectives (Bertalanffy, 1968). These objectives lead to the direction of how the SBM is planned and implemented. Studies on decentralized education systems determined that successful SBM programs are likely to have a vision, and they use the vision to direct the decisions. They are also likely to revisit their vision to ensure that the operations and progress are consistent (Briggs & Wohlstetter, 2003).

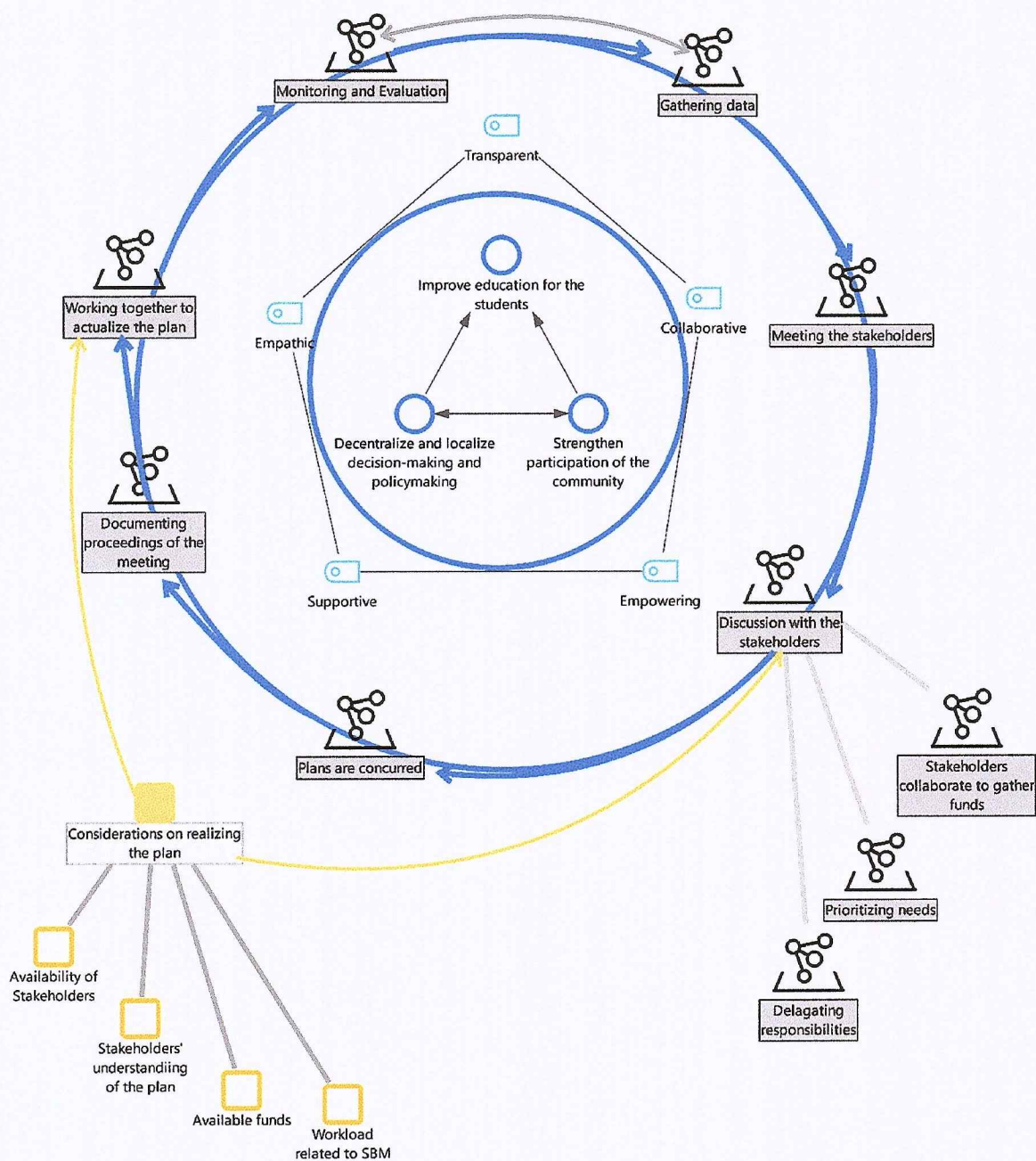


Figure 15. Planning and Implementation, the Cycle of an SBM Program

Objectives of an SBM program

The school needs clear aims and objectives which will determine the nature of inputs, the series of activities to achieve outputs, and the realizations of organizational goals (Bertalanffy, 1968). In this case, the objectives are improving students' education by decentralizing the decision-making that is driven by the stakeholders' involvement.

The Planning and Implementation Cycle of an SBM Program. At the commencement of SBM, gathering data is essential. These pieces of information at the data gathering level is driven by the objectives of an SBM program. Understanding how you can improve students' education is broken down into pieces of information—reading, numeracy, learning materials—data on these specifics is the beginning of what can be further discussed with the stakeholders, or the creation of an agenda. In the context of involving stakeholders—the potential systems (Bertalanffy, 1968) or actors are also identified.

The leader or initiator of community participation, in this instance, the Principal, can determine how much or how little control can others possess—this directly impacts the level of participation. The initiator may merely provide information but not engage the members in decisions (Wilcox, 1994). On the other hand, successful SBM programs disperse power throughout the school by creating networks to teams who are empowered to make decisions (Briggs & Wohlstetter, 2003).

A study on SBM's successful practices show that they are more triumphant when the schools have the authority in relevant areas (Briggs & Wohlstetter, 2003). However, in the practice of this school, the stakeholders are empowered and involved in making decisions on what will be included in the plan and how the plan will be realized. In this sense, the school does not have authority in relevant areas, but rather, the stakeholders have a shared power over the decision-making process. This is reflected by the stakeholders' ability to initiate meetings and raise their ideas on how the school can be improved, just like the building of the stage for the school.

Stakeholders have their capabilities and capacities—in form of funds, ideas, or physical efforts—which are also related to the responsibilities they can take in the realization of the plan. These capacities and capabilities, alongside the data, gathered, inform what will be the priorities that will be included in the plan. Though, there are also considerations that arise from stakeholders. The stakeholders are an essential part of the community involvement—this encompasses a complex range of people, who have varying priorities and positions. Some of them involve closely, and others may be less so (Wilcox, 1994).

Aside from the funds at their disposal, the workload related to SBM, availability of stakeholders, and their understanding of the SBM program may cause divergence. When translating community participation into practice, ownership of ideas is the antidote to that. It means that people can get involved in brainstorming workshops or negotiating with others (Wilcox, 1994). Thus, in

resolving these considerations, each stakeholder must be empowered to express themselves so that it can be negotiated and discussed with others.

Ideas and plans will not bear results if they are not practiced. This fruition of the plan relies as much on the people's capacities and capabilities. This entails that individuals in the organization do not automatically understand processes (Wilcox, 1994).

From this gap of understanding of the actualization, another consideration may arise. In their experience of building the stage, the funds fell short. This is a manifestation that people in the organization need to understand the process of SBM formally or informally. This gap in realizing the stage was cycled back into the stakeholders for discussion for brainstorming and negotiations to come up with a resolution.

By coming together to learn and experience the process, helps the stakeholders develop self-confidence, and confidence in the other members. Feedback about the performance of the system and the effects of its operations on the environment are measured in terms of achieving the aims and objectives (Wilcox, 1994).

For the school, it comes with the SMEA where updates on their progress are presented. The school also provides transparency on how the funds were utilized, and students and parents have the means to provide their suggestions and feedback. This new information gathered, through the monitoring and evaluation, is cycled back into the process of SBM.

The Nature of Success in SBM

All these processes mentioned are identified as best practices in community involvement (Wilcox, 1994) and SBM (Bertalanffy, 1968). In retrospect to the narrative of building the stage, what is unique in their process?

Supporting the objectives are five core descriptions of the relationship of stakeholders with each other. Transparency generally implies genuineness in relating to other individuals (Merriam-Webster.com Dictionary), and in the context of organizations, it relates to making information available while securing that it can be easily accessed, understood, and used by the constituents (Transparency International, n.d.). In the application of transparency in their social interactions, transparency reflects how the stakeholders have a genuine relationship that is manifested through their lucidity in how they receive and provide information to each other. It is shown in how stakeholders are enjoined by the SMEA and how the school is also involved in community gatherings. On the other hand, collaboration among the stakeholders is shown in the integration of their services and community activities, and their participation and involvement with the different sectors (Epstein, et al., 2002).

These stakeholders are empowered because they each have a claim or share (Merriam-Webster.com Dictionary) on how decisions and plans are finalized and implemented in an SBM practice, and supportive because they help and assist (Merriam-Webster.com Dictionary) each other in the realization of the plan. Finally, their relationship is characterized as empathic for the reason that

they understand and they are aware (Merriam-Webster.com Dictionary) of the condition of each stakeholder that drives his or her capacities and capabilities.

These characteristics are descriptive and familiar, to an extent that these are embedded in the concept of shared being or *Kapwa*—the Filipino Personhood (*Pagkataong Pilipino*).

Kapwa: The Shared Self

Kapwa is a “*Katawo*” [Filipino personhood] is a deeper sense of the concept of the human self and how one interacts with one another in nature that is based on “mutual openness participation and sharing” (de Guia, 2008, p. 26). In the context of SBM planning and implementation reflects the extension of empathy, support, collaboration, transparency, and empowerment, which are all linked to *Kapwa* they are driven by *Kapwa*. This is evident by their recognition of an authentic “people-centered orientation, their service to those around them, and their commitment to their communities” (p. 28). The actors in the SBM planning and implementation have reached the summit of community interaction and participation to the level that they become co-owners of everything. Their experience in implementing SBM is a piece of existential evidence that exposed these reflections of Filipino personhood was presented in their struggles and success as they jointly build a stage that symbolizes how is school the community its leaders and stakeholders, can collectively and as a team, work for students welfare. It is noteworthy the problems in the construction of such a

stage arise due to the limited funding and was mitigated by the support of their Alumni—a gesture that was not even solicited but was wholeheartedly given. Such is a product of another Filipino core value “*pakikiramdam*” [shared identity / shared inner perception]. This translates the inaction of simply being an observer to an action-centered participation of being responsive – a participatory event of doing something without being told. This is rooted in the “*pakiki*” [emotional priori to caring] to the “*ramdam*” [mere feeling]. This conveys “*pakikiramdam*” as an empathic feeling which highlights “the unique social skills inherent to the Filipino personhood” (p. 30). This is exhibited in one’s immediate response and sensitivity towards the mutual needs and conditions of the actors and stakeholders of the SBM planning and implementation. It is noteworthy and liberating to see how parents, no longer the teachers, are the very persons who are preparing for school evaluations.

The sense of “*kapwa*” was also enabled by the concept of “*kagandahang loob*” [shared humanity]. It is a socio personal value commonly conceived as Filipino generosity reflecting a “genuine act of kindness” (p. 30) rooted in empathy.

Kapwa is anchored on “*kagandahang loob*” which the “pivot of *pakikiramdam*” (p. 30) transcendence self-identity to a level of shared inner perception which forms the very dimensions of how the community works together in the notion of humanity. Such a notion is not isolated, is not self-centered but is shared. From this communal narrative of humanity, the stakeholders and the main actors

of SBM planning and implementation can generate creativity which is manifested through their ability to resolve issues and generating knowledge that they all learn together.

The success of SBM, therefore, is anchored on how the community and the stakeholders work together over and beyond the usual interactions that the school is a mere implementer of the policies of the state (neo-liberalism), a commercial enterprise (commercialization of education), or a mere tool to segregate the masses (Nader). This brings back the nature of community school in the 50s wherein the officials of the school sit at the council of the villages. In the same manner that the village officials have their hand full in the affairs of the school (Anderson, 1958). On this note, SBM is an equivalent concept of community schools in the Philippines. Perhaps, through SBM, the education system is returning to its roots, as enshrined in the purpose of community schools: “to develop community consciousness and leadership so that responsibility for local improvement may be shifted eventually from the school to the people” (p. 340).

**A Culturally Rooted Model of Stakeholders’
Involvement for an Effective School-
Based Management Program**

Figure 16 presents the GT model that emerged in the study. The model was forwarded on the bases of the allegory of building the stage. Such focus on

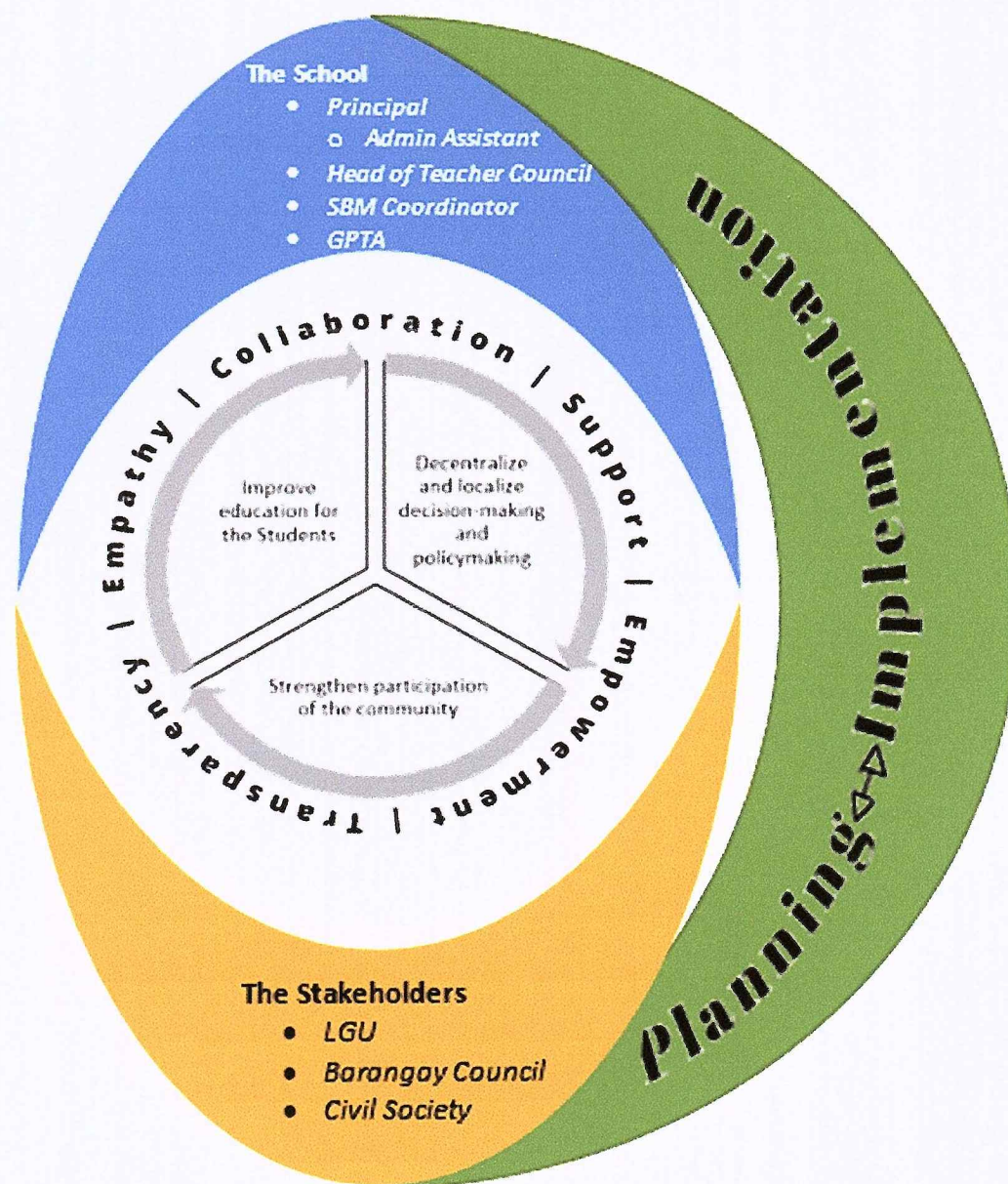


Figure 16. A Culturally Rooted Model of Stakeholders' Involvement for an Effective School-Based Management Program

the dynamics of how planning and implementation of a Level III SBM flourished to fruition.

The model provides three facets that are *the core, the actors, and the process of planning and implementation*.

The Core. The core articulated the common goal between actors presented in the pie which is dynamic as inscribed in a cyclic process flow. This connotes how the objectives relate to each other, being complementary rather than isolated. The objectives are managed using the virtues that what shown in the previous narrative as a depiction of the essence of *kapwa* – the shared self. The shared objectives are, therefore, approached emphatically and collaboratively as fueled by transparency which translates further to empowerment and support.

The Actors. Two groups of actors emerged as a model. The school and the stakeholders. Although the listing of specific actors cannot be seen as universal, what is highlighted in the study is the relationship between these groups of actors as aligned to the core of the model and functions as the capsule that contains the very core.

The Process of Planning and Implementation. The notion of the actors and their core then exudes to planning and implementation. The practice of planning and implementation although seen as consistent with previous models (Bertalanffy, 1968; Wilcox, 1994; and Briggs & Wohlstetter, 2003) highlights its bias to the bi-directional relationship of planning and implementation. It articulates a strong reliance on the role assessment, monitoring, and evaluation

as planning was translated to implementation, and as implementation was corrected, re-aligned, or even troubleshooted.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Based on the analysis of the interviews, this chapter intends to condense the learnings generated in this study. This research aims to explore an effective planning and implementation of an SBM program and understand how the stakeholders interact in the process.

Summary of Findings

The study Grounded a successful SBM planning and implementation, purposed to generate a model of such interaction. Following a theoretical sampling, the data gathering commences with the first participant—the Principal. From the narratives of the Principal, the next sample is generated. This form of sampling is anchored on the method of Grounded Theory.

SBM planning and implementation begins with gathering data, which informs what will be discussed with the stakeholders. In meeting stakeholders, identification and prioritization on which programs will be implemented based on the available resources and the immediate needs of the school and the students were made. In the planning of the projects and activities, stakeholders' ownership of the plan and idea contributes to how they will participate so the stakeholders must be afforded the opportunity to express themselves and their considerations. In the realization of the plan, considerations or issues may arise

and this will cycle back into a discussion with the stakeholders to overcome the hurdle. It is important to note that each stakeholder has his or her capabilities and capacities that can contribute to an effective SBM implementation, and therefore, the contribution of each stakeholder must be heard, understood, and valued. The meetings they conducted were also documented, and sufficient means to monitor and evaluate projects and activities under SBM were revealed in the interview.

The SBM implementation in the school manifests relationships of the stakeholders with each other. It can be described as transparent, collaborative, empowering, empathic, and supportive. In looking closer at these traits, it reveals a connection to the concept of Filipino personhood or *Kapwa*. Their experience in implementing SBM is a piece of existential evidence that exposed a reflection of Filipino personhood.

The Grounded Theory model shows a core articulating the shared goal between actors which is dynamic as recorded in a cycle. Two groups of actors emerged as a model--the school and the stakeholders. The practice of planning and implementation highlights its bias on the bi-directional relationship of planning and implementation. The Grounded Theory model produced in the study provides three facets that are the core, the actors, and the process of planning and implementation.

Conclusions

A successful SBM was planned to follow a cyclic process that was data-driven. This guides the actions and the participation of the stakeholders from meetings to decision processes. The degree of informed interaction and planning leads the community to reach a level of volunteerism. Program implementation of a successful SBM is also driven by data anchored on a documentation process that is inherent even to the planning and implementation procedures. This is also informed through a root cause analysis based on the assessment, monitoring, and evaluation.

The stakeholders were able to identify themselves in the affairs of the school and ushered a communal identity that propelled them to exhibit their sense of *kagandahang loob* and *pakikiramdam* which radiates the spirit of Kapwa. The data grounded on the experience in planning and implementing a successful SBM is existential evidence of Filipino personhood and resurgent of the original concept of Filipino community schools.

The study concludes with a Grounded Theory Model that shows three facets in the planning and implementation of an effective SBM—the core, the actors, and the cyclic process of the program. The model highlights the different relationships and interactions of each facet and how they contribute to the realization of an effective school-based management program.

Recommendations

Firstly, the researcher recommends that the practice of SBM schools in the Philippines may adopt the practices of this school to improve their planning and implementation, notably, the shared authority and equitable responsibility among stakeholders, and transparency on school issues to inform planning and situate data-driven action. Concomitantly, factors that influence stakeholders in participation can be further studied.

The manifestation of Filipino personhood among community development endeavors can be revisited to generate indigenous strategies in community action. Research may be conducted to identify means to strengthen stakeholder's participation, anchored on the indigenous strategies in community action. Additionally, the community school practices during the post-war can be reviewed as a mechanism to improve SBM planning and implementation.

The model and its utility must also be tested to understand the application of the theory on the SBM practices of other educational institutions.

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APPENDICES

Appendix A

Literature Map

Theme	Specific Area	Cited Works
Outcomes-based Education		Bustamante, 2015
School-based Management in the Philippines		Leroy, 2002 DepEd SBM Primer, 2009 Department of Education, 2009 Bernaldez, 2011 World Bank, 2016
Principles of Successful SBM Practices	Other countries	Briggs & Wohlstetter, 2003
	Philippines	World Bank, 2016
	Related theoretical assumption	Bertalanffy, 1968
Studies on SBM Programs in Philippines	Leadership and school performance accountability, stakeholders, the school improvement plan, and the management of resources	Kadtong, 2016
	Curriculum and Learning	Villanueva & Dela Cruz, 2019
	Leadership competence and related factors	Vicera & Bento, 2013
Studies on SBM Programs in other developing countries		Botha, 2006 AL-Ghefeili & Hoque, 2013 Wehella, 2014 Shoma Vally & Daud, 2015
Parental Involvement in Education		Epstein, 2001 Epstein, et al., 2002 Hoover-Dempsey and Sandler (1995, 1997) Tekin, 2011 Wilcox, 1994
Community participation	Western concept	
Community interaction	Philippine Psychology	de Guia, 2008
Application of Grounded Theory in Educational Management studies		Dawson, 2010 Sezer & Can, 2020

Appendix B

Research Questions and Subsequent Questions

RQ 1. How was a successful SBM planned?

The first research question, which is about SBM planning, will be unpacked to a series of open-ended questions as follows:

1. What are the objectives of an SBM?
2. How are these objectives operationalized?
3. How is this operationalization planned for implementation?
4. In all aspects of objectification, operationalization and planning who are involved and how are they involved?

RQ 2. How was a successful SBM implemented?

The second research question which is focused on implementation will involve the following sub questions:

1. What are the issues and problems encountered by the implementers in the actualization and implementation of these programs?
2. How are these issues addressed?
3. In the aspects of implementation who are involved and how are they involved?

RQ 3. How was planning and implementation interacts with community

Lastly, the third research question which straightforward to delineate the interaction among planning, implementation and community involvement necessitates the following subsidiary questions:

1. What are the dynamics of interaction in the community to the planning and implementation stage of the SBM?
2. What problems occurred between planning and implementation and how was it reconciled?
3. What is the positional role of the community in forwarding a successful SBM?

Appendix C

Informed Consent Form for the Participants of the Study



SAMAR STATE UNIVERSITY
LEADERSHIP | EXCELLENCE | DISCIPLINE | SERVICE



INFORMED CONSENT FORM

Please complete this form after you have listened to an explanation about the research.

Project Title: A GROUNDED THEORY OF STAKEHOLDERS' INVOLVEMENT FOR AN EFFECTIVE SCHOOL-BASED MANAGEMENT (SBM) PROGRAM

Researcher: JULIUS A. VERSOZA
Graduate Student, Samar State University

Thank you for your interest in taking part of this research. Before anything else, the person organising the research must explain the project to you.

If you have any questions arising from the explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this *consent form* to keep and refer to at any time.

PARTICIPANT'S STATEMENT

I agree that:

- I have listened to an explanation about the research and understand what the study involves.
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that such information will be treated as strictly confidential and handled in accordance with the provisions of the Data Privacy Act of 2012 or RA10173.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.
- I understand that my participation will be taped/video recorded and I consent to the use of this material as part of the project.
- I agree to be contacted in the future by SSU researchers who would like to invite me to participate in follow-up studies.

I agree that:

- I understand that the information I have submitted will be published as a report, and I will be provided details of the findings. Confidentiality and anonymity will be maintained, and it will not be possible to identify me from any publications.
- I agree that my non-personal research data may be used by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.
- I agree that my *professional background* may be identified in the final report and waive the right to anonymity for the purposes of this research.

Signature over Printed Name

Date Signed: _____

NB: Please affix signature in all pages

Appendix D

Letter to DepED



Republic of the Philippines
Department of Education
Regional Office VIII
Division of Samar
Catbalogan City, Samar



January 13, 2020

CARMELA R. TAMAYO, Ph.D., CESO VI
Schools Division Superintendent
Division of Samar
Catbalogan City, Samar

Madam:

Greetings of Peace!

The undersigned is currently working his dissertation entitled **"A Grounded Theory of Stakeholders' Involvement for an Effective School-Based Management (SBM) Program Implementation"** as a requirement for the degree of Doctor of Philosophy major in Educational Management at Samar State University. This study wishes to develop a theory on Stakeholders' involvement for an effective School-based Management Program (SBM) implementation. It hopes to explore and investigate the role of the community and its interaction in SBM planning and implementation as well as the key challenges that come into play and how these challenges are addressed by the institution. In general, the study enables the authorities, community, and schools to evaluate the status of school-community relationships when it comes to School-Based Management implementation and strive for better performance and to enhance access and quality in education. This study intends to have school heads and teachers in the duly recognized schools by the Region with SBM level 3 of practices as the participants of this study.

I am hereby requesting your permission to allow me to conduct interview to the school heads and teachers of the identified SBM level 3 schools in the Division of Samar and to notify the request letter for interview that will be given to the participants. I also hope to obtain information from the Planning Office and Monitoring and Evaluation Section on the number and name of the school and its school head with SBM level 3 of practices under the division. The information will be pooled for the study and individual data gathered will remain confidential.

Your approval on this matter will greatly be appreciated. Thank you for your time and consideration.

Respectfully Yours,

JULIUS A. PERSOZA
Researcher

Approved:

CARMELA R. TAMAYO, Ph.D., CESO VI
Schools Division Superintendent

Appendix E

OPEN CODES

3. Key objectives

3.1. Improve education for the students

1.

"To zero-out non-readers and then to zero out drop-out and then to increase participation and to produce a efficient learners those are the things and objectives in SBM program"

[School Head; Position: 6 - 6]

2.

"Naghihimo hin way an eskwelahan para mamimeet an needs and kabataan.."

[SBM Coordinator; Position: 6 - 6]

3.

"Kun diri available ito nga material nganhi, nagkocontextualize kita para of course maihatag naton an best para maimprove an performance and at the same time an school another siguro objective dinhi ha amon to empower when it comes to SBM when talk about SBM program is to empower the school and its community stakeholders."

[SBM Coordinator; Position: 6 - 6]

4.

"Kay kun anot parang an natatabo is kun ano an need han eskwelahan amon gud an fofocusan han mga stakeholders be it internal or external stakeholders diri na general parang kasi an natatabo before naiimplement an sbm parang kun ano an desisyon hini amo an ifafollow han bug-os nga school which is danay diri naton need ito ng aparticular nga program or decision nira, iba an need an aton eskkwelahan yana kay empowered man kita and that is one of the objectives of the SBM program so parang namimeet naton an aton karuyag ha usa ng eskwelahan para mag improve an aton school."

[SBM Coordinator; Position: 6 - 6]

5.

"pamati ko sir an panuyuanan han SBM para mag improve hit education sir. Amo la ito бага tak knowledge about han SBM."

[GPTA President; Position: 7 - 7]

6.

"nga tanan sir, para han kuan para han skwelahan, kabataan, especially kanan kabataan gud improve han ira pag aram, tapos ngadi hit kuan sakob hit skwelahan amo ito it maupay."

[GPTA President; Position: 15 - 15]

7.

"Ha akon pagkakahibaro an una nga panuyuanan hit SBM ha eskwelahan in para paupayon it pag aradman hit kabataan."

[Brgy Captain; Position: 6 - 6]

8.

"Kay it SBM diri la ini mahitungod hit mga project o aktibidadis hit eskwelahan, kundi ha ngatanan nga aspeto han eskwelahan, ha mga teachers, ha mga kagamitan ug materyales labi na gud ha mga kabataan."

[Brgy Captain; Position: 6 - 6]

3.2. Strengthen participation of the community

1.

"r; school objectives of these SBM program, okay, the first one is for me the first one na para akon na, nakikita ko nga kay anu kelangan namun ma reach namun an SBM level 3 is diri la para hiya makilala an main focus ito is matagan hin maupay nga kalidad hit panutduan han kabataan kay para ha akon tak nababaruan hit SBM may priority kamo hit SBM asya ito nga matatagan hin maupay nga kalidad han kabataan."

[OIC; Position: 16 - 16]

2.

"Ha akon, ha akon personal nga pag baton, an numero uno nga panuyuanan han School Based-Management ha skwelahan amo hin magka ada hin makusog nga participation an community or stakeholders ha pangunguna han LGU."

[Municipal Councilor; Position: 9 - 9]

3.

"Well, one of the objectives of the school about SBM is, the participation of the community, an participatory han community, that is one of the objectives of the SBM implementation this day."

[Admin Assistant; Position: 7 - 7]

4.

"Ito pa , usa liwat ito nga maupay nga panuyuanan hit SBM sir. An makuha an suporta han komunidad. Ako han nagtitikang pala syahan an Guitarcen NHS, agsub gud ako umatindir hin mga meeting. Ngan mahitungod hini nga mga meeting nahibabaro kami ngan dnhi tungod hini nasasayuran ako, kami kun ano it SBM. So importante gud nga kami kumo tagapanginano hit barangay nattend kami hit meeting."

[Brgy Captain; Position: 8 - 8]

3.3. Decentralize and localize decision-making and policymaking

1.

"So first is to decentralize and localize the decision and policy making in addressing concerns and issues"

[SBM Coordinator; Position: 6 - 6]

2.

"we cannot deny the fact nga of course an aton is damo an issues and concerns and we know that there is no such thing as on size fits all that is why the central office cannot accommodate all problems of each school amo ito siguro nga there are instances nga ngada yana an mga problems han ekwelahan is diri la gihapon diri nasusullbar because naghuhulat la an school han mando han central office or maghuhulat la hra han decision but because of SBM an aton decision making is guinhahatag na ha individual school so an SBM in program to bridge that gap for the school and its local leaders to initiate in crafting of policies and programs of the school that of course will solve the issue."

[SBM Coordinator; Position: 6 - 6]

3.

"Unlike before nga an decision making is aada la ha school baga hin parang naghuhulat nala an mga stakeholders , naghuhulat nala an kabataan o teachers kun ano it desisyon hit school head, yana an decision making tanan involve pwede magdesisyon an stakeholders kun anot ikakaupay hit school, pwede mag

desisyon an teachers bisan waray dida an school head kun anit ikakaupay o ikaka-improve hit aton eskwelahan and this is the way the school to engage the participation of the stakeholders in the formulation of the improvement plan based on the needs of the school."

[SBM Coordinator; Position: 6 - 6]

4.

"Decentralization is the decision-making is gin lulusad from the central office down to the individual school parang an decision making is diri na kita nagrely ngadto ha central office but an decision making is an naghimo is dinhi na ha eskwelahan kay kasi kita it maaram han need han aton school so an decision making is guin hihimo nah an stakeholders, han scholl head, han teachers, han students nga diri na naghuhulat ngadto ha central office."

[SBM Coordinator; Position: 8 - 8]

5.

"An nag iinitate hini nga proseso damo an involve diri la an school head but also an teachers, the students, the stakeholders ada na an aton GPTA officers headed by the GPTA president, aada an aton SGC, aada an aton barangay officilas, of course an naglilead an aton punog baranagay."

[SBM Coordinator; Position: 10 - 10]

6.

"The objective is simply to decentralize. It is like the school is empowered to make localized decisions in any matter at hand. For example in budgeting, the personnel and any issues and concerns of the school through the parents, the stakeholders, the local LGU even the student body is being united in addressing different issues and concerns for the betterment of the school."

[SSG President; Position: 6 - 6]

7.

"Kumbaga an mga roles an mga functions han mga stakeholders aadi ha school. Example an aton mga stakeholders mayada hira power to create decisions para school. An decision tikang na ha local na diri na ha central office."

[SSG President; Position: 8 - 8]

8.

"Kay ako kumo Brgy. Chairman, nakikita ko gud nga kun maupay it pagmanage hit eskwelahan , maupay liwat it nagiging produkto ba, asya na ito an aton mga estudyante."

[Brgy Captain; Position: 6 - 6]

4. Planning and Implementing the SBM Program

4.1. Gathering data

1.

"first we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives in order to achieve the needs of our SBM program."

[School Head; Position: 34 - 34]

2.

"The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result (Translation: so it would be clear for the parents. So far, if we can present the objectives clearly to them [parents], it leads to good results)"

[School Head; Position: 66 - 66]

3.

"Nadedetermine namon an school-aged population based on the data came from the barangay and beauty kasi han SBM is that an aton stakeholders an aton LGU is nagbubulig na para hit ikauupay hit eskwelahan so diri na hassle ha amon part pag kita han mga school-aged population han barangay because an barangay mismo they do have the data nga need namon."

[SBM Coordinator; Position: 20 - 20]

4.

"Didto ito namon ginkukuha ha barangay secretary hiya man gud an nagkukuha han house to house nga data same as with n amon BHW nagkaconduct liwat hira han mapping so an nagkikig coordinate hito ngadto han amon barangay secretary is an amon brigada eskwela and 4P's coordinators."

[SBM Coordinator; Position: 22 - 22]

5.

"how do we plan? The first one is nag memeeeting kami, nag meeting kami teacher first la anay, so nag memeeeting kami hit teachers la anay, nag plaplan kami kun paano namon ine ig rerelate didto ha mga stakeholders and pag nag memeeeting kasi kami sometimes, sir Jorge gin eencourage kami, gin tatagan kami hin pointers kun anu an amon tratabahoon, so gin eencourage anay kami then nagplaplano kami kun paano namun ig didiscuss ito hit amon stakeholders,

tapos stakeholders plan na and then of course dida ha stakeholders na ooperate na operation na naiimplement na."

[OIC; Position: 54 - 54]

6.

"nag prepresent kami hin teacher present always han karan SMEA hanu then"

[OIC; Position: 68 - 68]

7.

"ha SIP mayda kamu plano ngadto nga nagpapatawag man anay ito hin meeting, nagpapatawag hin meeting, yearly ito hiya kay nag himo man hin improvement plan hanu"

[OIC; Position: 68 - 68]

8.

"Through meeting gihapon, by that meeting, ginplaplastar kun anu an mga plano, so an ouput hito amo na han based han agenda tapos pag kuan na an kanan plano han mga skwelahan about SBM ig plaplastar tapos amo na ine an ig iimplementar."

[Admin Assistant; Position: 24 - 24]

9.

"For example kanan SMEA dida po ginhahatag ngan ginbubutang han mga teachers an ira issues and concerns ha students and anything ngan naattend po ako an SSG president and local leaders ngan dida po hira nakakag come up hin mga solutions through different feedbacks po."

[SSG President; Position: 16 - 16]

10.

"An amon po paghatag in general man po regarding about different issues and kun mayada man po ako naiisip na solution ginyayakan ko I ginshishare ko and we see to it that I am approachable nga diri mag aalang ha akon pagdaop an mga estudyante. Mayada man po kami suggestion boc kun diin an mga estudyante nagsusurat han ira suggestion ngan ira ginhuhulog dodat suggestion box. Maupay ini nga suggestion box para ma hear-out an mga suggestions han mga esudyante."

[SSG President; Position: 20 - 20]

4.2. Meeting the stakeholders

1.

"of course we called the GPTA Officers, the LGU and the members of the different stakeholders just to craft the AIP and WFP with the participation of our bookkeeper and the rest of the members in the presentation of the work and financial and annual implementation plan."

[School Head; Position: 44 - 44]

2.

"in the decision making of course the presentation of their plans to help the school."

[School Head; Position: 52 - 52]

3.

"the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning."

[School Head; Position: 54 - 54]

4.

"The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result (Translation: so it would be clear for the parents. So far, if we can present the objectives clearly to them [parents], it leads to good results)"

[School Head; Position: 66 - 66]

5.

"to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school landmark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. (Translation: [They help] on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable [if supported by just one organization] alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that

when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.)"

[School Head; Position: 70 - 70]

6.

"Of course, by calling their attentions by having meetings, planning on how to set activities para maging smooth para maging successful an evaluation.

(Translation: ...so that the activities will be smooth and the evaluation will be successful.)"

[School Head; Position: 145 - 145]

7.

"mayda kasi kita amo na ito nag prepresent kami han dashboard"

[OIC; Position: 68 - 68]

8.

"an una nga programa ko han community nga involve gud an paghatag hin kaupayan benepisyo ngadto han kabataan, han teachers han entire school, example covered walk oras han tag uran dako ito nga makakabulig han kabataan nga teacher makakadto ha room kay diri mapaso, ika duha ito nga amon yana nga on going nga drainage kay na kuan man gud han baha han mga classrooms so, amo iton sir amon target an makabulig gud ha skwelahan ha pamaagi han Internal Revenue Alotment han IRA."

[Municipal Councilor; Position: 17 - 17]

9.

"oo, may mga dash board nga gin papakita, makikita mo dida an mga performances han teachers performance kabataan deritso ngadi ha health, an wasted nakikita gud tanan an mga kun mayda mga non reader, reader pero pamati ko waray ha skwelahan non reader."

[Municipal Councilor; Position: 23 - 23]

10.

"Iton pinaka harayo na, quarterly, pinaka harayo kay kun may mga importante nga panuyuanan danay kami ngani it nag iinitiate."

[Municipal Councilor; Position: 37 - 37]

11.

"well, oo, masiring ako madam chairman may problema, nakikita ko, kay agsub ako ha skwelahan bisan diri waray tuyo kay it amon balay atubang la han printe retired teacher an akon bayaw ngada hit akon mga anak, agsub gud ako haros di man everyday adto ako ha skwelahan nakikita ko kun anu an problema salit ako na an nag uuna, ako man an iya gin deligar ngadi ha skwelahan ako nag uuna pag kuan kan kapitana nga makadto ako, pagpatawag kita han meeting, sugad hine oo, nga amo ine kinahanglanon natun ine, sugad, sugaron natun ine pag kuan unta pagtawag hit mga stakeholders nga iba nga parents."

[Municipal Councilor; Position: 39 - 39]

12.

"oo, sir ginpapasabot gad kay kuan kada kuan kada quarter nagkakamayda kami hin meeting para mainform ngadto han mga kag anak ngadto hit mga studyante nga tikang hit school head nga mga programa han skwelahan para ha kaupayan hit skwelahan."

[GPTA President; Position: 13 - 13]

13.

"Narerealize iton through pagtawag hin mga meetings, usa iton na pamaagi para an community magkuan an ira partisipasyon an through meeting."

[Admin Assistant; Position: 13 - 13]

14.

"Well, may-ada mga meetings sir na, gin lead by the school, mayda naman mga meeting na lead by the community, amo ito."

[Admin Assistant; Position: 15 - 15]

15.

"Nagmimeeting po ngan ginpapatawag po an mga stakeholders."

[SSG President; Position: 26 - 26]

16.

"Mostly hi Sir Jorge, an school head han Guintarcan NHS. Pero may mga higayon nga kami mismo, mahitungod nga an aton committee onn education agsub ngadi ha eskwelahan, once nga nakikita namon nga mayada dapat pag urustoryahan, dri na kami nahulat pa kan sir Jorge nga magpameeting, kami na mismo it nakadto ha eskwelahan."

[Brgy Captain; Position: 10 - 10]

17.

"Aw oo naman importante ito. Ky kun waray ini nga mga meeting waray plano, diri makakagplano hin maupay an eskwelahan kun hira hira la ngan diri mpapatuman an mga plano kun diri anay pagmeetingan ngan kun hira hira la, so dapat gud may meeting."

[Brgy Captain; Position: 14 - 14]

4.3. Prioritizing needs

1.

"first we gathered some data and then if we found out that this is the problem that would be the target of our programs and the objectives in order to achieve the needs of our SBM program."

[School Head; Position: 34 - 34]

2.

"... nagpapatawag kami hin meeting then gin iidentify namun kun an problem nga aadto ha AIP nga aadi liwat ha SIP kun okay na hiya, no problem na hiya so dire na hiya gin aapi ha SIP so,"

[OIC; Position: 68 - 68]

3.

"an new na nga na identify nga problem dida tikang ha SMEA amot ig susulod niyo didto ha SIP an iyo pinaka major so, gin babalyuan na it mga minor nga problem nga puyde naman mahimoan hin paagi gin babalyuan nalat hiya gin popokus ha pag improvement han school."

[OIC; Position: 68 - 68]

4.

"an una nga programa ko han community nga involve gud an paghatag hin kaupayan benepisyo ngadto han kabataan, han teachers han entire school, example covered walk oras han tag uran dako ito nga makakabulig han kabataan ngan teacher makakadto ha room kay diri mapaso, ika duha ito nga amon yana nga on going nga drainage kay na kuan man gud han baha han mga classrooms so, amo iton sir amon target an makabulig gud ha skwelahan ha pamaagi han Internal Revenue Alotment han IRA."

[Municipal Councilor; Position: 17 - 17]

5.

"Pag abot na ngadto han project, pag iidentify gin tatagan gin kukuan an mga participants pag kuan han pag han mga projects mga needs, tapos mayda kami mga prioritize, prioritize an needs gud amo gud an tatagan gud hin kuan hin may ada kami gud pag kuan pag klase hin pag iban liwat hin mga kuan identified projects or problems based hn financial capacity."

[Admin Assistant; Position: 42 - 42]

4.4. Discussion with the stakeholders

1.

"in the planning the internal stakeholders are involved the chairman or committee in education, the GPTA president and officers are involved in planning the different program of the school."

[School Head; Position: 50 - 50]

2.

"in the decision making of course the presentation of their plans to help the school."

[School Head; Position: 52 - 52]

3.

"the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning."

[School Head; Position: 54 - 54]

4.

"The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result (Translation: so it would be clear for the parents. So far, if we can present the objectives clearly to them

[parents], it leads to good results)"

[School Head; Position: 66 - 66]

5.

"to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school landmark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. (Translation: [They help] on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable [if supported by just one organization] alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.)"

[School Head; Position: 70 - 70]

6.

"During the meeting we give a sheet of paper just to write down some issues of parents when it comes on the activities, progress of the school."

[School Head; Position: 103 - 103]

7.

"rom the GPTA, we accept financial support, for example the covered pathwalk is funded by GPTA."

[School Head; Position: 109 - 109]

8.

"Solicitation, no. we do not solicit, we only ask the GPTA fund kun may-ada pa tapos kun kaya pa magpa snack then kun mayda, nagpapasnack (Translation: We ask the GPTA if there are funds available for snacks, and if there is, we provide snacks)."

[School Head; Position: 111 - 111]

9.

"Of course, we accept donations, this month we received ten thousand from a balikbayan in support with our campaign advocacy through drum and lyre."

[School Head; Position: 113 - 113]

10.

"Yung aming mga stakeholders they give suggestions and financial support and assistance."

[SBM Coordinator; Position: 56 - 56]

11.

"They serve as one of the foundations in crafting the policies and practices of the school."

[SBM Coordinator; Position: 94 - 94]

12.

"nag prepresent kami hin teacher present always han karan SMEA hanu then"

[OIC; Position: 68 - 68]

13.

"Pag abot hine nga mga panuyuanan maupay nga relasyon, han community ngan han school an decision making api an komunidad or stakeholders, deri man liwat hira nadepender han ira decision , api kami han decision making panginanu anu an priority nga panginginanuon nga kakulangan para hit skwelahan kun kaya manla it LGU, nabulig gud kami."

[Municipal Councilor; Position: 26 - 26]

14.

"may general assembly meeting, usa ito nga ada kami nag uurostorya kun anut problema, kun anu an nahimumugso nga problema han kabataan sugad hit may ada nasiring kami nga kuan late, tardiness, naghimo kami han ordinansa han curfew para kay urog adi man ha gawas han kabataan ha computer, nagkakaada kami hin ordinansa para magka nguli na ine nga mga kabataan, kay usa ine nga pagigin late nira kay permi man piraw."

[Municipal Councilor; Position: 35 - 35]

15.

"kay importante gad ito sir, kay kun maiimplementar han sugad nga nakikita ko nga drainage nga nakaka apekto hit kabataan hit skwelahan han teacher nga kanal, so amo iton akon desisyon permi nga pag sesession gin dadara ko ngadi hit session as committee chairman on education nakikita ko an problema, amo iton nga nasosolbar iton namun pamaagi nga pagdedesisyon nga pakikipag koordinar ngan sir nga amo ine it angay mag meeting kita amo it aton buwaton ine sugad ine amo iton."

[Municipal Councilor; Position: 43 - 43]

16.

"gin kita sugad hito nga gin kita nga permi la late nadesisyon han peace and order nga hag iron gud strong nga hag id nga curfew para han kabataan malimitahan ha kalsada ngan sinisiring nga may mga malnourished an aton chairman on committee on health nahihapi na liwat iton dida kay na introduce man liwat hiya ngadi hit health hiton centro nga kinahanglan, mapabakunahan kun anun kinahanglanon nga bakona maihatag hit kabataan"
[Municipal Councilor; Position: 60 - 60]

17.

"sharing han amon, sharing han idea ngan desisyon tikang han Principal ngadto han mga kag anak."
[GPTA President; Position: 31 - 31]

18.

"sugad ito sir mayda kuan kami nag meeting, nag memeeeting kami with school head, teachers pati han mga parents amo ito it amon, dida kami nag plaplano para hit kaupayan ngadto han skwelahan."
[GPTA President; Position: 33 - 33]

19.

"nasuggest sir hin бага kaupayan, para kaupayan ha sakob ha usa nga gin plaplano nga kaupayan o project ngan paghimo desisyon."
[GPTA President; Position: 44 - 44]

20.

"Ako as the student representative, ginpatawag ako han paghimo han SIP ngan ginpakianhan ako kun ano it akon nakikita nga problema hit eskwelahan, kaupod han akon mga officers ginsusurat ito namon nga gin paidentify kami kun anot amon maibubulig para masolusyonan ito nga mga problema."
[SSG President; Position: 34 - 34]

21.

"More on han paghatag po suggestions labi na para ha mga burohaton han estudyante and of course para han implementation, an akon naging biggest role

is to guide and give instruction han mga students kay kun diri ko hira I guide nagkakalat an mga students ngan diri hira maaram kun ano an ira hihimuon."
[SSG President; Position: 41 - 41]

22.

"Pinaagi sir han pangaro hin suhestyon ngan mga rekomindasyon tikang ha eskwelahan ngan tikang ha amon. Imporatnte nga mabatian an boses han kada taga kay danay may mas maupay nga desisyon o suhestiyon nga adi nga waray ha iba."

[Brgy Captain; Position: 22 - 22]

23.

"ha ak pagkahibaro mayada nganhi hira burutangan suggestion,kuan an ngaran ,ito nga aada may gawas , aw suggestion box. Oo pinaagi hito pag maynakanhi nga mga kag anak o bisita nagsusurat kami o an mga napakanhi upod an mga estudyante hin mga suhestiyon o rekomendasyon nga makakaupay para hit eswkelahan."

[Brgy Captain; Position: 24 - 24]

24.

"Ammm ano pa ba.Usually nakakabulig gud liwat ada kami pinaagi han paghatag hin mga suhestuton nga ikauupay han eskwlehan. Kay danay it eskwelahan kun hira la it nagdedisyon kinukurian hira pero kun aada kami kumpleto ang mga representai han kada stakeholders madali ha ira makahimo desisyon ngan makahimo mga polisiya para ha eskwelahan. Maupay man gud kun damo nga huna huna o utok it nagjihimo hin desisyon kay para ha pag impelemntar liwat burublig."

[Brgy Captain; Position: 43 - 43]

25.

"Una na dida an barangay ordinance namon nga gindidiri an pag tambay ha gawas han mga estudyante labi na didi ha my computershop nga basketbolan paginuyas kun may klase. Ikaduwa an amon balaod nga kada class hours mayada mga tanod nga malibot ha barangay panginano nga waray estudyante nga aadi ha gawas nagtitinambay o nagiinuyas. Amon liwat ginaaghat an mga kag-anak nga maging responsible para hini nga ordinansa han barangay, nga kun hira mismo makakita nga may mga bata nga aadi ha gawas during class hours hira na mismo an magsaway ha bata."

[Brgy Captain; Position: 55 - 55]

4.5. Plans are concurred

1.

"in the planning the internal stakeholders are involved the chairman or committee in education, the GPTA president and officers are involved in planning the different program of the school."

[School Head; Position: 50 - 50]

2.

"in the decision making of course the presentation of their plans to help the school."

[School Head; Position: 52 - 52]

3.

"the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning."

[School Head; Position: 54 - 54]

4.

"More on han paghatag po suggestions labi na para ha mga burohaton han estudyante and of course para han implementation, an akon naging biggest role is to guide and give instruction han mga students kay kun diri ko hira I guide nagkakalat an mga students ngan diri hira maaram kun ano an ira hihimuon."

[SSG President; Position: 41 - 41]

5.

"Pinaagi sir han pangaro hin suhestyon ngan mga rekomindasyon tikang ha eskwelahan ngan tikang ha amon. Imporatnte nga mabatian an boses han kada taga kay danay may mas maupay nga desisyon o suhestiyon nga adi nga waray ha iba."

[Brgy Captain; Position: 22 - 22]

4.6. Delagating responsibilities

1.

"In giving the assignments to the teacher, I'll let them talk kun anu an ira kaya pero after QAD evaluation ako na an nag assign and because of these nagin madali an trabaho. (Translation: In giving the assignments to the teacher, I talk to them on what they feel that they can do, but after the QAD evaluation I will assign tasks to them and because of these, the job is easier.)"

[School Head; Position: 72 - 72]

2.

"Yesp They are informed with their duties and responsibilities kasi kun diri hira informed pamati ko diri hira magigin active ngan magkakalat kahuman han activities kun diri hira informed. (Translation: ...if they are not informed, they will not be active [in participation] and our activities would be a mess if they are not informed.)"

[School Head; Position: 143 - 143]

3.

"There are suggestions nga makuri na mameet, an amon part nga ginhihimo on this matter sometimes ginpapaintindi ha ira an mga limitations but mostly an mga ginsasuggest gin aaccept namon and then ginhihimo o ginhahatag namon basta para la kaupayan hit eskwelahan. Tanan naman pwede makaghatag suggestion not only the students and teachers but also the community people."

[SBM Coordinator; Position: 80 - 80]

4.

"There times nga ha planning we tend to be idealistic when it comes to policies and implementation, mayada gaps han mga programs. Example an timeframe parang diri hya enough para matapos o maimplement ito nga program o project. An amon hito solusyon nagaadjust nala kmi han time like nagshoshorten kami han class hours para maaccomplish namon ini nga mga programs."

[SBM Coordinator; Position: 92 - 92]

5.

"During meeting o plano nagaassign hi sir Jorge kun hino makapot hadi nga mga trabaho , kun diin nga lugar. Imporatnte gihapon in kay ara klaro ba kun ano it bubuhaton hit mga twao, kay kun damo an tawo pero diri hra guided nagsasarang diri liwat matutuhay an project. So dapat gud nga may nagigiya ha ira."

[Brgy Captain; Position: 49 - 49]

6.

"Adi ako ha panginano ngan pagpapalano. Syempre natarabaho ngan nabulig kay ppara paspas pero ako nakikigcoordinate kan sir Jorge kun ano pa mga panginahanglan o dapat himuon. Kumbaga hi sir Jorge panginano hiya an mga estudyante ngan mga teachers ako naman aadi ako ha akon mga kagawad mga tanod ngan mga kag -anak. Kun may mga trabahuon, aadi an barangay andam magpa snack ha mga kag -anak hehehe."

[Brgy Captain; Position: 51 - 51]

4.7. Stakeholders collaborate to gather funds

1.

"to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school landmark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong duroidiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. (Translation: [They help] on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable [if supported by just one organization] alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.)"

[School Head; Position: 70 - 70]

2.

"rom the GPTA, we accept financial support, for example the covered pathwalk is funded by GPTA."

[School Head; Position: 109 - 109]

3.

"Solicitation, no. we do not solicit, we only ask the GPTA fund kun may-ada pa tapos kun kaya pa magpa snack then kun mayda, nagpapasnack (Translation: We ask the GPTA if there are funds available for snacks, and if there is, we provide snacks)."

[School Head; Position: 111 - 111]

4.

"Of course, we accept donations, this month we received ten thousand from a balikbayan in support with our campaign advocacy through drum and lyre."

[School Head; Position: 113 - 113]

5.

"Siguro ini nga performance improvement han school an major contribution han stakeholders is nabulig hira in terms of financial, in terms of giving resources or naparticipaate hira dnhi ha amon school. Pinaagi hini nga ira bulig, atleast nalillessen an problem han school para maipprovide ito nga resources para hit aton mga kabatan nnga eskwelahan. Ha amon mga schools aactivites and programs, nahatag financially an amon stakeholders."

[SBM Coordinator; Position: 36 - 36]

6.

"An amon mga stakeholders damo an naparticipate, damo nganhi an nabulig hito nala nga part nakakabulig na hira ha akon kumo SBM coordinator han ekwelahan. Aada an participation han amon stakeholders hito nga part most especially financial and moral support."

[SBM Coordinator; Position: 66 - 66]

7.

"Kaurugan sir, nag aaragmot kami kun anu it kakulangan, boluntaryo gud nga pag aragmot, tikang gud ha amon sarili nga honorarium hi kami sugad ha akon diri man ako negosyante waray man ako pag kukuhan nga iba na depende la ako hit kun бага anu kuan gud iton nga akon ine nga kalugaringon gud pero pag sumiiring gud nga pag kaurusa, go gud kami."

[Municipal Councilor; Position: 75 - 75]

8.

"Pagplaplanohan ta hin maupay ngan amo na ito volunteer kami nga nahatag hin financial assistance nga bisan ngane hito nga drums nga pagtututdo han drummer nahatag kami tag ten thousand iton yana tag ten thousand han yana nahatag kami han share ha ira."

[Municipal Councilor; Position: 96 - 96]

9.

"nagkakamay ada kasi kami kuan sinisiring pa nga briefing hit tikang hit Principal ngadi ha amon nga mga kag anak ngadto ha mga kabataan para kun mga project o proyekto nga mga implement ha sakob han skwelahan parti ha kaupayan han kabataan asya ito nga gin kakaurusahan ngani nga amo ito baga trabahoon, so, okay ito."

[GPTA President; Position: 18 - 18]

10.

"Nakita kop o han barangay council ha pangnguna han punong barangay ngan committee on education, an GPTA officers ha pangunguna han GPTA president. An ira dako nga role asya an ha preparation nasupport po hira, labi na an paghatag hin financial support. Pinaagi hini, kumita po ako han maupay nga working-relationship nira."

[SSG President; Position: 39 - 39]

11.

"An SIP karuyag signgan School Improvement Plan. Kumbaga didi ha amon ha Barangay, BDP it tawag hito o Brgy. Development Plan. Ha paghimo hini nga SIP han Guintarcan NHS, aada man kami hito nga mga representante. An akon baga nagiging kontribusyon hini amo an makapanhuna huna hin mga proyekto nga ha amon pagkita dako it maibubulig ha eskwelahan. Ngan labaw han nga tanan, makabulig pinansyal ha eskwelahan. Kay natuod ako an pondo han eskwelahan diri pa ito sapat para marealize tanan nga project, so an barangay nagaalutagar gud hin pondo bisan la ito pira basta makakabulig para ha eskwelahan."

[Brgy Captain; Position: 18 - 18]

12.

"Usually sir nagaalutagar kami 5 to 10 % para ha eskwelahan nga tikang ha IRA. Kay tungod nga quarterly naiinvite man kami pag attend han ira SMEA nahibabaro kami kun ano an mga panginahnglan han eskwelahan. Actually danay ngani ngawas na kami han 5% o 10% kay kun kinahanglan may kadugngan pa basta parubado han konseho go kami hito."

[Brgy Captain; Position: 36 - 36]

13.

"Kun mayada mga sports program an eskwlehan sugad hito intrams o district meet o unit meet, nahatag kami hin mga sports equipment para ha mga atleta tapos han ira uniform o kun may mga dayo dayo naamot kami para han ira

pagakaon. Nakagpahimo kami hin school drainage kay kairo an kabataan kun nauran ginbabaha an ira aragian."
[Brgy Captain; Position: 40 - 40]

4.8. Working together to actualize the plan

1.

"In giving the assignments to the teacher, I'll let them talk kun anu an ira kaya pero after QAD evaluation ako na an nag assign and because of these nagin madali an trabaho. (Translation: In giving the assignments to the teacher, I talk to them on what they feel that they can do, but after the QAD evaluation I will assign tasks to them and because of these, the job is easier.)"
[School Head; Position: 72 - 72]

2.

"With the help of the Regional Memo, the Portfolio Day is a one of the best practices from the region and down to the school, Portfolio Day is the best activity where the parents are involved, of course they know and they see the outputs of their learners and they easily know the performance of their children I mean para han pag sign han cards (Translation: through the signing of cards)."
[School Head; Position: 89 - 89]

3.

"So far, the biggest support is their participations during the programs and projects of the schools, their attendance is the biggest proof that they really support the programs of the school, because we know that in SBM the aspect for achieving level 3 is the participations and involvement of the parents and the LGU."
[School Head; Position: 129 - 129]

4.

"Of course, the Brigada Eskwela program of the DepEd that the parents are involved.. so far, and then, the OPLAN BALIK ESKWELA, parents are involved in the conduct of these programs."
[School Head; Position: 137 - 137]

5.

"Another contribution siguro han amon stakeholders an pag limpyo ngan beautification han eskwelahan ky during pentakasi hira na it naglilipyo hit eskwlehan kun diin diri na kailangan pa gamiton an kabataan. Pinaagi hini nga ira contribution an bata concentrated nala han ira pag aram kay an iba nga buruhaton ahn eskwelahan an community naman an nagbubuhat."

[SBM Coordinator; Position: 36 - 36]

6.

"An amon mga stakeholders damo an naparticipate, damo nganhi an nabulig hito nala nga part nakakabulig na hira ha akon kumo SBM coordinator han ekwelahan. Aada an participation han amon stakeholders hito nga part most especially financial and moral support."

[SBM Coordinator; Position: 66 - 66]

7.

"Kada pagiimplement namon han programs and projects aada hira, in general makusog an ira participation in the implementation han programs and projects."

[SBM Coordinator; Position: 88 - 88]

8.

"Nagkaka may-ada mga sir problema hit proyekto basta pina agi hit kuan hit pintakasi, pero hit proyekto ngani nga mayda ka budget, waray man problema, mayda Kaman kasi gin assign nga mga tawo na, pero kun oras ngane han pintakasi la, pero dire man as in nga problema nga problema gud kay it mga tawo na cooperate man, diri la kita on time nga nakada pag trabaho."

[GPTA President; Position: 85 - 85]

9.

"Ako as the student representative, ginpatawag ako han paghimo han SIP ngan ginpakianhan ako kun ano it akon nakikita nga problema hit eskwelahan, kaupod han akon mga officers ginsusurat ito namon nga gin paidentify kami kun anot amon maibubulig para masolusyonan ito nga mga problema."

[SSG President; Position: 34 - 34]

10.

"As the SSG officers, damo man kami, we maximize our effort pinaagi pagburublig ngan pinaagi han pagdivide han mga trabahoon. As the student leader, karuyag ko tanan nga members ha SSG officers nakiwa, nga diri la ako

nagsosolo kay para mas madali an trabahoon and its about trusting them kun anot ira kaya maicontribute ha organization ngan ha school ngan usually nasugot man hira hit akon mga instruction."

[SSG President; Position: 36 - 36]

11.

"Namiling po hira pamaagi labi nah an tikang ha community. Napansin ko po nga aside la han mga teachers an nagtatrabaho hini nga documents, gin aapi gihap nira an mga stakeholders and iba nga mga kag anak nga willing bumulig. Pinaagi hini labot la nga napapadali an trabaho han mga teachers, ha part han mga stakeholders nga parents, nahibabaro hira han iba iba nga dokumento ngan kun ano an sulod hini nga mga dokumento. Dako nga butang po nga maaram an mga stakeholders hini nga mga documents para nakakaghatag hira suuggestions , o mga solutions kun paano masolve an problema ngan kun paano mas mapaupay pa an mga activites han eskwelahan."

[SSG President; Position: 45 - 45]

12.

"Since invited man po ako tanan nga pagpapatawag dida pala nakikita ko an ira pag attend ngan pakikig interact ngan sobra nga kaactive nira ngan willing to work with the school. Pag nagpapatawag hin meeting an eskwelahan,pirmi gud naatend an mga stakeholders ngan during meeting nahatag hira hin mga suggestion para hit eskwelahan mostly po mga solusyon para masolve an mga problema o issue han eskwelahn. Pagkatapos po hini, kun may solusyon na, api po kami hit paplano kun aanhon ngan it pag himo o pagbuhat han mga naplanohan nga mga activities o programs."

[SSG President; Position: 51 - 51]

13.

"syempre una ito aada na an tama nga pagpaplano. An eskwelahan may ginsusunod man nga mga plano base han SIP nira. Kay kun waray ini nga plano, diri maaram an eswelahan kun magaano hira. Ngan syempre, diri la basta plano, kun ano an plano dapat gin iimplementar burublig an eskwelahan ngan an barangay."

[Brgy Captain; Position: 16 - 16] .

14.

"ha ak pagkahibaro mayada nganhi hira burutangan suggestion,kuan an ngaran ,ito nga aada may gawas ,aw suggestion box. Oo pinaagi hito pag maynakanhi nga mga kag anak o bisita nagsusurat kami o an mga napakanhi upod an mga estudyante hin mga suhestiyon o rekomendasyon nga makakaupay para hit eskwelahan."

[Brgy Captain; Position: 24 - 24]

15.

"Urustorya liwat, plano liwat. Kun ano ang mga suggestion nga kaya hiimuon, gnsisiring ha amon ni Sir Jorge ngan kun ano man an amon sadang nga maiamot ginbibilngan namon paagi labi na kun makakabulig para ha eskwlehan.Importante meeting , ngan ginaadaman an mga proyekto kun kaya ba mahimo, ngan nangangaro mga suhestiyon kun aanhon , mamimiling pondo ngan kun ok na , pwede na magpadayon han paghimo han project."

[Brgy Captain; Position: 26 - 26]

16.

"Kadalo sir hit papel o ira nagiging bulig ha pagplano o bisan ha mga paghimo na gud han mga proyekto. Prehas hit ha GPTA president, hya it nagiging boses han mga kag-anak. Diri ini kaya la hit eskwlehan o hit barangay la labi na kun pagtalimpyo hit eskwlehan kinahnglan gud aada it kag anak present pirmi pananglitan ha mga pintakasi pimaninti ito aada it kag anak. Malaksi an trabaho pag kabulig an mga kag-anak. Ha parti nman han mga estudyante, hira gihap it nagiging boses han mga kabataan. Han mga preparation kun may bisita nakakabulig hra pagayos hit stage, hit venue, paglimpyo liwat hit eskwlehan. Kami naman ha barangay, manpower liwat ngan labi na ha aspeto pinansyal. SO tanan ini sir nga mga representati kadako hit bulig tikang ha pagplano ngada hit pag impementar hit mga programs and projects."

[Brgy Captain; Position: 30 - 30]

17.

"Siguro para ha mga kag anak nakakabulig hira han manpower. Madali ngan malaksi an trabaho pag aada an mga kag-anak nagbuburublig. Bisan la pagdalos, pamintar, kun may mga bisita an mga kag-anak an namamagluto han pagkaon. Na mga estudyante naman an mga turutalagudti nga mga hirimuon kabulig an mga teachers. Ha amon nman nga bahin ha brgy. An amon an panginano nga an mga plano o ginurustoryahan nasusunod. Kay kun danay waray ngani naginginano napapabay-an la. Maupay gap hit may nagmommonitor."

[Brgy Captain; Position: 47 - 47]

18.

"Damo la an pwede namon maibulig ngadi ha eskwlehan ha pagpaplano ngan pag impelementar han mga proyekto. Una na dida an paghimo o pagbulig makahimo hin mga desisyon ngan polisiya par ha eskwelahan. Ikaduwa an manpower tikang ha barangay. Gan iaktulo an bulig pinansyal para ha eskwelahan."

[Brgy Captain; Position: 53 - 53]

4.9. Monitoring and Evaluation

1.

"Of course, the feedback of the parents or the learners are positive, we know that the activities are successful."

[School Head; Position: 99 - 99]

2.

"R: the support of the stakeholders, of course in every activity called by the schools they always respond, for example the GPTA meeting, automatic they come with attendance, Pentakasi, activities of the school that the parents attendance is needed, automatic they attend for a particular activity."

[School Head; Position: 107 - 107]

3.

"Our treasurer, our treasurer of the teacher circle."

[School Head; Position: 115 - 115]

4.

"And one of the most important activity to evaluate the school PAP's is the quarterly SMEA kun diin involve an amon stakeholders, giniinvite namon hira, all organizations are represented. The purpose of SMEA is para maipalastar namon ha amon mga stakeholders an mga programa and at the same time Makita nira kun ano an mga naaccomplish ngan kun ano nga problema an amon na encounter nga kun diin pwede hira makabulig. One of the examples on the contribution of the stakeholders because of their participation in SMEA is the implementation of the curfew kay usa nga nagging problema han school an student absenteeism tungod kay nkadi la hira han iba nag aktibidadis ha gawas."

[SBM Coordinator; Position: 82 - 82]

5.

"napinsaran kola hiya nga nakikita ko kasi hit una nga nagkuan kami hito nga SBM baga diri liwat kami maaram kay anu na kelangan kita mag pa SBM level 3, nanu kelangan natun, actually an school na operate man maski diri level 3, so kay anu, as time goes on na han ginhihimo na an SBM, ginhimo na an SBM kuan kasi learning by doing an imo na nakukuan, labi na an pag abot han SMEA, learning by doing ka kasi SMEA waray man ito matutdu hin maupay talaga hano? Diri gad natutdu hin maupay or waray kami as in ba medyo dako nga knowledge about SMEA so nahibaru la kami talaga hit SMEA while naghihimo kami SBM, ansya ngayan ito an purpose ansya ka nag hihimo ka han mga report amo ngayan ine kay gin uundergo hit SMEA, so because han una baga waray hiya as in proper then nagtatrabaho kami hin SBM didto la na proper na formal an iyo gin hihimo, so that's why nga na create nga nakuan ko nga akon personal nga pag hihimo ngayan hin SBM nagigin formal, nagkakamayda formality ansya ngayan ito an rason kun nag SSBM ka, na oobliga an school nga mag participate hini nga mga activities. So that's it sir."

[OIC; Position: 20 - 20]

6.

"who manages in conducting the SMEA, of course the SMEA members, officers, it process kasi, for me ha while na nagtatrabaho kami hit SBM actually, the truth is nagtatrabaho kami pero dire kami maaram na process na ngayan hiya han SMEA dida la kami pag SBM nahibaro nga process na ngayan iton hiya han SMEA na amon gin hihimo, so it SMEA kasi dida mo mahihibaroan, for me, puyde kamo sir ig correct ako kay, for me, para akon it SMEA nag tritribaho kami, like for example, more on kasi measuring an SMEA, more on measuring, qualitative, quantitative, measuring an performance an kabataan, performance an school, gin memasured an project han school, han accomplishment han school ngatanan ito is reported through SMEA, an mga hazardous, absenteeism, tardiness, coverage ha lesson nga natututdo tas amo it an top, so nagkakamayda kami SMEA quarterly, actually dapat an nababatan ko nga process han SMEA usa la an nag prepresent han kabug-osan, the whole nga presentation but what we did, each teacher presented dashboard kay para talaga nakikita it problem han each teacher, so didto kun anu an amon problem nagkakamayda kami feedbacking or sinisiring nga TA kun anu an mahibubulig han barangay kay actually, cooperation man it barangay nakadto man it barangay pati it SSG so at the end of program at the end of activities ada han mga stakeholders, some of the stakeholders then nagkukuan hira hin feedbacking then didto nagrerevise han amon naplanohan nga mga projects nagkakamayda hin technical assistance kay

para matuhay or makabulig manla hit panutduan or an problem han school, yun lang sir."

[OIC; Position: 38 - 38]

7.

"well, an nga tanan nga financial report, kuan gud dida han kuan pagpapakita dida may ada man kami transparency board nga tanan mga financial transaction either, stakeholders, ssg, naka post iton dida han transparency han school."

[Admin Assistant; Position: 74 - 74]

8.

"during han SMEA, SMEA during han SMEA gin rereport."

[Admin Assistant; Position: 76 - 76]

9.

"may involvement ako han pananglitan sugad hiton, may ada para repair han maintenance nga dire aware an amon teachers or school head nga pag kuan hiton, didto ako naparticipate nga sugad hine sugad hiton nga insakto la kwarta it kaangayan dida."

[Admin Assistant; Position: 96 - 96]

10.

"is have sugad hito mag rereport na kami, mag rereport ako pagkatapos may ada namun mga back log ha mga kuan amo iton kun may problema ha financial pwede kami mag kuan nga masiring mag risk kita hin kuan hin pag aragmot para la mahuman an aton project sugad hiton."

[Admin Assistant; Position: 108 - 108]

11.

"Well, actually an participation han community maupay iton ira participation kun nakita han school transparent ha community amo iton. Waray gud problema."

[Admin Assistant; Position: 121 - 121]

12.

"At the end of the activity mayada man po didto feedbacking and what you can offer to the issues nga ira po nababanggit and since mostly ha students po ako po talaga an dapat mag lead as the role model."

[SSG President; Position: 18 - 18]

13.

"Depende ito kun mayada dapat gud o emergency o urgent nga dapat pagmeetingan. Pero ako ,napapansin ko nga usa nga pinaka importante nga meeting nga dapat ko atindiran an quarterly nga ginhihimo han eskwelahan amo an sinisiring nira nga SMEA. Ini quarterly ini nga dapat an mga representative aada parehas ha akon, han committee on education, an SSG president, an GPTA president asya ini an importante nga aada kay para pagurustoryahan namon kun ano ang dapat nga maupay nga aktibidadis nga dapat himuon ha eskwelahan."

[Brgy Captain; Position: 12 - 12]

14.

"Ha eskwelahan diretso tapos kun kihanglan gamiton napatawag meeting hi sir Jorge kun aano o kun ddin gagamiton ini nga mga donation. Usa pa transparent it eskwlehan kun hino ngan kun ano it gindodona ngada ha ira. Mayada hira sinsiring nga transparency board o an donation board aada ha gawas kun diin makikita an sindo hino man nga napakanhi an mga nagdonate ngan kun ano man an gindona nira ngadi ha eskwlehan."

[Brgy Captain; Position: 63 - 63]

4.10. Documenting proceedings of the meeting

1.

"Because we practice in SBM the principles 1 members who document the proceedings of the meeting. During the PTA meeting the process of the meeting it involves the officers of the GPTA."

[School Head; Position: 68 - 68]

2.

"Well an documents, may ada , may ada kinakaptan an organization an community, mayda nira gin kakaptan, at the same time mayda liwat furnished didto han school, amo ito an proseso."

[Admin Assistant; Position: 21 - 21]

5. Considerations on realizing the plan

5.1. Stakeholders' understanding of the plan

1.

"For the lack of the participation of the stakeholders we always conducted meetings. And during the meetings we always give how SBM is important or the importance of the SBM and of course on what are their involvement in order to achieve the SBM level 3 and then the positive way to communicate to the stakeholder's para medyo diri hira kurian (Translation: ...so it won't be difficult for them)."

[School Head; Position: 64 - 64]

2.

"Siguro yung part dida han amon stakeholders is that sometimes kun diri man hra nakakaghatag suggestion an ira nala support or participation hito nga activity kasi we cannot deny the fact may mga instances nga diri talaga makakaintindi an aton stakeholders but we do our best to explain to them everything like our programs and projects."

[SBM Coordinator; Position: 56 - 56]

3.

"Sometimes kasi may time nga na disagree an usa nga organization na disagree adi nga stakeholder diri kasi ito maiwasan sometimes an makuri nga part is how to deal with it. Because of this at the end, there are some instances may ada mga plano nga nafifail ngan makuri ha akon part kay syempre ako an gin atasan ako an ginbilinan han amon school head tapos maabot hiya nga diri successful."

[SBM Coordinator; Position: 64 - 64]

4.

"Another usa nga problema an pagpaintindi han mga programs and projects ha aton mga stakeholders, ha aton mga students hini nga mga pag implement han mga programs"

[SBM Coordinator; Position: 74 - 74]

5.2. Availability of Stakeholders

1.

"One issue is the time management. Kasi diri man kasi ito namon maiiwasan labi na may mga instances nga patigda an pagimpelement hito nga programs or projects diri na namamanage an time frame, time constraint issue."

[SBM Coordinator; Position: 74 - 74]

2.

"danay namun nga problema sir, danay kay conflict of schedules ha pag tawag mayda liwat kami schedule, mapatawag kami hin miyembro han konseho nagkakatuman nga may mga schedule liwat nga natangduan.. ika duha time, time constraint gihapon an ika tulo final limitations. Natural gud iton permanente gud hiton pero amon kasabot sir, ito nga tanan nga problema basta nag uurusa madali la."

[Municipal Councilor; Position: 66 - 66]

3.

"nag rerequest kami nga kaapi tanan iton dida nangunguna an LGU nga kun puyde sugad hiton session namun programa pwede man mag buwas o nga aga mauna kamo kuntra it amon session or else masiring kita masiring it amon session nga mag pa aga nala kita kay hit kulop sugad hito, nag aadjust kami nga duha basta maupay lat urostorya. Adjustment la it kulang hiton sir."

[Municipal Councilor; Position: 69 - 69]

4.

"Usually po ha preparation stage la, in terms of time management."

[SSG President; Position: 36 - 36]

5.3. Workload related to SBM

1.

"And second when it comes to the attitude of the teachers, we talked heart to heart through meetings with the teachers and clarifying the importance of the SBM. The most important the school head should know nga an dalagan han SBM kasi if the school head diri maaram talaga han SBM diri man gud hiya makakahatag hin dako nga bulig han may mga attitude problem han teachers kasi nagkakatikado an additional burden an time nakakarag kay mag tatrabaho ngan mauli alas syete alas otcho so бага nagigin negative ha ira, and so because of the presentation and how you convince the teachers nagin positive naman hira. (Translation: ...It is important that the school head understands how SBM works, otherwise, they won't be able to contribute and help the teachers who have a different attitude towards the program because it is also an additional burden for them to work until 07:00 or 08:00 PM. Presenting the SBM and its benefits help change their perception on the program towards a positive one.)"

[School Head; Position: 64 - 64]

2.

"So far, during planning naman, minor problem la, there are some, what we call this the negative attitude kun papano aakseptaron an programs, so far, madagmit manla maresolve, diri man dako nga problem, we don't, have.. what we call this difficult problems in planning naman so far, kay nakaklaro.

(Translation: So far, during planning, there are only minor problems. There are some who have a negative attitude on how to accept the programs, but it is easy to resolve. There are no difficult problems in planning, so far because we can clear things with them.)"

[School Head; Position: 125 - 125]

3.

"makuri kuri man gud talaga an amon gin agihan about hini nga SBM, maaram naman kamu hito sir nga pati it pag pipiraw, how many months namun inin nga gin Kurian nga waray na kami time para ha amon family, ha amon mga anak pag-uuli namun, so..."

[OIC; Position: 149 - 149]

4.

"mayda kami mga teachers nga masyado na ka emotional nga mayda na nahihinabo nga diri na hira nakarawat hit correction kay mentally tired na hira nga basta mayda pa papatrabaho bagat sugad hiton diri na hira na accept"

[OIC; Position: 149 - 149]

5.4. Available funds

1.

"And although nagsiring ako nga supportive an mga stakeholders han financial, mayada la gihap problema ha resources kasi diri man ito matatagan fund an tanan nga programs and projects."

[SBM Coordinator; Position: 74 - 74]

2.

"During the Induction programs, since may mga clubs man, dapa an every club mayada hira income generating project para mayada hira mga funds to support the different programs and projects of the school."

[SSG President; Position: 22 - 22]

3.

"Problema han pag implementar na? Ha aspeto han manpower waray ito problema dida kay burublig it bug-os nga guintarcen kun may mga proyekto nga kailangan ig put-up. Siguro sir masisiring ko la nga problema an pagtaga pinansiyal. Ito sir kay natural nala ada ito ha usa nga organizsasyon prehas ha eskwlehan , apisar nga may pondo, magkukulang gudla ghap it kwarta. Pamati ko sir asya la ito it akon nakikita nga бага usually nagiging problema hit eskwelahan kun mayada mga projects."

[Brgy Captain; Position: 32 - 32]

4.

"Siguro sir masisiring ko usa nga problema nga nahinanabo ha pagpaplano ngan ha pagimplementar han mga projects una an pagshoshort han budget. Di ta gud ito maiiwasan nga danay nauubusan nah in budget. Pero maswerte an eskwelahan nga aside han bulig han barangay, damo it mga private person nga nagdodonate ha eswelahan."

[Brgy Captain; Position: 59 - 59]

6. Relationship among stakeholders

6.1. Transparent

1.

"For the lack of the participation of the stakeholders we always conducted meetings. And during the meetings we always give how SBM is important or the importance of the SBM and of course on what are their involvement in order to achieve the SBM level 3 and then the positive way to communicate to the stakeholder's para medyo diri hira kurian (Translation: ...so it won't be difficult for them). And second when it comes to the attitude of the teachers, we talked heart to heart through meetings with the teachers and clarifying the importance of the SBM. The most important the school head should know nga an dalagan han SBM kasi if the school head diri maaram talaga han SBM diri man gud hiya makakahatag hin dako nga bulig han may mga attitude problem han teachers kasi nagkakatikado an additional burden an time nakakarag kay mag tatrabaho ngan mauli alas syete alas otcho so бага nagigin negative ha ira, and so because of the presentation and how you convince the teachers nagin positive naman hira. (Translation: ...It is important that the school head understands how SBM works, otherwise, they won't be able to contribute and help the teachers who have a different attitude towards the program because it is also an additional

burden for them to work until 07:00 or 08:00 PM. Presenting the SBM and its benefits help change their perception on the program towards a positive one.)"
[School Head; Position: 64 - 64]

2.

"So far, no... waray.. waray problema nga dadako, basta gin prepresent properly during planning naman if the..., what we call this the programs presented properly, and everyone is nakaklaro naman ha ira. (Translation: So far, there are no major issues as long as everything is presented during the planning stage. The programs are presented properly to everyone and we clarify matters with everyone.)"

[School Head; Position: 127 - 127]

3.

"staff meeting"

[SBM Coordinator; Position: 52 - 52]

4.

"Siguro yung part dida han amon stakeholders is that sometimes kun diri man hra nakakaghatag suggestion an ira nala support or participation hito nga activity kasi we cannot deny the fact may mga instances nga diri talaga makakaintindi an aton stakeholders but we do our best to explain to them everything like our programs and projects."

[SBM Coordinator; Position: 56 - 56]

5.

"gin kukuanan manla iton sir ginpapaliwanagan la hin maupay gin iistoryahan ba nga at least nga siring hito makuri man liwat naton hito nga ig force liwat nga ig on time gud ngada ginpapastoryahan manla hin maupay para maklarohan hiya kun anu an iya participation ha sakob han skwelahan."

[GPTA President; Position: 66 - 66]

6.

"Siguro it pagiging idealistic liwat. Kay sugad hito ginpaplano giniisip it usa nga programa pero diri narerealize, kunwari ha amon part kun maging idealistically waray namon kaisip an willingness han bata, kun willing ba hya buhaton ito nga activity o project. Siguro masosolve ko ini pinaagi han pgconsider han nga tanan na side. On this matter ig shishare ko po o papakianhan ko anay hira kun willing ba hira mag participate para maimplement ini nga mga programs o projects."

[SSG President; Position: 53 - 53]

6.2. Empowering

1.

"In giving the assignments to the teacher, I'll let them talk kun anu an ira kaya pero after QAD evaluation ako na an nag assign and because of these nagin madali an trabaho. (Translation: In giving the assignments to the teacher, I talk to them on what they feel that they can do, but after the QAD evaluation I will assign tasks to them and because of these, the job is easier.)"

[School Head; Position: 72 - 72]

2.

"Yesp They are informed with their duties and responsibilities kasi kun diri hira informed pamati ko diri hira magigin active ngan magkakalat kahuman han activities kun diri hira informed. (Translation: ...if they are not informed, they will not be active [in participation] and our activities would be a mess if they are not informed.)"

[School Head; Position: 143 - 143]

3.

"These operations for implementation through staff meeting with the community or through focus group discussion in formulating and crafting the policies or the programs with leadership of the school planning team and other organization the method and strategies of the implementation is also discussed as planned in the meeting."

[SBM Coordinator; Position: 46 - 46]

4.

"There are suggestions nga makuri na mameet, an amon part nga ginhihimo on this matter sometimes ginpapaintindi ha ira an mga limitations but mostly an mga ginsasuggest gin aaccept namon and then ginhihimo o ginhahatag namon basta para la kaupayan hit eskwelahan. Tanan naman pwede makaghatag suggestion not only the students and teachers but also the community people."

[SBM Coordinator; Position: 80 - 80]

5.

"There times nga ha planning we tend to be idealistic when it comes to policies and implementation, mayada gaps han mga programs. Example an timeframe parang diri hya enough para matapos o maimplement ito nga program o project."

An amon hito solusyon nagaadjust nala kmi han time like nagshoshorten kami han class hours para maaccomplish namon ini nga mga programs."

[SBM Coordinator; Position: 92 - 92]

6.

"ha nakikita ko ha na oobserbaran ko nagiging aktibo hira kay na encourage hira ni sir Jorge, na encourage hira namun nga mga teachers kun anu an ma gagain, anu ba an objectives or anu ba an purpose hine nga SBM so excited liwat hira nga mag kuan pag about han SBM excited hira nga maimplement kay first time man gud talaga liwat han amon school, first time han gintarcan national high school nga magkamay ada sugad hine nga event like for example ine nga pag implement han SBM first time ini han mga stakeholders so, active hira, naeexcite liwat hira labot la han mga teachers, stakeholders liwat na eexcite, waray kami problema an amon la is encouraging, waray kami problema hit amon stakeholders talaga kuan talaga hira hul-os talaga it ira pag bulig ha amon."

[OIC; Position: 126 - 126]

7.

"An amon po paghatag in general man po regarding about different issues and kun mayada man po ako naiisip na solution ginyayakan ko I ginshishare ko and we see to it that I am approachable nga diri mag aalang ha akon pagdaop an mga estudyante. Mayada man po kami suggestion boc kun diin an mga estudyante nagsusurat han ira suggestion ngan ira ginhuhulog dodat suggestion box. Maupay ini nga suggestion box para ma hear-out an mga suggestions han mga esudyante."

[SSG President; Position: 20 - 20]

8.

"During meeting o plano nagaassign hi sir Jorge kun hino makapot hadi nga mga trabaho , kun diin nga lugar. Imporatnte gihapon in kay ara klaro ba kun ano it bubuhaton hit mga twao, kay kun damo an tawo pero diri hra guided nagsasarang diri liwat matutuhay an project. So dapat gud nga may nagigiya ha ira."

[Brgy Captain; Position: 49 - 49]

9.

"Adi ako ha panginano ngan pagpaplano. Syempre natarabaho ngan nabulig kay ppara paspas pero ako nakikigcoordinate kan sir Jorge kun ano pa mga panginahanglan o dapat himuon. Kumbaga hi sir Jorge panginano hiya an mga

estudyante ngan mga teachers ako naman aadi ako ha akon mga kagawad mga tanod ngan mga kag -anak. Kun may mga trabahuon, aadi an barangay andam magpa snack ha mga kag -anak hehehe."

[Brgy Captain; Position: 51 - 51]

10.

"Dako it bulig sir hit komunidad pra hit SBM. AN dako nga papel han komunidad para maging manilampuson an pag implementar han SBM amo an paghatag suporta ha kada usa ha amon asya ito an tinatawag nga empowerment. Dapat it usa nga komunidad o barangay, kun empowered hira kun gintatagan kapangyarihan it komunidad hin pag manage an eskwelahan, bisan waray hi Sir Jorge an mga nakalatag nga plano padayon la gihapon."

[Brgy Captain; Position: 71 - 71]

11.

"karuyag signgon sir nga an mga kag-anak o mga tawo ha komunidad hinatagn katungod nga manginano o makialam han mga aktibidaes o mga proyekto han eskwelahan para mas maging malaksi an trabaho. Pero hini nga amon katungod may limitasyon. Nga asya gud ito an amon siyahan nga katungod amo an makabulig mkaghimo hin polisiya makabulig paghimo desiyunan ha eskwelhan. Pero an manginlabot han panutduan han mga maestro ngadi ha mga estudyante diri na ito namon obligasyon."

[Brgy Captain; Position: 73 - 73]

6.3. Supportive

1.

"to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school landmark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. (Translation: [They help] on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable [if supported by just one organization] alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.)"

[School Head; Position: 70 - 70]

2.

"Of course, first if the community needs assistance hit school, example, the clean up drive, kun need nira han help han studyante nakadto kami talaga pag bulig, fiesta celebration, of course, my patron talaga kelangan, just to, what we call this to give some activities, some entertainment, para han pag celebrar han fiesta. And then others kun they need assistance from teachers para han ira trainings, so far. Diri naman problema kay natugot man liwat ako para han ira programs. (Translation: If the community needs assistance from the school we support. For example, with the clean-up drive when they needed our help, we went there with the students to help them. During fiesta, we visit to help with the activities, entertainment, and the overall celebration of the feast. If they need assistance from the teachers for the trainings, so far, it's not an issue because I [as a school head] give support to their own programs."

[School Head; Position: 139 - 139]

3.

"Dida ko nakikita na aappreciate it stakeholder nga very active hira, very supportive hira pag abot hit school kasi pag naghatag kami hin invitation diri hira nag duduha duha pag attend hit kuan, and then dida namun nakikita nga most han mga parents, may concern talaga hira about han ira kabataan, love talaga nira it kabataan dida namun nakikita so, naappreciate ko hira labina hit amon barangay officials, naappreciate kot hira nga usahay ginbubuligan kami, ginpapabulig pat mga tanod para la hit kabataan nga nagtatambay pasudlon ha skwelahan."

[OIC; Position: 40 - 40]

4.

"mas naappreciate ko an ira bulig han stakeholders in terms nga it kabataan diri it pag kuan hit kabataan nga diri hira mag absent like for example, ha plaza makita ngane hira nga mag hahangout ira gin didisallowed nira nga gumamit hin plaza, school hours, tapos it pag hang out amo tak na appreciate nak pinaka main contribution nira ha school kasi yun ang pinaka main liwat nga problem liwat namun han absenteeism or tardiness han kabataan."

[OIC; Position: 80 - 80]

5.

"an ira role man gud, igpakita talaga han mga evaluator nga hul-os talaga iton ira pag suporta, so... kun waray hira diri talaga ini makukuan nga amon SBM kun diri talaga mahihimo it pag assist la ha am, it mga parents kasi it mga stakeholders amo kasi it nag assist hit mga teachers about hini nga pag taga SBM kasi teachers guol na ha kuan mentally tired na kami so diri na namun mahihimo pan kanan mga trabahoon nga iba so, an nakakabulig la talaga ha amon it iba nga trabahoon is an mga stakeholders, like for example an pag welcome, an mga trabahoon it mga parents la it makakatrabaho, an ira la parts nga an parents la an makakatrabaho hira la talaga iton nag hihimo."

[OIC; Position: 147 - 147]

6.

"diri hira naaro. Diri hira naaro sir kay kami it nahatag ha ira . Kay maawod siguro ada hira pag aru kay una una masiring nga bangin kita signgon nga waray kita MOOE, kami nala an nanginginanu, kami nala an nanginginanu kun anu an talagugti nga kakulangan, mahatag kami."

[Municipal Councilor; Position: 105 - 105]

7.

"Talaga sir, majority han GPTA naattend nga tanan nga kuan basta gin invite an mga GPTA officers pati an mga kag anak karami iton an naatender."

[GPTA President; Position: 37 - 37]

8.

"may ada, may ada mga activities for example, implementation nga project lead han PTA katapos diri hira nag susustained due to lack of fund, didto na pasok an skwelahan pananglit kami nala an nagtatapos hito sugad hito an nananabo."

[Admin Assistant; Position: 102 - 102]

9.

"na ito ha eskwelahan sir ngan kaagsuban diretso dayon ini namon gimeetingan labi na kun urgent nga kagaramitan. Kinahngalan tanan nga kwarta nakikita kun nahingangain kay maupay an pagbulig kun an imo bulig kinikita ngan may nahingangadtuan labi na kun para hit kaupayan hit eskwelahan ngan mag estudyante. Halimbawa nala pagsisiring nga may bisita nga maulpot buwas dali dali an barangay namimiling paagi nga makabulig , bisan diri nal ha pinansyal, bisan nala amon prisensya ok na ito."

[Brgy Captain; Position: 20 - 20]

10.

"Aw kay kun may session kami sir permanente mas maupay kun aada hi sir Jorge sanglit giniinvite namon ito hiya kay para iya mahilatag ha konseho kun ano an mga panngianhanglan han eskwelahan. Ngan usa pa, an eskwelahan naaro kopya han amon BDP kay ha ak pagkahibaro usa ini nga document nga ginkikita para ha SBM , ginkikita kun mayada man gud kami ginaalutagar nga budget para ha eskwelahan."

[Brgy Captain; Position: 38 - 38]

11.

"natural la ada ito sir nga kakarawton it donation labi na kun dako it maibubulig. Pero dinhi ha guintarcan it nga donation natural nala ito nga nagiging bulig na para ha eskwelahan. An mga alumni nga nagrgraduate asya it dako nga naibubulig o naihatag nga donation para ha eskwlehan."

[Brgy Captain; Position: 61 - 61]

12.

"Diri man gud, talagsa la kun mayada la mga talagudti. Ngan pamati ko diri nman kihanglan pa magsolicit kay automaitic na gud it mga tawo nga nakakabati ngani nga kihanglan hin bulig it guinntarcan NHS nabulig gud dayon."

[Brgy Captain; Position: 65 - 65]

13.

"Aside sir han pinanasyal, siguro matatwag koi to nga problem an oras. Syempre diri ta maiwasan nga danay mayada mga uraurada nga mga patawag kay kinabuwasan may bisita nga maulpot, tapos naiisaktuhan nga busy liwat kita o an iba nga miyembro sanglit danay diri nakakatindir dayon ."

[Brgy Captain; Position: 67 - 67]

14.

"Oo naman sir malinaw pa ito akon kayako man adto an kapitan. Syempre asya gihapon an panaginano han mga kinahanglan han eswkelahan labina ha parti pinansyal. Parehas han pagpreparar han pagkaon han motor nga matapo han mga validators ngan ginsigurado ko nga kumpleto an konseho hito hga adlaw, nga aada an mga kag-anak. Pag maaram ka hit SBM bisan waray na mando tikang ha eskwhelahan o kan si Jorge, panginano nala kun ano it im sadang nga maibubulig para haeskwelahan ngan kun makakabulig ito nuahata."

[Brgy Captain; Position: 75 - 75]

6.4. Collaborative

1.

"in the planning the internal stakeholders are involved the chairman or committee in education, the GPTA president and officers are involved in planning the different program of the school."

[School Head; Position: 50 - 50]

2.

"in the decision making of course the presentation of their plans to help the school."

[School Head; Position: 52 - 52]

3.

"the first is the presentation of the plans of the school and then and if they want to add some activities they raise their plans and of course it was discussed by the members who are involved in the planning."

[School Head; Position: 54 - 54]

4.

"The planning of course the school initiates everything on the agenda of the meeting para maklaro ha mga parents and so far naprepresent ngani hin maupay an objectives han meeting nagiging maupay an result (Translation: so it would be clear for the parents. So far, if we can present the objectives clearly to them [parents], it leads to good results)"

[School Head; Position: 66 - 66]

5.

"to improve the school when it comes to facilities of the school. When they see nga kaya adi maiput up just like the stage where in it was initiated by alumni association and GPTA kay diri an gud kaya kun usa la. And then the school land mark kanan GPTA ito kasi nakita hira kun anu kinahanglan han eskwelahan, just like the covered path walk nakita hira kun nauran an kabataan waray ngani payong durodiretso la ngadi ha skwelahan tungod hine nga covered path walk may nasisirongan hira. (Translation: [They help] on areas where it is possible, just like the stage project collaborated by the alumni association and GPTA, because the stage is not doable [if supported by just one organization] alone. The school landmark was initiated by the GPTA because they look at the needs of the school. Another good example is the covered path walk because they saw that

when it's rainy, the students who do not have umbrellas get soaked, so the covered path walk was intended for their protection.)"

[School Head; Position: 70 - 70]

6.

"During the meeting we give a sheet of paper just to write down some issues of parents when it comes on the activities, progress of the school."

[School Head; Position: 103 - 103]

7.

"From the GPTA, we accept financial support, for example the covered pathwalk is funded by GPTA."

[School Head; Position: 109 - 109]

8.

"Solicitation, no. we do not solicit, we only ask the GPTA fund kun may-ada pa tapos kun kaya pa magpa snack then kun mayda, nagpapasnack (Translation: We ask the GPTA if there are funds available for snacks, and if there is, we provide snacks)."

[School Head; Position: 111 - 111]

9.

"Of course, we accept donations, this month we received ten thousand from a balikbayan in support with our campaign advocacy through drum and lyre."

[School Head; Position: 113 - 113]

10.

"Mayroon kaming tinatawag na aside from the staff meeting aside from the focus-group discussion merong kaming tinatawag na paharampang . Yung involve hindi lang mga teachers and school head but we also invited the religion group, the fishermen group, the farmers group, kahit wala silang student na nagaaral dito sa aming school we also included them in planning kung ano yung ikagaganda na aming school."

[SBM Coordinator; Position: 52 - 52]

11.

"Yung aming mga stakeholders they give suggestions and financial support and assistance."

[SBM Coordinator; Position: 56 - 56]

12.

"They serve as one of the foundations in crafting the policies and practices of the school."

[SBM Coordinator; Position: 94 - 94]

13.

"nag prepresent kami hin teacher present always han karan SMEA hanu then"

[OIC; Position: 68 - 68]

14.

"Pag abot hine nga mga panuyuanan maupay nga relasyon, han community ngan han school an decision making api an komunidad or stakeholders, deri man liwat hira nadepender han ira decision , api kami han decision making panginanu anu an priority nga panginginanuon nga kakulangan para hit skwelahan kun kaya manla it LGU, nabulig gud kami."

[Municipal Councilor; Position: 26 - 26]

15.

"may general assembly meeting, usa ito nga ada kami nag uurostorya kun anut problema, kun anu an nahimumugso nga problema han kabataan sugad hit may ada nasiring kami nga kuan late, tardiness, naghimo kami han ordinansa han curfew para kay urog adi man ha gawas han kabataan ha computer, nagkakaada kami hin ordinansa para magka nguli na ine nga mga kabataan, kay usa ine nga pagigin late nira kay permi man piraw."

[Municipal Councilor; Position: 35 - 35]

16.

"kay importante gad ito sir, kay kun maiimplementar han sugad nga nakikita ko nga drainage nga nakaka apekto hit kabataan hit skwelahan han teacher nga kanal, so amo iton akon desisyon permi nga pag sesession gin dadara ko ngadi hit session as committee chairman on education nakikita ko an problema, amo iton nga nasosolbar iton namun pamaagi nga pagdedesisyon nga pakikipag koordinar ngan sir nga amo ine it angay mag meeting kita amo it aton buwaton ine sugad ine amo iton."

[Municipal Councilor; Position: 43 - 43]

17.

"so api kamo hit pagplaplano hiton aside ha imo konsehal hino pa mga tawo o grupo o organisasyon nga amo ine it pagplaplano ika upat nga pakiana dara ine, aside ha imo hin kuan gud hit education."

[Municipal Councilor; Position: 49 - 49]

18.

"gin kita sugad hito nga gin kita nga permi la late nadesisyon han peace and order nga hag iron gud strong nga hag id nga curfew para han kabataan malimitahan ha kalsada ngan sinisiring nga may mga malnourished an aton chairman on committee on health nahihapi na liwat iton dida kay na introduce man liwat hiya ngadi hit health hiton centro nga kinahanglan, mapabakunahan kun anun kinahanglanon nga bakona maihatag hit kabataan"

[Municipal Councilor; Position: 60 - 60]

19.

"akon sir, it akon бага kuan may close coordination participation han komunidad kay amo gud iton akon pagtuod nga kun hira la diri gud бага magiging successful bisan hino nga bisita makikipag urosa ha komunidad pinaagi ha pangunguna han LGU and the last kolaborasyon ,work together."

[Municipal Councilor; Position: 108 - 108]

20.

"basta akon koordinasyon, kolaborasyon, kolaborasyon gud number one sir nga mag work together gud kamo. Joint. Kolaborasyon is the key to success."

[Municipal Councilor; Position: 114 - 114]

21.

"sharing han amon, sharing han idea ngan desisyon tikang han Principal ngadto han mga kag anak."

[GPTA President; Position: 31 - 31]

22.

"sugad ito sir mayda kuan kami nag meeting, nag memeeeting kami with school head, teachers pati han mga parents amo ito it amon, dida kami nag plaplano para hit kaupayan ngadto han skwelahan."

[GPTA President; Position: 33 - 33]

23.

"nasuggest sir hin бага kaupayan, para kaupayan ha sakob ha usa nga gin plaplano nga kaupayan o project ngan paghimo desisyon."
[GPTA President; Position: 44 - 44]

24.

"Ako as the student representative, ginpatawag ako han paghimo han SIP ngan ginpakianhan ako kun ano it akon nakikita nga problema hit eskwelahan, kaupod han akon mga officers ginsusurat ito namon nga gin paidentify kami kun anot amon maibubulig para masolusyonan ito nga mga problema."
[SSG President; Position: 34 - 34]

25.

"More on han paghatag po suggestions labi na para ha mga burohaton han estudyante and of course para han implementation, an akon naging biggest role is to guide and give instruction han mga students kay kun diri ko hira I guide nagkakalat an mga students ngan diri hira maaram kun ano an ira hihimuon."
[SSG President; Position: 41 - 41]

26.

"Pinaagi sir han pangaro hin suhestyon ngan mga rekomindasyon tikang ha eskwelahan ngan tikang ha amon. Imporatnte nga mabatian an boses han kada taga kay danay may mas maupay nga desisyon o suhestiyon nga adi nga waray ha iba."
[Brgy Captain; Position: 22 - 22]

27.

"ha ak pagkahibaro mayada nganhi hira burutangan suggestion,kuan an ngaran ,ito nga aada may gawas , aw suggestion box. Oo pinaagi hito pag maynakanhi nga mga kag anak o bisita nagsusurat kami o an mga napakanhi upod an mga estudyante hin mga suhestiyon o rekomendasyon nga makakaupay para hit eswkelahan."
[Brgy Captain; Position: 24 - 24]

28.

"Ammm ano pa ba.Usually nakakabulig gud liwat ada kami pinaagi han paghatag hin mga suhestuton nga ikauupay han eskwlehan. Kay danay it eskwelahan kun hira la it nagdedisyon kinukurian hira pero kun aada kami kumpleto ang mga representai han kada stakeholders madali ha ira makahimo desisyon ngan makahimo mga polisiya para ha eskwelahan. Maupay man gud

kun damo nga huna huna o utok it nagjihimo hin desisyon kay para ha pag implemmentar liwat burublig."

[Brgy Captain; Position: 43 - 43]

29.

"Una na dida an barangay ordinance namon nga gindidiri an pag tambay ha gawas han mga estudyante labi na didi ha my computershop nga basketbolan paginuyas kun may klase. Ikaduwa an amon balaod nga kada class hours mayada mga tanod nga malibot ha barangay panginano nga waray estudyante nga aadi ha gawas nagtitinambay o nagiinuyas. Amon liwat ginaaghat an mga kag-anak nga maging responsible para hini nga ordinansa han barangay, nga kun hira mismo makakita nga may mga bata nga aadi ha gawas during class hours hira na mismo an magsaway ha bata."

[Brgy Captain; Position: 55 - 55]

6.5. Empathic

1.

"One issue is the time management. Kasi diri man kasi ito namon maiiwasan labi na may mga instances nga patigda an pagimpelement hito nga programs or projects diri na namamanage an time frame, time constraint issue."

[SBM Coordinator; Position: 74 - 74]

2.

"Dida ko nakikita na aappreciate it stakeholder nga very active hira, very supportive hira pag abot hit school kasi pag naghatag kami hin invitation diri hira nag duduha duha pag attend hit kuan, and then dida namun nakikita nga most han mga parents, may concern talaga hira about han ira kabataan, love talaga nira it kabataan dida namun nakikita so, naappreciate ko hira labina hit amon barangay officials, naappreciate kot hira nga usahay ginbubuligan kami, ginpapabulig pat mga tanod para la hit kabataan nga nagtatambay pasudlon ha skwelahan."

[OIC; Position: 40 - 40]

3.

"an ira role man gud, igpakita talaga han mga evaluator nga hul-os talaga iton ira pag suporta, so... kun waray hira diri talaga ini makukuan nga amon SBM kun diri talaga mahihimo it pag assist la ha am, it mga parents kasi it mga stakeholders amo kasi it nag assist hit mga teachers about hini nga pag taga SBM

kasi teachers guol na ha kuan mentally tired na kami so diri na namun mahihimo pan kanan mga trabahoon nga iba so, an nakakabulig la talaga ha amon it iba nga trabahoon is an mga stakeholders, like for example an pag welcome, an mga trabahoon it mga parents la it makakatrabaho, an ira la parts nga an parents la an makakatrabaho hira la talaga iton nag hihimo."

[OIC; Position: 147 - 147]

4.

"danay namun nga problema sir, danay kay conflict of schedules ha pag tawag mayda liwat kami schedule, mapatawag kami hin miyembro han konseho nagkakatuman nga may mga schedule liwat nga natangduan.. ika duha time, time constraint gihapon an ika tulo final limitations. Natural gud iton permanente gud hiton pero amon kasabot sir, ito nga tanan nga problema basta nag uurusa madali la."

[Municipal Councilor; Position: 66 - 66]

5.

"nag rerequest kami nga kaapi tanan iton dida nangunguna an LGU nga kun puyde sugad hiton session namun programa pwede man mag buwas o nga aga mauna kamo kuntra it amon session or else masiring kita masiring it amon session nga mag pa aga nala kita kay hit kulop sugad hito, nag aadjust kami nga duha basta maupay lat urostorya. Adjustment la it kulang hiton sir."

[Municipal Councilor; Position: 69 - 69]

6.

"Usually po ha preparation stage la, in terms of time management."

[SSG President; Position: 36 - 36]

7.

"Aw kay oo sir labi nah an panginano han siguridad han mga estudyante, mga kamestrahan nga kag-anak. Ito pa sir, labot la han amon naibubulig pinansyal o diri ngani ha pagdedisyon, kumo kapitanan, ginsisiguro han barangay nga safe, o secured an aton mga estudyante, kamestrahan o kag-anak ha sulod han eskwelahan."

[Brgy Captain; Position: 57 - 57]

8.

"Pag uruintndi nala ada ito sir hita kada tagsa ngan pagrespitar han kada tagsa oras. Kay diri ta man talaga ito maiiwasan. So an ginhihimo nala han eskwelahan

napalayon nala pag inform kun hino man anwaray makaattend. Pero dinhi ha guintarcan basta may oras o panahon para mag attend hin mga patawag o meeting diri gud ito nga madiri permanenti gud ito mattend."

[Brgy Captain; Position: 69 - 69]

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LIST OF TABLES

LIST OF TABLES

Table	Page
1 Frequency Distribution of Respondents by Preliminary Unit and Theoretically Selected Samples	8
2 SBM Secondary Schools in the Division of Samar and their SBM Level	45
3 Coded Segments from the Interview with the School Heads	58
4 Coded Segments from the Interview with the SBM Coordinator	88
5 Coded Segments from the Interview with the OIC	114
6 Coded Segments from the Interview with the Municipal Councilor.....	130
7 Coded Segments from the Interview with the GPTA President.....	142
8 Coded Segments from the Interview with the Admin Assistant.....	150
9 Coded Segments from the Interview with the SSG President.....	159
10 Coded Segments from the Interview with the Barangay Captain.....	172

LIST OF FIGURES

LIST OF FIGURES

Figure	Page
1 Conceptual Framework of the Study	7
2 The SBM Framework.....	18
3 Samples of the Study	46
4 Grounded Theory Data Analysis	49
5 A Map of the Locale and the Location of the School Selected for this Study	57
6 School Head's View of an Effectively Planned and Implemented SBM	80
7 The SBM Coordinator's View of an Effectively Planned and Implemented SBM	107
8 The OIC's View of an Effectively Planned and Implemented SBM	126
9 The Municipal Councilor's View of an Effectively Planned and Implemented SBM.....	137
10 The GPTA President's View of an Effectively Planned and Implemented SBM.....	146
11 The Admin Assistant's View of an Effectively Planned and Implemented SBM.....	154
12 The SSG President's View of an Effectively Planned and Implemented SBM.....	168
13 The Brgy. Captain's View of an Effectively Planned and Implemented SBM.....	190
14 Code Matrix	199

Figure	Page
15 Planning and Implementation, the Cycle of an SBM Program	201
16 A Culturally Rooted Model of Stakeholders' Involvement for an Effective School- Based Management Program	209