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Road Mapping Towards A Successful School-Based Management System

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ABSTRACT

This study described the experiences and determined the process and practices of schools with advanced levels in the implementation of School-Based Management (SBM) in Dinalungan and Casiguran District in the Division of Aurora Philippines. The researcher employed the qualitative descriptive method of research where sixteen participants were interviewed, consisting of school heads, teacher coordinators, and community linkages such as the GPTA President and Barangay captain in the same Division. Thematic analysis and document analysis were utilized in generating the emerged five (5) themes, namely, 1. Planning of School-Based Management, 2. Strategizing and Implementing SBM, 3. Struggling the Rough Roads, 4. Transforming leadership, and 5. Achieving excellence at the end of the rocky road. Furthermore, survey participants discussed the school practices they employed to achieve the advanced level. Insights were also presented for the future growth of SBM implementation. The findings revealed that an excellent school's management would have a significant impact on the quality of instruction provided to the students, the development of schools' head leadership, the pedagogical skills of teachers, and its vital relationship to the community stakeholders. Based on the findings of this study and the emerged themes, the researcher has drawn the best practices and offered the 5I's model, which can be utilized to achieve goals that ensure the long-term viability of school-based management. This will be useful for managing programs and projects that benefit both the schools and students by improving the existing practices, implementing the school-based leadership, and maintaining advanced levels in SBM.

INTRODUCTION

School-based management delegates decision-making power to motivate the school (Abulencia, 2012). With this approach, more participation is gained from the stakeholders like the parents, the students, the teachers, alumni, school heads, local officials, and other concern groups (Moradi, Hussin, and Barzegar, 2012; Algonces, 2019) explained, "School-Based Management has the added benefit of catering not only to the educational system but also to the location of the school." Due to SBM, the school stakeholders were the drivers in creating the results. It proves teachers' confidence and encourages headship among school stakeholders. It also allows engagement between and among the stakeholders, especially when deciding the best for the school. Furthermore, the approach of school-based management aims to advance the school educational system. It intends to support DepEd in attaining its mission, vision, and goals. Additionally, it identifies the school principal's strengths and flaws, laying the groundwork for future improvement and affecting the school head's performance (Pepito and Acinar, 2019). The Department of Education initiatives are aimed at continual improvement in education. During school-based management implementation, school heads have a big role in adequately implementing the programs in school-based management. Therefore, every school principal must possess good qualities, strong leadership skills, and effective styles that can encourage and stimulate teachers, parents, stakeholders, and students to flourish in their dedication and relationship as a leader (Aba-a, 2010). Furthermore, the validation team of the

Division of Aurora assessed the implementation of school-based management in the S.Y. 2020-2021. In the Dinalungan district, only three public schools, both elementary and secondary, have reached the advanced level of implementation of school-based management. In contrast, in the Casiguran district, only six schools have reached the advanced level of implementation of school-based management out of 18 schools, both elementary and secondary. These are alarming figures as few schools were following the standard in implementing programs and projects that will help improve the education system in said district. As a result, the researcher gathered pertinent information on SBM implementation for future leaders and devised solutions to mitigate the improvement of management implementation in SBM. This study aimed to provide information on the experiences of school heads and other stakeholders in the implementation of school-based management, as well as what best practices are being used to achieve advanced levels as a foundation for other schools to improve their implementation of school-based management. This research served as the foundation for developing a model for the long-term sustainability of the advanced level, as well as for improving the implementation of school-based management and school development.

LITERATURE REVIEW

This section presents and reviews published and unpublished studies and literature related to school best practices in the implementation of school-based management, both locally and internationally. The review

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looked at a variety of research findings and viewpoints on school leaders, as well as their impact on the implementation of school-based management.

School-Based Management

In the late 70s, it started to occupy the policy agenda and has shades of meaning (Lindber & Vanyushyn, 2013). Like how North America began its instructional leadership, the spread of school-based management procedures became similar to the implementation in other countries. However, it became complicated because approaches seemed to differ from others, and there is some clarification to make. (Lindber & Vanyushyn, 2013). On the other hand, difficulty in carrying out the roles of pedagogical leaders emerged when reports say school-based management increases the workloads of principals and managers (Lindberg, 2013; Lindberg & Vanyushyn, 2013).

“One strategy to advance the management of the educational system is through School-Based Management. It is the mechanism by which power authority and resources are assigned from the central offices and field offices to different schools” (Prabhakar and Rao, 2011; Algonos, 2019). Consequently, school-based management delegates the power of decision-making to motivate the school (Abulencia, 2012; Algonos, 2019). With this approach, more participation is gained from the stakeholders like the parents, the students, the teachers, alumni, school heads, local officials, and other concern groups (Moradi, Hussin, and Barzegar, 2012; Algonos, 2019) explained, “School-Based Management has the added benefit of catering not only to the educational system but also to the location of the school.” Due to SBM, the school stakeholders were the drivers in creating the results. It proves teachers’ confidence and encourages headship among school stakeholders. It also allows engagement between and among the stakeholders, especially when deciding the school’s best four.

Furthermore, it is also a comprehensive concept in crafting programs in schools to decide on where to pool the resources. School the main goal of the transfer of power from the central offices to the school is to expand the efficiency and adeptness of the education system by providing the school with authority, community involvement, and answers to create decisions (Di Gropello, 2006; Algonos, 2019). However, some problems are also encountered, like the few attendees during conferences conducted for the PTA, which proves small operation from the parents. Their nominal participation rate and the dip in need for schools for more classrooms and the school facilities (Abulencia, 2012; Algonos, 2019). The approach of SBM aims to advance the school educational system. It intends to support DepEd in attaining its mission, vision, and goals. With SBM, the school heads can objectively assess whether they are doing their job, as mentioned in RA9155. SBM also evaluates the strategies. It identifies the school principal’s strengths and flaws, laying the groundwork for future improvement. It certainly affects

the school head’s performance. By implementing SBM, school heads have a clear goal in their minds (Pepito and Acibar, 2019). Decentralization of power at the school level is a global trend and is implemented to improve the participation of students, their parents, the teachers, school heads, local officials, the community, NGOs, and other stakeholders. It is none recognized as SBM. It is an approach to give school independence, decision-making power, and accountability (Bandur, 2012; Isa et al., 2020). School-Based Management is also acknowledged as site-based management and site-based decision making. It can also be referred to as school-based decision-making and shared decision-making (Bandur, 2012; World Bank, 2013; Isa et al., 2020).

School-Based Management aids as a new model in the educational organization of power between the government and the school as a body are able to make the center of its own decisions (Arar & Nasra, 2018; Bandur, 2017; Tansiri & Bong, 2018; Isa et al. 2020). One way to measure the school’s level of decision-making in our education system is by measuring the scope of its autonomy to decide solely with regard to its education program, its staff, and the planning of strategies (Alyami & Floyd, 2019; Isa et al. 2020). Therefore, School-based Management can be demarcated as the school head’s ability to exercise his or her power in making decisions about school matters. The school’s management includes the organization body, curriculum management, co-curricular, students’ welfare, staff involvement between the body and themselves, teachers’ engagement with students and their parents, and community linkages. According to Abulencia (2012), “SBM entices many education managers and experts because it produces a variety of good outcomes, including improved student academic achievement and increased parental and community participation in their children’s education. As a result, the centralized and bureaucratic education system is dismantled and replaced with a decentralized management structure”.

Dimensions of the School-Based Management (SBM)

School-based management (SBM) is emphasized so that school authorities can swiftly address their local needs. It tries to draw community cooperation to ensure applicability plans used in the school (Lapus, 2008; Bangka S. K. et al., 2016). In an article on school-based management, SBM will focus its efforts on strengthening the Department of Education’s support system for school-based management through improving educational planning and management. “This has objectives such as a) to strengthen the support system of the Department of Education, regional offices, selected divisions, and schools for school-based management through improving educational planning and management; and b) to develop a functional management support system for continuing school improvement at regional, division and school levels.” “The school-based management components comprise of six sub-components: 1) policy

and planning system; 2) participatory mechanism in education governance; 3) human resource development of educational management; 4) quality assurance and accountability system; 5) program to improve access, and 6) unified information system”. The assessment tool of the Revised School-Based Management (SBM) is directed by the principles of ACCESs (A Child and Community-Centered Education System):

First, Leadership and governance steer the education system to materialize its vision, mission, and goals, making it responsive and relevant to the context of diverse environments. Second, the needs of the community and its learners were the basis of curriculum and instruction systems. They are developed and continuously improved by the school community. Third, Accountability and continuous improvement mean having a clear, transparent, comprehensive, and responsive accountability system, cooperatively developed by the school community, monitors performance, and acts appropriately on gaps and gains. Lastly, resource management is collectively organized, judiciously used, and mobilized with transparency, effectiveness, and efficiency to support targeted education outcomes.

Along these four dimensions of an ACCESs school system, the SBM practice will progress within the context of “differentiated practice” as created and affected by the variations in the typology of schools, leadership quality and characteristics, resources of the community, diversity of learners, and extent and depth of community involvement (DepEd Order No. 73, s. 2012).

Leadership and Governance

Leadership and governance refer to a network of leaders who offer the vision and direction for the educational system, ensuring that it is relevant and receptive to the requirements of varied populations. School leaders design a development plan in collaboration with the school’s stakeholders. Furthermore, the leadership network allows communication between and among community leaders in order to make effective choices and solve school-wide learning difficulties (DATU LIPUS, 2020). In addition, Ismail (2020) stated, “Leadership has an enormous influence on the outcome of an organization, from employee engagement to customer satisfaction, found that 83% of enterprises believe it is important to develop leaders at all levels of the company.”

As stated in Principle 1 of SBM, a network of leadership and governance directs the educational system in achieving its shared vision, mission, and goals, allowing it to be responsive and relevant to the context of many surroundings (President Corazon Aquino National High School, 2021).

Curriculum and Instructions

Curriculum and instruction ensure that the organization’s primary focus is on providing a relevant, responsive, and effective basic education curriculum supported by all other strands and offices. Basic education in the

Philippines aims to help students reach their full potential by instilling a love for their country, instilling correct values, and developing skills and academic competency, all of which are important aspects of nation-building (Cutillon, 2021).

According to Binghay (2017), the curriculum meets the developmental needs of all sorts of students in the school. The curriculum caters to the demands of all types of students in the classroom. Curriculum learning systems based on the community’s contexts and ambitions are co-created and refined throughout time.

To ensure that our children’s learning, learning programs, and facilities shared by the school, home, and community are “more equipped with essential knowledge and values to assume responsibility and accountability for their learning, learning programs, and facilities shared by the school, home, and community” (Conchita, 2019).

Furthermore, according to Flake (2017), effective curriculum and instruction require the expertise of skilled and experienced instructors. Understanding teaching as both an art and science helps educators teach more effectively by giving them a different perspective on various teaching methods.

Accountability and Continuous Improvement

Community stakeholders have clearly defined and agreed upon the duties and responsibilities of the accountable person(s) and collective entities. Goals are recognized based on a performance accountability framework that was designed collectively; problems are solved using the proper channels of authority. The community-owned accountability system is constantly improved to guarantee that management structures and procedures respond to the community’s evolving learning needs and desires (Parang High School, 2017).

According to Guntherodt (2020), “The community-owned accountability system is constantly improved to guarantee that management structures and procedures respond to the community’s evolving learning needs and demands.” Continuous school improvement is a cyclical process that helps groups of individuals in a system, ranging from a class to a school district or even a network of many districts, define goals, identify strategies to improve, and evaluate change.

Management Resources

According to Perez and Lumaad (2021), the level of SBM in terms of resource management did not significantly correlate with educational management styles, which means that all educational management styles are within the 0.05 significance level; thus, “there was no significant relationship between educational management styles and resource management level of practice.” The findings revealed that the level of SB practice in terms of resource management is not primarily determined by the management style used by a school head.

Cutillon (2021) agreed that efficient and successful development of resource management is a critical key

outcome area of SBM. Financial resources, physical facility inventory, human talents, available student services, and information technology are all examples of school resources. With SBM concepts and activities, increased stakeholder participation, improved processes, and more effective delivery of quality, equitable, culture-based, and liberating education are all possible. Instructional leaders, facilitators, and community stakeholders undertake resource inventories on a regular basis as a basis for resource allocation and mobilization.

In order to involve stakeholders and facilitate the “implementation of community education plans, accessible and inclusive planning and resource programming” is commonly mentioned. A resource management system designed by the community is in place, directing stakeholders’ acceptable behaviors to ensure that resources are managed wisely, appropriately, and successfully. (Conception Integrated School, 2020).

The Roles of School Principals in the Implementation of School-based Management

YICEMAP (2019) discussed, “The implementation of SBM needs effective leadership capabilities.” The efficacy of the principal’s part in implementing SBM include the aspect, namely ten the possible utilization of new or revised instructional resources like curriculum materials or technologies, 2) the possible usage of new teaching approach like new strategies or activities, 3) and the possible changes of beliefs like pedagogical assumptions and theories beneath certain policies or programs.

Brooks et al. (2019) said, “The principal wields the highest authority in the school because he /she is accountable for all school events.” “The principal is responsible for increasing educational quality and promoting the academic and social success of all students, particularly those who have been marginalized because of their ethnicity, race, ability, language, gender, religion, or socioeconomic position,” he added. Thus, “the principal is a key player in this domain by molding the school environment, motivating, encouraging, and supporting continuous learning in school members” (Li, Hallinger, & Ko, 2016).

School leaders exhibit their strength, instructional leadership, and idealistic management for maintainable school improvement. Wang (2016) stated, “They play the central role of crafting and complying with ideas, creating a culture of trust and support, and monitoring student-friendly learning.” “Principals model the virtue of wisdom and knowledge in building long-term goals for their schools and developing schools for the next generation” (Eisenschmidt et al., 2019). “School leadership for inclusion also includes making difficult decisions. It is an intricate and composite course of action that needs conscious targeted efforts, advocacy, and a significant way of leadership. In order to strengthen inclusive practices, support and recognition from all stakeholders are needed to achieve the common goals” (Carter & Abawi, 2018). Bruggencate, Luyten, Scheerens, and Slegers (2012)

linked the school leader and student outcomes. This study strengthened the belief that leadership is most effective when leaders consider the followers as members and the context or situation of the school. Bruggencate et al. identify “mediated” impacts to describe what other researchers had called indirect; this study recommends that leadership affected results at multiple levels: school level, teacher level, and student level.

Allen et al. (2015) explained, “Reaffirmed the idea that principal leadership had an indirect effect on the student learning process, as evidenced by school climate, principal-teacher trust, and principals who demonstrated the need for teachers and students to be successful.” The latest evidence of principal leadership that impacts student outcomes is found in the work of Day, Gu, and Sammons (2016). The three researchers looked into the impact of transformational and instructional principal leadership and how practitioners might improve outcomes in their buildings. In strengthening much of the previous work, Day et al. concluded that effective school heads were motivated by common values based on morals and ethics. These leaders were respected and trusted by their members and parents and toiled to build trust and relationships persistently. Finally, principal leaders are most efficient when they build the leadership capacities of their staff.

According to Peterson, “The function of school leaders has altered over time,” Waller (2016) reported. Instead of just being a manager, the school leaders are now held accountable for student performance. Every school has a culture that affects students’ achievement and improvement. Schools with strong and positive cultures have service-oriented staff members. It also nurtures a friendly environment where members celebrate each other’s success. It encourages a network of supportive social and professional development and advocates humor.

Justification of the Study

The present study has a similarity with the reviewed literature and studies. However, it is distinct and different. The difference is that the study’s participants are school heads, SBM Coordinators and stakeholders from public secondary schools with an advanced level of practice in school-based management in the Dinalungan and Casiguran districts, Filipino school heads, teachers, and community linkages who may have different cultural, environmental, and educational perspectives than the other study respondents. The importance of proper implementation of school-based management will lead to the school’s outstanding performance. The researcher consistently gives it attention because it is regarded as the main subject, significant for the nation’s improvement. However, the decline in the quality of the school-based management implementation of public secondary schools is very alarming. There are no such studies conducted during the school year 2021-2022 with the respondents above and school; hence, no duplication will be done.

Statement of the Problem

This study determined the Road Mapping Towards a Successful School-Based Management System in Dinalungan and Casiguran District in the Division of Aurora Philippines.

1. How may the school heads and other stakeholders describe their experiences in implementing School-Based Management?

2. What were the identified best practices of the schools with advance level of SBM from the emerged themes of the study?

3. What SBM model may be proposed for the sustainability of their level?

METHODOLOGY

Research Design

The researcher used a qualitative descriptive research method for this is the most appropriate means of describing and exploring the school best practices of schools with an advanced level in school-based management. This

study utilized the descriptive qualitative research design. The study provided a detailed and thorough description of the experiences of the participants based on school-based management. The researcher also used document analysis to analyze the schools' profiles.

Research Locale

Schools with the Advanced Level of School-Based Management in the Dinalungan and Casiguran Aurora Districts in Philippines were utilized in this study. In Dinalungan District, onw school has the advance level and that was Mariano D. Marquez Memorial National High School, and there were three schools in Casiguran District, these were: Casiguran National High School, Dibacong National High School, and Tinib-Calacuasan Integrated School.

The participants of the study consisted of school heads managing the advanced level of school-based management, the teacher coordinator, and the community linkages such as the PTA President, a representative of

Table 1: Participating Schools and Distribution of Participants

Participating School	SBM Score	Number of Participants
Tinib-Calanguasan Integrated School	2.5	4
Casiguran National High School	2.62	4
Dibacong National High School	2.53	4
Mariano D. Marquez Memorial National High School	2.60	4
Total		16

Legend:

Numerical Rating

0.5 - 1.49

1.5 – 2.49

2.5 – 3

Descriptive Rating

Developing

Maturing

Advanced Level

the alumni association of the school, and the town mayor or the Barangay captain within the locality of the study.

Sampling Procedure

The researcher utilized purposive sampling to purposely select the 16 participants of the study. The school principal, school-based management coordinators, President of the General Parent-Teacher Association, and Barangay Captains are among them. Each group consisted of four members

with advanced levels of school-based management and will be excluded from other types. The participants in this study were confined to school heads, teacher coordinators, PTA officers, and LGU representatives from Dinalungan and Casiguran districts who have advanced levels of School-based management from the previous school year, 2020-2021. Finally, in order to comply with ethical guidelines, information acquired from individuals who opt to withdraw during in-depth interviews was not included in this study. The findings were utilized to draw the best practices in the implementation of SMB and develop a model to encourage other schools to improve their school-based management implementation.

Research Instrument

For this study, the interview guide was utilized by the researcher. After drafting the set of questions by the researcher, his rater and advisers checked the questions thoroughly and sought the approval of the panel for validation. It was administered through a combination of virtual and face-to-face in-depth interviews. Virtual in-depth interview was conducted in a school with a strong internet connection, such as Casiguran National High School because this school's geographic profile was located at the Barangay Esteves Casiguran Aurora, where the main cell site was located. At the same time, face-to-face, in-depth interviews were conducted at Mariano D. Marquez Memorial National High, Dibacong National High School, and Tinib-Calanguasan Integrated School due to weak internet connections. Safety protocol during

Participants' Inclusion Criteria:

The following inclusion criteria will be used to select the participants:

(1) school heads of secondary schools managing the advanced level of school-based management in School Year 2020-2021,

(2) the teacher-coordinator of the SBM,

(3) the president or any of the officers of the Parent-Teacher Association (PTA),

(4) Any government official of Barangay and LGU representative who actively participates and contributes to the schools' development programs.

Scope and Delimitation

This study was focused on the best practices of schools

the interviews was followed. Each part of the interview comprised an open-ended question that aimed to identify the participants' knowledge, feelings, and leadership experiences as school implementers of school-based management.

The research instrument was composed of three parts. The first part covers the school profile; it includes the enrollment for the past three years, number of personnel and their educational attainment; infrastructure and facilities; schools' program; students' services; and community linkages. Part two comprised the interview guide questions to ask about the experiences of the participants in the implementation of the School-Based Management. From the participants' experiences, the emerged themes were analyzed to determine the best practices of the schools with an advanced level of SBM. The interview was done using bilingual (English and Tagalog) in order for the participants to communicate very well of their experiences.

Management and Analysis

The researcher made use of the Thematic Analysis of Braun and Clarke (2013) in analyzing data for the study. Thematic analysis is a method that identifies, analyses, and reports themes within data. The data gathered were analyzed using categorization, open coding, and thematic pattern wherein the researchers sought the common categories among the codes of the participants' responses. The first phase involved familiarizing data when the researcher gathered the information through an in-depth interview to understand how the school leaders, teachers, and the whole community worked for hand in hand with the school-based management. The interviews were recorded and transcribed the voice recordings as soon as possible to ascertain sufficient data to represent the various dimensions of the phenomenon. The second phase included the coding of data. Coding is the process of organizing and labeling the data to identify different themes and relationships between them. Open coding

was utilized to analyze data, and the common themes of their experiences as they have gone through the implementation of school-based management practices were interpreted.

The third phase was searching for themes initiated when all data were primarily coded and collated, and a list of different codes was developed. The interview statements were then open-coded and developed into themes. Reviewing of themes was accomplished in the fourth phase. Once a set of themes has been devised, the researcher reviewed the coded data for each theme to determine whether they appear to form a coherent pattern. Some themes collapsed with each other, and some themes needed to be broken down into separate themes.

In the fifth step, the identified themes were given comprehensive names, and the explanation of the themes was accomplished. The researcher determined what aspect of the data each theme captured. For each theme, a detailed analysis in identifying the story that each theme tells was conducted. Themes emerged from the data of telling, describing, and recording their experiences as they have gone through the implementation of SBM practices. The discussion of data was supplemented with the narrative discourses of the participants with its translations. These responses were interpreted through graphic organizers showing the major themes and sub-themes which manifest the commonalities being examined from their responses. The analysis of findings was supported by related literature and studies.

RESULTS AND DISCUSSION

The findings of the study are presented and discussed in this section. The identified themes were the result of the raters' and researchers' meticulous study following a series of reading, re-reading, and brainstorming sessions. These findings were compiled and discussed by the researcher.

The School Heads and Communities Journey on the

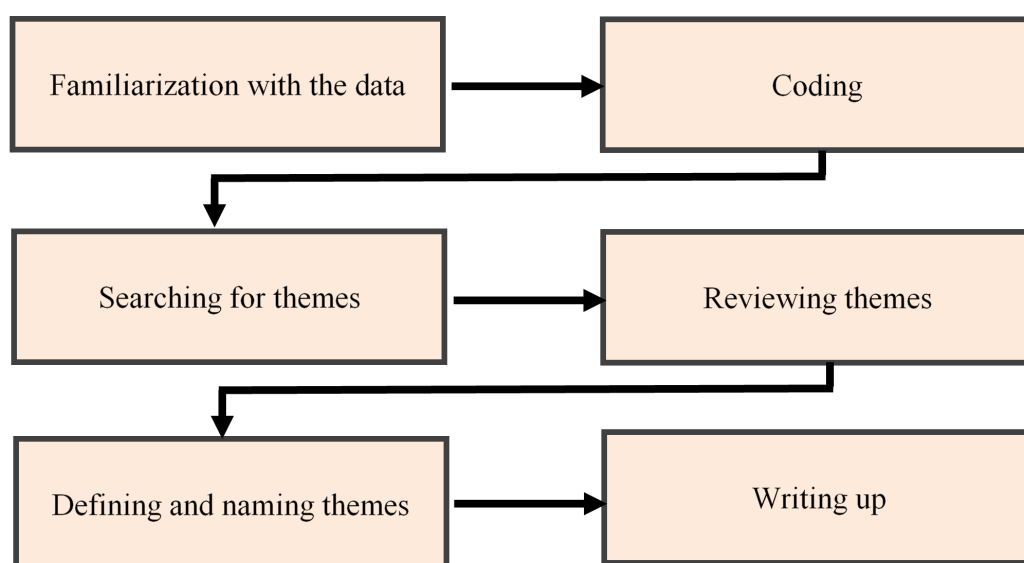


Figure 1: Thematic Analysis of Braun and Clarke (2013)

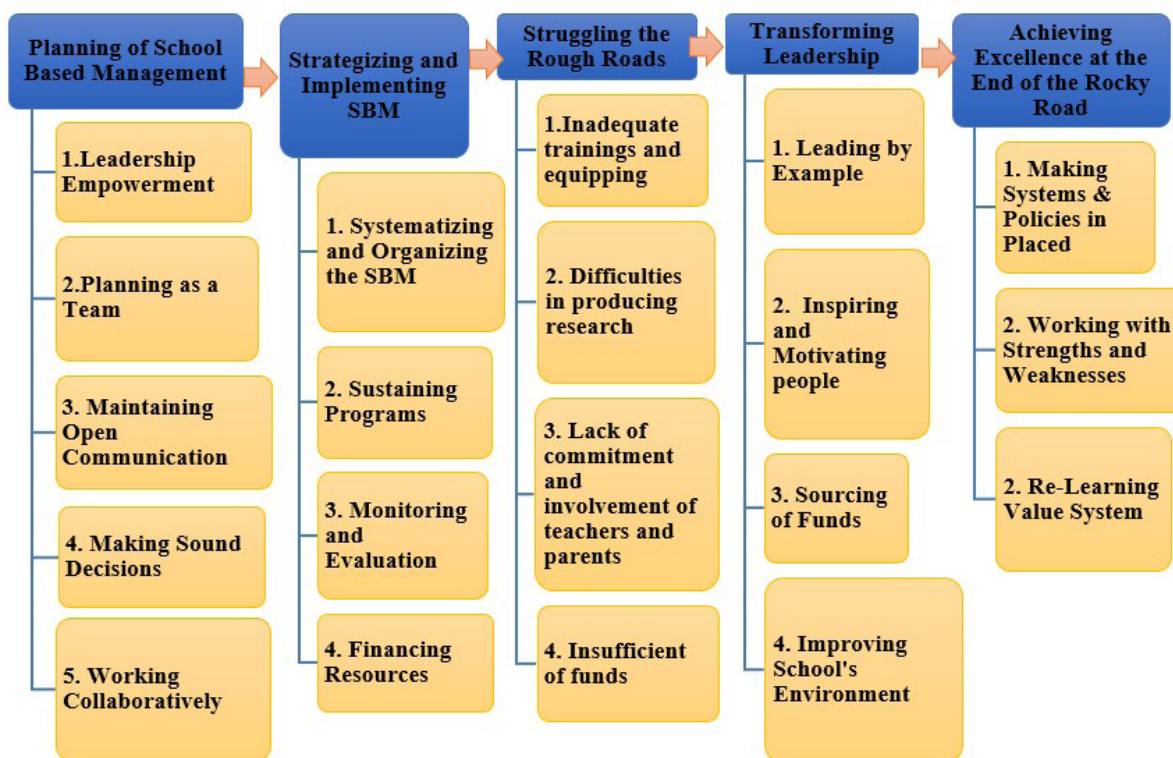


Figure 2: Major Themes and sub-themes Emerged in the Study

Implementation of School-Based Management

Figure 2 shows the major themes and sub-themes had emerged in this study through the gathered conversations and stories from the 16 participants.

Five sub-themes were developed in Major Theme 1 stated in figure 2, which is the Planning of School-Based Management. The first theme is “Leadership Empowerment.”

Sub Theme 1: Leadership Empowerment

The school heads and SBM coordinators usually assume empowered leadership roles. School Head 4 said, “During the planning and preparation of SBM, we need to call for a meeting with the teachers and stakeholders like the GPTA to present our plans and needs to them.” In the same way, SBM Coor 4 said, “First, we do have a meeting with parents to get their ideas and achieve the objectives. We need parents’ involvement. GPTA 4 agreed by saying, “Yes, they involved us in planning. Each of us is being asked what we could contribute.”

The involvement of stakeholders in the planning and implementation of SBM is important to create plans that can be used to develop a school that caters to the needs of the school population. The involvement of stakeholders in planning is very important to solicit ideas that may be used in crafting programs and projects that focus on the school’s priority needs. Through the involvement of stakeholders in planning, an initiative from them may arise depending on their capability to give in terms of physical support, financial support, etc. School-based management is an approach to decentralized power at the school level, which is implemented to improve the participation of

students, their parents, the teachers, school heads, local officials, the community, NGOs, and other stakeholders. It is the approach to give school independence, decision-making power, and accountability. (Isa et al., 2020) Empowerment of the school’s community can help in the success of the SBM implementation. Empowered leadership encourages involvement, and involvement solicits the support of promising programs and accomplishments of big projects. Emily (2015) points out that empowering leadership roles should take place to empower community involvement and resource management.

A Barangay Captain affirmed by saying, “I already know their needs based on my observation, and we try to give everything as much as possible.” A Coordinator of SBM confirmed by stating that “the stakeholders are giving their one hundred percent support, and they are dedicated to helping the school and the teachers.” Empowered leadership can enable 100 percent support from the community, and before the school speaks, the people know how to provide school’s needs.

Leadership is imperative for accomplishing school organizational goals because leaders make a positive revolution in education by inspiring the school staff to be proactive, take the initiative, and be movers of change. (Quin, Deris, Bischoff, and Johnson, 2015) School head 4 said, “We also need to write a school memorandum so that all the teachers will be reminded and guided on their assigned tasks and how they are expected to perform the tasks given. SBM Coor 1 further said, “In terms of curriculum, teacher-advisers were reminded to do their part. A quarterly collection of papers should be

documented. In terms of accountability, there is always a committee of three to provide the needs of teachers.” SBM implementation cannot be accomplished by the school head or the SBM coordinator alone. Every teacher must do their part to support SBM implementation, like efficiency in submitting accomplishment reports. Dedication from the teachers will produce an effective and more significant contribution to the success of any plan or project. According to Meador (2019), support and dedications are important in managing organizations. It provides an organizational environment with a good rapport to do a particular task.

Furthermore, the School head and SBM coordinator must have leadership skills in order for them to lead the members in SBM implementation. In addition to leadership, they must also have the ability and skills to organize work, designate tasks, monitor planning & implementation and keep track of documentation. Although they have designated assignments, they must still oversee the implementation of each program and activity to attain an advanced level in SBM implementation surely.

Sub-Theme 2: Planning as a Team

Planning as a team of the SBM includes the school head, SBM Coordinator, teachers, GPTA officers, parents, LGU, and other external stakeholders. Planning can make everybody know about the goals of SBM, and members are informed of their duties and responsibilities. SBM Coordinator one said they have a planning team, “Aside from the school principal, we have the faculty president, SBM coordinators, child-friendly coordinators, career guidance coordinators. The Brgy. Captain, GPTA, SSG President, and the committee in education. We also disseminate the information/ plan to the parents. We do help each other.”

From this response, the planning team does not only include the school’s personnel but all the people, including the Barangay Captain, GPTA, and SSG president. They all join the meeting to identify the needs of the school. In this process, the planning team can contribute to designing programs and activities that can support the development of the school. According to Alongnes (2019), “School-based management delegates the power of decision-making to motivate the school. With this approach, more participation is gained from the stakeholders like parents, the students, alumni, school heads, local officials, and other concern groups.” This group of people was the planning team to have a comprehensive and appropriate program that would provide for the school’s needs.

Moreover, the involvement of stakeholders in planning for SBM implementation will guarantee the appropriateness of school programs and projects needed to be implemented. Investment of the stakeholders during the planning will pave the way for incoming support because they know what concerns are being addressed by the school in SBM implementation. SBM Coord two said, “In planning, it needs the participation of GPTA officers, Brgy. Officials, teachers, and school heads also inform them what the

needs of the school are, for instance, financial support, etc. They are included when an invitation is coming from the principal; they immediately come.” Planning is the first step in SBM implementation. Here, projects and activities are crafted to answer or address the needs and issues in the school. But to determine the needs, issues, and concerns in school, the involvement of stakeholders in planning is important. It is because stakeholders like parents and local government in the barangay know the needs of the students on a different level aside from the teachers and school head. Their involvement ascertains that the solutions or projects and programs planned in the SBM are authentic and contextualized to cater to the students. According to Alongnes (2019), “SBM is a comprehensive concept in crafting programs in school on where to decide from the pool of resources of the school.” The main goal of the transfer of power from the central offices to the school is to expand the efficiency and adeptness of the education system by providing the school with authority, community involvement, and answers to create a decision.

Furthermore, meetings or school conferences are an avenue for teachers and stakeholders to raise their concerns. Conducting a meeting on a regular basis is one way to determine how well organized a school organization is. During these meetings, issues and concerns may be raised as well as the solutions to address these problems. Meetings also ensure that there is an avenue where school heads, teachers, and stakeholders work on a common goal which is to attain the goals of SBM implementation. The School Head three said, “It was exciting because the School Governing Council (SGC) and GPTA were there in the meeting and planning.” And this was backed up by a GPTA Participant four, saying that they were involved in planning, “Each of us is being asked what could we contribute.”

The meeting is the process in an organization where the vital information will be delivered to the subordinates and decided from the collated ideas coming from the members. In this process of planning, management has foreseen which projects and programs need to be prioritized for the development of the school. It also implies that the involvement of stakeholders in planning is highly encouraged to develop a plan that provides for the needs of the school.

Sub-Theme 3: Maintaining Open Communication

To ensure the involvement of stakeholders and implement the initiative as planned, it would be wise for the school head and SBM implementers to maintain open communication. Open communication means having a good relationship among SBM implementers and stakeholders involved wherein they are able to ask queries, ask for help, raise opinions and suggestions, and other things related to SBM implementation. Further, maintaining open communication among the staff and members in an educational institution is a constant struggle due to individual differences.

They must be able to communicate with each other so that the information will be relayed efficiently. SBM implementation is a long process that needs cooperation from everybody. Only by having open communication can this SBM implementation run smoothly. School Head Participant three said, "Our relationship becomes stronger, and we work collaboratively. It was exciting!" Two participants, coordinators one and two, agree that open communication has been observed in their school. Three Barangay Captains (one, three, and four) agreed that through proper communication, they could easily support, cooperate in school activities and implement the projects for the school development, "As long as there is a good communication between the school and the barangay, it is not hard to implement the programs," and "If there is a communication with other people, all things will be possible, and we'll be able to perform our tasks well. GPTA two stated that she was involved through "atag" or for ground improvement" through proper communicating to them the school needs. Moreover, GPTA three said, "School communication must always be open."

Relative to the participants' experience, having good communication between the school and barangay resulted in easy implementation of school programs. They mentioned that involvement in the implementation of the projects and solicitation for the school's needs was his contribution to doing the projects and plans possible. They also mentioned that the relationships among implementers of SBM, collaborating actively, and excited feelings will produce an outcome according to the plans. It implies that good communication can lead to the involvement of every participant in SBM with feelings of excitement. It indicates that through communications, participation of stakeholders, and implementers of SBM during the planning, implementation, and evaluation process SBM will become successful and smoothly done with excitement. It also implies that maintaining good communication among participants of SBM will result in better decisions for the programs, plans, and projects, which will aid the current needs of the school. Datu Lipus (2020) stated that a leadership network allows communication between and among community leaders in order to make effective choices and solve school-wide learning difficulties. A long-term program is in place to meet the needs of school and community leaders in terms of training and development.

Moreover, according to the participants' responses, maintaining open communications with internal and external stakeholders was a key strategy for being successful SBM implementers. Two SBM Coordinators (one and three) said that if the Barangay captains were busy, they sent barangay personnel on their behalf; he further said, "Good relationship really made a great difference. It made more heads do together for greater cause and accomplishments." The SBM Coor three said, "Consistent and proper communication among them and the school." A GPTA Participant three said they

were not hesitant to speak with the principal because of good communication, and in return, she said, "We respond with the school needs." And a Barangay Captain four said, "We do not neglect to communicate with the principal through conversation and meetings to find out the problems and their needs so, are always prepared when they need our assistance." Good communication can help in decision-making. It collects all of the good ideas that could be used to create a unique and effective strategy. The implementation of SBM will be successful as a result of this method.

Ezekwe et al. (2016) said, "Organizations that are able to communicate their vision and mission statement to their employees can do better than those unable to do so." Effective communication has been shown to increase job satisfaction, which leads to increased productivity. It implies that a healthy relationship with stakeholders such as barangay officials is necessary for the implementation of SBM school to be successful. In order for ideas and information to flow freely during conversations, it is critical to have a good relationship during the planning and implementation stages. They will emerge if the atmosphere is friendly and everyone is treated with respect. Tasking for the school principal will be simple if he or she has positive relationships with all members. It is consequently critical to establish a positive relationship in order to progress in SBM implementation that can create a better, if not the best, plan for the school's development.

Sub-Theme 4: Making Sound Decisions

School heads are leaders of the school. However, in deciding on the school's welfare in SBM implementation, the involvement of teachers and stakeholders in decision-making is important. It is because the teachers and the stakeholders can both see the needs of the students. Decision-making must have a basis to further realize that the problems are being addressed accordingly. Captain one said, "If I have some ideas, I give suggestions, and they include my ideas in the planning. The GPTA was also involved in decision-making. GPTA two said, "They invited me as a representative of the association. The head and the teachers relayed to me the needs of the school. Then, we help based on the available PTA's funds, and our decisions as parents to how much we can give were being honored by the school." GPTA three said that they agreed on the project because "They are for the welfare of our children. They were good. We also discussed the projects we wanted to implement in the school, and it went smoothly because they understood quickly.

Based on the participants' responses, they were involved in meetings, especially in planning, and the school management solicited ideas from them. Presentation to the stakeholders about plans and delivering parents' decisions are respected and followed. Discussion about the projects they want to implement in the school was highly encouraged. With this approach, all school stakeholders' shared decision plan of action will take place more effectively and efficiently. According to Isa et al. (2020),

school-based management is also acknowledged as site-based management and site-based decision making. It can also be referred to as school-based decision-making and shared decision-making. School heads, teachers as well as stakeholders must conduct sharing and brainstorming when trying to craft a plan for a program or develop a solution to a problem or concern. Sharing ideas opens a lot of opportunities for every member. With sharing and brainstorming, brilliant ideas are born, which are then turned into projects and programs. Establishing good rapport among the participants in the implementation of SBM through sharing or brainstorming can provide opportunities where they can create better decisions and plans for the development of school programs and activities. It also indicates that brainstorming can lead to good relationships among the implementers of SBM. In addition, according to Hussein (2014), SBM stimulates essentials from the local level with its locally created programs tailored to the school's specific need for suitable effects, and this will happen when leaders have the ability to brainstorm among their subordinates to get in details to the needs of the school.

Sub- Theme 5: Working Collaboratively

School heads, teachers, and stakeholders must work collaboratively in order to achieve the goals of SBM implementation. Each member must be able to do their task responsibly in collaboration with others to accomplish each program and project targeted in the SBM planning; working collaboratively plays an important role in implementing initiatives as planned. Captain two said that they work hand in hand, "Like Brigada Eskwela and Atag, we always got 100% attendance in this school program." GPTA one and Barangay Captain one said that both of them were helping with the solicitation of funds, "With the involvement of the GPTA, school head, and teachers with the willingness of the Congressman of Aurora."

The participants' responses revealed that students and parents should cooperate in all school programs and work together on the projects like soliciting what is the need in the school, joining in the planning, and participating in the implementation of activities. In this account, the respondents collaboratively worked in the school during the planning, implementation, and evaluation process of SBM. It implies that stakeholders and school personnel who were working collaboratively were immense support in the success of the school's planned programs, projects, and activities.

School-based management recognizes the expertise of leaders and teachers as key participants and the community as supporters when it comes to school decisions. Therefore, SBM is a strategic move to enhance the education system, which gives the school responsibilities and accountability for its welfare. (Hussein, 2014) In this manner, recognizing the one's abilities of implementers in SBM collaboratively will cause an improved result.

Further, through working collaboratively, leaders were

able to disseminate tasks to members so they would not be overloaded by doing all the responsibilities. A good leader must be able to make sure that each member has a task they need to accomplish. SBM Coor one said that they also involved their alumni "Every time they put up a project, we post it to GC and to the FB page." Evidently, a teacher was tasked to communicate with the alumni since the alumni association is one of the best resources of the school. Proper delegation of tasks can help everyone to accomplish greater work to greater heights. School-based management created a school environment where school heads', teachers', students', and school stakeholders' abilities are recognized in the distribution of tasks to do their tasks effectively. (Pepito G.C. et al., 2019) Teamwork and unity help SBM implementers to work towards the common goal despite differences of opinions and individual differences. With teamwork and unity, collaboration or planning and implementation will be a success. Proper coordination of information and excellent cooperation from all members is an offshoot of teamwork and unity. The following polished verbatim transcription of the participants below and the evidence. School Head two said, "through home visitation, we can collaborate and properly coordinate with our stakeholders." GPTA four said, "Cooperation encourages the parents to help the organization as they have children studying in that school. Yes! Teamwork and unity can be achieved". Teamwork is the coordinated effort of a group of people to perform a task or attain a common goal in the most efficient and effective manner possible (Salas, Cooke & Rosen, 2008). Employee performance is positively influenced by teamwork (Khan, & Mashikhi, 2017). While working in groups, team members improve their skills, knowledge, and talents (Froebel & Marchington, 2015). Organizations that place a larger emphasis on teams have more productivity, better problem-solving skills, and higher employee job performance.

Moreover, every member of SBM has their strengths and weaknesses. It is important that everyone learn to ask for help or assistance. Tasking is important. Leaders are not supposed to do all the tasks. Implementers should learn how to ask for help and ask for expert assistance in the field to ensure that the programs and activities delivered to students are of quality and appropriate. This will ensure that a certain project is a product of collective minds, which aims for the advanced level of SBM. School Head three stated, "I realized that I didn't need to do it alone. The result will be poor. Though there are good reports, it will not be the best. So, we have to be humble and learn to ask for help, and these will be our powerful gadgets to get level 3. We are not pressured. We are happy to do the task. Subordinates who are frequently asked questions on what or how they should do the things are indications that they have an eagerness to learn. In this manner, leaders could guide them or assist them in performing their tasks effectively. (Conger, 2014)

Major Theme 2 in Figure 2 stated the major theme 2

and sub-themes focus on strategies for implementing School-Based Management at the advanced level. Appropriate tactics for implementing SBM are a huge component in reaching the advanced level. A good performance in the implementation of projects and programs will be based on the strategies utilized by the leaders and implementers. Chirgwin (2016) Having a clear and focused strategy is critically important to the success of your organization, and without a well-defined strategy, yours may stall or even fail.

SBM implementation is an intricate process. For SBM implementers to monitor each step, organization of work is needed. As stated by SBM Coordinator one, "One of our strategies is to organize the documents by categorizing them. We do it one by one. We do a checklist and collect a copy of the report right after every activity for documentation and filing. We have done project proposals and submitted the reports and necessary documents on time, especially since we need to maintain Level III. Before, we had a hard time doing these processes, but now we are used to this system, and it is going smoothly". School head two explained, "The teachers were doing the checklist into a comics format, so upon enrollment, we have accomplished the documents little by little. The teachers know already the contents of their portfolio; they are their tools. They don't need to rush because everything has been prepared ahead of time."

Sub Theme 1: Systematizing and Organizing the SBM

In order for the systematic collecting of documents to be possible, the organization of work people who are tasked with specific projects or programs, as well as additional manpower, must be evident. Because there is the correct identification of assignments in this strategy, SBM implementers collect and document accomplishments that will show how their students are performing well in the school. As a result of knowing who is in charge and what should be collected, all projects will become successful with inventive and creative results. Leaders in an organization, according to Sabado (2014), must know how to organize the executions of their actions. It will result in a successful outcome if you have a well-organized method for implementing projects and objectives.

Moreover, accomplishment reports were part of the routine in the implementation of SBM. Documents were the means of verifying whether the projects and programs had been implemented. Organized evidence or documents in SBM will contribute to the performance of the school. Evidently, the school head one stated, "We attained level 3 because our documents were organized. Our projects have been successful. SBM Coordinator one stated, "In terms of management of resources, we communicate them also to the Barangay officials." If we need accomplishment reports about the SK and AIP of the Barangay, they also provide us. SMEA has really a great part in SBM because it includes PTA projects, programs, and activities".

Apparently, as stated by the participants, they attained level 3 because they were organized in their documents, and all projects were successfully implemented. From these

strategies, they can organize reports ahead of time which leads to a good performance of the school. It implies that proper organization of evidence or documents is one way to achieve the advanced level in SBM.

Sub Theme 2: Sustaining Programs

One of the strategies to attain an advanced level of SBM implementation is sustaining school programs. In order to maintain the school's program, allocation of budgets, division of manpower, planning, and implementation should be considered. The sustainability of the implementation requires unending effort from the management of SBM.

This pandemic has been difficult for teachers and students alike. From the normal face-to-face day-to-day classes, now modular distance learning is employed. Modules are printed by teachers to be distributed to students. The stakeholders, LGUs, and parents are helping in the delivery of modules. Parents get the modules for their children while those families in far-flung areas or coastal areas use the help of LGUs. LGU's help in delivering the module in the coastal areas. In this manner, community involvement is stronger and more prevalent than ever. Captain two stated, "delivery of the module is difficult, especially when their residence is far. However, the modules are being delivered by the barangay officials."

This assistance between the barangay and the school was really significant in attaining the goal of the DepEd that no one would be left behind. In this agreement, students who were struggling to get their modules because of their geographic isolation can still learn. In this manner, no student will drop out, and together, they will have an equal educational opportunity in this time of the pandemic. Conchita (2019) said that children's learning programs and facilities must be shared by the school, home, and community to equip the child with essential knowledge and values to assume responsibility and accountability for learning.

Another evidence that sustenance of the programs is observed is through the SBM Coordinator two, who explained, "Ok for our school programs, and we strictly follow all programs from the Division office that are handed down to us like reading programs. Captain three stated, "We conduct a regular clean-up drive there. We also give them financial aid every year. We helped during the Brigada Eskwela and support their Gulayan sa Paaralan. We always keep in touch with them, visit the school regularly, and monitor the environment's cleanliness. SBM Coordinator one explained, "We have seen that PPAs are very important, so we strengthen SMEA this time. Though we have hectic schedules and lots of work to do, we still manage to have classroom contests, parol making contests, and Christmas decoration contests. "We don't relax though we attained level 3 last year. We still have to do our best to maintain the level". SBM Coordinator four also shared, "We need sustainability of the implementation. We have to continue what we have started to attain the objectives. And if we have realized our weaknesses, we are doing

interventions to turn them into strengths”.

From the response of the participants, it is important to know the weakness and strengths of projects and programs. It is the parameters to create innovative interventions in certain programs. In this way, implementers can evaluate the best strategies and appropriate style so that they successfully attain the common goals. It suggests that sustaining good implementation of the programs is important in the implementation of SBM. Proper utilization of available resources like financial, physical inventory, human talents, available student services, and information technology will sustain the implementation of SBM (Cutillon, 2021). In addition, the active participation of the stakeholders in the implementation of projects and programs of the school was one way to maintain the existing programs. In this way, the school will preserve its good programs of the school. It implies that in the future implementation of SBM, continuing implementation of good programs will lead to the effective implementation of SBM. SBM tries to draw community cooperation to ensure applicability plans used in the school. (Bangka S.K. et al., 2016)

Moreover, to sustain the good programs in the school, it is imperative for the school head, SBM coordinator, and implementers to prepare ahead of time. Ahead of the time means before the school year begins. This is guarantying that ample time and effort were used to come up with plans for programs and activities.

It will provide implementers time to discuss all necessary details for the success of SBM implementation and this holds true to this sub-theme that, according to the shared experiences of the school head one participant in the implementation of SBM, “This month, what should we do? I don’t want only MOVs to be done right away, but it should be prioritized, then an accomplishment report will be made.” If they can be able to work ahead of time, they can observe many good programs like this: The polished verbatim transcript of the respondent below is the evidence. SBM Coor four stated “We have lot of school programs and implemented them in a year-round like “Pantry sa Paaralan”, Child-friendly School, WINS program, Brigada Kontra Droga, Gulayan Sa Paaralan. Brigada Eskwela, Paradise Program like teachers, are having cake during birthday and incentive or token when the teachers are getting married and also celebrating their anniversary, Bayanihan program like helping teachers in times of crisis, classroom structuring program. We have a lot of student services to be implemented in our school like reading program, WINS program, health program, feeding program, module mo hatid ko, hygiene kit for better living, school supplies sa kapwa ko mag-aaral”.

SBM implementers must have a clear picture of what they want to accomplish. This way, they can draw a plan ahead of time on how to accomplish the brilliant ideas and solutions to problems the school has. Planning ahead of time gives the implementers enough time to map out what needs to be immediately implemented and those which are not urgently needed to be accomplished. School

head three mentioned that it is his practice to plan well for the improvement of the school. It is an indication that a plan was crafted well for the efficiency of the SBM implementation. Planning ahead of time can create an innovative and creative plan for the improvement of the school programs. “Ahh... Actually, it is my practice as a school head to plan well, especially in school improvement plans”. According to Keren Trepte (2017), “Planning ahead of time provides less stress, and spending less time and money.” It means during the implementation of SBM, school heads must plan ahead of time. Thus, the participants will lessen their stress in accomplishing reports. The less stress, the better performance.

Sub Theme 3: Monitoring and Evaluating

To determine if the programs are effective, monitoring and evaluation must be done regularly in the SBM implementation. According to the response of the respondent, regular monitoring and evaluations of projects are important because it is the way implementers trace what stage of implementation the projects are. School Head one stated, “We always do monitoring, and evaluation, to know the stage of accomplishment of each project and program. We also asked, what are the things we lack and haven’t done yet?” Evaluating accomplished programs and activities and the extent of the involvement of the participants will help the SBM implementers know who among the participants and SBM members did their part dutifully. It will help the SBM implementers determine the strength and weaknesses of the implementation. With this information, SBM implementers will be able to plan for the future. Learning managers, facilitators, and community stakeholders collaborate to create and implement regulated monitoring, evaluation, and reporting system. There is also a system in place to manage the network and connections, which aids in the strengthening and maintenance of partnerships for better resource management (Conception Integrated School, 2020).

Additionally, one way to ensure the success of SBM implementation is by regularly monitoring accomplishments. It can be done monthly, quarterly, or semiannually. This way, SBM implementers can keep tabs on what are the programs that are already accomplished. It will also serve as reminders to SBM implementers who haven’t finished their tasks. Furthermore, it will motivate every member to accomplish their designated work. SBM Coor one explained, “As a coordinator, I handled the four capsules on letter A of the governance. Nevertheless, our head designated me as overseer. So, I have to monitor the tasks from time to time.” Leaders and implementers could monitor and evaluate the progress of certain projects. Monitoring and evaluation are important in the implementation of SBM to make sure that the projects and programs are implemented well according to the plan. The school head has the responsibility to go hand-in-hand in managing and monitoring the performances of the subordinates in accomplishing the projects and programs. (World Education, 2016)

Moreover, pre-assessment of the SBM will guide SBM implementers in strengthening the involvement of participants in planning and implementing SBM. It will help identify the roles to be filled, the personnel who are most appropriate for the job, the extent of involvement of participants needed, and ensure that these participants are properly coordinated. With pre-assessment, SBM implementers will be able to prevent some concerns and therefore strengthen the involvement of participants in SBM.

School Head one detailed, “So when SBM evaluation is finished, we have a pre-evaluation with the SBM coordinators assigned to each project.” According to Mansor & Suliman (2018), it is important to conduct a pre-assessment to identify the lack of the programs or projects before the final evaluations. In this manner, the limited errors could resolve if there are any. Further, projects and programs may emerge as a result of the parental initiative. It is clear from the respondents’ responses. They were able to create projects that made significant contributions to the school’s needs as a result of their efforts. GPTA two mentioned, “Often, parents who have the ability to help are the ones who take the initiative to fulfill that project. So, we were able to build a concrete fence with the help of the alumni. According to Jones et al. (2015), initiative behaviors can arouse many programs and projects to be developed.

Sub Theme 4- Financing Resources

Every program and activity will need funds and other resources. Financial support from stakeholders like the LGU is also possible as long as there is proper coordination and good community linkages. SBM Coor three stated, “Barangay Bianoan gave Fifteen Thousand Pesos which are supposedly for sports fund. But when the barangay learned that we needed to produce modules, they made a resolution to use the money to produce more modules. According to Emily (2015), “School heads are encouraged to strengthen their partnerships with the stakeholders because they are the prime movers of all the programs and projects of the school.” Stakeholders can provide financial supports that need for the successful implementation of SBM.

Furthermore, plans are the participants’ guides to a better and more successful implementation of SBM. GPTA three stated, “We always support the plans for the welfare of the school. We maintain cleanliness, orderliness, and continue to initiate one more project if needed”. According to Leithwood, Harris, & Hopkins (2020), to have an effective result in all programs and projects, colleagues must support the plans. Without the full support of subordinates, projects and plans will not happen.

Additionally, according to the respondents’ accounts, continuous support among SBM implementers is critical to the school’s success. GPTA one shared, “Even though I am not the president, parents and teachers continue to support each other, to see the growth and development

of our school. We continue to support because what has been started must have come into completion.” Learning managers, facilitators, and community stakeholders collaborate and maintain continuous support in all the programs and projects of the school. The strengthening and maintenance of partnerships among them resource management will become better (CIS, 2020). Moreover, stakeholders provide tangible resources like money, equipment, and materials and intangible resources like time and opportunities to help attain goals. SBM is primarily implemented by teachers. They are also on the front lines of learning development, which is why instructors’ demands will be met based on the response of the participants below. School head four explained, “All the needs of the teachers will be provided.” According to Peters (2019), to have a quality learning outcome, leaders should invest more in the needs of the teachers.

Major theme 3: Struggling the Rough Roads as stated in figure 2. According to the participant’s experiences, there are challenges encountered in School-based Management implementation that need to be overcome to attain the advanced level. These challenges include lack of training, limited involvement of teachers in conducting research, research problems, personal shortcomings, research mentoring, and lack of knowledge in computerized reports.

Sub Theme 1: Inadequate trainings and equipping

One of the challenges encountered in school-based management implementation is the lack of training. During the course of planning and implementation, it is evident that training on SBM implementation will help SBM implementers do their job properly. If implementers are not knowledgeable of what their job corresponds to, then the implementation is in peril. This will be avoided if training on SBM implementers is conducted yearly for all teachers, may it be division level, school level, or district level. School Head four noted, “In the four domains of the SBM, I really struggle in the curriculum and instruction because it is the most difficult. We lack school-based training, for teachers.” It implies that leaders can create training for teachers for their growth and development, which they can utilize for the learners’ improvement. Singh & Singh (2021) highlighted that skills enhancement might help in identifying the existing gaps in the system to provide solutions such as enhancing teachers’ performance.

Moreover, in this age of information, it is important that SBM implementers are skilled in the use of computers. Lack of knowledge in computerized reports is detrimental to the SBM implementation. It is crucial that all school personnel know the use of a computer and its application in documenting SBM implantation. SBM Coor two stated, “One of the challenges that I encountered was the submission of computerized reports because we have teachers who are in their 40s and are having a hard time submitting computerized reports. Half of the population

of teachers here are having difficulty using the computer. However, the other half sometimes helps and assists the others.” SBM Coor four mentioned, “Preparing the documents, period.”

As mentioned by the participants, seasoned teachers were struggling to make a computer-generated report which makes it one of the challenges in the implementation of SBM. Nowadays, accomplished reports should be computer-generated as a means of verification during SBM validation. Assisting one another in accomplishing reports was a big help in creating a computer-generated report. Teachers who are experts in technology could assist the seasoned teachers so that they can learn and, at the same time, they were able to accomplish their reports. According to the study of Shoma et al. (2015), SBM is an inculcated web of planning, implementing, and documenting everything about the school. It is not a one-man job. Assistance may come in the form of information, resources needed, or even manpower.

Sub-Theme 2: Difficulties in Producing Research

Research (Action Research) is used to identify the issues and concerns of the school. These are the basis for policies and programs to be implemented. However, if the involvement of the teacher in conducting research is poor, then the school will have little basis for its policies and programs. From the response of the respondents, conducting research is important in maintaining level 3 in SBM. Without research output, the implementation of SBM is not successful. SBM Coor two explained, “Actually, we have lacking documents during validation of SBM to maintain the level 3, and it is all about research. I was the only one who did the research last 2020 and was approved, so our score is low in the strand of research.” According to Waller (2016), SBM will be successful when all the activities and programs are based on the research output. Furthermore, leaders should encourage teachers to conduct research or action research for the improvement of the school and learner performance.

Furthermore, choosing a research problem is the first to do before conducting research for the SBM implementation. SBM implementers and teachers need to identify research problems that, when answered, can be the basis for policies in school that will help improve SBM implementation. School Head four stated, “We don’t have research.”

It is evident from the response of the participant that mentoring on how to conduct research was important to help teachers and leaders create innovative output in research. In this mentoring process, they can work hand in hand in every step of the way in doing research. School Head three noted, “For example, the teachers have already conceptualized the titles, there should be DepEd officials who would monitor the stage of the study. We need someone to guide our teachers in conducting research step-by-step.” Hamdan (2012) mentions in his study that doing research should be guided by experts so that beginners in research could have a reference on the

proper making of research.

Furthermore, research is a rigorous activity to identify answers to existing problems in the school. By conducting research, the school is on its way to addressing problems, issues, and concerns. However, due to the nature of research, teachers have a lack interest in conducting research. This is a dilemma that is needed to be addressed too in the school for the success of SBM implementation. School head three expressed, “Sometimes, I can’t convince the teachers to do research because they are not equipped to do so.” According to Leithwood and Sun (2012), conducting research is not easy because it requires more time and effort. Hence, leaders should conduct programs that enhance the interest of teachers in doing research. In this manner, they became motivated to conduct research studies on the development of the school and the learners.

Sub-Theme 3: Lack of Commitment and Involvement of Teachers and Parents

According to a participant, School Head two stated, “In reality, the parents are not giving their one hundred percent support. The truth is, they are showing for the purpose of documentation. Meetings are not even real, but it is my dream to make them not just for compliance. If I am going to rate the stakeholders’ participation... 60 to 70 percent.” School head four also expressed the lack of involvement among the teachers. “The challenge for me as a school head is the not 100% participation of the teacher and the stakeholders.” According to the study conducted by Ayenil & Ibukun (2013), one of the challenges in the implementation of SBM is the full support of the stakeholders and teachers. Thus, leaders should motivate them to participate in all activities and programs of the school.

GPTA 4 said, “As a president, sometimes I have a hard time in leading the implementation of the project. I can’t do it alone. I still ask for the help of others. There are also parents who participated in the school activities, but some did not participate in “Atag.” Captain three uttered, “it is difficult to persuade others to dispose of their garbage properly. They just throw it somewhere.” The physical environment is an important aspect of the learning process. That is why schools should maintain conducive environments for the learner’s improvement. According to Zhang and Chen (2011) school environment is a big factor in the development of learners; thus, school management maintains cleanliness and orderliness of the school environment.

The support of stakeholders to the school is beneficial for the success of SBM implementation. However, there are instances where stakeholders do not give their full support to the school. This is a sad scenario that needs to be improved. Positive attitudes of teachers and stakeholders towards the importance of school-based management must be reiterated so that stakeholders will give their support. Similar to the study of Ahmed (2016), the challenge along the way of the implementation of

SBM is the stakeholders' participation. That is why principals confront obstacles to the success of the SBM implementation.

Stakeholders, specifically the parents, must also participate actively in SBM implementation by supporting the programs and activities of the school by attending meetings and programs, giving donations, and being positive all the time. Poor involvement of parents will reflect poorly on the teacher implementer's ability to persuade and impart the importance of the program. Therefore, it is important to nurture a good relationship with parents and other stakeholders.

Sub Theme 4: Insufficient Funds

One of the problems encountered in the allocation of resources is the shortage of financial resources. It is difficult to stretch a limited financial resource among all programs and activities needed to be implemented. There is a need to fund these shortages by involving the stakeholders like LGUs for financial assistance. Parents also helped by donating to the school. According to the response of the respondent, a shortage in the financial budget for implementing big projects is one of the challenges they encountered. Moreover, projects are gradually implemented. In this way, they can accomplish their project little by little. Captain one stated, "Shortage of financial budget. So, we implement the project gradually. It can't be a big project right away because we won't be able to finish the project." Garcia (2016), a shortage of financial budget is usually one of the challenges encountered in the implementation of the projects and programs. A strong connection among the community linkages like local and national LGUs, GPTA, and Alumni. NGOs and many others are one way to make projects will become successful through asking for donations.

Moreover, a lack of budget is often encountered by implementers of programs and activities. It was evident in the experienced of the respondents by their polished verbatim transcript. As Captain four mentioned, "The challenge perhaps is the lack of budget because when they utilized the given aid, they asked for another donation for their next project, it affects budget shortage." Similarly, SBM Coor four stated, "We have plans but not yet implemented because of lack of budget. So, we are having a hard time preparing MOVs." They are tasked to implement a program or activity, which comes with a lack of budget to finance the said activities. The burden is now passed to implementers, who are now tasked to ask for the assistance of stakeholders and other willing individuals. According to Bingham (2017), financial resources are important in projects and activities. Without financial resources, projects and activities could not have happened.

Furthermore, circumstances will allow teacher program implementers to have funds for their programs and activities, albeit small or minimal. However, it is better than having none at all. But due to its limited nature, implementers should still consider device ways to

extend their minimal funds or ask for the assistance of stakeholders. GPTA three explained, "Of course, the financial status. We a minimal fund for the implementation of the projects." According to Cutillon (2021), "SBM concepts promote a stakeholder's participation in SBM implementation because they were giving their full support and providing funds through solicitations or asking for donations to the potential groups or individuals."

Additionally, stakeholders' financial support is a crucial source of financial assistance in implementing programs and activities. Their support which may come in kind or money, helps ensure that the programs and activities are well funded. SBM Coor four explained, "Sometimes even parents are giving their full support, but when it comes to money matters needed for the project, we are having difficulty. Stakeholders could support the school in rendering the needed talents, like labor or participating in a clean-up drive, painting, etc. This kind of support from them is a big help in the successful implementation of SBM. According to Cutillon (2021), human talent is one of the resources of the school that can be utilized in the implementation of projects and programs in SBM.

Major theme 4 Transforming Leadership stated in figure 2, emphasizes the substantial developments that involve the implementation of school-based management, committed, dedicated, inspired, and motivated implementers. Leadership style was necessary for the organization to become successful in its goals. Leaders with transformational leadership styles will lead others to greater responsibility in performing their tasks in SBM. This leadership style in SBM implementation encouraged all implementers to become committed and dedicated to their work. Moreover, through this style, schools were successful in any projects and programs were benefited the school populations.

Sub Theme 1: Leading by Example

As a leader, one way to encourage the teachers to do their tasks is by leading by example. If the school head wanted his/her teachers to participate in a project or program, it would be best for him/her to participate too and be visible as much as possible. This will inspire the teachers, and they will learn by watching their leader. A model SBM implementation with teachers inspired and school heads will surely be a fruitful endeavor for both parties.

Moreover, the School head must be able to lead the teachers to lead. With his or her guidance, teachers will develop their abilities to lead. The task of the school head is to be a role model in leading the school organization. He or she must be a motivator and collaborator and be able to work beyond hours himself/herself so that the teachers have someone to mimic. The school head plays a great role in the success of SBM implementation. If he or she works responsibly, the teachers will also do their part responsibly. However, the opposite is also true. A school head who is lax will give the signal that teachers can also be lax. Having a good role model in the SBM

implementation will bring the school to its goals.

From the response of SBM Coor four, as a master teacher, subordinates are expecting him to do his job. That is why you need to motivate them to do tasks with the same effort that you give to certain tasks. "Everyone knows that I am a Master Teacher in school, just like their senior, so they are expecting me to do the job I am tasked to. That is why I am also motivating them to do the same". It implies that as a leader, you must show your subordinate your effort and dedication in implementing the programs and projects of the school. Thus, the subordinates will show the same effort and dedication as you did in the certain task.

It also implies that being a leader, you must lead your subordinate in performing tasks to make a successful result and attain goals. Leaders are looked up to, appreciated, and trusted as role models. Leaders are dependable, shared peril with others, act ethically, and prioritize the needs of others over their own (Izzuddin Zaman 2019; Mabolo, A. 2021). Also, as a transformational leader, the school head must be a good role model for his/her subordinates. He/she is the one the teachers look up to and mimic. The teachers copy the actions of their school heads. If the school head is lax with his/her responsibilities, then the teachers are also lax and not motivated to do their tasks. The same is true that if the school head is diligent and responsible, then his/her teachers are also motivated to accomplish their tasks. It is therefore important for school heads to maintain their role as a responsible and competent figures in the school.

Based on the response of School Head three, "The leader is the one who gives energy to the colleagues by showing enthusiasm to perform the job even if it is challenging and difficult." Through this process, everything will go smoothly accomplished goals. "As the school head, you must energize your colleagues so that they can work. Because when you are enthusiastic, they will not perform their task well. So, after the evaluation and we reached level 3, my teachers said, "Ma'am, it's good that you told us to do our tasks very well." It implies that being a good model to your subordinates by showing enthusiastic behavior in whatever challenges or tasks will lead them to become committed and dedicated to doing their work. This leadership style will help in the successful implementation of SBM. Leaders are looked up to, appreciated, and trusted as role models. Leaders are dependable, shared peril with others, act ethically, and prioritize the needs of others over their own (Izzuddin Zaman 2019; Mabolo, A. 2021).

Furthermore, the School head three response gave emphasis that focusing on those subordinates with positive comments on certain projects and programs was important to have a better output. Having a positive response to a certain task or job will lead to the individual's good performance. School Head three stated, "But I pursued, when there are teachers whose comments are negative, I ignore them and focus on positive comments. I don't force them, but those who respond positively are

the ones I boost because they have an interest."

School head three response stated that without the help of co-teachers, GPTA officers, Barangay officials, and SGC committee management would not be possible because they are the prime movers of all the projects and programs of the school. "First of all, your co-teachers, your officers in GPTA, your Brgy Officials, your SGC, they are prime movers you can work with. Because without these groups, I think management is not possible." It implies that the implementation of SBM became successful through the help of different groups like teachers, GPTA officers, Barangay officials, and SGC because they were the prime movers of SBM implementation. It indicates that collaboration among these groups is an immense factor in the implementation of SBM. Motivation is involved with the formulation of a vision, the development of clear and plausible strategies for achieving the vision, and the mobilization of commitment to that vision through clear and plausible communication of the vision to followers. This is thought to drive employees to collaborate toward a common goal in order to fulfill or exceed projected targets, also known as extra-role performance (Uzonna, 2013).

Sub Theme 2: Inspiring and Motivating people

From the response of SBM Coor two, the number one strategy in the implementation of SBM is the participation of stakeholders in the planning and implementation of the projects to achieve level 3 in SBM. "The number 1 strategy we use in the implementation of SBM is the participation of the stakeholders when it comes to planning and implementing the projects. This needs focus to achieve level 3 in SBM". It implies that the participation of stakeholders in planning is the key factor in attaining level 3 in SBM. With more participation gained from stakeholders, efficient decision-making will take place and be utilized in planning.

According to Algonos (2019), "School-based management implementation is the mechanism by which power of authority and resources are assigned from the central office and field offices to the different schools." SBM delegates the power of decision-making to motivate the schools with this approach. Participation of stakeholders is highly encouraged to create a better result.

Also, the cooperation of teachers in SBM implementation is essential to the success of this endeavor. Teachers are the planners of activities and programs. They are also the source of various reports in SBM. They implement programs and activities. They are managers at the same time participants in SBM implementation. Their cooperation must be encouraged by the school head and SBM implementers. At the same time, they must be motivated to do their job and cooperate in all programs. 100% cooperation of teachers will guarantee the success of SBM implementations. SBM Coor two stated, "The cooperation of teachers in accomplishing the reports is also needed. If a project is already implemented, they need to do and submit an accomplishment report."

According to SBM Coor two, the cooperation of teachers

in accomplishing the reports as needed. If the projects were already implemented, they need to submit the accomplishments report. It implies that cooperation among teachers in accomplishing reports is a key factor contributing to the successful implementation of SBM. Through this strategy, they can easily consolidate all the reports needed to validate SBM. According to Aakriti Kalra (2020), when teachers communicate with their colleagues to trade ideas and resources, review student learning, and team up for joint activities and knowledge development, they cooperate in various ways. Teachers can co-create and enhance their learning in various ways, all with the goal of providing their students with high-quality learning experiences.

Furthermore, since SBM implementation is a long process, there are times when teachers and implementors are not enthusiastic about their work. Encouragement from school heads, SBM coordinators, teachers, and stakeholders must regularly occur to prevent this from happening. Reminding everybody that they are doing a great job is just the motivation they need to work. Words of encouragement work wonder in any organization. Little success must be celebrated to encourage participation and cooperation. As stated by SBM Coor four, "Motivation between teachers and involvement of all the stakeholders in implementing the projects." "Intellectual stimulation is a dimension as encouraging the subordinates to ask their beliefs and be creative in problem-solving. It is also the ability not to criticize the mistakes made in the problem-solving process.

It also encourages the subordinates to question the assumptions and reformulate problems; the leader also provides for the needs of the subordinates. Questioning leadership beliefs and values is also encouraged (Bass & Riggio, 2006; Northouse, 2016). In addition, teachers' dedication and commitment to do their responsibility play an important role in attaining an advanced level in SBM. Their commitment to serving, willingness to help, willingness to put extra effort, and heeding the call of service are characteristics of a dedicated teacher who is needed to attain an advanced level in SBM implementation. From the respondents' accounts, School head three mentioned that even if there's no one who monitors his subordinates, they still performed their tasks very well. By inspiring subordinates, they can perform their responsibility without the supervision of their superiors. "Yes, even if I don't monitor them (Teachers), they do their task. Well, I really inspire them to do their task, to do their responsibility, especially in the implementation of the programs, because they can go beyond their responsibility as teachers because they are also part of the school system, and they should be. I have to inspire them.

The SBM validators said, "Ma'am, we feel that even without you, your teachers are working, your teachers are very inspired to do their task." I said that I give the incentives they needed, give and take only." Captain two mentioned that one strategy used to attain the advanced

level in SBM was the willingness to help. Through willingness, they were not hesitating to help and support the school programs. "The willingness to help, I don't hesitate to give my support every time they need it. The strategy to reach that level of school becomes our will." Also, SBM Coor three revealed that being assertive and having a willingness to exert effort to accomplish programs were the strategies to attain the advanced level in SBM. "Of course, it is a great responsibility for the teachers to give an extra effort.

It is a call of duty. We even work until 10 o'clock in the evening and even on Saturdays or Sundays for the documentation. The stakeholders are always willing to help in times of need." Also, GPTA two stated, "I'm a single parent, but it does not limit me to contribute. Helping the school means helping my grandchildren to get the best education."

It implies that leaders inspired SBM implementers to carry out their responsibilities even if they were not supervised. They were eager to go extra effort in fulfilling their tasks because they were properly motivated. It's also critical that the administration maintains effective communications with stakeholders, as this demonstrates their readiness to assist and support the school's various activities. Motivation is defined by Rajput, Bakar, and Hmad (2013). It implies that leaders should support their subordinates with positive attitudes because they were immense support to the successful implementation of SBM. When there is a high level of positive attitudes among coworkers in the job, projects, and programs, it will be successful (Bakiev, 2013).

Moreover, leadership style is the key factor in encouraging and becoming committed to the group of people to do a certain task to attain the common goal; it serves as the guiding process of the employees towards the vision of the institution (Tajeddini, 2015). "Acts of a leader Include a long-term vision, a clear vision for the future, and detailed and explicit objectives that encourage subordinates to set their own goals. In this sense, leadership is the process of inspiring others, particularly workers, to improve their abilities to achieve organizational success" (Mohammed et al., 2020).

Anyone who is able to inspire, encourage, and motivate others is a motivator. School heads, teachers, and stakeholders can do well motivating each other. However, school heads play an important role and are the primary motivator of teachers. He/she must be able to inspire a good attitude from the teachers by leading an as good example. School heads must be highly motivated to be able to motivate the teachers. Similarly, the SBM coordinator must be equally highly motivated so that members will have a role model. From the response of School Head three, he observes that his GPTA officer looked like a person who doesn't have the ability to help in the school programs and activities, but when you properly motivate them, they can contribute a lot. "When you look at them (GPTA), they don't seem to have the ability to help, but when you motivate them, they can contribute a lot to

you.” It implies that in the implementation of SBM, it is important that leaders motivate all internal and external stakeholders because it helps a lot in the successful implementation of SBM. When the implementers are encouraged by the leader, they will be able to perform their assigned tasks with outstanding performance. Motivator leader possesses attributes such as enthusiasm and optimism, excellent communication, realistic anticipation, and the ability to develop a commitment to shared visions (Sye Fang Ang, 2019).

Moreover, as a transformational leader, the school head must be able to encourage the teachers in the school to conduct research. By conducting research, the school will have an inkling of what problems are needed to be addressed to improve their services. Research results are the basis of new policies to be implemented by the school. Therefore, teachers should all be motivated to conduct research. School plays a big part in the motivation of teachers to conduct a study. He/she can use the contest like search most outstanding teachers to entice the staff to research.

Based on the response of School Head four, motivating the subordinates is the way to respond to the gap during the implementation of SBM. Through motivation, it encouraged the teachers to do research. “What I did as a response is I motivate them. To respond to the gap in conducting research, we will really do research.” It means that to fill in all the gaps in the implementation of SBM, proper motivation to the subordinates will help to make the performances of teachers successful. In this way, all the projects and programs in the implementation of SBM will be effective.

The conducted research is one of the means of verification in the implementation of SBM. The more research is conducted, the closer the school will attain outstanding performance. Regional Memorandum Number 133, s. 2021-Implementation guidelines on the Validation Processes of School-Based Management (SBM) Level of practice per DepEd Order No. 83, s. 2012 conducting research is always encouraged to all school populations as their basis in crafting projects and programs. It implies that a leader’s motivation skill is important to conduct teachers’ research that could help the programs and projects of the school.

Likewise, For the school head’s plan for the school to materialize, he/she needs the cooperation of the teachers and staff. Gaining the cooperation of every staff to participate in SBM implementation requires a lot of encouragement coming from the school head to the teachers and staff. Encouragement may come in the form of words of encouragement or kind actions to boost the morale of teachers.

A few words of encouragement might come a long way for the SBM implementation. From Captain 1 response, the projects were executed through cooperation among teachers, parents, students, and barangay officials. Projects had been executed through the encouragement of cooperation which resulted in an output. “It’s good

that we were able to help execute the project services promptly. And plans were cooperatively implemented not only by the teachers and the barangay officials but by the parents and students. As I’ve said, there should always be an encouragement of cooperation as we can see the output of it.”

It implies that encouragement from leaders was supported in the successful implementation of SBM projects. This leadership style was a big help in improving the implementation of SBM. Active cooperation from stakeholders in the implementation of crafted programs can result in good school performance. (Pepito G.C. et al. 2019)

Based on the experience of the participants during the implementation of SBM, many challenges were encountered wherein they had come up to the point where they thought they couldn’t reach level 3 in SBM. Through proper motivation, they attain what they are aiming for. They encouraged themselves that even though things are difficult to do, they can be done with proper motivation. School head one stated, “because of that experience, we never thought we could be able to do it. So, we have the motivation in ourselves that even if it is difficult, as long as it is done correctly, we can achieve what we aim for. Their performance is a boost!” It implies that proper motivation coming from the leaders will boost the eagerness of the participants to perform a certain task in SBM, which eventually leads to the good performance of the participants and the school.

School head three response pointed out that school head must be appreciative so that his or her subordinates will take the initiative in their job or task. In this way, when teachers are appreciated by the school head, teachers will take the initiative in all tasks that will be given to them. “Way back then, my school head didn’t appreciate my work when I was a teacher. Although I initiated some proposals, I invited resource persons. For example, I was assigned a DRR coordinator, and I had tree planting projects. So, the trees are grown now. From this experience, I learned to become more appreciative.” It implies that implementation of SBM requires a leadership style that appreciates the small or big deeds of teachers. Through this leadership style, teachers’ performance in the implementation of SBM will be improved. According to Rahmatulla (2016), improving teachers’ performance at school would be impossible without the appreciation of a principal (school leader) because it is the role of the school principal as a leader in schools to appreciate the efforts of the subordinates to continue as a through supporting teacher performance improvement and repair educational achievement goals in schools.

Sub Theme 3: Sourcing of Funds

Due to financial shortage, minimal funds, and even a lack of budget for some activities and projects, teacher implementers must devise ways to raise funds. Fundraising and solicitation are ways to raise a budget for programs or projects. This will ensure that despite

financial problems, the programs will still push through. Captain one stated, “We do fundraising and solicitation to the politicians, but the purpose of the solicitation should be stated, and the project should have to be prepared.” Similarly, Captain four stated, “We ask for a donation from others, provincial assistance and etc., to implement the school project.”

For the politician to give funds, they need to see plans; there should be purposes, and what matters the most is the determination of the solicitors.

It implies that to get more funds to implement projects and activities, fundraising and solicitation are really an immense help to make it successful. According to Mansor and Suliman (2018), School-based management committees should do fundraising activities that gather resources that are used for the projects and activities implementation. In this technique of leadership, lacking budgets for certain projects could be resolved. Likewise, another way to raise a budget for programs or activities is to ask for donations from stakeholders and other writing individuals.

These donations may come in in-kind or financial assistance. Either way, they will all be utilized for the success of SBM implementation. Donations can be materials or money. The respondent asked donation financially, strongly believing that it would help in the implementation of school project. According to Wu (2013), asking donations to the potential donors are the one way to make projects and programs successful.

In addition, some projects and programs lack budget. For their materialization one way to raise budget is by looking for pledgers. Pledgers are individuals are willing to provide financial assistance or donate in kind for the success of the implementation of the programs. GPTA four stated, “We find for someone who can help us or someone to pledge. Yes, a donor who can give support and who can help to implement the project.” Usually, pledgers are alumni/ alumnus of the school, GPTA officers, in one way or another has to do something for the project to be successful. According to Wang (2016) School-based Management promotes strong relationship to the community linkages.

Because this community linkages were giving a pledge for the development of the school and the learners. Also, as implementers it is their responsibility to look for resources for their programs. School grounds may also have resources which can be source of budgets for activities. Income generating projects of the school is one way to gather resources. Planting fruit trees, vegetables, and plants which can be sold is an example of IGP. SBM implementers must take initiative to find resources for the success of SBM. GPTA four stated, “The lack of fund for the implementation of the project. So, we need to find resources. We can’t execute it without any resources or fund.” This GPTA officer believes that to find resources also helps in achieving the goal. He is certain that execution of projects will not be possible without fund. One way for the successful implementation of SBM is

budget resourcing. If the projects have enough resources to be used it will be implemented according to its plan but if there’s lack of funds it will became successful also when the implementers could find ways to find resources through solicitations, partnerships, and donations. (Varatharaj, 2015) Still, one solution to the problems in financial aspect of SBM implementation is increasing the annual budget.

The basis for the need of the increase are the financial reports in the previous year of SBM implementation. The experiences of SBM program implementers can also be taken in consideration. Barangay allocated budget for school; despite the small amount it is still helpful to the implementation of the SBM projects. This Barangay Captain understand the needs of the school for the success of their programs. The success of the school is his success too. Captain four stated, “I have to increase their fund, which I include them to the annual budgeting of the barangay, in order to meet their needs.” Ismail and Abdullah (2014) mentioned that LGUs are one of the partners of the school. They worked collaboratively for the school improvement. And they supported the school programs and activities through financial assistance coming from the annual budget. When the school needed more funds to implement projects, LGUs could also increase the allotted budget for the school.

Sub Theme 4: Improving School’s Environments

One of the main problems in every school is managing proper waste disposal. School heads should lead the school and make sure every member of the SBM implementation demonstrates proper disposal of waste. It must start within their classroom and work its way into the schoolyard. This effort must not let up, and it must continue to further emphasize that there is really a demonstration of proper disposal of waste.

Captain three mentioned that the solution to proper disposal of waste is showing others the proper way of disposing of waste and not throwing trash anywhere to maintain cleanliness and orderliness inside and outside of the school. As a barangay captain, his role is to lead people in maintaining the cleanliness of the environment of the school. “Our solution for this is we show them the proper disposal of waste and not throwing it anywhere to maintain cleanliness outside and inside the school. As the father of the Barangay, I always lead the people to maintain the orderliness of the school environment.” In this leadership style, by being a role model to subordinates by showing the proper disposal of waste, the subordinates will follow and do the same. In this manner, it gave good results like a clean and orderly school environment.

It implies that leaders must be role models to become successful in all programs and projects. It also means that they can do their task and responsibilities effectively by influencing subordinates. Leaders serve as role models who are respected, admired, and trusted. Leaders maintain consistency, share risks with others, act ethically, and prioritize the needs of others over their own (Izzuddin

Zaman 2019). The effectiveness of a transformational leader can be seen in the school achievements attained. School heads must strive to accomplish programs and projects to highlight school achievements. Every action done for the school's betterment and benefits are winnings that work toward school achievements. School heads must lead the teachers by making them take responsibility for small tasks, leading to bigger school achievement. School head one response that the achievements received by the school are one motivation to the implementers of SBM. All the efforts being inserted were paid off. Achieving honor for the school and expressing to the subordinates what their aim for the school is one factor in attaining the goal. "As a school head, I also wanted the school where I serve to have the honor. So, I tell them about my aim for school. Like being level three in SBM and having a name in the Division office, and that's really my motivation." It implies that the achievements of the school give honor to the implementers, which serves their motivational drive to perform the tasks effectively. Having this kind of school environment and stating the target is important to make a strong relationship among leaders, teachers, and stakeholders, which helps make an easy implementation of SBM. A leader's actions include a clear vision for the future, specific and unambiguous objectives that motivate subordinates to define their own targets, and a long-term vision. In this sense, leadership is the process of inspiring others, particularly workers, to improve their abilities in order to achieve organizational success. (Mohammed et al., 2020).

Major theme 5: Achieving Excellence at the End of the Rocky Road staed in figure 2. This main theme explains the impact of school-based management implementation as participants described during their respective interviews. The implementation of school-based management has a big impact on the whole educational system. It intends to support DepEd in attaining its mission, vision, and goals. It identifies the school's strengths and flaws, laying the groundwork for future improvement. It certainly affects the school head's performance (Pepito and Acinar, 2019). Furthermore, this theme ponders the strategies' impact on the implementation of SBM in the school's overall performance. Strategies are very important to become successful implementers in SBM. This is the process where all the plans that have been made are being applied and impact the school's performance. The approach of SBM aims to advance the school educational system. It intends to support DepEd in attaining its vision, mission, and goals, as mentioned in RA9155. SBM also evaluates the strategies.

Sub-Theme 1: Making Systems & Policies in Placed

From the above transcriptions mentioned by the participants, through communication and partnership with the stakeholders, they built many projects such as covered court and classrooms that will surely help the school and the learners. School head wants to have the

legacy that their school becomes known in the division office through attaining level 3. School head 4 stated, "During the implementation of SBM, many problems were encountered; by addressing them properly, we can still attain the level 3". It indicates that the implementation of SBM is not an easy task for any organization. It also indicates that a successful result will be attained by focusing on the main objectives and working hard. Captain one, School Head one and two said, "Yes. The covered court was built through the negotiation of the school and barangay. Since the covered court was built, it will now be used to celebrate the school foundation and graduation rites whether it rains or shines. It will not be a burden anymore for the teachers and students.

There were only a few classrooms before, and the learners also used the barangay hall as their classroom. But today, there are enough good classrooms built." "I just want the school to have a prestige in the Division Office that they will say "TCIS is level 3 in SBM" it feels so good! All experiences in the implementation of SBM, of course, could affect the school's overall performance, but above all, I was able to transcend, leave a mark and a legacy."According to Alvy, as cited in Education World (2016), school heads often view leadership and management as two different roles, but the most effective school heads know how to blend the two. It is the responsibility of the school head to do the managing and monitoring, hand in hand so that every program implemented in their school will become successful.

In addition, in the implementation of school-based management, trusting the skills of subordinates is one good quality a leader can have to empower subordinates to do their tasks. It will boost their confidence because of the thought that someone trusted them. Trust has been linked to numerous attitude outcomes of one's job happiness, Organizational commitment, organizational performance, and organizational commitment, according to Pomerleau and Maria doss (2015). SBM Coor one reported, "And, the good thing is, they do always ask me about copies or templates of our reports. I am asking for a replacement in my position, but the school head refuses to. She told me to stay, and I just thank her for the trust afforded to me." Trust has a favorable effect on employee commitment, work satisfaction, and performance, according to Walmley (2013).

It indicates that by having the trust in the skills of your subordinates or members, they feel motivated to do their tasks which leads to good performance in their work and the school. Moreover, many motivations inspired SBM implementers to accomplish their goals. Based on the response of the respondents, they were motivated by what they have witnessed in the development and the improvement of the school.

Implementers of SBM are also motivated when the school has won in the different competitions because their efforts were being paid off. Being an old school with an advanced level in SBM will serve as a role model to the youngest school to perform better in the implementation

of programs the project of DepEd. Captain one stated, “I saw how DiBa Cong National High School started. When DNHS was being built, they used the Barangay Hall as a classroom. Now, the school has grown a lot! What I want is to see it growing for the youth of today. When I was still studying, I had to rent a boarding house, but when DNHS facilities were improved, many students could save fares and boarding houses for they did not need to study in the city. Also, GPTA four explained, “Another is when the school wins in the competition. As a GPTA, I am happy that our efforts are being paid off like winning in the division level. And because of it, I want to keep it up”. And lastly, School Head two stated, “Casiguran National High School is now considered a big public high school in the division, and it is now a school model.

It implies that in the successful implementation of SBM, it is important to motivate the participants to perform their tasks. They will become motivated when they witness the result of their efforts. Whether intrinsic or extrinsic, motivation is a big factor that holds a special place in any working environment as it is becoming a crucial step toward achieving an atmosphere that is conducive to progress and making more satisfied workers. (Sing, 2016.) Sub Theme 2: Working with Strengths and Weaknesses Flexibility among the SBM implementers of SBM is of good quality. There are situations in which plans and allocations of budgets must be revised. This calls implementers to convert other funds to materials needed by the school. It is a common practice in schools. As long as the materials are used to address the more pressing concern of the school, SBM implementation will still attain the advanced level it is aiming for.

The funds were converted to resources that needed to be prioritized based on Captain 3’s reaction. “During the pandemic, the athletic meet was canceled, so we used the fund to buy bond paper and build a school fence.” According to the Office Memorandum No. 231, S. 2020-Annual Implementation Plan (AIP) 2020 Adjustment and AIP 2021 Alignment, all concerned personnel must adjust the AIP and align with the learning continuity and recovery plan and sustainability plan.

In addition, another strategy to attain an advanced level in SBM is proper allocating of budget and designating tasks to the manpower. The limited budget of the school must be utilized to its utmost potential. This means that budgets must be allocated to answer the majority if not all of the school’s needs, issues, and concerns. Transparency of the allocation of budget is also needed to encourage trust among the members. Furthermore, school heads are tasked to designate the manpower of the school. This task is accomplished by the ability of the school head to determine the strengths and skills of teachers and staff. With this information, he or she will be able to put the right person to do the certain job.

The barangay officials, parents, teachers, and other stakeholders have always given their support according to Captain 1’s response. This helps to implement the

projects that require budget and manpower. Captain one stated, “First, if we want to implement a project that involves budget and manpower, the barangay officials, parents, teachers, and other stakeholders should always meet and look for support and funding. Then, we also make a resolution so that all projects will be realized.” All programs and initiatives will be successful as a result of these practices. Moreover, all projects and programs will be accomplished as planned with these practices. School resources, including financial, manpower talents, physical facility inventory, and available student services, are elements in the successful implementation of SBM, according to Cutillion (2021).

Also, during the planning for SBM implementation, the implementer must determine the strengths and weaknesses of the school to come up with strategies that will further improve the performance level of schools. Determining the strength means identifying programs and projects that have been proven beneficial to the school. This, in turn, help implementers to assess what programs or activities are needed to continue and what needs to be modified.

According to SBM Coordinator 3’s statement, “First, we plan. We need to plan and find out the strengths to keep it up and the weaknesses to improve. For example, the curriculum implementation is the most difficult, particularly in this time of the pandemic, because of the sudden transition.” when planning, they must determine the programs’ strengths and shortcomings as they work on the ground.

They identified what programs and initiatives should be prioritized and what should be strengthened using this planning strategy. According to Wil Kenton (2021), “this kind of strategy in planning is designed to facilitate a realistic, fact-based, data-driven look at the strengths and weaknesses of an organization, initiatives, or within its industry. The organization needs to keep the analysis accurate by avoiding pre-conceived beliefs or gray areas and instead focusing on real-life contexts. Companies should use it as a guide and not necessarily as a prescription”.

Moreover, GPTA’s two responses stated that if task/project suggestions from their parents were solicited, they must always be consistent with what they say and must always have continuity to the projects. GPTA two stated, “Yes, if we have a task like this/ project, we consider the suggestions of the parents and stick to it. It means that sticking to the plan is critical to the successful implementation of SBM since it will make it apparent to project implementers what should be emphasized. Consistency is the most important factor in achieving success. Staying consistent necessitates discipline, accountability, and responsibility. The distinction between failure and success can be determined by consistency. (Morning Coach, 2021). Moreover, Leaders maintain consistency, share risks with others, act ethically, and prioritize the needs of others over their own (Izzuddin Zaman 2019).

Sub- Theme 3: Re-Learning Value System

It has been observed that during the implementation of school-based management, unity and cooperation among the participants have a big impact on doing a certain task. Captain two stated, “Perhaps, the unity, cooperation, and especially the maintenance of cleanliness inside and outside the school,” and GPTA one explained, “We are always together, for example, is clean and green competition. yes, we are always in the participant, and we will not be left behind in DepEd competitions”. Captain two and GPTA one mentioned that maintaining the school’s cleanliness inside and outside was through having unity and cooperation. Having this behavior will result in the school’s good performance in terms of participating in different competitions conducted by the division and even in the LGUs competitions. School-based management emphasized that school authorities can swiftly address their local needs. It tries to draw community cooperation to ensure applicability plans used in the school (Bangka S.K. et al., 2016).

Based on the account of the participants, having unity and cooperation in the implementation of school-based management will result in a good impact on the school environment, such as maintaining the cleanliness and orderliness of the school.

School head four mentioned that all programs had been successfully implemented through unity. “Through unity, programs will be implemented.” It implies that you can reach the common goal by doing the task with unity. Furthermore, in a certain task, unity is an integral part of making desirable outcomes happen (Wang and Tian 2016). Also, based on the participant’s verbatim transcription, being dedicated and industrious and doing the job with happy feelings will result in successful outcomes. SBM Coordinator one explained, “Ah, it is just that we do the job willingly; you do not need to have fights with your colleagues to do the reports. Just approach them well. If you need to work, work if there are willing, then good. Just be dedicated and industrious to work, and the output will be better, and we did it well! And at the same time, we are happily doing the work assigned to ask” It means that having dedication and commitment to work will lead to effective performance. (Duze, 2012). Teachers’ commitment is an important factor in achieving high-quality education in this regard. As a result, educational success is predicated on teachers’ abilities, accountability, as well as knowledge, attitudes, and values for good teaching as measured by school performance.

In addition, according to the experience of the participant, encouragement coming from the head had a huge impact on every member of the organization. It will serve as a reminder to the subordinates to continue with their task properly for a better result. Being a leader of one organization, the words of encouragement coming from the heads will boost the confidence of his or her subordinates. Leadership, according to Northouse (2018) and Rowe (2014), is a process in which one individual inspires a group of others to reach a common

purpose. From School Head three reported, “So, in our experiences, they realized that the encouragement of the school head had a huge impact on them, although they did their part, you need to supervise them and equip them in order to achieve the Level 3 in SBM. It implies that the encouragement of a leader is very important because it will help the subordinates to accomplish all the tasks given to them.

Partnerships among stakeholders were the best strategy that can help the programs and plans of the school to be successful. The more participation is gained from the stakeholders like parents, the students, the teachers, alumni, school heads, local officials, and other concerns groups, the more it helps in the implementation of SBM (Alonges, 2019). Evidently shows the participant and stakeholder’s involvement in the implementation of SBM, which was a big help to the school to attain the objectives of each program and activity. SBM Coord two attests to the importance of the involvement of stakeholders in every decision which the school has made. Solicitation of ideas from them was a big help to improve the school’s performance. “Because if the stakeholders are not involved in the implementation, we cannot attain our goals.”

Having this practice will result in a good performance of the school in SBM. SBM made it possible that decision-making could be done at the school level. Thus, creating an environment where the school heads, teachers, students, and the school stakeholders can do their tasks efficiently (Pepito G.C. et al., 2019).

Best Practices Drawn from the Emerged Themes

Established school practices in the implementation of school-based management are important in schools to provide an innovative and creative output for school development. School practices used in implementing SBM are factors that influence the result. Efficient and successful development of SBM implementation depends on the practices made by the leaders and implementers. (Parang High School, 2017)

The following best practices were identified from the emerged themes of the study.

First, empowerment through planning as a team, shared decision making, collaboration, and open communication. The involvement of participants in the planning and implementation of SBM leads to school-based decision-making and shared decision-making. Moreover, through involvement, they can share their ideas and thoughts that could really help in making innovative and creative planning. Furthermore, open communication is essential in strengthening the involvement of participants in planning and implementing SBM. Information, valuable ideas, opinions, and suggestions regarding any programs or activities will be properly coordinated if there is open communication among the SBM implementers and participants. Eager and dedicated participants are not easily daunted by their tasks. They are not easily discouraged when faced with difficulties during the implementation of

programs and activities. Consequently, united personnel of any institution is a boon to the organization. If all the participants have unity, they can work towards the realization of the common goal.

Second, Systematic strategies in sustaining and financing programs with close monitoring and evaluation. The school programs and projects have to be sustained with the stakeholders' unity, cooperation, and support. It implies that the wherewithal of good school programs and projects was important in implementing SBM. It promotes unity and cooperation among the implementers of SBM. In this way, goals and objectives will be attained, resulting in successful and effective SBM implementation. Moreover, in the implementation of SBM, proper utilization of funds was highly encouraged. Thus, all programs and projects could be equally funded. School leaders should identify the priority of the school that needs a fund.

In this practice, school programs and projects will become successful and efficient. Further, successful project management has never relied on a "set and forget it" mentality. In order to run efficient projects, project monitoring needs to not only launch said projects but monitor and track their progress. While project monitoring is regularly overlooked or viewed as just another box to check off the proper monitoring's task list, it's a vital part of the project lifespan. This practice in the implementation of SBM could help the school leaders identify the progress of the projects and activities. Additionally, accomplishment reports serve to verify whether the projects have been conducted or not. The accomplishments reports would inform the evaluators whether the school has reached an advanced level or not. In this practice of implementation in SBM, implementers could easily file the reports, and when the validation has come, they have proofs that they conducted the said programs and activities.

Third, identifying school's concerns and priority needs. The program and projects to be implemented in the school are crafted to answer the prevalent problems of the school. These programs and projects must be responsive to the needs of the school. In answering the needs of the school, it ensures that SBM implementation is working to give progress to the institution. Moreover, immediate response to the issues and concerns encountered during the implementation of SBM has an immense factor in the successful and efficient implementation of school programs and projects. For the assistance from the external and internal stakeholders to accomplish projects and programs successfully. In addition, adjusting plans according to what is needed of the school was important in implementing SBM. This management practice could help implement programs and projects according to the priority of the school. When aiming for the highest form of SBM level, they make some adjustments when it comes to the urgency of the report and the programs that need to be accomplished. It implies that making an adjustment in the implementation of programs and projects will lead

to a successful result. Likewise, one aspect of a successful implementation is the availability of resources in the form of financial support. Provision of financial support for the projects in school and in LGUs is essential to the implementation. The school must allocate appropriate provision of financial support for the SBM projects and programs to ensure that there will be resources to be used. Fourth, modeling, inspiring and motivating people toward school's growth and improvement. In an organization, it is easily seen who among the members are working hard. Their level varies depending on the motivation that drives each member. Members of the SBM who are highly motivated tend to work the hardest among members. It is important for the school SBM implementers to work hard and know the value of their work. This way organization of work will come about smoothly with the expected outcomes.

Consequently, the school head must know how to further motivate the teachers. One way to do this is by conducting friendly competitions in school like best classroom structured and most outstanding teacher. With these competitions, rewards to teachers who perform well will be given. Recognizing the efforts of individuals will motivate them to continue their efforts. Rewarding them for accomplishing their efforts is not overlooked. Therefore, they will be encouraged to function well, which will bring good results to SBM implementation.

Additionally, some teachers treat their job as their vocation. For them, it is a calling. They gain a sense of accomplishment by doing their job with dedication and diligence. Their willingness to serve comes from the belief that there will be a self-fulfillment in the job by doing their responsibilities. Teachers as SBM implementers will find their roles equally challenging and fulfilling because of the wide array of duties and responsibilities in planning, implementing, and documenting.

Fifth, creating systems and policies to develop experts who are continuing to equip others towards common goals and values. Inspiring teachers is critical to their performance in their jobs. Giving prizes or simple gratitude is one technique to encourage internal and external stakeholders to participate in SBM implementation.

They become focused and dedicated to completing their objectives when they are motivated. Finally, being prepared for whatever situation that comes in implementing SBM is a challenging job for SBM implementers. Future preparation ensures that whatever obstacle the school may encounter, they can overcome it. This future preparation motivates the teachers to work harder and accomplish each goal in the specified time. This will give the implementers ample time to accomplish their goals. Further, stakeholders are involved in SBM implementations because they are concerned about future preparation and development for future generations. It also indicates that many stakeholders will be involved in the development of school programs and projects for future generations. This ensures that the programs and projects will be successful.

5I Model

Based on the results of this study, the researcher proposed the 5I Model, which can be used to enhance existing practices, sustain the advanced level in SBM, and serves as a guide for different schools to improve their implementation of School-based management

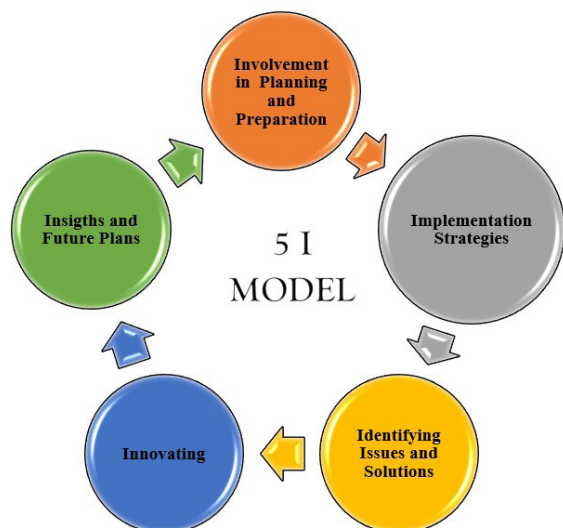


Figure 11: 5I's Model

to attain advanced level. This model can serve as a reference for concerned agencies, offices, and groups who work together towards the attainment of goals and sustainability of the implementation of school-based management through managing schools' programs and projects, which will benefit both the schools and learners. Furthermore, it also serves as a benchmark for other researchers in developing a scheme wherein they can utilize their learnings through expected outputs in their scholarly-written thesis or dissertation.

This model consists of the following:

Involvement of all personnel that is associated with SBM implementation during planning and preparation. In this stage, planning and preparation is the most crucial part of total quality management. This is the stage where employees have to come up with the problems and queries which need to be addressed. They need to come up with the various challenges they face in their day-to-day operations and also analyze the problem's root cause. Employees/managers are required to do the necessary research and collect relevant data, which would help them find solutions to all the problems. Hence, the involvement of the stakeholders and personnel who are the prime movers of School-Based Management is important because it is the process where everyone's ideas, concerns, and the needs of schools are being addressed immediately. It is important to maintain open communication between school personnel and stakeholders because these two agents will work collaboratively to plan for the implementation of the projects and plans of the organization.

Attending meetings, involvement in decision making, involvement of stakeholders in planning, sharing or brainstorming, support, and dedication are the key factors

to having a good plan that will address the needs of the schools. "Ninety percent of a project manager's job is communication. Develop and maintain a communications plan. Creative project managers minimize a potential communications breakdown by communicating through a variety of channels, not one or two. (PMBOK® Guide – Sixth Edition, Page 723)".

Moreover, empowerment of school resources and community involvement through accepting support from stakeholders, having a partnership with different agencies, and proper execution of responsibilities are also the key factors to successful planning. Involvement also includes giving opportunities for others to lead, which results in a better outcome through having proper coordination, having positive responses in any situation, having a plan ahead of time, having teamwork, having proper delegations of work, and having the initiative to assist the school in projects.

Implementation Strategies that can be used in the successful implementation of SBM. In this stage, appropriate strategies were used in the implementation of plans. Implementing appropriate strategies is very important to attain the target objectives because strategies are devised and implemented to overcome the challenges faced by the organization. It is important to define your strategy framework, build your plan, establish your strategy rhythm, implement strategy reporting, and link performance to strategy. "Strategy Implementation: The 6 Step Process: by Tom Wright, on Jan 6, 2022"

Moreover, being motivated to do certain tasks will make stakeholders engaged in schools' programs and projects. This strategy has a big contribution to the successful implementation of SBM. To make stakeholders and implementers of SBM motivated and to continue to engage themselves in every project and program, they must witness and perceive the development and improvement of their hard work. Helping the school brings self-fulfillment, and those projects and plans may be utilized to nurture the future generations.

Furthermore, during the implementation of School-Based Management, allowing others to lead is very important by being a role model, motivator, and collaborator. In this way of implementing a program, the objectives will be attained, and the subordinates will be willing to give extra time and effort for the program's success.

Hence, in the implementation of school-based management, it is important to strengthen the involvement of the participants in both the planning and implementation stages. It can also be done through open communication, proper delegation of tasks, conducting pre-assessment, and proper monitoring and evaluations that can lead the participants of SBM to have an eagerness and dedication to their part.

Identifying issues and concerns and seeking solutions that may serve as a working area in developing future plans of SBM. In all organizations, issues and concerns were always encountered. These challenges and concerns will serve as a guide to the management in making changes in

the plans for the future implementation of projects. Filling all the gaps or lapses in the previous implementation is important in planning because these data are working grounds for the planning team to further improve the future projects of the organization.

Based on the result of this study, many challenges were encountered, such as lack of training, limited involvement of teachers in conducting research, lack of skill in using computers to make reports, financial shortage, lack of budget, and minimal funds which were important factors to have a successful implementation of SBM.

Innovating all the actions that have been applied during the previous implementation of SBM. Reaping the harvest after all the efforts that you have invested has a big impact on the development of the school-based management implementation. Innovating the strategies and leadership styles during the process of implementation of SBM resulted to having unity and cooperation among the participants, systematic execution of work, dedication and commitment of personnel to do their task, and proper encouragement of the heads to the subordinates. These innovations of the participants are the key to the successful planning of the future implementation of the SBM. Moreover, these innovations may also serve as their guide to have better output in every program that they want to implement in their school.

Insights from the previous experiences in the implementation of SBM may use in crafting a future plan for the implementation of SBM. "Experience is the best teacher" is a quote that has been proven and tested by many. Based on the result of this study, future implementers of SBM must be diligent. Implementers must achieve target objectives. A similar insight is that participants of the SBM must be supportive in all activity/s and plans of the school and must always think positive ways in any circumstances. In addition to these insights are accepting ideas and opinions from others, preparing and proper consolidation of reports on time, communicating and motivating each other, and engaging the stakeholders. These insights will help in developing future plans for the successful implementation of SBM. Moreover, in improving management styles in the implementation of School-Based Management, participants of this study suggested continuous collaboration with the school, involvement in the programs, sustaining the achievement, strong linkages, bridging the gaps, achievement of the goals and targeted, and early delegations of work should be maintained during the implementation of SBM.

CONCLUSIONS

To attain an advanced level in SBM implementation, the schools first and foremost have pieces of evidence that they provide good quality of instruction which can be determined by an increasing number of enrollees, with complete and competent teaching and non-teaching personnel, excellent curricular and co-curricular programs, activities and services for the students,

good condition and functional schools' infrastructure, facilities and equipment, and strong community linkages. These school environments could contribute a lot to the development of learners, teachers, and school management performances.

The emerged themes from this study based on the experiences of the school heads and other stakeholders to attain the advanced level in the implementation of school-based management are considered the best practices in planning and starting the school-based management, which includes leadership empowerment through planning as a team, maintaining open communication, and working collaboratively. When planning is taken into place, systems and organizations are developed, and strategies for sustaining programs through monitoring, evaluating, and financing resources are realized. During the implementation stage of the SBM, the weaknesses of the schools can be revealed, such as inadequacy of training and equipping among teachers, difficulty in writing and producing research, lack of commitment and involvement among teachers and parents, and insufficient funds to maintain programs and projects. However, because of these difficulties, school leaders can become innovative and transformed by inspiring and motivating people, finding sources of funds, and improving the school's environment until such time that they all reach their final goal and celebrate their fruit of labor by achieving excellence where their systems and policies are in place, turning their weaknesses into strengths and producing experts, and it is very important to note that working on the implementation of SBM, the value systems of the whole organization is re-affirmed.

Using the above-mentioned best practices from the experiences of the participants in implementation of SBM, the advanced level in the implementation of school-based management could be attained, maintained, and can enable them to level up to higher heights.

As a result of this study, the 5I Model was developed that can be used to enhance existing practices, sustain the advanced level in SBM, and serves as a guide for different schools to improve their implementation of SBM until such time that they too can attain advanced level. This model can serve as a reference for concerned agencies, offices, and groups who work together towards the attainment of goals and sustainability of the implementation of SBM, which will greatly benefit the learners, and the community as a whole.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations were drawn:

1. The schools may provide good quality of education through their academic programs and services, training and equipping of teachers, research productivity, provision of functional facilities and equipment for learning, additional funding, and community linkages to attain and maintain the advanced level in SBM.
2. Information and dissemination of the experiences

and best practices in the implementation of the SBM can be designed through lectures, small group conversations, benchmarking, and brainstorming of strategies to help other schools work towards the attainment of advanced levels in SBM.

3. The school leaders may use the developed 5I's Model to ensure that SBM is implemented effectively and successfully. It may also help them improve their instructional and transformative leadership skills, specifically in equipping and motivating teachers and other community stakeholders to do their best and be more involved and engaged in the planning and implementation of SBM.

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