

School Heads' Management Practices as Correlates of School-Based Management (SBM) Ratings of Schools in Calamba City

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ABSTRACT: This study examined the management practices of school heads and their relationship with the questionnaire-based assessment of School-Based Management (SBM) implementation in 19 selected elementary schools in the Schools Division of Calamba City. It described the respondents according to sex, age, and years in service; assessed management practices in instructional management, resource management, personnel management, and governance and stakeholder engagement; and evaluated SBM in leadership and governance, curriculum and learning, transparency and monitoring, and resource mobilization. A quantitative descriptive-comparative-correlational design was employed using census sampling of all 73 eligible Master Teachers. Data were gathered through a validated and pilot-tested researcher-modified questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, one-way analysis of variance at $\alpha = .05$, and Pearson's product-moment correlation. Most respondents were female (67.1%), aged 56–60 years (37.0%), and had 31–35 years of service (23.3%). The management practices of school heads were rated Strongly Agree and interpreted as Highly Practiced ($M = 3.87$, $SD = 0.14$), while the questionnaire-based SBM assessment was rated Strongly Agree and interpreted as Very High ($M = 3.79$, $SD = 0.16$). One-way ANOVA found no significant differences by sex for either management practices or SBM assessment. Management-practice differences by age were significant for Instructional Management, Governance and Stakeholder Engagement, and Overall Management Practices (all $p \leq .034$), while no management-practice outcome differed significantly by years in service. SBM-assessment differences by age and years in service were significant for Leadership and Governance, Curriculum and Learning, Transparency and Monitoring, and Overall SBM Assessment (age: all $p \leq .038$; years in service: all $p \leq .005$). Resource Mobilization did not differ significantly across age or years-in-service groups. Because several demographic groups were small and unequal, these omnibus results were interpreted cautiously. All correlations between management-practice and SBM-assessment variables were positive and statistically significant at $\alpha = .05$. Overall Management Practices had a very strong positive relationship with Overall SBM Assessment ($r = .826$, $p < .001$), indicating association rather than causation. Based on the findings, a developmental plan was proposed to strengthen documented financial procedures, personnel-support systems, stakeholder engagement, instructional monitoring, resource management, and continuing SBM assessment.

KEYWORDS: Elementary schools, Management practices, Master Teachers, School-Based Management, School heads

I. INTRODUCTION

Education serves as the cornerstone for all forms of development and plays a crucial role in driving progress. The United Nations Millennium Summit recognized this significance by incorporating two of its eight key goals directly related to education provision: (Goal 2) Ensuring universal access to a complete primary education for all children, irrespective of gender, and (Goal 3) Eradicating gender disparities in education at all levels, from primary to secondary and beyond. The summit's final declaration underscored this idea by asserting that education is synonymous with development. It empowers individuals by offering them choices and opportunities, alleviates the intertwined challenges of poverty and disease, and amplifies their voices within society. The year 2020 carried particular significance, serving as a pivotal moment to gauge the global community's commitment to fulfilling its promises in the fight against global poverty (Global Campaign for Education 2020).

In accordance with Republic Act 9155, the Department of Education Division of Calamba City issued Division Memorandum No. 25 in 2006, which mandated the implementation of SBM and provided general guidance for its implementation starting in the academic year 2006-2007 and onward in Calamba City. According to the Department of Education of Calamba City SBM

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Stakeholders Guidebook from 2008, all elementary and secondary schools within the Calamba City division were expected to commence the implementation of the SBM framework.

SBM was introduced as a comprehensive framework that integrated school-level project inputs and built the capacity of schools for education planning and program implementation. Schools participating in SBM were required to collaborate with parents and the community to design a five-year School Improvement Plan (SIP) using data such as student achievement and assessments of students' learning needs. This process was led by the school principal or head teacher.

In the current year, 100 percent of the schools in the Division of Calamba City are actively implementing School-Based Management.

While SBM offers several benefits, it also presents challenges. Some of these challenges include a lack of parental and teacher involvement in school management and limited skills among stakeholders when it comes to operating SBM effectively. However, in SBM, the active involvement of principals, teachers, and parents can yield positive outcomes for schools. It can enhance the efficiency of educational systems, promote concepts such as increased school autonomy, accountability, democratization, legitimacy, flexibility, and responsiveness, redistribute decision-making power, and encourage participatory planning, as highlighted by Patrinos and Kagia in 2021.

Research Question

The endeavor of this study was to assess the school head's management practices and its relationship to the School-Based Management (SBM) ratings of Elementary Schools in Calamba City. Specifically, the researcher sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Sex;
 - 1.2. Age; and
 - 1.3. Years in Service?
2. What is the level of management practices of the school heads in terms of:
 - 2.1 Instruction Management;
 - 2.2 Resource Management;
 - 2.3 Personnel Management; and
 - 2.4 Governance and Stakeholder Engagement?
3. What is the SBM Ratings for school year 2024-2025 of the school in terms of:
 - 3.1. Leadership and Governance;
 - 3.2. Curriculum and Learning;
 - 3.3. Transparency and Monitoring; and
 - 3.4. Resource Mobilization?
4. Is there a significant difference in the level of management practices of the school heads when respondents are grouped according to profile?
5. Is there a significant difference in the assessment of the school-based management of the school heads when respondents are grouped according to profile?
6. Is there a significant relationship between the level of management practices of the school heads and assessment of the school-based management of the respondents in selected elementary schools?
7. What developmental plan can be proposed by the researcher based on the findings of the study to enhance the SBM practices of school heads in Calamba City?

II. SCOPE AND LIMITATION OF THE STUDY

This study assessed the School-Based Management (SBM) practices and so as the management practices of the school head. The researcher utilized elementary schools as its locale since this is the model school in the Division of Calamba.

The school rating on SBM will be based on their degree of compliance on its principles as follows: Leadership, Curriculum and Learning, Accountability, and Resource Management.

The assessments of the involvement of the stakeholders on SBM implementation will be covered all the four principles of the ACCEs (A Child and Community – Centered Education System) principles namely: collective leadership and governance; community based learning; accountability for performance and results; and convergence to harness resources for education.

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The study also tried to determine the problems that the stakeholders encountered in complying with the programs and goals of School-Based Management (SBM). The data contributes on the development of compendium of best practices that will showcase the best practices of the school head in terms of management and SBM.

The study limits the subject of the study to teachers - since they represent the one of the school's primary stakeholders. The assessment will be designed to establish bases on creating a compendium of best management practices of the school head for the enhancement of the involvement of stakeholders on the practices of SBM.

FRAMEWORK

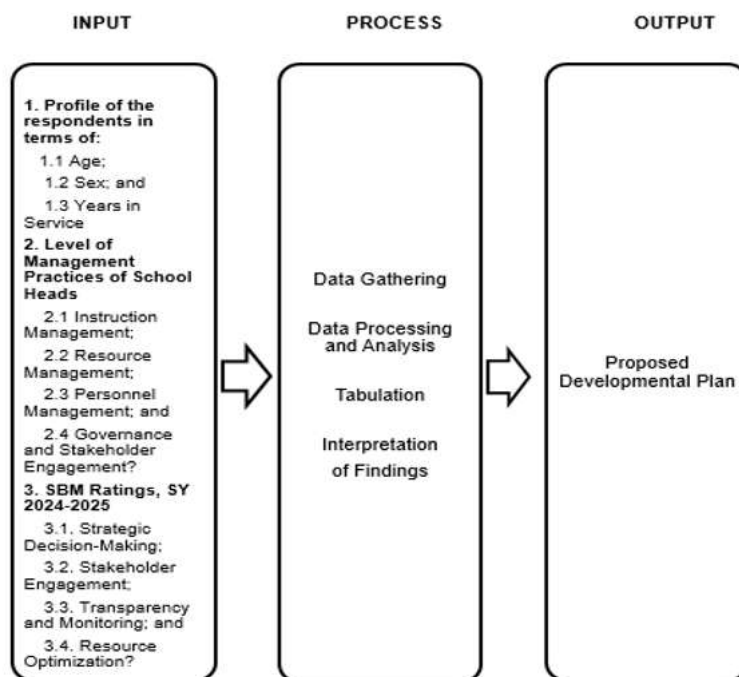


Figure 1 : Research Paradigm

The study focuses on assessing the management practices of school heads and their relationship with the School-Based Management (SBM) ratings of selected elementary schools in Calamba City. The Input-Process-Output (IPO) Model serves as the conceptual framework of the study.

The input consists of three major components. The first is the profile of the respondents in terms of sex, age, and years in service. The second is the level of management practices of school heads, particularly in Instruction Management, Resource Management, Personnel Management, and Governance and Stakeholder Engagement. The third is the SBM ratings for School Year 2024–2025, covering Leadership and Governance, Curriculum and Learning, Transparency and Monitoring, and Resource Mobilization.

The process involves the systematic collection, organization, processing, and analysis of the data. A researcher-made instrument will be used to assess the management practices of school heads, while the official SBM ratings for School Year 2024–2025 will be considered in assessing the school-based management indicators. Appropriate statistical treatments will be employed to determine the profile of the respondents, the level of management practices, and the SBM ratings. Tests of significant difference will also be conducted to determine whether management practices and SBM assessments vary when respondents are grouped according to their profile. Furthermore, a test of significant relationship will be performed to determine whether a significant relationship exists between the management practices of school heads and the SBM ratings.

The output of the study will be a proposed developmental plan based on the results and identified areas for improvement. The plan will provide appropriate strategies and activities intended to enhance the management practices and SBM practices of school heads in selected elementary schools in Calamba City.

Research Design

The study employed a quantitative, descriptive-comparative-correlational research design. The descriptive component summarized the respondents' profile and their assessments of school heads' management practices and School-Based Management (SBM). The comparative component examined whether mean assessments differed across sex, age, and years-in-

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service groups. The correlational component examined the direction and strength of the association between management-practice and SBM assessment variables. This design was appropriate because the research questions required numerical description, group comparison, and estimation of relationships without manipulating the study conditions. Consistent with the nonexperimental design, the results are interpreted as differences and associations and do not establish that one variable caused another.

Throughout the methodology and subsequent chapters, the term "SBM assessment" refers to the Master Teachers' questionnaire-based assessment of SBM implementation in the participating schools. It does not represent an official DepEd SBM accreditation or maturity rating. Burns and Grove (2022) describe quantitative research as a systematic approach for describing variables and examining differences and relationships through numerical data, which supports the design adopted in this study.

Research Instrument

The study employed a quantitative, descriptive-comparative-correlational research design. The descriptive component summarized the respondents' profile and their assessments of school heads' management practices and School-Based Management (SBM). The comparative component examined whether mean assessments differed across sex, age, and years-in-service groups. The correlational component examined the direction and strength of the association between management-practice and SBM assessment variables. This design was appropriate because the research questions required numerical description, group comparison, and estimation of relationships without manipulating the study conditions. Consistent with the nonexperimental design, the results are interpreted as differences and associations and do not establish that one variable caused another.

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Data Gathering

Before data collection, the researcher secured authorization from the Schools Division Office of Calamba City and permission from the principals of the 19 participating schools. Eligible Master Teachers then received an explanation of the study's purpose, procedures, voluntary nature, confidentiality safeguards, and expected completion requirements. Written informed consent was obtained before the questionnaires were distributed. Standardized instructions were provided, and respondents completed the instrument without the presence or direction of school heads whose practices were being assessed.

Completed questionnaires were retrieved on the agreed schedule and checked for completeness without attaching names or other direct identifiers. Responses were coded using the approved category codes, encoded in the study database, and screened for missing or invalid values. The final analytic file contained 73 valid cases. Descriptive and inferential analyses were then performed according to the research questions, and results were presented only in aggregate form.

Statistical Treatment

Frequency counts and percentages described the respondents by sex, age, and years in service. Weighted means summarized each indicator and composite dimension, while standard deviations described the variability of respondent-level composite scores. Response frequencies were also examined for the SBM descriptive tables so that concentrated or heterogeneous response patterns would not be hidden by the mean alone.

One-way analysis of variance (ANOVA) was used consistently to compare management-practice and SBM-assessment means across sex (two groups), age (six groups), and years in service (eight groups). For sex, the two-group one-way ANOVA provides the same significance decision as the corresponding independent-samples *t* test because $F = t^2$, while retaining one inferential framework across profile variables. Tests were two-tailed at $\alpha = .05$, and η^2 was reported as an effect-size estimate. Because several demographic cells were small and unequal and multiple outcomes were tested at the unadjusted .05 level, significant omnibus results were interpreted cautiously and were not treated as evidence of specific pairwise differences without post hoc testing.

Pearson's product-moment correlation was used to estimate the direction and magnitude of the linear relationship between each management-practice variable and each SBM-assessment variable. Statistical decisions used a two-tailed $\alpha = .05$. Absolute *r* values from .00 to .19 were described as Very Weak, .20 to .39 as Weak, .40 to .59 as Moderate, .60 to .79 as Strong, and .80 to 1.00 as Very Strong. Correlation coefficients and squared correlations were interpreted as measures of association and shared variation, not as evidence that management practices caused SBM results.

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III. RESULTS

This chapter presents, analyzes, and interprets the results obtained from 73 valid respondents. The presentation follows the sequence of the research questions and the table numbering of the original chapter. Frequencies, percentages, weighted means, and standard deviations summarize the data. One-way analysis of variance (ANOVA) examines differences across respondent groups, while Pearson product-moment correlation examines relationships between management-practice and School-Based Management (SBM) assessment variables. Inferential decisions use a two-tailed alpha level of .05.

1. What is the profile of the respondents in terms of sex, age, and years in service?

Table 1.1.

Profile of the respondents in terms of Sex

Category	<i>n</i>	%
Male	24	32.9
Female	49	67.1
Total	73	100.0

As shown in Table 1.1, of the 73 respondents, 49 (67.1%) were female and 24 (32.9%) were male. Thus, female respondents outnumbered male respondents by approximately two to one.

The frequency distribution shows that the descriptive and aggregate results reflect a respondent group in which female perspectives had greater numerical representation. The distribution is important to the study because the unequal group sizes affect the precision of the sex-based comparisons in Tables 4.1 and 5.1 and require the full-sample means to be interpreted as estimates from this particular respondent composition, not as a sex-balanced population estimate.

Gilbert (2020) emphasizes that school evaluation should incorporate the perspectives of relevant participants rather than allow one group of voices to dominate the assessment process. Blimpo and Evans (2021) likewise caution that stakeholder perceptions may not correspond directly with objective school performance. These points support reporting the sex composition transparently and treating the respondents' ratings as perception-based evidence rather than as proof of institutional performance or sex-related differences.

Table 1.2

Profile of Respondents by Age

Category	<i>n</i>	%
56-60 years	27	37.0
51-55 years	12	16.4
46-50 years	3	4.1
41-45 years	21	28.8
36-40 years	4	5.5
31-35 years	6	8.2
Total	73	100.0

As shown in Table 1.2, the largest group was 56-60 years old, with 27 respondents (37.0%), followed by 41-45 years old, with 21 (28.8%). In total, 63 respondents (86.3%) were 41-60 years old. The 36-40-year group included 4 respondents (5.5%), while the 46-50-year group was the smallest, with 3 respondents (4.1%).

The frequencies indicate that the study primarily captured the assessments of respondents in the older age categories. This concentration is relevant because the management and SBM means principally describe the views of a mature respondent cohort, while the smaller age groups contribute less information to the aggregate estimates. The pronounced imbalance also affects the age-based ANOVA in Tables 4.2 and 5.2: means derived from three or four respondents can shift substantially with a single rating, whereas the estimates for the larger groups are comparatively more stable. Age should therefore be treated as a grouping characteristic that contextualizes possible differences, not as a direct measure of competence, authority, or professional experience.

The reviewed literature locates effective school management primarily in leadership practice, organizational capacity, and stakeholder participation rather than in age alone. Waheed, Hussin, and Daud (2021) identify leadership as influential in teacher motivation, job satisfaction, and the school environment, while Ibrahim (2020) stresses the importance of efficient organizational procedures. These bases support examining age-group differences while avoiding the unsupported conclusion that age itself determines management effectiveness.

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Table 1.3
Profile of Respondents by Years in Service

Category	n	%
36-40 years	4	5.5
31-35 years	17	23.3
26-30 years	12	16.4
21-25 years	13	17.8
16-20 years	12	16.4
11-15 years	3	4.1
6-10 years	10	13.7
0-5 years	2	2.7
Total	73	100.0

As shown in Table 1.3, the largest years-in-service group was 31-35 years, with 17 respondents (23.3%), followed by 21-25 years, with 13 respondents (17.8%). Fifty-eight respondents (79.5%) had served for at least 16 years, and 46 (63.0%) had served for at least 21 years. By comparison, only 15 respondents (20.5%) had 15 or fewer years of service; the 0-5-year group contained only 2 respondents (2.7%).

The distribution shows that the findings were generated largely from long-serving personnel who were likely to have had sustained exposure to school management and SBM processes. This gives the study a substantial base of institutionally experienced respondents, but it also means that early-career perspectives were less represented. The eight categories were markedly unequal, so the tenure-based ANOVA in Tables 4.3 and 5.3 should not be read as a smooth progression from fewer to more years of service. The two- and three-person categories are especially sensitive to individual responses, which limits the stability of comparisons involving those groups.

Onyali and Akinfolarin (2021) explain that continuing staff development updates educators on changes in education, strengthens classroom management, and improves teaching skills and motivation. Gomes and Panchoo (2021) similarly describe training as an investment in the school's human capital. These studies suggest that long service may provide accumulated exposure, but competence should not be inferred from tenure alone because continuing professional development remains necessary throughout an educator's career.

2. What is the level of management practices of the school heads in terms of instructional management, resource management, personnel management, and governance and stakeholder engagement?

The response category and the level-of-practice descriptor are reported separately. Means from 3.51 to 4.00 are Strongly Agree and Highly Practiced; 2.51 to 3.50 are Agree and Practiced; 1.51 to 2.50 are Disagree and Partially Practiced; and 1.00 to 1.50 are Strongly Disagree and Not at All Practiced.

As shown in Table 2.1, the overall mean for instructional management was 3.90, interpreted as Highly Practiced. The highest-rated indicator was "The school head ensures that Learning Action Cell (LAC) sessions are conducted and documented." (M = 4.00). The lowest-rated indicator was "The school head monitors progress on instructional improvement targets using agreed indicators (e.g., mastery level, reading level)." (M = 3.82).

Table 2.1
Level of Management Practices of the School Heads in Terms of Instructional Management

Indicator	Weighted Mean	Response Category	Level of Practice
1. The school head conducts classroom observations and provides documented feedback to teachers.	3.88	Strongly Agree	Highly Practiced
2. The school head checks that the implemented curriculum follows DepEd curriculum standards and required learning competencies.	3.85	Strongly Agree	Highly Practiced
3. The school head organizes teacher professional development activities based on identified instructional needs.	3.90	Strongly Agree	Highly Practiced
4. The school head uses learner assessment results to identify instructional gaps and plan improvement actions.	3.90	Strongly Agree	Highly Practiced
5. The school head reviews instructional plans (e.g., lesson plans or weekly learning plans) using a defined review process.	3.85	Strongly Agree	Highly Practiced
6. The school head provides coaching or mentoring support to teachers based on observation results.	3.90	Strongly Agree	Highly Practiced
7. The school head ensures that Learning Action Cell (LAC) sessions are conducted and documented.	4.00	Strongly Agree	Highly Practiced
8. The school head monitors implementation of learner remediation or intervention activities based on learning outcomes.	3.97	Strongly Agree	Highly Practiced
9. The school head monitors progress on instructional improvement targets using agreed indicators (e.g., mastery level, reading level).	3.82	Strongly Agree	Highly Practiced
10. The school head ensures that teaching and learning resources are used to support identified learning priorities (e.g., literacy, numeracy).	3.95	Strongly Agree	Highly Practiced
Overall	3.90	Strongly Agree	Highly Practiced

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The pattern indicates that structured professional collaboration was the most consistently perceived instructional practice, as the conduct and documentation of Learning Action Cell sessions received the highest possible mean. The lower rating for monitoring agreed instructional-improvement targets suggests that collaborative activity was more firmly established than the systematic use of evidence to verify whether those activities improved mastery, reading, or other learner outcomes. The .18 difference between the highest and lowest indicators is modest, but it identifies data-based follow-through as the most defensible enhancement priority within an otherwise highly rated dimension.

Gerona (2020) identifies the use of effective teaching practices, communication of assessment results, and the use of assessment data for decisions as central indicators of SBM success. Sharratt (2023) further argues that teacher collaboration around clearly defined and collectively accepted goals can produce sustained improvement in student outcomes. The present pattern is consistent with strong collaborative structures, while the lower monitoring indicator shows the need to connect those structures more explicitly to evidence of instructional progress.

As shown in Table 2.2, the overall mean for resource management was 3.87, interpreted as Highly Practiced. The highest-rated indicator was "The school head prepares and allocates the school budget aligned with approved priority needs and plans (e.g., SIP/AIP)." ($M = 3.97$). The lowest-rated indicators were "The school head implements a defined ICT use plan for instruction and for school operations (e.g., reporting, communication)." and "The school head implements or monitors a preventive maintenance plan for facilities and equipment." ($M = 3.79$).

Table 2.2
Level of Management Practices of the School Heads in Terms of Resource Management

Indicator	Weighted Mean	Response Category	Level of Practice
1. The school head prepares and allocates the school budget aligned with approved priority needs and plans (e.g., SIP/AIP).	3.97	Strongly Agree	Highly Practiced
2. The school head implements a schedule or system for the use of school facilities to support instruction and school operations.	3.88	Strongly Agree	Highly Practiced
3. The school head ensures learning materials are inventoried and distributed so learners and teachers can access required materials.	3.90	Strongly Agree	Highly Practiced
4. The school head implements a defined ICT use plan for instruction and for school operations (e.g., reporting, communication).	3.79	Strongly Agree	Highly Practiced
5. The school head ensures that procurement requests and purchases follow documented procedures and are recorded.	3.95	Strongly Agree	Highly Practiced
6. The school head ensures that an updated inventory of learning resources and equipment is maintained.	3.88	Strongly Agree	Highly Practiced
7. The school head implements or monitors a preventive maintenance plan for facilities and equipment.	3.79	Strongly Agree	Highly Practiced
8. The school head shares summarized information on resource use with appropriate stakeholders using official reporting channels.	3.85	Strongly Agree	Highly Practiced
9. The school head ensures availability of basic ICT support for school devices (e.g., assigned focal person, reporting mechanism for issues).	3.82	Strongly Agree	Highly Practiced
10. The school head ensures resources are available for school safety and preparedness activities (e.g., drills, basic emergency supplies) based on plans.	3.90	Strongly Agree	Highly Practiced
Overall	3.87	Strongly Agree	Highly Practiced

Respondents rated budget preparation and alignment with approved priorities more strongly than planned ICT use and preventive maintenance. This pattern distinguishes resource allocation from resource sustainability: schools may be consistently planning and assigning funds while showing comparatively less consistency in maintaining technology, facilities, and equipment. The two lowest indicators remained Highly Practiced, so they should not be characterized as deficient; however, their repeated position at the bottom of the dimension suggests that operational monitoring should extend beyond procurement to asset use and maintenance.

Ibrahim (2020) explains that effective school management requires organizational procedures capable of delivering quality educational services. In the local context, Gerona (2020) identifies compliance with accounting and auditing rules, systematic responses to performance needs, and competency development as essential aspects of resource management. These bases support interpreting the high mean as evidence of established systems while retaining ICT planning and preventive maintenance as necessary operational safeguards.

As shown in Table 2.3, the overall mean for personnel management was 3.84, interpreted as Highly Practiced. The highest-rated indicators were "The school head conducts regular faculty or team meetings with documented agreements and action points." and "The school head involves designated staff in decisions through committees or assigned roles with documented responsibilities." ($M = 3.95$). The lowest-rated indicator was "The school head applies a documented process to address staff conflicts or workplace issues (e.g., mediation steps, referral)." ($M = 3.62$).

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Table 2.3
Level of Management Practices of the School Heads in Terms of Personnel Management

Indicator	Weighted Mean	Response Category	Level of Practice
1. The school head assigns teaching and non-teaching personnel to roles based on school needs and documented qualifications.	3.85	Strongly Agree	Highly Practiced
2. The school head conducts teacher performance evaluations using DepEd-required tools and provides documented feedback.	3.88	Strongly Agree	Highly Practiced
3. The school head conducts regular faculty or team meetings with documented agreements and action points.	3.95	Strongly Agree	Highly Practiced
4. The school head provides a documented process for receiving, addressing, or referring staff concerns.	3.75	Strongly Agree	Highly Practiced
5. The school head conducts individual coaching or consultation sessions with staff when needed, with agreed next steps.	3.88	Strongly Agree	Highly Practiced
6. The school head provides written task instructions, timelines, and expected outputs for assigned tasks.	3.82	Strongly Agree	Highly Practiced
7. The school head involves designated staff in decisions through committees or assigned roles with documented responsibilities.	3.95	Strongly Agree	Highly Practiced
8. The school head supports staff professional development plans (e.g., training nominations, mentoring assignments) based on identified needs.	3.88	Strongly Agree	Highly Practiced
9. The school head applies a documented process to address staff conflicts or workplace issues (e.g., mediation steps, referral).	3.62	Strongly Agree	Highly Practiced
10. The school head implements a system for recognizing performance and addressing repeated non-compliance with documented actions	3.88	Strongly Agree	Highly Practiced
Overall	3.84	Strongly Agree	Highly Practiced

The highest ratings for documented faculty meetings and staff participation indicate strength in routine communication and shared decision-making. In contrast, the lower mean for documented conflict and grievance procedures points to a more specific institutional risk. Informal cooperation may function well during ordinary operations, but difficult personnel cases require clear referral pathways, confidentiality safeguards, timelines, and closure records. The .33 spread between the highest and lowest indicators was the widest among the four management dimensions, making formal conflict resolution the clearest personnel-management priority.

Onyali and Akinfolarin (2021) associate staff development with stronger teaching skills, classroom management, motivation, and school performance, while Gomes and Panchoo (2021) describe training as a means of developing institutional human capital. Waheed, Hussin, and Daud (2021) also link leadership with teacher motivation, job satisfaction, and the educational climate. Together, these studies support the strong personnel ratings and reinforce the need for formal mechanisms to protect staff relationships when conflicts arise.

As shown in Table 2.4, the overall mean for governance and stakeholder engagement was 3.85, interpreted as Highly Practiced. The highest-rated indicator was "The school head ensures required governance documents are updated and accessible (e.g., SIP/AIP, committee composition, meeting minutes)." (M = 3.97). The lowest-rated indicator was "The school head conducts periodic stakeholder meetings to review school performance and agreed improvement actions." (M = 3.75).

Table 2.4
Level of Management Practices of the School Heads in Terms of Governance and Stakeholder Engagement

Indicator	Weighted Mean	Response Category	Level of Practice
1. The school head convenes SBM-related committees with documented meetings, decisions, and outputs.	3.85	Strongly Agree	Highly Practiced
2. The school head engages parents and community representatives in SIP/AIP planning through documented consultations or meetings.	3.85	Strongly Agree	Highly Practiced
3. The school head communicates school policies and updates through official channels (e.g., memos, assemblies, online platforms) with documented dissemination.	3.90	Strongly Agree	Highly Practiced
4. The school head establishes partnerships with external stakeholders supported by documentation (e.g., MOA, commitment letters, donated resources).	3.88	Strongly Agree	Highly Practiced
5. The school head conducts periodic stakeholder meetings to review school performance and agreed improvement actions.	3.75	Strongly Agree	Highly Practiced
6. The school provides accessible information on key school plans and performance results to stakeholders (e.g., posted summaries, reports)	3.88	Strongly Agree	Highly Practiced
7. The school head maintains a mechanism for receiving stakeholder feedback or complaints and documents actions taken.	3.77	Strongly Agree	Highly Practiced
8. The school head assigns stakeholder roles in school activities (e.g., Brigada Eskwela, learning programs) with documented responsibilities.	3.85	Strongly Agree	Highly Practiced
9. The school head implements a stakeholder communication plan that specifies audiences, channels, schedule, and responsible person	3.79	Strongly Agree	Highly Practiced
10. The school head ensures required governance documents are updated and accessible (e.g., SIP/AIP, committee composition, meeting minutes).	3.97	Strongly Agree	Highly Practiced
Overall	3.85	Strongly Agree	Highly Practiced

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The highest rating for updated and accessible governance documents suggests that formal compliance and record availability were well established. The lower ratings for periodic stakeholder review meetings and documented feedback mechanisms indicate that maintaining records may have been more consistent than using participatory processes to evaluate performance and close stakeholder concerns. Across the four dimensions, the combined management-practice mean was 3.87. The results therefore support a judgment of consistently high practice while identifying participatory review and feedback as areas in which documentary compliance should be translated into regular, traceable engagement.

Sexana (2020) argues that stakeholder participation improves communication and brings community knowledge and experience into school reform. Mncube (2020) links parental participation with transparency, public accountability, and the democratization of education, while Gilbert (2020) stresses the need for effective communication channels with parents and communities. These sources support the favorable governance ratings and show why regular review meetings, feedback logs, and documented action on concerns remain substantively important.

As shown in Table 2.5, the highest area mean was Instructional Management ($M = 3.90$), followed by Resource Management ($M = 3.87$), Governance and Stakeholder Engagement ($M = 3.85$), and Personnel Management ($M = 3.84$). The combined management-practice mean was $M = 3.87$. All four areas and the combined measure were categorized as Strongly Agree and Highly Practiced.

Table 2.5
Summary of the Level of Management Practices of the School Heads

Management-Practice Area	Weighted Mean	Response Category	Level of Practice
Instructional Management	3.90	Strongly Agree	Highly Practiced
Resource Management	3.87	Strongly Agree	Highly Practiced
Personnel Management	3.84	Strongly Agree	Highly Practiced
Governance and Stakeholder Engagement	3.85	Strongly Agree	Highly Practiced
Overall Management Practices	3.87	Strongly Agree	Highly Practiced

The spread between the highest and lowest area means indicates that respondents perceived the four management functions as consistently practiced rather than sharply uneven. Instructional Management held a small relative advantage, but the close clustering does not support describing any area as weak. The concentration of means near the upper end of the scale also warrants caution because restricted response variation can reduce the ability of descriptive averages to distinguish among already favorable practices.

Ibrahim (2020) explains that effective school management depends on organizational procedures that coordinate educational services, while Waheed, Hussin, and Daud (2021) connect leadership with teacher motivation, job satisfaction, and the school environment. Gerona (2020) further treats instructional practice, resource accountability, professional development, assessment use, and school-community partnership as interdependent indicators of SBM success. These bases support interpreting the closely grouped means as a multidimensional management pattern and justify maintaining all four areas while targeting the specific process gaps identified in the item-level tables.

3. What is the respondents' assessment of School-Based Management for School Year 2024-2025 in terms of leadership and governance, curriculum and learning, transparency and monitoring, and resource mobilization?

The values in this section are weighted-mean responses to the study questionnaire. Means from 3.51 to 4.00 are Strongly Agree with a Very High level of implementation; 2.51 to 3.50 are Agree with a High level; 1.51 to 2.50 are Disagree with a Low level; and 1.00 to 1.50 are Strongly Disagree with a Very Low level. These adjectival equivalents describe the implementation perceived by respondents and are not official DepEd SBM maturity ratings based on documentary assessment records.

As shown in Table 3.1, the mean for leadership and governance was 3.85, categorized as Strongly Agree with a Very High level of implementation. Across 730 item responses, 622 (85.2%) were Strongly Agree, 108 (14.8%) were Agree, 0 (0.0%) were Disagree, and 0 (0.0%) were Strongly Disagree. The highest-rated indicator was "The SIP and AIP are developed or updated with stakeholder participation and are available for reference." ($M = 3.95$). The lowest-rated indicator was "The roles and responsibilities of SBM committee members are documented and disseminated to members." ($M = 3.75$).

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Table 3.1
Respondents' Assessment of School-Based Management in Terms of Leadership and Governance

Indicator	Weighted Mean	Response Category	Adjectival Equivalent
1. The school uses defined decision-making bodies (e.g., SGC/committees) with documented membership, roles, and meeting minutes.	3.85	Strongly Agree	Very High
2. The school discloses key school decisions, plans, and resource use to stakeholders through documented reports/postings and meetings.	3.88	Strongly Agree	Very High
3. The roles and responsibilities of SBM committee members are documented and disseminated to members.	3.75	Strongly Agree	Very High
4. The school maintains required SBM documents and records consistent with DepEd SBM requirements (e.g., SIP/AIP, committee records, monitoring reports).	3.85	Strongly Agree	Very High
5. The SIP and AIP are developed or updated with stakeholder participation and are available for reference.	3.95	Strongly Agree	Very High
6. The school conducts scheduled governance reviews of SIP/AIP progress and documents action points, responsible persons, and timelines.	3.88	Strongly Agree	Very High
7. The school implements a stakeholder feedback/complaints mechanism and documents actions taken.	3.82	Strongly Agree	Very High
8. The school implements a stakeholder communication plan indicating audience, channel, frequency, and responsible person.	3.82	Strongly Agree	Very High
9. The school ensures representation of key stakeholder groups in governance activities, as shown in membership and attendance records.	3.88	Strongly Agree	Very High
10. The school maintains documented safety and emergency procedures and conducts scheduled drills with recorded results.	3.85	Strongly Agree	Very High
Overall	3.85	Strongly Agree	Very High

The response distribution indicates broad agreement rather than a mean produced by offsetting positive and negative ratings: 85.2% of the 730 item responses were Strongly Agree, 14.8% were Agree, and none were in a negative category. Participatory preparation and accessibility of the SIP and AIP emerged as the most consistently reported governance practice. Even the lowest item on documenting and disseminating committee roles received Strongly Agree from 55 of 73 respondents (75.3%), so it should be treated as a relative documentation priority, not evidence of weak governance. The .19 item spread nevertheless has practical meaning. Participation can be visible while role boundaries, delegated authority, and responsibility for outputs remain less explicit. Clear role records are important for tracing decisions, preventing duplication, and sustaining accountability when committee membership changes.

The Department of Education (2012), through DepEd Order No. 83, revised the SBM framework to emphasize the central role of learners and the participation of the wider community in basic education. Barrera-Osorio and Patrinos (2021) likewise identify parents and community leaders as essential sources of support for SBM. Sexana (2020) explains that stakeholder participation improves communication and integrates community knowledge into school improvement, while Mncube (2020) links such participation with transparency and public accountability. These bases support the favorable governance assessment and show why explicit committee roles are necessary for converting participation into accountable shared leadership.

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Table 3.2
Respondents' Assessment of School-Based Management in Terms of Curriculum and Learning

Indicator	Weighted Mean	Response Category	Adjectival Equivalent
1. The school implements programs or interventions addressing diverse learner needs (e.g., remediation, enrichment, inclusive education) with documented schedules and participants.	3.90	Strongly Agree	Very High
2. The school conducts instructional supervision and coaching activities to promote learner-centered strategies, with documented observation and coaching records.	3.90	Strongly Agree	Very High
3. The school uses assessment tools aligned to learning competencies and documents how results are used for instruction planning or learner interventions.	3.90	Strongly Agree	Very High
4. The school conducts periodic curriculum implementation reviews and documents improvement actions based on review results.	3.90	Strongly Agree	Very High
5. The school implements an instructional supervision plan stating schedule, focus areas, and persons responsible, with documentation of completion.	3.79	Strongly Agree	Very High
6. The school conducts Learning Action Cell (LAC) or grade-level collaborative planning sessions with documented agendas and outputs.	3.90	Strongly Agree	Very High
7. The school implements literacy and/or numeracy improvement activities and tracks learner progress using defined indicators (e.g., reading level, mastery level).	3.90	Strongly Agree	Very High
8. The school supports differentiated instruction through documented learner profiles, intervention plans, or accommodation plans for identified learners.	3.88	Strongly Agree	Very High
9. The school uses learning resources aligned to DepEd competencies, supported by inventory/distribution and utilization records.	3.85	Strongly Agree	Very High
10. The school monitors learner outcome indicators (e.g., attendance, completion, performance) and documents actions for learners at risk.	3.90	Strongly Agree	Very High
Overall	3.88	Strongly Agree	Very High

As shown in Table 3.2, the mean for curriculum and learning was 3.88, categorized as Strongly Agree with a Very High level of implementation. Across 730 item responses, 646 (88.5%) were Strongly Agree, 84 (11.5%) were Agree, 0 (0.0%) were Disagree, and 0 (0.0%) were Strongly Disagree. The highest-rated cluster comprised seven indicators concerning diverse-learner programs, instructional coaching, assessment alignment and use, curriculum review, collaborative planning, literacy or numeracy progress tracking, and learner-outcome monitoring ($M = 3.90$). The lowest-rated indicator was "The school implements an instructional supervision plan stating schedule, focus areas, and persons responsible, with documentation of completion." ($M = 3.79$).

The 646 Strongly Agree responses across 730 item responses (88.5%) and the absence of negative ratings indicate a highly consistent favorable perception of curriculum and learning processes. Seven indicators shared the highest mean, and each received Strongly Agree from 66 respondents (90.4%). This convergence suggests that learner interventions, coaching, assessment use, curriculum review, collaborative planning, progress tracking, and outcome monitoring were perceived as mutually reinforcing practices rather than isolated activities. The instructional-supervision plan ranked lowest, but 58 respondents (79.5%) still selected Strongly Agree. Its importance is therefore procedural: a written plan specifying schedules, focus areas, responsible persons, and evidence of completion links otherwise strong activities into a coherent supervision cycle and enables systematic follow-up against instructional priorities.

Gerona (2020) identifies effective teaching practices, communication of assessment results, and the use of assessment evidence for decisions as important indicators of SBM success. Sharratt (2023) argues that teacher collaboration around clearly defined and collectively accepted goals can sustain improvement in student outcomes, while Harris and Jones (2020) emphasize greater teacher autonomy and participation in school improvement. Cook (2020) further states that SBM depends on the cooperation of school-level stakeholders, particularly teachers. These bases align with the strong ratings for coaching, collaborative planning, learner interventions, and assessment use and support formalizing those practices through a supervision plan with defined schedules, responsibilities, and follow-up evidence.

As shown in Table 3.3, the mean for transparency and monitoring was 3.82, categorized as Strongly Agree with a Very High level of implementation. Across 730 item responses, 601 (82.3%) were Strongly Agree, 129 (17.7%) were Agree, 0 (0.0%) were Disagree, and 0 (0.0%) were Strongly Disagree. The highest-rated indicator was "The school updates improvement actions based on monitoring results and documents revisions to SIP/AIP or action plans." ($M = 3.90$). The lowest-rated indicator was "The school maintains an organized repository of SBM evidence (plans, reports, minutes, outputs) with an assigned custodian." ($M = 3.73$).

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Table 3.3
Respondents' Assessment of School-Based Management in Terms of Transparency and Monitoring

Indicator	Weighted Mean	Response Category	Adjectival Equivalent
1. The school sets performance targets in SIP/AIP and monitors progress using documented monitoring tools and reports.	3.88	Strongly Agree	Very High
2. The school shares summarized performance results with stakeholders through documented meetings or reports and records agreed improvement actions.	3.82	Strongly Agree	Very High
3. The school conducts periodic SBM self-assessment and documents findings, priority gaps, and corrective actions.	3.79	Strongly Agree	Very High
4. The school collects stakeholder feedback using defined tools (e.g., survey, meetings, suggestion system) and documents actions taken.	3.85	Strongly Agree	Very High
5. The school maintains an organized repository of SBM evidence (plans, reports, minutes, outputs) with an assigned custodian.	3.73	Strongly Agree	Very High
6. The school updates improvement actions based on monitoring results and documents revisions to SIP/AIP or action plans.	3.90	Strongly Agree	Very High
7. The school conducts periodic internal checks on compliance and quality of key processes, with documented results.	3.79	Strongly Agree	Very High
8. The school evaluates major programs or interventions annually using defined criteria and documents findings and recommendations.	3.79	Strongly Agree	Very High
9. The school communicates targets, progress, and results to internal stakeholders at defined intervals, with documentation.	3.82	Strongly Agree	Very High
10. The school assigns responsible persons and timelines for improvement actions and monitors completion status using a tracking tool.	3.85	Strongly Agree	Very High
Overall	3.82	Strongly Agree	Very High

The distribution remained uniformly positive, with 601 of 730 item responses (82.3%) in Strongly Agree and 129 (17.7%) in Agree. Updating improvement actions from monitoring results received the strongest assessment, indicating that respondents generally perceived monitoring evidence as being translated into revised plans. The organized repository of SBM evidence was the lowest item; 53 respondents (72.6%) selected Strongly Agree and 20 (27.4%) selected Agree. The absence of disagreement means the issue is relative rather than systemic, but its lower concentration of Strongly Agree responses identifies weaker consensus about evidence organization. This matters because monitoring claims are only auditable when plans, reports, minutes, outputs, responsible persons, and completion records can be retrieved consistently. Strengthening custodianship and indexing would therefore reinforce the credibility and continuity of the monitoring cycle.

Mncube (2020) treats transparency and public accountability as central outcomes of stakeholder participation, and Gilbert (2020) stresses the importance of communication channels in evaluation and continuous improvement. The Philippine Institute for Development Studies (2020) presents SBM as a mechanism for local accountability, while the SBM and Its Support System Primer (2006) requires regular monitoring and timely reporting of implementation and resource use. These sources support the strong assessment of monitoring-based plan revision and provide a clear basis for strengthening the organization and accessibility of documentary evidence needed to verify progress, preserve institutional memory, and hold assigned persons accountable.

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Table 3.4
Respondents' Assessment of School-Based Management in Terms of Resource Mobilization

Indicator	Weighted Mean	Response Category	Adjectival Equivalent
1. School funds are used for activities aligned with approved SIP/AIP priorities and supported by documented disbursement and utilization records.	3.90	Strongly Agree	Very High
2. The school obtains external resources (cash, in-kind, or services) with documentation (e.g., MOA, donation records) and records utilization.	3.88	Strongly Agree	Very High
3. The school prepares periodic resource utilization reports and shares them with stakeholders through documented channels.	3.85	Strongly Agree	Very High
4. The school follows documented procurement, liquidation, and financial recording procedures for expenditures.	1.34	Strongly Disagree	Very Low
5. The school maintains updated inventories of facilities, equipment, and learning resources, including condition status.	3.95	Strongly Agree	Very High
6. The school implements a facilities and equipment maintenance plan with schedules and documented completed actions.	3.82	Strongly Agree	Very High
7. Learning resources are distributed based on documented learner and teacher needs, with distribution lists and monitoring of shortages.	3.85	Strongly Agree	Very High
8. The school maintains a partner mapping and engagement plan used for resource mobilization activities.	3.73	Strongly Agree	Very High
9. The school tracks external resources from receipt to utilization, including outputs supported by the resources.	3.70	Strongly Agree	Very High
10. The school posts or disseminates summaries of approved budget allocations and major expenditures through an official transparency mechanism.	3.90	Strongly Agree	Very High
Overall	3.59	Strongly Agree	Very High

As shown in Table 3.4, the mean for resource mobilization was 3.59, categorized as Strongly Agree with a Very High level of implementation. Across 730 item responses, 560 (76.7%) were Strongly Agree, 106 (14.5%) were Agree, 0 (0.0%) were Disagree, and 64 (8.8%) were Strongly Disagree. The highest-rated indicator was "The school maintains updated inventories of facilities, equipment, and learning resources, including condition status." ($M = 3.95$). The lowest-rated indicator was "The school follows documented procurement, liquidation, and financial recording procedures for expenditures." ($M = 1.34$). For the lowest item, 64 respondents (87.7%) selected Strongly Disagree, 2 (2.7%) selected Agree, and 7 (9.6%) selected Strongly Agree.

The distribution reveals two sharply different patterns that the area mean alone cannot show. Across the nine nonfinancial-procedure indicators, 553 of 657 responses (84.2%) were Strongly Agree and 104 (15.8%) were Agree, with no negative responses. In contrast, 64 of 73 respondents (87.7%) selected Strongly Disagree for documented procurement, liquidation, and financial recording. The 2.60-point gap between this item and the highest indicator on updated inventories is substantive heterogeneity, not a minor rank difference. It means that favorable perceptions of inventories, fund alignment, reporting, maintenance, distribution, partnerships, and budget disclosure should not be used to infer the adequacy of transaction-level controls. The financial-procedure result requires prompt documentary verification, clarification of whether respondents had access to the relevant records, and process review because a perception survey cannot by itself establish statutory noncompliance.

The Philippine Institute for Development Studies (2020) characterizes SBM as a structure for local accountability and efficient resource administration. Gerona (2020) specifically identifies compliance with accounting and auditing rules as a core resource-management requirement. The SBM and Its Support System Primer (2006) further requires a regular monitoring process and timely statutory reports that demonstrate how government funds were allocated and used. These sources strongly support treating the financial-procedure result as a separate accountability priority: autonomy in using resources is inseparable from documented procurement, liquidation, recording, monitoring, and reporting.

Table 3.5
Summary of Respondents' Assessment of School-Based Management for School Year 2024-2025

SBM Area	Weighted Mean	Response Category	Adjectival Equivalent
Leadership and Governance	3.85	Strongly Agree	Very High
Curriculum and Learning	3.88	Strongly Agree	Very High
Transparency and Monitoring	3.82	Strongly Agree	Very High
Resource Mobilization	3.59	Strongly Agree	Very High
Overall SBM Assessment	3.79	Strongly Agree	Very High

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As shown in Table 3.5, the highest area mean was Curriculum and Learning ($M = 3.88$), followed by Leadership and Governance ($M = 3.85$), Transparency and Monitoring ($M = 3.82$), and Resource Mobilization ($M = 3.59$). The combined SBM assessment was $M = 3.79$. All four areas and the combined measure were categorized as Strongly Agree with a Very High level of implementation. Across all 2920 SOP 3 item responses, 2429 (83.2%) were Strongly Agree, 427 (14.6%) were Agree, and 64 (2.2%) were Strongly Disagree; all Strongly Disagree responses were concentrated in the single financial-procedure indicator in Table 3.4.

The summary establishes a broadly favorable perception of SBM, with Curriculum and Learning holding the strongest relative position. The .29 difference between the highest and lowest area means is larger than the spread among management-practice areas, showing greater unevenness within the SBM assessment. The response frequencies add an important qualification: 97.8% of all item responses were Agree or Strongly Agree, but the remaining 2.2% were not scattered across the instrument. They were concentrated in one financial-control item. This pattern indicates a localized and potentially serious accountability concern within an otherwise favorable response profile. It also shows why a combined mean should not substitute for item-level analysis. The pronounced upper-end concentration may reflect genuinely strong implementation, but it also limits discrimination among favorable practices and increases the importance of documentary evidence, respondent-role analysis, and follow-up inquiry before the ratings are treated as verified institutional performance.

Okitsu and Edwards (2021) describe SBM as the delegation of decision-making authority to schools to improve effectiveness, while the Department of Education (2012) frames the revised Philippine SBM approach around learners and wider community participation. Bautista (2020) found implementation across curriculum, resource management, assessment use, school-community partnership, and governance but emphasized that not every component was satisfied. Diloy (2022) likewise reported strong implementation with variation across stakeholder assessments. Barrera-Osorio et al. (2021) call for continuing data collection and objective evaluation of Philippine SBM, and Blimpo and Evans (2021) show that stakeholder perceptions may diverge from performance evidence. Together, these sources support interpreting the high summary mean as meaningful perception-based evidence while requiring item-level and documentary verification of the financial accountability gap.

4. Is there a significant difference in the level of management practices of the school heads when respondents are grouped according to sex, age, and years in service?

As shown in Table 4.1, none of the five sex-group comparisons was significant. The p values ranged from .091 to .570; for Overall Management Practices, $F(1, 71) = 2.315$, $p = .133$, $\eta^2 = .032$.

Table 4.1
Difference in Management Practices When Grouped According to Sex

Demographic Profile	Level of Management Practices of the School Heads	$F (df_1, df_2)$	p	η^2	Remarks	Decision on H_0
Sex	Instructional Management	0.326 (1, 71)	.570	.005	Not Significant	Fail to reject H_0
	Resource Management	1.823 (1, 71)	.181	.025	Not Significant	Fail to reject H_0
	Personnel Management	2.929 (1, 71)	.091	.040	Not Significant	Fail to reject H_0
	Governance and Stakeholder Engagement	1.088 (1, 71)	.301	.015	Not Significant	Fail to reject H_0
	Overall Management Practices	2.315 (1, 71)	.133	.032	Not Significant	Fail to reject H_0

Note. $N = 73$. One-way ANCOVA, two-tailed $\alpha = .05$.

The null hypothesis was not rejected for any management-practice outcome. The results provide insufficient evidence that male and female respondents differed systematically in their assessments, and the small effect estimates indicate that sex accounted for little of the observed variation in ratings. This finding is substantively important because the female majority in Table 1.1 did not translate into a statistically demonstrable sex difference. It should not, however, be interpreted as proof that the population means are identical, particularly because the two groups were unequal in size.

The reviewed literature explains management quality mainly through leadership practice, organizational procedures, staff development, and stakeholder participation. Waheed, Hussin, and Daud (2021) emphasize leadership effects on motivation and the school environment, while Ibrahim (2020) emphasizes organizational capacity and efficient procedures. The absence of a sex-based difference in the present data is consistent with a process-centered interpretation in which management assessments are more directly associated with how practices are organized and experienced than with respondent sex alone.

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Table 4.2
Difference in Management Practices When Grouped According to Age

Demographic Profile	Level of Management Practices of the School Heads	F (df ₁ , df ₂)	p	η^2	Remarks	Decision on H ₀
Age	Instructional Management	2.624 (5, 67)	.032	.164	Significant	Reject H ₀
	Resource Management	1.404 (5, 67)	.234	.095	Not Significant	Fail to reject H ₀
	Personnel Management	1.042 (5, 67)	.400	.072	Not Significant	Fail to reject H ₀
	Governance and Stakeholder Engagement	3.432 (5, 67)	.008	.204	Significant	Reject H ₀
	Overall Management Practices	2.579 (5, 67)	.034	.161	Significant	Reject H₀

Note. N = 73. One-way ANOVA, two-tailed alpha = .05.

As shown in Table 4.2, age-group differences were significant for Instructional Management, $F(5, 67) = 2.624$, $p = .032$; Governance and Stakeholder Engagement, $F(5, 67) = 3.432$, $p = .008$; and Overall Management Practices, $F(5, 67) = 2.579$, $p = .034$. Resource Management and Personnel Management were not significant. The 36-40-year group had the lowest descriptive means for Instructional Management ($M = 3.68$), Governance and Stakeholder Engagement ($M = 3.63$), and the overall score ($M = 3.67$).

The null hypothesis was rejected for Instructional Management, Governance and Stakeholder Engagement, and Overall Management Practices, but not for Resource Management or Personnel Management. The corresponding eta-squared values of .164, .204, and .161 indicate that age-group membership accounted for a meaningful proportion of the variance in these respondent ratings. The repeated low descriptive means of the 36-40-year group suggest a group pattern worth investigating, but the omnibus tests do not establish that this group differed significantly from every other age category. Because some groups contained only three or four respondents and no post hoc or assumption diagnostics were supplied, the result should guide targeted follow-up rather than support a fixed age hierarchy or a causal conclusion.

Gilbert (2020) shows that assessments of school practice depend on whose perspectives are represented and how participants understand institutional responsibilities. Blimpo and Evans (2021) further demonstrate that stakeholder judgments about schools can diverge from objective performance evidence. These studies support interpreting the significant ANOVA results as differences in perceived instructional and governance practice across age groups, while requiring direct observation, records, or post hoc evidence before concluding that actual management quality differed because of age.

Table 4.3
Difference in Management Practices When Grouped According to Years in Service

Demographic Profile	Level of Management Practices of the School Heads	F (df ₁ , df ₂)	p	η^2	Remarks	Decision on H ₀
Years in Service	Instructional Management	1.096 (7, 65)	.376	.106	Not Significant	Fail to reject H ₀
	Resource Management	1.633 (7, 65)	.142	.150	Not Significant	Fail to reject H ₀
	Personnel Management	1.075 (7, 65)	.389	.104	Not Significant	Fail to reject H ₀
	Governance and Stakeholder Engagement	1.580 (7, 65)	.157	.145	Not Significant	Fail to reject H ₀
	Overall Management Practices	1.808 (7, 65)	.101	.163	Not significant	Fail to reject H₀

Note. N = 73. One-way ANOVA, two-tailed alpha = .05.

As shown in Table 4.3, none of the five years-in-service comparisons reached the .05 significance level. For Overall Management Practices, $F(7, 65) = 1.808$, $p = .101$, eta squared = .163; the remaining p values ranged from .101 to .389.

The null hypothesis was not rejected for any management-practice outcome by years in service. Consequently, the data do not support the conclusion that longer service was accompanied by consistently higher or lower management-practice ratings. The eta-squared estimate of .163 for the combined management score was not trivial, but its non-significant p value indicates that the estimate was too imprecise to distinguish from sampling variation in this design. The eight unequal groups, including categories with only two or three respondents, reduced statistical power and made group means vulnerable to individual responses.

Onyali and Akinfolarin (2021) emphasize that educators require continuing training to remain current with educational changes and to strengthen management and teaching skills. Gomes and Panchoo (2021) similarly frame professional learning as the development of school human capital. The non-significant tenure results are compatible with the view that years of service alone do not guarantee different management assessments; the quality of continuing development and institutional support may be more consequential than accumulated time in service.

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5. Is there a significant difference in the respondents' assessment of School-Based Management when respondents are grouped according to sex, age, and years in service?

As shown in Table 5.1, none of the five sex-group comparisons was significant. The p values ranged from .083 to .247. For Overall SBM Assessment, $F(1, 71) = 3.096$, $p = .083$, eta squared = .042.

The null hypothesis was not rejected for any SBM assessment variable when grouped by sex. Although the p value for the combined SBM assessment was the closest to .05, it remained above the prespecified criterion and its eta-squared value of .042 was small.

Table 5.1
Difference in School-Based Management Assessment When Grouped According to Sex

Demographic Profile	Assessment of School-Based Management	$F(df_1, df_2)$	p	η^2	Remarks	Decision on H_0
Sex	Leadership and Governance	2.316 (1, 71)	.133	.032	Not Significant	Fail to reject H_0
	Curriculum and Learning	2.431 (1, 71)	.123	.033	Not Significant	Fail to reject H_0
	Transparency and Monitoring	1.943 (1, 71)	.168	.027	Not Significant	Fail to reject H_0
	Resource Mobilization	1.362 (1, 71)	.247	.019	Not Significant	Fail to reject H_0
	Overall SBM Assessment	3.096 (1, 71)	.083	.042	Not Significant	Fail to reject H_0

Note: $N = 73$. One-way ANOVA, two-tailed alpha = .05.

The female majority reported in Table 1.1 therefore did not correspond to a statistically demonstrable sex difference in SBM perceptions. The result suggests broadly comparable assessments across the two groups in this sample, but it should not be restated as proof that their population perceptions were identical.

Mashau et al. (2023) describe SBM as a system in which administrators, teachers, parents, community members, and other stakeholders exercise defined roles in school governance. Cook (2020) similarly argues that SBM depends on cooperation among school-level participants, especially teachers. Because these accounts locate SBM in shared roles and participation rather than in respondent sex, the non-significant result supports examining the quality of stakeholder engagement and implementation processes as more direct explanatory factors.

Table 5.2
Difference in School-Based Management Assessment When Grouped According to Age

Demographic Profile	Assessment of School-Based Management	$F(df_1, df_2)$	p	η^2	Remarks	Decision on H_0
Age	Leadership and Governance	2.513 (5, 67)	.038	.158	Significant	Reject H_0
	Curriculum and Learning	4.619 (5, 67)	.001	.256	Significant	Reject H_0
	Transparency and Monitoring	3.602 (5, 67)	.006	.212	Significant	Reject H_0
	Resource Mobilization	1.730 (5, 67)	.140	.114	Not Significant	Fail to reject H_0
	Overall SBM Assessment	4.437 (5, 67)	.001	.249	Significant	Reject H_0

Note: $N = 73$. One-way ANOVA, two-tailed alpha = .05.

As shown in Table 5.2, age-group differences were significant for Leadership and Governance, $F(5, 67) = 2.513$, $p = .038$; Curriculum and Learning, $F(5, 67) = 4.619$, $p = .001$; Transparency and Monitoring, $F(5, 67) = 3.602$, $p = .006$; Overall SBM Assessment, $F(5, 67) = 4.437$, $p = .001$. Resource Mobilization was not significant. The 36-40-year group had the lowest descriptive means for the four significant outcomes, from $M = 3.43$ to $M = 3.55$.

The null hypothesis was rejected for Leadership and Governance, Curriculum and Learning, Transparency and Monitoring, and Overall SBM Assessment, but not for Resource Mobilization. The eta-squared values for the significant outcomes ranged from .158 to .256, indicating meaningful differences in how the age groups assessed these aspects of SBM. The recurring low means of the 36-40-year group identify a useful target for qualitative follow-up, such as interviews on access to information, participation in governance, or exposure to SBM processes. However, the small and unequal age groups, absence of post hoc results, and lack of assumption diagnostics prevent confirmation of specific pairwise differences or any conclusion that age caused the ratings.

Gilbert (2020) emphasizes that schools need communication channels that permit different participants to contribute to evaluation and improvement planning. Blimpo and Evans (2021) also report that stakeholder perceptions of schools may not align with objective school performance. These bases support treating the age-group findings as evidence of differentiated perceptions

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that require engagement and verification, rather than as proof that one age group experienced or implemented SBM more effectively.

As shown in Table 5.3, years-in-service differences were significant for Leadership and Governance, $F(7, 65) = 3.274$, $p = .005$; Curriculum and Learning, $F(7, 65) = 3.934$, $p = .001$; Transparency and Monitoring, $F(7, 65) = 4.655$, $p < .001$; Overall SBM Assessment, $F(7, 65) = 4.582$, $p < .001$. Resource Mobilization was not significant. The 11-15-year group had the lowest descriptive means for the significant outcomes, from $M = 3.33$ to $M = 3.47$.

Table 5.3
Difference in School-Based Management Assessment When Grouped According to Years in Service

Demographic Profile	Assessment of School-Based Management	$F(df_1, df_2)$	p	η^2	Remarks	Decision on H_0
Years in Service	Leadership and Governance	3.274 (7, 65)	.005	.261	Significant	Reject H_0
	Curriculum and Learning	3.934 (7, 65)	.001	.298	Significant	Reject H_0
	Transparency and Monitoring	4.655 (7, 65)	< .001	.334	Significant	Reject H_0
	Resource Mobilization	1.656 (7, 65)	.135	.152	Not Significant	Fail to reject H_0
Overall SBM Assessment		4.582 (7, 65)	< .001	.330	Significant	Reject H_0

Note. $N = 73$. One-way ANOVA, two-tailed alpha = .05.

The null hypothesis was rejected for Leadership and Governance, Curriculum and Learning, Transparency and Monitoring, and Overall SBM Assessment, but not for Resource Mobilization. The eta-squared values for the significant outcomes ranged from .261 to .334, with the largest effect for Transparency and Monitoring. The low means of the 11-15-year group suggest that respondents in this service band perceived several SBM processes less favorably than other groups. This pattern may indicate differences in role exposure, access to information, or expectations, but those explanations were not measured. Moreover, the relevant comparison groups included as few as two or three respondents, so individual ratings may have exerted substantial influence on both the means and the omnibus tests.

Onyali and Akinfolarin (2021) explain that staff training helps educators respond to educational changes, strengthen management skills, and improve motivation. Gerona (2020) likewise identifies seminars and workshops as important sources of school heads' knowledge of SBM responsibilities, including fund management and accountability. These studies provide a plausible basis for examining differences in exposure and professional learning across tenure groups, while the present ANOVA does not establish which experiences produced the observed differences.

6. Is there a significant relationship between the level of management practices of the school heads and the respondents' assessment of School-Based Management in selected elementary schools?

Table 6.1
Relationship of Instructional Management with School-Based Management Assessment

Management-Practice Variable	SBM Assessment Variable	r	p	Strength and Direction	Remarks	Decision on H_0
Instructional Management	Leadership and Governance	.256	.029	Weak Positive	Significant	Reject H_0
	Curriculum and Learning	.549	< .001	Moderate Positive	Significant	Reject H_0
	Transparency and Monitoring	.332	.004	Weak Positive	Significant	Reject H_0
	Resource Mobilization	.314	.007	Weak Positive	Significant	Reject H_0
Overall SBM Assessment		.444	< .001	Moderate Positive	Significant	Reject H_0

Note. $N = 73$. Two-tailed tests. Strength descriptors: .00-.19 Very Weak, .20-.39 Weak, .40-.59 Moderate, .60-.79 Strong, and .80-1.00 Very Strong.

As shown in Table 6.1, all five coefficients were positive and statistically significant, ranging from $r = .256$ to $r = .549$. The correlation with Overall SBM Assessment was $r = .444$, $p < .001$, interpreted as Moderate Positive.

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The null hypothesis was rejected for all five relationships. Instructional Management had its strongest association with Curriculum and Learning and a moderate association with the combined SBM assessment. The latter coefficient corresponds to approximately 19.7% shared variance, indicating that favorable assessments of instructional management tended to accompany favorable SBM assessments, although most variance remained unshared. Because both constructs were measured from the same respondents at one point in time, the result establishes covariation rather than a directional effect.

Gerona (2020) identifies effective teaching practices, use of assessment data, and communication of results as key indicators of successful SBM. Abulencia (2020) likewise describes the DepEd SBM framework as a platform for improving elementary education. These sources provide a substantive basis for the positive instructional-management relationships, while the present correlations do not determine whether instructional management strengthened SBM or whether both reflected a broader favorable view of school leadership.

Table 6.2
Relationship of Resource Management with School-Based Management Assessment

Management-Practice Variable	SBM Assessment Variable	<i>r</i>	<i>p</i>	Strength and Direction	Remarks	Decision on H_0
Resource Management	Leadership and Governance	.544	< .001	Moderate Positive	Significant	Reject H_0
	Curriculum and Learning	.681	< .001	Strong Positive	Significant	Reject H_0
	Transparency and Monitoring	.596	< .001	Moderate Positive	Significant	Reject H_0
	Resource Mobilization	.390	< .001	Weak Positive	Significant	Reject H_0
Overall SBM Assessment		.685	< .001	Strong Positive	Significant	Reject H_0

Note. $N = 73$. Two-tailed tests. Strength descriptors: .00-.19 Very Weak, .20-.39 Weak, .40-.59 Moderate, .60-.79 Strong, and .80-1.00 Very Strong.

As shown in Table 6.2, all five coefficients were positive and statistically significant, ranging from $r = .390$ to $r = .685$. The correlation with Overall SBM Assessment was $r = .685$, $p < .001$, interpreted as Strong Positive.

The null hypothesis was rejected for all five relationships. Resource Management was strongly associated with the combined SBM assessment, with approximately 46.9% shared variance. Its weakest relationship was with Resource Mobilization itself, which is analytically important because the very low financial-documentation item in Table 3.1 may have reduced alignment with the broader resource-management scale. The coefficients indicate connected perceptions of resource systems and SBM, but they do not establish that stronger resource management caused higher SBM implementation.

The Philippine Institute for Development Studies (2020) characterizes SBM as a structure for local accountability and efficient administration of educational resources. Gerona (2020) further identifies accounting and auditing compliance and systematic responses to resource needs as central to SBM practice. The strong correlations are consistent with this institutional connection, but the cross-sectional design cannot establish the direction of influence.

Table 6.3
Relationship of Personnel Management with School-Based Management Assessment

Management-Practice Variable	SBM Assessment Variable	<i>r</i>	<i>p</i>	Strength and Direction	Remarks	Decision on H_0
Personnel Management	Leadership and Governance	.601	< .001	Strong Positive	Significant	Reject H_0
	Curriculum and Learning	.677	< .001	Strong Positive	Significant	Reject H_0
	Transparency and Monitoring	.610	< .001	Strong Positive	Significant	Reject H_0
	Resource Mobilization	.411	< .001	Moderate Positive	Significant	Reject H_0
Overall SBM Assessment		.713	< .001	Strong Positive	Significant	Reject H_0

Note. $N = 73$. Two-tailed tests. Strength descriptors: .00-.19 Very Weak, .20-.39 Weak, .40-.59 Moderate, .60-.79 Strong, and .80-1.00 Very Strong.

As shown in Table 6.3, all five coefficients were positive and statistically significant, ranging from $r = .411$ to $r = .713$. The correlation with Overall SBM Assessment was $r = .713$, $p < .001$, interpreted as Strong Positive.

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The null hypothesis was rejected for all five relationships. Personnel Management was strongly associated with the combined SBM assessment, accounting for approximately 50.8% shared variance. This pattern suggests that respondents who perceived clearer personnel support, communication, and participation also tended to perceive stronger SBM. The finding is substantively consistent with SBM's dependence on human participation, but shared respondents and conceptually related questionnaire items may have increased the observed association.

Waheed, Hussin, and Daud (2021) link leadership with teacher motivation, job satisfaction, and the school environment. Onyali and Akinfolarin (2021) and Gomes and Panchoo (2021) also identify training and human-capital development as foundations of school performance. These studies support the close relationship between personnel systems and SBM perceptions, while the questionnaire design does not independently verify personnel outcomes.

Table 6.4
Relationship of Governance and Overall Management Practices with SBM

Management-Practice Variable	SBM Assessment Variable	r	p	Strength and Direction	Remarks	Decision on H_0
Governance and Stakeholder Engagement	Leadership and Governance	.664	< .001	Strong Positive	Significant	Reject H_0
	Curriculum and Learning	.546	< .001	Moderate Positive	Significant	Reject H_0
	Transparency and Monitoring	.668	< .001	Strong Positive	Significant	Reject H_0
	Resource Mobilization	.419	< .001	Moderate Positive	Significant	Reject H_0
	Overall SBM Assessment	.719	< .001	Strong Positive	Significant	Reject H_0
Overall Management Practices	Overall SBM Assessment	.826	< .001	Very Strong Positive	Significant	Reject H_0

Note: N = 73. Two-tailed tests. Strength descriptors: .00-.19 Very Weak, .20-.39 Weak, .40-.59 Moderate, .60-.79 Strong, and .80-1.00 Very Strong.

As shown in Table 6.4, all coefficients were positive and statistically significant, ranging from $r = .419$ to $r = .826$. Governance and Stakeholder Engagement correlated with Overall SBM Assessment at $r = .719$. The strongest relationship in the complete matrix was between Overall Management Practices and Overall SBM Assessment, $r = .826$, $p < .001$, with r squared = .682.

All relationships were positive and significant. Governance and Stakeholder Engagement shared approximately 51.7% of its variance with the combined SBM assessment, while Overall Management Practices shared approximately 68.2%. The very strong combined coefficient shows that management practices and SBM assessments moved closely together in this sample. It does not indicate that they are identical constructs or that management practice caused SBM; common respondents, overlapping content, and the cross-sectional design remain plausible contributors to the magnitude. The ten unadjusted tests also require caution when interpreting coefficients near the significance threshold.

Sexana (2020) explains that stakeholder participation strengthens communication and integrates community knowledge into school improvement, while Mncube (2020) links participation with transparency and public accountability. Abulencia (2020) further presents SBM as a framework for improving elementary education through locally responsive governance. These bases support the strong alignment between governance, management practices, and SBM, but they do not convert the observed associations into causal evidence.

7. What development plan can be offered by the researcher based on the findings of the study to enhance the SBM practices of school heads?

As shown in Table 7.1, the proposed development plan contains six interrelated areas derived directly from the descriptive and inferential findings. Its primary corrective priority is procurement, liquidation, and financial recording because the indicator on documented expenditure procedures obtained $M = 1.34$, with 64 of 73 respondents (87.7%) selecting Strongly Disagree. This concentration of negative responses makes the result qualitatively different from the other priorities and requires documentary verification and immediate corrective attention. Personnel conflict and grievance processes were included because the indicators on documented conflict resolution and the handling or referral of staff concerns obtained $M = 3.62$ and $M = 3.75$, respectively. ICT use planning and preventive maintenance were selected because both indicators received $M = 3.79$, the lowest values within Resource Management. Stakeholder performance-review meetings and documented feedback mechanisms obtained $M = 3.75$ and $M = 3.77$, while the use of agreed indicators to monitor instructional-improvement targets obtained $M = 3.82$. These five

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management-practice indicators remained within the Highly Practiced range; therefore, they represent relative priorities for consolidation rather than evidence of generally weak practice. The plan also responds to significant age-group differences in Instructional Management and other management and SBM variables, significant years-in-service differences in several SBM areas, and the very strong positive relationship between Overall Management Practices and Overall SBM Assessment, $r = .826$, $p < .001$. The squared correlation of .682 indicates substantial shared variation between the two respondent-rated constructs, although it does not establish causation. Taken together, the evidence supports a differentiated plan that corrects the pronounced financial-procedure gap, standardizes comparatively weaker components within strongly rated areas, and monitors whether changes are reflected in both records and follow-up assessments.

Table 7.1
Proposed Development Plan to Enhance School-Based Management Practices

Area of Concern	Key Findings / Basis	Objective	Strategies / Activities	Persons Involved	Timeframe	Estimated Budget and Source of Funds	Expected Outcome / Evaluation Indicator
Procurement, Liquidation, and Financial Recording	The indicator "The school follows documented procurement, liquidation, and financial recording procedures for expenditures" had $M = 1.34$; 64 of 73 respondents selected Strongly Disagree.	Establish consistent and documented compliance.	Audit processes and records; orient personnel; use a transaction checklist and document tracker; conduct quarterly compliance reviews.	School heads; finance and disbursing staff; division finance or audit personnel; SGC	Q1 audit and orientation; quarterly review through Q4	PHP 50,000; school MOOE, division training funds, or SEF, subject to approval	100% of sampled transactions have complete procurement, liquidation, and recording documents; follow-up item mean reaches at least 2.51.
Personnel Conflict and Grievance Processes	The indicator "The school head applies a documented process to address staff conflicts or workplace issues (e.g., mediation steps, referral)" was the lowest Management Indicator ($M = 3.62$). The indicator "The school head provides a documented process for resolving, addressing, or referring staff concerns" was also a relative priority ($M = 3.75$).	Clarify and document procedures for staff concerns and conflict resolution.	Issue a process map and referral protocol; train focal persons; maintain confidential case logs; review resolution timeliness.	School heads; HR or administrative focal persons; faculty representatives; division HR or legal personnel	Q1 protocol; Q2 training; Q2-Q4 monitoring	PHP 25,000; school MOOE or HR development funds, subject to approval	All schools use an approved protocol; documented cases contain action, referral, and closure records within the prescribed timeline.
ICT Use and Preventive Maintenance	The indicators "The school head implements a defined ICT use plan for instruction and for school operations (e.g., reporting, communication)" and "The school head implements or monitors a preventive maintenance plan for facilities and equipment" shared the lowest Resource Management mean ($M = 3.79$), while remaining Highly Practiced.	Strengthen planned ICT use and preventive maintenance.	Update ICT-use and maintenance plans; establish asset schedules; assign focal persons; conduct semiannual facility and equipment checks.	School heads; ICT coordinators; property custodians; maintenance personnel; teachers	Q1 planning; Q2 and Q4 checks	PHP 40,000; school MOOE, SEF, or approved partner support	All schools maintain updated plans and logs; at least 90% of scheduled maintenance actions are completed on time.
Stakeholder Review and Feedback	The indicator "The school head conducts periodic stakeholder meetings to review school performance and agreed improvement actions" had $M = 3.75$. The indicator "The school head maintains a mechanism for receiving stakeholder feedback or complaints and documents actions taken" had $M = 3.77$. These were the lowest Governance and Stakeholder Engagement indicators, but both remained Highly Practiced.	Make stakeholder review and feedback processes regular and traceable.	Set a quarterly calendar; standardize minutes and action trackers; maintain feedback and complaint logs; report closure status to the SGC.	School heads; SGC; PTA; community partners; feedback focal person	Q1 calendar; quarterly meetings through Q4	PHP 30,000; school MOOE and approved stakeholder support	Four documented review cycles are completed; at least 90% of actionable items have owners, deadlines, and closure records.

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Area of Concern	Key Findings / Basis	Objective	Strategies / Activities	Persons Involved	Timeframe	Estimated Budget and Source of Funds	Expected Outcome / Evaluation Indicator
Instructional monitoring and data use	The school head monitors progress on instructional interventions for units using agreed indicators (e.g., mastery level, learning weight) with the school head monitoring at targets	Standardize instructional monitoring at targets	Develop a dashboard, conduct monthly data reviews, align LAC sessions with mastery reading and intervention indicators, document everything	School head, teachers, LAC members, classroom aides, and reading coordinators	Q1, continuous	PHP 25,000 school BSCS or INSET	At least 80% of identified gaps were documented within and across schools
Improvement Monitoring and Evaluation	Management practices for and through SBM Assessment M & E, PPS, subjecting differences and an item-level gap response targeted monitoring	Monitor, identify, and verify improvement and its impact	Set timelines and evidence review targets, document everything, document action, report for relevant stakeholders, have other one system	School head, school BSCS members, classroom aides, monitoring team, INSET	Q1, continuous, quarterly review, E4C reviews	PHP 10,000 school BSCS or INSET	Quarterly reports and improvement action items, maintain high score (high school score) and improvement in school status

The plan is designed as a one-cycle improvement process in which each concern is linked to an objective, a set of activities, responsible personnel, a timeframe, a provisional funding source, and an evaluation indicator. For procurement, liquidation, and financial recording, the Q1 records and process audit is intended to establish whether the exceptionally low rating reflects an actual compliance gap, inconsistent documentation, uneven implementation, or differences in respondents' understanding of the procedure. Orientation for school heads and finance personnel translates the audit results into a common operating standard, while the transaction checklist and document tracker make compliance visible at each stage instead of waiting for deficiencies to appear during liquidation or external review. Quarterly compliance reviews provide a feedback loop for correcting incomplete records, and the target of complete documentation for all sampled transactions gives the school a verifiable process measure. The proposed follow-up mean of at least 2.51 is a minimum improvement threshold that would move the item out of Strongly Disagree; however, documentary completeness should remain the principal criterion because a higher perception score alone cannot prove financial compliance. For personnel conflict and grievance processes, the process map, referral protocol, trained focal persons, confidential case logs, and quarterly review of resolution time are intended to reduce dependence on informal or discretionary handling of staff concerns. The intervention protects confidentiality while creating an auditable record of receipt, action, referral, and closure. Its success should therefore be judged by consistent use of an approved protocol and timely case documentation, not by the absence of reported concerns, since a low number of cases may also indicate that employees do not trust or understand the mechanism. For ICT use and preventive maintenance, updated plans, asset schedules, assigned focal persons, and semiannual checks convert a favorable general rating into a preventive management system. The 90% on-time maintenance target emphasizes equipment availability and continuity of school operations while allowing documented exceptions for procurement delays or assets requiring specialized repair. For stakeholder review and feedback, a quarterly calendar, standardized minutes, action trackers, complaint or feedback logs, and reports to the School Governance Council are intended to move participation from attendance-based consultation to traceable shared accountability. Four completed review cycles and documented ownership, deadlines, and closure for at least 90% of actionable concerns permit the school to assess responsiveness rather than merely count meetings. For instructional monitoring and data use, the dashboard, monthly data reviews, and alignment of Learning Action Cell sessions with mastery, reading, and intervention indicators create a recurring connection between evidence and instructional response.

The final component integrates the five priority areas through Q1 baselines, quarterly monitoring, documented corrective action, and a Q4 endline. This component is essential because the high area means can produce a ceiling effect and may conceal item-level weaknesses. Evaluation should triangulate transaction records, maintenance and case logs, meeting documents, instructional monitoring reports, and repeated questionnaire items.

The estimated PHP 190,000 planning envelope across all six components is provisional and should be incorporated only through approved school or division work and financial plans and applicable accounting, auditing, and procurement rules. By combining process indicators with endline measures, the plan makes it possible to determine whether activities were implemented, whether priority procedures became more consistent, and whether favorable perceptions were maintained without treating correlation or subgroup differences as proof of causal impact.

The literature in the study supports both the content of the plan and its emphasis on verification. Gerona (2020) identifies compliance with accounting and auditing rules as a central resource-management responsibility and recognizes seminars and workshops as important means of strengthening school heads' knowledge of SBM duties, including fund management and accountability. This directly supports the audit, orientation, checklist, and quarterly review proposed for financial procedures.

The SBM and Its Support System Primer (2006) requires regular monitoring and timely statutory reporting of how public funds are allocated and used, while the Philippine Institute for Development Studies (2020) presents SBM as a mechanism for local

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accountability and efficient resource administration and stresses the need to institutionalize reforms. These sources support embedding financial and operational controls in routine systems rather than treating the response as a one-time training activity.

For personnel development, Onyali and Akinfolarin (2021) explain that continuing training helps educators respond to educational changes and strengthens management skills, teaching practice, and motivation. This provides a basis for training focal persons and for using the plan as a continuing capacity-building mechanism rather than a remedial judgment on experienced personnel. The stakeholder component is supported by Mncube (2020), who links participation with transparency and public accountability, and by Gilbert (2020), who emphasizes communication channels that allow parents and communities to contribute to evaluation and improvement.

The Department of Education (2012) similarly places learners and the wider community at the center of the revised Philippine SBM framework, while Barrera-Osorio and Patrinos (2021) identify parents and community leaders as important sources of support for school-based management. These studies justify regular stakeholder reviews, documented feedback, assigned action owners, and reporting to the School Governance Council. The instructional dashboard and recurring review cycle are consistent with Gerona (2020), who emphasizes effective teaching practices, assessment use, communication of results, and school-community partnership as interconnected conditions of SBM success.

Finally, Barrera-Osorio et al. (2021) call for continuing data collection and objective evaluation of Philippine SBM, while Blimpo and Evans (2021) caution that stakeholder perceptions may differ from objective school performance evidence. Their findings strongly support the plan's use of baseline and endline assessments together with documentary records.

The literature therefore reinforces an integrated development approach in which accountability, professional learning, instructional data use, stakeholder participation, and monitoring operate as mutually supporting systems, while objective evidence is used to confirm whether the proposed activities produce meaningful and sustainable improvement.

This chapter synthesizes the findings obtained from 73 valid respondents, presents conclusions in the sequence of the seven Statements of the Problem, and offers recommendations linked to the evidence and the Proposed Developmental Plan in Table 7.1. The conclusions are limited to the participating Master Teachers and schools and do not imply causal effects.

1. Among the 73 Master Teachers, 49 (67.1%) were female and 24 (32.9%) were male. The largest age group was 56–60 years, comprising 27 respondents (37.0%), followed by the 41–45-year group with 21 (28.8%); 63 respondents (86.3%) were 41–60 years old. The largest years-in-service category was 31–35 years with 17 respondents (23.3%), and 58 (79.5%) had served for at least 16 years.
2. All four dimensions were assessed as Strongly Agree and Highly Practiced: Instructional Management ($M = 3.90$, $SD = 0.15$), Resource Management ($M = 3.87$, $SD = 0.17$), Governance and Stakeholder Engagement ($M = 3.85$, $SD = 0.20$), and Personnel Management ($M = 3.84$, $SD = 0.18$). Overall Management Practices obtained $M = 3.87$ ($SD = 0.14$), also Highly Practiced. The high means indicate broadly established management systems, but the item results identify practical priorities: documented conflict resolution ($M = 3.62$), stakeholder performance-review meetings ($M = 3.75$), documented staff-concern procedures ($M = 3.75$), feedback mechanisms ($M = 3.77$), ICT use planning and preventive maintenance (both $M = 3.79$), and monitoring of instructional-improvement targets ($M = 3.82$).
3. All four SBM dimensions fell within Strongly Agree and Very High: Curriculum and Learning ($M = 3.88$, $SD = 0.17$), Leadership and Governance ($M = 3.85$, $SD = 0.19$), Transparency and Monitoring ($M = 3.82$, $SD = 0.22$), and Resource Mobilization ($M = 3.59$, $SD = 0.19$). Overall SBM Assessment was Very High ($M = 3.79$, $SD = 0.16$). Curriculum and Learning was the strongest area, whereas Resource Mobilization was the lowest and contained the study's most pronounced item-level concern. The indicator on documented procurement, liquidation, and financial recording procedures obtained $M = 1.34$; 64 of 73 respondents (87.7%) selected Strongly Disagree.
4. Sex was not associated with a statistically significant difference in any management-practice outcome. Age-group differences were significant for Instructional Management, $F(5, 67) = 2.624$, $p = .032$, $\eta^2 = .164$; Governance and Stakeholder Engagement, $F(5, 67) = 3.432$, $p = .008$, $\eta^2 = .204$; and Overall Management Practices, $F(5, 67) = 2.579$, $p = .034$, $\eta^2 = .161$. Resource Management and Personnel Management did not differ significantly by age. Years in service did not produce a significant difference in any management-practice outcome.
5. Sex was not associated with a statistically significant difference in any SBM outcome. Age-group differences were significant for Leadership and Governance, $F(5, 67) = 2.513$, $p = .038$, $\eta^2 = .158$; Curriculum and Learning, $F(5, 67) = 4.619$, $p = .001$, $\eta^2 = .256$; Transparency and Monitoring, $F(5, 67) = 3.602$, $p = .006$, $\eta^2 = .212$; and Overall SBM Assessment, $F(5, 67) = 4.437$, $p = .001$, $\eta^2 = .249$. Years-in-service differences were significant for Leadership and Governance, $F(7, 65) = 3.274$, $p = .005$, $\eta^2 = .261$; Curriculum and Learning, $F(7, 65) = 3.934$, $p = .001$, $\eta^2 = .298$; Transparency and Monitoring,

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$F(7, 65) = 4.655, p < .001, \eta^2 = .334$; and Overall SBM Assessment, $F(7, 65) = 4.582, p < .001, \eta^2 = .330$. Resource Mobilization was not significant by age or years in service.

- All coefficients were positive and statistically significant ($N = 73$), ranging from $r = .256$ to $r = .826$. Among the domain-to-domain pairs, Resource Management and Curriculum and Learning had the strongest association, $r = .681, p < .001$. Governance and Stakeholder Engagement was strongly associated with Leadership and Governance, $r = .664, p < .001$, correcting the variable-pair inconsistency in the superseded summary. Overall Management Practices had a very strong positive relationship with Overall SBM Assessment, $r = .826, p < .001$; $r^2 = .682$ indicates that the two respondent-rated constructs shared approximately 68.2% of their observed variance.
- The proposed developmental plan responds to the results through six linked components: financial-procedure verification and control; personnel conflict and grievance systems; ICT use and preventive maintenance; stakeholder review and feedback; instructional monitoring and data use; and integrated quarterly monitoring with an endline assessment.

This section presents the conclusions drawn from the findings of the study.

- The study reflects the informed perspectives of a predominantly female, mature, and long-serving group of Master Teachers. Their sustained exposure to school operations strengthens their relevance as assessors, but the concentration and unequal subgroup sizes limit broader demographic generalization and require cautious interpretation of group comparisons.
- School heads' management practices were highly practiced across all four dimensions, with Instructional Management as the highest-rated area. The favorable composite result should be retained while giving targeted attention to formal conflict-resolution procedures, staff-concern handling, stakeholder feedback, ICT planning, preventive maintenance, and data-based instructional monitoring. A high composite mean does not remove the need to strengthen the least consistent procedures.
- Respondents assessed SBM as very high across the four dimensions. Curriculum and Learning was the strongest operational anchor, indicating firmly established academic and instructional processes. Resource Mobilization requires the most focused structural support because its lower composite mean concealed an exceptionally weak assessment of documented procurement, liquidation, and financial recording. The latter must be confirmed through records before a compliance conclusion is reached.
- Management-practice assessments did not differ significantly by sex or years in service. Age was associated with Instructional Management, Governance and Stakeholder Engagement, and the composite management score, but not with Resource or Personnel Management. These findings support differentiated capacity-building and communication where needed, not assumptions that age determines competence or management quality.
- SBM assessments did not differ significantly by sex. Age and years in service were associated with Leadership and Governance, Curriculum and Learning, Transparency and Monitoring, and the composite SBM score, while Resource Mobilization remained statistically similar across groups. Demographic factors therefore contextualize perceptions in selected SBM areas but do not uniformly explain all dimensions, and the omnibus findings cannot identify specific group contrasts without post hoc analysis.
- The consistently positive correlations demonstrate that stronger assessments of school heads' management practices were associated with stronger SBM assessments. The very strong composite relationship supports treating leadership, resource, personnel, instructional, and stakeholder systems as connected components of school governance. Because both constructs were assessed by the same respondents at one point in time, the relationship should not be interpreted as proof that management practices caused SBM outcomes.
- The evidence warrants adoption of the Proposed Developmental Plan as a monitored improvement cycle rather than as a one-time set of activities. Its value rests on correcting the financial-procedure concern, standardizing the lower-rated operational processes, and evaluating implementation through documentary evidence and follow-up assessment.

This section presents the recommendations formulated based on the findings and conclusions of the study.

For School Heads and School Administrators

- The participating schools should adopt and institutionalize the Proposed Developmental Plan in Table 7.1 through their approved School Improvement Plans, Annual Implementation Plans, and other authorized work and financial plans. Each activity should retain a named responsible person, schedule, documentary output, quarterly monitoring point, and

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endline measure. The provisional PHP 190,000 envelope should be adjusted to verified needs and made subject to applicable budgeting, accounting, auditing, and procurement requirements.

2. Financial procedures should receive immediate priority. During the first quarter, each school should conduct a records-and-process audit of sampled procurement, liquidation, and expenditure transactions; determine whether the low rating reflects actual documentation gaps, inconsistent implementation, or limited respondent access to records; orient relevant personnel on the verified procedure; and implement a transaction checklist and document tracker. Quarterly reviews should target complete required documentation for all sampled transactions, with corrective action recorded for every exception.
3. Personnel, asset, and stakeholder systems should be standardized through an approved staff-concern and conflict-referral protocol, trained focal persons, confidential case logs, updated ICT and equipment inventories, preventive-maintenance schedules, and quarterly stakeholder performance-review meetings. Minutes and action trackers should identify the responsible person, due date, evidence of completion, and disposition of at least 90% of actionable concerns. Case volume alone should not be treated as a success indicator because very low reporting may signal limited trust in the mechanism.
4. Instructional monitoring should be strengthened through a concise dashboard of agreed mastery, reading, remediation, and intervention indicators. School heads and instructional leaders should review the dashboard monthly and conduct quarterly Learning Action Cell sessions that document the identified learning gap, agreed response, responsible personnel, timeline, and follow-up result. Baseline records, quarterly outputs, and a fourth-quarter endline should be triangulated with repeated questionnaire items so that improvements are supported by both perception and documentary evidence.

For DepEd Division and District Officials

1. Division and district officials should provide coordinated technical assistance in school financial controls, auditing readiness, human-resource case referral, SBM evidence management, and instructional data use. Support should include review of the Q1 financial-process audit, standardized templates where authorized, coaching for school heads and focal persons, and quarterly verification of plan outputs. Funding requests should be assessed against documented gaps and incorporated only through approved planning and financial mechanisms.
2. Professional learning should be differentiated using actual implementation needs rather than demographic stereotypes. The significant age and years-in-service omnibus results may guide further diagnostic review, but assignments or training decisions should rely on demonstrated access, skills, roles, and support needs. Where subgroup follow-up is warranted, the Division should use adequately sized groups and approved post hoc procedures before concluding which groups require a particular intervention.

For Future Researchers

1. Future studies should replicate the analysis with larger and more diverse samples, document the basis for school selection, and apply post hoc tests after significant omnibus ANOVA results. Longitudinal or multilevel designs can distinguish respondent-, school-, and time-related variation, while objective evidence such as transaction completeness, maintenance logs, staff-case processing records, stakeholder action closure, and learner-progress indicators can test whether perception ratings correspond with implementation. Multiple-comparison adjustments should also be considered when many outcomes are examined.
2. Future instrument development should preserve the pilot sample size, eligibility characteristics, item-level responses, and alpha output. Cognitive interviewing, item analysis, and a new independent pilot test should be used to clarify wording, remove unintended heterogeneity, and determine whether the unusually low financial-procedure rating reflects a substantive implementation issue or an item-interpretation problem.

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