Exploring the School-Based Management Practices: Towards a Proposed Enhanced School Implementation Plan

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Abstract— Different issues emerged over the past decades and many initiatives and reform efforts have been implemented to address the problems by the Department of Education. One of the main programs that was given attention to is the program, School-Based Management (SBM). The objective of the research is to describe the practices in the implementation of SBM of the selected public junior high schools in one other cluster provinces of Philippines. The second objective is to explore the challenges and problems encountered by the participants as well as their commonalities in the implementation of the program. The study utilized the descriptive developmental research with mixed method approach. The study employed the DepEd Order No. 38, s. 2012 embodied the Implementing Guidelines on the Revised School-Based Management (SBM) framework, assessment process and Tool (APAT). While the qualitative part explored the life experiences of the participants in the implementation of the SBM. A total of 6 SBM Coordinators, 24 Principle-Leaders and 72 Core Members participated in the study. Based on the results of the school-based level of assessment, these schools who were not able to reach the 1.50% were considered as with level 1 status or in developing as per mandated by DepEd order n. 83, s. 2012. Overall, the findings indicate that the practices can be improved with proper training, and leaders are of great importance to respond to the quality management of schools.

Keywords— DepEd, decentralization in education, management, process, Philippines, School-Based Management,

I. INTRODUCTION

Every organization or institution in the world has its own share of problems and issues that needed to be addressed, and Philippine education is no difference from the other countries. Every nation in the world has been invested so much in education. As majority of individuals believed that education is the key to which stimulate changes for the better. The government believe that it is an important key in creating a prosperous economy. One of the trends in the education that gains popularity is characterized by change from centralization to decentralization system. As stated by Caldwell (2009), SBM represents the organized and steady decentralization to the school level of power and accountability to make choices on important matters concerning school operations within a centrally defined, framework of objectives, policies, curriculum, standards, and responsibilities. It is a system of public education in which its primary means is participative in decision making and the autonomy of schools are expected to be more efficient in the use of their resources and more

responsive with local needs and sustainable. Abulencia (2012) stated that SBM was designed to provide an accountability system between the beneficiaries.

In the study done by Montreal Economic Institute found that SBM, resulted to an increase in community ownership of schools and provides more organized management of the teaching-learning situation. Oswald (2014) stated that SBM was driven by the belief that people who are responsible for the education of children and concerned implementers will occur are in the best position to decide how implementation should take place at the school level. In connection to this, the SBM programs may vary of who has the power and the weight of authority that can empower schools in order to develop a better and quality educational processes.

In the Philippines, the execution of the Governance of Basic Education Act of 2001 (RA 9155) established a directive for decentralizing the administration of schools and acknowledged the involvement of the Local Government Units (LGU) and other stakeholders as collaborators in the provision of educational services; consequently, the Department of Education issued an order via DepEd Order No. 41, s. 2010 for the enforcement of School-Based Management (SBM). Interestingly, while the implementation of the improvement program in 2001-2005, SBM was carried out as a national policy in the Philippines and marked as a keystone of the Basic Education Sector Reform Agenda (BESRA), consequently, achieving the Education For All (EFA) objectives by 2015. According to the Department of Education (2015), School-Based Management (SBM) is a DepEd initiative that transfers decision-making authority from the Central Office and field offices to individual schools, allowing them to more effectively address their unique educational requirements.

The Philippine Education adopted the School-Based Management (SBM) and was pilot-tested from 2003 to 2005 in which 23 districts participated in the World-Bank-supported-projects such as the Third Elementary Education Project. Currently, under the SBM, schools headed by the principal or head teacher are required to craft their own three or five-year development plan called School Improvement Plan (SIP) by using the different data gathered in and out of the school. In line with the DepeEd Order 83, s. 2012 entitled Implementing Guidelines on the Revised School-Based

Management (SBM) Framework, Assessment Process and Tool (APAT), the Department of Education (DepEd) continues to build networks of educational leaders in school and communities that will guide the educational system in achieving its shared vision, mission and goals, the department and the division of schools collaborated the workforce directed and assigning each school of a School-Based Management Coordinator while the school head as the Chairman, in order to have more organized and focused field of work. More so, the mechanisms include strong leadership; skilled and committed teachers; increase focus on learning and a sense of responsibility towards result.

This research specifically considered six publicly funded secondary high schools in the Cluster IV, Division of Pampanga. Each school was headed by a School Head as the Chairman, also assigning a School-Based Management Coordinator, four Principle-Leaders and at least three or four Core Members for each Principles in order to have more organized and focused field of work.

The purpose of this study is to describe the practices of the school implementation of School-Based Management and to explore the challenges encountered by the SBM Coordinators and other members of the committee. The researcher believed that SBM would to some extent give impact and improvement in the quality of management of schools in order to ensure problems and issues will be addressed. Kiragu, King'oina and Migosi (2013) that the challenges encountered in the implementation of SBM should actively involve all the schools' management personnel and stakeholders so that they will own the policies and implement them with conscientiousness. The findings of this research will eventually provide the SBM Coordinators, Principle-Leaders, members of the committee, and policy makers the opportunity to keep abreast on the emerging issues and trends on the School-Based Management.

II. METHODOLOGY

The study utilized the descriptive developmental research with mixed method approach. Different researches were done by Abulencia (2012) and Tapaya et al. (2016) on School-Based Management implementation and practices. The participants however were on different perspective and from different schools from the Philippines. Given several challenges in the implementation and operation of secondary public schools in the Philippines, the researcher deems it necessary to conduct similar research whose participants are the SBM Coordinators and Principle-Leaders from the Cluster IV, Division of Pampanga.

The study employed the DepEd Order No. 38, s. 2012 embodied the Implementing Guidelines on the Revised School-Based Management (SBM) framework, assessment process and Tool (APAT). Other methods used in the study were Key Informant Interview (KII), Focus Group Discussion (FGD), and an evaluation survey form from the Connecticut State Department of Education's (CSDE) for School Leaders. A total of six (6) SBM Coordinators and 24 Principle-Leaders were interviewed for KIIs and FGDs, and 72 Core Members answered the evaluation survey. These methods were used to triangulate the participant's data, as well as reveal more detailed experiences. While the qualitative part, explored the life experiences of the participants in the implementation of the SBM. Multiple case study approach was used in this study. The researcher highlights the very significant features which are relevant to this study.

A formal letter was given to the Schools Division Superintendent for the conducted interviews and survey. Ethics form was signed successfully by the officials to assure that the data will be treated with utmost confidentiality. The researchers made it very clear that all data gathered was used for academic purposes only.

III. RESULTS AND DISCUSSIONS

Examining the profiles of the identified six public secondary schools, it showed a significant contribution in accomplishing the purpose of this research. Table 1 shows the demographic profiles of the six school participants from the Cluster IV, Division of Pampanga.

TABLE 1. Schools' SBM Profile

School	School Year Established	Students Population	Total Number of Teachers	SBM Coordinator	Years of Teaching	Years as SBM Coordinator
A	2005	2005	84	A	10	5 Months
B	1999	1093	51	B	15	12 Months
C	1966	1879	91	C	8	6 months as one of the Principle Leaders and 3 months as SBM Coordinator
D	2012	869	32	D	6	3 Months
E	1970	1122	55	E	32	12 Months as one of the Principle Leaders and 6 Months as SBM Coordinator
F	1965	1152	52	F	17	3 Months

Apparently, the participants in all of the public secondary schools have shown commonalities when it comes to the number of months as SBM Coordinator. Specifically, majority of the current SBM Coordinators of these schools were novice from their position. Although, researchers believed that participation of school staff of SBM provide strong desire to participate in areas of decision-making and other matters like shared-leadership and proper transfer of knowledge is very important specially the concerns in determining their assignment that matched their actual and desired practices (AlKaabi, 2015). It seems that the selected public schools in the Division of Pampanga have huge potential in achieving the improvement and quality management of their school, provided, processes are being executed properly.

It is important to note that the reason for having the School-Based Management being implemented in all of the schools in the Philippines is to have good governance and quality educational system.

Table 2 shows the summary of the results from the conducted school level assessment of SBM. Having established the profile of the schools, it was also important to examine the gathered document from the division office, which is very crucial in understanding how were the six

secondary public schools were selected and identified in terms of SBM Level.

TABLE 2. Summary of School Level SBM Assessment

SCHOOL	Leadership and Governance		RATING	Curriculum & Learning		RATING	Accountability & Continous Improvement		RATING	Management of Resources		RATING	TOTAL	SBM Level	Interpretation
	Cumulative Scores	No. of Indicators		Cumulative Scores	No. of Indicators		Cumulative Scores	No. of Indicators		Cumulative Scores	No. of Indicators				
		5	30%		7	30%		5	25%		5	15%			
A	9	1.80	0.54	10	1.43	0.43	7	1.40	0.35	5	1.00	0.15	1.47	1	Developing
B	5	1.00	0.30	9	1.29	0.39	6	1.20	0.30	7	1.40	0.21	1.20	1	Developing
C	8	1.60	0.48	8	1.14	0.34	8	1.60	0.40	9	1.80	0.27	1.49	1	Developing
D	7	1.40	0.42	7	1.00	0.30	7	1.40	0.35	6	1.20	0.18	1.25	1	Developing
E	9	1.80	0.54	7	1.00	0.30	8	1.60	0.40	8	1.60	0.24	1.48	1	Developing
F	9	1.80	0.54	6	0.86	0.26	6	1.20	0.30	5	1.00	0.15	1.25	1	Developing

Results indicate the summarized version of the conducted assessment in terms of school level validation. The system used in assessing came from the Department of Education Division of Pampanga, in which it was automated and cannot be modified. Moreover, the results also showed the four Principles of SBM, where these schools needed more improvement. In terms of the first principle, Leadership and Governance made sure that the school is organized by a clear structure and work arrangement that promote shared leadership, governance and define the roles and responsibilities of the stakeholders. school B gained only .3% from the given 30% rating, school C with .48% and school D with .42% rating. The Leadership and Governance includes some of the indicators like school development plan, memorandums, minutes of the meetings, school organizaional structures, school governing council, faculty clubs, Principals report on progress, activity completion report (ACR), and School Monitoring, Evaluation and Assessment (SMEA) reports.

The second principle, Curriculum and Learning provides for the development needs of all types of learners in the community which is localized to make it meaningful and applicable to life in the community. In this principle, the learning systems are regularly and collaboratively monitored by the community to ensure the tools being used are appropriate and ensuring holistic growth and development of the learners. School F in this principle got a rating of .26% as the lowest among the other six schools, while school A got .43%, followed by school B with .39% rating, school C with .34% score rating and both schools D and E scored .30% from the assessment. Some of the indicators included in the second principles are the Established Assessment System, Learner's profile, learning and instructional materials, localized and contextualized training materials, and documents for various Means of Verification (MOV).

The third principle, Accountability and Continous Improvement pertains to the roles and responsibilities of person/s and collective body/ies accountable and agreed upon by community stakeholders in terms of different goals. It pertains to the accountability framework that is maintained by the community and is progressively improving the quality of school administration, frameworks, and systems that address the evolving educational needs and expectations of the community. From this area, schools B and F got only .30% of rating, while schools A and D scored .35%, and schools C and E with .40% score rating. The third principle includes the following indicators: Parent-Teachers Association (PTA), School's Finance Team, Grievance Committee, State of the School Address (SOSA), School Organizational Chart, School Report Card (SRC), school framework and implementing guidelines, Brigada Eskwela, State of the Baranggay Address (SOBA), awards system, and school community stakeholders implementation report.

The fourth principle, Management of Resource was the smallest unit among the principles, as it is related to finances and resources. It is the regular resource inventory that is collaboratively undertaken by learning managers and stakeholders for the planning and programming of the system that manages the network and linkages which strengthen an sustain partnership. On this part, the assessment result showed that schools A and F have the lowest rating of .15%, while other schools like school D rated .18%, school B scored .21%, school E with a rating of .24% and school C scored .27%. The fourth principle includes some of the indicators from the assessment: Memorandum of Agreement, Commission on Audit (COA) findings on liquidation of the Maintenance and Other Operating Expenses (MOOE), financial reports, inventory of equipment, approved project proposals, transparency board, copy of Baranggay/ Municipal/ Provincial Annual Budget allocation plan and documents on pledge of commitment/ agreement of support.

Based on the results of the school-based level of assessment, these schools who were not able to reach the 1.50%, and were considered as with level 1 status or in developing as per mandated by DepEd order n. 83, s. 2012. These results suggest that the School-Based Management have a big role in the management of school. More so, the data imply that the level 1 status, revealed that there are still much more needed to be improved of by the secondary schools in the implementation of the School-Based Management in their respective schools.

The Development of the SBM Case Studies

Further, using Creswell's (2014) in-depth analysis, four case studies were analyzed. From these cases, different challenges were revealed and encountered by the SBM Coordinators and Principle-Leaders. Table 3 shows the summarized results of the identified challenges in the implementation of SBM.

TABLE 3. Summary of Challenges in the Implementation of SBM

Case Study 1	Case Study 2	Case Study 3	Case Study 4
a. Leadership	a. Management and Supervision	a. Commitment	a. Process
b. Organizational Structure	b. Documentation	b. Involvement and Participation	b. Knowledge
c. Knowledge	c. Implementation		c. Awareness

Case Study 1: Leadership Potentials

The commonalities of some of the challenges and problems encountered by the participants were evident from the transcripts providing insights of what should be the focused of improvement or enhancement. The first case study, revealed that the School A was having difficulty in terms of the Organizational structure of the SBM Committee and the process of dissemination of information. In the study of Julaihi (2009), it showed that different roles were being played by each member of the school-based management, thus, the findings of the study indicates that the top management has the highest power in decision-making.

It was mentioned by the participant, that one of the challenges that was encountered includes the processes itself. Based on the response of the participants, fixing and refining the organizational structure first for the committee of the SBM should be one of the factors to be considered and to start with. From the analyzed data, placing the correct people at the top and designating the appropriate leaders to each principle will have a proper flow of work. According to Distelzweig and Droege (2015), organizational structure refers to the way that an organization arranges people and jobs so that the work can be performed and the goals can be met. Organizational frameworks additionally establish the limits of permissible conduct within the organization, the hierarchies of authority and responsibility, and the interaction with the environment.

> Principle Leader School A (FGD). "So we have first to fix, kumbaga ayusin muna natin yung organizational chart. At most nag-uumpisa sa organizational chart from the top, sa principal down sa ilalim kasi kapag hindi maayos ang organizational chart. How are you going to ask for the requirements and reports, if you don't have the authority to get them? So let's fix first the organizational chart. Sino ba talaga yung dapat na nandun sa organizational chart at sino yung magwowork doon sa ilalim namin."
>
> *("I think we have to fix first the organizational chart. I think that fixing the organizational structure should start from the top to bottom. We need to know first who are the person in authority in order to have a good flow of work, because we cannot just tell anyone or command them immediately if we are not authorized.")*

Even though different circumstances happened to all of the schools with the trend of continuous changes from the management and regardless of the situations, the head of the department is still required to lead, manage and develop the department to ensure it achieves the highest possible standards of excellence in all of its activities while empowering others in order to deliver the responsibilities properly (The University of Sheffield).

Likewise, one of the themes that emerged from the transcripts is the leadership potentials. Different leadership styles were mentioned and described by each SBM members from the schools. Participant after participant reiterated quite

clearly that for the school improvement and SBM to be successful, it was imperative that the SBM Coordinator should be capable, dedicated leader and knowledgeable.

> Principle Leaders School D (FGD). "I think magkaroon ng more knowledge ang coordinator or leader para alam din niya ang dapat gawin."
>
> *("I think the coordinator or the leaders should have more knowledge and be equipped about the details of SBM.")*

The responses of the participants correspond with the literature stated by Farah (2013) that leadership is a complex task that requires knowledge, experience and also good skills. The field of educational management relates different approaches, established disciplines and styles of leadership. Likewise, the power of knowledge serves as an indicator for everyone involved in the program because it maintains focus on people: the SBM committee; the faculty; the students, and all of the stakeholders.

Case Study 2: Management Capabilities

The second case study reveals another challenge encountered. In the story of School B, documentation process became a major challenge in their SBM experience. It became clear to the team how hard it was to work on the data and gather them one by one, adding the fact that these documents suffered from different circumstances like the natural disaster encountered by the schools.

More so, documentation became still a problem from the other schools because of the culture and practice of the faculty members inside the school, which is the culture of cramming, and the committees are aware of this matter. The researchers observed that the teachers tend to pile up their work, and because of this, necessary documents are not available immediately. Instead, the documents will be created on the day of deadline. The practice of documentation, reporting and affirmation were the areas that the schools should improve and give importance. The SBM Coordinator B specified and is well aware of the weaknesses that their school contains. Moreover, the coordinators mentioned that it should become a practice and a part of the daily routine of all the teachers and members of the school's School-Based Management in order to fulfill the required qualifications.

According to Halvorsen (2011), documentation sets expectations, provides clarity, and sense of accountability. More so, it can help track the progress in addressing thought patterns and helps assure maximize the quality of the services. Documentation plays a crucial role in any setting, much more in the field of education. It helps assure continuity and progress in any area. At the same time, practicing document management keep tracks, and stores documents for future use.

> SBM Coordinator School B (KII). "I think we should learn to update the necessary documents that are needed so that it will not be hard on our part. And so it will become a practice to us to become organize."

Furthermore, implementation is the procedure that transforms plans and strategies into actions to fulfill the

objectives and aims of the program (Olsen, 2015). If the implementation is of good quality, the success rate is also high. Same goes with the supervision, the leader instructs, guides, monitors, observe the members of the team and ensuring workforce involvement. The leader then should establish a mechanism in the program that develop ethical competence and compliance. Schools A, B, C, and F relates all of their experiences in terms of proper supervision and implementation of the programs within the school.

Principle Leaders School B (FGD). "Always supervised at laging chinecheck ang development namin. Lagi ding nangungumusta kung ano ba ang mga kulang pa pagnagtatrabaho kami."

("Our coordinator always check our development and she always provide queries if we need something that is related to SBM. She also supervise us properly by always being present.")

Principle Leaders School C (FGD). "Here in the school, when it comes especially sa management of resources, very particular sa implementation at procedure ng procurement at paghawak ng accounts and finances. The school head will make sure at the same time na transparent lahat."

("Here in the school, when it comes especially in the management of resources, our leader is very keen in the procedure of procuring materials, equipment, and the like. She is very particular in the implementation of procurement. Our school head afterwards, will make sure that everything is in place and well documented.")

Principle Leaders School F (FGD). "We hope na maavoid ang always changes sa implementation para sana mamaster muna namin especially ng mga bagong members."

("We hope that the management will avoid constant changes from the implementation of the program, so that we can master the process especially by the new comers.)

SBM Coordinator School A (KII). "Letting them be aware that SBM is very important in the school. Perhaps one way of letting them become aware, during meetings or SLACS, SBM is always present perhaps teachers will be familiarized in the different parts or the different documents needed for this SBM to flourish so if every now and then. At least to avoid miscommunicating and incorrect reports being passed."

("Letting them be aware of SBM is very important in the school. Perhaps one way of becoming aware, is during meetings or SLACS. SBM is always present, perhaps teachers will be familiarized in the different parts or the different documents needed for SBM to flourish every now and then. At least to avoid miscommunication and incorrect reports being passed.")

While the concept of management usually overlaps with that of leadership, even so, leadership perceived the development of people, while management relates to implementation or technical aspects (Bush, 2007). Consequently, Management Capabilities emerged as one of the major themes, linking it with the subtheme's implementation and supervision. The theme management is similar from the word's implementation and supervision, because all of the terminologies are gearing towards handling technical aspect. Managers can positively contribute to school effectiveness if they are prepared to handle and solve complex problems (UNESCO, 2018). In relation to the statements, it is only paramount that managers lead the way to an appropriate culture and context that is acceptable by the members.

Case Study 3: Commitment to Excellence

Another recognizable challenge encountered by the participants is the word commitment. This word has been used in many cases and commonly related to work. This word brings big responsibility and carry a heavy load for the SBM Coordinators. Apparently, two schools manifested that commitment is a big challenge for them. According to Wadud (2018), committed employees have strong ethics in which they cooperate with their bosses and coworkers. Likewise, committed employees take initiatives to complete tasks, and need not to be reminded of what to do next.

SBM Coordinator School B (KII). "If I ask the members to pass a particular document which is needed, usually, their response is that they are still busy and if it's like that, I will just let them. Nakakahiya kasi minsan na mangulit, even though it is their job, pero I try to understand na lang, and do it by myself if kaya ko rin lang."

("If I ask the members to pass a particular document that is needed. However, the response coming from the members usually is their busy of other school related works. And I do not want to burden them as well, instead, I will be the one to do job instead. Even though, it is a part of their job, I am trying to understand instead. Rather, I'll do it by myself if it is applicable to me.")

Srivastava (2018) said that a person who is dedicated, success then can be achieved through hard work, right attitude, self-discipline, and ability to focus on one's life goals and objectives.

Principle Leaders School D (FGD). **"**When it comes sa commitment, ok naman lahat so far. Minsan kahit na maraming ginagawa, pag need yung documents na agad, ipaprioritize naman, mahirap nga lang talaga minsan dahil sa dami ng ginagawa.

("If we are talking about commitment in our team, so far they are committed. Although, most of the times we have a lot of things to do, if the documents is needed immediately, what we are going to do is prioritize that first. However, most of the times it is really hard because a lot of things are being done.")

Principle Leaders School F (FGD). "Dahil majority bago sa school, kaya dapat yung dedication at willingness to work ay ipakita."

("Since majority from our school they are new from the industry, so they need to show their dedication and willingness to work.")

Consequently, a person who is dedicated makes optimal use of the resources presently at the disposal rather than complaining about what is lacking. Likewise, commitment is not just based on emotions but a character quality that helps to reach the goal. The team focuses on achieving the objectives and complying with the requirements while performing the work willingly. People are committed because they are involved, and if they are involved, they tend to influence others.

Case Study 4: Series of Process

The last challenge emerged from the study is about knowledge, which is similar to all of the six schools. This problem is an experience encountered by the schools that showed the extreme difficulty and struggle of the SBM Coordinators and Principle-Leaders. Lack of knowledge of school operations and lack of process skills, these are another recognizable challenge encountered by the participants while implementing SBM in their schools. Generally, participants possess little knowledge of what is SBM and how it really works. More so, members often are deficient in the skills of decision making and lacking from the clarity of their work or role.

The schools, in particular, School A is aware that they lack capacity of understanding the works in SBM, because the majority from the team, and even the coordinator does not have any idea of the process of the program. More so, the team was not able to have to attend any of the seminars or trainings provided. Different factors also were entangled in the lack of seminars or trainings. According to Frost (2007), an employee who receives the necessary training is better able to perform his work.

SBM Coordinator School A (KII). "Letting them be aware that SBM is very important in the school. Perhaps one way of letting them become aware, during meetings or SLACS, SBM is always present perhaps teachers will be familiarized in the different parts or the different documents needed for this SBM to flourish so if every now and then. At least to avoid miscommunicating and incorrect reports being passed."

("Letting them be aware that SBM is very important factor in the development of a

school. Perhaps, one way of letting them become aware is during meetings or School Learning Action Cell (SLAC). SBM is always present, perhaps teachers will be familiarized from the different parts or different documents needed to flourish. At least to avoid miscommunication and incorrect reports to be passed.")

SBM Coordinator School A (KII). "I think DepEd must give more training and seminars that we need in order to know better one by one what are the things that are needed, especially those which are included in the tool."

("I think DepEd must provide us more training and seminars that are needed in order to know better the things that are required, especially those included in the tool.")

Principle Leaders School A (FGD). "Common understanding namin dapat properly oriented kami. Dapat knowledgeable ang lahat kung ano ba talaga ang SBM."

("It is a common understanding for everyone that we need to have a proper orientation, so that everyone is aware and knowledgeable about SBM.")

It is already clear from everyone that the current SBM Coordinators were designated by the school head same goes with the principle-leaders and core members. The daily work within schools is embedded in contexts, and novice teacher experience unexpected events and situations that occur daily in school life (Kim & Roth, 2011). Furthermore, novice teachers need to perform their work roles within the school setting, because these types of information are necessary until they are immersed in their school situations.

In relation from Case Studies 2 and 3, proper dessimination of information, awareness, and knowledge were subthemes that falls under the theme of Process. This part is entitled Series of Processes because of the idea of showing the continous process in the implementation of SBM. The school-based management is a process of putting everything about the school practicing standard operation. Whether under the banner of decentralization, teacher empowerment, student-centeredness or community participation. SBM has been the educational reform agenda for decades already, not only in the Philippines but also from other countries. The key point is that SBM is not a goal in itself; rather, it consists of a set of processes that contribute to enhancing school culture and improving management quality.

Process is one of the core aspects of the job description of a leader. Every work, activity and program provide standard procedures and processes. The success lies partly in having the right processes that may lead to improvement. According to Bilich (2016), process provides an efficient way of performing the task and in a consistent way.

Principle Leaders School A (FGD). "The information usually is not properly disseminated, or rather, lagi't lagi pag nagkaroon ng reecho, not all or perhaps, minsan yung vital information ang nawawala."

("The information usually is not properly disseminated, or if we have re-echo, not all and / or the important and some of the details were not properly given by the speaker.")

School D's outlook when it comes to the implementation of SBM can be considered an advantage and disadvantage to them. According to the coordinator, it is an advantage for them in way that implementing SBM in their school educated them in so many ways. Some of these are the proper documentation of Means of Verification (MOVs); transparency of the sources; uplifting the community involvement; school and student improvement plan; and tracking professional growth of all the teachers. These factors were some of the motivations and yardstick of the improvement of School D. However, some of the faculty members see the implementation of the program a burden and that resistance from them cannot be avoided. Aside from the challenges mentioned from the previous statements, it is evident that having SBM is another load of work that will occupy the time of the people involve. More so, the fact that all from School D were not able to attend any trainings and seminar about SBM, gave them not just fear but also a feeling of burden and blindness. Consequently, involvement of each member in the program without proper awareness of the processes is dealt with half-baked attentiveness.

Principle Leaders School D (FGD). "At first, we were shocked, because of the different guidelines and criteria. We didn't know na there is leadership and governance, and so forth and so forth."

("At first, we were shocked, because of the different guidelines and criteria. We don't even know that there is leadership and governance, curriculum and so forth. We are not aware that these are Principles or Domains of SBM.")

Principle Leaders School D (FGD). "As I have said, we were shocked, kasi di naman kami aware if ano ang dapat gawin. Even though partly nasabi sa amin ang gagawin pero we think that it is not enough knowledge."

("And as I have said, we were shocked because we are not aware of what to do. Even though some parts and instruction were mentioned, however, we think that the knowledge that we have it is still not enough.")

Marks (2010) stated that the continual improvement of the skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success.

The importance of training was emphasized by the respondents and various perceptions regarding potentials of SBM as a means to improve the quality of education.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the results of the study and the experiences of the participants, School-Based Management (SBM) is an important program to be implemented in all basic education schools in order to have a direction, not just in the implementation of the program itself but to have a better leadership and management of the school, as well as in gearing towards the learner-centeredness of the school. The results of designating people to handle the SBM program in every school, the top management should provide definite decisions and proper information in order to have quality school management. The top management, like the school heads have the power to choose and designate the SBM Coordinator and Principle-Leaders, therefore, it is only appropriate to designate the proper authorities to have a good organizational structure.

In addition, SBM Coordinators next to the School Heads were the decision-maker in terms of implementing the SBM, therefore, the coordinator should able to convince the subordinates or followers that the decisions taken were right and appropriate. Moreover, the duty to be carried out should be in an effective manner while being concious of the school development as well as sharing responsibility and resources for school effectiveness. More so, to create a flow of communication and ideas throughout a company, having different elements for the organizational structure can be considered as a part of refining the processes in a school. People are committed because they are involved, and if they are involved, they tend to influence others.

Process is one of the core aspects of the job description of a leader. Every work, activity and program provide standard procedures and processes. The success lies partly in having the right processes that may lead to improvement. Therefore, good procedures and processes provide a way to communicate and apply consistent standards and practices.

The school-based management is a process of putting everything about the school practicing standard operation. Whether under the banner of decentralization, teacher empowerment, student-centeredness or community participation, SBM has been the educational reform agenda for decades already, not only in the Philippines but also from other countries. The bottom line is that SBM is not an end in itself, it is a series of processes that help foster an improved school culture and higher-quality management.

The researcher recommends the following recommendations based from the conducted study:

1. The implementation strategies that were carried out in the study can be used as basis for program improvement. It can be utilized to formulate a new strategic method of operation of the SBM in all schools. A series of trainings and seminars related to SBM or the like may be conducted for faculty support and professional improvement.

2. The functions of the leaders in the school and implementation of any programs may include providing

mechanisms and support to facilitate the process of reaching the desired maximum level. Giving importance from the responses of the participants, a training is a must for an individual for professional growth, gaining knowledge and quality performance.

3. The cases of leadership of the coordinators should be a catalyst and a yardstick of one's leadership style in order to measure effectiveness and efficiency of management and supervision of the organization.

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